



# SAT

## RESEARCH & DOCUMENTATION STRATEGY

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SUPPORTING COMMUNITY RESPONSES TO HIV AND AIDS IN SOUTHERN AFRICA

# SAT Research and Documentation

## The basics...

SAT was established in 1990. We are a regional 'intermediary' or CBO/NGO support programme that supports community responses to HIV and AIDS through in-depth partnerships in Malawi, Mozambique, Tanzania, Zambia and Zimbabwe and wider networking, skills exchange and lesson sharing throughout the region. SAT funding, skills building and lesson sharing activities support partners in a wide range of relevant activities - HIV prevention, care and support, PLWHA support groups and networks, impact mitigation, networking and information exchange, HIV-related advocacy on gender and human/child rights. Overall, SAT's goal is to increase the HIV competence of communities.

SAT currently has @150 SAT partners operating at community, national and regional levels. Last year, @700 people participated directly in "School Without Walls", SAT's pioneering initiative of south-to-south skills training, lesson-sharing workshops, mentoring relationships and study visits. These 700 direct participants are estimated to pass on their skills and learning to @2-3000 others each year through various local and national activities.

In the last year, SAT implemented strategic plans to increase our focus on children affected by HIV and AIDS and developed a Good Practice Strategy that integrates and co-ordinates M&E, networking, advocacy, communications, reporting, skills training, lesson sharing, documentation, etc. Significant new procedures were designed and implemented for monitoring the organisational capacity of partners and assessing the HIV competence of the communities they serve.



## Strategic approaches and themes

SAT is committed to ethical, participatory, applied research activities that link directly to and support the strengthening of community HIV competence. SAT sees research activities as a way of building and strengthening relationships with community-level partners and strategic supporters. The extent and focus of SAT's operations research work will be guided by the following underlying principles

- Critical analysis and measurement of SAT's work and SAT's methods.
- Deepening understanding of the dynamics of community HIV competence, especially in the communities served by our partners.
- Practical testing of programmatic ideas in an iterative way under real conditions.
- Sharing research skills and improving research capacity for SAT staff and partners.

In terms of substance, over the next four years SAT will have three main strands to its research and documentation strategy:

- Partner-focused: baseline studies and evaluations.
- SAT-focused: documentation and analysis of SAT's core approaches, e.g. SWW skills transfer.
- Programming-focused: researching the operation and practical improvement of community responses.

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# **1. Overall research and documentation strategy**

## **1.1. Introduction**

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- Sharing research skills and improving research capacity for SAT staff and partners

In terms of substance, over the next four years SAT will have three main strands to its research and documentation strategy:

- Partner-focused.
- SAT-focused.
- Programming-focused.

## **1.2. Partner-focused research and documentation**

This falls into two main categories: baseline research and partner evaluations.

### **1.2.1. Baseline research**

During 2003, a majority of SAT research work will continue to focus on baseline assessments of community competence and organisational capacity. After conducting baseline research with all new partners during 2002, a rolling programme through 2003 will include all existing partners and their communities. From 2004 onwards, baseline research will consist of SATCOMP and SOCAT exercises with potential new SAT partners.

### **1.2.2. Partner evaluations**

SAT is committed to working with partners to improve their organisational capacity through critical analysis. Evaluations of partners, led by SAT staff, will be planned with relevant partners, especially those close to graduation from SAT's financial support or those where serious problems hamper performance.

## **1.3. SAT-focused research and documentation**

Some SAT-focused research will be externally funded, for example the mid-term review of SAT III or any other ad hoc evaluation exercises required by CIDA.

In terms of SAT-funded work, our strategy is to prioritise the documentation and analysis of our core approaches: partnership and contract development; SWW skills transfer; M&E and so forth.

The major SAT-focused research activity during FY03 will be an evaluation of School Without Walls. This is important in exploring the impact, relevance and cost effectiveness of SWW and ways in which the SWW approach can be propagated. This evaluation will generate a volume of detailed

documentary evidence for sharing with a wide audience through a UNAIDS Best Practice Case Study book or a document in the Strategies For Hope series and a SAT Training and Practice Manual on planning and administering SWW.

