

Evaluation of HIV Prevention
For Rural Youth, Nigeria
HP4RY

YEAR 2 EVALUATION REPORT
(One Volume Only)

FINAL

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ABBREVIATIONS

AHI	Action Health Incorporated, Lagos
ARSRC	Africa Regional Sexuality Resource Centre, Lagos
Corper	Member of the National Youth Service Corps
CPED	Centre for Population and Environmental Development, Benin City
EA	Ethnographic Assistant
FLHE	Family Life and HIV Education programme
FLHECy	Family Life and HIV Education programme with Community Mobilization component
HP4RY	HIV Prevention For Rural Youth, Nigeria
IDRC	International Development Research Centre
JSS	Junior Secondary School (years 7, 8 and 9)
NYSC	National Youth Service Corp
PI	Principal Investigator
RA	Research Assistant
SMoE	State Ministry of Education
SSS	Senior Secondary School (years 10, 11 and 12)
SWIN	Social Work in Nigeria
UNIBEN	University of Benin City
UoW	University of Windsor, Canada

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INTRODUCTION

The goal of the HIV Prevention for Rural Youth (HP4RY) project is to develop and use research evidence to build and evaluate HIV prevention for youth delivered through schools and communities in Edo State, Nigeria. The four year project initiative is funded by IDRC¹ and implemented by a consortium of three full-time partners: University of Windsor (UoW, lead), Action Health Incorporated (AHI) and Centre for Population and Environmental Development (CPED). The University of Benin (UNIBEN) and the Edo State Ministry of Education (SMoE) are affiliated partners in the project.

HP4RY has 3 components: research or knowledge creation; HIV/AIDS programme development or knowledge translation consisting of delivery of the Family Life and HIV Education programme in select Junior Secondary Schools and community mobilization around HIV/AIDS prevention for youth in the communities where the schools are located; and capacity building in both Canada and Nigeria to support the continuation and expansion of similar work in the future.

The HP4RY project design includes a robust assessment of the impact of both the school and community based components of the project. This impact assessment will also provide an outcome evaluation of the success of the HIV prevention model being applied. As a supplement to the impact evaluation, an annual evaluation of the process of programme implementation is carried out to inform the development of the HP4RY project so as to maximize the effectiveness of its delivery.

This report is a record of the major findings in the second annual process evaluation of HP4RY. The findings are based on a visit by the same Evaluator to the project site office, visits to communities and schools taking part in the project, face-to-face meetings with staff and team members in Benin City and phone meetings/email correspondence with team members and a staff member in Canada.

The purpose of the annual evaluation is to 'identify areas that are on target or completed, those that are behind target, strengths of the project, and areas where improvements could be made' (see Appendix 1, Evaluation Scope of Work). This is addressed in three parts: Part I, which looks at the project response to recommendations made in the last annual evaluation report; Part II, which looks at the integrity of the implementation process and Part III, which addresses project strengthening. Progress in the project development and delivery is assessed against the Indicators of Evaluation (see table from page 17 of this report) and is documented in Part II of this report.

¹ IDRC funding incorporates funding from four Canadian institutions: CIDA, CIHR, PHAC, and IDRC.

EXECUTIVE SUMMARY AND RECOMMENDATIONS

The second annual evaluation visit to Benin City confirms that all the components of HP4RY are being delivered and that substantial progress has been made since the previous evaluation visit. In the past year the structures to deliver the school and community components have been established and made operational. The second wave of data collection has taken place and the preliminary analysis shows gains being made by students in Junior Secondary Schools and teachers trained in FLHE.

Some of the recent successes include: delivery of all components within the agreed timeframe; appreciation of the training by teachers; support for Corpers by host communities; provision of materials to support the translation of knowledge into action; delivery of the peer educator material in secondary schools; engagement of community members in activities initiated by Corpers; successful completion of wave 2 data collection and involvement of Benin based staff members in the analysis of wave 2 data.

Some aspects of the programme that present challenges include:

- **overall team management**, which encompasses communication flow, decision-making and the following of workplans
- **internal reporting systems**, which impact negatively on project documentation, project responsiveness and the capacity to self-correct
- high levels of **mobility among trained school staff**
- **overlap between FLHE and FLHE+Cy groups** through Corpers who work in schools
- the **general work environment** in Benin, which affects all equipment and therefore communication.

Recommendations:

1) Review recommendations in last year's evaluation and complete them, see page 9 of this report.

Lead: Project Administrator

2) Establish a robust system of managing project documentation in the Benin office located with the Secretary. The Secretary's role should be broadened to include:

- the continued receipt and distribution of incoming mail
- stronger role in the outward distribution of monthly and other agreed reports
- electronic storage of monthly and other agreed reports
- electronic storage of other key project documents as requested by the Project Administrator.

Lead: Secretary *Support:* Whole Team

3) Place the following items on the agenda for constructive discussion during the forthcoming visit to Canada, with a view to improving team effectiveness in the final stage of the project:

- joint leadership between the two partner organizations (UoW and CPED)
- communication flow and the internal circulation of reports
- decision-making processes and authority to make critical changes
- the role of workplans in directing the work of the team
- lessons from Wave 2 data collection to be addressed for Wave 3

Lead: Principal Investigator, UoW

4) Gather the information necessary to track the movement of teachers in all HP4RY schools, including the delay arm. Present this information in a format that will enable researchers to prepare for Wave 3 data collection.

Lead: Dr Uyi Oni

5) Review the reports of Corpers over the last 12 months. Identify common successes and challenges and address any outstanding issues in preparation for high levels of activity in the coming months.

Lead: Dr Francisca Omorodion

6) Consider the strength of the HP4RY project from a sustainability perspective, strengthen the project in this area during the remaining stage of the intervention and document the measures taken.

Lead: Principal Investigators, UoW and CPED

In conclusion, the HP4RY staff and team members are to be congratulated for having brought the project this far. As all the components are now 'live' at school and community level, the project has reached the stage of direct interaction with the target audiences. It is critical that team and staff members hold each component as true as possible to the planned action and models so that the research design remains valid. The successful completion of this phase and the collection of quality data at the end of the project depend on the team's ability to work together effectively, especially in the areas of communication and decision-making. At present these two areas are not sufficiently systemized or supported by effective office management processes to be robust. This means that the physical presence of team members in country and the personalities of team members play an accentuated role in how the project is developed and delivered. Strong leadership and respect for the designated roles and responsibilities of staff and team members by all team and staff members, is needed to manage this project in the final phase.

METHODOLOGY

The evaluator made a one-week long visit to Benin City in the week commencing 18th October 2010. During the course of the week the evaluator visited 3 project sites: Avbiosi, Emuhi and Igbanke. In Avbiosi she visited both the community where Corpers have been working and both parts of the Secondary School, where staff members have been trained in FLHE. In Emuhi she attended a community event and in Igbanke she visited a school, which has received the FLHE training. By the end of the week the evaluator had met 4 serving Corpers and one former Corper, who is currently working with CPED. While in Benin City she held face-to-face interviews with HP4RY staff and team members representing all the project components, as well as 3 Master Trainers.

Following the in-country visit the evaluator conducted telephone interviews with team and staff members based in Canada, including the team member responsible for SWIN. An ongoing email correspondence was carried out with the Principal Investigator in UoW to confirm details of some project activities and to update some of the annexes.

A draft version of this report was submitted by the evaluator to the Principal Investigator, UoW, on 31st October 2010 and subsequently circulated to all staff and team members. Six team and two staff members discussed the evaluation report in a meeting held in Ottawa on 4th and 5th November 2010. Following that meeting two team members were nominated to provide feedback to the evaluator. The main comments received were as follows:

- Request for clarification of the purpose of the recommendation for minutes of monthly CPED meetings to be circulated when only the decisions made at meetings held in Canada, and not the meeting minutes, are shared between the two PIs, (page 11).
- Request for deeper explanation of how the evaluator reached conclusions regarding project 'morale', (page 16).
- Challenges to statements associated with the departure and replacement of the staff member working on the qualitative component, (page 17) and the future delivery of the FLH&SE module at Uniben, (page 26).
- Request for the terms staff and team members to be used with a specified meaning and for the terms peer educator and Corper not to be used interchangeably.
- Request for the tone of the report to be reviewed for its harshness.

In response to these comments the evaluator has reviewed the draft report and has submitted this, a revised and final version.

Terminology Used in this Report

1) A note of clarification is needed regarding the differentiation between staff and team members as these two terms are now used with a specific meaning in the context of HP4RY. Team members are those people named on the grant and who work on the project without additional pay. Staff are permanent employees of the project during its life. The rationale behind this distinction is that team members are those named on the proposal, who have made a commitment to the project and who are held accountable by the funding agency. Staff are employees who are on the project because they are paid to be, their commitment is that of employees rather than of those who envisioned and designed the

project and they are held accountable by their employer, which is CPED, with funds provided by the project.

List of Team and Staff Members:

12 Team members: Andrew Onokerhoraye, Eleanor Maticcka-Tyndale, Nike Esiet, Nombuso Dlamini, Isaac Luginaah, Bob Arnold, Uzo Anucha, Francisca Omorodion, Felicia Okoro, Kokie Eghafona, Uyi Oni Ekhosuehi (and formerly Friday Okonofua)

7 Staff: Johnson Dudu, Ese Akpede, Job Eronmhonsele, Emma Ideh, Solomon Oshodin, Sanford Tyndale (and formerly Eloho Tobrise)

There were six team members based in Nigeria at the beginning of the project and one has now left HP4RY, leaving five. The evaluator interviewed three out of these five team members. In Canada there are also 6 team members and the evaluator interviewed four out of these six team members, one interview was face-to-face, two were by telephone and one was through email correspondence.

There were six staff members based in Benin City at the beginning of the project and one position was, at the time of this evaluation, vacant, leaving five. The evaluator interviewed all five of the remaining staff members in Benin City. The Corpers and Master Trainers are not classified as either staff or team members since the former have a temporary relationship with the project and the latter are employees of the Ministry of Education. Three Master Trainers and five Corpers were interviewed during the field visit. In Canada there is one staff member and this person was interviewed by telephone.

In this report the terms staff member and team member are used specifically but no differentiation is made between Nigerian- and Canadian-based members. The term 'some' is used when the evaluator is referring to opinions expressed by more than one respondent. The order of the terms is not intended to imply any emphasis and the evaluator has alternated between 'staff and team members' and 'team and staff members' to emphasize that these are both group terms with no difference in weight or value.

2) The HP4RY project has engaged with the National Youth Service Corps and receives NYSC, called Corpers, into the project to work at community level. Over the life of the project three cohorts of Corpers (40 Corpers total) have been deployed to work with HP4RY. The first cohort of Corpers was selected from the whole body of recruited Corpers. By the time the next cohort was to be selected, the NYSC had initiated an additional module of training for Corpers, developed in conjunction with Unicef, which prepared the young people to be peer educators and provided them with peer educator materials. The NYSC training on peer education is referred to as Peer Educator Training (PET). In this report the evaluator highlights that the PET-trained Corpers have had exposure to knowledge and skills that a) were not anticipated at the beginning of the project and b) may not be present in other NYSC centres. In this report the term 'Corper' is used to represent the NYSC representatives in general terms. When appropriate, the evaluator emphasizes when one or more Corpers are PET-trained by referring to them as 'PET-trained Corpers'.

In addition, one of the main activities lead by Corpers has been the establishment of a Core Group of young peer educators from within the community. These young peer educators are youth from within the community who commit time and energy to learning about HIV and AIDS and who are willing to undertake peer educator activities amongst their peers. These young peer educators play a critical role where language barriers exist.

PART I: PROJECT RESPONSE TO THE RECOMMENDATIONS MADE IN THE FIRST ANNUAL EVALUATION REPORT

This section provides a reflection on the way in which the project has responded to the recommendations made in the first annual evaluation report. The section draws on interviews with staff and team members and verification of key indicators held at country level. The main question addressed in this section is whether there is *evidence to suggest that the team has addressed adequately the issues raised in the previous evaluation report*.

The response to recommendations has been varied, with several tasks having been completed effectively, others implemented partially and some not addressed. All the recommendations from the last evaluation report are still valid and the evaluator has noted the current status of the response in the table below.

The evaluator is well-versed in the working conditions in Africa and appreciates the challenges brought by unreliable power supply, erratic internet connectivity and the general difficulties associated with living and working in a low-resource country, including the chaos that can be brought by heavy rain and intense humidity. However, none of the above explains why the simple recommendations made last year were not implemented. In addition, throughout this visit the evaluator retrieved key documents such as minutes from meetings and various monthly reports from the laptops of individual team members. Several of these documents had never been shared with other key members of the team, such as the PI, UoW.

Those recommendations that have not been successfully addressed reveal a common weakness in the management of project documentation in the Benin office. Taking custodianship of the project by fulfilling reporting, documentation management and effective communication responsibilities is a critical part of effective capacity being built. These responsibilities are realized through the maintenance of office management systems that are essential for any research or implementation programme to be delivered. Such systems need to be respected and supported by all team and staff members. While cultural differences may exist across the world, the requirements of donor-funded projects remain constant and the ability to maintain project documentation is critical in confirming the capacity of an organization to manage funded projects. Given the combined academic qualifications of the team based in Benin City, along with the training received under HP4RY and further capacity building training received by another project funded by IDRC, the evaluator concludes that the cause of the weak project documentation and circulation of information is not lack of knowledge or skills and can be best addressed by a change in attitude.

In the final evaluation the evaluator will only review documents held by the Secretariat.

RECOMMENDATIONS FROM FIRST ANNUAL EVALUATION - ANNOTATED -

Activities to be initiated to support evaluation:

- a. Record the progression of people involved in the project, especially RAs, EAs and Corpers. Lists of people already exist with some data, which can be extended by adding appropriate columns to

indicate additional roles undertaken by individuals.

