

Terms of Reference for the Evaluation of the SAN! project

‘Choices for Children in South Africa’

A project funded by the Dutch ‘Nationale Postcode Loterij’ (NPL)

1. Summary of Assignment

Assignment	Evaluation of the SAN! Project: Choices for Children in South Africa
Fee	Depending on experience and qualifications of service provider team members as set out in proposal
Location	Mostly South Africa and two meetings in the Netherlands
Duration	1 March to October 14, 2009
Estimated number of working days	Desk Review: 10 days Field Visits: 30 days Draft Report and Presentations: 15 days Final Report: 5 days
Closing date for Expression of Interest	January 26, 2009
Successful applicants notified	February 3, 2009
Closing date for submission of proposal and budget by selected service providers	February 17, 2009
Successful applicants notified	February 24, 2009

2. Background and description of the project

The Stop Aids Now! (SAN!) Partnership is comprised of the following ten civil society organisations who are all responding to the growing challenge of orphans and vulnerable children (OVC) in the context of the HIV/Aids pandemic in South Africa:

- arepp: Theatre for Life (TfL)
- Catholic Institute of Education (CIE)
- Children’s Institute (CI)
- Dance 4 Life (D4L)
- God’s Golden Acre (GGA)
- Save the Children UK (SCUK)
- South African Scouts Association (SASA)
- Stellenbosch University (SU)
- Targeted AIDS Interventions (TAI)
- Twilight Children’s Home (TC)

The project is funded by SAN!, an independent Dutch organisation with funds from the Netherlands ‘Nationale Postcode Loterij’ (NPL). STOP AIDS NOW! Is a partnership between Aids Fonds, HIVOS, ICCO, Cordaid and Oxfam Novib. World Population Foundation (WPF) and Save the Children Netherlands (SCN) have also joined the partnership for this project.

The aim of the project is to strengthen the individual and collective response of South African participating organisations to the needs of OVC. This was driven by a desire to be able to innovate and to scale-up responses. The common vision of the partnership was: “An enabled, safe and supportive society where all members are active directors of their lives and the positive development of that society.” It has done this through three main components:

- **Upscaling Projects:** The provision of funds to scale-up existing projects of the participating organisations (who are referred to as the South African partners);
- **The Marketplace:** A virtual marketplace promoting cooperation and exchange between partners by providing participating organisations with a platform to promote their products and services and to purchase those of others; and
- **The Joint Learning Project (JLP):** A programme of structured learning and collaboration between partner organizations designed to establish a community of practice, to develop and share innovative strategies for the care and support of OVC and to enhance the combined effect of partner organizations on the well-being of children affected by the AIDS pandemic.

Within the JLP, the partners identified the following four learning tracks. Each partner organization joined one or more of these tracks, each one led by one of the partners called the track lead.

- **4Life Skills:** In this track, each participating organisation works in a different way to strengthen the life skills of children and young people both in and outside school. The aim of this learning track is to strengthen these ‘4Life Skills’ through learning from each other and strengthening organizational capacity. Learning is shared through group meetings on specific topics, monitoring and evaluation and creating an enabling environment for the teaching of lifeskills through involving parents and caregivers.
- **4Life Facilitators:** Participating organisations work with staff and volunteers – called 4Life Facilitators - who implement programmes with children and young people. The organisations have different training and support structures for their facilitators. The aim of this learning track is to strengthen the support for children and young people through the development and training of “4-life Facilitators” within the STOP AIDS NOW! partnership.

Through this track, an audit has been carried out to assess the various training and support structures and the accreditation needs and options. The outcomes of the audit were discussed in a workshop. Participating organizations are developing training for their facilitators in collaboration with other members and working to find ways in which this can be accredited so that the organizations are able to access learnerships to make the facilitators concept more sustainable and to be able to scale this up using government resources. The learning track is expected to result in more effective trainers and 4-Life Facilitators, accredited training organisations and materials, and the establishment of a network of organisations for broader support. It also seeks to scale up the concept through existing government programmes e.g. the Expanded Public Works programme,

- **Meaningful Participation:** Partners involved in this track all involve young people and children in their projects, but the models used to do so differ. This learning track aims to learn from the successes and difficulties of the different models used and from the perceptions of young people and children of their involvement/participation in

projects and in the decision-making structures of the organisations that aim to improve their life situation.

- **Networks of Care:** The aim of the Networks of Care track is to strengthen the capacity of participating partners to impact positively on the well being of children in the context of the AIDS pandemic and distil lessons that can be transferred beyond the intervention. CIE, SCUK, TAI and one non SAN! partner are all implementing the approach, each organisation working in a different geographical area (ward). CI is the track lead. All partners have agreed to use the capacity building approach developed by CI and distilled in the pilot version of the “Champion for Children’s Handbook: How to build a caring school community”. The outcomes of Networks of Care include:
 - A process implemented to identify, refer, support and track the well being of children
 - A richly descriptive and comprehensive case about process in each site
 - A description of the process, scope and quality of partnership and change brought about to support child well-being
 - The capacity building of teams to identify children who need help, prioritise and track progress and use this data to effectively access resources and manage action to support well-being
 - The establishment of effective networks of care that include well functioning systems to identify, refer, support and track child well being and
 - A report on process across all sites

In all of these tracks, partners have utilised the **4-Life philosophy**, a creative, rights-based, holistic approach to enable and encourage children and young people, within their contexts, to be agents of positive change and development, for themselves and their communities. This includes:

- Holding duty-bearers accountable (adults also have a role as change agents)
- Promoting gender equality
- Integrating monitoring and evaluation systems
- Developing mechanisms for sustainability
- Ensuring the meaningful participation of children and young people, and those with responsibility for them, in their contexts and
- Utilising the skills, experiences, methodologies and knowledge of the SAN! partners

The work of the SAN Partnership – in terms of coordination of the Community of Practice (CoP) and financial management - is hosted in South Africa by the Catholic Institute of Education (CIE) in Johannesburg. Legal and financial management has been contracted between SAN! Netherlands and the CIE, and the CIE is thus responsible for the overall Joint Learning Project (JLP) Budget, legal and financial contracts with each Track Lead organization and the employment and management of a CoP coordinator.

3. Aim and objectives of the evaluation

The aim of this evaluation is to draw lessons from the project that can be used by the partners in this project (both in SA and in the Netherlands) to improve the interventions each partner has towards vulnerable children and youth in South Africa. Relevant lessons will also be disseminated beyond the participants. To do this, the evaluation must assess:

- The outcomes of this project for participating organisations and for the lives of children¹ and youth in the context of HIV/AIDS in South Africa, and

¹ When children and youth are referred to here, we mean everyone from 0 -18 years of age. The exception to this is the Meaningful Participation track which includes youth up to the age of 22.

