



SOUTH AFRICA SCHOOL-BASED SEXUALITY AND HIV PREVENTION EDUCATION ACTIVITY

**Quarterly Progress Report: Year 3 Quarter 3
1 July 2017 to 30 September 2017**

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basic education

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REPUBLIC OF SOUTH AFRICA



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Acronyms and Abbreviations

AGYW	Adolescent Girls and Young Women
AIDS	Acquired Immunodeficiency Syndrome
COP	Chief of Party
CSE	Comprehensive Sexuality Education
DBE	Department of Basic Education
DCOP	Deputy Chief of Party
DOH	Department of Health
DREAMS	Determined Resilient Empowered Mentored and Safe
DSD	Department of Social Development
EDC	Education Development Center
FET	Further Education and Training
GBV	Gender-Based Violence
HEARD	Health Economics and HIV and AIDS Research Division
HIV	Human Immunodeficiency Virus
ISHP	Integrated School Health Programme
IMP	Intermediate Phase
LO	Life Orientation
LTSM	Learner-Teacher Support Materials
MT	Master Trainer
M&E	Monitoring and Evaluation
NS	Natural Science
PEPFAR	President's Emergency Plan for AIDS Relief
SIAS	Screening, Identification, Assessment and Support
SIMS	Site Improvement through Monitoring Systems
STI	Sexually Transmitted Infection
SLPs	Scripted Lesson Plans
SGBV	Sexual and Gender-Based Violence
SGB	School Governing Bodies
SMT	School Management Team
SOW	Scope of Work
SFH	Society for Family Health
TB	Tuberculosis
TOR	Terms of reference
TOT	Training of trainers
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) and Health Economics and HIV and AIDS Research Division (HEARD) The Activity targets in-school adolescent girls and boys, aged 10-19 or Grades 4-12. In the report, the work done is referred to as having been done by the Activity but in instances where it is important to mention the partner by name that is done.

Key activities during this reporting period from July to September 2017, included:

1. Distributing the Sexuality Education in Life Orientation Scripted Lesson Plans (SLPs) Learner and Educator Books for Grades 7, 8 and 9 to schools. This was an important achievement in the Activity in order for the educators and learners to fully engage with the lessons during and after lessons have been taught in class.
2. Presenting remedial plans to the DBE National and the provinces where EDC is working. Remedial plans were used as a basis for further agreements on training activities. Lessons learned during the data collection helped frame and inform an approach that will assist in reaching the targets in a systematic manner.
3. Completing and submitting 54 draft SLPs for the Intermediate Phase (IP) and Further Education and Training (FET). This is a very important milestone in the Activity for it will ensure that DBE has the complete set of CSE from grade 4 to 12) in all Activity sites by the end of 2018.
4. Training of Grade 7, 8 and 9 educators in Free State and Mpumalanga Provinces.
5. Working with schools and educators from where data was collected during January to March 2017 reporting period to address gaps in the data.
6. Submitting of the Learner Mentorship Programme Concept Note to the DBE for approval. And following up with DBE to get feedback on the supporting materials submitted for SGB and SMT orientation, Coaching and Mentoring Training and Trainer of Trainers (ToT).
7. SFH conducting referrals of learners to health services required in schools in Free State, Gauteng, KZN, Mpumalanga and Western Cape.
8. EDC and SFH meeting with Free State, Gauteng, KZN and Mpumalanga District officials responsible for DBSTs and SBSTs to discuss the best way the Activity can support the school referral system in those provinces.
9. Meeting with ISHP Coordinator for the Department of Health (DoH) who introduced EDC Provincial Operations Managers and SFH District Coordinators to the DoH ISHP Provincial Coordinators in the 5 Activity Provinces.
10. HEARD conducting diagnostic evaluation of the training workshops conducted in the districts Gert Sibande and Bohlabela in August, and one in Bohlabela in September and HEARD submitting a completed final draft of the report on GBV in schools.
11. Playing an active role in providing feedback on the Impact Evaluation currently underway.

Activity Background

The Activity implementation focus is in five of the nine provinces, and in the seven (Maluti-a-Phofung, Region D in the City of Johannesburg, King Cetshwayo, eThekweni, Gert Sibande, Bohlabela and City of Cape Town) of the 27 identified priority districts for PEPFAR support in South Africa. These are the districts with the highest HIV infection rate and disease burden. Based on DBE and

USAID guidance, the Activity focuses on these target DBE districts: 1) Thabo Mofutsanyane in the Free State, 2) Johannesburg West in the City of Johannesburg in Gauteng, 3) King Cetshwayo, Umlazi and Pinetown in KwaZulu Natal (KZN), 4) Ehlanzeni and Gert Sibande in Mpumalanga, and 5) City of Cape Town in the Metro North and Metro East in the Western Cape. In addition to this the DREAMS activity which focuses on adolescent girls and young women (AGYW) is implemented in two provinces: KZN and Gauteng.

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. Activity targets: achievements and shortfalls
2. Description and analysis of all activities conducted during the reporting period.
3. Brief summary of any assessments or analytical studies conducted during the reporting period.
4. 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.
5. Financial reporting, with expenditures reported in the same format as the final Cost Proposal.
6. Amount of direct procurements made to implement project activities.

1. Activity Targets: achievements and shortfall

The two tables below show the total targets for the Activity, the achievements and the shortfall. Table 1(a) and 1(b) present the targets from the inception of the Activity in 2015 to the 2016 targets. Table 2 presents the targets reached and the shortfall up to the end of the reporting period- June 2017. Across all the districts the reach has been around 35%. Considering that the Activity reached the end of the first half of the Activity, this is a very low reach. However, the Activity is working on increasing the number significantly in the next six months through implementing the comprehensive approach as planned (working with the district, SGBs, parents and mentoring learners). By the time educators are trained in December 2017 and January 2018, the support activities would have created a nurturing environment for the educators to be trained and teach SLPs in the classroom. When these processes have been followed, the Activity will see an improvement towards reaching targets by March 2018. The rest of the report will present the remedial measures taken and planned for to reduce the short fall towards achieving the targets.

Table 1 (a) – 2015 & 2016 Targets

Main Activity										
Province	District	2015 Targets				2016 Targets				Total Targets 2015-2016
		Ages 10 – 14		Ages 15 – 19		Ages 10 – 14		Ages 15 – 19		
		M	F	M	F	M	F	M	F	
Free State	Maluti-a-Phofung	9 986	9 609	6 268	6 184	1 167	1 121	1 167	1 121	36 623
Gauteng	JHB West	5 687	5 774	2 861	2 878	2 084	2 003	2 084	2 003	25 374
KwaZulu Natal	uMlazi	2 319	2 414	2 256	2 349	1 361	1 306	1 361	1 306	14 672
	Pinetown	2 319	2 414	2 256	2 349	1 360	1 307	1 360	1 307	14 672
	King Cetshwayo	3 354	3 241	3 492	3 372	765	735	765	735	16 459
Mpumalang a	Bohlabela	2 449	2 248	2 549	2 340	1 275	1 225	1 275	1 225	14 586
	Gert Sibande	3 279	3 316	3 412	3 451	1 719	1 653	1 719	1 653	20 202
Western Cape	Metro North & Metro East	5 484	6 398	10 766	11 361	1 785	1 715	1 785	1 715	41 009
TOTAL		34 877	35 414	33 860	34 284	11 516	11 065	11 516	11 065	183 597

Table 1 (b): 2017 Targets

Main Activity												
Province	District	2017 Targets										Total Allocated Targets 2017
		Ages 10 – 14		Ages 15 – 19		Ages 20-24		Ages 25-49		Age 50+		
		M	F	M	F	M	F	M	F	M	F	
Free State	Maluti-a-Phofung	458	686	1 097	1 601	229	229	92	92	46	46	4 576
Gauteng	JHB West	3 122	4 684	7 495	10 931	1 562	1 562	625	625	312	312	31 230
KwaZulu Natal	uMlazi	1 726	2 590	4 143	6 041	863	863	346	346	173	173	17 264
	Pinetown	1 726	2 589	4 143	6 042	863	863	345	345	172	172	17 260
	King Cetshwayo	300	450	720	1 050	150	150	60	60	30	30	3 000
Mpumalanga	Bohlabela	100	150	240	350	50	50	20	20	10	10	1 000
	Gert Sibande	674	1 012	1 619	2 361	337	337	135	135	67	67	6 744
Western Cape	Metro North & Metro East	700	1 050	1 680	2 450	350	350	140	140	70	70	7 000

Table 2: Targets Reached by September 2017

Main Activity											
Province	District	Ages 10 – 14		Ages 15 – 19		Ages 20-24		Ages 25-29		Total Allocated Targets Reached Sep 2017	Targets Remaining to be Reached
		Male	Female	Male	Female	Male	Female	Male	Female		
Free State	Maluti-a-Phofung	1 701	2 111	2 766	2 177	38	17	3	1	8 814	27 809
Gauteng	Regoin D	5 361	6 102	3 399	2 312	6	9	3		17 192	8 182
KwaZulu Natal	Ethekwini (Umlazi, Pinetown, Ethekwini DREAMS)	2 790	3 283	2 490	1 773	43	18			10 397	4 275
		2 789	3 282	2 489	1 773	42	19	3		10 397	4 275
	UMhlathuze	2 182	2 522	2 154	1 383	87	23	3		8 354	8 105
Mpumalanga	Bohlabela	1 884	2 204	1 410	903	45	14		1	6 461	8 125
	Gert Sibande	2 028	2 524	1 709	1 148	19	9	1		7 438	12 764
Western Cape	Metro North and Metro East	437	591	522	557	2				2 109	38 900
TOTAL		19 172	22 619	16 939	12 026	282	109	13	2	71 162	112 435

2. Description and Analysis of Activities

For each of the Activity objectives, EDC and Partners engaged relevant DBE national, provincial, and district staff as well as other stakeholders to implement activities during the July to September 2017 reporting period.