Lead: Project Manager. *Support:* Secretary.

Largely completed: Lists of people playing these roles are kept in an excel worksheet. Progression into other roles had not been marked. The level of activity had been low to-date so it was easy for the Secretary to update this information.

- b. Create a summary list of key project documents and reports, to include computer filename, author and date. This is to assist knowing which documents are available for evaluation as a large number of reports, minutes and other documents have already been generated and are held as paper copies by the Secretary.

Lead: Project Manager. *Support:* Secretary

Not completed: Project Manager interpreted 'key documents and reports' to mean research documents only. The key documents list generated in Canada was given as an example of what is required.

- c. Continue to update and maintain a similar summary list of reports, presentations, publications and other documents derived from the research that is being kept by UoW.

Lead: UoW

Completed: The PI had generated this list and is maintaining it.

- d. Signed participants' lists are a key monitoring tool for training events. Either file a copy of the signed lists with reports on training activities or, include a note of where the signed participants list can be found. This will often be in the Finance Dept if the lists were used to confirm payments.

Completed: Scanned copies of signed participants lists were made available to the evaluator by email after the in-country visit as the evaluator forgot to view them at the time.

- e. To strengthen reports: ensure the author name and date of writing is clearly on the front of reports; include the computer path and filename in the footer; include date of last updating on repeated documents such as the project schedule.

Not completed: The management of reports in the Benin office is at a low standard. Documents and reports are being held by individual staff and no copies are filed centrally even though the Secretary has a filing structure on his computer to hold this information. File names, document headings, author names, dates of document generation etc are not applied systematically. The circulation of reports appears erratic and problematic. The evaluator spent a great deal of time simply retrieving documents. In the final evaluation visit the evaluator will only review reports held by the Secretary.

- f. Move beyond descriptive reporting and add a summary page, some paragraphs of critical reflection on the event or a section on lessons learned or points to note for the future.

Improved but problematic: Regular reports are written by the Project Administrator (Johnson) and the Field Coordinator (Ese). The reports are stronger now than reports being written at the beginning of the project, although there is scope for more improvement in terms of clarity and usefulness to others. This might include: better balance between description and critical analysis; including summary paragraphs; including points for action or decision-making. The writers are advised to think about the purpose of reports ie. recording events/activities that have taken place;

providing other team members with the insight and information they need to do their jobs; highlighting common issues such as successes to be celebrated and replicated or challenges that need to be dealt with, and a tool to assist in decision making.

Recommendations:

a. Management:

- Senior team members to discuss the distribution of the workload to-date and reflect openly and honestly on expectations and experiences.

Constant challenge: There are still major issues within the team around individual roles and responsibilities, communication flow, the decision-making process and overall team cohesion and unity or purpose. Although some changes seem to have been initiated, they have not been successfully adopted. The project has reached a critical stage where this partnership and its joint leadership and management need to be effective for the project to succeed.

- CPED to initiate a monthly meeting of all Benin City team members, chaired by the Director of CPED. Project staff members should report on their own areas of work. The purpose of the meeting is: to provide feedback on progress to date on all components; share lessons learned to be applied in the future; discuss challenges and possible solutions and confirm the forward workplan. This meeting should be minuted and shared with the Canadian team members.

Partially completed: A monthly meeting is held, but only CPED based HP4RY members attend, along with Dr Okoro. Minutes are generated, but have not been shared with Canadian team members as was specifically recommended in the last evaluation report.

Evaluator's clarification: Benin City is the location of the project's implementation and, therefore, represents the place where the components come together, where the project interacts with the target audience and where the challenges to planned actions are most likely to be experienced. A monthly meeting in Benin City, managed by CPED, was recommended to track the progress, challenges and changes. The minutes of these meetings were anticipated by the evaluator to be the most efficient method by which a whole range of other team and staff members could be informed about progress, challenges and changes and reflect on the possible project implications. It is the detail of the information itself, the experience of implementation, and not just the decisions reached that are useful to other staff and team members. The evaluator anticipated that all staff and team members based in Nigeria would be represented at the meeting and therefore recommended that the minutes be circulated to all non-present, ie. Canadian-based, team and staff members. This recommendation to share minutes is not intended to represent any form of reporting structure, but has the sole intention of keeping all staff and team members as fully informed as possible so that the project can realize its full potential.

In addition, the evaluator was advised that there are no regular meetings in Canada since there are limited activities occurring in that country and Canadian team members are spread over a wide distance from each other. Canadian team members are dependent on information coming from Nigeria about project activities. In Canada, discussions are held via phone and only when team members happen to be in the same city for other business are meetings held.

- A noticeboard to be put up in the HP4RY office with up-to-date project schedule, detailed workplan, contact names for schools, communities and Corpers, news from each component etc.

Completed: The notice board exists, although only one workplan and one list of job responsibilities were on the board.

b. Knowledge Translation into Action:

- Confirm internally whether the baseline findings were indeed incorporated into the delivery of the FLHE training or the work done by Corpers. Team members who lead these two components should be able to identify specific messages, activities or techniques etc that their target audiences adopted as a result of the baseline findings.

Completed: Master Trainers confirmed new material was presented to them and incorporated into the training they delivered. The evaluator identified three documents that support the translation of knowledge into action: newsletter for schools, two editions of a Corper newsletter and a guide on the six components of AIDS competent communities for use in the field.

c. Theoretical and Methodological Foundations:

- The incorporation of these foundations (Action Research, FLHE, Sexual Scripting and AIDS Competent Communities) into the project needs to be confirmed and well-documented as they form a reference framework for future lessons learned. It is important that the application of these foundations in a programmatic context is captured (e.g. assumptions made explicit, variations and amendments recorded and an institutional memory captured on paper). See page 33 for recommendations on how to track these four elements of the project approach).

Completed: Templates have been filled in and appear as Appendix 6 in this report. However, two main changes – the transfer of teachers and Corpers working in schools – threaten to weaken the relative impact of the different research arms.

PART II: INTEGRITY OF THE PROJECT

This section provides a reflection on the way in which the project is being implemented. It documents areas of progress and summarizes the challenges staff and team members have faced and successes they have experienced. The section draws on interviews with team and staff members and verification of key indicators held at country level. The main question addressed in this section is whether there is *evidence to suggest that the project is being implemented as planned and within the specifications of the research grant*.

1) Project Progress:

All the evidence on the ground supports the view that the work programme is being delivered and that the activities have been carried out in accordance with the project schedule. The two main areas of implementation ie. training schools in FLHE and deploying Corpers to rural communities, have been mobilised and are ongoing in the various sites. The second round of data collection has been completed and the findings made available to staff and team members.

A brief summary of key tasks that have been completed:

a) Research Component

- Research Assistants recruited and trained to collect Wave 2 data
- baseline surveys, focus groups and interviews completed in schools
- preliminary analysis of Wave 2 data carried out
- publications being prepared and at least one paper accepted for publication
- team members scheduled to make presentations at forthcoming international conferences

b) Knowledge Translation

- training of representatives from 20 schools in FLHE carried out
- at least one monitoring exercise undertaken in trained schools
- schools undertook some FLHE activities, most often the peer education element
- 3 sets of Corpers (total 40) trained and posted to host communities
- Corpers visited on a regular basis and reporting on their activities at community level
- communities engaged with the Corpers and various events or activities undertaken, often with the involvement of a Core Group of young peer educators
- the pre-service module on Family Life Education at University of Benin expanded to include Sexuality and HIV and AIDS

c) Capacity Building

- HP4RY staff received further training on research methods and data analysis
- collaboration with SWIN took place
- one HP4RY staff member completed the Sexuality Leadership Development course conducted by ARSRC.

2) *Project Changes:*

This phase of the project has been one of setting up the structures for intervention delivery and mobilizing schools and communities. Few changes to the plans were noted, however, those that were identified pose potential threats to the demonstration of relative impact between the research arms.

a) Data Analysis

Despite great individual efforts, the analysis of Wave 2 data was delayed for three and a half months. Work that was expected to be completed at the beginning of June was not ready until immediately before the evaluator's visit in the week of 18th October. The delay was caused by various factors, including: inexperience of staff in Benin City in dealing with 'live' data-analysis problems; loss of internet connectivity; sudden departure of a staff member and ineffective communication in the face of difficulties.

The combined effect of these delays is that the planned feedback of results to the schools and communities cannot take place. The evaluator anticipates that this will weaken the project's central aim of demonstrating an evidence-based model of project development and implementation.

b) Corpers

Corpers to be deployed by HP4RY are now selected from amongst those who have completed the Peer Educator Training (PET) in their NYSC training. The PET training includes information on HIV and AIDS and is supported by the provision of a training manual developed in conjunction with Unicef. As community members are often farming during the day, leaving Corpers with a thin day-time audience, Corpers have also been working in schools during breaks in the teaching day. It appears that PET-trained Corpers may be using their PET manuals to structure their activities in school. The evaluator has no means of quantifying the number of Corpers who are active in schools, nor any confirmation of how many Corpers are using the PET manual.

The evaluator strongly suggests that the HP4RY team and staff members consider how this change may affect both the relative impact of the FLHE and FLHE+Cy components and the messages being circulated within the school.

c) School Transfers

A major transfer of Principals within Edo State has removed all but one of the trained Principals from the FLHE schools. This may have a negative impact on the overall findings either because less FLHE will now be undertaken in schools or because it will be more difficult to attribute changes at school level to training received under HP4RY. For example, a trained Principal may now be in one of the 'delay' arm schools or a Principal newly transferred into an FLHE school may have been trained in FLHE prior to the HP4RY project.

The evaluator strongly recommends that Dr Uyi Oni and her colleagues quickly review this situation and record which schools have lost trained Principals and trained teachers and whether any delay arm schools have received the same. Further follow up work may be required in order to prepare the data collection team for the final wave of field work.

3) *Successes Accomplished:*

As in the first annual evaluation, the HP4RY project has been successful in actually undertaking the activities as scheduled and keeping the momentum of the initiative in difficult working conditions. Beyond this, the evaluator observed that the greatest areas of achievement lie in capacity building and community mobilization.

Capacity building within the team was demonstrated in the way in which staff members discussed their work on the Wave 2 analysis. Although the work was challenging and hampered by internet failures, the team had obviously made great efforts to apply their skills to the task and complete the work. They were able to explain the work in detail and spoke with a level of confidence and knowledge about quantitative analysis that was absent in the first year's evaluation visit. Overall the staff members in the Benin office engaged with the evaluator in a more confident and informed manner than during the previous visit.

The management of the community component is another challenging area of this intervention and represents an area of new knowledge. The evaluator spent two days on community field visits and concludes that staff and team members involved in this component have gained tremendous experience in a wide range of issues related to running field-based operations, including: personnel management, long-distance communications, problem-solving and decision-making, and the complex issue of financial support and resource provision. The fact that Corpers have stayed with the project and have been engaging actively with the communities is a great achievement.

The evaluator visited one community event and was impressed with the efforts made by the community to host the event and with the integration of the Corpers. The event took place in the town hall where chairs and a sound system had been provided. Many people took time off their farming work to dress up and attend the event. Community elders were present, along with an MC and a translator. Performances and presentations were made by a local nurse, school children, the Core Group of youth peer educators and women who had received training in baking. The women who had been trained were awarded printed certificates. It was a wonderful event.

The range of successes and challenges mentioned by respondents is narrower than in the first annual evaluation, see below.

Areas where team and staff members feel they have succeeded:

a) Workplan Delivery

In general staff and team members are satisfied that the work is being delivered as intended: schools have been trained; the partnership with NYSC has worked; Corpers have been trained, posted and supported, and the research programme is still on course.

b) Capacity

Most staff members acknowledge the development of further capacity through training and taking on new responsibilities, which have required the application of newly-acquired knowledge and skills.

Some team members recognize a range of personal benefits in terms of self-knowledge, technical knowledge of new fields of work and appreciation of different work environments.

The Corpers also represent a large group of young people who feel they have gained a great deal of valuable experience in this project, experience that makes them more confident, better at organizing events, stronger advocates etc.

Master Trainers also expressed their appreciation of the new knowledge they have gained under HP4RY and confirmed their confidence in integrating this new knowledge into their ongoing work as trainers.

c) Communities

There is a general appreciation among HP4RY staff and team members of the responsiveness of the communities. The communities have welcomed the Corpers, supported them as individuals and responded well to the initiatives, such as establishing Youth Friendly Centres.

4) Challenges Encountered:

A number of challenges have been experienced by team and staff members across all the components. It is not surprising that challenges have been experienced at the school and community levels. It is more surprising that challenges related to the working of the HP4RY team appear to have deepened rather than being resolved. This is a disappointing observation, especially given the wealth of experience that exists within the team in both Canada and Nigeria.

An overview of challenges experienced:

a) Team Tension

Some staff and some team members referred to the tension between the Canadian and Nigerian-based teams as a challenge. This appears to have reached a higher level than can be explained simply by a difference in cultural environments, as mentioned in the first annual evaluation report. The tension among team and staff members revolves around several areas, including:

- **communication** – the erratic flow of information and flawed reporting mechanisms
- **decision-making** – how decisions are arrived at without sufficient reflection and consideration of how the project's goals will be affected and how these decisions are communicated throughout the team, either before or after the decisions have been made
- **work** – sticking to agreed workplans, recognizing that tasks are time-sensitive and confirming whether work has been carried out

The evaluator observes, based on the combined responses of staff and team members, that morale is being drained in this environment. This conclusion is drawn from comments made by some staff and some team members. The evaluator considered references to the following concerns as being signs of low morale:

- specific references to low and lowering morale
- expressions of frustration with the way the team is functioning
- suggestions of less involvement with the project than last year even when in the same role
- references to looking forward to the end of the project or thoughts of leaving the project

This is in contrast to the overall impression in the previous year, which was one of enthusiasm and optimism about the project. It is not unusual for a group of people implementing a project to experience a decline in morale over the life of the project and in the face of constant challenges relating to the implementation of a workplan. However, in this instance, the comments made that were taken to indicate a low and lowering collective level of morale, were associated with the difficulties of working in this group and not with the delivery of specific pieces of work or components per se. Respondents were asked an open question of what had been the challenges since last year's evaluation visit. Only four of the respondents, some team and some staff members, did not spontaneously talk at length and in detail about the tensions of working within this group of people.