- The quality and scope of learning: within tracks; within and between SA partner organisations; within and between Dutch partners; and between donors and grantees

In order to achieve its aim, this evaluation has the following specific objectives:

- a) To undertake a desk review of all relevant reports and minutes of meetings as a preliminary phase of the evaluation. The primary purpose of the desk review is for the service provider to build a strong foundation of understanding of the complex project and prepare for the first engagement in the partners' meeting on 22 April. A written report submitted on April 15 will consist of:
 - (i) a preliminary rich description of all upscaling projects and Joint Learning Project
 - (ii) a motivated proposed selection² of 3 to 4 upscaling projects to be further investigated and written up as case studies and
 - (iii) a consolidated list of questions to be explored in the field work phase

The final selection of upscaling project and questions will be negotiated in the meeting on 22 April.

- b) To investigate and describe the selected 3 or 4 up-scaling projects in relation to the lives of the targeted children in South Africa
- c) To assess the ways in which gender was taken into account by partners in the upscaling projects and the JLP
- d) To assess the quality and scope of learning in the JLP within tracks, within and between SA partner organisations, within and between Dutch partners and between donors and grantees
- e) To assess the scope and quality of partnership (including CoP and Marketplace) in terms of relationships, systems and strategies and decision making. It should include reflection on how the process of collaboration and the structures put in place for this collaboration (both in SA and in the NL) affected the outcomes from the learning tracks and the up-scaling projects
- f) To assess the relevance, effectiveness, efficiency; impact and sustainability of the JLP and
- g) To draw out specific lessons from the JLP that can be utilised by the partners in this project (in SA, in the Netherlands and beyond) in order to improve the interventions each partner has towards vulnerable children and youth in South African and in general

4. Focus of the evaluation and questions to be addressed

The evaluation will focus on all aspects of the SAN! Partnership project including:

1. **Up-scaling Projects:** Through the desk review of reports of all up-scaling projects and 3-4 in-depth case studies on selected upscaling projects.³

² Projects should be selected on the basis of having lessons to share that can improve the effectiveness of practice in the country as a whole.

³ Not all upscaling projects will be reviewed in the evaluation. Existing evaluation reports of these projects will be used by the evaluation team during the desk review process to motivate the selection of 3-4 projects to be investigated through field study and developed into case studies that highlight important learnings. The evaluation team may also chose to guide some / all partners in a (short) process of self-evaluation in order to get more information to motivate their choice.

2. **The Marketplace:** Through desk review and meetings with partners
3. **The Joint Learning Project (JLP):** Through an assessment of the four learning tracks: Meaningful Participation, Networks of Care, 4Life Skills and 4Life Facilitators and through an assessment of the process of building a community of practice based on shared learning. This will look at the relationship among SA partners, between the SA Partners and their Dutch funders, and among the Dutch Partners themselves.

The following questions need to be addressed in the desk review:

- a) Key questions for the Desk Review
 - What are the overall lessons in terms of the outcomes and effectiveness of the upscaling projects as a whole?
 - Which 3-4 upscaling projects demonstrate lessons that can increase the effectiveness of practice in the country as a whole and should be investigated and written up as case studies?
 - What initial lessons from the JLP emerge from the desk review?
 - What are the key questions that you would recommend as the focus of the field study?
 - What is your detailed plan for the remainder of the evaluation process?

As part of the desk review, the following research questions – linked to the objectives in Section 3 above - should be synergised, further refined and where necessary expanded by the evaluation team. The final set of questions agreed to in the meeting on 22 April will then be addressed by the evaluation team.

- b) What are the direct and indirect outcomes of the up-scaling projects on the lives of the targeted children in South Africa?
 - What were the direct and indirect outcomes of the up-scaling projects?
 - How many children / youth were reached directly and what percentage of these children were boys / girls?
 - How have the outcomes of the up-scaling projects contributed towards the improvement of the lives of children in SA?
 - How sustainable are the outcomes in the various up-scaling projects?
 - How does the budget invested in the up-scaling projects relate to the actual outputs and the envisioned outcomes? (cost-benefit analysis)
 - How did the up-scaling projects contribute to the overall project? How did they relate to or enrich the work of the JLP?
- c) What are the direct and indirect outcomes of the learning track programme of the JPL on the lives of targeted children in South Africa
 - What determines innovation and how was it addressed in the learning tracks in this project?
 - What were the outcomes from the learning tracks?
 - How many young people were directly reached by the learning tracks and of these children, what percentage were boys and what percentage girls?
 - How did the learning tracks contribute / add value to the overall project? How does this relate to the contribution envisioned for these projects?
 - What is the actual – and envisioned - effect of these outcomes on the lives of children in SA?
 - How sustainable are the outcomes from the learning tracks?
 - How does the budget invested in the learning tracks relate to the actual outcomes and the envisioned effects? (cost-benefit analysis)
- d) How was gender taken into account by partners in the upscaling projects and the JLP and how did this affect the outcomes of the project as a whole?

Gender is a cross-cutting issue in the project. A gender analysis needs to be integrated into the evaluation as a whole and addressed as a component of each of these sets of questions. Gender issues needs to be looked at with respect to the Upscaling and JLP activities and also in terms of its role within the partnership itself.

- e) What was the scope and quality of the learning in the JPL, within tracks, within and between SA partner organisations, within and between Dutch partners and between donors and grantees and how did this affect the outputs from the learning tracks and the results of the up-scaling projects?
- How was the community of practice understood and joint learning supported by different role-players in the partnership?
 - What was the nature, scope and quality of the partnership?
 - What were the systems for decision making and accountability and how did this influence the outcomes of the project?
 - What can we learn from the process of deciding on the joint project and strategies for decision making and authority?
 - How did the partners decide on the organisation to host COP?
 - What was the role, achievements and challenges of the COP management and co-ordination? Look specifically at the different roles, relationships, systems, strategies and decision making within the COP and between the COP management and partners.
 - What did the Partners do to create a culture of learning and sharing and how effective was this?
 - How was the learning process managed and documented within tracks and the partnership?
 - How did the learning that took place in this project change the practice of the participating organisations and thus their approach in this work?
 - What was the nature and quality of the role of the donor at different stages of the project? What lessons can be drawn from this?
 - Was the partnership effective in achieving the project's goals and how did this benefit the ten South African organisations and the people and communities that they serve?
 - How does the budget invested in the process of collaboration (e.g. the meetings) and the structures (COP) relate to the actual outputs and the envisioned outcomes of the project? (cost-benefit analysis)
- f) What was the scope and quality of partnership (including CoP and Marketplace) in terms of relationships, systems and strategies and decision making (both in SA and in the NL) and how did this affect the outcomes from the learning tracks and the up-scaling projects?
- How did the learning that took place in this project change the practice of the participating organisations and thus their approach towards the targeted children? To assess the scope and quality of partnership. It should include reflection on how the process of collaboration and the structures put in place for this collaboration (both in SA and in the NL)
 - How did partners understand the nature of a learning partnership?
 - What was the nature, scope and quality of the learnings that took place in the partnership?
 - How have these learnings affected the daily practice of the participating organisations?

