



# **SOUTH AFRICA SCHOOL-BASED SEXUALITY AND HIV PREVENTION EDUCATION ACTIVITY**

**Quarterly Progress Report, Year 1: Quarter 2 & Quarter 3,  
1<sup>st</sup> April 2015 – 30<sup>th</sup> September, 2015**

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## Acronyms and Abbreviations

AIDS.....	Acquired Immunodeficiency Syndrome
COP.....	Chief of Party
CSE.....	Comprehensive Sexuality Education
DBE.....	Department of Basic Education
DOH.....	Department of Health
DSD.....	Department of Social Development
EDC.....	Education Development Center
GBV .....	Gender-Based Violence
HEARD .....	Health Economics and HIV and AIDS Research Division
HIV.....	Human Immunodeficiency Virus
LO .....	Life Orientation
LTSM.....	Learner-Teacher Support Materials
M&E .....	Monitoring and Evaluation
PEPFAR.....	President's Emergency Plan for AIDS Relief
STI.....	Sexually Transmitted Infection
SLPs .....	Scripted Lesson Plans
SGBV.....	Sexual Gender-Based Violence
SGB.....	School Governing Bodies
SMT .....	School Management Team
SOW .....	Scope of Work
SFH .....	Society for Family Health
TB .....	Tuberculosis
DCOP .....	Deputy Chief of Party
USAID .....	U.S. Agency for International Development

## Executive Summary

The South Africa School-Based Sexuality and HIV Prevention Education Activity provides adolescents with the knowledge, skills and efficacy to make informed decisions about their sexuality, their reproductive health, sexually transmitted infections (STIs) and their lifestyle in a world affected by HIV. The goal of the activity is reducing new HIV infections in students and teachers by assisting the Department of Basic Education (DBE) to implement high quality, evidence-informed sexuality and HIV prevention education programs. Education Development Center, Inc. (EDC) is the lead implementing partner of this activity. EDC implements this activity with partners: Society for Family Health (SFH), Health Economics and HIV and AIDS Research Division (HEARD) and Mott MacDonald. The Activity targets school adolescent girls and boys, aged 13-19.

Key activities during the reporting period (April to September 2015) include; 1) Gauteng pilot training on Scripted Lesson Plans (SLPs), 2) refining pilot M&E tools, 3) concluding operational start-up, 4) consolidating technical planning, and 5) hiring of key personnel and staff, 6) confirming with USAID and the DBE on program geographic focus, 7) finalizing the Activity Annual Work Plan (AWP) for Year 1, 8) approving proposed implementing sub-contractors and 9) engaging DBE and provincial education departments (PED) staff and 10) revising of the Teacher Orientation Guide (TOG) into a Facilitator's Manual and a Participants' Manual.

The activity implementation focus is in five of the nine provinces, and in seven of the 27 identified priority districts for PEPFAR support in South Africa. These are the districts with the highest HIV infection rate, and diseases burden. Based on USAID guidance, in collaboration with the DBE, the activity focus will be in these target districts: 1) Thabo Mofutsanyane in the Free State, 2) Johannesburg West in the City of Johannesburg in Gauteng, 3) UThungulu, eThekweni - Umlazi and Pinetown in KwaZulu Natal, 4) Ehlanzeni and Gert Sibande in Mpumalanga, and 5) City of Cape Town in the, Metro North in the Western Cape.

The objectives for the school based sexuality and HIV prevention activity are to:

- Increase the number of teachers qualified to teach sexuality education.
- Strengthen DBE's capacity to provide education and training for teachers to teach sexuality and HIV education lessons in the classroom and improve life skills program.
- Improve the quality of school-based sexuality and HIV education programs - evidence informed and effective to reduce risky behaviors amongst school-going youth; improve learner knowledge and achievement in targeted areas of the life skills program.
- Increase DBE capacity to work in partnership with the Department of Health to implement the Integrated School Health Program (ISHP); Reduce teenage pregnancy levels, and increased retention of girls in school and increased potential to complete high school.
- Improve systems to evaluate the effectiveness of the sexuality and HIV education program.

This report follows the USAID guidance provided under the Reports and Deliverables section in the contract. The following sections are included in this report:

1. Description and analysis of all activities conducted during the reporting period
2. Brief summary of any assessments or analytical studies conducted during the reporting period.
3. EDC's assessment of the current status of progress under the contract, including progress towards End Products, analysis of lessons learned, and recommendations for any corrections to the program design.
4. Financial reporting, with expenditures reported in the same format as the final Cost Proposal.
5. Amount of direct procurements made to implement project activities.

