# Children in Distress

# CINDI

## Networking for children affected by AIDS

# MINI-RESEARCH PROJECT ON TRAINING WITHIN THE CINDI NETWORK

**Research conducted by Suzanne Clulow & Martine van Houten**

**October 2010**

# Contents

# EXECUTIVE SUMMARY

## Introduction

This research provides an overview of the training offered by the Children in Distress (CINDI) Network, either as direct service provision *to* its members or by proxy *through* its members. It provides an assessment of the scope of training programmes funded by CINDI in order to make recommendations for improving the planning, monitoring and evaluation of such programmes.

## Research Methods

The research made use of informal interviews with key stakeholders during which a questionnaire was completed by the researchers. This was combined with a document analysis to broaden the information sources from which to draft key findings and recommendations.

## Key Findings

1. Training is a central function of the both the CINDI Network and its members.

2. Evaluations and reviews carried out show that training received has been highly valued.

3. Training is provided at a number of different levels which can be defined as a) "on-the-job" or "hands on" training, b) workshop-style training and c) formal training.

4. A considerable number of trainings are provided by outside training organisations and therefore issues relating to the planning, monitoring and evaluation of these trainings are left to the discretion of third parties.

5. All trainings reviewed tie in with at least one of the current CINDI strategic objectives.

6. Beneficiaries have played an important role in informing the content of most of the trainings reviewed.

7. The draft Mapping Report presents a strong indication of member training needs, which should inform future training priorities.

8. Lack of standardised systems limit the ***recorded*** effectiveness of training (the scope of the mini-research project did not allow for an assessment of non-recorded effectiveness). This represents a significant loss in the documenting of CINDI's outcomes.

9. Few of the trainings assessed had written planned content with learning objectives, learning outcomes, course outline and target beneficiaries.

10. There are significant gaps in the assessing and evaluating of training throughout the trainings reviewed, but most especially at a cluster level.

## Recommendations

1. That a set of guidelines be drafted to assist those planning training either by CINDI or through CINDI detailing the Network's training policy. This should detail, amongst others, CINDI's training priorities, strategic objectives, training methodology and approach preferences, qualifications of trainers, requirements in terms of curriculum and materials, selection criteria for attendance, monitoring and evaluation standards and guidelines for the payment of service providers involved in the training. This could be disaggregated for each level of training (i.e. "on-the-job", workshop and formal).

2. That a training template be developed to assist with the planning, monitoring and evaluating of trainings provided to members. This could also serve as a means of motivating for why the training is necessary. A suggested format is attached in Appendix A.

3. If training is to remain central to the Network and its members, CINDI must consider employing a Training Coordinator to oversee and streamline processes.

4. A database of training service providers (both within the network and outside the network) could be compiled to assist with sourcing training service providers and provide further reference of the scope of training within the network.

5. The excel database of training attendance should be stored on the central CINDI server so that the knowledge is not lost to the organisation if a staff member leaves. Further, the CINDI filing system should be tightened to avoid the loss of valuable historical records.

# 1. Background and Context

This report presents the findings of a mini-research project focused on the training offered by the Children in Distress (CINDI) Network, either as direct service provision **to** its members or by proxy **through** its members. The goal of the mini-research project was to assess the scope of training programmes funded by CINDI in order to make recommendations for improving the planning, monitoring and evaluation of such programmes.

CINDI, founded in July 1996, is a multi-sectoral network of over 300 civil society and government agencies - non-governmental organisations (NGOs), community based organisations (CBOs), faith based organisations (FBOs), local and regional government departments - capable of implementing diverse, effective and sustainable programmes for children affected by HIV and AIDS in the province of KwaZulu-Natal.

The CINDI Network Office (CNO) ensures that the vision statement and objectives are upheld and that members are assisted in their work with children affected by HIV and AIDS:

> *Vision: A responsive and dynamic well resourced network of civil society, donor, and government agencies capable of implementing diverse effective sustainable programmes for vulnerable children, with a special focus on HIV and AIDS.*

> *Mission: To sustain a dynamic, well resourced network in KZN with the aim of enhancing the services and response to children in distress through undertaking research; capacity building; training; advocacy; resource sharing and collaboration between member organisations in partnership with donors, government and other relevant stakeholders.*

The goal of the CINDI Network is to create strategic opportunities for networking, collaboration, research, and advocacy; mobilize resources and provide access to information; and build capacity of members to advance the rights of vulnerable children and their families. We achieve this through capacity building, resource mobilisation, networking and advocacy.

The CINDI network consists of a central network office (CNO), situated in Pietermaritzburg, which organises all the networking activities. There are monthly network meetings attended by all members, where information of interest to all members is shared. In 2004, CINDI undertook an Organisational Development exercise to promote collaboration between members. This resulted in the clustering of groups of members who provide similar services to vulnerable children.

The clusters are Children in Care (CIC); Community Development (CDC); Home Based Care (HBC); Schools and Youth Development/Psychosocial Support (PSS) and Community Based Organisation (CBO). The clusters seek to:

• Share models and approaches to interventions

• Receive and provide training

• Identify problems and find solutions

• Conduct research

• Source funding for their activities

Over and above the networking and cluster functions, CINDI has also provided a funding conduit for some members, accessing funding and then disbursing this to members for both larger and smaller grants. More recently this has provided a platform for partnerships between members (e.g. the Child Advocacy Project and the PEPFAR May'khethele Programme).

## 2.  Purpose of the Mini-Research Project

The goal of the mini-research project was to assess the scope of training programmes funded by CINDI in order to make recommendations for improving the planning, monitoring and evaluation of such programmes.