- What is the envisioned effect of these changed approaches on the lives of vulnerable children and youth in SA?
- g) To what extent is the JPL relevant, effective, efficient and sustainable and what has the overall impact of the JPL been?
- h) What direct and indirect outcomes did the project as a whole and its components have for orphans and vulnerable children and youth in South Africa?
 - What overall conclusions can be drawn from the response to the above questions?
- i) What recommendations can be made for the partners in SA and in the NL on how to use the results of this evaluation in further improving the effectiveness of their work for vulnerable children and youth in South Africa?
 - What lessons and recommendations emerge from the project that can be used by the partners in this project (both in SA and in NL) in future implementation? These should relate to programme practice and to the practice of learning partnerships as a vehicle to increase the effectiveness and impact of development interventions.
 - What recommendations emerge in terms of products that can be used for advocacy and dissemination of lessons?

5. Evaluation design

The following **documents** will be provided to the evaluation team up on appointment and will form the basis of the Desk Review:

- Original and second proposal for the SAN partnership
- Up to date upscaling project descriptions
- Original description of the Community of Practice and advert
- Comprehensive Learning track descriptions or proposals and Logic models of three learning tracks and of the CoP and a description of Networks of Care (NOC) track learning process
- Descriptions of organisations and contact details
- Description and organogram of the community of practice
- Marketplace matrix
- All 6 monthly narrative reports (track and CoP)
- Annual or bi-annual up-scaling reports to Dutch funders
- Summary breakdown of funds over the 10 upscaling projects and the JLP
- Financial reports
- Reports from SAN! Netherlands to the NPL
- Minutes of SAN! partnership meetings
- Minutes of Dutch OVC working group
- All outputs / products from the learning tracks (e.g. Children's Institute pilot version "Champion for Children's handbook: How to build a Caring School community")

The evaluation team will be expected to present a detailed draft evaluation plan to the partners in their meeting schedule for April 22-23. The approach is expected to be a participatory one, incorporating a learning approach for the participating organisations in the partnerships both in SA and the NL. The activities as described in the timeline (section 6 of this TOR) need to be included in this design. The draft plan will also motivate their choice of 3-4 upscaling projects to be developed into case studies through field study.

6. Timeline and summary of deliverables of the evaluation team

March 1	Official start of evaluation process
April 15	First draft of the desk review sent to all SAN! Partners, including motivated proposed selection of upscaling projects to be written up as case studies, draft evaluation plan with proposed questions
April 22-23	Presentation of desk review, proposals for the three upscaling case studies and draft plan for the rest of the evaluation presented to partners for input in the April 22-23 Partners meeting. (At least one member of the evaluation team will also attend the reflection session of this meeting)
May – July	Evaluation Team field work in SA and in the Netherlands
August 11	Draft of initial evaluation report submitted to all SAN! Partners
August 17-18	Presentation of first draft of evaluation report presented to partners for discussion and feedback in Partners Meeting of 17-18 August
September	Draft of initial report presented to partners in the Netherlands
October 5	Final written evaluation report submitted. The final report should minimally include: <ul style="list-style-type: none">• A description of the approach and methodologies used in the evaluation• Rich description of the project based on desk review and field visits• Three or four case studies of selected up-scaling projects• Findings guided by evaluation aims and questions posed in Section 4 of this TOR• Recommendations both to the South African partners and to the Dutch partners

7. What the partnership (both in SA and NL) will do with the outcomes of the evaluation

To assist with the development of an evaluation plan, we include the following information on the uses of the evaluation by various partners:

The South Africa Partners will use the outcomes of the evaluation to:

- Assist with the identification of suitable advocacy products to disseminate learnings
- Deepen our understanding and practice of how to create, sustain and obtain maximum value from learning partnerships and
- Learn from the strengths and weaknesses of the partnership to improve the work we do

The Dutch SAN! Partners will use the outcomes of the evaluation to:

- Plan for the dissemination of the outputs of this project
- Input into SAN! for programming in similar projects, such as Malawi
- Enrich the learning processes of our organisations
- Enrich our learnings on how to promote innovative approaches
- Enrich the work of other organisations in SA working with vulnerable children

- Assist in formulating new programmes (programmatic approach and working through partnerships).

8. Criteria for selection of service provider

The evaluation team should be diverse, gender-balanced and consist of at least two professionals with the following expertise:

Requirements	Recommendations
Experience with evaluation of complex partnerships	Ability to interview and conduct focus groups with local SA recipients in local languages
A broad knowledge of the SA context and SA NGOs and FBOs	Capacity to interview Dutch donors in Dutch would be an advantage
Extensive experience in large scale outcome and process evaluation	
Ability to conduct the evaluation using a participatory approach	
Understanding of learning theory (organisational learning, community of practice, dialogue, etc.)	
Understanding of the situation of orphans and other children made vulnerable by HIV and AIDS and poverty in South Africa and the current debates and responses	
Understanding of Sexual and Reproductive Health Rights, gender and rights based approaches	
Understanding of Dutch donor agencies	

The following criteria will be used to select the evaluation team:

- Meeting the criteria set out above
- Available expertise in conducting large scale complex evaluations
- Available content expertise
- Presented methodology / approach, with special attention on how the evaluators plan to build in a 'learning process' in the evaluation approach and
- Presented budget

8. Appendices to this TOR

Appendix 1: A short description of the SAN SA Partner organizations

Appendix 2: A short description of the upscaling projects

Appendix 3: Draft SAN! Organograms

Appendix 4: A brief description of the Dutch SAN! Partners

Appendix 5: A brief timeline of the Partnership

9. Submissions

Interested parties should submit an Expression of Interest for consideration to justin@cie.org.za. The final deadline for submission is January 26, 2009. Expressions of interest should be no more than 2 000 words - including a brief profile of all team members and an overview of relevant team experience and expertise. Please note only Expressions of Interest are invited at this stage and not full proposals.

Appendix One: Description of SAN SA Partners

arepp: Theatre for Life (TfL)

Website: <http://www.arepp.org.za>

arepp: Theatre for Life Trust is an Applied Theatre NGO which has been operating nationally in South Africa since 1987. Using live, dramatic theatre presentations arepp: Theatre for Life creates productions which travel to schools nation-wide, providing complimentary, interactive, social life-skills education to school-going youth for the promotion and development of self-efficacy and resilience in relation to HIV/AIDS, gender equality, sexuality and sexual and reproductive health issues.