## **1.4. Programming-focused research and documentation**

SAT is involved in researching the operation and practical improvement of programming. The focus will tend to be on issues of widespread importance to many SAT partners. These studies will be iterative and closely linked to ongoing programme refinement by SAT partners.

Linking very closely to SAT's overall priority themes, the focal themes for programming-focused research are:

- Gender.
- Stigma, denial and discrimination.
- Children affected by HIV and AIDS.

### **1.4.1. Priority themes**

#### *Gender*

Gender inequality continues to be a major explanatory factor in terms of differential vulnerability to HIV infection, experiences of illness and caring, and the overall impact of AIDS on individuals, families and communities. SAT research will focus on exploring the actions of community groups that have explicitly tackled gender inequalities, in particular measures linked to women's economic (and social) empowerment and men's greater involvement in care roles traditionally ascribed to women.

#### *Stigma, denial and discrimination*

Virulent stigma against people living with HIV and AIDS is a continuing feature of virtually all communities served by SAT partners. SAT research will focus on exploring means of reducing HIV and AIDS related stigma, i.e. how community groups have managed to support communities to overcome the stigma/discrimination directed towards people infected and affected by HIV and AIDS.

#### *Children affected by HIV and AIDS*

As the epidemic continues to worsen in most communities, children are being severely affected and an increasing number of children infected with HIV are also being seen. SAT research will explore the evolving ways in which communities are coping with and caring for increasing numbers of orphans and sick children, and ways that community groups are working with communities to meet the needs of orphans and other vulnerable children affected by HIV and AIDS.

### **1.4.2. Research approaches**

SAT's programming-focused research has two distinct components:

- Lesson learning.
- Lesson testing.

#### *Lesson learning (LL)*

SAT's portfolio of partners<sup>1</sup> include organisations that report good results from their activities to tackle gender issues, stigma and discrimination and/or meet the needs of children affected by HIV and AIDS. These organisations have important lessons to be documented and shared.

SAT refers to this process of exploration, analysis, documentation and sharing as '**lesson learning**'.

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<sup>1</sup> For SAT, 'Partners' include: Implementing Partners on capacity development contracts; SWW partners, including organisations that have graduated from being Implementing Partners; and Strategic Partners, including regional and international peers.

Lesson learning involves a relatively short process in which SAT M&E staff visit the partner and help them (through structured interviews, participatory group work and informal discussions) to identify the steps/processes followed and the results achieved. SAT will then document the lessons learned.

### *Lesson testing (LT)*

Similarly, SAT has many partners that are keen to start or improve measures to tackle the key areas of gender, stigma and CABA. These partners offer a fertile testing ground for lessons learned by others.

SAT refers to the process of adapting and applying lessons and researching the results as '**lesson testing**'.

Lesson testing is a more resource-intensive activity, both in terms of time and money, both for SAT and the partner. It involves SAT staff working with the partner to design and agree the operations research project and conduct baseline data collection; making periodic follow up and support visits to help the ongoing process of learning and documentation; and a major role in end of project results measurement and documentation. The operations research projects themselves also require financial inputs from SAT. For example, if the lesson testing relates to an income generation scheme, SAT funds might be used to create the initial loan fund. SAT partners will also need to commit to and invest time and other resources to make these activities a success.

## 2. Partner-focused research and documentation: plans

### 2.1. Plans

To deliver the SAT III CIDA project, SAT has mapped out plans for partner recruitment (and hence SOCAT and SATCOMP baselines) and likely partner graduation (and hence evaluations) through to 2007.

At this stage, the projections for baseline studies and partner evaluations are shown in the table below<sup>2</sup>:

Country		New partner baselines	Evaluations
<b>Malawi</b>	<i>2003-4</i>	6	-
	<i>2004-5</i>	2	1
	<i>2005-6</i>	-	-
	<i>2006-7</i>	-	-
<b>Mozambique</b>	<i>2003-4</i>	6	-
	<i>2004-5</i>	5	2
	<i>2005-6</i>	-	-
	<i>2006-7</i>	-	-
<b>Tanzania</b>	<i>2003-4</i>	8	-
	<i>2004-5</i>	2	-
	<i>2005-6</i>	-	-
	<i>2006-7</i>	-	-
<b>Zambia</b>	<i>2003-4</i>	6	-
	<i>2004-5</i>	4	2
	<i>2005-6</i>	-	1
	<i>2006-7</i>	-	1
<b>Zimbabwe</b>	<i>2003-4</i>	1	-
	<i>2004-5</i>	1	-
	<i>2005-6</i>	-	-
	<i>2006-7</i>	-	-
<b>TOTAL</b>		<b>41</b>	<b>7</b>