"Training" seems to form a very significant part of CINDI's work.  Both clusters and members seem to embark on a wide range of training programmes.  A number of issues are not clarified at planning, monitoring and evaluation level in relation to the training including the following:

- Does the training have an overall objective?
- Does the training have planned content?
- What informs the content?
- Are appropriate training materials available?
- What tools are in place to assess training events?
- What tools are in place to assess the outcomes of the training?
- Is the training accredited?
- Does CINDI have a process in place to capture who benefits from the training?
- Does CINDI have funding guidelines for training such as:
  - Payment of facilitators
  - Catering
  - Transport support
  - Implementing training workshops

# 3. Methodology

## 3.1   Project Planning

The mini-research exercise has been undertaken as part of a group of research projects designed by the CINDI M&E Forum.  Several planning meetings were held within this forum, members include Liz Clarke (CINDI M&E Consultant), Martine van Houten (YFC KZN), Claire Kerry (independent), Esther Mungai (PEPFAR M&E Officer) Suzanne Clulow (independent) and Welcome Mwelase (CINDI MER Officer). During these meetings, researchers were appointed, research approaches and methodologies were decided, samples were defined and questions for respondents, timeframes and budgets were finalised. Suzanne Clulow and Martine van Houten were identified as the team to work on this project.

The specific activities identified by the M&E Forum as falling within the scope of the mini-research project on training were to:

1. Review the current process for funding training within CINDI both as part of the work of the clusters and through the funding conduit.  Specifically:

    - Does CINDI have a plan in place that outlines training priorities for the members? (i.e. what informs the choice of a training being approved, funded and implemented?)

    - Does CINDI have a process and system in place to capture who benefits from the training?

    - Does CINDI have funding guidelines for training implementation such as payment of facilitators, catering, transport and accommodation support

2. Review the planning, monitoring and evaluation processes for training used by a sample of CINDI members who have received funding for training.  Specifically:

    - Does the training have an overall objective?
    - Is the training aligned with CINDI strategic objectives?
    - Does the training have planned content?
    - What informs the content?
    - Are appropriate training materials available?
    - What tools are in place to assess training events?

- What processes are in place to evaluate the outcomes of the training?
- Is the training accredited?

3. Review the planning, monitoring and evaluation processes used by the CNO for training provided through the clusters against the same criteria as above.

4. Compile a report on the findings of the review as well as making recommendations to CINDI regarding possible improvements in terms of quality assurance and standards for the funding of training.

5. Work with new CINDI MER Officer to ensure that he learns from the process and would be able to implement recommendations provided.

A suggested action plan was drafted in response to these activities and discussed at the M&E Forum on 21 July 2010. (N.B. this schedule was drafted without full knowledge of the availability of documents and staff members and therefore some actions changed during the course of the mini-research project.)

| Activity | Action | Who |
|---|---|---|
| 1 | Compile list of suggested documents for review | Suzanne – to send to Martine for comment |
| | Meet with CNO to discuss this | Suzanne and Martine |
| | Review documents and comment | Suzanne and Martine |
| 2 | Identify members who have received funding for training | Suzanne |
| | Meet with members (some may be part of existing field visits) | Suzanne |
| | | Suzanne |
| | Document findings | |
| | Compile list of suggested documents for review | Suzanne – to send to Martine for comment |
| | Meet with CNO to discuss access | Suzanne |
| | Review documents | Suzanne and Martine |
| | Document comments | Suzanne and Martine |

| | | |
|---|---|---|
| 3 | Compile list of suggested documents for review | Suzanne – to send to Martine for comment |
| | Meet with CNO to discuss access | Suzanne |
| | Review documents | Suzanne and Martine |
| | Document comments | Suzanne and Martine |
| 4 | Liaise MER Officer regarding planning of process | Suzanne |
| | Invite to attend site visits | Suzanne |
| | Suggest he reviews documents and comments | Suzanne |

The project was to be completed by 31st of October 2010.

## 3.2    Data Collection

Two main methods of data collection were chosen, document analysis of key documents and a survey to be completed by means of an informal interview with the researcher/s. This methodology was chosen for a number of reasons. Firstly, the research goal clearly states that this is an assessment and not an evaluation. Therefore data collection methods that provide an indication of the scope of training, rather than a precise quantification of this scope, are sufficient. Further, time constraints and the availability of documentation on past training were limiting factors.

The following table summarises the sample used for informal interviews:

| Sample organisation | Contact person interviewed | Relevance to mini-research |
|---|---|---|
| CINDI | CINDI Director | Director of CINDI, responding to activities 1 and 3 |
| CINDI PEPFAR May'khethele Programme | PEPFAR M&E Officer | PEPFAR M&E Officer, responding to activity 2 |
| LifeLine | Director and Programme Manager | Irish Aid funding recipient, responding to activity 2 |

| | | |
|---|---|---|
| Pietermaritzburg Child and Family Welfare Society | Director and Programme Manager | Irish Aid funding recipient, responding to activity 2 |
| Sinani | Director and M&E Officer | Irish Aid funding recipient, responding to activity 2 |
| Umvoti AIDS Centre | Director and Deputy Director | Irish Aid funding recipient, responding to activity 2 |
| Kenosis | Director and Programme Manager | Irish Aid funding recipient, responding to activity 2 |
| CREATE | Director and M&E Consultant | Irish Aid funding recipient, responding to activity 2 |

Documents included as part of the document analysis were:

| *Document* | *Relevance to mini-research* |
|---|---|
| CINDI CBO Review 2009 | Activity 1 |
| Draft CINDI Mapping Report 2010 | Activity 1 |
| Concept note for Tenderers Masihambisane II and Invitation to Tender Masihambisane II 2008 | Activity 1 |
| Invitation to CINDI Member CBOs to Apply to Participate in Masihambisane 2008 | Activity 1 |
| Masihambisane project reports January 2009-June 2010 | Activity 1 |
| Review of a sample of trainings circulated via email to members 2008-2010 | Activity 1 |
| CINDI Tender Policy 2007 | Activity 1 |
| CINDI Strategic Plan 2010 | All activities |

| Irish Aid funding proposals and reports February 2010 | Activity 2 |
|---|---|
| Cluster Strategic Plans for 2008 and 2009 | Activity 3 |
| Cluster Minutes for HBC, PSS and CBO for May 2010 | Activity 3 |
| NACCW Training Evaluation Report 2010 | Activity 3 |

The interviews and document analysis were complemented by:

- A desktop review of the CINDI website and archived CINDI E-Newsletters, emails to members and Monthly Updates.