Objective 1: Increased number of teachers qualified to teach sexuality education

1.1 Pre-Service Training and Development

As previously noted, the pre-service training and all associated sub-tasks have been removed from this activity by USAID since pre-service training falls outside PEPFAR's core activities.

1.2 Number of educators trained

Activity 1.2.1: Training of Grades 7 – 9 educators in all 5 provinces

In this quarter (July to September 2017), EDC conducted training activities in Mpumalanga and the Free State. These activities were part of the remedial plan for training and other activities which was developed in the last quarter (April to June 2017) and approved by DBE and USAID. While the remedial plans in general included scheduled trainings in October, December 2017 and January 2018, the two provinces asked EDC to train educators in September 2017 and not during the school holidays in October 2017. In Mpumalanga, the province took on the lodging costs for the participants while EDC paid for meals. In both Mpumalanga and Free State, the EDC Provincial Operations Managers (POMs) held meetings with School Principals where it was agreed that EDC should target all LO educators for Grades 7 – 9 in the schools in order to mitigate the problem of educator rotation and to ensure that Grade 7 – 9 learners are reached in the targeted schools in 2018.

In Mpumalanga, EDC targeted educators in Bohlabela District from Agincourt, Dwarsloop and Maviljan circuits. This training took place on 01 – 03 September 2017. In Free State, EDC targeted educators from the schools which had not been reached in Maluti-a-Phofung as well as educators who had not yet been trained from schools which had already reached. This training took place between 22nd and 24th September 2017.

All educators trained in this quarter and the next will implement Scripted Lesson Plans starting January 2018.

The table below shows the number of educators reached in Bohlabela and Maluti during the training activities conducted in September 2017:

Age group	Bohlabela		Maluti-a-Phofung		Grand Total
	F	M	F	M	
20-24	0	0	2	0	2
25-49	32	15	15	8	70
50+	20	8	8	3	39
Total	52	23	25	11	111

In Gauteng, Johannesburg West District, officials coordinated a one-day refresher workshop for educators who had been trained on SLPs but had not yet implemented them. EDC conducted this workshop and was given permission by the district to follow-up educators to ensure that they implemented the SLPs before 30 September 2017.

In line with the remedial plan for Gauteng, EDC followed up with provincial and district officials regarding the training dates for October 2017 but the province has not yet finalised the memo to be sent to schools for educators to be invited for the training. EDC has now met with the provincial and district officials to revise the dates for the training of educators. The confirmed dates are now 06 – 09 December 2017. The mop up for the educators who have not been reached will be 05 – 09 February 2018.

EDC has also negotiated with KZN and Western Cape Provinces on training dates for educators to implement SLPs in 2018. In KZN, the training dates are 22 – 26 January 2018 and in Western Cape, the training dates are on 09 – 11 January 2018.

DREAMS:

No training activities took place in the DREAMS schools in this quarter. The remedial plans that have presented to the DBE and the provincial officials have included DREAMS. Training for LO educators in DREAMS schools in Gauteng is scheduled to take place on 05 – 09 December 2017 while the training for LO Educators in DREAMS schools in KZN will take place on 22 – 26 January 2018.

1.2.3 Conduct a rapid situational analysis of DBE in-service training system and CAPS requirements including provincial and district-level review of implementation of sexuality education.

As reported in the previous reporting period, this work had been revised to focus on District- and School-based Support Teams. HEARD prepared a concept note and presented it to the Activity partners at the quarterly partners' meeting, 25th to 26th of July 2017 quarterly meeting and subsequently submitted a detailed concept note to EDC. HEARD submitted the proposed research to the Ethics Committee at the University of KwaZulu-Natal and received an approval by the Committee on the 10th of July, 2017. However, the work on the DBST report has been suspended until further notice.

1.2.4: Assess educator sexuality education knowledge, attitudes and skills following training and implementation of the Grade 7, 8 and 9 sexuality education SLPs

HEARD provided feedback to the Activity on the effectiveness of the educator training workshops, on a monthly basis. The monthly reports analyze the trainings in the past months and compares them with all previous trainings, to ascertain whether or not the effect of the trainings is improving. Two such reports were submitted in this reporting period. One in August covering training in Gert Sibande and Bohlabela, and one in September covering the training in Bohlabela.

The general findings were that the two districts generated stronger results than the average for all previous trainings, meaning that the educators scored higher results than educators in other districts. However, when the results were compared with previous trainings in Gert Sibande and Bohlabela respectively, we found in the August report that the recent trainings had been less effective than previous trainings or that changes in scores were too small to interpret. The results in Bohlabela in the September report were somewhat more positive, suggesting that the 'dip' in results in August was an anomaly.

1.3. Improve Skills of School Management Teams (SMTs) and other school support structures, including School Governing Bodies (SGBs) on sexuality education

1.3.1: Sensitize SMTs on Sexuality and HIV Prevention Education in all 5 provinces

EDC discussed the SMT sensitization materials with the DBE but no formal approval has been given yet. EDC has been advised that the approval should come from the Chief Director of the Governance and Management Directorate in the DBE. The delay on approval of these materials is holding up the work on SMT Orientation.

In the meantime, EDC is using available opportunities in collaboration with district officials, to meet with School Principals to address specific issues related to implementation of SLPs in the classroom. In Gauteng Province, Johannesburg West District, the officials organized a meeting with School Principals and teachers who were trained

1.3.2: Conduct sensitization workshops for School Governing Bodies (SGBs), parents, caregivers and community members on the school health program

EDC and SFH met with the DBE to discuss the revisions made to the SGB Orientation Manuals. No formal approval has been given yet. EDC has been advised that the approval should come from the Chief Director of the Governance and Management Directorate in the DBE. This has meant that no SGB orientation workshops were conducted in this quarter. In the meantime, SFH has conducted site visits to strengthen relationships with the Provincial and District Governance section in anticipation of orientation materials being approved. From the visits, it has been noted that the term of office for the current SGBs is coming to an end in February 2018. Elections may start in April and the induction process may proceed until June 2018. SGB orientations can only start in July 2018. SFH and EDC are looking at ways in which the orientations can be done sooner.

1.3.3: Conduct orientation and advocacy sessions with parents, caregivers and community members on the sexual health program in schools

EDC and SFH submitted the Parent Engagement Facilitator's Manual to the DBE and are waiting for approval. EDC and SFH are currently working on a handout for parents and this will be completed in the next quarter.

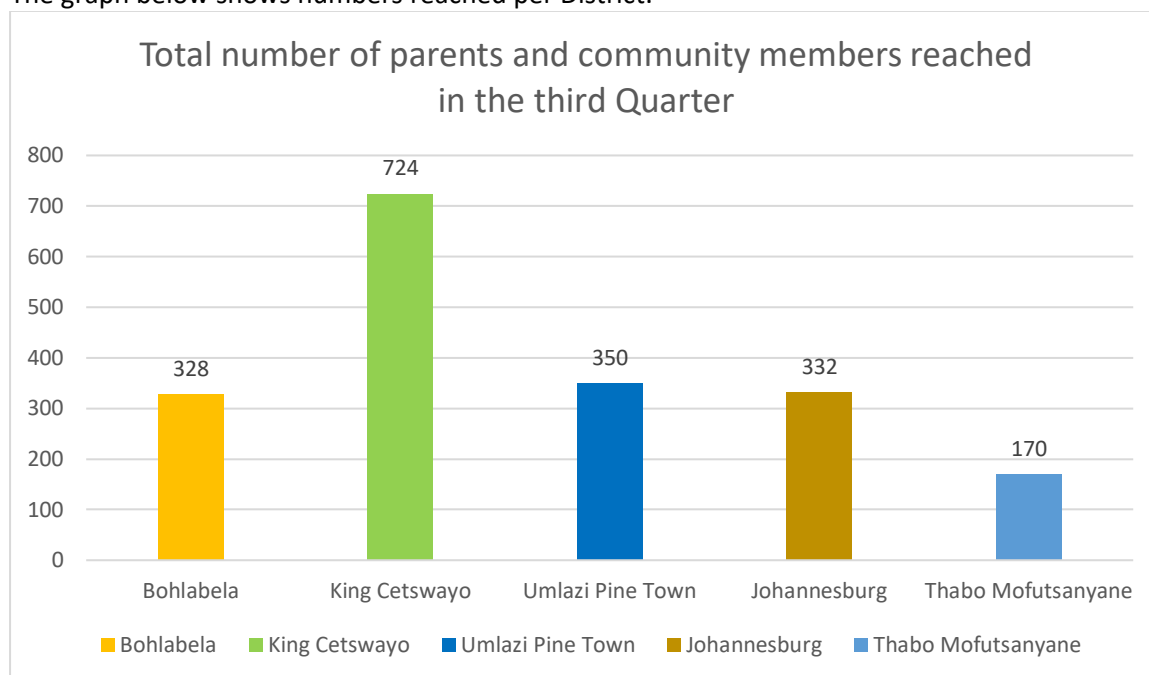
In this quarter SFH District Coordinators worked with schools to advocate for the program at community level. SFH District Coordinators are using community platforms and meetings for advocacy initiatives. In Maluti-A-Phofung, Save the Children conducted SMT Sensitization workshops and SFH worked with them to advocate for the Activity. In Bohlabela, SFH worked with the District Governance Section at Halemela Secondary School to advocate for the program with parents.