The evaluator concludes that if the communication, decision-making and work-related issues are not addressed now, there is a likelihood that the project will not realize its potential in that creativity and productivity will be undermined. The evaluator is also concerned that the sustained benefits of the project are likely to be threatened if the group disbands very quickly at the end of the funding period. It is the experience of the evaluator that sustaining the benefits of a project is often dependent on the continued voluntary contributions of some key individuals in terms of: providing information about the project; representing the experiences and outcomes of the projects at different events; enabling others to access and interpret the experiences and outcomes of the project etc.

The evaluator has attempted to include recommendations that might help the team address communication and decision-making issues. However, it is the opinion of the evaluator that the only real solution is for team and staff members, and particularly the Co-Principal Investigators, to discuss the causes of these failing processes, to make a joint commitment to improve on them and reinforce the need for staff and team members to work together effectively.

a) Reports and Feedback

The timely preparation of reports and their circulation to appropriate team and staff members is a critical element of the Action Research model. Effective reporting is also a critical element in any intervention and is a sign of professionalism. Although reports are being written, they do not appear to be submitted to key people on a regular basis or in a timely manner. The reports are then not circulated appropriately or in a systematic manner, nor are they stored in a known or accessible place. This means that successes cannot be replicated, problems cannot be addressed and the future implementation of the project is not informed by previous experience. The poor status of internal reporting systems does not appear to be fully explained by unreliable internet connectivity. This issue needs to be addressed if the project is to realize its potential impact.

b) Staff Movement

Within the project team, one member of staff has left to take up further studies. The movement of staff out of projects is normal and to be expected over a four-year project. However, two factors give rise for concern. Firstly, the Principal Investigator (UoW) was not informed of the possible departure of the member of staff at an early enough date for the work schedule to be protected adequately. **Secondly, the mechanism for the outgoing member of staff to train a replacement failed in the sense that a person was nominated to receive training from the out-going staff member, this person did not receive training in the skills that were needed to replace the staff member and, after the staff member left, this person was not considered an appropriate replacement.** As a result a significant skill gap in the Benin office arose at

a critical time of data analysis and had not been resolved at the time of this evaluation. Changes in the allocation of work have been made to accommodate the unanticipated loss of a key member of the team. Specifically, the task of analysis and report writing has again been transferred to UoW, although the budget covers several full time positions in Benin City for this work to be carried out in country.

c) Schools

At a school level the transfer of Principals has already been mentioned as an unwelcome external change. In addition, it has been noted that the long school holidays are not the best time to train teachers as they take part in self-development courses during this break. The shorter school holidays would be better. Related to this, a lesson learned is that the PTA teachers (sometimes called Intervention Teachers), who were invited to training in the absence of government teachers or as representatives of the key FLHE subjects, are not suitable position holders to sustain a programme as they have high levels of mobility and leave the school too quickly.

e) Communities

At a community level language is a bigger problem than anticipated. There are communities where people are not comfortable with pidgin English and Corpers are dependant on translators. The role of translation has often been adopted by the Core Group of youth peer educators, which have been mobilized by the Corpers. A language barrier was also noted during the Wave 2 data collection exercise as pupils were not always able to understand the questions.

Issues around resources and financial support have also been a source of tension at community level. It appears that the plan to allocate only 10,000 Naira per community is not an easy one to follow and, in the process of trying to deal with the many requests for support, inconsistencies in the response have arisen. It appears likely that some financial issues remain unresolved and this situation should be reviewed as soon as possible. The team should anticipate a higher level of community activity in this final stage of the project as the current Corpers are now building on the combined impact of over 12 months' presence in the villages. As the level of activity increases, the number and range of unauthorized financial commitments and misunderstandings will rise if a consistent and agreed line is not followed by all those involved in this component.

f) Support Infrastructure

The prolonged failure of internet connectivity during several months of 2010 has been extremely unfortunate. While every effort was made to rectify the problem, it took a great deal of time and effort to isolate the equipment in the system (the low noise band receiver, LNB), which was causing the problem. Additional resources have also been needed to repair the system. Unreliable internet access has wide-ranging effects on the work that can be accomplished and can generate tension in working relationships. This is particularly acute when team and staff members are separated by long distances and in situations where staff members without reliable internet services are trying to take on new and complex tasks. Changes in the allocation of work have been made to accommodate delays caused by the lack of reliable internet connectivity. *For example, the evaluator was advised of an intended system whereby one person was to go to an internet café or UNIBEN once a day to collect and send emails. It is not clear whether this system was adopted on a regular basis. In the evaluator's experience of communicating directly with HP4RY staff members from both Kenya and the UK, people have shown that they are in fact able to communicate and respond in these difficult circumstances, sometimes dividing the communication role between several staff members. It may be that consistent and reliable communication systems need to be*

better embedded in daily routines and made a priority among all staff and team members. The weak communication context has had a financial impact on the project as work has been transferred back to Canada although the project positions are paid for in Nigeria.

INDICATORS FOR EVALUATION OF HP4RY

The table below summarizes the status of the key indicators at October 2010, year two evaluation.

Research

Objectives 4.1.1 and 4.1.2

Process:

<i>Objectively Verifiable Indicator</i>	<i>Means of Verification</i>	<i>Person Responsible</i>	<i>Status</i>
Data collection and analysis proceeding on schedule.	6-monthly progress reports against Schedule (Appendix 5) Field reports on data collection.	Eleanor Maticka-Tyndale, UoW Andrew Onokerhoraye CPED, Benin City	<p style="text-align: center;"><i>Year 2 Progress</i></p> <p>Report on Wave 2 findings was made available to the evaluator immediately prior to this visit. Most recent progress report seen covered Aug-Sept 2010. Interim Technical Report 2 was made available prior to the visit. A range of research reports were made available electronically</p> <p style="text-align: center;"><i>Year 1 Progress</i></p> <p>Field reports on baseline data collection were provided to the evaluator. Baseline Survey, focus groups and interviews in schools conducted. Community ethnographies carried out. Preliminary analysis undertaken and compiled into presentations. Most recent progress report seen covered Feb and May '09. A range of reports on field research activities were made available in-country.</p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>Draft schedule in existence and revised during April 08 visit (<i>Appendix 5</i>).</p> <p>Research sites were reduced from 12 to 10 in each research arm in recognition of logistical constraints inherent in the Edo State context of widely dispersed communities and weak infrastructure, such as the poorly maintained road network.</p>

			<p>Planning has been undertaken for the ethnographies and Terms of Reference for research assistants drawn up. The ethnographies represent a challenging research task as they aim to cover a wide range of issues, depend on a group of research assistants with varying backgrounds and will generate a large volume of data for analysis. Drs. Omorodion, Eghafona and Okonofua have extensive experience with this form of research in Edo and other Nigerian states.</p> <p>Project equipment (scanner, laptops, portable printers, digital cameras, audio recorders) delivered to CPED to support input of data and easy transfer from CPED to UoW.</p>
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Outcome:

<i>Objectively Verifiable Indicator</i>	<i>Means of Verification</i>	<i>Person Responsible</i>	<i>Status</i>
<p>Research questions answered with results published in peer reviewed papers or book chapters</p> <p>Reports to national and international organizations</p> <p>Presentations made at academic conferences</p>	<p>Summary List organized chronologically and final copy of material presented held against date.</p> <p><i>This tool is intended to be similar to an annotated bibliography but for project-related research, and may, over time, also be made available through a web-site.</i></p>	<p>UoW to compile and manage central record</p>	<p style="text-align: center;"><i>Year 2 Progress</i></p> <p>One paper accepted for publication, (Barnett/Maticka-Tyndale, 2010). One paper submitted for publication, (Tenkorang/Maticka-Tyndale, 2010)</p> <p>Multi-authored abstracts for 3 presentations at Canadian Conference on Global Health Research, Oct 2010 and 2 for Ontario HIV Treatment Network, Nov 2010 made available.</p> <p>A summary list of publications has been compiled by the PI, UoW, and electronic copies were provided to the evaluator.</p> <p style="text-align: center;"><i>Year 1 Progress</i></p> <p>It is early for any publications to be ready. However, the first journal article is being prepared in Canada at present.</p> <p>Initial research findings have been feedback to HP4RY members, Master Trainers for school component, Youth Corpers for community component, and communities involved in the project.</p> <p>Colleagues at Uniben outside the HP4RY team were invited to</p>

			<p>the feedback presentations, as well as members of other national organizations.</p> <p>UoW is keeping a summary list of publications, presentations, conference contributions and other documents derived from the research.</p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>Evaluated interventions exist on school-based HIV prevention programmes as well as community-based programmes (ref. WHO book).</p> <p>No evaluated model combining a community-based element with a school-based model is known to exist.</p> <p>Eleanor Maticka-Tyndale holds the Canada Research Chair in Sexual Health and Social Justice, is widely published and engages with academic debate on these issues at academic conferences. She is also established as a peer reviewer for several international organizations.</p> <p>Canadian partners are published on a range of issues related to this area of intervention. Some Nigerian partners have published in this area.</p> <p>CPED staff has experience with conducting the relevant field research and meeting the expectations of international donors such as UNDP, UNFPA, Rockefeller Foundation and others.</p>
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Impact:

<i>Objectively Verifiable Indicator</i>	<i>Means of Verification</i>	<i>Person Responsible</i>	<i>Status</i>
HP4RY work and publications referenced in proposals, project design, and research of others.	Included in Summary List <i>This is a long term indicator and is unlikely to reflect impact before 2011.</i>	UoW to monitor and update summary	<p style="text-align: center;"><i>Year 2 Progress</i></p> <p><i>Not applicable – too early.</i></p> <p>Dr Eleanor Maticka-Tyndale continues to liaise with other researchers active in Africa, particularly on issues relating to the analysis of data that is fraught with inconsistent responses.</p> <p style="text-align: center;"><i>Year 1 Progress</i></p>

			<p><i>Not applicable – too early.</i></p> <p><i>Baseline Status</i></p> <p>UoW has, through Eleanor Maticka-Tyndale, experience of translating field-based research evaluations into published articles and contributing to ongoing debates in project and research designs.</p> <p>HP4RY itself has been designed with the benefit of UoW experience in a large-scale, school-based HIV prevention programme in Kenyan primary schools.</p>
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Knowledge Translation to Action

Objectives 4.2.1 and 4.2.2

Process:

<i>Objectively Verifiable Indicator</i>	<i>Means of Verification</i>	<i>Person Responsible</i>	<i>Status</i>
Meetings with communities held to provide feedback from baseline research.	Field reports on community feedback meetings..	Andrew Onokerhoraye and HP4RY staff	<p><i>Year 2 Progress</i></p> <p>The delay in analyzing Wave 2 data means that these findings will no longer be fed back to the communities in a formal manner.</p> <p>Corpors have been present in the communities since Sept '09 and have been provided with 2 newsletters, which contain feedback on the knowledge and experience being gained under the project. Colour printed copies of the newsletters were available from HP4RY staff.</p> <p>Corpors provide monthly reports on their activities and these are transcribed in the HP4RY office. The evaluator accessed these reports electronically. The reports vary in style, length and quality. At this point 12 reports should have been available for each community. 84% of the expected reports were available and 8 out of 10 communities had provided reports for at least 9 out of the 12 months, with 3 communities having filed reports for all 12 months. This is a good success rate for the retrieval of information from field-based staff working in rural environments.</p>

			<p>It does not appear that an effective mechanism for responding to the issues raised in these reports, and circulating lessons arising, is in place because the reports had not been circulated.</p> <p style="text-align: center;"><i>Year 1 Progress</i></p> <p>HP4RY staff has held 3 community meetings covering 12, 9 and 9 schools respectively. Approximately 50 representatives attended each meeting. The reports included questions posed and points raised by community members in response to the research findings.</p> <p>Field reports on community feedback were made available in country. The reports provided insight into the realities of fieldwork and provided a useful record of the community responses to the research findings.</p> <p>The summary element of the field reports is weak and there is little evidence of critical review of the exercise or recommendations, lesson learning etc.</p> <p>A clear indication of author and date of report is needed to help manage and access the large number of reports.</p> <p>MoE has held PTA meetings to mobilize the schools' parent body to support the FLHE programme.</p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>CPED are experienced at working within communities. Evidence of usual field reports observed during baseline visit and shows appropriate level of detailed and clear summary of field experiences.</p>
<p>Teachers and peer educators trained for FLHE with content supplemented with information from baseline research on sexual scripts of youth.</p>	<p>Report on research findings</p> <p>Documentation of meeting to review FLHE</p>	<p>Eleanor Maticka-Tyndale</p> <p>Uyi Oni Ekhosuehi, State Ministry of</p>	<p style="text-align: center;"><i>Year 2 Progress</i></p> <p>Master Trainers confirmed that they benefitted from the additional training provided under HP4RY. From their responses it appears that that training did address baseline findings and some elements of sexual scripting (decision making, self-esteem etc)</p>