- A telephonic interview of staff members from the CNO.

- Email correspondence with cluster chairs and members of the sample for further clarification.

### 3.3    Site Visits

Site visits were made to six CINDI members funded through Irish Aid – Kenosis, LifeLine, Umvoti AIDS Centre, The Child and Family Welfare Society of Pietermaritzburg (PCW), CREATE and Sinani. The organisations were all located within Pietermaritzburg, with the exception of Kenosis in Bishopstowe and Umvoti AIDS Centre in Greytown.  In order to avoid unnecessary travel and to reduce the amount of member's time taken up, the visits were married with site visits for the data-collection mini-research project.  The site visits were conducted by Suzanne Clulow in English.   The dates for the site visits were forwarded to the CINDI M&E Officer.

Dates for the site visits were as follows:

| *Organisation* | *Date* | *Contact* |
|---|---|---|
| PCW | 13 August | Director and Programme Manager |
| Umvoti AIDS Centre | 27 August | Director and Deputy Director |
| LifeLine | 20 August | Director and Programme Manager |
| Kenosis | 24 August | Director and Programme Manager |

| Sinani | 26 August | Director and M&E Officer |
|--------|-----------|--------------------------|
| CREATE | 30 August | Director and M&E Consultant |

## 3.4    Limitations

Staff turnover within the CNO over the past three years has resulted in filing inconsistencies which meant that many documents were not being readily accessible.  Further, as the CINDI CBO Review states *'important information often sits in people's heads and can be lost to the institutional memory once they leave the organisation'*.  This was a particular limitation noted by the current Director during her informal interview with the researchers.

The study questions had not taken into consideration the fact that many trainings are provided by outside service providers.  Questions relating to these trainings could not always be accurately answered by the respondents.

Time constraints did not allow for interviews with more than one or two members of each organisation and therefore answers are limited to the respondent's knowledge of the organisation.  It can be assumed that this was mitigated by the fact that senior staff members were interviewed that have extensive knowledge of the organisations as a whole.

At the planning meeting of the M&E Forum on 21 July, it was agreed that the Small Grant Fund was outside the scope of this mini-research.  The inclusion of the Small Grant Funding would have provided a broader picture of training within CINDI.  This is dealt with, to a certain extent, within the CINDI CBO Review document.

# 4. Data Analysis

## 4.1 Activity 1 - Training by CINDI Overall

### 4.1.1 Response to study questions during informal interview

- *Does CINDI have a plan in place that outlines training priorities for the members? (i.e. what informs the choice of a training being approved, funded and implemented?)*

  To the best of the current Director's knowledge no overall written training plan for CINDI has ever been in place. Training projects have been carried out, but these were on an individual basis and tended to be either donor or cluster driven. Training priorities have also been informed by the Network Meetings and the Advocacy Desk. The CINDI Mapping Project is currently being finalised and it is anticipated that this will inform future training priorities.

- *Does CINDI have a process and system in place to capture who benefits from the training?*

  This has been inconsistent in the past and has depended upon the administration of the CNO staff member overseeing the training. Since 2009, a formalised system was introduced whereby attendance from trainings, network meetings and cluster meetings registers are captured onto an excel spreadsheet.

- *Does CINDI have funding guidelines for training implementation such as payment of facilitators, catering, transport and accommodation support?*

  For training which is provided outside of the clusters, the standard practise is to circulate a tender to members (e.g. in the case of Masihambisane). However, there are less formal trainings which do not require a tender. The tender will include a terms of reference detailing the requirements and budgets for applications. For training through clusters, the cluster proposes who they would like to do the training or they ask the CNO to research this for them and provide quotes.

  For informal trainings through the network and cluster trainings, catering and venues are at the discretion of the CNO and depend on the budget available for the training. The CINDI financial policy does have some provisions to address this. Where the training has gone out to tender, this is at the discretion of the training provider.

Trainings not put out to tender require a work request to be completed which is reviewed and signed off by the Director and a work order is then generated. Any budgetary requirements will be reflected on the work request.

### 4.1.2 Response to study questions from document analysis

- *Does CINDI have a plan in place that outlines training priorities for the members? (i.e. what informs the choice of a training being approved, funded and implemented?)*

Given the time constraints for this mini-research, the response to this question was based on what is ***currently*** in place and not what has historically been in place. It can be noted on the point of historical priorities that, during the course of the document analysis, evidence was found which shows donor-driven, member-driven, CNO-office-driven and cluster-driven training. Evidence was also found of a number of consultation meetings relating to these trainings.

With regards to what is currently available, the main documents pertaining to this are the CINDI Strategic Plan 2010 and the draft Mapping Report. The second of CINDI's strategic objectives outlined in its Strategic Plan states: '*Capacity Building- Improved and more relevant organizational and programme capacity of CNO and CINDI members by providing skills and knowledge-based training*'.

Activities relating to this strategic objective include:

- Carry out organisational development assessment of members
- Carry out programme development assessment of members
- Provide skills and knowledge based training in response to this
- Implement current Masihambisane project

Strategic objective three, relating to improved advocacy, also has a training activity, namely to '*provide capacity building to member organisations to improve their service delivery around children's rights'*.