Children's Institute (CI)

Website: <http://www.ci.org.za>

Children's Institute, University of Cape Town, aims to contribute to policies, laws and interventions that promote equality, realise the rights and improve the conditions of all children in South Africa through research, advocacy and technical support.

Catholic Institute of Education (CIE)

Website: <http://www.cie.org.za>

CIE is mandated by the Southern African Catholic Bishops' Conference to serve a network of 353 Catholic schools throughout South Africa and works most intensively with under-resourced Catholic school communities in townships and rural parts of the country to support schools in providing quality education. Only one-third of children in Catholic schools in South Africa are Catholic. CIE is committed to addressing the needs of the most vulnerable and marginalized members of school communities.

Dance4Life (D4L)

Website: <http://www.dance4lifesa.org.za>

Dance4Life South Africa is a global, interactive, participatory and solution/action-oriented HIV/AIDS programme, that uses a contemporary multimedia approach. The project aims to mobilise young people to become powerful 'Agents of Change' through edutainment - a mix of education and cultural & performance arts.

God's Golden Acre

Website: <http://www.godsgoldenacre.org.uk>

God's Golden Acre Khayelihle is a non profit making charity involved in the care of children who have been orphaned or abandoned because of HIV/AIDS related illness and violence. The project is located in the South African province of Kwa Zulu-Natal, in the valley of a 1000 hills.

Save the Children UK

Website: <http://www.savethechildren.org.uk>

Save the Children UK is a leading international NGO working to create a better future for children. Save the Children's vision is a world which respects and values each child, listens to children and learns from them and where all children have hope and opportunity. Our mission is to fight for children's rights. We deliver immediate and lasting improvement to children's lives worldwide.

Our values mean that we are:

Outraged by child exploitation, neglect and suffering. We demand justice for the world's poorest and most vulnerable children.

Ambitious about achieving dramatic change for children and determined to deliver it. We never give in to those who think big changes are impossible.

Creative. We are always looking for new and better ways to help children, drawing on different perspectives and experiences around the world – especially those of children themselves. We are not afraid to provoke and surprise if it gets the job done.

We keep our promises to children, to our supporters, partners, and to each other. We work hard to earn their trust, and we take responsibility for everything we say and do.

All our work is underpinned by our commitment to making a reality of the rights of children, first spelled out by our founders and now enshrined in the UN Convention on the Rights of the Child. Over the next ten years, issues such as climate change, globalisation, and HIV/AIDS will continue to affect the world that children live in. To help the most vulnerable children, we will focus our resources on realising four specific rights:

- ⇒ **Health**
- ⇒ **Freedom from hunger**
- ⇒ **Education**
- ⇒ **Protection**

SC UK has supported work in South Africa since 1986 and had an office in Pretoria since 1997. We work with government, NGOs and communities to develop innovative community-based responses to assist the most vulnerable children, working with government and concerned NGOs and community-based organisations.

We seek to scale up this work by influencing policy and sharing good practices based on our practical experience. This means we ensure that our pilot programmes at community level and lessons learnt are included in local, provincial and national government policies and strategies. Currently Save the Children UK focuses its efforts and direct support in Free State and Limpopo provinces.

South African Scouts Association

Website: www.scouting.org.za

The aim of the South African Scout Association is to encourage the spiritual, mental, social and physical development of boys, girls and young adults in achieving their full potentials as individuals, as responsible citizens and as members of their local, national and international communities by:

- Developing their character;
- Training them in citizenship; and
- Developing their spiritual, social, mental and physical qualities.

Stellenbosch University (SC)

Website: www.arhp.co.za

The Family Planning and Reproductive Health Care Unit in the Department of Obstetrics and Gynaecology of Stellenbosch University aims to create and sustain, in commitment to the academic ideal of excellent scholarly and scientific practice, an environment with a specific focus on reproductive health and HIV within which knowledge can be discovered, shared, and applied to the benefit of the community. They developed a sexuality education project in

collaboration with the World Population Foundation (WPF), a Dutch based non-profit organisation. This programme promotes comprehensive reproductive health through preventative strategies, training, research and community outreach.

Targeted Aids Intervention (TAI)

Website: <http://www.targetedaids.co.za>

TAI will strive to provide men and other target groups with appropriate information and skills (negotiation, decision-making etc) in STIs, HIV and AIDS and other health related issues by using a non-directive approach that will apply the principles of KAMSEE (Knowledge, Attitudes, Motivation, Skills and creating an Enabling Environment). This will enable TAI clients and beneficiaries to utilize the information and skills gained to design their own programs and make informed decisions.

Twilight Children's Home

Website: <http://www.twilightchildren.co.za>

Twilight Children is one of the largest and most specialised street children projects in Johannesburg. In the early formation days, during the 1980's, the project was conceptualised by a group of concerned community members, who even then, recognised the plight of street children living in Hillbrow and the inner city.

The project began as a soup kitchen and then as a temporary shelter to accommodate the boys living on the streets at night. The organisation has become a dynamic and vibrant part of the inner-city's regeneration process offering a wide variety of services to the most needy. We still offer services that focus on the most basic needs of the homeless, such as our soup kitchen, which began in the 1980's, but our services extend to include the ever-demanding needs of a community and children in need.

The skills training centre offers a variety of training which includes pottery and bead making to the members of the community and our shelter boys. We have recently launched our new state of the art Information and Training Centre which will give basic computer training to most of the vulnerable who are living and working on the street. Forestry Seta are planning to conduct carpentry workshops at our Skills Training Centre, starting in February. The majority of these children are re-united with their families and support is continuously offered in the form of school fees, uniforms, Transport fares and food Parcels. Those who cannot be re-united are placed at various schools within the inner-city. Our HIV/AIDS project is changing the lives of many through positive life skills programme. Children forums and youth participation in various programmes has improved since the implementation of our HIV/ AIDS Project.

Appendix Two: Descriptions of the Upscaling Projects⁴

arepp: Theatre for Life

arepp: Theatre for Life is a dynamic, innovative and creative applied theatre organisation, which has been operating nationally in South Africa since 1987. Using dramatic theatre performances arepp: Theatre for Life tours nation-wide, providing interactive, live, social life-skills education to school-going youth, in different communities, and in all of the major languages of South Africa.

These shows are specifically designed to support the initiatives and objectives within the National AIDS plan and the Life-skills Curriculum. At the time of the initial proposal arepp: Theatre for Life was running 5 teams nationally at any one time, each performing in 4 age-group focuses.

arepp: Theatre for Life aimed to expand and deepen its programmes (through the upscaling) by fielding a 6th team, which would allow the organization to expand its reach into additional identified schools particularly in the Northern Province and KwaZulu Natal. The increased capacity would further expand the reach of the performing teams in all 6 provinces. In addition, a second team would be available for the partners (as part of the marketplace).