	<p>training material and revised plans</p> <p>Physical observation of training.</p>	<p>Education, Edo State</p> <p>Janet Wildish, Evaluator</p>	<p>Teachers, including G&C teachers, were trained in Sept '09 and their work in schools was monitored in March '10. A monitoring report was provided during the evaluator's visit and some handwritten materials and photos collected during the visits were seen by the evaluator. FLHE schools have also been provided with a newsletter in March '10, summarizing the baseline findings and main areas of emphasis. A copy of the newsletter was available on display at the CPED office.</p> <p>During the monitoring visits by the MoE it was found that 9 out of 10 trained Principals have been transferred to other schools and this was confirmed by two school visits during this evaluation. This high level of transfers is expected to have a significant impact on how the schools continue with the delivery of FLHE. It is possible that substantial numbers of trained teachers have also been transferred.</p> <p>The evaluator notes that Corpers are also present in schools, some as frequently as twice a week. Corpers appear to work with peer educators and may be drawing on the materials they received during their PET training with NYSC.</p> <p style="text-align: center;"><i>Year 1 Progress</i></p> <p>A summary report and powerpoint presentations on the baseline school survey, focus groups and interviews and the ethnographies were made available in country.</p> <p>A report on the 3-day refresher training for 6 Master Trainers and 2 Counselors of FLHE was made available in country. Personal accounts of Refresher training referred to substantial material being provided to assist Master Trainers to a) engage teachers in reflection on how they could use the research findings in their work with school pupils and b) incorporate some of the major findings within the existing FLHE curriculum.</p> <p>It was not possible for the evaluator to observe the training as it had been rescheduled at short notice and due to a change in the school closing date. A timetable for the training was</p>
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			<p>provided.</p> <p>A report on the 1-day mobilization meetings of PTAs was also provided.</p> <p>The training of teachers and counselors is scheduled for w/c 10th August.</p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>FLHE is, in its current form, endorsed by the State and National Ministries of Education. The existing curriculum for FLHE contains instructions on how to run an activity that highlights the prevention advantages of delaying sexual activity and the harm reduction properties of condoms, but otherwise emphasizes factual information on HIV and AIDS. A considerable amount of space in the curriculum is devoted to life skills content (eg decision making, goal setting, negotiation, assertiveness)</p> <p>The FLHE programme in its present form, does not appear to raise debate on issues that can be expected to be controversial such as social and cultural factors motivating youth to be sexually active and otherwise making youth vulnerable to HIV infection, condoms and other forms of sexual expression and issues related to sexual health. However, in some States training materials are in use, which do cover these more culturally-sensitive matters.</p> <p>Pre-service teacher training at UNIBEN includes a course on Family Life Education.</p>
Pre-service curriculum for FLHE based on existing FLE curriculum prepared, piloted approved and delivered to education students at University of Benin.	Written curriculum and teaching guidelines. Course approval from University of Benin. Course being delivered.	Felicia Okoro and Numbuso Dlamini	<p style="text-align: center;"><i>Year 2 Progress</i></p> <p>The expanded HIV and AIDS course has been delivered again by Felicia Okoro at Uniben and was observed by Nombuso Dlamini. As the course has been expanded rather than introduced as a new course, it does not need to go through formal approval by the senate and is therefore, already adopted.</p> <p>Dr Felicia Okoro referred to a future scenario in which she</p>

			<p>may not be the lecturer in charge of the delivery of this module. In this case, the task will be to successfully induct the replacement lecturer and support the continued development of the unit with supplementary reading material.</p> <p><i>Year 1 Progress</i></p> <p>An expanded HIV and AIDS unit has been delivered once at Uniben within the existing FLE course. It was delivered by Felicia Okoro and observed in part by Nombuso Dlamini. The intention is to evaluate this unit and work towards it being included in the FLE course as HIV and AIDS is the element that is missing in the pre-service course.</p> <p>Felicia Okoro has been invited to observe the FLHE training of teachers due to begin in the w/c 10th August and she plans to attend selected days in both week 1 and the more practical week 2. She will provide a report on this observation.</p> <p><i>Baseline Status</i></p> <p>There is an existing course in the pre-service teaching training for FLE which is taught by Dr. Okoro at University of Benin. This course has had supplementary materials on HIV and AIDS added to it, but these belong to Dr Okoro and do not appear in the course training materials.</p>
<p>NYSC trained and facilitating FLHECy.</p>	<p>Documentation of training programme and materials for NYSC</p>	<p>Francisca Omorodion, and Kokunre Eghafona,</p>	<p><i>Year 2 Progress</i></p> <p>3 sets of Corpers have been made available by NYSC, have been trained by HP4RY staff and have been posted to communities. 38 out of the 40 posted Corpers have completed their assignment. The evaluator met at least one representative from each wave during this visit.</p> <p>Corpors are now selected from among those NYSC recruits who have attended the Peer Educator Training (PET) during their NYSC induction period. This training includes material on HIV and AIDS and Corpors are provided with a handbook, which was developed in partnership with Unicef.</p> <p><i>Year 1 Progress</i></p>

			<p>During the evaluation visit the Corpers were at the training camp and preparations were being made for the Ethnographic Assistants (EA) to receive them in the community. The Field Coordinator was active in liaising in person with the District Director of NYSC on the arrangements.</p> <p>It should be noted that there has already been a change in the position of District Director of NYSC and the new postholder has not maintained the previous arrangements in neither selecting nor assigning Corpers.</p> <p>The evaluator attended a briefing meeting for the EAs. The evaluator reviewed the training timetable for the Corpers, with training scheduled to begin in the w/c 10th August. The evaluator provided feedback and recommendations to strengthen the timetable as it is a critical element in the potential impact of the project.</p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>NYSC members do take up community-based service roles during their national service. To-date they have not played the role envisaged in HP4RY.</p>
<p>Reports to SMoE and Council on Education on year 1 evaluation results.</p>	<p>Memoes to SMoE</p> <p>Progress report on year 1</p>	<p>Uyi Oni Ekhosuehi and Adenike Esiet, Action Health Incorporated</p> <p>Eleanor Maticka-Tyndale Janet Wildish</p>	<p style="text-align: center;"><i>Year 2 – Progress</i></p> <p>The Council on Education meets once a year in Sept. As there is a lead time for feeding information into this meeting, Sept '12 may be the first time that evaluation results could be presented.</p> <p>The SMoE meets more frequently and findings could be presented shortly after the evaluation results have been finalized.</p> <p style="text-align: center;"><i>Year 1 Progress</i></p> <p><i>Not applicable – too early.</i></p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>A system exists for the transfer of field experiences to National level through the drafting of memos for presentation at the Council on Education. However, competition for tabling</p>

			of issues is high.
Meetings held with communities, SMOE, and other stakeholders to provide overview of full evaluation results.	Field visit notes and minutes of SMOE meetings.	CPED Uyi Oni Ekhosuehi	<p><i>Year 2 Progress</i> <i>Not applicable – too early.</i></p> <p><i>Year 1 Progress</i> <i>Not applicable – too early.</i></p> <p><i>Baseline Status</i> CPED staff has experience in working at community level but does not have direct experience of an elaborate action research design.</p>
Report to Council on Education on full evaluation results.	Minutes of meetings with Council of Education	Uyi Oni Ekhosuehi and Andenike Esiet	<p><i>Year 2 Progress</i> <i>Not applicable – too early.</i></p> <p><i>Year 1 Progress</i> <i>Not applicable – too early.</i></p> <p><i>Baseline Status</i> Information is tabled for discussion at the Council on Education through the drafting of memos. AHI is experienced in this mechanism.</p>
Report to Federal and State Directors of NYSC on training and mobilization of NYSC for research and community mobilization.	Minutes of meetings with Federal and State Directors of NYSC Copies of NYSC reports and training materials	Francisca Omorodion and Kokunre Eghafona	<p><i>Year 2 Progress</i> <i>Not applicable – too early.</i></p> <p>The Director of NYSC continues to change frequently. While this may affect some aspects of the relationship with HP4RY the project appears to have been institutionalized at NYSC to such an extent that the selection and deployment of Corpers is now a much more routine process. Bureaucratic and logistics issues have been resolved around the office to which Corpers are assigned and how they are released to HP4RY from the NYSC training camp.</p> <p><i>Year 1 Progress</i> <i>Not applicable – too early.</i></p> <p><i>Baseline Status</i> NYSC is an enthusiastic partner in this venture and personal as well as formal communication channels exist between</p>

NYSC senior staff and leaders of the HP4RY project.

Outcome:

<i>Objectively Verifiable Indicator</i>	<i>Means of Verification</i>	<i>Person Responsible</i>	<i>Status</i>
30 schools receiving FLHE.	Signed participation records of school staff.	Uyi Oni Ekhosuehi	<p><i>Year 2 Progress</i></p> <p>Schools have been trained as planned, at least one monitoring exercise has been carried out and the evaluator was able to visit 2 schools, one from the FLHE+Cy arm and one FLHE only school.</p> <p><i>Year 1 Progress</i></p> <p>21 schools will receive the FLHE training in 2009. 20 of these are the targeted research schools and 1 is the school in which the research tools were tested. A further 10 schools have been identified as planned and are scheduled to receive the training at the end of the programme.</p> <p>The process of selecting the schools and communities was more prolonged and challenging than expected. Signed participation records are not part of the current practice at CPED. Staff tends to type up lists of participants' names.</p> <p><i>Baseline Status</i></p> <p>Before Universal Basic Education Edo State had 347 Junior Secondary Schools and now has 547. Of these, 94 have received training in FLHE through funding from the IOM. The HP4RY will bring training to a further 30 schools over the life of the project.</p> <p>47 Master Trainers were trained in Edo State in 2002, 28 of these were retrained in 2004 and 12 received further training in 2005.</p> <p>In the existing FLHE model, 3 teachers from each school receive 2 weeks' training. Classes consist of 30 participants lead by two Master Trainers. A Guidance and Counseling teacher from each school is trained for 5 days and the School Principal and the relevant Inspectors are trained for 2 days. Parents are invited to attend a 1-2 day sensitization. Guidance and Counseling teachers train peer educators for a period of 3-4 days and Inspectors visit the schools twice in a term, once at</p>

			<p>the beginning and once at the end.</p> <p>The FLHE material is typically integrated into Integrated Science and Social Studies. In Edo State it is also integrated into English Language.</p> <p>See Appendix 6 for an overview of pre-service teacher training.</p>
10 communities mobilized to enhance AIDS capacity.	Signed participation records of community members	Francisca Omorodion and Kokunre Eghafona, supported by CPED	<p><i>Year 2 Progress</i></p> <p>Corpers have worked in the 10 communities for 14 months (end Oct '10) and the evaluator was able to visit two communities during this in-country visit.</p> <p>In Emuhi an impressive event was hosted by the community and involved presentations by school children, the Core Group of young peer educators and women who had been given training in baking. Community elders were present at the event.</p> <p><i>Year 1 Progress</i></p> <p>Corpers are being assigned to the 10 communities in the FLHE+Cy arm and will begin mobilization in September 2009. This first cohort will continue in their posts for 11 months.</p> <p><i>Baseline Status</i></p> <p>The figure has been revised to 10 communities due to logistic constraints.</p> <p>Edo State consists of 3 Senatorial Districts: South, Central and North. Within these Districts there are a total of 18 Local Government Areas. The smallest administrative units are Wards. For the purposes of HP4RY the 3 senatorial Districts have been divided into 10 clusters (4 clusters in North and 3 in each of the other Districts). 3 communities and their schools have been selected from each cluster to maximize the representation of ethnic, political and geographic diversities and CPED staff have begun a process of seeking approval for the communities to take part in HP4RY. This process involved meeting with the community elders, then with the leaders of</p>

			<p>the men's group and the leaders of the women's group. As schools were closed during this approval-seeking process, the endorsement process was not yet complete during the April visit.</p> <p>Two outcomes are noted: 1) schools are generally smaller than anticipated, often having significantly less than the expected 200 pupils. It was agreed that enrolment between 80 – 150 pupils was considered acceptable. 2) Communities expressed concern about the lack of tangible and material benefits to them through participation in this project. In particular, they expressed a desire for testing and referral services and concern for those living with HIV and AIDS.</p> <p>Edo State is approximately 300 km North to South and 300 km West to East. The HP4RY location furthest from Benin City is approximately 3 hours travel time away.</p>
Relative impact of FLHE and FLHECy interventions demonstrated in final report with implementation guidelines for efficacious models.	<p>Report on research findings with respect to impact.</p> <p>Documentation of FLHE and FLHECy models</p>	<p>Eleanor Maticka-Tyndale</p> <p>Eleanor Maticka-Tyndale, Andrew Onokerhoraye and Andenike Esiet</p>	<p><i>Year 2 Progress</i></p> <p><i>Not applicable – too early.</i></p> <p>Wave 2 data has been analyzed to compare the relative impact of FLHE and FLHE+Cy interventions.</p> <p><i>Year 1 Progress</i></p> <p><i>Not applicable – too early.</i></p> <p><i>Baseline Status</i></p> <p>The 30 communities selected through the process described above, will be randomly allocated to one of three research arms: those to receive the school-based FLHE component only, those to receive the school-based component plus a community-based component, called FLHECy and those to receive the school-based FLHE component on a delayed basis at the end of the project. The final group will form a control group for the purposes of the project impact evaluation.</p> <p>AHI expressed some concern that funding organizations such as the World Bank and DFID were likely to bring funding into Edo State to expand the delivery of FLHE and that</p>

			contamination between the target and control sites was likely. However, the level of funding to date in Edo State suggests that this is less of a concern ie. only 94 out of 547 schools have been trained to date. Uyi Oni Ekhosuehi confirmed that funding is difficult to secure for FLHE in Edo State and that it is often directed towards urban centres rather than the rural sites targeted by HP4RY.
Funding obtained to hold a post-programme summit	Invitations to attend the summit	Eleanor Maticka-Tyndale, Andrew Onokerhoraye and Andenike Esiet Supported by AHI	<p><i>Year 2 Progress</i> No update provided on these plans.</p> <p><i>Year 1 Progress</i> No update provided on these plans – too early.</p> <p><i>Baseline Status</i> Some differences of opinion exist as to who should lead on setting up the summit and, most importantly, seek the funding. A consensus was reached that the most cost-effective and feasible option is to have a one-day workshop in conjunction with another international conference. The probable target conference will be the 2012 meeting of the African Sexual Health and Rights Conference. This is a biannual conference held on the African continent and targeting issues of sexual health and rights in Africa.</p>