The organisational and programme development assessment mentioned in the activities for strategic objective two pertain to the CINDI mapping exercise. When asked during this exercise what they hoped to gain from participation in CINDI, the overwhelming response from members

was training.  Capacity development topics requested by more than five members listed in the draft Mapping Report were:

| Capacity Development Need | No. of Members |
|---|---|
| Financial Management | 59 |
| Fundraising and Proposal Writing | 56 |
| Project Management | 50 |
| Computer Skills | 44 |
| Home Based Care | 29 |
| Organisational Governance and OD | 28 |
| Counselling, communication and psychosocial support skills | 25 |
| ARV adherence and treatment | 23 |
| Child Protection or Rights | 23 |
| Child Care | 16 |
| Leadership | 16 |
| Office / administrative skills | 15 |
| Updates on legislation, Children's Act | 13 |
| Monitoring and Evaluation | 12 |
| Child participation | 10 |
| Report writing | 9 |
| HIV counselling | 9 |
| Advocacy | 8 |
| Supervision, debriefing and mentorship | 7 |
| Linkages with local CBOs and NGOs | 6 |

Recommendations relating to training from the draft Mapping Report read:

1. 'Undertake capacity building on the following commonly identified needs:
    - Financial management
    - Fundraising
    - Project management
    - Home based care
    - Organisational governance and development
    - Counselling, communication and psychosocial support skills
    - Ongoing updated information and sharing about strategies relating to ARV treatment and adherence
    - Child protection and child rights

2. Models for mentorship for training should be explored. This is a difficult activity to undertake successfully, but can really help members 'grow' their organisations.

3. Other key training to be considered is monitoring of beneficiaries. Many organisations submit reports and data to organisations but do not have an understanding of monitoring, which is important for tracking results and to be used for accessing funding.'

- *Does CINDI have a process and system in place to capture who benefits from the training?*
  This was not evident from the documentation reviewed. The NACCW Training Evaluation does refer to a list of members who have been training but it is not clear from the report what system was used to capture these beneficiaries. Several requests were made to the CNO to view the database of training participants referred to by the Director in the informal interview. To date this has not been made available.

- *Does CINDI have funding guidelines for training implementation such as payment of facilitators, catering, transport and accommodation support?*
  The only document reviewed relating to this is the CINDI Tender Policy 2007. This relates '*to contracted services OR fees paid to consultants for work done costing in amounts of more than R50 000 where CINDI NETWORK OFFICE needs extra capacity*'. No specific guidelines are outlined in this document, however cost effectiveness and price are listed as important considerations in the awarding of tenders. The Tender Policy does state that the request for

tender should define its objectives, outcomes and performance standards.  Further, it should also request details of performance management such as performance indicators, monitoring and evaluation mechanisms.

## 4.2    Activity 2 – Training Funded through CINDI

### 4.2.1    Irish Aid funding

Since 2002 the CINDI Network has provided Irish Aid funding to selected members through the Funding Conduit.  Members are invited to submit applications which are reviewed by the Funding Panel and successful candidates selected.  There are currently six member organisations funded through this model.  Beneficiaries of the funding are required to sign a contract with CINDI and are monitored through regular progress reports.  Each member carries out the funded activities autonomously; there is no partnership or joint management.

- *Does the training have an overall objective?*

    Four out of the six Irish Aid-funded organisations had written objectives in their proposal document for the training offered.  The remaining two organisations included training as an activity contributing towards an objective and therefore the training did not have its own objective specified.  However, when questioned they were able to provide these verbally.

    The objectives are summarised in the table below (N.B. Some organisations offer more than one type of training with the funding provided):

| Documented objectives | Verbal objectives |
|---|---|
| To train newly recruited foster parents on HIV/AIDS, home based care and nutrition | To improve the knowledge of the home based carers and provide better quality of care to PLWA |
| To provide ongoing training for special needs parents | To improve the skills of the community for sustainability |
| To improve community knowledge about GBV and its relationship to HIV, special focus | To help community members understand the PSS needs of children and so improve |

| | |
|---|---|
| on protecting young females | their care of children |
| To empower 10 'volunteers' in order for them to be in a position to address the needs in their community | To improve database usage as an M&E tool |
| There are community based structures offering effective child-centred projects in each partner community | |
| Promote positive sexual identities and knowledge of HIV and AIDS amongst youth with disabilities and educate them on their health and reproductive rights | |
| Educate parents/caregivers on the sexual rights of children/youth with disabilities and provide them with training on sexuality and disability | |

- *Is the training aligned with CINDI strategic objectives?*

  The strategic objectives listed in the CINDI Strategic Plan 2010 are:

  1. Improved networking of CINDI members with each other, with CNO and with others around key sector issues. This will be achieved through activities which ensure communication forums and networking opportunities at all levels for members around key sector issues.

  2. Improved and more relevant organizational and programme capacity of CNO and CINDI members by providing skills and knowledge-based training.

  3. Improved levels of advocacy for CNO and CINDI members.

  4. Resource Mobilization: Improved levels of resource mobilisation for CNO and support for CINDI members in accessing technical, material and financial resources on an ongoing basis.

Training offered by the Irish Aid funding beneficiaries fit in with strategic objectives one and two and indirectly with objective three.

- *Does the training have planned content?*

  In retrospect, this question is ambiguous in its meaning and is not clear in its distinction from question five regarding training material. A definition should have been provided for what constitutes "planned content". All of the respondents answered "yes" to this question, however when questioned further it is apparent that "planned content" can range from a written outline, to a manual, to mental knowledge that is applied by the trainer on the day of the training with no written content. This was further complicated by the fact that several of the organisations used a third party to provide the training and therefore did not have full knowledge of the training process. Two organisations were providing psychosocial support training through Dlalanathi and one was providing training to foster parents through Gezobuso Projects.