Children's Institute

Children's Institute (CI) is a research rather than implementing organisation. The purpose of the HIVOS grant is to support scaling up of three components related to the CI HIV and AIDS Programme. (a) "Growing up in a time of Aids: Abaquopi basOkakheni Abaqinile". A group of rural children made radio programmes about their lives. Selected programmes have been compiled in a series of CDs and the CI website. Funding was received for only one year of this project. (b) The grant pays for the salary of a statistician working mainly on the Children Count project but also in other projects across the institute where statistical analysis is required. This is not a discrete project. The main output is "Children Count" which tracks South African child-centred data and indicators with specific focus on socio-economic rights and presents the information in accessible format on the CI website. Selected indicators are included in the South African Child Gauge, which is an annual publication tracking and commenting on the realisation of children's rights. (c) The Caring Schools Project uses action research to facilitate community partnership for child rights and well-being and investigates an expanded role for schools in the care and support of vulnerable children. The Networks of Care learning track is a nested component of the Caring Schools project. The main output of the first phase of the Caring Schools project is the pilot version of the Champion for Children's Handbook: How to build a Caring school community" available on the CI website.

Catholic Institute of Education (CIE)

CIE has worked since 2000 to mitigate the impact of HIV/AIDS on school communities. Collaboration with SAN! South African and Dutch partners has been of support to the organization in extending its work to a further 34 schools in Limpopo, Mpumalanga and the Northern Cape. This has brought the total number of schools receiving support to 114. 1,388 Teachers and 48,379 learners have so far been assisted through CIE's interventions. Some of the HIV/AIDS related situations that CIE has aimed to address in school communities are:

- Children and educators can be at risk as a result of the HIV pandemic;
- Stigma, shame and silence;

⁴ Descriptions of upscaling projects sourced from the original SAN! proposal were used where updated descriptions were not provided before the deadline for finalising this document

- Women are made more vulnerable through gender stereotyping and oppressive gender roles that are enforced by society;
- Domestic violence, child abuse and sexual harassment; and
- Limited capacity on the part of the Department of Education to respond to the pandemic in schools.

CIE has responded with programmes that have systematically supported members of school communities to design prevention strategies and implement them. Teachers have been trained to deliver appropriate Life Skills lessons and to address the challenges outlined above. In some schools peer education is taking place and monitoring and evaluation of work is ongoing. The upscaling is part of an integrated approach to creating caring schools that are able to respond to the needs of their communities. The programme is rights-based and committed to engaging with partner organizations concerned with ensuring the wellbeing of South Africa's children.

Dance4Life

Dance4Life is an initiative of the 4Life Foundation, together with the World AIDS Campaign. At its core is a global statement by and for young people, with dance as the major opportunity for involvement and expression. Dance has a central place in youth culture all over the world and is considered healthy and positive. If you want to get young people on the move, then you have to get them moving.

The opportunity offered by this project will be used to increase the number of students reached and schools engaged over the coming three years increasing by 15 schools per year within rural communities, throughout the country.

God's Golden Acre (GGA)

God's Golden Acre seeks - through various interventions - to provide support to children in impoverished rural communities who are severely affected by HIV/AIDS and resultant poverty. Working with community structures to strengthen the family's capacity to CoPe enables self sustainability particularly in granny- and sibling-headed households. Workshops and education offered by God's Golden Acre develop the ability of youth to make informed decisions for themselves, as well as to assist others to make healthy lifestyle choices as peer educators or 'agents of change'.

The upscaling has entailed a detailed examination of organizational structures to strengthen capacity. Over a period of three years, workshop and training programs and materials will be developed; youth development facilitators and early education practitioners will be identified and trained; soccer teams will be identified, supported and their communities involved; workshops for school principals, teachers and pupils will be held; visits by schools and communities to the Golden Acre Theatre will be organized; and youth camps designed and run.

Save the Children UK (SCUK)

Save the Children UK is developing a project to strengthen the capacity of schools to deal with the impact of HIV/AIDS on children or become caring schools. They focus on collaboration between schools, community and supporting institutions (including government).

SCUK intends to develop networks of care, support and protection for vulnerable children in the Thabo Mofutsanyana district. To facilitate participation from schools and community in implementation, the networks incorporate one school in a ward as a caring schools and support these to link with other schools, clinics, police, youth groups, pre-schools, FBOs, and child care forums (CCFs) etc. This district serves as a model, replicable to the other SA districts (54). The aim of this project is to:

- Develop strategies to collaborate with other key role players to improve service provision to OVC through schools
- Model a multilevel approach
- Lobby for child-friendly policies to accompany this approach
- Develop strategies to collaborate with other key role players to improve service provision to OVC through schools
- Increase the scale and quality of caring and nurturing initiatives in schools

To support rapid scaling up and out of caring schools, SC UK facilitates the Caring Schools Network or CASNET which brings together at least 60 organizations working in all nine provinces of South Africa to learn together, share ideas and materials and to develop new concepts and approaches to supporting schools. CASNET meets four times a year and has conducted training for its members. CASNET has encouraged provincial level coordination between civil society organizations and government departments for improved implementation.

South African Scouts Association (SASA)

Currently SASA is implementing a HIV/Aids programme where adults and youth are being trained as peer educators. Oxfam (Novib) sponsors this programme.

In order to bring about better cohesion within the HIV/Aids programme and the consistent transfer of knowledge, re-enforcement of the message, attitude change and buy-in of the adult leadership in each province, two National Seminars were held. The provinces, in turn, hosted their own seminars (14 in total) to ensure the proper communication of information, feedback and the creation of a forum for further implementation and discussion. Special emphasis is being placed on the “scouting and aids” programme, the Gender Policy and the Child Protection Policy of the Association, all of which have been implemented.

Fourteen provincial youth seminars are planned. This gives 7,000 youth (boys and girls from urban and rural areas) the opportunity to engage in conversation on issues regarding HIV/Aids, gender and child rights.

The objectives of the up-scaling project are:

- Mainstreaming of HIV/Aids throughout the Association’s structures (creating a culture of awareness, support and de-stigmatisation), and
- Creating a forum to communicate and share our programmes.

Stellenbosch University

Stellenbosch University (US) and the World Population Foundation (WPF) have developed, tested and adapted a dynamic, student-driven and fun approach to sexuality education. *Today’s Choices* is a computer-based interactive programme currently being incorporated as the basis for the Life Orientation Curriculum for grades 10 – 12 in the Western Cape Province. Today’s Choices is comprised of 8 modules of lessons for which learning targets, assignments, interactive activities, presentations, tools, guidelines and stories are all available in versions written for both learners and educators. Initial investigations are underway into the adaptation of *Today’s Choices* for schools in Kwa-Zulu Natal and the Eastern Cape Provinces.