## 1. Description and Analysis of Activities

For each of the Activity objectives, EDC and Partners engaged relevant DBE national and provincial staff as well as other stakeholders to implement activities during the April to September 2015 reporting period:

- **Objective 1: Number of teachers qualified to teach sexuality education increased.**

From 1-5 June 2015, EDC piloted the training of life orientation (LO) educators in delivering scripted lesson plans (SLPs) that were developed by the Sexual HIV Prevention Program (SHIPP). This five-day training was held at W.K. Maponya Primary School in Meadowlands in Soweto. The training was attended by 89 participants: LO educators, LO administrators and other DBE officials. The goal of this training was to build the participant's teaching capacity by strengthening the knowledge, skills, attitude and raise the comfort level needed to effectively teach the 28 scripted sexuality education (CSE) lessons designed for grades 7-9 for South African public schools.

The training methodology for the workshop was participatory to model how activities should be done in class. The training also used practice teaching, where educators got an opportunity to practice what they were learning on their peers. Given the size of the group, the participants were divided into two groups of manageable training size and a few sessions were done in plenary with the groups combined.

*The number of participants and their positions is presented in the table below:*

Cadre	Sex		Total
	Male	Female	
Educator	17	41	58
Snr Education Specialists	4	11	15
HIV/AIDS & Life Skills Administrator	2	4	6
LO Head of Departments	1	7	8
Social Worker	1	1	2
<b>Grand Total</b>	<b>25</b>	<b>64</b>	<b>89</b>

The Teacher Orientation Guide (TOG) that was used, was also developed by SHIPP. In preparation for the training, the EDC team added a few essential activities that were not in the TOG. For an example, there was no activity designed to increase the educators comfort levels in teaching sexuality education—an activity that helps educators explore their own sexuality development in order to understand the biases they bring to sexuality education. Two such activities were added to supplement what was already in the TOG.

At the end of each day the training team met to reflect on the day's proceedings in order to improve and make necessary adjustments throughout the week. For an example, instead of practicing the same SLPs as planned, the facilitators made sure that core lessons were covered by the two groups. They decided on the topics most sensitive or difficult to present and those are the lessons that cover the core areas of sexuality education for adolescents.

A comparison of 38 pre and post test results of the same educators showed a slight improvement in the educator's knowledge following the five day training. The results also indicated a positive change in educator attitudes towards teaching learners about sexuality education. In the text box are some of the comments from educators who felt that they benefitted from the training:

*“As a school social worker this is the subject that will help me in my group discussions and therapeutic processes with kids”*

*“Contributing towards helping learners to know the results of uncontrolled relationships. And also helping learners to be responsible and care for themselves”*

*“I feel good because I am giving learners knowledge about sexuality and I give them skills on how to act or respond to sexuality related issues”*

Following the training, there were more “Very confident” compared to the majority “Confident” in the pre-test. They were more confident to teach learners about sexuality education and HIV/AIDS and they felt that they would be able to maintain control of their classes during the lesson.

In September, two months following the pilot training of the 58 educators from 54 schools, monitoring and evaluation (M&E) Activity partner, Mott MacDonald conducted classroom observations in 10 of the piloted schools in Johannesburg West. Three were primary schools and seven were high schools.

Schools and Educators who were randomly selected for Classroom Observations

Level	School	Educator	Grade	Lesson
Primary	Lufehereng	Ms P.S. Zulu	7	7.6: Making Decisions about Sex:
	Braamfischer	Mr Mlipe	7	7.6: Making Decisions about Sex
	Klip	Mr. Netshidzivhani	7	7.5: Healthy and Unhealthy Relationships
Secondary	Allen Glen	Mr. S. Plumbly	11	9.5: Safer Sex: One partner at a time:
	Forte	N. Ramasimu	8	8.1: Setting Goals & Reaching Your Potential
	Lamula	Ms. L. Sauka	8	8.4: Sexuality is More than Sex
	Raymond Mhlaba	Ms. T. Somniso	9	9.1: Setting Goals & Reaching Your Potential
	Siyabonga	Ms. Macheka	9	9.2: Safer Sex- Contraception
	Thutolore	Mr. S. Moyaha	9	9.3: Safer Sex- Using Condoms
	Matseliso	Mr. Hangwani	9	9.5: Safer Sex: One Partner at a Time

The purpose of the classroom observations were to assess the extent to which the capacities acquired during the 5-day training translated into enhanced ability to deliver the SLPs. The critical issues that were observed were:

- 1) Use of participatory, learner centered teaching methodologies;
- 2) Content knowledge and competency;
- 3) Time management and lesson pacing;
- 4) Engagement and inter-personal relations with learners;
- 5) Comfort with the topics discussed;
- 6) Linking sexuality education to broader LO considerations, e.g. how they communicate about sexuality and gender norms, do they convey judgments or reinforce stereotypes?