A total of **1904** parents and community members and were reached through advocacy sessions in the third Quarter in five districts. Cape Town SGBs and Gert Sibande Districts have not been orientated to date, hence poor performance in advocacy initiatives.

The table below details the number of parents reached through advocacy sessions conducted in schools or communities.

District	July	August	September	TOTAL
Bohlabela	62	226	40	328
King Cetshwayo	87	441	196	724
Umlazi Pine Town	83	130	137	350
Johannesburg West	-	232	100	332
Thabo Mofutsanyana	-	20	150	170
Grand Total	464	917	523	1904

The graph below shows numbers reached per District.



1.3.4 Assess SGB and SMT feedback on the content and delivery of SLPs in schools

No training of SGB or SMT members were conducted in this quarter. Therefore, no assessment on SGB and SMT feedback was conducted.

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.

2.1 Improve the Quality of Learner-Teacher Support Materials (LTSM) on HIV, TB, and sexuality education

During this reporting period (July to September 2017) EDC Instructional Materials Development (IMD) team, under the leadership of EDC Curriculum Consultant, Ms Jenny Kinnear worked with consultant writers to finalise draft SLPs for submission to DBE. At the beginning of September, EDC submitted 54 SLPs for the Intermediate Phase (IP) and Further Education and Training (FET). These SLPs were developed with Sexuality Education experts within EDC, representative from the Gauteng Provincial Department of Education, Curriculum Consultant and the Provincial Operations Managers. EDC awaits the establishment of the Curriculum Working Group (CWG) that will be responsible for reviewing these SLPs so that they can be piloted and have training materials developed for both phases. The Technical Support Unit from DBE worked closely in reviewing the SLPs before they were taken to a writer's workshop to review caps alignment and to ensure that the content was aligned to the LO textbooks being developed by DBE.

Grade 4, 5, 6, 10, 11 and 12 Topics of new SLPs submitted to DBE

Grade 4 (10)	Grade 5 (10)	Grade 6 (10)	Grade 10 (9)	Grade 11 (9)	Grade 12 (4)
1 Respecting myself and by body	1 Who I am matters	1 My body is changing	1 Developing my self-confidence	1 My life, my priorities, my goals	1 Responsible citizenship: evaluating a successful human rights' campaign
2 Respecting other peoples' bodies	2A Keeping safe 2B This is my body and I say what happens to it.	2 I like my body	2 Understanding power relations	2 Healthy Relationships: choosing the right influences	2 Human factors affecting our health – and what we can do about them
3 How do I deal with conflict?	3 What am I getting out of this relationship?	3 Reaching out	3 On our way to well-being	3 Healthy and unhealthy relationships	3 STIs: protecting ourselves, protecting our future
4 Why am I feeling this way?	4 Keeping myself safe from abuse	4 Negative and positive peer pressure	4 Social justice: we can make a difference	4 Healthy and balanced lifestyle choices	4 Design a personal action plan linked to a health goal
5 What is bullying?	5 I can say "NO"!	5 I will not bow to negative peer pressure	5 My changing life roles and life goals	5 Understanding the consequences of risky behavior	
6 Stop bullying	6 What is sexual violence?	6 Bullies can change	6 Understanding sexual desire	6 Positive role models	
7 Accepting each other for who we are	7 Learning from our elders	7 Why people bully	7 Choices we make	7 Getting to equality and peace	
8 The basics of HIV and AIDS	8 Should boys and girls be treated differently?	8 What is gender stereotyping, sexism and abuse?	8 The right to say 'no'	8 Let's stop rape	
9 Transmission of HIV	9 Dealing with the stigma of HIV	9 Dealing with gender inequalities	9 I know what I want	9 Activists against abuse	
10 Celebrating the life of Nkosi Johnson	10A & B Embracing people living with HIV and AIDS?	10 How can I care for people with HIV and AIDS safely?			

2.1.2: Synthesis of recent reviews of evidence of gender norms as a key characteristic of effective CSE programs with recommendations for how this can be integrated in the SLPs.

HEARD submitted the following three draft reports at the end of September 2017:

1. *Proposed Intervention Framework for Reducing Gender-Based Violence in Schools in South Africa*. This is the comprehensive report that is HEARD's main deliverable on this activity. The report is based on the findings in reports 2 and 3 below.
2. *Conceptualising Responses to Gender-Based Violence in Schools*. This is a 'gaps analysis' that compares the DBE's interventions against GBV in schools with the international best practise.
3. *Summary of Evidence: Interventions to Reduce Sexual and Gender-Based Violence in Schools*. This report reviews evaluations of a set of interventions against GBV in schools from Southern and Eastern Africa.

The key findings in the main report (number 1) are that the various documents that reflect and represent the DBE's response against GBV in schools since 2001 are well aligned with international best-practice. The DBE uses an inclusive definition of 'gender' so as to include diverse gender and sexual identities. The DBE also has a comprehensive understanding of the many factors that combine to explain the nature and scale of the problem. Finally, the DBE appear to structure its response on most of the strategies that are recommended by best-practice.

The one strategic aspect of DBE's response that fall short of the mark is the monitoring and evaluation of actions taken and their effect. While DBE has developed monitoring tools and given directives for schools to use the tools, the information does not seem to be collected in a systematic and transparent fashion. The lack of monitoring and evaluation data reflect a shortcoming in the report as such. The report analyses DBE's stated intentions with its response against GBV in schools, not whether, or to what extent, the intended response was actually carried out.

The summary of evidence from interventions in the region mainly speaks to the nature of the intervention process. The common features of the more successful interventions was a participatory process that included the learners, a process that was theoretically informed and that used a holistic "whole-school" approach and was implemented during school hours.

In terms of content, interventions were more likely to be effective if they included some economic component that generated some level of control over their economic situation for the young women.

The above points generates a proposed framework that DBE should consider for its future interventions against GBV in schools. The report concludes with a set of questions that the DBE should discuss internally and with outside stakeholders as they consider new interventions. While the HEARD report has suggested a generic framework that will make it likely that future interventions are effective, the more precise formulation of the framework would still need to be determined by the DBE after broad consultations. The set of questions are intended to facilitate such focussed consultations among the relevant stakeholder.

2.2 Strengthen DBE systems for sexuality, HIV and TB programming at national and provincial levels

2.2.1: Conduct ToT workshops for provincial and district officials in all 5 provinces

EDC has not yet received feedback on the ToT materials from the DBE. EDC has been informed that they are being reviewed by the Curriculum Directorate in the DBE. EDC has followed up with Health Promotion and Curriculum Directorates on numerous occasions but officials have been busy with

other commitments so have not been able to provide feedback on these. As a result, no ToT workshops have been conducted this quarter.

In the remedial plans submitted to the DBE, EDC planned to conduct ToT workshops between August and November 2017. In the light of materials not being approved, EDC is now working with Provinces to hold meetings with Provincial and District Officials to orient them on the Educator Orientation Guide for Grade 7 – 9 SLPs. This will ensure that officials can monitor implementation of SLPs when they visit schools. EDC will be able to start with the training activities once the materials have been approved by the DBE.

2.2.2: Conduct training on coaching and mentoring of educators in all five provinces

EDC has not yet received feedback on the Coaching and Mentoring materials submitted to the DBE. EDC has been informed that they are being reviewed by the Curriculum Directorate in the DBE. EDC has followed up with Health Promotion and Curriculum Directorates on numerous occasions but officials have been busy with other commitments so have not been able to provide feedback on these. As a result, no Coaching and Mentoring workshops have been conducted this quarter. In terms of the Remedial Plan, training on Coaching and Mentoring needed to be conducted during the July holidays and the September holidays so that educators will have on-going support when they implement the SLPs in 2018. However, in the light of the materials not being approved by the DBE, EDC is now working with Provinces and Districts to hold meetings with Heads of Departments (HODs) who supervise LO educators at school level to orient them on coaching and mentoring of trained educators as they implement SLPs. This will ensure that all trained educators fully implement the SLPs in line with the Annual Teaching Plan. EDC will be able to start with the training activities once the materials have been approved by the DBE.

2.2.3: Evaluation of the ToT trainings (Qualitative)

No ToT trainings were conducted in this quarter therefore no evaluation of the ToT trainings was done.

2.2.4: Evaluation of the training on Coaching of Mentoring of educators (Qualitative)

No trainings on Coaching and Mentoring of educators were conducted in this quarter therefore no evaluation of the trainings on Coaching and Mentoring was done.

2.3 Improve interventions to reduce Sexual Gender Based Violence (SGBV) in schools

HEARD submitted a report: "*Summary of Evidence: Interventions to Reduce Sexual and Gender-Based Violence in Schools*". This report reviews evaluations of a set of interventions against GBV in schools from Southern and Eastern Africa. The final draft was submitted to EDC at the end of this reporting period. Once the feedback from partners has been incorporated into the report, DBE and USAID will be consulted on how to best use the report.

