

**Evaluation of HIV Prevention**  
**For Rural Youth, Nigeria**  
**HP4RY**

**YEAR 1 EVALUATION REPORT**  
*(One Volume Only)*

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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
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 IDRC<sup>1</sup> 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 programme.

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 planned to inform the development of the HP4RY project so as to maximize the effectiveness of its delivery.

This report constitutes the first annual process evaluation of HP4RY. The findings are based on a visit to the project site and progress in the project development and delivery is assessed against the Indicators of Evaluation (see table from page 11 of this report). In addition, 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 two parts, Part I, which looks at the integrity of the implementation process and Part II, which looks at project strengthening.

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<sup>1</sup> IDRC funding incorporates funding from four Canadian institutions: CIDA, CIHR, PHAC, and IDRC.

## **EXECUTIVE SUMMARY AND RECOMMENDATIONS**

The first annual evaluation visit to Benin City confirms that substantial progress has been made in implementing the HP4RY project and that the project design is being followed as closely as working conditions can allow realistically. This is the result of considerable determination and hard work on the part of a number of project staff members. Some of the successes include: delivery of all components within the agreed timeframe; high quality and usefulness of the baseline research; sharing the research findings with other stakeholders; high quality of the capacity building; positive impact of the project experience to-date on the daily practices of CPED and the respect being shown to the project budget.

Some aspects of the project design do not appear to be surfacing with their full potential impact. These include: effective team approach to managing and delivering the project; development of new skills into more advanced roles and taking on of new responsibilities; translation of research findings into revised programme elements (FLHE and community work) and the incorporation of the intended theoretical and methodological foundations.

### **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.
- 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.
- 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
- 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.
- 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.
- 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.

## Recommendations:

### Management:

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

### 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.

### 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 programme approach).

## **METHODOLOGY**

The evaluator made a one-week long visit to Benin City in the week commencing 3rd August 2009. It had been hoped that she would be able to observe the FLHE teacher training but this proved impossible as the training was delayed to coincide with the revised school vacation dates. The evaluator spent the week interviewing HP4RY member staff at CPED, Uniben, MoE and AHI. She was also able to attend a briefing meeting for the Ethnographic Assistants who were being prepared to receive the first cohort of Corpers. Following the in-country visit the evaluator conducted a telephone interview with the Principal Investigator in UoW.

In future evaluation visits it is recommended that the evaluator meet with representatives from the FLHE Master Trainers and makes brief field visits to an FLHE trained school and a community hosting a Corper. Telephone interviews with members of the SWIN team are also advised.

## **PART I: INTEGRITY OF THE PROGRAMME**

This section provides a reflection on the way in which the project is being implemented. It documents areas of change, progress and summarizes the challenges and successes that team members have dealt with. The section draws on interviews with staff 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 programme is being implemented as planned and within the specifications of the research grant.*

### 1) Programme Progress:

All the evidence on the ground supports the view that great progress has been made in the programme and that the activities have been carried out in accordance with the programme schedule. Naturally, there has been some slippage in terms of actual dates of carrying out specific tasks, but the net effect of any delays has been accommodated and the work programme is on schedule.

### A brief summary of key tasks that have been completed:

#### a) Research Component

- Research Assistants recruited and trained
- baseline surveys, focus groups and interviews completed in schools
- Ethnographic Assistants recruited and trained
- ethnographies carried out
- preliminary data analysis carried out

#### b) Knowledge Translation

- research findings feedback to HP4RY members, Uniben and other NGOs, FLHE Master Trainers and communities
- PTAs have been mobilized and sensitized on their role in communicating with children and granting access to FLHE
- Master Trainers have been briefed on the research findings and given exposure to ideas on how to incorporate the key messages into the existing FLHE programme.

### c) Capacity Building

- HP4RY staff have received all planned training in research methods, data collection practices, data analysis (qualitative and quantitative), literature searching, preparation of literature reviews and papers, relevant software and have completed a short course on sexuality
- collaboration with SWIN and ARSRC has taken place and training provided as planned
- Two HP4RY staff members have completed the Sexuality Leadership Development course conducted by ARSRC.

### 2) Programme Changes:

In the course of implementation, various changes have had to be made to the planned approach:

#### Ethnographic Assistants:

Initially it was envisaged that Corpers would conduct the ethnographies in the communities to which they were assigned. This was not feasible because of the timing of the Corper deployment. Instead, young graduates from the targeted communities were recruited and trained as Ethnographic Assistants (EAs). A small number of EAs have been retained to introduce the Corpers to the communities and to pass on the detailed information gathered during the ethnographic studies.