Observers were also interested in assessing the way in which the learners responded to the delivery of the SLPs, their level of engagement and participation in the lesson, and the interest levels of the learners in the content matter. The analysis from the pilot training and classroom observations were meant to inform the roll-out of SLPs training and the mentoring and coaching of educators.

The data from the observations on the 6 critical issues listed above indicated that:

- 1) Given the content matter of the SLPs the pedagogical approach is based on a participatory, interactive approach to teaching and learning. Data from the classroom observations indicates that educators were most comfortable in the “lecturing styles” and still struggled with the participatory, learner centered methodologies that actively engaged learners.
- 2) There were some gaps in the educator’s content knowledge and their ability to facilitate a learning environment that encourages analysis, reflection and problem solving. For an example, they were not able to answer questions that deviated from the SLP.
- 3) Even though the SLPs have been developed to assist the educator in sequencing a well-structured lesson aimed at achieving a set of clearly articulated learning objectives. In this context the management of classroom time becomes a critical component for the effective delivery of the SLPs. The data from the classroom observations highlights the fact that most of the educators observed clearly struggled to pace the lesson according to the SLP activities. The data shows that 73% of the lessons were not adequately delivered as a result of inadequate time management.
- 4) Observers were looking to see how the educator engaged with the learners on an inter-personal level, and in particular how they created a safe, empathetic and encouraging classroom environment. The observers took into account the fact that the class sizes are generally quite large and that it is challenging for the educator to fully engage every learner in the classroom. In general the data suggests that the educators treated the learners in a respectful and non-judgmental manner, and that they had a good relationship with the learners. It was interesting to note, however, that educators generally did not address the learners by name.
- 5) The data also indicated that the educators were quite comfortable discussing issues related to sex and sexuality.
- 6) Some educators communicated in non-neutral ways therefore reinforcing gender stereotypes. The concern is that biased statements made by educators might potentially to stigmatize some learners around issues of gender or sexual orientation.

Even though this was a small sample, the EDC training team took the report from the classroom observations into consideration and made adjustments in preparation for the training roll-out. In addition, the mentoring and coaching of LO educators, that was scheduled for later in the program will be rolled out closer to the training to provide ongoing support soon after the training. The mentoring and coaching will also support in lesson preparation, support materials to enhance educator knowledge. To address the limited time during the lesson, the training team planned to focus on key messages that must be covered during the lessons and the work that can be covered as homework.

The second task under this objective is to improve the skills of SMTs, other school support structures and school governing bodies (SGBs) on comprehensive sexuality education (CSE). EDC and sub-partner SFH conducted sensitization workshops for 102 school principals in Bohlabela and Gert Sibande Districts in Mpumalanga. The goals of the workshops were: 1) to provide the principals and SGBs with an overview of the Activity, 2) introduce them to the SLPs that were going to be used by LO educators in their schools, and 3) discuss with them the kind of support required. An area that of challenge for the principals is the policy on Condoms in schools. Full advocacy trainings will be conducted in the last quarter: October to December 2015.

SFH also conducted 3 one-day SGB workshops for the Gauteng schools in Soweto. The purpose of the workshop was to provide an overview of the Activity and assess the SGB comfort levels in discussing sexuality education and HIV with their children. 35 schools were represented and 103 SGB members participated in the workshop. From the group discussions parents expressed their support for the roll-out of SLPs on CSE in schools especially because of the rape stories that were reported in the media during in September 2015.

- **Objective 2: DBE's capacity to provide education and training for teachers to teach sexuality and HIV education lessons in the classroom strengthened and life skills program improved.**

One of the key tasks under this objective is to develop improved quality of Learner-Teacher Support Materials (LSTMs) for sexuality education. Based on the observations and findings from the pilot training in June and discussions with DBE, the TOG was revised and divided into two documents: a Facilitator's Manual and a Participants' Manual. The Facilitator's Manual is used by the trainers while the Participants' Manual is used by the educators. The two documents are designed to mirror each other. In the long term the Facilitator's guide will be a resource for LO Subject Advisors to use as a training tool. Revisions of the Teacher Orientation Guide were done with input from DBE staff. The two documents will be used in the next quarter (October to December 2015).