<sup>2</sup> It is important to note that these numbers are not set in stone. For example, early graduation, unexpected termination of partnership, or programme expansion might lead to more new partners being recruited.

## **3. SAT-focused research and documentation: plans**

### ***3.1. Long-term projects and plans***

Over the course of the SAT III CIDA project, SAT intends to critically examine core elements of its approach to capacity development.

The first step in this process, starting in 2003, is a major documentation and evaluation of School Without Walls.

Starting in 2004 and running into 2006, SAT intends to begin a major research study of the overall capacity development strategy SAT is using. In particular this study will:

- Critically examine the concept of community competence.
- Rigorously test the model of community NGO/CBO capacity development as a way of building community competence to respond to HIV and AIDS.

During 2003, the Terms of Reference for this major study will be developed, in discussion with major stakeholders and key researchers in the field. It is even possible that the study might be undertaken in collaboration with other intermediary bodies that adopt a similar conceptual framework to their work to support community responses.

### ***3.2. 2003-4 projects and plans***

SAT's School Without Walls is a well-established and well-known south-south skills exchange and lesson sharing initiative. South-south learning and sharing is a core philosophy for SAT and an approach that distinguishes SAT's work from that of many other organisations that support capacity development of community groups.

The documentation and evaluation of south-south learning and sharing SWW is the focus of activity for 2003-4.

#### **3.2.1. Aims of the SWW documentation and evaluation**

This process will:

- Document the historical development of SWW.
- Determine the relevance of south-south learning and sharing as a capacity development mechanism for CBOs/NGOs facilitating community based responses to HIV and AIDS.
  - Investigate the extent to which a south-south approach facilitates skills development.
  - Investigate the extent to which a south-south approach facilitates learning and sharing of experiences.
  - Investigate the extent to which a south-south approach can assist scale-up of responses.
- Analyse the relative merits of different SWW approaches – workshops, exchange visits, mentoring, networking – as means to facilitate learning and sharing.
- Assess the quality of SWW activities.
- Identify factors that enable or hinder south-south learning and sharing processes.
- Identify potential areas for development and expansion of SWW.
- Explore the potential to advocate and even 'franchise' SWW as a model of south-south learning and sharing.

### **3.2.2. Documentation and evaluation methods**

This evaluation process is described in greater detail in the separate document 'SWW documentation and evaluation: Terms of Reference'. The main approaches and components of the process will involve:

- Documentation of SWW, how it began and has evolved.
- Participatory self-evaluation of SWW by SAT staff and partner organisations.
- Large scale survey of current or past partner organisations, exploring process and impact issues.
- Field visits to a sample of current or past partner organisations to document case studies and add detail to survey findings.

The evaluation team will include SAT staff and a consultant researcher/writer with experience of capacity development with community groups in southern Africa.

## 4. Programming-focused research and documentation: plans

### 4.1. Long-term projects and plans: CABA research

Relatively little is still known about the long-term consequences of orphaning on children, or how different care and support options decided by the extended family influence the child's development and future and change over time.

SAT has entered into a long-term (at least 3 years) collaboration with Imperial College London and Biomedical Research and Training Institute (BRTI), University of Zimbabwe, Harare, Zimbabwe to examine whether/how the extended family 'safety net' meets the needs for orphans and other CABA in communities heavily affected by HIV and AIDS. The project is entitled: *Growing up in an AIDS-Afflicted Population: The Nature, Adequacy & Sustainability of Family and Community Coping Mechanisms in Rural Zimbabwe*. For SAT purposes, this study is referred to as Operations Research Project 1 or **ORP 1**. This particular study builds on and stems from a series of important and rigorous studies conducted by the same research team over the past 5 years in the same area of rural Manicaland in eastern Zimbabwe. A large cohort of 800 children aged under 18 years stratified by initial orphan status and socio-economic location are being followed up after the baseline enumeration in October 2002 with three rounds of follow up surveys at 6-monthly intervals, up to June 2005.