#### Internet access:

Constraints in internet access have made frequent and in-depth communication between the team based in Windsor and those based in Benin City extremely difficult and more limited than anticipated. This has meant that training and support in data analysis could not be provided as planned and the bulk of the data analysis has had to be transferred over to the team in Windsor.

#### School and community selection:

The process of selecting communities and identifying targeted schools was more prolonged and complex due to unexpected delays and gaps in communication of eligibility criteria for participation in FLHE training.

#### Staff turnover

Staff turnover in government offices is more rapid than expected, for instance the programme is now engaging with the second Minister for Education and second District Director for NYSC. This had an impact in the community component as the incoming District Director for NYSC has adopted a different approach to the selection of Corpers, which has excluded the HP4RY programme team from having any influence on selection, and the way in which the Corpers are assigned to their roles. Previously Corpers were to be assigned to CPED and deployed to the communities, whereas the NYSC Director requires the Corpers to be assigned directly to the communities. This has further ramifications on issues such as method of paying the Corpers' supplements, which are still being dealt with.

### 3) Challenges Encountered:

Given the complexity of the HP4RY project, which comprises a number of interrelated research and delivery components and which is managed by an internationally dispersed team of four partner institutions, it is not surprising that numerous challenges have been encountered. Team members have risen to the majority of these challenges and have found solutions so that the delivery of agreed activities



is not comprised. These solutions, however, have affected the allocation of roles and distribution of work and need to be reviewed so that the long-term success and quality of HP4RY is not undermined. This issue is revisited in Part II, Project Strengthening (see page 32).

#### An overview of challenges experienced:

##### a) Cultural

Being part of a large team that is spread across two continents, with people working in different resource, social and climatic environments, within different work and research cultures, and on different sub-components of the project has brought many personal and interpersonal challenges. The structure of the project as separate sub-components led by subgroups of team members has led to challenges and difficulties being dealt with by individuals or subgroups acting in isolation, rather than openly airing and addressing the difficulties as a team.

Team and staff members alike have voiced concerns that raise questions such as:

Should decision-making be more inclusive?

How do we insure that the structure of the project does not inhibit action or restrict the contributions of all team and staff members?

Who should communicate decisions and with whom?

How can communication be improved within the technological limitations?

How do we insure that work and responsibilities are distributed equally among staff and among team members?

Where should FLHE programme management, responsibilities and funding be located?

How do we minimize the last minute changes to scheduling and the disruptions they cause?

##### b) Practical

The living and working conditions at community level are difficult: living conditions (sunflies, lack of clean water); ongoing responsibilities of community members (not available for interview in the mornings or afternoons); cultural (who may talk to whom about what); access (transportation) and the general differences in norms and values around the sensitive topic of sexuality, reproduction and health.

Human diversity and differences in learning styles are challenging: getting in-depth ethnographies from inexperienced EAs; learning software packages at speed; transferring new knowledge, skills and responsibilities from a distance and during brief visits.

The limitations in technology and communication frustrate people working in country and those based abroad who are dependant on the work outputs: interrupted power supply (dependence on generators); an efficient or effective internet connection is not viable (less contact, third party communication); poor equipment performance (scanners malfunctioning in the heat and humidity, i.e. in the absence of air conditioning); absence of access to electricity in research sites (schools and communities).

##### c) Potential Challenges

As the HP4RY project has an explicit objective of building capacity, the team should not be surprised if several members of staff move on to other positions during the four years of the project. Such events will represent a loss of research skills as well as institutional memory. It is important that an ethos of collaboration and information sharing is nurtured throughout the team and especially at the operational

hub, CPED. If a staff member leaves, remaining staff need to be prepared to train replacement staff as there is no provision for a repeat of the research training. In order to protect the project from the potential loss of a key member of staff, a strong team mentality should be built up, with an emphasis on information sharing.

It is also worth noting that CPED is currently only running one major programme, HP4RY. It is easy to overlook the distinction between CPED and HP4RY staff. However, were CPED to enter into another project contract within the life of HP4RY, this distinction might become more significant.

#### 4) Successes Accomplished:

First and foremost, the HP4RY project has been successful in actually undertaking the activities as planned and keeping the momentum of the initiative in difficult working conditions.