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

3.1 Implement Sexuality and HIV Education Activity in Target Schools

3.1.1: Mentoring and coaching of educators to support implementation of Scripted Lesson Plans for Grades 7 – 9

In this quarter, EDC staff continued coaching and mentoring of trained LO educators in all districts to ensure that educators who had started implementing the SLPs completed the lessons in their classrooms and those who had not yet implemented did so before the end of the quarter. Coaching and mentoring was done mostly through face-to-face visits to the school to engage directly with educators. This was because the visits were also used to verify data which was sent in by the educators to the EDC Provincial Operations Managers (POMs). The EDC POMs had a spreadsheet with information on what each trained teacher had submitted in terms of the number of learners reached which they used to verify with the educators. They prioritised schools where they had not yet visited the educator. For the schools which had been visited before, the POMs would call the educators to verify their data using the spreadsheet.

EDC POMs also distributed SLPs to schools where educators have been trained with the help of District Officials. In KZN, SLPs were distributed directly to schools. In Western Cape, SLPs were delivered to a central point and will be distributed in the next quarter.

In Gauteng Province, in Johannesburg West, the LO Subject Advisor did not understand the SLPs implementation, but after it was explained, the district agreed to allow educators to implement the SLPs in the third quarter. When the district realised the error, they took the initiative to clarify with school principals and educators that they should implement their remaining lessons. They asked EDC to provide a one-day refresher course for the educators to help them remember what they got in the training. EDC conducted a one-day focused session on the lessons and the tools that they should use to show which lessons have been taught. This helped in ensuring that educators were able to implement the lessons in the time given.

3.1.2: Work with District officials to ensure that the SLPs are included in the Annual Teaching Plan for the districts

EDC held meetings with all provinces to present the remedial plans for the implementation of the Activity. Included in the presentation was a work plan which showed when SLPs will be implemented in the classroom. This will be in line with the Annual Teaching Plan (ATP).

As reported in the last quarter, it is important to note that the Activity is a pilot process from the DBE perspective. Therefore, discussions on implementation of the SLPs are on-going and cannot be documented in the ATP at this stage. The results for the Impact Evaluation will inform the DBE how the implementation of the SLPs should be documented for purposes of roll-out to other districts. Nevertheless, EDC continues to make every effort to ensure that lessons are implemented in line with the Annual Teaching Plan (ATP) in the Curriculum and Assessment Policy Statement (CAPS).

Going forward in line with the Remedial Plan, EDC will ensure that educators are trained before the beginning of the academic year in January 2018 so that all educators will implement the SLPs in line with the ATP. The Remedial Plan also includes training of Provincial and District Officials as well as LO HODs in coaching and mentoring before January 2018 to ensure that educators have on-going support as they implement the SLPs.

3.2: Improve Linkages for HIV care, support for vulnerable children in schools

3.2.1: Implement mentoring and coaching program for girls and boys

The Learner Mentorship Programme Concept Note was discussed with the DBE in July 2017 and was resubmitted for a final review on 07 September 2017. It is still being reviewed by the DBE which means that EDC and SFH are not yet able to implement the programme.

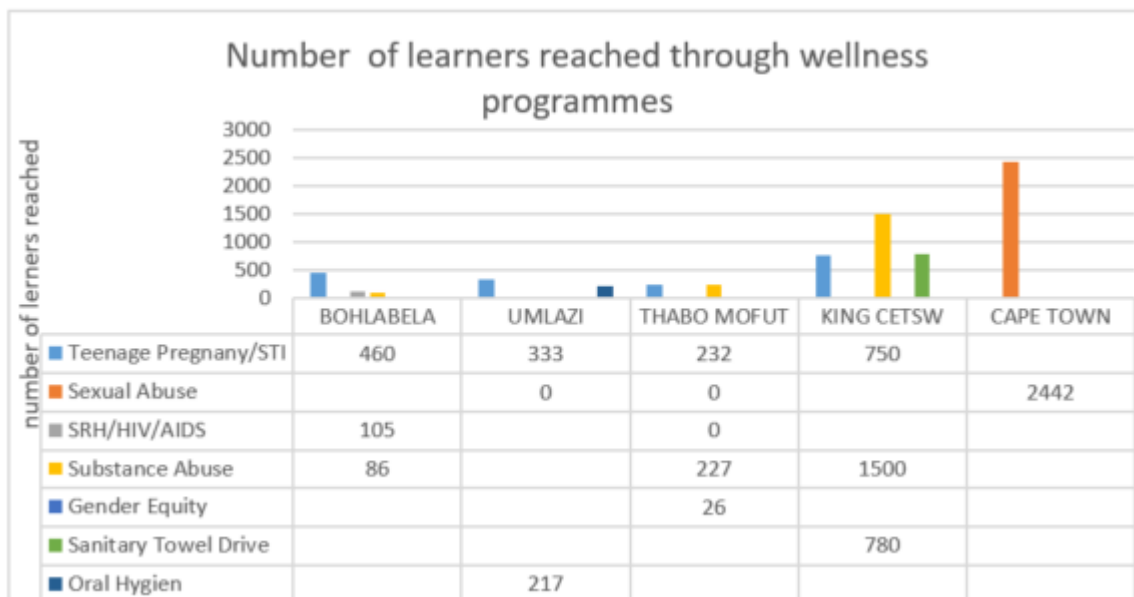
In anticipation of implementation of the program, SFH has submitted an application for 58 Social Work Interns to HWSETA. Each district will be allocated mentors based on the number of schools with higher numbers of vulnerable learners and teenage pregnancies. EDC and SFH have started to engage provinces on the possibility of working with Learner Support Agents (LSAs) for the sustainability of the program.

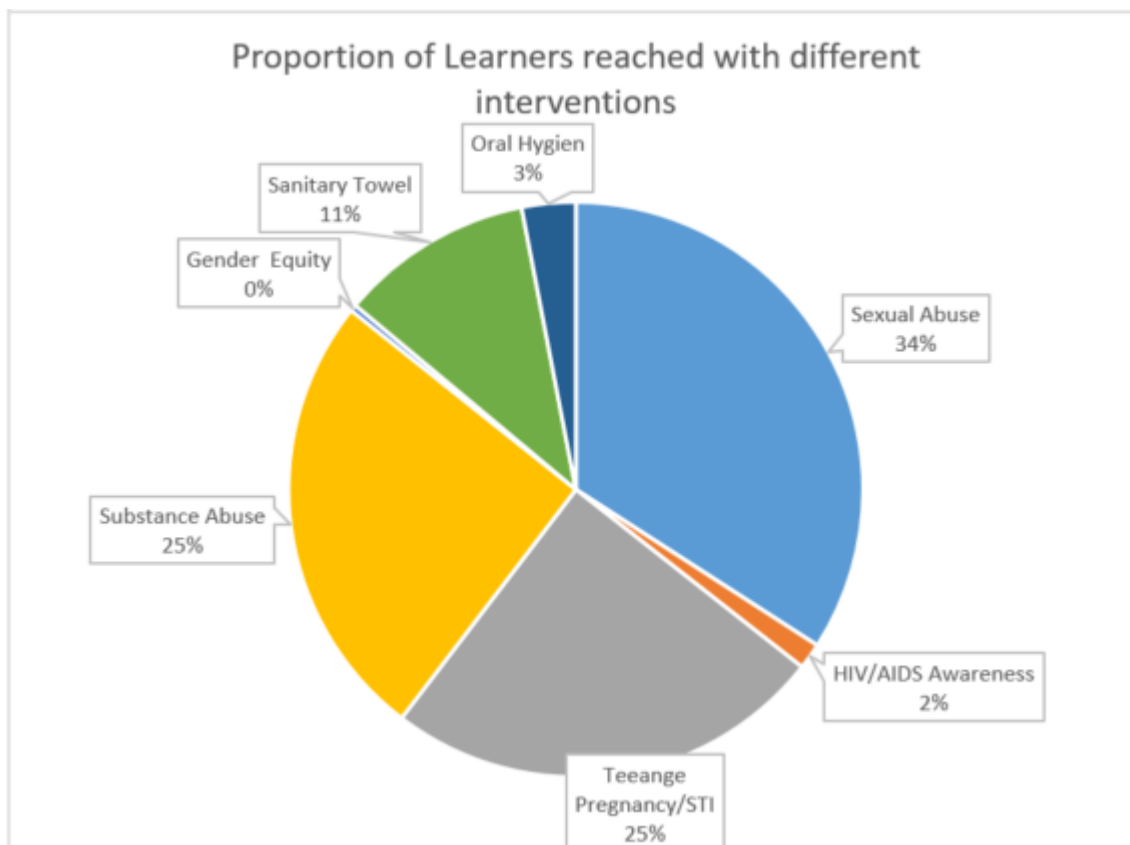
SFH will work with HEARD to develop evaluation forms after the approval of the Concept Note and mentorship material that will be used during the pilot phase of the Program. Evaluation of the mentorship program will be done during the pilot phase.

3.2.2 Conduct wellness activities at schools

In this quarter SFH Wellness activities and ISHP intervention programs were conducted in Five Districts. SFH reached a total of **7,158 Learners**. The wellness activities were conducted in partnership with Task teams i.e. DOE, DSD, DOH and local PEPFAR and Non PEPFAR Partners.