Nine staff from the Gauteng Provincial Department of Education also participated in the five-day training on SLPs. As a result they were a valuable resource during the SGB orientation.

In addition, HEARD in preparation for the SGBV work is reviewing programs of global good practice for reducing sexual and gender-based violence (SGBV) in schools and existing evidence-based interventions in sub-Saharan Africa for reducing SGBV in schools. This report will inform the scripted lesson plans. The guidelines report global and regional good practice and evidence of school-based SGBV interventions; implementation challenges, limitations and opportunities; and comparative analysis of good practice SGBV interventions amongst school age (8-20 years) populations. The study proposes a guiding framework for implementation of SGBV interventions in the South African school setting. During this reporting period, HEARD developed the content and a mapping report and identified CAPS topic areas requiring content for SLP development. They also proposed content based on good practice review, comparative analysis and guiding framework.

To improve the quality of LTSM on Sexuality education, HEARD is conducting a rapid review of evaluated school-based comprehensive sexuality interventions, both globally and in Eastern and Southern African (ESA) between 2005 and 2015. The purpose of the review is to assess the existing intervention curricula and explore related implementation strategies and challenges inform the EDC-led development of scripted lesson plans for Grades 10 to 12 and Grades 3 to 6.

- **Objective 3: Quality of school-based sexuality and HIV education programs and learner knowledge and achievement in targeted areas of life skills are improved**

One of the key tasks under this objective is the implementation of the Sexuality and HIV Education Activity in target schools. Scripted Lesson Plans for Grades 7 – 9 were



implemented in 54 of Johannesburg West District in Gauteng. Of the 54 schools, three primary and seven high schools were visited for classroom observations. The linkages for HIV care has not started yet and will be strengthened once the SLPs have been introduced in the target schools.

- **Objective 4: DBE capacity to work in partnership with the Department of Health to implement the Integrated School Health Program (ISHP) increased.**

Under this objective, the Activity will integrate and strengthen linkages with Sexual Reproductive Health (SRH) and HIV services. There has been no implementation so far. Implementation will begin in Year 2 in 2016.

- **Objective 5: Systems to monitor and evaluate the effectiveness of the DBE’s sexuality and HIV education program improved.**

EDC worked with partner Mott MacDonald to finalize the observation of fidelity of classroom implementation of SLPs. A number of meetings were held with Gauteng Department of Education and Johannesburg West district to discuss the sampling of schools to participate in the observations as well as access to the schools. A total of 10 educators from 10 schools were observed as they taught on sexuality education using the scripted lesson plans. The purpose of the observation was to assess the applicability of SLPs in the classroom and the ability of the educators to follow the SLPs.

Other key activities under this objective include:

- Mapping out the design of the project database;
- Compiling and agreeing on a tool inventory which lists all the tools used for data collection for the project;
- Developing a tool to assess DBE M&E systems. EDC has requested for a meeting with DBE’s M&E directorate where they will present the proposed activity.

EDC also worked with SFH and HEARD to design and finalize tools to measure SMT/SGB attitudes and knowledge about sexuality education. This was in preparation for SMT/SGB sensitization sessions conducted in Johannesburg West, Bohlabela and Gert Sibande Districts

#### **Summary of results submitted in DATIM for the period July-September 2015**

In September 2015, EDC partner Mott MacDonald conducted classroom observations of the implementation of SLPs in Johannesburg West District, Gauteng. The number of learners who were taught using SLPs are presented in the table below:

<b>Sex</b>	<b>10-14</b>	<b>15-19</b>	<b>Total</b>
Female	114	69	183
Male	109	92	201
<b>Grand Total</b>	<b>223</b>	<b>161</b>	<b>384</b>

In September 2015, EDC partner SFH conducted sexuality education sensitization sessions for SGBs in the Johannesburg West District. A total of 43 schools were represented in these sessions, which were conducted over three days. Each school was represented by 3 SGB members, making the total number of attendees 129.

In preparation for SLP training for educators in Mpumalanga, EDC partner SFH conducted sexuality education sensitization sessions for principals in September 2015. A total of 98 principals attended. Fifty five were from Bohlabela and forty three from Gert Sibande.

District	# of schools
Bohlabela	55
Gert Sibande	43
<b>Total</b>	<b>98</b>

## 2. Summary of Assessments or Analytical Studies Conducted

Several assessments of analytical studies were done by HEARD in the area of Sexual Gender Based Violence (SGBV) and have been covered in this report under Objective 2. These studies will inform the prevention of sexual gender-based violence curriculum.