#### Areas where team members and staff feel they have succeeded:

##### a) Research

- has been done on time
- the ethnographies have depth
- the baseline findings are detailed enough to help the State move forwards
- the information in the baseline research is useful in determining gaps and existing knowledge,
- the findings have been shared with a wide range of interested stakeholders, including out of state actors and communities

##### b) Capacity Building

- training has been given as promised and has had quality
- some chances to apply training have arisen
- positive impact on CPED's practices as an organisation

##### c) Financial

- the CPED team respect the programme budget and make great efforts to adjust plans to stay within budget
- the Principal Investigators have been sensitive to additional project needs and adjusted the budget to accommodate them.

## INDICATORS FOR EVALUATION OF HP4RY

The table below summarizes the status of the key indicators at August 2009, year one 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 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 (Appendix 5).</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</p>

			<p>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><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 fed back to HP4RY members, Master Trainers for school component, Youth Corpers for community component, and communities involved in the programme.</p> <p>Colleagues at Uniben outside the HP4RY team were invited to 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><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><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>

## 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 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 number of reports.</p> <p>MoE has held PTA meetings to mobilize the schools' parent body to support the FLHE programme.</p> <p><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>
Teachers and peer educators trained for FLHE with content	Report on research findings	Eleanor Maticcka-Tyndale	<p><i>Year 1 Progress</i></p> <p>A summary report and powerpoint presentations</p>

<p>supplemented with information from baseline research on sexual scripts of youth.</p>	<p>Documentation of meeting to review FLHE training material and revised plans</p> <p>Physical observation of training.</p>	<p>Uyi Oni Ekhosuehi, State Ministry of Education, Edo State</p> <p>Janet Wildish, Evaluator</p>	<p>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 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 10<sup>th</sup> 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>
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			<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>
<p>Pre-service curriculum for FLHE based on existing FLE curriculum prepared, piloted approved and delivered to education students at University of Benin.</p>	<p>Written curriculum and teaching guidelines. Course approval from University of Benin. Course being delivered.</p>	<p>Felicia Okoro and Numbuso Dlamini</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 10<sup>th</sup> 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 style="text-align: center;"><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 10<sup>th</sup> 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 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 of issues is high.</p>

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 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 Adenike Esiet	<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 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 NYSC senior staff and leaders of the HP4RY project.</p>

### 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 1 Progress</i> 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</p>

			<p>records are not part of the current practice at CPED. Staff tends to type up lists of participants' names.</p> <p style="text-align: center;"><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 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 style="text-align: center;"><i>Year 1 Progress</i></p> <p>Corpers are being assigned to the 10 communities in the FLHE+Community arm and will begin mobilization in September 2009. This first cohort will continue in their posts for 11</p>

			<p>months.</p> <p style="text-align: center;"><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 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</p>
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			South and 300 km West to East. The HP4RY location furthest from Benin City is approximately 3 hours travel time away.
Relative impact of FLHE and FLHECy interventions demonstrated in final report with implementation guidelines for efficacious models.	Report on research findings with respect to impact.  Documentation of FLHE and FLHECy models	Eleanor Maticka-Tyndale  Eleanor Maticka-Tyndale, Andrew Onokerhoraye and Adenike Esiet	<p><i>Year 1 Progress</i> <i>Not applicable – too early.</i></p> <p><i>Baseline Status</i> 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 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.</p>
Funding obtained to hold a post-programme summit	Invitations to attend the summit	Eleanor Maticka-Tyndale, Andrew Onokerhoraye and Adenike Esiet Supported by AHI	<p><i>Year 1 Progress</i> <i>No update provided on these plans – too early.</i></p> <p><i>Baseline Status</i> Some differences of opinion exist as to who should lead on setting up the summit and, most</p>