The graphs below show wellness activities conducted across the four Districts and the number of learners reached in each district.





Wellness activities are initiated based on discussions with districts and schools. The graphics above show that there is a high demand for information and services related to sexual abuse and teenage pregnancy which comprised 34% and 25% of the interventions respectively. This illustrates the synergy between the SLPs implemented in the classroom and the demand for health services in sexual and reproductive health.

King Cetshwayo Good Practice on ISHP Wellness Campaign

In collaboration with Medicine Sans Frontiers (MSF) and DOH, wellness activities took place at Phindulimi and Zwelithini High Schools on the 21st and 22nd of August, reaching approximately 750 learners at senior and FET phases for both schools. Implementation of the school health program requires strong inter-sectoral collaboration on the part of different sectors.

On the day of the activity MSF and DOH brought their mobile clinic vans for services to be provided on site. There were educational sessions conducted in classrooms on issues of sexual and reproductive health and rights. Topics that were covered focused on Personal Hygiene, STIs, VMMC and teenage pregnancy. There were on-site services provided i.e. counselling, TB screening, treatment of minor ailments and pregnancy testing. Learners that were identified as needing further health service that could not be provided on-site, were referred to health facilities for further health support and investigation, e.g. Contraception, VMMC and HCT. In terms of accurate numbers of learners that accessed and benefitted on services provided on-site, DOH is still to share that data with partners that participated during the wellness days.

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

4.1 Integrate and strengthen linkages with Sexual Reproductive Health/Family Planning and HIV services

4.1.1: Continue to work with schools to review the situation for referrals, including looking at existing services within the school community

The SFH Activity Manager met with the Health Promotion sections (in some provinces they are referred to as Special Needs Education Support (SNES) while in others they are called Inclusive Education) representation from all Districts and the following recommendations were made:

- Referrals should be guided by the SIAS Policy
- All referrals should be documented in official documents provided by the school
- The SBST of the school will guide SFH on where to document these learners

Existing services within the districts and the schools

Across all Districts, schools have support structures which are responsible for referrals and linking vulnerable learners to services.

Below is a table showing support structures in schools:

District	Support services at District level	Support structures at the school
Bohlabela	Life skills, HIV/AIDS Coordinators. 1 social worker and 1 Psychologist	SBSTs, Health Committees Learner Support Agents: 25 LSA's, five per circuit Inclusive Education Committee
Cape Town	Social workers working in 30 schools	SBST Coordinators Learner support Agents. 15 Care and Support Agents per District Health Committees
Maluti A Phofung	Learning Support Advisors: Inclusive Education	SBST'S School Health Committees ISHP Committees
King Cetshwayo	Psychologists per Circuit HIV/AIDS Coordinator	SBST'S Learner Support Forums(SBST) Learner Support Agents ISHP Committees
Johannesburg West	Life Skills. HIV/AIDS coordinators	SBST'S Learner Support Agents
Umlazi And Pine Town	Life Skills Coordinators Psychologist at Circuit level	SBST Coordinators Learner support Educator per four schools.

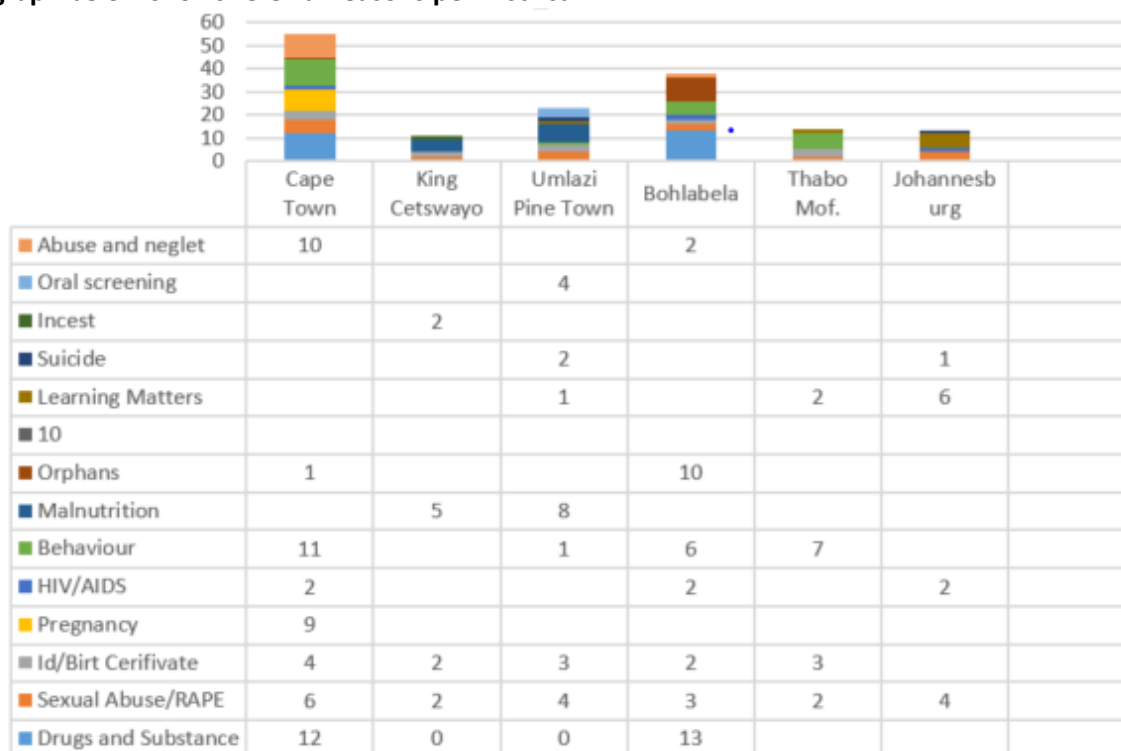
Referrals conducted

SFH District Coordinators received a total of **108 referrals** from various schools in this quarter. Referral reasons ranged from teenage pregnancy, abuse, substance abuse, rape, behavioral problems, child neglect, social problems, learning problems/psychosocial, orphans and vulnerable children.

The table below shows number of referrals per district by month.

DISTRICT	JULY	AUGUST	SEPTEMBER	TOTAL
Bohlabela	15	17	3	35
Umlazi/Pine Town	13	-	10	23
Cape Town	25	30	-	55
Johannesburg	02	04	9	15
King Cetshwayo	--	-	01	01
Thabo M			02	02
TOTAL	32	51	25	108

The graph below shows referral reasons per District:



In the light of the high number of referrals SFH is proposing the following interventions to address problems especially in schools with high volumes of referrals.

DISTRICT SCHOOL	AREA OF CONCERN	PROPOSED INTERVENTION
Cape Town: Sophakama Primary	Teenage Pregnancy, Substance Abuse and Child Abuse	Integrated Awareness Campaign on these issues, with DOH and DSD
BOHLABELA; Halemela Secondary	High number of orphans and Vulnerable learners	Follow up on referrals made to COGTA <ul style="list-style-type: none"> Prioritize the school for the mentorship program
Thulamahashe	Teenage Pregnancy Awareness	Integrated Awareness Campaign on Teenage Pregnancy
Johannesburg West Lufhureng Primary school	Rape, Stigma and Discrimination. High pregnancy rate	Integrated Awareness Campaign on Rape, Abuse, HIV/AIDS and Teenage Pregnancy

Documentation of referrals

SFH District Coordinators are using referral forms provided by the schools to refer learners to outside organizations. In cases where schools do not provide any referral letter, SFH provide their own form that is completed by the organization where the learner is referred to. After the referral, the outcome is documented in the School-Based Support Team (SBST) minute book, or the proof of referral is filed in the Life Skills or SBST file. Some schools recommend that the referrals intervention be documented in the SNA1 or Learner Profile. In these instances, educators work with the SFH district Coordinators to Document the referral.

4.1.2: Review current local structures (e.g. ISHP task teams, LAC etc.) in districts and compile a report

Functionality of SBSTs

Districts have reported the existence SBSTs. In-school mappings conducted show that schools have functional SBSTs and they are following the SIAS referral protocols. Also, most of the schools in the following Districts have been trained on SIAS: Bohlabela, Metro North and Metro East, Thabo Mofutsanyane, Umlazi, King Cetshwayo and Johannesburg West. Gert Sibande has not yet done any mapping to determine the functionality of the SBSTs.

King Cetshwayo Good Practice on strengthening SBSTs.

Schools where mapping was conducted in June required support on referral of learners identified as needing intervention. These cases were escalated to the district office and then cascaded to the circuit office for the school counsellor to address them in collaboration with stakeholders concerned. With an understanding that NGOs/SFH are able to assist schools to refer reported cases for further interventions, a meeting was convened with Eshowe / Umlalazi Circuit office, to discuss the roles and responsibilities of SFH in the referral process.

At the meeting an agreement was reached to have SFH support selected schools to revive SBSTs. It was explained to the schools that it is not the responsibility of SFH nor any other NGO working with schools on referrals to take the leading role in referring cases; establish or revive SBST without consulting with the SMT or DOE officials. SFH can provide the necessary support on strengthening its functionality. The circuit officials cited that they need support in reviving and ensuring that SBSTs are functional in all the schools. A proposal was made to identify schools earmarked for revival of SBSTs and its committees; of which Bagibile High School and 5 intervention schools (Phindulimi, Velamuva, Magemfane, Gala and Ndluyesilo High Schools) were identified as schools where full support would be provided to ensure that a fully functional SBST is revived. The plan moving forward is to have these nominated schools as model schools for nearby schools to benchmark and be point of reference on functionality of SBSTs. The first meeting for revival of SBST will be at Bagibile High School during the first week of October 2017.