## 3. Progress Analysis against End Results, End Products and Indicator Targets: Lessons Learned, Challenges, Recommendations

EDC and partners have made significant progress in planning for technical implementation while also establishing the necessary operational mechanisms. These efforts have yielded some preliminary lessons and presented some challenges, both of which have informed recommendations.

### Lessons Learned

There were several lessons learned from observation of the teacher training pilot in Gauteng of SLPs and in the implementation of the Activity:

1. On the overall the workshops went well, the educators expressed that they got more comfortable discussing sexuality issues that are considered taboo in their cultures towards the end of the week than they had been at the beginning of the workshop.
2. To ensure maximum participation, it is important that the training be done in a residential setting to make best use of on full-time participation, if availability and funding allow.
3. The TOG had several gaps that needed to be filled. It was necessary for the document to be revised after the pilot to be more of a facilitator's manual with accompanying participant's workbook.
4. The training also confirmed that the SLPs had too much content to be covered in one class period. The educators expressed that most classes had less than an hour with the learners.
5. The training took the educators on a journey of their own psycho sexual development which also opened wounds for people who had experienced forms of SGBV. Therefore, it is important to have a social worker at all future trainings.
6. The facilitators also observed there was a significant lack of knowledge of biology information and HIV.
7. It was important for the facilitators to demonstrate the participatory approach in the training so that educators can learn and not only use the chalk and talk method.
8. The Activity makes good progress when there is sufficient interaction with DBE personnel on technical and implementation matters and is enhanced when we have had the opportunity to have a dialog with provincial Departments of Education.
9. The provincial teams in all five provinces Free State, Gauteng, KwaZulu Natal, Mpumalanga and Western Cape have welcomed the Activity. The Activity attributes this to the proper introduction that was done by National DBE to the Superintendent Generals of the five provinces.
10. The Activity has the full support of Care and Support and Curriculum within DBE. In addition to that, to ensure full support and sustainability, other key directorates must also take a significant role in the project: Teacher Development and School Governance and Management. In all the five provinces, the two other directorates prefer to get directives

from national government.

11. LO as a school subject does not enjoy the same status as other subjects. In most cases it is viewed as a “periphery” subject. This has implications in the selection of educators. At the training, some educators expressed that even though they have been trained, but there is a strong possibility that they will not be teaching LO in the grades they are teaching or it might be given to other educators.

## Challenges

Challenges during this reporting period are related to the preliminary work on project implementation and developing a strong relationship with the district and the schools of the five selected provinces. Some of the key challenges faced include:

1. Sexuality is an uncomfortable subject for most educators, so training must incorporate activities that address that challenge.
2. Life Orientation is still taken as a “non-core” subject and therefore given “second-class” status in most schools.
3. Other critical departments in the provinces, like Governance and Teacher Development were not informed about the Activity.
4. Finalization and sign off of critical documents like the Annual Work Plan, Branding and Marking Plan – EDC continues to reach out to DBE and USAID regarding the review and signing off of the AWP and the PMEPI indicators
5. Training windows are only four times a year. It will almost be impossible to meet the targets unless all the key stakeholders from DBE, USAID address this challenge

## Q2&3: April to September Recommendations:

Previous Quarter Recommendations	Status
Continue to pursue meetings with provincial representatives.  Move forward with pilot activities where possible to ensure testing, learning and planning for full implementation stays on track.	<ul style="list-style-type: none"> <li>• EDC has had meetings in all five provinces. The purpose of these meetings were to introduce the activity and discuss training logistics. The Activity also sees value in solidifying the relationship at district level.</li> <li>• The first SGB sensitization was held in Gauteng and a SMT workshop was piloted in Mpumalanga with principals.</li> </ul>
Institutionalize the monthly EDC-USAID meetings as planned	<ul style="list-style-type: none"> <li>• Efforts to institutionalize the meetings are ongoing. In addition to the meeting, EDC submits a monthly update on key activity projects. A meeting was held with the Deputy Director General (DDG) of Care and Support and the Curriculum Development Manager. More meetings have been planned for the next quarter.</li> </ul>

Institutionalize monthly/ quarterly meetings with DBE and follow up meetings with provinces	<ul style="list-style-type: none"> <li>• EDC is still engaging DBE in efforts to institutionalize the meetings.</li> <li>• Efforts for EDC to setup scheduled meetings with DBE are still ongoing.</li> </ul>
Continue with efforts to facilitate EDC's movement to own office	<ul style="list-style-type: none"> <li>• In September, EDC moved to the Activity offices and the office became fully functional immediately.</li> </ul>

### Recommendations

These recommendations are meant for any corrections for program design:

1. Key stakeholders must provide clarity in the process and timelines to follow in approving the materials that have been tested and piloted by the Activity.
2. The training must be aligned to the National Qualifications Framework (NQF) in order for educators to obtain credits so that learning would be nationally recognized.