			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.
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### 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 1 Progress</i> <i>Not applicable – too early.</i></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 community programming and school-community linkage developed by HP4RY.	Included in Summary List (see above), and updated every 6 months.	UoW to monitor and update summary	<p><i>Year 1 Progress</i> <i>Not applicable – too early.</i></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 1 Progress</i> <i>Not applicable – too early.</i></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>
<p>NYSC and research assistants complete designated training modules.</p>	<p>Signed participation records of NYSC and research assistants.</p>	<p>Francisca Omorodion, Kokunre Eghafona, CPED</p>	<p style="text-align: center;"><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. 36 EAs have received a 6-day training on ethnographic research methods Corpers will receive a 1 week training on sexuality and community mobilization in the w/c 10<sup>th</sup> August.</p> <p style="text-align: center;"><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>
<p>At least 2 staff members/year attend 2 or more SWIN modular courses on research methods.</p>	<p>Signed participation records of HP4RY staff members on SWIN courses</p>	<p>Uzo Anucha, CPED and UoW</p>	<p style="text-align: center;"><i>Year 1 Progress</i></p> <p>3 CPED/HP4RY staff attended a 1-week training on research methods in Dec2008 under SWIN. 6 CPED/HP4RY staff attended a 1-week training on qualitative data analysis in May2009 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: 2 CPED/HP4RY attended a 2-day training on use of N6 software in qualitative analysis, May 2009. 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> 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 1 Progress</i> <i>Not applicable – too early.</i></p> <p><i>Baseline Status</i> 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 1 Progress</i> 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 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</p>



			<p>shorter duration of the training. However, this may not be possible if it increases the budget.</p> <p><i>Baseline Status</i> 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><i>Year 1 Progress</i> <i>No reference made to this during evaluation.</i></p> <p><i>Baseline Status</i> 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><i>Year 1 Progress</i> <i>No reference made to this during evaluation.</i></p> <p><i>Baseline Status</i> 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 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>Card index profiling research assistants and interns</p> <p>Field reports during implementation of HP4RY</p>	<p>CPED and UoW</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. 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 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><i>Baseline Status</i></p> <p>This is a new area of experience being introduced into a resource-poor context.</p>
Research assistants and interns take increasing responsibility for leadership in training of NYSCs.	Card index profiling research assistants and interns	CPED and UoW	<p><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><i>Baseline Status</i></p> <p>This is a new area of experience being introduced into a resource-poor context.</p>
Small research projects conducted by graduates of SWIN modules and ARSRC summer institute contribute to research agenda of HP4RY.	Copies of research projects	CPED and UoW in conjunction with SWIN staff members	<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 1 Progress</i></p> <p><i>No reference made to this during evaluation.</i></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	Card index profiling NSYC members	CPED	<p><i>Year 1 Progress</i></p> <p><i>Not applicable – too early.</i></p> <p><i>Baseline Status</i></p>

development either in research or action capacities.			This is a new area of experience being tested in HP4RY.
At least 50% of the combined body of faculty, research assistants and interns affiliated with HP4RY become part of research teams and projects related to sexual health and HIV after the tenure of this programme.	Card index profiling research assistants and interns	CPED	<p><i>Year 1 Progress</i> Not applicable – too early.</p> <p><i>Baseline Status</i> 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 1 Progress</i> Prof Onokerhoraye and Drs. Omorodion and Eghafona submitted a grant proposal to IDRC 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> 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 1 Progress</i> 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> 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 1 Progress</i> Not applicable – too early. 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.</p> <p><i>Baseline Status</i> The SWIN project is scheduled to run concurrently with HP4RY and has experienced</p>

			some delays in start up.
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 1 Progress</i> <i>Not applicable – too early.</i></p> <p><i>Baseline Status</i> 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 1 Progress</i> <i>Not applicable – too early.</i></p> <p><i>Baseline Status</i> 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 II: 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.*

### *1) Management roles within HP4RY:*

Clear roles for each partner organization are set out in the programme document. By and large the organizations appear to be playing their agreed roles. The first phase of the programme has been dominated, as intended, by building the research foundation. As this is also a central area of capacity building it is not surprising that the Canadian team members have taken the lead in driving the research work to date. It has also been noted earlier that the inadequacy of the internet connectivity has seriously limited the scope for skills transfer to in-country staff, especially in the area of data analysis.

However, there are indications that in-country team members with substantial experience of carrying out research in Nigeria have not played the kind of leadership role that the multi-partner management structure of the project would indicate. This is evidenced by: the location of decision making and problem solving; the process by which the workplan is determined and operationalised, the separation of duties between Nigerian and Canadian team members working on the same component and the dependence of the CPED team on the physical presence of Canadian team members to move the workplan forwards. All of this suggests that the Canadian team members are currently providing more substantial inputs in terms of time and management than is desirable in what is intended to be a Nigerian-owned programme.

It is critical that the in-country team drives this programme as it moves further into the operationalization phase as the success of true capacity building, an action research approach and the essence of the 'Knowledge Translation into Action' component all lie in the capacity of the in-country team to respond appropriately to experiences on the ground and new knowledge.