  If we define "planned content" as a training which has a ***written*** course outline detailing the objective, target group, topics to be covered and expected outputs, then only four of the trainings offered would qualify. Two of these are, in fact, trainings offered by third parties and the researcher was required to consult additional sources to confirm this (the Director of Gezobuso Projects and the Dlalanathi website). For three of these organisations, training is either the main focus or one of the main foci of their work.

  A number of the remaining organisations referred to the existence of manuals as representing "planned content", however as this is dealt with in a later question this has been excluded from this discussion.

  It was clear from the responses that training can be divided into three categories – formalised training with (written) planned content and a course manual; workshop-style training where the content is planned in as much as the trainer has a plan in their mind of what they would like to present (this style of training does not generally have a manual but does often provide the participants with handouts); and "on the job" training, such as gardening, which is provided in the form of knowledge sharing and experiential learning. For all three levels of training, examples were provided of how organisations had developed their own content.

- *What informs the content?*

  All of the trainings (except for one third-party-provided training for which insufficient information was available to answer this question) stated that the beneficiaries of the training had informed the content. In four instances, this was by means of a baseline survey or consultation with the beneficiaries at the start of the training development. In these cases, the content was then fixed. For a further four trainings, the content was fixed but could be adapted depending on the needs of each group to be trained (i.e. a number of topics were available but not every training contained them all). In the remaining three instances, the process was much more fluid and allowed for continuous, ongoing input from the beneficiaries. These cases coincided with the "on-the-job" and workshop style trainings.

- *Are appropriate training materials available?*

  The results are summarised below:

| Type of material available | No. of trainings |
|---|---|
| Manuals | 2 |
| Manual and workbook | 3 |
| Manual and handout | 3 |
| Handout | 1 |
| Nothing | 2 |
| *Total* | *11* |

  The trainings for which no materials or handouts were available relate to "on-the-job" and workshop style trainings.

  Although this was not asked as part of the study questions, only one organisation made note of the fact that their training was available in isiZulu.

- *What tools are in place to assess training events?*

  Of the eleven trainings identified as funded through Irish Aid, two have no tools in place to assess the training event. The remaining nine had tools in place ranging from written tests to pre and post training evaluations. The results are presented in the table below:

| Assessment tool | No. of trainings |
|---|---|
| Test of learning either written or verbal | 1 |
| Observed application of learning | 4 |
| Observed application plus written test | 1 |
| Pre and post test evaluations | 3 |
| Nothing | 2 |
| *Total* | *11* |

As the table shows, the most common form of assessment is observed application of learning.

- *What processes are in place to evaluate the outcomes of the training?*

    The majority of respondents did not have a formal evaluation process in place for their trainings; however systems were in place that could be formalised to incorporate this. These include monthly meetings with the beneficiaries, follow-up visits and internal reporting within the organisation. Three of the trainings used focus-groups for evaluation purposes and one of these training had also had an external evaluation. Only one of the trainings had no formal or informal process in place.

- *Is the training accredited?*

    None of the trainings funded through Irish Aid are accredited. Two of the organisations, LifeLine and Sinani, have accreditation but not for the trainings offered through the Irish Aid funding. Both of these organisations are large NGOs who applied for accreditation at the start of the accreditation process. They are both registered through the Health and Welfare SETA (HWSETA). LifeLine's accreditation is through the national office and as this has been problematic they are currently investigating obtaining their own accreditation.

### 4.2.2 PEPFAR funding for May'khethele Programme

The May'khethele Programme has been running for the past three years with the primary goal of improving the health and psycho-social well being, access to education, and economic status of orphaned and vulnerable children in the greater uMgungundlovu district of KwaZulu-Natal. The project is run as a partnership, or joint project, involving four CINDI members and is overseen by a

Joint Management Team.

The programme had two main objectives:

- To increase life skills and improve the well being of 11 250 OVC under the age of 18 in 51 schools within the greater uMgungundlovu district KZN, through HIV and AIDS prevention, education, promoting behavioural change, improving access to counselling and testing and provision or linkage to services.

- To increase knowledge and understanding of orphaned and vulnerable children's care and support among 1200 care providers in project operation area.

Since the beginning of this fiscal year, two different levels of training have been offered through the May'khethele Programme:

1. Unaccredited training for care givers (teachers, guardians, parents, grandparents, foster parents, police and other community members) on how to address the needs of OVC. This is normally facilitated by one of the four partner organisations.

2. Accredited training for care workers (project facilitators, volunteers and coordinators) on how to address the needs of OVC. This is normally facilitated by an outside training organisation.

In previous fiscal years there was no distinction between care givers and care workers or between accredited of unaccredited training.

- *Does the training have an overall objective?*
  The second objective for the May'khethele Programme relates to training, namely '*to increase knowledge and understanding of orphaned and vulnerable children's care and support among 1200 care providers in project operation area*'.

  More specifically, the Programme is required to complete an Indicator Protocol Reference Sheet which serves as a training plan. In order to be funded through PEPFAR, training should follow existing South African national training guidelines and detail learning objectives. This is verified by the PEPFAR M&E Officer for each training.

- *Is the training aligned with CINDI strategic objectives?*

Yes, as with the Irish Aid funding the training is aligned with strategic objectives one and two directly and indirectly with objective three.

- *Does the training have planned content?*

  According to the Indicator Protocol Reference Sheet, in order to qualify under the PEPFAR programme, the training must have a curriculum or course outline.

- *What informs the content?*

  For both types of training, accredited and unaccredited, the partner organisations motivate for why the training is necessary. This is based on the needs of the care givers and care workers they work with. Unaccredited training can then be developed to respond to these needs by the partner organisations. However, as the accredited training is offered by a third party the partner organisations cannot inform the content directly. Their potential to inform the content is limited to choosing, from a number of training providers, which programme best suits their needs.