### Q4: September to October Recommendations

- Complete the Facilitator and Participant Manual
- Hold a year 2 work plan meeting with DBE and USAID
- Identify DREAMS intervention schools in KZN and Gauteng
- Complete the review and finalize the edits on the Grades 7-9 SLPs
- Start training in the Gauteng, Free State and Western Cape
- Roll-out the SGB training before the SLP training
- Continue to engage USAID and DBE with regards to signing off of the AWP and M&E Plan
- Share the HEARD SGBV document that will be aligned to the SLPs with DBE as soon as it is completed.

### 4. Financial Reporting and Procurement

#### Expenditures

The following represents expenditures reported to USAID through its invoicing system between April 1, 2015 to September 30, 2015:

Category	Expenditures for the period of
	April - Sept 2015
Labor Costs	\$331,500.51
Travel & Allowances	\$104,568.84
Other Direct Costs	\$244,114.06
Indirect Costs	\$225,535.87
<b>Total Estimated Costs</b>	<b>\$905,719.28</b>
Fee	\$45,286.11
<b>Total Estimated Costs plus Fee</b>	<b>\$951,005.39</b>

## Procurements

Direct procurements to implement the activity during this reporting period all focused on establishing operational capabilities in South Africa. The total expenses booked for procurement between April 1, 2015 –September 30, 2015 totals \$ is \$951,005.39.

The Activity made significant savings of \$10,000 by acquiring furniture from SHIPP, a USAID-funded project.

## Next steps

1. EDC and sub-partners will work on the Year 2 work plan with the participation of USAID and DBE
2. EDC will conduct training workshops of educators on Comprehensive Sexuality Education and Scripted Lesson Plans in Mpumalanga and KwaZulu Natal Provinces in the next quarter (October to November 2015)
3. Implementing sub-partner, HEARD, will lead a baseline assessment on the state of sexuality and health education in target school districts. The study will focus on the following:
  - a. In-service teacher training: training curricula on sexual and reproductive health
  - b. SMTs and SGBs: skill and competency gaps
  - c. Learner-Teacher Support Materials (LSTM) on HIV, TB and sexuality: availability and quality gaps
  - d. Linkages for HIV, TB and STI care: DBE existing systems for HIV, TB and STI prevention, and for addressing barriers to retention in schools for vulnerable learners; referrals for medical care
4. The Activity continue with efforts to institutionalize quarterly combined meetings with DBE and partners, provincial departments of education and USAID
5. Implementing sub-contractor SFH will lead SBG and SMT sensitization workshops in Gauteng and Mpumalanga
6. Work with sub-contractor Mott MacDonald to finalize M&E tools for the workshops and classroom observations
7. Edit SLP SLPs for grades 7-9 bases on the findings from the pilot and training in KZN and Mpumalanga
8. Continue revising the Facilitator's Manual and Participants' Manual based on feedback from
9. Establish and appoint members of an Advisory Panel and a Life Orientation Technical writing team
  - a. Two teams will be appointed, following the SHIPP model:
    - i. Technical writing team that will do the design and writing of the Comprehensive Sexuality Education (CSE) Scripted lesson plans (SLPs) Grade 3 to 6 and 10 to 11 and Prevention of Sexual Gender based violence (SGBV) grades 3 to 11. Under the SHIPP program the writers were from academic and research institutions in South Africa. This model worked well and DBE recommended that the same model be followed by EDC.
    - ii. Advisory Panel should consist of DBE officials, EDC, curriculum and subject advisors from provincial departments and schools.