It is also critical that a solid 'team approach' is adopted in country to offset the potential loss of project staff. Given that the project has an explicit objective of building capacity it is not unlikely that some project staff will move to other positions within the four year life-span of HP4RY. It is essential that strong collaboration and information sharing is part of the ethos of the programme, particularly at the operational base provided by CPED.

#### *Recommendation:*

- Senior team members to discuss the distribution of the workload to-date and reflect openly and honestly on expectations and experiences.
- CPED to initiate a monthly meeting of all Benin City team members and HP4RY staff, chaired by the Director of CPED. Project staff members should report on their own areas of work. The purpose of this regular 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. Recognizing the limitations of communication technologies, whenever possible, the Canadian PI should be present at this meeting by telephone or yahoo chat. This meeting should be minuted and shared with the Canadian team members.

- 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.

## 2) Programme Components

The HP4RY programme design is structured around several clear operational components, namely: school research, community research, FLHE and Corper initiatives, with capacity building in research as a cross cutting element. Team members have responsibility for different components. Based on the evaluation visit it appears that, although the activities relating to these components have been carried out as planned, this division of responsibility for specific components among team members and similarly among staff does not encourage the cross-fertilization of ideas and experiences. This means that team and staff members are not planning together or sharing experiences as much as would be desirable. Some information transfer is taking place when formal presentations are made to all team and staff members (as was done in April), by chance when a staff member enters the project in one role and progresses to another, or through informal staff and/or team member exchanges.

As the programme components are taking place within the same communities and as the target audience is one and the same, it would be advantageous for communication between staff working on different components to be strengthened. The same issues around resistance to new information or change will appear in the schools, at community level, among the Corpers etc.

### *Recommendation:*

- CPED to initiate a monthly meeting as above with team members giving individual reports.

## 3) Knowledge Translation into Action:

At the time of this evaluation the training of key change agents i.e., school teachers and counselors and Corpers, was about to take place. It is my understanding, therefore, that a key part of the 'Knowledge Translation into Action' had already taken place. It should be noted that several CPED staff members confuse this component, or at least the terminology of 'Knowledge Translation into Action' with the building of their own capacity, which they see as successful to date.

There was evidence that considerable work had been done on analyzing the baseline and ethnographic data, and preparing summary presentation materials. These presentations had been used to feed the summary data back to the relevant audiences, specifically HP4RY team members, FLHE Master Trainers, school and community members, EAs and other organizations active in this field. Many of the team members and staff expressed satisfaction over the fact that the baseline findings had been compiled and presented back to a range of stakeholders. As the research feedback sessions were relatively recent events and marked the culmination of a great deal of work, this strong sense of satisfaction at having completed a lengthy and complex series of tasks is natural and justified. There was much less reflection on experiences around the translation of these findings into action and the challenges surrounding the application of research findings into elements of the project ie. delivery of FLHE and training Corpers.

Based on accounts and materials made available during my visit, I would conclude that the project team members and staff have managed to bring new or confirmed knowledge derived from the baseline and ethnographic research into people's consciousness and heightening awareness. It is likely that the project has also established its credibility at community level by being able to portray their reality accurately.

I have a remaining concern that this new knowledge has not been effectively translated into either a) different teaching methodologies or content by the Master Trainers or b) specific communication strategies or messages by Corpers that are relevant to young people. My doubts are based on the limited amount of time that was available for this translation to take place and personal experience of how much negotiation and collective support is needed to convince people to challenge existing beliefs and practices on an issue as sensitive and value-laden as sexual behaviour and risk of HIV infection.

If the translation of baseline and ethnographic findings into action did not take place effectively then I would expect Master Trainers to deliver the FLHE programme as they always have in Edo State and for Corpers to draw heavily on their individual experiences in their work with the communities. This is based on the experience that people revert to old habits or socially endorsed messages when their new knowledge is challenged or causes discomfort.

*Recommendation:*

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.

*3) Theoretical and Methodological Foundations:*

The HP4RY project draws from other experience in this field in its design. Specifically, four models or theoretical principles are mentioned in the project document: Action Research; FLHE; Sexual Scripting and AIDS Competent Communities. While there was evidence to suggest that these four aspects of the design were still present in the project implementation, based on the evaluation visit to Benin City their presence was either weak, limited in application or significantly adapted. The incorporation of these foundations into the project needs to be confirmed and well-documented as they form a reference framework for future lessons learned.