- *Are appropriate training materials available?*

  As mentioned above, this question is not clear in its distinction from question two regarding planned content. The Indicator Protocol Reference Sheet stipulates simply that the training must have a curriculum *or* course outline. For accredited training this is also dependent on the training provider.

- *What tools are in place to assess training events?*

  For unaccredited training, follow-up visits and pre and post test scores will be used to determine quality and effectiveness of training. For the accredited training, this is determined by the training service provider. The Indicator Protocol Sheet for both types of training stipulates that details of the expected knowledge, skills and competencies to be gained by the participants are required. This suggests that some form of assessment should take place.

- *What processes are in place to evaluate the outcomes of the training?*

  An outcomes evaluation is currently taking place for the May'khethele Programme.

- *Is the training accredited?*

CINDI M&E Forum Mini-Research Project on Training

Since the beginning of this fiscal year, PEPFAR has introduced new criteria for training which stipulates that training must be accredited. As the training to care givers is not accredited, the outputs and outcomes of these training may not be counted towards training objectives.

### 4.2.3    Masihambisane II CBO Development Project

Following the success and key learnings of the Masihambisane I CBO Development Project, in October 2008, CINDI invited qualified organisations to tender to carry out the new Masihambisane II Project from October 2008 to July 2010; and CBO members within CINDI were invited to apply to be considered as participants in the 21-month project (an application form was provided). The tender was awarded to Sinani / KwaZulu-Natal Programme for Survivors of Violence and the final terms of reference were agreed in December 2008.

Training for the Masihambisane project focuses on the development of CBO members of CINDI focusing on the following phases:

- Personal development for community leadership
- Organisational capacity and governance
- Situation and stakeholder analysis
- Project implementation, monitoring and reporting
- Project evaluation

- *Does the training have an overall objective?*

  For each phase of the project, clear training objectives were outlined in the tender and reflected in the project reports. These are summarised in the table below:

| *Phase* | *Objective* |
|---|---|
| Personal development for community leadership | To improve overall self-awareness and personal communication of the CBO leadership |
| Building and empowering the organisation | To improve the organisational capacity and governance of each participating CBO |
| Planning, implementing, monitoring and reporting | To support the CBO's to plan, implement, monitor and report on small scale community based projects for each participating |

| | |
|---|---|
| on projects | CBO |
| Evaluation and critical reflection process | To give participants the opportunity to evaluate their project and plan a critical reflection process |

(N.B. no reference in the project reports could be found for phase three of the programme, as outlined in the original tender document. This could have been amended when the terms of reference were finalised in December 2008.)

- *Is the training aligned with CINDI strategic objectives?*

  Yes, the whole Project is in line with all CINDI Strategic objectives. It mainly addresses capacity building (objective two) and resource mobilisation (objective four), but indirectly also addresses networking (objective one) as the CBOs meet together in the workshops and advocacy (objective three) as through strengthened CBOs the advocacy conducted for children will also be more effective.

- *Does the training have planned content?*

  Each training objective has related training outcomes which detail the planned content for each phase as shown in the table below:

| *Objective* | *Training outcomes* |
|---|---|
| To improve overall self-awareness and personal communication of the CBO leadership | By the end of this module participants will have:<br><br>• CBO leaders have a better understanding of themselves and their role in development<br><br>• CBO leaders have clearer personal goals and direction<br><br>• CBO members have strengthened working relationships, communication and listening skills<br><br>• The leadership capacity is strengthened<br><br>• The leaders understand what it means to work in a group and improve their democratic decision-sharing and negotiation skills<br><br>• The leaders improve their conflict resolution skills |

| | |
|---|---|
| To improve the organisational capacity and governance of each participating CBO | By the end of this module participants will have:<br><br>• An understanding of a basic organisational entity<br><br>• Consulted their local leadership about the purpose and role of the organisation in their community<br><br>• Will have drafted or updated their constitution<br><br>• Have submitted application forms to become registered as a relevant legal entity (if appropriate to their goals and purpose)<br><br>• Basic leadership structures in place for their organisation<br><br>• Basic skills on how to manage meetings and a procedure that is regularly implemented to run their meetings<br><br>• Basic minute taking and documentation skills<br><br>• Opened a cheque account<br><br>• Will understand the basic requirements of financial management and will have implemented a basic system of recording income and expenditure, with supporting documents |
| To support the CBO's to plan, implement, monitor and report on small scale community based projects for each participating CBO. | By the end of this module participants will have:<br><br>• Developed a project plan and proposal<br><br>• Developed a detailed project budget<br><br>• Submitted the proposal for approval<br><br>• Received funding of R 10,000 each for a specific community project (based on the proposal developed previously)<br><br>• Implemented their community outreach project<br><br>• Submitted a basic project report<br><br>• Submitted a basic financial report<br><br>• Have reviewed their own progress in facilitating this project and |

| | developed some basic monitoring and evaluation systems<br><br>• Started planning towards longer term sustainability |
|---|---|
| To give participants the opportunity to evaluate their project and plan a critical reflection process | By the end of this module participants will have:<br><br>• Critically evaluated their own projects<br><br>• Critically reviewed the CBO Development Programme<br><br>• Provided suggestions for the future course of this work |

• *What informs the content?*

A terms of reference for the training was circulated to CINDI members in 2008, these were based upon key learnings of the Masihambisane I CBO Development Project. CBO members of CINDI were invited to apply for the process on an application form. These were adjudicated by a selection panel. Final terms of reference were then agreed upon in December 2008.