The program for strengthening SBSTs will start with the election and then training of SBST members on SIAS. This approach envisages schools taking ownership of functional SBSTs and its sustainability. Subsequent to that SFH will be in a position to provide a supportive role of strengthening what is in existence and initiated by schools themselves, thus; reducing the risk of structure collapse or inactiveness on the exit of SFH.

District Based Support Teams (DBSTs)

District officials heading the SNES/SLES or Inclusive Education are working well with SFH District Coordinators. EDC Provincial Operations Managers and SFH District Coordinators were part of the

SBST trainings organized by DBSTs in Johannesburg West, Cape Town, King Cetshwayo and Thabo Mofutsanyane. The Learning Support Advisors in Thabo Mofutsanyane have established a strong working relationship with EDC and SFH; they receive referrals from schools and then refer to SFH. In Bohlabela the SFH District Coordinator has been coopted into the DBST.

Teenage pregnancy statistics.

SFH engaged the District's EMIS/SAMS personnel who reported that schools are not submitting statistics of teenage pregnancy as expected. (Schools cannot report numbers if parents do not come forward and disclose the pregnancy). Efforts to get statics from EMIS failed. The Activity is finding ways of understanding the levels of teenage pregnancy in each District in order to contribute relevant interventions that will help with reducing teenage pregnancy. Notwithstanding the limited information, SFH conducted awareness campaigns on teenage pregnancy in the following districts: Bohlabela, King Cetshwayo, Cape Town, Thabo Mofutsanyane and Umlazi.

Vulnerable Learners

EDC and SFH agreed that it is necessary to get numbers of vulnerable children in the target schools as a way of establishing priority areas in implementing awareness campaigns and the learner mentorship programme in schools. Maluti-A-Phofung have availed their list of orphans and vulnerable learners. The list came from the Care and Support Directory in the Province. We now know the number of vulnerable learners in each school in the district.

DREAMS

Layering of services to complement the implementation of SLPs under DREAMS:

Gauteng:

In Gauteng, layering of services for HTS, STIs, condom provision and OVC support has been challenging as EDC has not been able to connect fully with other DREAMS partners especially those in JHB Central District. Connections have been made with ANOVA in JHB North District only. NACCW who were sub-contracted to FHI 360 have not renewed their contract with FHI 360. EDC is now working with FHI 360 to ensure that Scripted Lesson Plans are implemented in the DREAMS schools in Regions A, E and G. Some of the schools in these regions are in JHB Central and JHB North Districts. EDC and FHI 360 have established that they will be working in different schools.

KwaZulu Natal

EDC has been working with NACCW and NACOSA on layering of activities, however, in this quarter, EDC has not been able to connect with the two organizations to provide services which were needed in schools due to some contractual issues that they are facing. In KZN, in August 2017, EDC worked with the Girl Ambassadors Aphids Shoji and Akhona Shoji from Dick Ndlovu High School and the school Learner Support Agent (LSA) to conduct a campaign against sexual violence. After the event, the EDC DREAMS POM was able to connect Dick Ndlovu High School with CINDI for HTS services. The numbers reached with these services will be reported by CINDI.

Regardless of this situation, in order to forge partnerships at ward level, the EDC Provincial Operations Manager (POM) for DREAMS in KZN attended ward AIDS council meetings for wards 106 and 61. These ward AIDS council meetings resulted in the municipality health promoter conducting focus group discussion with boys in two of the EDC DREAMS schools (Tongaat Secondary and Nkosibombvu Secondary) to explore the issues that affect the learners in terms of HIV & AIDS and other related matters. The results of the focus group discussion were shared with the eThekweni DREAMS coordinator. The eThekweni DREAMS coordinator promised to discuss these

results at the District AIDS council meeting and to come up with possible interventions for the boys. EDC is still to follow up on the matter.

To strengthen linkages and referrals, the EDC POM attended a SIAS workshop which was facilitated by the Umlazi District Inclusive Unit. The EDC POM attended this workshop so as to understand the DoE referral system. The EDC POM also attended an ISHP meeting which was held by the Pinetown SNES. This ISHP meeting was for the schools that have Learner Support Agents. The EDC POM took this opportunity to present about the programme to the 48 principals who were attending the meeting. During this meeting the EDC POM established a relationship with the Pinetown District Social Worker with whom she will work especially with regard to referrals. The EDC POM facilitated that the Umzinyathi Primary Principal complete Form 22 on sexual assault case and submit it to the form to Pinetown District Social Worker. The principal had to complete Form 22 only as the parents of the girls who had been sexually assaulted had already reported the matter to police and the learners had already received support from the Thuthuzela Care Center. The EDC POM had suggested to bring in other partners to provide psychosocial support for the learners, but the parents of the learners stated that they were happy with the support their children were getting adequate support from the Thuthuzela Care Center. EDC is going to facilitate a sexual abuse and teenage pregnancy awareness campaign with other partners. This will facilitate other learners to disclose which would enable linkages and referrals.

The EDC POM also followed up on the DREAMS ambassadors to try and motivate them to undertake awareness activities in accordance with the Health Calendar. During these visits, the EDC POM established that there are two ambassadors who have now moved from Pinetown District to Umlazi District. These two ambassadors are Fanele Masiza and Thembalathungwa Khumalo. They moved from Nkosenye Combined School to KwaSanti High School. These two ambassadors would be part of SFH's mentorship programme as SFH is working in Umlazi District. In addition, the EDC POM established that there are two ambassadors who are now in grade 12 and will matriculating in 2017. These ambassadors are learning at Thandolwesizwe High School. Their names are, Ayanda Masinga and Nompilo Mhlongo. In addition, Samkelisiwe Ranale an ambassador from Sondelani Full Serviced School will be moving to a high school. This is due to the fact that the Sondelani Full Serviced School only ends at Grade 9 and Samkelisiwe Ranele will be in Grade 10 next year. Though the EDC POM encouraged the ambassadors to undertake the awareness campaigns, none of the ambassadors held any awareness campaigns during this period.

4.1.3: Link with task teams comprising of DOH, DOE and DSD in relation to the ISHP.

District Coordinators continue to review and link with partners in terms of strengthening working relations with local Organizations.

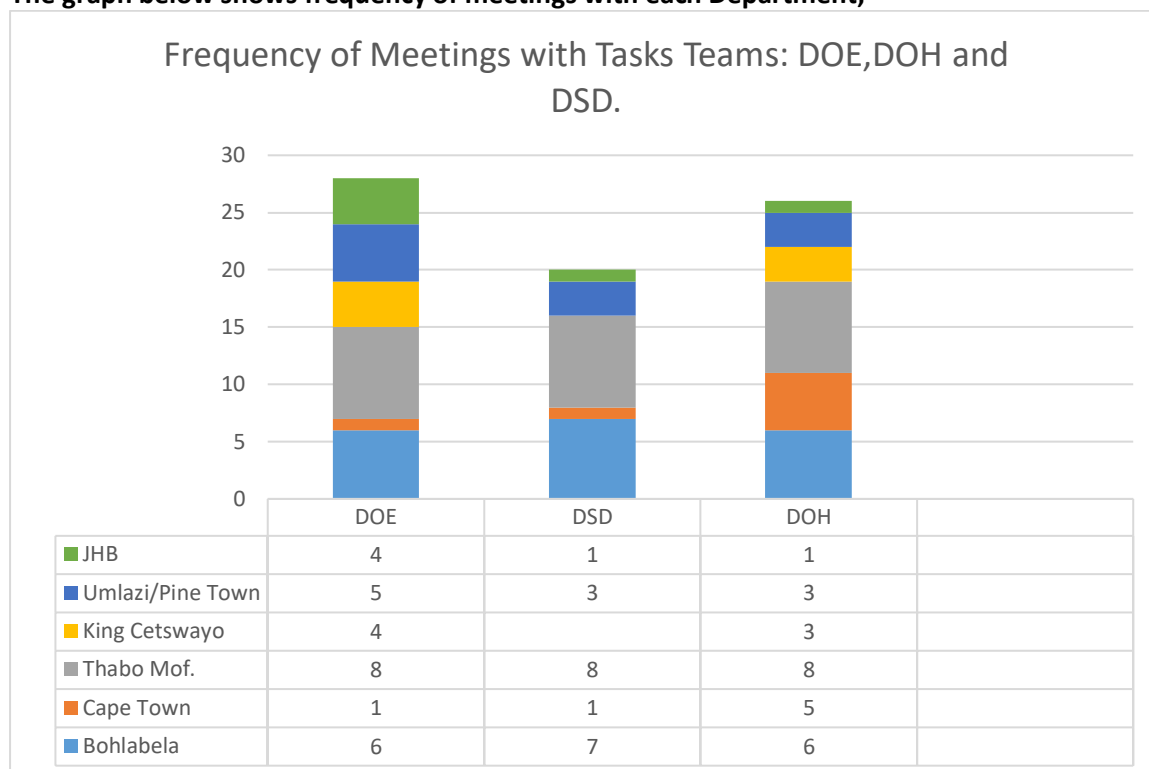
The table below shows a list of local PEPFAR and Non PEPFAR partners in each district who met with SFH.