**Action Research:** depends for its success on a cyclical process of research, review and response. While the research and review can be lead from outside the country, the response has to come from those permanently based in-country. The lack of strong leadership in country and the limited amount of time given to reviewing and re-designing the training elements (i.e. FLHE and Corper training) of the project, suggest that some aspects of the Action Research approach are currently weak.



*Recommendation:*

That appropriate members of the project team complete the following type of table.

<b>ACTION RESEARCH:</b>
<b>Cycle 1</b>
<b>Research:</b> School-based: Baseline Surveys, FGDs, Interviews (date) Community-based: Ethnographies (date)
<b>Reflection/Action Design:</b> <i>School-based:</i> Analysed in Canada (sexual scripting etc) How incorporated into FLHE?  <i>Community-based:</i> Analysed in Canada and Benin? Key findings fed back to communities (date) How incorporated into Corper training and community mobilization towards AIDS Competence?
<b>Action/follow up: (To be evaluated next year)</b> <i>To be outlined in FLHE, Scripting and AIDS Competence charts.</i>
<b>Cycle 2:</b>
<b>Research:</b>
<b>Reflection/Action Design:</b>
<b>Action:</b>
<b>Cycle 3:</b>
<b>Research:</b>
<b>Reflection/Action Design:</b>
<b>Recommended Action:</b>

**FLHE:** FLHE has been implemented in other parts of Nigeria and has been evaluated using a pre-post design in Lagos. It has also been implemented in Edo State in the past although no formal evaluation has been undertaken. It is to be expected that the implementation of FLHE will vary across States and, within a State, over time. The *actual* implementation features of FLHE as it is delivered in Edo State under HP4RY should be clearly recorded to assist the impact evaluation.

*Recommendation:*

That appropriate members of the project team complete the following type of table.

<b>FLHE, as implemented in Edo State under HP4RY:</b>
<b>Materials:</b> National Curriculum Guidelines (green) Edo State Scheme of Work Other? (Teacher Handbook? Student books? Training Manual for MTs?)

<p><b><u>Trainers:</u></b>  Master Trainers: (selection criteria, number, previous training, usual place of work, number of days trained under HP4RY, team structure etc)  Counselors (selection criteria, number, previous training, usual place of work, number of days trained under HP4RY, team structure etc)</p>
<p><b><u>Training of schools:</u></b>  Sensitisation at school level (date, number of days, who attends etc)  Who comes from each school  Number of days trained and when (eg vacation)  Other education officers who attend the training</p>
<p><b><u>School level implementation:</u></b> <i>(incl. how sexual scripting has informed the delivery of FLHE)</i>  Where do we expect to find FLHE in an Edo State school after HP4RY training?  What messages will be emphasized with the HP4RY input?  What strategies do we expect to see teachers adopting?  Is there anything specific that has been introduced under HP4RY?</p>
<p><b><u>Monitoring:</u></b>  Any planned visits to schools by education officers, HP4RY staff members etc.</p>

**Sexual Scripting:** The strength of sexual scripting from a behaviour change perspective is that specific messages and activities can be designed to interrupt this script and provide those involved in the scripts with alternative sequences and outcomes. Findings from the baseline surveys and students focus group discussions have been analysed by a graduate assistant in Canada, under the supervision of Dr Maticka-Tyndale. Entry points in the FLHE curriculum and schemes of work were identified by the Canadian team and examples of messaging and pedagogies (e.g. role play, value exercises, ‘what if’ scenarios etc) were included in the refresher meeting for Master Trainers. The exercises were modeled and their importance explained to the Master Trainers.

However, this exercise involved only a limited group of people and HP4RY team members in country showed little awareness of the term ‘sexual scripting’. If the findings from the sexual scripting work have been adopted through the more general process of feeding back findings from the baseline surveys and FGDs it may be difficult to attribute future impact of HP4RY to this aspect of the research approach. The strongest evidence of impact is likely to be found in future FGDs and interviews in which different ways of thinking are reflected.

*Recommendation:*

That the programme team document how the work on sexual scripting informed the training of either FLHE or Corpers. This can be incorporated in the FLHE table, above, under school level implementation.

**AIDS Competent Communities:** The community ethnographies were analysed against the 6 dimensions of community AIDS competency outlined in the HP4RY project document. Corpers

were advised that their role was to build AIDS Competent Communities as represented by the 6 dimensions. During training the Corpers completed practical exercises and designed and practiced their own strategies for working with the dimensions.

*Recommendation:*

That the programme team document how the work on AIDS Competent Communities informed the training of Youth Corpers and their work with communities.