One-day visits to each of the eight CBO partners were then carried out to introduce Sinani to all members, facilitate a needs assessment and conduct an organisational baseline assessment. This informed Sinani on the current status of the CBOs on governance, programme work, human resource management, relationships with other stakeholders, financial and funding of CBO's.

One of the challenges highlighted by the CINDI CBO Review for the Masihambisane Project refers to the difficulties in informing content for groups with diverse skills and levels of education:

> *'Trainers mentioned that one of the challenges was "the different levels of education, resources and knowledge we get in the same room". There are those who have already benefited from capacity building or, need much less capacity building, than others attending the same training. One on the one hand trainers have a group that tends to become quickly bored and frustrated, while another group may be struggling to keep up. Trainers suggested that CBOs be encouraged to send their newer members for training rather than those who have already been trained.'*

- *Are appropriate training materials available?*

   The progress reports reviewed state that '*relevant materials have already been produced and distributed on many of the topics covered during workshops. Each CBO member has been encouraged to keep a file of their own organisation as a reference, in which relevant documents may be stored'*.  This was supported by search of the Sinani website ([www.survivors.org.za](www.survivors.org.za)) evidencing that CBO training materials were available and also Sinani's capacity to develop additional training materials.  Further, the CBO Review Document lists a CBO Development Handbook as one of the materials produced by Sinani in 2008.

- *What tools are in place to assess training events?*

   The two main tools used to assess the training events were feedback from the participants (it is not evident from the documents reviewed if this was verbal or written) and workshop notes.

- *What processes are in place to evaluate the outcomes of the training?*

   The Masihambisane I Project was evaluated to a certain extent through the CBO Review Process. The amended purpose (f) of the CINDI CBO Review (2009) reads '*assess the perceptions of the outcomes of the SGF and training* [Masihambisane] *programmes*'.  The recommendations of this Review state '*the training that CBOs receive through the clusters and the capacity development training received through Masihambisane is highly valued by a majority of CBOs. The training clearly develops members personally and enhances their work'*.

   An outcomes evaluation of the Masihambisane II CBO Development Project is scheduled to take place from December 2010 – February 2011.

## 4.3    Activity 3 - Training through Clusters

- *Does the training have an overall objective?*

   Any training provided by the clusters should form part of their strategic plan.  A strategic plan template has been used by the clusters in the past which allows for training to be included as an objective or activity.  The data collection process found that these strategic plans are not always completed or are completed only partially.  The main reasons stated for this are changes in cluster chairs and time constraints on the cluster chairs.  Cluster Strategic Plans for 2008 and some for 2009 were available to review; however no plans had been completed for 2010.

Minutes for the PSS, CBO and HBC clusters were available which detailed proposed training topics but not objectives.

The 2008 and 2009 Strategic Plans were reviewed and the following training objectives evidenced:

| Cluster and strategic plan date | Training objective |
|---|---|
| CBO Cluster 2008 | To train the Cluster Committee in appropriate leadership skills. |
| Community Development Cluster 2009 | To build capacity within CBOs to train volunteers in family based child health practises. |
| Home Based Care Cluster 2008: | To develop and implement ongoing training for HBCs and to recruit and train additional HBC carers. |
| Children in Care Cluster 2009 | Relevant (NACCW) training provided to members. |
| Psychosocial Support Cluster 2008 & 2009 | Use Cluster funds to strengthen members by providing a core set of PSS training to members. |

(N.B. The plan submitted for the PSS cluster was incomplete and therefore further correspondence was required with the cluster chair. As a result, additional documentation was made available for review.)

- *Is the training aligned with CINDI strategic objectives?*
  The training objectives reviewed are all in line with CINDI's strategic objective two.

- *Does the training have planned content?*
  The greater part of training provided by the clusters is done so through outside training organisations. Records of past trainings were not readily available from the CNO and so this could not be verified. The Director confirmed in her interview that the current process for

training within clusters does not request this information. The Internal Evaluation of the NACCW training provided through the CIC cluster showed planned content for this training.

- *What informs the content?*

  Clusters hold strategic planning meetings at which training topics are decided. As the majority of training is provided by a third party, the specific content will be decided by the training provider. In some instances, training topics have been donor driven. There is often pressure on the clusters to spend their budget within in a given time period. This could lead to training being provided simply to spend the money without proper consideration given to the need and/or content.

- *Are appropriate training materials available?*

  Again, this is dependent on the training service provider. Records of past trainings were not readily available from the CNO and so this could not be verified. The NACCW training report does refer to an evaluation of training materials by the participants, which indicates that training materials were available for this training. Further, as this is a SAQA accredited course this would be a requirement for accreditation.

- *What tools are in place to assess training events?*

  No formal system is in place to standardise this procedure and it is normally left to the discretion of the trainer/cluster chair. The records were available of the post training evaluations for the NACCW training. In addition, a search of the CINDI website identified a workshop assessment tool on the following link: http://www.cindi.org.za/files/Workshop_assessment_smiley.pdf

- *What processes are in place to evaluate the outcomes of the training?*

  No standardised system is in place for this. An internal evaluation of the NACCW training provided through the CIC cluster was carried out by the CINDI MER Officer in 2010.

- *Is the training accredited?*

  Generally training provided is not accredited. Evidence was found of the accreditation of the NACCW training.

CINDI M&E Forum Mini-Research Project on Training

# 5.  Further Discussions

This section deals with a number of common issues raised through the data analysis which require further comment.

## 5.1    Core Function of Training within CINDI

It is clear from the data analysis that, as suggested in the terms of reference, training is a core function within CINDI.  It is, therefore, key that systems and procedures be developed which allow for the streamlining of training within the Network, thereby allowing the contribution of this important function to be properly recorded. Systems at present are, for the most part, inadequate.