Stellenbosch aims to upscale the use of this method in several ways:

- Expanding content to cover the full grade 12 year curriculum;
- Expanding the use to other provinces in South Africa;
- Adding a module that would support peer-education;
- Expanding its training programme to include several groups of professionals, including teachers;

- Running several services for information and assistance: e.g. a telephone hotline, an electronic list server and a website/CD-ROM.

Targeted Aids Initiative (TAI)

In response to the reality that orphans and vulnerable children are commonly denied the basic closeness of family life, denied care for sick and dying parents, removed from school to help with farm or household work, pressured into sex to help pay for necessities the family cannot afford and receive less access to health care, TAI has responded with a programme of peer education, preventative counseling, focus group discussion, popular opinion leaders and targeted programs.

The basic principles of TAI projects are giving children a sense of belonging, boosting their self-esteem and ensuring that their basic needs (food, clothes, shelter) are met. The promotion of sports, more specifically soccer, as an important element in healthy development is the core and starting point of the organisation.

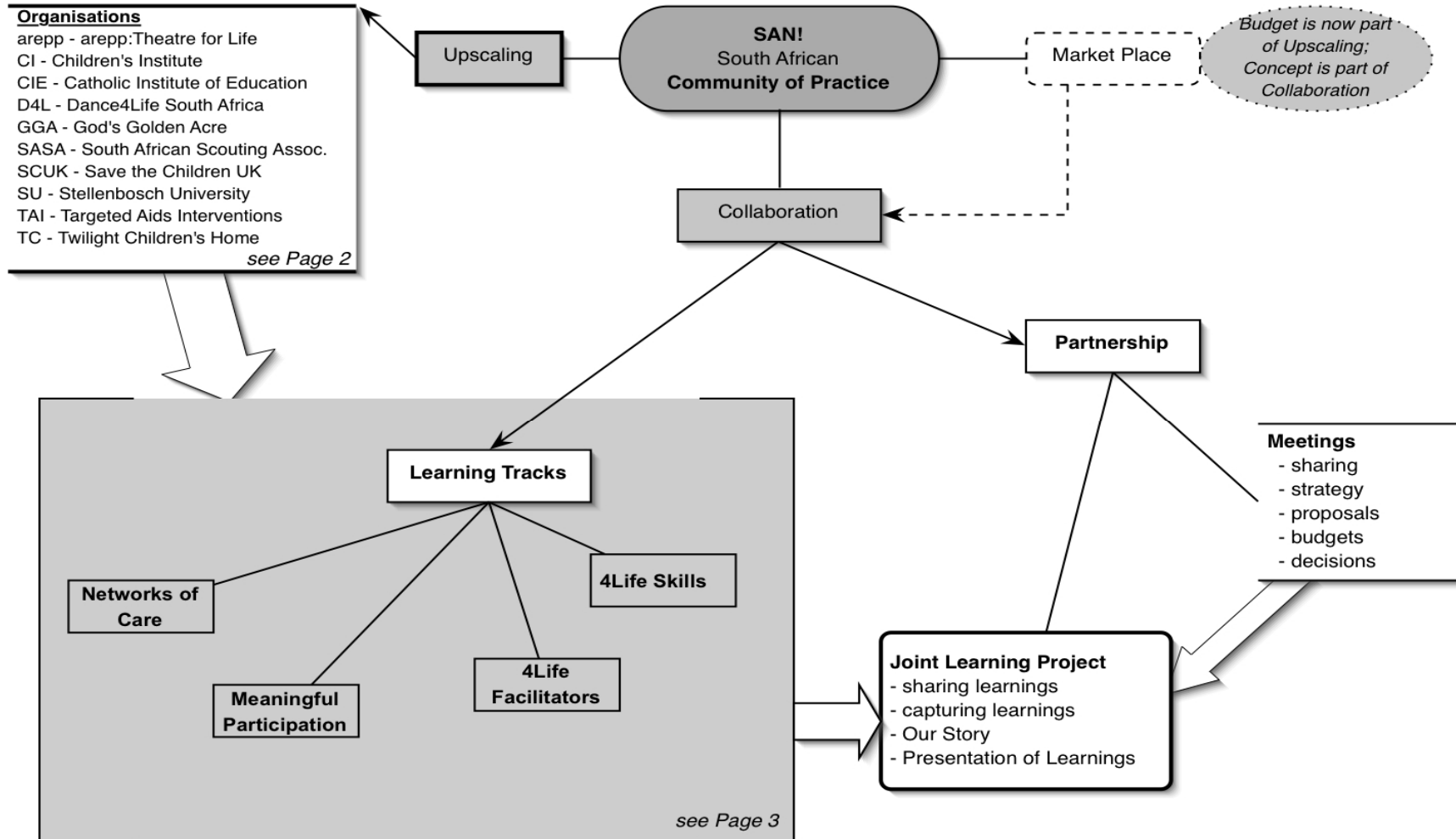
TAI intends growing their project, including parents/caregivers in training and education, training 15 soccer players in the care and support of younger children, and developing an organisational capacity in M&E.