## **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 31<sup>st</sup>, 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><b><u>Ongoing:</u></b> Data collection and analysis proceeding on schedule.</p>	<p><b><u>2009:</u></b> 1. Meetings with communities held to provide feedback from baseline research. 2. Teachers &amp; peer educators trained for FLHE with content supplemented with information from baseline research on sexual scripts of youth. 3. NYSC trained and facilitating FLHECy. <b><u>2010:</u></b> Reports to SMOE and Council on Education on year 1 evaluation results. <b><u>2010:</u></b> 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 &amp; community mobilization.</p>	<p><b><u>Ongoing:</u></b> 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><b><u>Beginning 2009 &amp; ongoing:</u></b> 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><b><u>2011</u></b> 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><b><u>Progressively during programme:</u></b> 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. <b><u>2011:</u></b> 4. Sexual health seminar group in Benin contributes to an ARSRC sponsored edited volume of research papers.</p>

## **APPENDIX 2:**

## **ITINERARY OF MEETINGS**

### **Sunday 2nd August**

Arrival in Lagos, and onward travel by air to Benin City.  
Meeting with Dr Francisca Omorodion, University of Windsor

### **Monday 3rd August**

Individual meetings with:  
Kokunre Eghafona, University of Benin City  
Uyi Oni Ekhosuehi, Edo State Ministry of Education  
Attended meeting with EAs  
Andrew Godwin Onokerhoraye, CPED

### **Tuesday 4th August**

Individual meetings with:  
Johnson Dudu, Project Administrator, CPED  
Felicia Okoro, University of Benin  
Solomon Oshodin, Research Coordinator, CPED  
Emmanuel Ideh, Financial Manager, CPED  
Eloho Tobrise, Communicator, CPED

### **Wednesday 5th August**

Individual meeting with:  
Job Eronmhonsele CPED  
Document review

### **Thursday 6<sup>th</sup> August**

Meeting with Ese Tobrise, CPED  
De-briefing with CPED project team

### **Friday 7<sup>th</sup> August**

Departure from Benin City, 9.10 am to Lagos  
Meeting with:  
Nelly Onwordi, AHI  
Damilola Abokede, AHI  
Francis, ARSRC

### **Saturday 8<sup>th</sup> August**

Departure from Lagos for Nairobi 11.25 am

### **APPENDIX 3:**

### **KEY PARTNERS**

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

Kokunre Eghafona, PhD.  
University of Benin City  
*Community ethnographic work, NYSC training & community mobilization*

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  
*Involvement of health sector in community interventions – e.g. youth friendly clinics.*

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

Robert Arnold, PhD  
University of Windsor  
*Quantitative data analysis*

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.*

#### **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



**APPENDIX 4: INTERNATIONAL VISITS PRIOR TO AND DURING PROJECT**  
**Updated September 11, 2009**

<b>Date</b>	<b>Person</b>	<b>Funding</b>	<b>Purpose</b>
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.

**APPENDIX 5: SCHEDULE OF RESEARCH, KNOWLEDGE TRANSLATION & MOBILIZATION COMPONENTS (Updated September 11, 2009)**

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"> <li>➤ Preliminary selection of 30 communities</li> <li>➤ Review draft data collection instruments</li> <li>➤ Review procedures for data collection</li> <li>➤ Evaluator visits</li> </ul>
5-6/08	<ul style="list-style-type: none"> <li>➤ Visit communities &amp; schools to verify information</li> <li>➤ Finalize selection of 30 communities</li> </ul>
7/7-26/08	Project Administrator attends SLDF
7-8/08	<ol style="list-style-type: none"> <li>4) All staff learn equipment and software</li> <li>5) Complete questionnaires in SNAP</li> <li>6) Test scanning – staff complete 10-20 dummy questionnaires and scan</li> <li>7) Set up office</li> <li>8) Trial run of ID and ?aire admin procedures in office</li> </ol>
8/08	<ul style="list-style-type: none"> <li>➤ Recruit 9-10 research assistants for baseline data collection</li> <li>➤ Locate and confirm participation of pilot school in consultation with F. Okoro</li> </ul>
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"> <li>➤ Issuing photo IDS</li> <li>➤ Questionnaire completion</li> <li>➤ FGDs &amp; IDIs</li> </ul>
9/19/08	Data capture
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	<ul style="list-style-type: none"> <li>➤ Baseline data collection in 30 schools</li> <li>➤ Scout out potential RAs in 10 FLHECy locations for ethnographic work</li> </ul>
10-11/08	Data capture
11-12/08	Transcription of FGDs and IDIs
12/08-3/09	Data analysis
1/09	Train RAs for ethnographic work
1-3/09	Brief ethnographies
3-9/09	RAs work with F. Omorodion & K. Eghafona to prepare ethnographic summaries
4-8/09	Translation of results to <ul style="list-style-type: none"> <li>➤ Additions to FLHE to reflect local context</li> <li>➤ Community mobilization model</li> <li>➤ Prepare training model for NYSC, plan for recruitment</li> </ul>
4/08	<ul style="list-style-type: none"> <li>➤ Presentation of baseline and ethnographic findings to team, staff and interested others.</li> <li>➤ 3 day refresher for Master Trainers</li> </ul>
7/08	<ul style="list-style-type: none"> <li>➤ Select 20 NYSC (2/FLHECy community)</li> <li>➤ 1 staff member attends SLDF</li> <li>➤ Feedback of research findings to communities</li> </ul>
8/09	<ul style="list-style-type: none"> <li>➤ Train and place Youth Corpers</li> </ul>