## List of Upcoming Activities

The Activity will follow through with the activities planned for the last quarter of the year (October to December 2015) as presented in the Year 1 work plan, but will also be responsive to meetings, workshops and related activities that add value to the goals and objectives of the Activity. Of note are the following:

- 1) October 5- 9: Educator Training on SLP Grades 7-9 in KZN and Mpumalanga
- 2) October 14: PEPFAR Partner Meeting in the Western Cape
- 3) November 2: DREAMS Steering Committee Meeting
- 4) November 3-4: Work Plan Meeting with Partners
- 5) November 9-18: The COP will attend the annual EDC COP Summit in Washington D.C. for professional development and attend a COP Orientation in Waltham, MA
- 6) November 17-20: SGB Training in Bohlabela and Gert Sibande districts
- 7) November 30: HCT and Linkage Best Practices Innovation Meeting
- 8) November 30: District meeting in the Free State
- 9) December 3-4: M& E Training with Mott MacDonald with EDC Master Trainers
- 10) December 3-4: DREAMS Program Planning Consolidation
- 11) December 7 -11: Master Trainer Training in preparation for 2016
- 12) December 14: Activity Meeting at EDC with DBE Care and Support and Curriculum
- 13) December 28 -31 EDC staff are encouraged to take their annual leave from December 28-31

### 1.1 Quarterly Results

In Q 2 (April to June) 2015, EDC piloted the SLPs and the TOG. The pilot training was attended by 58 educators, 17 Life Orientation Subject Advisors and 7 district-based Heads of Departments attended the training. In total there were 86 participants, 33% male and 67% female.

In Q 3 (July to September) 2015, EDC and SFH trained SGBs in Gauteng.

#### 1.1.1 Site Level Results

No results have been achieved at site level during this reporting period. The focus was on piloting the SLPs and the Teacher Orientation Guide for grades 7 to 9. Following the training, EDC started with the revision of both the SLP and the TOG.

##### *Review of Site Level Results*

Not applicable during this reporting period.

### Operations and Management

Another critical task during this reporting period is the continued recruitment of project staff. EDC filled nine positions, four of which were key personnel positions. At the end of September EDC has 11 staff as indicated in the table below:

1	Deputy Chief of Party	Erika Jooste <a href="mailto:ejooste@edc.org">ejooste@edc.org</a>	March
2	Phumzile Pilane	Program Assistant <a href="mailto:ppilane@edc.org">ppilane@edc.org</a>	March
10 staff employed in the April to September 2015 period			
3	Senior Advisor, Monitoring Evaluation and Research	Lindelwa Sikakane <a href="mailto:lsikakane@edc.org">lsikakane@edc.org</a>	May
4	Financial Management and Operations Director	Khanya Mahlati <a href="mailto:kmahlati@edc.org">kmahlati@edc.org</a>	June
5	Accountant	Thandi Thokoane <a href="mailto:tthokoane@edc.org">tthokoane@edc.org</a>	June

6	Master Trainer (Mpumalanga)	Thenjiwe Masina <a href="mailto:tmasina@edc.org">tmasina@edc.org</a>	July
7	Technical Program Director	Naomi Mnthali <a href="mailto:nmnthali@edc.org">nmnthali@edc.org</a>	July
8	Master Trainer (KZN)	Juju Juliet Mlungwana <a href="mailto:Jmlungwana@edc.org">Jmlungwana@edc.org</a>	July
9	Curriculum Advisor	Estelle Heideman <a href="mailto:eheideman@edc.org">eheideman@edc.org</a>	July
10	Chief of Party	Viwe Mtshontshi <a href="mailto:vmtshontshi@edc.org">vmtshontshi@edc.org</a>	August
11	Master Trainer (Free State)	Esda van der Watt-Broekman <a href="mailto:evdwbroekman@edc.org">evdwbroekman@edc.org</a>	August

## South Africa School-Based Sexuality and HIV Prevention Education Activity Results Framework

**Objective: Reduce new HIV infections in learners and teachers by assisting the DBE to implement high quality, evidence-informed sexuality & HIV prevention education programs.**

**Result: SAG Capacity to Deliver a Comprehensive Sexuality Education Strengthened**  
**18 January 2015 - 17 January 2020**