Impact:

<i>Objectively Verifiable Indicator</i>	<i>Means of Verification</i>	<i>Person Responsible</i>	<i>Status</i>
Future surveillance of HIV and behaviours demonstrate reduced sexual risk of youth in Edo State.	State data on HIV prevalence and behavioural surveys.	CPED	<p><i>Year 2 Progress</i> Not applicable – too early.</p> <p><i>Year 1 Progress</i> Not applicable – too early.</p> <p><i>Baseline Status</i> Baseline data will be provided by baseline surveys in September 09.</p>
Future interventions in Nigeria and elsewhere in sub Saharan Africa reference the models of	Included in Summary List (see above), and updated every 6 months.	UoW to monitor and update summary	<p><i>Year 2 Progress</i> Not applicable – too early.</p>

community programming and school-community linkage developed by HP4RY.			<p><i>Year 1 Progress</i> Not applicable – too early.</p> <p><i>Baseline Status</i> The FLHE model itself was evaluated in Lagos State by Philliber Research Associates in 2004. A pre-post survey was used without controls. The evaluation results have not been referenced in any synthesizing documents or reports of school-based programming because of the weakness of the evaluation design.</p>
Donor agencies provide support for future initiatives referencing models developed in HP4RY.	Included in Summary List (see above), and updated every 6 months.	UoW to monitor and update summary	<p><i>Year 2 Progress</i> Not applicable – too early.</p> <p>Summary tables recording the elements of the FLHE and Action Research components as they have been delivered under HP4RY were made available to the evaluator prior to the in-country visit. (<i>Appendix 6</i>)</p> <p>The schedule of research activities is up to date and reflects the delivery of this component (<i>Appendix 5</i>)</p> <p><i>Year 1 Progress</i> Not applicable – too early.</p> <p><i>Baseline Status</i> The HP4RY is being fully funded in its original form.</p>

Capacity Building

Objectives 4.3.1, 4.3.2 and 4.3.3

Process:

<i>Objectively Verifiable Indicator</i>	<i>Means of Verification</i>	<i>Person Responsible</i>	<i>Status</i>
NYSC and research assistants complete designated training modules.	Signed participation records of NYSC and research assistants.	Francisca Omorodion, Kokunre Eghafona, CPED	<p><i>Year 2 Progress</i></p> <p>10 RAs received a 3-day training on data collection methods in preparation for their role in conducting the Wave 2 data collection exercise.</p> <p>2 more groups of Corpers received training on sexuality and</p>

			<p>community mobilization.</p> <p><i>Year 1 Progress</i></p> <p>10 RAs have received a 3-day training on data collection methods in preparation for their role in conducting the baseline survey in schools.</p> <p>36 EAs have received a 6-day training on ethnographic research methods.</p> <p>Corpors will receive a 1 week training on sexuality and community mobilization in the w/c 10th August.</p> <p><i>Baseline Status</i></p> <p>Existing training modules have already been adapted to suit the likely time frame of NYSC and research assistants.</p>
At least 2 staff members/year attend 2 or more SWIN modular courses on research methods.	Signed participation records of HP4RY staff members on SWIN courses	Uzo Anucha, CPED and UoW	<p><i>Year 2 Progress</i></p> <p>6 CPED/HP4RY staff attended one course in 2009 on research methods offered by SWIN.</p> <p>The SWIN programme has experienced significant delays in building the Learning Centre that would have supported the delivery of new courses. Only one cohort of Master's students has been enrolled, instead of two, and so the number of courses offered has been reduced.</p> <p><i>Year 1 Progress</i></p> <p>3 CPED/HP4RY staff attended a 1-week training on research methods in Dec 2008 under SWIN.</p> <p>6 CPED/HP4RY staff attended a 1-week training on qualitative data analysis in May 2009 under SWIN.</p> <p>Because of changes in the scheduling of SWIN modular courses and lack of availability of HP4RY staff during some of the SWIN training, two courses were conducted specifically for HP4RY staff:</p> <p>2 CPED/HP4RY attended a 2-day training on use of N6 software in qualitative analysis, May 2009.</p> <p>6 CPED/HP4RY staff attended 3 days of a planned 5 day training on quantitative data analysis using SPSS in May 2009.</p>

			<p>All instructional materials for courses in Research Methods, Qualitative Data Analysis, Quantitative Data Analysis, Report Writing, Literature Searching, and Preparation of Articles for Peer Reviewed Publication are available in the CPED offices.</p> <p><i>Baseline Status</i></p> <p>The SWIN project is experiencing some delays in start up, which may impact on this indicator.</p>
At least 2 junior faculty from SWIN conduct a post-course research project in association with HP4RY.	Copy of research project	Uzo Anucha, CPED, UoW and SWIN staff	<p><i>Year 2 Progress</i></p> <p>One SWIN Phd student is currently preparing a thesis related to community mobilization and using HP4RY data.</p> <p><i>Year 1 Progress</i></p> <p><i>Not applicable – too early.</i></p> <p><i>Baseline Status</i></p> <p>The SWIN project is experiencing some delays in start up, which may impact on this indicator.</p>
1 affiliate of HP4RY/year attends ARSRC summer institute and conducts final research project in association with HP4RY.	<p>Signed participation record of 1 HP4RY affiliate.</p> <p>Copy of research project</p>	CPED and UoW in conjunction with ARSRC staff members	<p><i>Year 2 Progress</i></p> <p>Ese Apkede attended the 2-week sexuality training at ARSRC in 2009. This training was shorter than in previous years and did not include any set self-study task. The changes are due to more limited funding.</p> <p><i>Year 1 Progress</i></p> <p>Johnson Dudu attended the 3-week sexuality training at ARSRC in 2008. A copy of his study on the attitudes of teachers towards HIV and sexuality education was available at ARSRC. The findings from this report were used in the community feedback and were made available for the FLHE training.</p> <p>Eloho Tobrise attended the reduced (2-week) training at ARSRC in 2009. Instead of a report she is to implement a plan of action, to be monitored by ARSRC.</p> <p>Note that a reduction in funding has meant that the training has been reduced in number of days, although similar content</p>

			<p>is covered. Participants no longer carry out a final research project.</p> <p>ARSRC recommend that 2 members of the HP4RY, one man and one woman, participate in the training in 2010 as they have found they can accommodate more participants given the shorter duration of the training. However, this may not be possible if it increases the budget.</p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>ARSRC courses are well-established.</p>
Sexual health seminar group established and meeting in Benin City.	<p>Invitations to the seminar</p> <p>Signed participation records</p>	Prof Okonofua and Dr. Luginaah in conjunction with ARSRC.	<p style="text-align: center;"><i>Year 2 Progress</i></p> <p>Although this activity was not discussed during this visit, the evaluator notes reference to a January 2011 meeting and a call for papers is to be sent out in October 2010, which was documented in a progress report.</p> <p style="text-align: center;"><i>Year 1 Progress</i></p> <p><i>No reference made to this during evaluation.</i></p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>ARSRC already has a model for running sexuality and sexual health seminar groups in other cities.</p>
Nigerian team members, research assistants, research interns and/or junior faculty affiliated with HP4RY make presentations at 2 or more international conferences.	<p>(Included in Summary List, see above)</p> <p>Invitations to present at conferences</p> <p>Copy of presentations</p>	UoW to monitor and update summary	<p style="text-align: center;"><i>Year 2 Progress</i></p> <p>Several combined presentations are scheduled for two international conferences to be held in Canada in Oct and Nov 2010. By the time of the evaluator's visit the team had had mixed success in obtaining visas for HP4RY team members to travel. Unfortunately, at least one visa application had been rejected.</p> <p style="text-align: center;"><i>Year 1 Progress</i></p> <p><i>No reference made to this during evaluation.</i></p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>Nigerian team members have some experience with research presentations.</p>

Outcome:

<i>Objectively Verifiable Indicator</i>	<i>Means of Verification</i>	<i>Person Responsible</i>	<i>Status</i>
<p>NYSC demonstrate capacity to take on research or intervention tasks.</p>	<p>Card index profiling NSYC members</p> <p>Field reports during implementation of FLHECy</p>	<p>Kokunre Eghafona and Francisca Omorodion supported by CPED</p>	<p><i>Year 2 Progress</i></p> <p>Several Corpers have made use of their research skills in their communities, carrying out investigative research before designing community-based activities (eg. working with parents; preparation for the baking training; study on teenage pregnancy).</p> <p><i>Year 1 Progress</i></p> <p><i>Not applicable – too early.</i></p> <p><i>Baseline Status</i></p> <p>NYSC members have been involved in various forms of community mobilization and also in working with youth on HIV-related issues. They represent a diverse range of backgrounds, but are all university graduates and can therefore be reasonably expected to have the necessary skills to benefit from the learning opportunities embodied in HP4RY.</p>
<p>Research assistants and interns take increasing responsibility for research activities over 4 years of programme.</p> <p><i>(Note: People referred to as ‘research interns’ in the project proposal and project budget are now referred to as ‘staff’ members. Any increased responsibilities and development of skills on the part of staff is evidence of taking on increasing responsibility for research activities)</i></p>	<p>Card index profiling research assistants and interns</p> <p>Field reports during implementation of HP4RY</p>	<p>CPED and UoW</p>	<p><i>Year 2 Progress</i></p> <p>One RA is, along with one Corper, currently employed by CPED and two former RAs are now full-time staff on the HP4RY project. The two HP4RY staff members who were initially RAs have made substantial strides in terms of capacity development relating to project implementation, training and carrying out research activities.</p> <p><i>Year 1 Progress</i></p> <p>The Secretary to HP4RY had already created a database holding the names and contact details for RAs and EAs. The evaluator discussed how this database should be extended to record which training events the Assistants take part in and when they progress into other roles.</p> <p>Two RAs from the baseline data collection have become permanent HP4RY staff and have participated in training sessions in data analysis and production of reports and publications for peer review.</p> <p>One area of weakness has been in the area of HP4RY staff</p>

			<p>taking on data analysis tasks. To date these tasks have been handled in Windsor because of technology problems delaying data analysis training. Having completed training in qualitative and quantitative data analysis, it is hoped that HP4RY staff in Nigeria will take up analysis of some of the survey and qualitative data.</p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>This is a new area of experience being introduced into a resource-poor context.</p>
<p>Research assistants and interns take increasing responsibility for leadership in training of NYSCs.</p>	<p>Card index profiling research assistants and interns</p>	<p>CPED and UoW</p>	<p style="text-align: center;"><i>Year 2 Progress</i></p> <p>HP4RY staff members are facilitating more of the training elements of the project, either in leadership or support roles. Initially only team members were delivering training.</p> <p>Specifically, HP4RY staff members present an introduction to the project to Corpers while they are still being inducted; staff members lead a further 2 days of Corper training and one staff member works with a team member on the remainder of the Corper training. Staff members are also involved in training RAs prior to data collection phases.</p> <p>The staff members who are playing a role in the training of Corpers are those who have attended the training at ARSRC.</p> <p style="text-align: center;"><i>Year 1 Progress</i></p> <p>During this evaluation period CPED staff, particularly those 2 members who had attended the training at ARSRC, were preparing to facilitate during the Corper training.</p> <p>The risk that trained CPED staff will get other jobs was noted. There is provision for new staff to be trained by existing HP4RY staff in a 'step-down' approach.</p> <p style="text-align: center;"><i>Baseline Status</i></p> <p>This is a new area of experience being introduced into a resource-poor context.</p>
<p>Small research projects conducted by graduates of</p>	<p>Copies of research projects</p>	<p>CPED and UoW in conjunction with</p>	<p style="text-align: center;"><i>Year 2 Progress</i></p> <p>On the SWIN programme, one MA and one PhD student are</p>

SWIN modules and ARSRC summer institute contribute to research agenda of HP4RY.		SWIN staff members	<p>using the HP4RY data. An additional Canadian MA student has used the data and has published 1 article in a peer-reviewed journal with another article under submission. This student has worked under the supervision of a Canadian team member.</p> <p><i>Year 1 Progress</i></p> <p>Johnson Dudu's ARSRC project was included in preparing the feedback to communities and in informing Master Trainers.</p> <p><i>Baseline Status</i></p> <p>The SWIN project is experiencing some delays in start up, which may impact on this indicator.</p>
Sexual health seminar group in Benin contributes to an ARSRC sponsored edited volume of research papers.	Copy of edited volume of research papers	Prof Okonofua and Dr. Luginaah in conjunction with ARSRC.	<p><i>Year 2 Progress</i></p> <p>No reference made to this during evaluation.</p> <p><i>Year 1 Progress</i></p> <p>No reference made to this during evaluation.</p> <p><i>Baseline Status</i></p> <p>One volume of edited research papers has been published as a result of a sexual health seminar lead by ARSRC.</p>

Impact:

<i>Objectively Verifiable Indicator</i>	<i>Means of Verification</i>	<i>Person Responsible</i>	<i>Status</i>
At least 50% of NYSC involved in HP4RY pursue employment in HIV prevention and/or community development either in research or action capacities.	Card index profiling NSYC members	CPED	<p><i>Year 2 Progress</i></p> <p>No mechanism exists for tracking this indicator</p> <p>One ex-Corper is currently working with CPED.</p> <p><i>Year 1 Progress</i></p> <p>Not applicable – too early.</p> <p><i>Baseline Status</i></p> <p>This is a new area of experience being tested in HP4RY.</p>
At least 50% of the combined body of faculty, research assistants and interns affiliated with HP4RY become part of research teams and projects	Card index profiling research assistants and interns	CPED	<p><i>Year 2 Progress</i></p> <p>Not applicable – too early.</p> <p><i>Year 1 Progress</i></p> <p>Not applicable – too early.</p>

related to sexual health and HIV after the tenure of this programme.			<p><i>Baseline Status</i></p> <p>This is a new area of experience being tested in HP4RY.</p>
At least 1 team project for purposes of new research or publication is established that involves HP4RY members and researchers met through networking facilitated by ARSRC or conference participation.	(Included in Summary List, see above)	CPED and UoW in conjunction with ARSRC	<p><i>Year 2 Progress</i></p> <p><i>No reference made to this during the evaluation.</i></p> <p><i>Year 1 Progress</i></p> <p>Prof Onokerhoraye and Drs. Okmorodion and Eghafona submitted a grant proposal to ODRC for expansion of the community component into Delta State. The proposal faced stiff competition and was not selected for funding.</p> <p><i>Baseline Status</i></p> <p>None to date.</p>
ARSRC continues providing short course module on sexuality and sexual health research.	Public announcement of ARSRC modules	CPED in conjunction with ARSRC	<p><i>Year 2 Progress</i></p> <p>HP4RY staff members deliver the ‘short course’, developed out of workshops that AHI used to train Master Trainers and teachers in other states, to Corpses and RAs.</p> <p>There is a plan under development for HP4RY staff to deliver the same to the SWIN MA students.</p> <p><i>Year 1 Progress</i></p> <p>The short course has been developed and CPED staff have been trained in its delivery. It is currently being delivered as part of NYSC and RA training for the project. It is too early to anticipate delivery outside the project.</p> <p><i>Baseline Status</i></p> <p>ARSRC currently provides short (3 week) courses on sexuality and sexual health.</p>
SWIN continues providing course modules on research methods, sexual health, and action research to students and to professionals working in the field.	Public announcement of SWIN modules	CPED in conjunction with SWIN	<p><i>Year 2 Progress</i></p> <p>The provision of courses is not taking place as regularly as initially planned under the SWIN programme. It was hoped that Master’s students would graduate earlier than is the case and would deliver a range of courses. It was also hoped that the Learning Centre would support the online delivery of courses. Alternative methods have had to be adopted, such as flying Professors in from Canada to deliver courses.</p>

			<p><i>Year 1 Progress</i></p> <p><i>Not applicable – too early.</i></p> <p><i>Note that this and the following OVI are meant to record how resources developed within HP4RY are potentially used beyond the end of the project.</i></p> <p><i>Baseline Status</i></p> <p>The SWIN project is scheduled to run concurrently with HP4RY and has experienced some delays in start up.</p>
Community mobilization related to sexual health and HIV becomes a regular component of the SWIN programme.	SWIN course programme publications	CPED in conjunction with SWIN	<p><i>Year 2 Progress</i></p> <p>The SWIN Phd student currently studying in Canada has focused on community mobilization based on HP4RY data. It is expected that this student, originally from the Uniben faculty, will return to Uniben and be able to lead the incorporation of knowledge around community mobilization into the SWIN programme.</p> <p><i>Year 1 Progress</i></p> <p><i>Not applicable – too early.</i></p> <p><i>Baseline Status</i></p> <p>The SWIN project is scheduled to run concurrently with HP4RY and has experienced some delays in start up.</p>
Model of training NYSC in community mobilization to increase AIDS capacity of communities is taken up in future NYSC training.	NYSC training programme documentation	CPED in conjunction with SWIN	<p><i>Year 2 Progress</i></p> <p>HP4RY staff visited the NYSC compound during the NYSC Corper training and made presentations to the Corpers.</p> <p><i>Year 1 Progress</i></p> <p><i>Not applicable – too early.</i></p> <p><i>Baseline Status</i></p> <p>Community mobilization is not a regular part of NYSC training. Some organizations that are assigned NYSC provide such training specific to their projects.</p>

PART III: PROJECT STRENGTHENING

This section draws on the combined observations of the evaluator and her reflections of experiences with similar work in other African countries. The main question addressed in this section is *where does the project appear to be experiencing tension or missing its potential impact and how could the project be strengthened.*

a) Team management and operations

The HP4RY project management structure is not functioning as originally planned. Attempts to change the flow of communication and process of decision-making have been made during the life of this challenging project. However, it does not appear that these changes have been adopted with success. The forthcoming visit to Canada by a number of Benin based staff will provide an ideal opportunity to discuss how team and staff members can best move forward in relation to internal communication and decision-making

In terms of communication, it is of particular concern that reports and documents that are critical for the timely sharing of information about the project's progress in country are not being submitted or circulated effectively and are not stored in any central location. Staff and team members need to accept that the preparation, submission and wider circulation of reports is a non-negotiable responsibility of each post-holder.

The evaluator recommends that the team agree a submission date for each critical report, including:

Bi-monthly report by the Project Coordinator

Monthly meetings held in country

Corper monthly reports

Monthly report on the Corper component.

Staff members responsible for these reports should submit them to the Component Leader (as is currently the case), plus a copy to the Secretary at the same time. The Secretary should save an electronic copy of the report in the central filing system, including the date the document is received. Subsequent revised versions can then be saved under the new date. At an agreed date each month (eg. the first Friday following the end of a month), the Secretary should zip all the reports for that month and send them to the PI, UoW. The purpose of this system is to protect the project from the weak communication environment that currently exists and ensure that valuable information is being used to strengthen the project.

The evaluator was not able to identify a consistent pattern or structure with regard to decision making. It appears that the decision making process is dominated by personalities and the physical presence of team members at the point of implementation. This means that sudden decisions are made when a team member is visiting a community or when a Canada-based team member is in country. This is not surprising or unusual. However, it is important that those decisions are made in a responsible manner and with consideration for the whole project (Eg. other ongoing activities in different research arms; future events that may be related and the financial responsibilities of the project). It is also extremely important that these decisions are made known to the two PIs at the earliest opportunity so that implications for the rest of the project can be considered further. The two main examples that came to the evaluator's attention of flawed decision making relate to the loss of Eloho and the work of Corper's in schools.

The centre of critical decision making should be between the two PIs, UoW and CPED. Both PIs have expertise that is essential for delivering this project. However, as they both hold positions of authority in their respective institutions they need to make joint decisions about HP4RY and present a common response to other staff and team members in order to provide effective leadership. Much as other team and staff members may be asked to contribute, or may initiate a request for a decision to be considered, a certain hierarchy of authority should be maintained if the project is to finish on a note of strength. In the absence of one of the PIs then naturally the other PI would be called upon to make independent decisions. In order to support joint decision making, constant and regular communication is necessary. This ensures that the two PIs share a common knowledge of current HP4RY issues and are 'up to speed' when quick decisions have to be made.

The evaluator recommends that the two PIs establish an effective means of communicating on a regular basis. A regular, weekly phone call might serve to improve the overall communication between the partner organizations.

b) Research

Many of the team members are experts in research and know best how to make sure the research component is completed to the highest standards possible. The experience of collecting data for Wave 2 raised a number of issues ranging from the wording and translation of questions to finding a space to hold interviews, and disruptions at school level. Likewise, the experience of analyzing the data highlighted further issues, such as dealing with staff turnover and communicating on complex tasks over long distances. An unusually high level of inconsistency in the final data was also noted. A constructive review of both of these exercises can contribute to the success of the final data collection exercise. A key question that needs to be addressed is whether the experience of collecting Wave 2 data suggests that valid and useable data can be collected in the final wave?

c) Knowledge Translation into Action

Over the last year a great deal of time and effort has been put into establishing the structures to deliver the HP4RY project in schools, through trained teachers, and in the community, through the Corpers. These structures have been established and mobilization has taken place. In this final phase of implementation within schools and communities the team is advised to concentrate on the content, quality and focus of the work being done. It is anticipated that this final phase will be the one with the highest levels of community activity. Any monitoring, feedback, guidance and support mechanisms that are part of the project design are critical at this stage if the full potential of the project is to be realized.

d) Capacity Building

All the staff and team members associated with HP4RY have gained new knowledge over the last year. Some have acquired new skills while others have deepened their awareness of their own strengths and limitations. For those who are trying to demonstrate that they have acquired new skills and who are eager to take on greater responsibilities there can be a sense of impatience and disappointment when work is not perfect. For those trying to share skills and experience with others there can be a sense of frustration. At the same time, project designs can be unforgiving, denying people the time to 'learn by doing' or having the flexibility to accommodate costly mistakes.

The evaluator advises the team to take the time to reflect on all they achieved so far, to congratulate each and every one of the team and staff members on work well done, celebrate their successes and generally give themselves a collective 'pat on the back'.

However, in a project implementation environment, new experience, knowledge and skills must be translated into better performance for it to be considered true capacity. Staff and team members need to take on the responsibilities that are associated with greater knowledge. In particular, there are aspects of professional approaches that are currently weak amongst the group as a whole. These include:

- open and timely communication on work-related matters
- mutual respect and cordial relations between team and staff members
- adherence to agreed workplans and timeframes
- respecting team roles, responsibilities and authorities
- identifying issues that have financial implications and avoiding unexpected financial commitments.

e) Sustainability

Both the school and community-based work appears to employ peer educator mechanisms. Whilst these can be extremely effective mechanisms for introducing and supporting behaviour change, they can be weak in terms of sustainability. Specifically, what happens when trained youth peer educators 'age out' of the peer group? What mechanisms are in place for new, younger youth peer educators to be brought into the group and trained effectively? How does 'succession management' work? Team and staff members are advised to review the sustainability elements in the school and community work and strengthen them where possible.

APPENDIX 1: SCOPE OF WORK

Evaluation of HIV Prevention for Rural Youth, Nigeria (HP4RY)

Section 1.0 Overview of HP4RY

HP4RY has 3 components: research or knowledge creation; HIV/AIDS programme development or knowledge translation consisting of delivery of the Family Life and HIV Education programme in select Junior Secondary Schools and community mobilization around HIV/AIDS prevention for youth in the communities where the schools are located; and capacity building in both Canada and Nigeria to support the continuation and expansion of similar work in the future. The project is being conducted by a team of Canadian and Nigerian partners and 4 collaborating institutions. The partners include:

Co-Principal Leaders: Eleanor Maticka-Tyndale, University of Windsor
Andrew Onokerhoraye, University of Benin and Centre for Population and Environmental Development
Adenike Esiet, Action Health Incorporated

Team Members: Uzo Anucah, York University
Robert Arnold, University of Windsor
Nombuso Dlamini, University of Windsor
Kokunre Eghafona, University of Benin
Isaac Luginaah, University of Western Ontario
Felicia Okoro, University of Benin
Friday Godwin Okonofua, University of Benin
Francisca Omorodion, University of Windsor
Uyi Oni Ekhosuehi, Edo State Ministry of Education

Collaborating Institutions: University of Windsor (UoW)
University of Benin (UoB)
Centre for Population and Environmental Development (CPED)
Action Health Incorporated (AHI), including Africa Regional Sexuality Resource Centre project (ARSRC)

Section 2.0 Activities

The Project Evaluator, Janet Wildish, shall visit the project office in Benin City, Nigeria on four occasions over the tenure of the project for approximately 1 week each visit. The purpose of the visits shall be to assess the progress toward project goals as per the *Indicators for Evaluation* (See Section 5.0). The approximate schedule of visits shall be: April-May, 2008; June-July, 2009; September-October, 2010; and November, 2011 – January, 2012.

Four reports shall be due, each within 30 days of completion of a site visit.

On her initial visit, Ms Wildish shall establish that project documentation and record keeping procedures are adequate to support evaluation needs and that the project team has begun to establish procedures and activities necessary to the performance of the project activities and achievement of project goals and objectives as laid out in the Memorandum of Grant Conditions (see Attachment 2). On each subsequent visit to the project Ms Wildish shall assess the progress of the project against the *Indicators of Evaluation* as set out in Section 5.0. Such assessment shall be based on a review of project records, interviews with any project staff or team members she selects, and visits to collaborating institutions and/or research sites of her choice. The project

team members and staff shall, at her request, assist Ms Wildish in these tasks. Within 30 days of the end of each visit, Ms Wildish shall provide a written evaluation report against the *Indicators* identifying areas that are on target or completed, those that are behind target, strengths of the project, and areas where improvements could be made. The final report, due by January 31st, 2012 at the latest shall provide an overall evaluation of the project.