DATE	ACTIVITY
	<ul style="list-style-type: none"> <li>➤ Begin training of principals, teachers, guidance counselors and inspectors in FLHE &amp; Monitoring (continues into September)</li> <li>➤ Evaluator visits</li> <li>➤ F. Okoro observes training for insights into enhancement of FLHE pre-service training at UNIBEN and monitoring of training</li> </ul>
9/09	<ul style="list-style-type: none"> <li>➤ FLHE begins in schools</li> <li>➤ Community mobilization begins</li> </ul>
9-11/09	<ul style="list-style-type: none"> <li>➤ Pilot enhanced pre-service FLHE training at UNIBEN</li> <li>➤ Prepare papers &amp; presentations for 1<sup>st</sup> research seminar</li> </ul>
11/09	First Research Seminar in Benin
2010	Team attends and presents at African Regional Sexual Health and Rights Conference – Ethiopia
1/10	<ul style="list-style-type: none"> <li>➤ Prepare instruments for year 1 data collection</li> <li>➤ CIEs monitor FLHE in schools</li> <li>➤ Recruit and train RAs for data collection</li> </ul>
1-4/10	F. Okoro & N. Dlamini finalize enhanced pre-service FLHE curriculum for submission for approval to UNIBEN
2-3/10	Phase 2 data collection in 30 schools
3/10	<ul style="list-style-type: none"> <li>➤ Recruit &amp; train 10 NYSC – group 2</li> <li>➤ Midterm debriefing for 20 NYSC – group 1</li> </ul>
2-4/10	Data capture and transcription
4-6/10	<ul style="list-style-type: none"> <li>➤ Data analysis</li> <li>➤ Monitor community mobilization</li> </ul>
6/10	Exit debriefing 20 NYSC-group 1
7/10	1 staff member attends SLDF
7-8/10	Preparation of presentations, reports, papers for publication
8/10	<ul style="list-style-type: none"> <li>➤ Recruit and train 10 NYSC – group 3</li> <li>➤ Midterm debriefing 10 NYSC – group 2</li> <li>➤ Evaluator visits (?)</li> </ul>
9-10/10	<ul style="list-style-type: none"> <li>➤ Report back to schools &amp; communities on results of year 1 evaluation</li> <li>➤ Prepare papers &amp; presentations for 2<sup>nd</sup> research seminar</li> </ul>
11/10	➤ Second Research Seminar
1/11	<ul style="list-style-type: none"> <li>➤ Recruit and train RAs for data collection</li> <li>➤ Exit debriefing 10 NYSC – group 2</li> <li>➤ Midterm debriefing 1- NYSC – group 3</li> </ul>
2-3/11	Phase 3 data collection in 30 schools
3-4/11	Data capture and transcription
4-6/11	Data analysis
7/11	Exit debriefing 10 NYSC –group 3 1 Staff member attends SLDF
7-8/11	Train principals, teachers, guidance counselors, inspectors in 10 control schools
7-9/11	Preparation of presentations, reports, etc.
9/11	FLHE begins in control schools
10/11	Final reports to communities, schools, NYSC Director, etc. Evaluator visits
11/11	Team attends Global Health Conference – Ottawa

DATE	ACTIVITY
2012	Summit in association with ARSHR Conference