## 5.2    Training Approaches and Methodology

Current systems (with the possible exception of those trainings put out to tender) do not stipulate requirements for training approaches or methodology.   This should be an important consideration in the provision of training, particularly the training of adults and community groups.   The CINDI CBO Review quotes *'while behavioural approaches to education and training may be best suited for certain models of skills transfer, a participatory, assets-based approach to capacity development which proceeds from and subsequently builds upon the existing experience and competence of participants is necessarily time-consuming, frequently laborious and inevitably shifts focus when flexibility is required. It would seem crucial for communication around issues of pedagogy be clarified between the roleplayers through communication and consultation to avoid misunderstandings.'*

Further, the issue of language has not been adequately addressed within the context of training.  One of the recommendations of the draft Mapping Report states *'the issue of language for the various CINDI activities needs to be carefully considered, to meet the differing needs of members, and to be inclusive of as many members as possible. (This includes language of network and cluster meetings, minutes, submissions for training and funding etc)'*.

## 5.3    Accounting for Staff/Volunteer Turnover

The relatively high turnover of staff and volunteers within the NGO/CBO sector was raised as a concern at a number of levels.  This should be a consideration when planning and budgeting for training and also

in deciding who should attend the training. This was also reflected in the draft mapping report '*where training is provided, consider budgeting for 'top up' training, as many organisations mentioned staff attrition as staff get better jobs, resulting in a decrease organisational capacity*'. In a number of instances, particularly but not exclusively at a cluster level, application procedures were used with criteria set around eligibility for training to increase the likelihood of skills acquired remaining within the organisation.

The issue of attrition is also addressed in the CINDI CBO Review, '*CBO members frequently drop out and are replaced by new trainees at various stages of the training. This speaks strongly to CINDI of the importance of working more closely with trainers and CBOs to determine and clarify appropriate selection criteria, monitoring and evaluation mechanisms that will ensure maximum access to training for all members*'.

## 5.4    Broadening the Scope of Training

Conversely, there has also been some frustration within the Network at the "exclusivity" of some training. A balance needs to be considered between satisfying the requirements for training (i.e funders, cluster members) and broadening the scope of some training to benefit the wider membership.

## 5.5    Making use of Membership Skills

A wealth of training expertise exists amongst the CINDI Members which currently not being tapped into. According to the draft Mapping Report '*members were asked about what they would be able to offer in their participation in the CINDI Network. It was noted that Member organisations are willing to contribute to the network. They will offer their experiences and their expertise, with expertise often linked to their innovative practice.*

*Larger organisations offer training whereas smaller, more 'hands on' organisations offer practical experience.*

*The issue of payment for training or sharing of experiences was not mentioned by the interviewers, but might be an issue, as one Member pointed out: "We can't afford to come and do training without payment".*'

# 6. Key Findings and Recommendations

In response to the goal of the mini-research project, to assess the scope of training programmes funded by CINDI in order to make recommendations for improving the planning, monitoring and evaluation of such programmes, the key findings of the mini-research exercise were:

1. Training is a central function of the both the CINDI Network and its members.

2. Evaluations and reviews carried out show that training received has been highly valued.

3. Training is provided at a number of different levels which can be defined as a) "on-the-job" or "hands on" training, b) workshop-style training and c) formal training.

4. A considerable number of trainings are provided by outside training organisations and therefore issues relating to the planning, monitoring and evaluation of these trainings are left to the discretion of third parties.

5. All trainings reviewed tie in with at least one of the current CINDI strategic objectives.

6. Beneficiaries have played an important role in informing the content of most of the trainings reviewed.

7. The draft Mapping Report presents a strong indication of member training needs, which should inform future training priorities.

8. Lack of standardised systems limit the *recorded* effectiveness of training (the scope of the mini-research project did not allow for an assessment of non-recorded effectiveness). This represents a significant loss in the documenting of CINDI's outcomes.

9. Few of the trainings assessed had written planned content with learning objectives, learning outcomes, course outline and target beneficiaries.

10. There are significant gaps in the assessing and evaluating of training throughout the trainings reviewed, but most especially at a cluster level.

The following recommendations for improving the planning, monitoring and evaluation of training programmes were proposed:

1. That a set of guidelines be drafted to assist those planning training either by CINDI or through CINDI detailing the Network's training policy. This should detail, amongst others, CINDI's training priorities, strategic objectives, training methodology and approach preferences, qualifications of trainers, requirements in terms of curriculum and materials, selection criteria for attendance, monitoring and evaluation standards and guidelines for the payment of service providers involved in the training. This could be disaggregated for each level of training (i.e. "on-the-job", workshop and formal).

2. That a training template be developed to assist with the planning, monitoring and evaluating of trainings provided to members. This could also serve as a means of motivating for why the training is necessary. A suggested format is attached in Appendix A.

3. If training is to remain central to the Network and its members, CINDI must consider employing a Training Coordinator to oversee and streamline processes.

4. A database of training service providers (both within the network and outside the network) could be compiled to assist with sourcing training service providers and provide further reference of the scope of training within the network.

5. The excel database of training attendance should be stored on the central CINDI server so that the knowledge is not lost to the organisation if a staff member leaves. Further, the CINDI filing system should be tightened to avoid the loss of valuable historical records.

## Appendix A

| CINDI Traini ng Planning Sheet | |
|---|---|
| **Name of training** | |
| **Training provider** | |
| **Objective of training** | |
| **Relevance to CINDI strategic objectives** | |
| **Course outline** | |
| **Learning outcomes (by the end of this training you will be able to....)** | |
| **Training materials** | |
| **Learning approach/training style\*** | |
| **Who should attend this training** | |
| **Minimum and maximum numbers for attendance** | Min<br><br>Max |
| **Timeframes for training** | |
| **Application procedures** | |

\* a list to select from could be given