District	Local PEPFAR and non PEPFAR Partners
Bohlabela	Enhlazeni Municipality District (DAC0, LAC, Enhlazeni Municipality Social Cluster, NACOSA, Deep Dive
Cape Town	Life Choices, Grassroots, NACOSA, TB/HIV, Care, Afrika Tikkun, Empilweni, Yabonga, Nalibali, Jungle Theatre.
Umlazi and Pine Town	Right to care, Tooth Fairy Team ;ISHP, Blue Roof, SAPS Ethekwini Municipality Aids Council
Thabo Mofutsanyana	Save the Children, Love Life, SAAYC, and SOS, Maluti A Phofung Municipality, Kestell Child Care Forum, Dihlabeng Development Initiative, Itumeleng CCF, Mamafubedu CCF and Ficksburg CCF. Soul City

King Cetshwayo	Love Life, ISHP Coordinators, Doctors without Borders, One Voice Mphilonhle Projects and DOE, Mthonjaneni Municipality MIET Africa, MFS, Inkandla Local Municipality
Johannesburg West	CPF, Sol Plaatjie Clinic , Teddy Bear, Life Line

District Coordinators have met with representatives from DSD, DOE and DOH to discuss ISHP programs and joint Intervention programs for schools. The following Districts have met with DOE ISHP Coordinators and progress was made in terms of planning for ISHP Awareness campaigns for 2018: Cape Town, Bohlabela, King Cetshwayo and Thabo Mofutsanyane

The graph below shows frequency of meetings with each Department;



ISHP workplan and the mentorship program

An ISHP work plan which is linked to the Mentorship Program has been developed and submitted to EDC. The ISHP Wellness plan will be aligned to the SLP's taught in class.

A meeting with DOH ISHP National Coordinator was arranged by USAID in Cape Town. SFH now has the names of ISHP Coordinators in each District. All Districts are linked to the Department of Health ISHP team. SFH has a list of all Health Promotions in schools in all Districts.

Meetings attended by EDC and SFH in Bohlabela, Cape Town, Johannesburg West, Umlazi and Thabo Mofutsanyane indicate that tasks teams in these districts are established and working with SFH in the implementation of the Activity.

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

a) Data Quality Assessment (DQA)

During this reporting period (July to September 2017), EDC participated in a DQA which was conducted by Khulisa Management Services on behalf of USAID. The focus on the DQA was to assess the strengths and weaknesses of the EDC M&E systems and provide recommendations. EDC

received a draft of the report, and provided feedback. EDC also began drafting a plan to respond to the findings which will include information on specific actions items and deadlines by which EDC will undertake required system modifications. Upon receipt of the final report, EDC will submit our action plan.

b) Database

The M&E unit focused on getting the database running, as the outline was revised in the previous quarter. In collaboration with the USA EDC SA M&E began uploading data onto the database and tested the functionality. The team will henceforth be able to generate reports as required by the Activity.

c) M&E Development work

EDC is continuing to collect missing data on the implementation of SLPs. This process will continue through the first two weeks of the third term, which begins on 24th July. The M&E team also developed a SLP mop-up plan. The plan outlined the process involved in ensuring that educators who had not completed all the SLPs did so. As part of this process, the M&E team shared spreadsheets indicating schools and educators to be targeted, including the SLPs that had been covered and outstanding. The mop-up process will continue into the first two weeks of third term, which begins on 24th July. Lessons learned from this process are informing the revision of the M&E plan going forward.

d) Fidelity of implementation observation

Mott MacDonald work

During this reporting period, Mott MacDonald conducted SLP classroom observations in the Gauteng province, covering Johannesburg West (Main Activity), Johannesburg Central and Johannesburg North (DREAMS). The purpose of the classroom observations was to determine the extent to which educators are implementing the SLPs with fidelity. Classroom observation findings are used to inform continuous quality improvement of the Activity.

A total of 31 educators from 31 schools were observed in May 2017. The following factors guided the observations:

Quality and Effectiveness of delivery:

- Are educators able to effectively translate inputs from the training into effective delivery of SLPs in the classroom;
- Do educators have the requisite knowledge, skills and technical capacity to use the participatory learning strategies embedded in the SLPs;
- What are the cultural norms or stereotypes that inhibit an effective CSE programming, and how can they be counteracted;

Findings from the observations have been presented under the **Summary of Assessments or Analytical Studies Conducted** heading.

3. Summary of Assessments or Analytical Studies Conducted

The following summary findings from HEARD's research in this reporting period, can be highlighted: The two diagnostic reports reveal that the Gert Sibande and Bohlabela districts are both relatively strong compared with other districts. However, when compared with previous trainings in the same two districts, the August and September workshops revealed mixed results.

The report on Gender-Based Violence in schools shows that the DBE's response against GBV, so far as it is reflected in the policies and curriculum materials, is well aligned with international best-practice. The one area that needs strengthening is the monitoring and evaluation of the interventions.

The effect of an intervention is not only determined by the content but also by the process through which it was developed and implemented. An inclusive development process that uses a holistic ‘whole-schools’ approach to implementation has the greatest chance of success.

The DBE, arguably, needs to reflect on a set of critical questions as it reviews and considers new potential ways of responding to GBV in schools. HEARD’s framework report proposes the structure and strategy that should frame future action by DBE in its efforts to reduce gender-based violence in the schools.

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

Summary of numbers submitted to DATIM on 26 October 2017

DATIM requires partners to submit a semi-annual report covering the period. The submission covers the number of educators trained and number of learners reached during the reporting period. The number of educators trained have been discussed in the section above.

EDC’s other indicator in DATIM is the PP_Prev which is, *“The number of individuals from priority populations who completed a standardized HIV prevention intervention, including the specified minimum components, during the reporting period”*. Between October 2016 and September 2017 the trained educators implemented the Grade 7-9 SLPs during the Life Orientation lessons across all its seven districts. During the first half of the year EDC reached 56,155 learners and in the last six months it reached an additional 15,007 learners bringing the cumulative reach since project inception to 71,162 (39% of COP 15 & COP 16 targets). The Annual Teaching Plan (ATP) for the Department of Basic Education (DBE) Grade 7-9 prescribes that most of the LO lessons be done in the first term which fell within the October 2016 to March 2017 semi-annual reporting period. With this explanation the numbers in the April to September 2017 reporting period would be lower. EDC has developed an Accelerated Implementation Plan to enable it to reach the shortfall of its target by March 2018.

The following includes overall lessons learned, challenges and recommendations from the quarter, followed by updates on last quarter’s recommendations

Lessons Learned

There have been several lessons learnt this quarter:

1. While Provinces now fully accept the importance of training educators, the issue of venues remains a difficult one. EDC is looking for ways to reduce training costs by engaging the provinces but SAG is facing budgetary constraints and some provinces are not able to share the training costs.
2. Some provinces like Mpumalanga, seem to have anticipated the possible need to support the training of educators and have actually taken on the full cost of training this quarter. It remains to be seen if this will continue into the next quarter.
3. Working with USAID to engage the National DBE Office and the Provinces on the remedial plans has been very helpful in getting commitments on the part of SAG to support the implementation of the Activity.
4. The POMs added much needed value in the development of the SLPS for the IP and FET. Their experience with the 7,8 and 9 SLPs provided insights that spoke to language, clarity, good examples and the length of SLPs.

Challenges

Some of the key challenges experienced this quarter include:

1. Getting training materials approved has taken longer than expected due to various commitments of relevant directorates in the DBE. This has meant that progress as outlined in the Remedial Plan has been slow.
2. In terms of resources on the ground for EDC and SFH to travel to schools, Maluti-a-Phofung and Gert Sibande Districts continue to function without vehicles which has slowed down progress on referrals and linkages.
3. Layering of activities under DREAMS has slowed down due to changes in implementing partners' sub-contractors.

Recommendations

1. Getting the Educator training endorsed by SACE for acquisition of CPTD points for all trained participants.
2. Working in collaboration with Centre for Communication Impact (CCI) to design and develop educationally appropriate messaging in support of the National Department of Basic Education's National Strategy on HIV, AIDS, STI's and TB.
3. EDC should work with USAID to get the materials approved by the DBE for the remedial plan to move accordingly.
4. EDC needs to outline a plan to engage relevant stakeholders like School Principals, LO HODs and Provincial and District Officials to support educators to implement the SLPs in 2018.
5. EDC should establish and make connections with DREAMS implementing partners to review layering of activities in DREAMS schools.

Update on Previous Report's Recommendations (from Q2: April to June 2017):

Previous Quarter Recommendations	Status
<ol style="list-style-type: none"> 1. EDC to ensure that materials for training of Provincial and District Officials, SGBs; SMTs; orientation of Parents and the Learner Mentorship Programme are approved in time to allow for the engagement of all these groups before January 2018. 2. EDC to work with District Officials to ensure that LO educators who have been trained implement the SLPs before end of August 2017. 3. EDC to continue working closely with SFH on the strengthening of linkages and referrals for schools. 4. EDC to facilitate more engagement with DREAMS implementing partners particularly in Gauteng Province. 	<ol style="list-style-type: none"> 1. All materials have been submitted for approval but none of them have been approved as yet. 2. EDC has worked with Provincial and District Officials in all 5 provinces to ensure that trained LO educators implement the SLPs before September 2017. The following Provinces have not been able to get educators to implement the SLPs: Free State and Western Cape. 3. EDC has continued working very closely with SFH on strengthening linkages and referrals. USAID introduced EDC and SFH to the National ISHP Coordinator who in turn introduced EDC POMs and SFH District Coordinators to Provincial ISHP Coordinators. 4. EDC has made efforts to engage more with DREAMS implementing partners but there have been challenges due to changing contractual obligations of those partners.