SAT has committed itself to make a financial contribution to the project of USD 20,000 per year for the next three years to support the research fieldwork, data analysis and results dissemination. The results of the study will be used to inform the development of more appropriate and effective CABA support programmes in southern Africa.

### 4.2. Annual projects and plans

SAT's plans for lesson learning and lesson testing projects during the financial year 2003-4 are as follows (quoted in USD):

Theme	Issue	Lesson Learning	Lesson Testing	Budget
Gender	Mobilising men for care	LL1: Word Alive Ministries, Blantyre, Malawi. (completed 2002-3)	LT1: FACT Rusape, Rusape, Zimbabwe	2,600
	Income substitution for CSW	LL2a): Mutare City Health Dept., Zimbabwe LL2b): Women's Neighbourhood Association, Morogoro, Tanzania	LT2: Lado Lado, Xai-Xai, Mozambique	10,249
	Encouraging gender sensitivity in national policy	LL3: Tanzania Gender Network Programme, Tanzania	LT3: Young Women's Association YWCA, Lusaka, Zambia	6,690
Stigma	Tackling stigma through community outreach	LL4: Nkhotakhotā Aids Support Organisation, Malawi	LT4: Kikocet, Moshi, Tanzania	10,730
Children	Re-integration of street children	LL5: Faraja Trust Fund, Morogoro, Tanzania	LT5: Active Youth Initiative for Social Enhancement, Blantyre, Malawi	8,955
	Youth-led initiatives	LL6: Lessons from regional SWW workshop / <i>Community Lessons 2</i>	LT6: Umzingwane AIDS Network, Zimbabwe	1,336
<b>TOTAL USD</b>				<b>40,560</b>

## 5. Implementing the strategy

### 5.1. Capacity and skills

SAT has limited capacity to undertake major research activities itself. However, four approaches are utilised to enable us to deliver the research strategy:

- SAT is forging long-term, mutually beneficial collaborations with strategic partners that have strong capacity and skills in research. The first achievement of this approach is the partnership with Imperial College London on the CABA cohort study. From this collaboration, SAT will learn from association with a rigorous research project and world-class researchers, and benefit from valuable insights into community dynamics surrounding CABA. The researchers will also help SAT with in-house skills training on M&E and research, and provide opportunities for exposure and practical training of SAT staff at the field sites.
- The second approach involves out sourcing for research services that cannot be met from among SAT staff. This is mainly through engaging in short-term consultants, locally, regionally and – where relevant and necessary – internationally.
- SAT has successfully trained and mobilised a wide body of staff to undertake M&E work. This approach will be continued.
- Fourth, SAT has appointed an established SAT Country Programme Officer with writing skills to the new post of M&E Programme Officer. This significantly strengthens our capacity in documentation and ensures that documentation activities are informed by a high level of understanding of programming issues.

### 5.2. Financial resources

To deliver the above plans, the SAT III CIDA project provides the following financial resources (USD):

	2003-4	2004-5	2005-6	2006-7
Partner-focused				
(Routine monitoring (repeat SOCAT etc))	4,375	33,125	76,710	74,060
Baselines	74,100	20,731	-	-
Evaluations (graduation)	2,000	2,600	600	780
SAT-focused				
SWW evaluation	20,000	-	-	-
Community competence study	-	30,854	20,000	20,000
Programming-focused				
Long term ORPs	20,000	20,000	20,000	-
Lesson Learning & Lesson Testing	40,560	35,000	25,000	25,000
<b>Total (USD<sup>3</sup>)</b>	16,1035	142,310	142,310	119,840
<b>(CAD<sup>4</sup>)</b>	215,000	190,000	190,000	160,000



<sup>3</sup> Exchange rate as of 14/7/03: 1 CAD = 1.335 USD / 1 USD = 0.749 CAD

<sup>4</sup> Figures as in approved revised budget for SAT III. contained in FY3 Annual Workplan and Budget.