Section 5.0: INDICATORS FOR EVALUATION OF HP4RY

Evaluation Level	Research Objectives 4.1.1 and 4.1.2	Knowledge Translation to Action Objectives 4.2.1 and 4.2.2	Capacity Building Objectives 4.3.1, 4.3.2 and 4.3.3
Process	<p><u>Ongoing:</u> Data collection and analysis proceeding on schedule.</p>	<p><u>2009:</u> 1. Meetings with communities held to provide feedback from baseline research. 2. Teachers & peer educators trained for FLHE with content supplemented with information from baseline research on sexual scripts of youth. 3. NYSC trained and facilitating FLHECy. <u>2010:</u> Reports to SMOE and Council on Education on year 1 evaluation results. <u>2010:</u> 4. Meetings held with communities, SMOE, and other stakeholders to provide overview of full evaluation results. 5. Report to Council on Education on full evaluation results. 6. Report to Federal and State Directors of NYSC on training and mobilization of NYSC for research & community mobilization.</p>	<p><u>Ongoing:</u> 1. NYSC and research assistants complete designated training modules. 2. At least 2 staff members/year attend 2 or more SWIN modular courses on research methods. 3. 1 affiliate of HP4RY/year attends ARSRC summer institute and conducts final research project in association with HP4RY. 4. Sexual health seminar group established and meeting in Benin City. 5. Nigerian team members, research assistants and/or junior faculty affiliated with HP4RY make presentations at 1 or more international conferences.</p>
Outcome	<p><u>Beginning 2009 & ongoing:</u> Research questions answered with results published in peer reviewed papers or book chapters; reports to national and international organizations; and presentations made at academic conferences.</p>	<p><u>2011</u> 1. 30 schools receiving FLHE. 2. 10 communities mobilized to enhance AIDS Capacity. 3. Relative efficacy of FLHE and FLHECy interventions demonstrated in final report with implementation guidelines for efficacious models. 4. Funding obtained to hold a post-programme summit .</p>	<p><u>Progressively during programme:</u> 1. NYSC demonstrate capacity to take on intervention and monitoring tasks. 2. Research assistants take increasing responsibility for research activities over 4 years of programme. 3. Small research projects conducted by graduates of SWIN modules and ARSRC summer institute contribute to research agenda of HP4RY. <u>2011:</u> 4. Sexual health seminar group in Benin contributes to an ARSRC sponsored edited volume of research papers.</p>

APPENDIX 2:

ITINERARY OF MEETINGS

Saturday 16th October

Departure from Norwich to Lagos
Overnight at AHI residence

Sunday 17th October

Departure from Lagos to Benin City
Greeting by Dr Francisca Omorodion, University of Windsor and Dr Felicia Okoro, University of Benin

Monday 18th October

Field visit to Abvyosi, accompanied by Ese Akpede, HP4RY
Meeting 2 Corpers in Abvyosi
Meeting with Dr Francisca Omorodion

Tuesday 19th October

Field visit to Emuhi, accompanied by Ese Akpede, HP4RY
Attendance at community event.
Meeting 2 Corpers in Emuhi

Wednesday 20th October

Meetings with:
Professor Andrew Onokerhoraye, CPED
Johnson Dudu, HP4RY
Job Eronmhonsele, HP4RY
Ese Akpede, HP4RY
Dr Uyi Oni Ekhosuehi, Ministry of Education
Dr Felicia Okoro, University of Benin
Former Corper, Vivien

Thursday 21st October

Field visit to Igbanke, accompanied by Johnson Dudu, HP4RY
Meetings with:
Solomon Oshodin, CPED/HP4RY
Emmanuel Ideh, CPED/HP4RY
Feedback to HP4RY and CPED staff

Friday 22nd October

Finalizing documentation
Departure from Benin City to Lagos

Saturday 23rd October

Departure from Lagos to Norwich

Week commencing 25th October

Phone and email correspondence with:
Uzo Anucha, Nombuso Dlamini and Sanford Tyndale.

APPENDIX 3:

KEY PARTNERS (Updated October 2010)

Principal Applicants:

Eleanor Maticka-Tyndale, PhD
University of Windsor

Andrew Godwin Onokerhoraye, PhD
University of Benin City

Leads in Research and Evaluation

Leads in Field Implementation and Community Partnerships

Adenike Esiet, BSc
Action Health Incorporated

Leads in Education Sector Representation and Integration

Team Members:

Francisca Omorodion, PhD
University of Windsor
Community ethnographic work, NYSC training & community mobilization

Kokunre Eghafona, PhD.
University of Benin City
Now Head of Sociology Dept and Co-Principal Investigator of SWIN
Community ethnographic work, NYSC training & community mobilization

Uzo Anucha, PhD
York University
Capacity building in relation to SWIN

Nombuso Dlamini, PhD
University of Windsor
Pre-service teacher training & evaluation of teacher use & response to FLHE

Isaac Luginaah, PhD
University of Western Ontario
Community selection & data analysis
Friday Okonofua, MD, PhD
University of Benin City

Felicia I. Okoro, PhD.
University of Benin City
Pre-service teacher training & evaluation of teacher use & response to FLHE

No longer involved in the programme, moved to Ford Foundation
Involvement of health sector in community interventions – e.g. youth friendly clinics.

Uyi Oni Ekhosuehi, PhD
State Ministry of Education, Edo State
In-service teacher training, interpretation of evaluation results, liaison with and report-back to education sector.

Robert Arnold, PhD
University of Windsor
Quantitative data analysis

Research User Partners:

Action Health Incorporated, Lagos, Nigeria, including the Africa Regional Sexuality Resource Centre project

Centre for Population and Environmental Development, Benin City, Nigeria

State Ministry of Education, Edo State, Nigeria

Financial Administration: University of Windsor, Windsor, Ontario, Canada (**Sanford Tyndale**)

APPENDIX 4: INTERNATIONAL VISITS PRIOR TO AND DURING PROJECT
Updated January 7, 2011

Date	Person	Funding	Purpose
Feb '05 - 8 days Benin City	Drs Maticka-Tyndale, Omorodion, Luginaah	Canadian Institute for Health Research (CIHR)	Workshop to identify potential research projects on HIV prevention: 1) University students 2) Community based intervention Involved Center for Population and Environmental (CPED) Development, which involves faculty members from University of Benin.
July '05 - 14 days Benin City	Dr Maticka-Tyndale (5 days) Dr FranciOmorodion (14 days)	Canadian Research Chair	Generation of letter of intent in response to Global Health Research Initiative call. Visits to: State Commissioner of Education, State Director for National Youth Service Corps, Vice Chancellor of University of Benin, Ministry of Women's and Youth Affairs, Unicef.
July/August '06 - 3 days	Dr Onorkerhoraye Dr Okoro Ms Esiet	IDRC grant plus contribution from University of Windsor	To complete proposal once Letter of Intent had been accepted. 3-day workshop to establish architecture of the project. Coincided with International AIDS Conference in Toronto.
Dec '07 - 9 days	Drs Anucha, Maticka- Tyndale, Dlamini	CIDA-funded project, Social Work in Nigeria, SWIN	Celebratory dinner with partners after proposal accepted in August '07 with revisions and budget cuts. Event made possible as Dr Maticka-Tyndale was delivering a research course at University of Benin under the SWIN project.
Feb '08 - 3 days	Dr Maticka-Tyndale Sanford Tyndale, Research Coordinator	Canadian Research Chair	To establish agreed financial management and accounting systems at CPED. Set up the Rapid Assessment necessary to select intervention communities. This coincided with attendance at the Africa Sexual Health and Rights Conference in Abuja, which Dr Maticka-Tyndale attended.
April '08 - 2 weeks	Dr Maticka-Tyndale Janet Wildish, Evaluator	HIV Prevention for Rural Youth (HP4RY)	Establish baseline and agreed documentation for evaluation indicators. Confirm and elaborate on roles and responsibilities within the project. Delivery of project equipment and establish protocol and processes for additional purchases and office set-up. Confirm schedule of activities, review all data collection procedures, and prepare for initial phases of data collection. Confirm budgetary commitments. Establish protocol for: staff hiring, staff training.
April '08 – 4 weeks	Dr. Omorodion	HP4RY	Complete planning for community ethnographies. Initiate planning for selection, training and mobilization of NYSC. Confirm SMOE requirements and role in FLHE. Meet with State Director of NYSC to confirm participation.

Sept-Oct '08 – 4 weeks	Dr. Maticka-Tyndale	HP4RY	Train staff and RAs in data collection in schools. Set up data collection schedule and procedures. Pilot test and finalize research instruments. Review and finalize community selection.
Jan-April '09 – 12 weeks	Dr. Omorodion	HP4RY	Recruit, train and supervise Ethnographic RAs. Supervise transcription of ethnographic data. Prepare and present knowledge from ethnographies to team and interested others.
April '09- 1 day	Drs. Anucha and Dlamini	SWIN	Participate in team meetings and knowledge translation
April '09 - 3 days	Dr. Dlamini	HP4RY	Work with Dr. Okoro on knowledge translation to pre-service teacher training and with Dr. Oni Ekhosuehi on in-service teacher training. Deliver portion of in-service training of Master Trainers.
Apr-May '09 – 4 weeks	Dr. Maticka-Tyndale	HP4RY	Presentations of baseline findings to team and interested others. Knowledge translation to FLHE and for community feedback, participate in Master Trainer training. Conduct capacity building courses on qualitative and quantitative data analysis, literature searching, writing for academic publication.
May '09 – 1 week	Dr. Eric Tenkorang	U of Windsor	Co-lead with Dr. Maticka-Tyndale, capacity building course on quantitative data analysis. Review literature resources available at WHARC. Capacity building with HP4RY staff on planning and possibilities for careers in research.
July-Aug '09 – 4 weeks	Dr. Omorodion	HP4RY	Recruit, train and set-up supervision of Youth Corpers. Continue knowledge translation from ethnographic data.
Oct '09 – 1 week	Dr. Maticka-Tyndale & Mr. Tyndale	HP4RY & Univ. of Windsor	Review accounting procedures, plan for wave 2 data collection. This trip followed Teasdale-Corti team meetings in Cairo so cost to project was low. Mr. Tyndale's trip was paid from U of Windsor funds.
Jan-Apr '10	Dr. Omorodion	HP4RY	Oversee Community-based programme, including debriefing of Group 1 Corpers and training Group 2.
Feb –'10 – 2-3 weeks	Dr. Dlamini (2 weeks) Mr. Tyndale (3 weeks)	HP4RY	Train staff and RAs in data collection in schools. Work with staff to set up data collection schedule and procedures.
Feb'10 – 1 week	Dr. Omorodion & Dlamini	HP4RY	Attend and make presentations on HP4RY project at International Conference on Sexual Rights in Africa in Addis Ababa, Ethiopia
May '10 – 3 weeks	Dr. Eric Tenkorang	U of Windsor & CPED	Conduct intensive statistics training with staff.
Aug-Oct'10	Dr. Omorodion	HP4RY	Oversee Community-based programme including training of Group 3 and begin preparations for Research Seminar.
Oct-Nov '10 – 1 week	Drs. Onokerhoraye, Omorodion, Okoro, Dlamini, Maticka-	HP4RY	Attend Global health Research Conference, Ottawa, Canada and make presentations on 6 month impact evaluation

	Tyndale, Mr. Dudu & Ms Akpede		
Nov 4-5 '10	Drs. Onokerhoraye, Omorodion, Okoro, Dlamini, Maticka-Tyndale, Anucha, Mr. Dudu & Ms Akpede	HP4RY	Attend 2 day team meeting held in IDRC offices and make presentation to IDRC on project
Nov '10 (2 weeks)	Mr. Dudu & Ms Akpede	HP4RY	Intensive training in statistical and qualitative analysis and data management held in Windsor, Ontario and attend OHTN conference in Toronto, Ontario.
Jan – March '11	Dr. Omorodion	HP4RY	Plan Research Seminar, oversee Corper programme
Feb '11 (3 weeks)	Dr. Maticka-Tyndale	HP4RY	Preparation and training for wave 3 data collection in schools.
May '11 (3 weeks)	Dr. Omorodion	HP4RY	Debrief final group of Corpers and oversee evaluation of community-based programme.

APPENDIX 5: SCHEDULE OF RESEARCH, KNOWLEDGE TRANSLATION & MOBILIZATION COMPONENTS Updated October 10, 2010

DATE	ACTIVITY
2-4/08	Ethics Clearance: UofW, UNIBEN, UWO, York
2-4/08	Rapid Assessment: Data collection from State & NGO offices to establish sample pool
4/08	<ul style="list-style-type: none"> ➤ Preliminary selection of 30 communities ➤ Review draft data collection instruments ➤ Review procedures for data collection ➤ Evaluator visits
5-6/08	<ul style="list-style-type: none"> ➤ Visit communities & schools to verify information ➤ Finalize selection of 30 communities
7/7-26/08	Project Administrator attends SLDF
7-8/08	<ul style="list-style-type: none"> ➤ All staff learn equipment and software ➤ Complete questionnaires in SNAP ➤ Test scanning – staff complete 10-20 dummy questionnaires and scan ➤ Set up office ➤ Trial run of ID and ?aire admin procedures in office
8/08	<ul style="list-style-type: none"> ➤ Recruit 9-10 research assistants for baseline data collection ➤ Locate and confirm participation of pilot school in consultation with F. Okoro
9/15-16/08	Prof EM-T in Benin: train/review all data collection procedures with staff
9/17-18/08	Pilot data collection procedures in 1 school: <ul style="list-style-type: none"> ➤ Issuing photo IDS ➤ Questionnaire completion ➤ FGDs & IDIs
9/19/08	Data capture of pilot data
9/22-26/08	Analysis of pilot data and revision of instruments
9/29-30/08	Print all instruments
10/1-3/08	Train research assistants and prepare for field
10/6-11/28/08 and 1/09	<ul style="list-style-type: none"> ➤ Baseline data collection in 30 schools ➤ Scout out potential RAs in 10 FLHECy locations for ethnographic work
10/08 – 1/09	Data capture
11/08-1/09	Transcription of FGDs and IDIs
12/08-12/09	Data analysis
1/09	Train RAs for ethnographic work
1-3/09	Brief ethnographies
3-4/09	RAs work with F. Omorodion & K. Eghafona to prepare ethnographic summaries
4-8/09	Translation of results to <ul style="list-style-type: none"> ➤ Additions to FLHE to reflect local context ➤ Community mobilization model ➤ Prepare training model for NYSC, plan for recruitment
4/09	<ul style="list-style-type: none"> ➤ Presentation of baseline and ethnographic findings to team, staff and interested others. ➤ N. Dlamini & F. Okoro review pre-service training and identify modifications and additions to strengthen training to teach FLHE
6/09	<ul style="list-style-type: none"> ➤ 3 day refresher for Master Trainers