Twilight Children

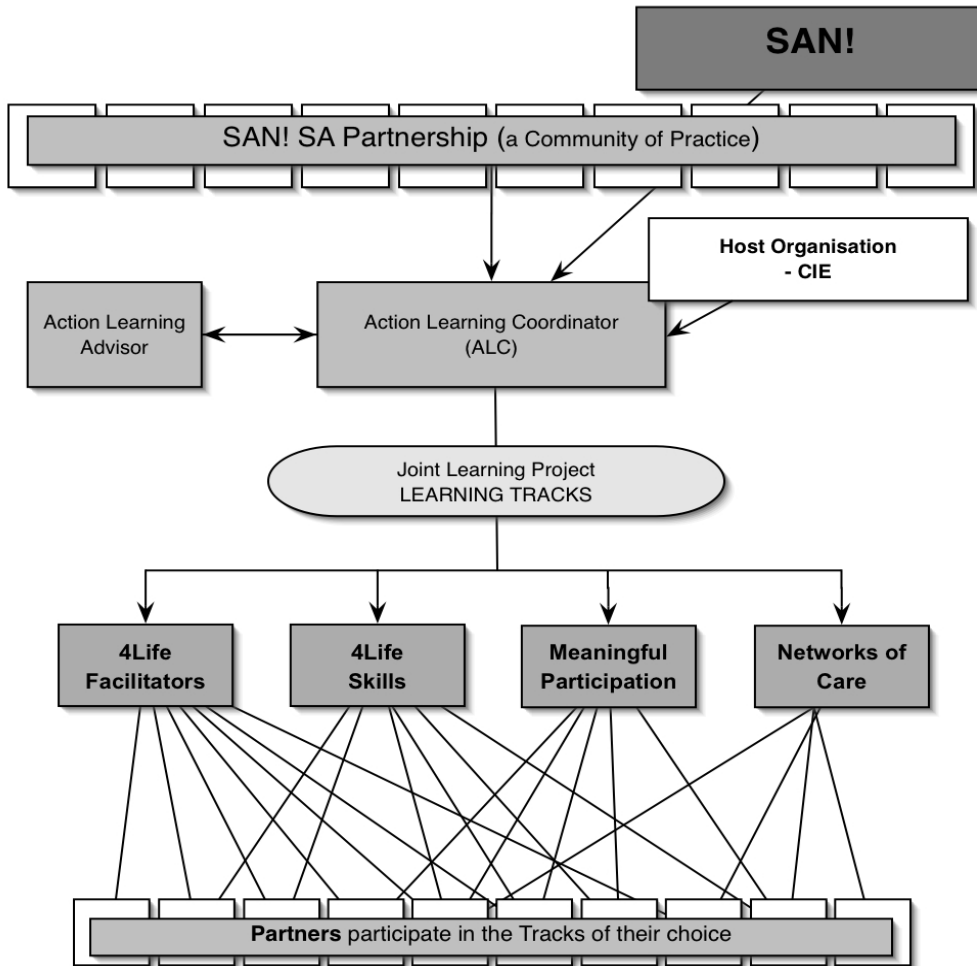
Twilight Children is a specialised street children project based in Hillbrow, Johannesburg. Its programs of operation are: Out-Reach, HIV/AIDS Resource Centre, General Youth Programme (which includes providing shelter and support to go to school), After Care and the Skills Training Centre. Twilight Children seeks to make contact with the street children of Johannesburg and provides for the children's physical, emotional, health and developmental needs.

Twilight children would like to expand its programs of operation by strengthening the HIV/AIDS Resource Center and its programs. Social workers will be appointed: one social worker will be focusing more on community work {field social worker} while the office social worker will be responsible for the center. Additional training with regard to HIV/AIDS for the staff of the Residential Shelter is also needed.

Appendix Three: DRAFT SAN! Organograms⁵



⁵ These draft diagramme prepared by the COP co-ordinator have not been discussed or confirmed by partners Please disregard the page number references as they refer to another document.



Appendix Four: Description of SAN! and Dutch SAN! Partners

STOP AIDS NOW!

Website: <http://www.stopaidsnow.org>

STOP AIDS NOW is working towards a world without HIV and AIDS. Our work involves:

- fundraising, campaigning and lobbying,
- integrating the fight against HIV and AIDS into development cooperation, and
- innovation in working methods and forms of cooperation.

STOP AIDS NOW! Is a partnership between Aids Fonds and four Dutch organization providing international development aid.

Oxfam Novib

Website: www.oxfamnovib.nl/id.html?id=3734&lang=en

Oxfam Novib is fighting for a just world without poverty. Together with people, organisations, businesses and governments. Through projects and lobby. Locally and internationally. Because poverty and injustice are global problems. They are about unjust economic and political relationships.

ICCO

Website: www.icco.nl/delivery/icco/en/index.phtml

ICCO is the interchurch organisation for development cooperation. ICCO's mission is to work towards a world in which people live in dignity and prosperity, a world where poverty and injustice are no longer present.

We give financial support and advice to local organisations and networks across the globe that are committed to providing access to basic social services, bringing about fair economic development and promoting peace and democracy.

We are active in 55 countries in Africa, Asia, Latin America and Eastern Europe.

HIVOS

Website: www.hivos.nl/english

A fair, free and sustainable world – that is what Hivos, the Humanist Institute for Development Cooperation, wants to contribute to. Together with local organisations in developing countries, Hivos strives for a world in which all citizens – both men and women – have equal access to resources and opportunities for development.

Development cannot be steered from the outside, yet it can be encouraged. For this reason Hivos places its full trust in the power and creativity of the people who are themselves living in developing countries. If given the opportunity and the means, they can make their own living, fight for their rights and shape their futures.

Together with many partner organisations, Hivos contributes to a world with equal opportunities for people to develop their talents. Hivos attempts to realise this by offering financial support and by advising, networking, advocacy, providing education and exchanging knowledge.

Cordaid

Website: http://www.cordaid.nl/English/About_Cordaid/Index.aspx?mld=10182

Cordaid combines more than 90 years' experience and expertise in emergency aid and structural poverty eradication. We are one of the biggest international development organisations with a network of almost a thousand partner organisations in 36 countries in Africa, Asia, Central and Eastern Europe and Latin America.

The counterpart organisations work on various themes, including health care, quality of urban life, access to markets and peace and conflict. Each year around 170 million euros is spent on initiatives in the South. Of that, over 30 million euros is available for emergency aid. A small part is spent in the Netherlands on lobby, public support and consciousness-raising.

Aids Fonds

Website: www.aidsfonds.nl

The Aids Fonds (Dutch Aids Foundation) was established in 1985. The Aids Fonds is for everyone who deals with the consequences of HIV/AIDS or risks to deal with it. Our mission is 'a world without aids'. This means that the Aids Fonds is active in and outside the Netherlands. The Aids Fonds works on the fight against AIDS in developing countries and in the Netherlands, scientific research and supports people living with HIV.

Other Dutch partners participating in the project 'Choices for Children in South Africa' include:

World Population Foundation

Website: www.wpf.org

World Population Foundation (WPF) aims to encourage sexual and reproductive health and rights throughout the world. WPF supports projects by local organisations in developing countries enabling individuals to make their own decisions about their sexuality and the number of children they desire. WPF strongly believes that the ability to break out of the cycle of poverty starts with the freedom of choice. WPF is striving for a world in which people have access to resources and sexuality education; a world without sexual abuse and discrimination.

Save the Children Netherlands

Website: www.savethechildren.nl

Save the Children Netherlands is part of the International Save the Children Alliance, consisting of national chapters who in partnership fight for the rights of children. The International Alliance exists of 28 independent member organisations who are jointly working in more than 120 countries. Save the Children uses the Convention on the Rights of the Children as the basis for their work. Focal areas of Save the Children Netherlands are:

1. Right to education,
2. Right to health care, and
3. Right to protection from exploitation and abuse.

Appendix Five: Brief Timeline of the Partnership

1. ORIGINAL PROPOSAL 2004

The original proposal was titled “*A for Life Approach to orphans and Vulnerable Children*” (OVC).