5. Financial Reporting and Procurement Expenditures

A	B	C	D	E
Line Items	Approved Budget	Obligated Amount	Cumulative Costs through 9/30/2017	Balance of Obligation Remaining 9/30/2017
Total Costs	\$20,956,056	\$9,695,221	\$9,031,520	\$663,701

The following represents expenditures reported to USAID through its invoicing system from 1 July 2017 to 30 September 2017:

	Expenditures for the period of Jul - Sep 2017
Labor Costs	506,883.99
Travel & Allowances	20,087.41
Other Direct Costs	575,029.16
Indirect Costs	276,752.72
Total Estimated Costs	1,378,753.28
Fee	68,937.79
Total Estimated Costs plus Fee	1,447,691.07

6. Operations and Management

At the end of September 2017, EDC had 23 staff as indicated in the table below and in the organogram in Annex 2. The Activity added one staff member, Priscilla Ngwenya, a Director of Monitoring and Evaluation who will lead the M&E of the Activity. Lindelwa Sikakane resigned at the end of August.

2 staff employed in the January to March 2015 period			
1	Deputy Chief of Party	Erika Jooste ejooste@edc.org	March 2015
2	Program Assistant promoted to Training Coordinator	Phumzile Pilane ppilane@edc.org	March 2015
9 staff employed in the April to September 2015 period (Lindelwa Sikakane employed during this period resigned in August 2017)			
3	Financial Management and Operations Director	Khanya Mahlati kmahlati@edc.org	June 2015
4	Accountant	Thandi Thokoane tthokoane@edc.org	June 2015
5	Provincial Operations Manager (Mpumalanga)	Thenjiwe Masina tmasina@edc.org	July 2015
6	Technical Program Director	Naomi Mnthali nmnthali@edc.org	July 2015
7	Provincial Operations Manager (KZN)	Juju Juliet Mlungwana jmlungwana@edc.org	July 2015
8	Provincial Operations Manager (DREAMS)	Estelle Heideman eheideman@edc.org	July 2015
9	Chief of Party	Viwe Mtshontshi vmtshontshi@edc.org	August 2015

10	Provincial Operations Manager (Free State)	Esda van der Watt-Broekman evdwbroekman@edc.org	August 2015
5 staff employed in the October to December 2015 period			
11	HR Manager	Chameli Naiker cnaiker@edc.org	October 2015
12	Provincial Operations Manager (Gauteng)	Lindiwe Mothemane lmothemane@edc.org	November 2015
13	Receptionist	Thuso John Netshilavulu jthusonetshilavulu@edc.org	November 2015
14	Driver	Skhumbuzo Clement Ngqulunga sngqulunga@edc.org	November 2015
15	Cleaner	Nomsa Mtshweni nmtshweni@edc.org	November 2015
1 staff employed in the April to June period			
16	Database Specialist	Yonela Toni ytoni@edc.org	June 2016
1 staff employed in the July to September 2016 period			
17	Instructional Materials Developer for Intermediate Phase	Mercia Botha mbotha@edc.org	September 2016
3 staff employed in the October to December 2016 period			
18	Driver	April Thobane athobane@edc.org	September 2016
19	Instructional Materials Developer for Further Education and Training	Karen Hurt khurt@edc.org	November 2016
20	Provincial Operations Manager (DREAMS)	Doreen Mheta dmheta@edc.org	November 2016
1 staff employed in the January to March 2017 period			
21	Provincial Operations Manager (Western Cape)	Winile Mabhoko wmabhoko@edc.org	January 2017
1 staff employed in the April to June 2017 period			
22	Program Assistant	Koketso Ingwane kingwane@edc.org	June 2017
1 staff employed in the July to September 2017 period			
23	Director of Monitoring and Evaluation	Priscilla Ngwenya pngwenya@edc.org	August 2017

7. List of Upcoming Activities & Next Steps

At this time, the following key meetings/activities are on the Q3 (July to September 2017):

October

- 24-25 October Activity Quarterly Meeting development process of the IMP and FET SLPs
- 31 October EDC participated in the "Breaking the Silence" series.

November

- 13-17 November Regional COP Summit in Ethiopia attended by COP and Director of

4. 22 November: M&E
Monthly meeting with DBE and USAID

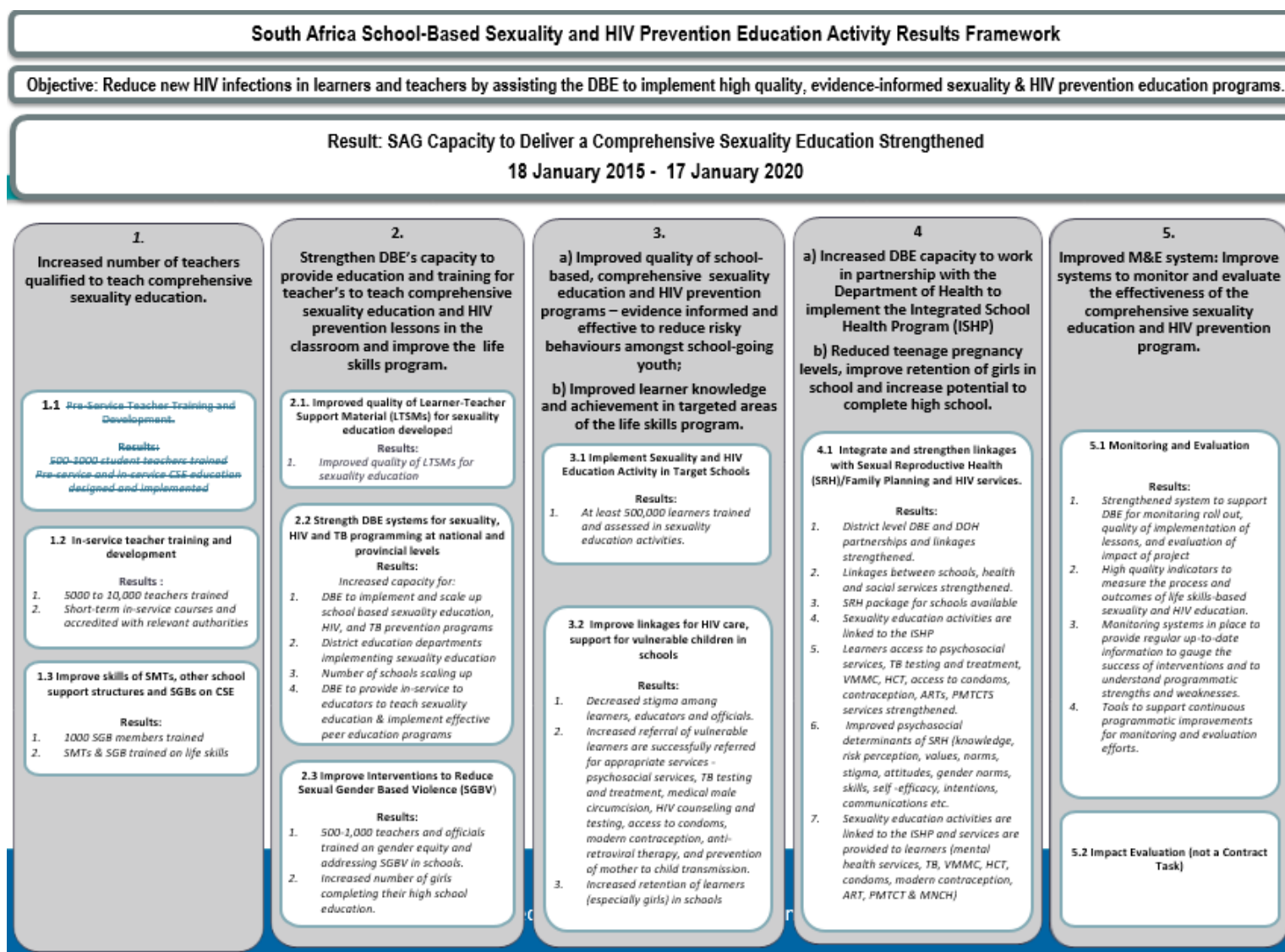
December

5. 8 December: Monthly meeting with DBE and USAID

Next Steps

The major milestones that the Activity plans to achieve in the next quarter (October to December 2017) include but are not limited to:

1. Roll-out ToT, SMT sensitization, strengthen linkages at all schools to ensure comprehensive implementation of the Activity.
2. Review and approve SLPs for the IP and FET
3. Produce draft SLPs by the end of September for IMP and FET ready for piloting.
4. Complete educator training for Grades 7, 8 and 9 in the DREAMS schools. These dates will be negotiated with the districts and the schools.
5. Introduce mentoring of learners in schools to complement the Sexuality Education in the classroom.
6. Include all relevant stakeholders LO educator, HOD, the principals and LO district officials in data collection from the classroom to the province.
7. Collaborate with CCI to provide educational supplementary materials.



Activity Staff at October 31, 2017