DATE	ACTIVITY
7/09	<ul style="list-style-type: none"> ➤ Select 20 NYSC (2/FLHECy community) ➤ 1 staff member attends SLDF – Eloho Tobrise ➤ Feedback of research findings to communities
8/09	<ul style="list-style-type: none"> ➤ Train and place Youth Corpers ➤ Train principals, teachers, guidance counselors and inspectors in FLHE & Monitoring ➤ Evaluator visits ➤ F. Okoro observes training for insights into enhancement of FLHE pre-service training at UNIBEN and monitoring of training
9/09	<ul style="list-style-type: none"> ➤ FLHE begins in schools ➤ Corpers begin community mobilization activities
9-11/09	<ul style="list-style-type: none"> ➤ F. Okoro adds components of FLHE to pre-service content course at UNIBEN
1/10	<ul style="list-style-type: none"> ➤ Prepare instruments for year 1 data collection ➤ CIEs monitor FLHE in schools ➤ Recruit and train RAs for data collection ➤ Submit abstracts to ICA and prepare scholarship applications for staff
2/10	Some team members attend and presents at African Regional Sexual Health and Rights Conference – Ethiopia
2-3/10	Phase 2 data collection in 30 schools
3/10	<ul style="list-style-type: none"> ➤ Recruit & train 10 NYSC – group 2 ➤ Midterm debriefing for 20 NYSC – group 1
2-4/10	Data capture and transcription
4-6/10	<ul style="list-style-type: none"> ➤ Data analysis ➤ Monitor community mobilization
5/10	Eric Tenkorang conducts data analysis and report preparation capacity building with staff
6/10	Exit debriefing 10 NYSC- Group 1 – 10 retrained to work with Group 2
7/10	1 staff member attends SLDF – Ese Akpede
7-8/10	Preparation of reports and submission of abstracts to CGHR and OHTN conferences
8/10	<ul style="list-style-type: none"> ➤ Recruit and train 10 NYSC – group 3 ➤ Midterm debriefing 10 NYSC – group 2 ➤ Edit debriefing final 10 NYSC from group 1
8-9/10	<ul style="list-style-type: none"> ➤ Visa applications for 3 team and 3 staff to come to CGHR Conference in Canada
9/10	<ul style="list-style-type: none"> ➤ Third Evaluator visit ➤ Circulate call for papers for January Research Seminar
10-11/10	<ul style="list-style-type: none"> ➤ A.Onokerhoray, F. Okoro, K. Eghafona, J. Dudu, J. Eronmhonsele, E. Akpede, E. Tobrise, E. Maticka-Tyndale, F. Omorodion, N.Dlamini make presentations at CGHR Conference ➤ Presentations on project to IDRC ➤ All team meeting Nov 4, 2010
11/10	<ul style="list-style-type: none"> ➤ J. Dudu, J. Eronmhonsele, E. Akpede at University of Winsor for continued capacity building in data management and analysis
1/11	<ul style="list-style-type: none"> ➤ Recruit and train RAs for data collection ➤ Midterm debriefing 20 NYSC – groups 2 and 3 ➤ Research Seminar
2-3/11	Phase 3 data collection in 30 schools
3-4/11	Data capture and transcription
4-6/11	Data analysis
6/11	Exit debriefing 20 NYSC –groups 2 and 3 1 Staff member attends SLDF

DATE	ACTIVITY
8/11	Train principals, teachers, guidance counselors, inspectors in 10 control schools
7-12/11	Preparation of presentations, reports, AIDS Competent Community package.
9/11	FLHE begins in control schools
10/11	<ul style="list-style-type: none"> ➤ Final reports to communities, schools, NYSC Director, etc. ➤ Evaluator visits ➤ Preparations for ICASA Conference
12/11	Presentation of full project at satellite or designated session at ICASA, Addis Ababa, Ethiopia
2012	Methodology Workshop at ICA

APPENDIX 6: SUMMARY TABLES OF KEY COMPONENTS (FLHE and Action Research Model)

<p>FLHE, as implemented in Edo State under HP4RY: Completed by Drs. U Oni-Ekhusuehi and E. Maticka-Tyndale</p>
<p>Materials:</p> <ul style="list-style-type: none"> • National Curriculum Guidelines (green) • Edo State Scheme of Work –state approved SoW for integration of FLHE into carrier subjects is in each school for JSS 1; the state is not yet ready to distribute these for JSS 2 and 3. Master Trainers have copies of draft JSS 2 and 3 SoW and use them in their training. • Subject text books • Each school has a set of blue books to be shared by teachers.
<p>Trainers:</p> <ul style="list-style-type: none"> • Master Trainers (including for subjects and G&C): <ul style="list-style-type: none"> ○ Selection Criteria: All have at least an MA or MSc in their subject field. All have taught in JSS or SSS. All are currently either teaching in JSS or have positions in the Min of Ed. ○ Received 2 weeks Master Trainer training and a 3 day refresher course prior to initiating training for the HP4RY programme. ○ During training of teachers there is 1 master trainer/carrier subject and 1 for G&C. Master Trainers are placed based on their own subject training and experience. In addition, there is one master-master to organize and supervise the training. Normally 10 schools are trained at one course giving the MTs each 10 subject or G&C teachers to supervise.
<p>Training of schools:</p> <ul style="list-style-type: none"> • Sensitization at school level <ul style="list-style-type: none"> ○ 1 day sensitization with 2 parents from each school plus the school’s teacher responsible for G&C attending. ○ Two sessions held, one in Benin and one in the north of the State to minimize travel. • Teacher Training <ul style="list-style-type: none"> ○ Each schools sends 1 teacher/carrier subject plus the G&C teacher for a total of 4 teachers/school. ○ Criteria for Teacher Selection: <ul style="list-style-type: none"> ▪ Carrier Subject Teachers: Ideally all teachers should be formally trained in their subject area and employed by the Min of Education. However, for schools that do not have such teachers, the teacher responsible for the carrier subject attends training. ▪ Counselors: Ideally G&C teachers should have university level training in guidance and counseling. There are few such teachers in Edo State. Therefore, for the HP4RY programme, whichever teacher carries the responsibility for G&C in the school is eligible for training. ○ Training takes place during regular school breaks so that it does not disrupt the teaching function of the schools. ○ Duration of training: 10 days for teachers, 7 days for G&C. The first 5 days both groups are trained together. Following this the groups are split. Teachers cover subject specific teaching and SoW followed by a practicum and debriefing. G&C cover counseling and guidance topics and selection, training, supervising and

- o sustaining peer educators plus a practicum.
 - o Training includes instruction plus practicum for both teachers and G&C.
- Other school personnel
 - o School principals receive 2 days training.
 - o CIEs receive 2 days training in monitoring of programme activities
- Other:
 - o Dr. Uyi Oni Ekhosuehi, the AIDS Officer for the Ministry of Education in Edo State visits each school to meet with the PTA and insure information about the programme is getting to the parents.
 - o Components of sexual scripting theory relevant to teaching were incorporated into Master Trainer training. Since this is a new, non-standard area that is being added to a Ministry approved standard curriculum, a newsletter that covers pedagogy and messages based on scripting theory and results of the baseline research was distributed in each school through the PTA for use by teachers and parents.
 - o A major transfer of School Principals took place before the beginning of the 2010-11 school year, leaving only one trained Principal in the 20 FLHE schools. Teachers may have also been transferred.
 - o In the 10 FLHE+Cy schools, some Corpers have been working in the schools. The third set of Corpers deployed to the HP4RY programme have all undergone Peer Educator Training (PET) during their NYSC training and have been provided with a training manual, developed in conjunction with UNICEF.

School level implementation: *(incl. how sexual scripting has informed the delivery of FLHE)*

- Where do we expect to find FLHE in an Edo State school after HP4RY training?
 - o FLHE is designed for integration into the carrier subjects of English, Integrated Science and Social Studies. Regular lessons in these subjects will include information from the FLHE curriculum – i.e. about family life, gender roles, sexuality, sexual health (including pregnancy prevention, STIs and HIV).
 - o FLHE topics will also be addressed in school assemblies, by peer educators, in PTA meetings with parents, and FLHE clubs. In addition, each school is encouraged (although not required) to have an anonymous question box with regular answering of questions.
 - o G&C teachers have the responsibility to select and train peer educators in their schools. This is included as part of the training of G&C teachers. Activities of peer educators should be visible in the schools, students should be aware of the presence of peer educators, and the PEs should be addressing FLHE relevant topics.
- What messages will be emphasized with the HP4RY input?
 - o HP4RY has added material on sexual scripting to teacher training and made this available in the newsletters.
 - o Messages emphasized include specific reasons/benefits and ways to postpone sexual activity for both boys and girls that are based on how youth spoke about these in the baseline research; and correction of misinformation about HIV transmission and condoms.
 - o Condoms are not a formal part of the curriculum, but questions about condoms may be answered and misinformation may be corrected.
- What strategies do we expect to see teachers adopting?
 - o Infusion and integration of FLHE topics into regular subject teaching (e.g. in English, lessons on proper letter writing might include writing a letter about what you have learned about HIV; Integrated Science will include lessons on STI, HIV and pregnancy prevention; Social Studies will include lessons on the impact of HIV on

<p>communities)</p> <ul style="list-style-type: none"> ○ Teachers speak more openly, with less embarrassment about sexuality topics with students and parents. ○ Teachers more accommodating of student questions ○ Will also expect to see students talking more openly about sexuality topics in class. ○ More participatory teaching activities. <ul style="list-style-type: none"> ● Is there anything specific that has been introduced under HP4RY? <ul style="list-style-type: none"> ○ In prior FLHE training, only teachers formally trained in one of the carrier subjects and employed by the Ministry were eligible for FLHE training. Under HP4RY we are training all teachers who teach the carrier subjects, whether or not they have prior formal training or are employed by the Ministry or the community. ○ The State AIDS Education Officer is visiting each PTA and delivering a newsletter to raise awareness of the programme among parents and communicate Ministry endorsement of the programme and the newsletter contents.
<p>Monitoring:</p> <ul style="list-style-type: none"> ● CIEs visit schools once/year to monitor all programmes and activities. This is their regular work. ● The Minister has approved additional monitoring by one information officer from the HIV and AIDS Educational Unit who will monitor under the supervision of Dr. Oni Ekhosuehi. ● Waves 2 and 3 of data collection in the schools will take place in February-March 2010 and 2011 and include questions designed to monitor the presence of FLHE activities.

<p><u>ACTION RESEARCH:</u></p>
<p style="text-align: center;">Cycle 1</p>
<p>Research: School-based: Baseline Surveys, FGDs, Interviews October-November 2008, February 2009 Community-based: Ethnographies February-March, 2009</p>
<p>Reflection/Action Design: <i>School-based:</i> Analysed in Canada (sexual scripting etc) with electronic input from Benin. Incorporated in FLHE through</p> <ul style="list-style-type: none"> ● Master Trainers June 2009 ● newsletters sent to schools – early 2010 ● State AIDS Education Officer visits to schools. <p><i>Community-based:</i> Analysed in Canada and Benin. Key findings of both school-based and community-based research fed back to communities July 2009 with feedback, questions, interpretations, ideas for action articulated and recorded during these meetings for use in community- and school-based programming. How incorporated into Corper training and community mobilization towards AIDS Competence?</p> <ul style="list-style-type: none"> ● Corpers briefed on AIDS Competent Community model during training and how to use it in community work. ● Field Coordinator provides monthly work plans using the AIDS Competent Community model and review of the monthly field reports of activities. ● Periodic newsletters highlight ‘best practices’ and segments of the ACC model to promote additional work by Corpers to move communities toward greater AIDS

competence.
<p>Action/follow up: Actions listed above are implemented in schools and communities. See FLHE chart for implementation in schools.</p> <ul style="list-style-type: none"> • Scripting and FLHE – teachers trained, newsletter prepared and circulated. • ACC – See above for actions by Corpers and Field Coordinator.
Cycle 2:
<p>Research: School-based: Surveys of teachers and students, FGDs with students, interviews with teachers. February-March, 2010. Monitoring of school activities by CIEs April-June 2010. Community-based: no formal research. Corpers provide journals recording daily activities and monthly summaries reporting on how they have addressed the targeted aspects of the ACC model for each month. June 2010, first cycle of Corpers completed their work and were debriefed about activities in their communities. They documented all activities related to ACC that took place during their tenure. This will be repeated in January 2011 when second group of Corpers complete their tenure and in June 2011 for 3rd and final group.</p>
<p>Reflection/Action Design: <i>Community-based:</i> On-going based on review of monthly Corper reports and more intensive at Corper debriefing in June, 2010 and January and June 2011. <i>School-based:</i> Review of results of evaluation following 6 months of FLHE programming and CIE monitoring reports.</p>
<p>Action: Closer ties with Ministry of Education. Provide Corpers with work-plans that specifically address activities to move along the AIDS Competent Community Continuum. Six workplans were provided that took Corpers in all communities through a universal set of ‘start-up’ and ‘getting to know your community’ activities. These were subsequently replaced by monthly community-specific recommendations for ‘next steps’ that varied depending on what the specific dynamics were in each community. No specific actions in schools until after 3rd wave of data collection to prevent contamination of evaluation.</p>
Cycle 3:
<p>Research: School-based: Surveys of teachers and students, FGDs with students, interviews with teachers. February-March, 2011 Community-based: no formal research. Corpers provide journals recording daily activities and monthly summaries reporting on how they have addressed the targeted aspects of the ACC model for each month. June 2011, final cycle of Corpers will complete their work and be debriefed about activities in their communities. They will document all activities related to ACC that took place during their tenure.</p>
<p>Reflection/Action Design: To take place July-Aug 2011. Team reviews all evaluation data and Corper documentation.</p>
<p>Recommended Action: Feedback to Ministry of Education, Director Edo State NYSC, Communities. Prepare Programme Package on Corpers and AIDS Competent Community initiative.</p>

Prepare for satellite meeting or designated session at ICASA Dec. 2011 in Addis Ababa, Ethiopia
Prepare for methodology workshop at ICA, Washington, DC June 2012.