The concepts of upscaling, marketplace and innovation were proposed by the SAN group, but no proposal for an innovative project was put forward. The SAN! Partners wrote that “a longer, more intense and structured process has to be followed to develop such a proposal ...the innovation envisioned has to be the result of collaboration in a shared process of project development.”

It was suggested by SAN! that an inception phase for the project development should take place from February 2005 – June 2005. The implementation phase would take place from July 2005 – June 2008. In reality the inception phase took much longer.

1. THE DEVELOPMENT FROM THE ORIGINAL IDEA TO THE CURRENT PROJECT

Partners’ meetings minutes describe how the innovative project was conceived and its process of development. In order to fully understand the project, these minutes will have to be studied.

April 2005

This was the first meeting of the South African partners with the Dutch partners after the granting of funds by Dutch *Nationale Postcode Loterij (NPL)*. The aim and objective of this meeting was to find out from participants’, their understanding of why they were together and what they wanted to achieve at the meeting.

The concepts of “scale-up”, “Market Place” and “innovation” were re-introduced. The idea of a *Market Place project*, and a *4Life Community Centre* or communities as places of safety was proposed, to be run by Targeted Aids Interventions, God’s Golden Acre, Save the Children and Twilight Children and it was suggested that there should also be a *School Project/schools as places of safety*. A working group was formed to develop a draft proposal.

September 2005

A follow-up meeting of partners set as its outcome “*Access to services and service delivery will be improved for individuals and their communities through a rights-based approach*”. The objectives were: *Improved ability by individuals and communities to identify needs; improved understanding of the roles and responsibilities to access and deliver service; prioritise and develop action plans for access and delivery of services; improved access to services; and service delivery.*

The following ideas were presented: The innovation could be a joint methodology; and a community of practice. The project did not have to be site bound.

From the 3rd consultation some ideas for what the project was about were articulated by the group

4LIFE – creative, rights based, holistic approach to enable and encourage children and young people, within their contexts, to be agents of positive change and development, for themselves and their communities. This approach includes:

- The promotion of gender equality;

- The meaningful participation of children and young people, and those with responsibility for them, in their contexts;
- The development of mechanisms for sustainability;
- An emphasis on being pro-active and affirmative; and
- An emphasis on being youth and child friendly.

At a consultation in Cape Town, February 2006, some of the discussion that had happened at previous meetings was clarified and agreed on:

- 4LIFE philosophy has been held onto – positive change, rights based, etc. We have a philosophy but not necessarily an “approach” because we all approach things differently. NOT approach but philosophy.
- The vision of the project was: *“An enabled, safe and supportive society where all members are active directors of their lives, and of the positive development of that society.”* The mission and project purpose was described as: *“To strengthen the ability of communities to protect the rights of children and youth, especially the most vulnerable, promoting their wellbeing, safety and care by utilising the skills, experiences, and methodologies of the 4LIFE partners.”*

At this consultation, some ideas were put forward for activities for the project. It was also decided that the project should not take place at one site.

- Working together is part of the innovation – driving force
- IDEAS:
 - Multi-organisational implementation in new sites following proposal in 2nd consultation
 - Elements of projects incorporated in existing projects in new and existing sites
 - Develop shared concept that can be implemented in organisations present scope of work
 - Develop knowledge and share information and training on certain themes – improve impact in each individual project, as well as additional pilot projects closely monitored by partners
 - Extend the marketplace and base exchange on demand
 - Extend the impact of the marketplace and sharing into lobby and advocacy on certain aspects

Some of the ideas for a project that had been proposed were further refined at this meeting. It was proposed that the innovative project would be:

- Develop knowledge and share information and training on certain themes / ideas / concepts / products to improve impact and add depth to the work of each organisation.
 - Theoretical understandings
- Develop a number of learning initiatives/projects where certain concepts/ideas/products are implemented in partnership in certain existing projects with strong M&E and possible lobbying and advocacy (on many different levels especially for scale-up).
 - Application of learnings (No. 1)

Lead organisations were approved for the different learning tracks. The idea was proposed that a project coordinator should be appointed.

By November 2006, the following was said about the project

“The partnership has progressed greatly from our 1st meeting. Focus after that more on scale up for individual organisations. It has taken time and discussions for us to reach this point in the partnership.

Learning tracks are now very different from what we had originally perceived. It is noted that the term innovation did cause confusion.

We have created joint learning that has benefited all organisations. Learning tracks more focused on systems at organisations and not necessarily the children themselves but will improve the situation on the ground.”

By 2007, the purpose of the joint project was described as:

“Individual partners improve their own interventions and joint influence on the well-being of children in the context of the AIDS pandemic in South Africa through structured learning and collaboration” with the following strategy and objectives:

The joint learning project will strengthen the programmes of the individual partner organisations through exchange of information and services and jointly develop innovative strategies which will be implemented in the individual organisations. The partnership has identified 4 learning tracks; 4Life Skills, 4Life Facilitators, Meaningful Participation and Networks of Care. The learning from and implementation of these 4 learning tracks will be coordinated through a Community of Practice.

Objectives:

- Individual partner organisations have strengthened, innovated and/or improved their strategies to support the well-being of children in the context of the AIDS pandemic in South Africa through a structured action learning process
- Effective implementation of learning tracks through supporting the lead organisations.
- Effective communication between partners on planned exchanges, individual learning through the facilitation of the market place
- Contributing towards the increase of necessary understanding and expertise of different stakeholders to ensure the well-being of all children through the dissemination of documentation of the learning process in different formats for different purposes and target audiences

3. GOALS/OBJECTIVES OF THE PROJECT

Finally these are the goals and objectives that were captured by Justin Maxwell November 2008:

Goals

- to upscale the partner organisations' efforts
- to explore new and innovative ways of engaging the causes and effects of HIV/AIDS on children and their communities in South Africa
- to explore partnership and the contribution it makes in partner organisations' work with, and for, children in South Africa (*Exploring opportunities for collaboration and exploring the links with these networks*)

Objectives

- to create a partnership between 10 organisations that work with and/or for Children affected by HIV/AIDS

- to capture our process and what we learn while working together, and from implementing innovative and new interventions
- to implement new and innovative ways of engaging the HIV/AIDS situation in RSA
- NOC: to raise awareness of children: their position in our society, their rights, their challenges, and to contribute to improving the wellbeing of children in our communities
- 4LS: to deepen the skill of our programme officers in the use of Monitoring & Evaluation; tools and uses
- MP: to increase the involvement of young people in programmes aimed at them, and the organisations that run these programmes
- 4LF: to career-path the facilitators that are so integral to our programmes; to capture the processes of accreditation of materials, trainers, and institutions