1.	2.	3.	4.	5.
<p><b>Increased number of teachers qualified to teach comprehensive sexuality education.</b></p> <p><b>1.1 Pre-Service Teacher Training and Development.</b></p> <p><b>Results:</b>            500-1000 student teachers trained Pre-service and in-service CSE education designed and implemented</p> <p><b>1.2 In-service teacher training and development</b></p> <p><b>Results :</b></p> <ol style="list-style-type: none"> <li>5000 to 10,000 teachers trained</li> <li>Short-term in-service courses and accredited with relevant authorities</li> </ol> <p><b>1.3 Improve skills of SMTs, other school support structures and SGBs on CSE</b></p> <p><b>Results:</b></p> <ol style="list-style-type: none"> <li>1000 SGB members trained</li> <li>SMTs &amp; SGB trained on life skills</li> </ol>	<p><b>Strengthen DBE's capacity to provide education and training for teacher's to teach comprehensive sexuality education and HIV prevention lessons in the classroom and improve the life skills program.</b></p> <p><b>2.1. Improved quality of Learner-Teacher Support Material (LTSMs) for sexuality education developed</b></p> <p><b>Results:</b></p> <ol style="list-style-type: none"> <li>Improved quality of LTSMs for sexuality education</li> </ol> <p><b>2.2 Strength DBE systems for sexuality, HIV and TB programming at national and provincial levels</b></p> <p><b>Results:</b></p> <p><i>Increased capacity for:</i></p> <ol style="list-style-type: none"> <li>DBE to implement and scale up school based sexuality education, HIV, and TB prevention programs</li> <li>District education departments implementing sexuality education</li> <li>Number of schools scaling up</li> <li>DBE to provide in-service to educators to teach sexuality education &amp; implement effective peer education programs</li> </ol> <p><b>2.3 Improve interventions to Reduce Sexual Gender Based Violence (SGBV)</b></p> <p><b>Results:</b></p> <ol style="list-style-type: none"> <li>500-1,000 teachers and officials trained on gender equity and addressing SGBV in schools.</li> <li>Increased number of girls completing their high school education.</li> </ol>	<p><b>a) Improved quality of school-based, comprehensive sexuality education and HIV prevention programs – evidence informed and effective to reduce risky behaviours amongst school-going youth;</b></p> <p><b>b) Improved learner knowledge and achievement in targeted areas of the life skills program.</b></p> <p><b>3.1 Implement Sexuality and HIV Education Activity in Target Schools</b></p> <p><b>Results:</b></p> <ol style="list-style-type: none"> <li>At least 500,000 learners trained and assessed in sexuality education activities.</li> </ol> <p><b>3.2 Improve linkages for HIV care, support for vulnerable children in schools</b></p> <p><b>Results:</b></p> <ol style="list-style-type: none"> <li>Decreased stigma among learners, educators and officials. Increased referral of vulnerable learners are successfully referred for appropriate services - psychosocial services, TB testing and treatment, medical male circumcision, HIV counseling and testing, access to condoms, modern contraception, anti-retroviral therapy, and prevention of mother to child transmission.</li> <li>Increased retention of learners (especially girls) in schools</li> </ol>	<p><b>a) Increased DBE capacity to work in partnership with the Department of Health to implement the Integrated School Health Program (ISHP)</b></p> <p><b>b) Reduced teenage pregnancy levels, improve retention of girls in school and increase potential to complete high school.</b></p> <p><b>4.1 Integrate and strengthen linkages with Sexual Reproductive Health (SRH)/Family Planning and HIV services.</b></p> <p><b>Results:</b></p> <ol style="list-style-type: none"> <li>District level DBE and DDH partnerships and linkages strengthened.</li> <li>Linkages between schools, health and social services strengthened.</li> <li>SRH package for schools available</li> <li>Sexuality education activities are linked to the ISHP</li> <li>Learners access to psychosocial services, TB testing and treatment, VMMC, HCT, access to condoms, contraception, ARTs, PMTCTs services strengthened.</li> <li>Improved psychosocial determinants of SRH (knowledge, risk perception, values, norms, stigma, attitudes, gender norms, skills, self-efficacy, intentions, communications etc.</li> <li>Sexuality education activities are linked to the ISHP and services are provided to learners (mental health services, TB, VMMC, HCT, condoms, modern contraception, ART, PMTCT &amp; MNCH)</li> </ol>	<p><b>Improved M&amp;E system: Improve systems to monitor and evaluate the effectiveness of the comprehensive sexuality education and HIV prevention program.</b></p> <p><b>5.1 Monitoring and Evaluation</b></p> <p><b>Results:</b></p> <ol style="list-style-type: none"> <li>Strengthened system to support DBE for monitoring roll out, quality of implementation of lessons, and evaluation of impact of project</li> <li>High quality indicators to measure the process and outcomes of life skills-based sexuality and HIV education.</li> <li>Monitoring systems in place to provide regular up-to-date information to gauge the success of interventions and to understand programmatic strengths and weaknesses.</li> <li>Tools to support continuous programmatic improvements for monitoring and evaluation efforts.</li> </ol> <p><b>5.2 Impact Evaluation (not a Contract Task)</b></p>



Annex 2: EDC Staff at the end of September 2015

