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End-term evaluation report

2013 – 2015

Strengthening sexual and reproductive health and HIV prevention among children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa



United Nations
Educational, Scientific and
Cultural Organization

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Acronyms

AIS	AIDS Indicator Survey
CSE	Comprehensive sexuality education
CSO	Civil society organization
DHS	Demographic Health Survey
EAC	East African Community
EMIS	Education Management and Information System
ESA	Eastern and Southern Africa
EUP	Early and unintended pregnancy
FBO	Faith-based organization
FGD	Focus group discussion
GBV	Gender-based violence
ICASA	International Conference on AIDS and STIs in Africa
INDE	Institute for Education Development

ITGSE	International Technical Guidance on Sexuality Education
LGBTI	Lesbian, gay, bisexual, transgender and intersex
LSBSE	Life skills-based sexuality education
LSE	Life Skills Education
M&E	Monitoring and evaluation
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
MoH	Ministry of Health
NAC	National AIDS council
NCDC	National Curriculum Development Centre
NGO	Non-governmental organization
NORAD	Norwegian Agency for Development Cooperation
NPO	National programme officer
POA	Process oriented approach
PTA	Parent-teacher association
REC	Regional Economic Community
SADC	Southern African Development Community
SAfAIDS	Southern Africa HIV and AIDS Information Dissemination Service
SERAT	Sexuality Education Review and Assessment Tool
Sida	Swedish International Development Cooperation Agency
SRH	Sexual and reproductive health
SRHR	Sexual and reproductive health and rights
STI	Sexually transmitted infection
TEP	Teacher Educators Programme
TTI	Teacher training institution
UN	United Nations
UNAIDS	United Nations Joint Programme on HIV and AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
YFS	Youth-friendly services

Executive summary

Increasing children's and young people's knowledge on sexual and reproductive health and rights (SRHR) is seen as a critical component in reducing a large number of challenges in Eastern and Southern Africa (ESA), including HIV and AIDS, teenage marriage, and teenage pregnancy in particular. While access to education remains a challenge for many children in the region, the provision of comprehensive sexuality education (CSE) in school settings is considered an effective way to educate children and young people on SRHR.

Between January 2013 and December 2015, the United Nations Educational, Scientific and Cultural Organization (UNESCO) implemented a regional project to support the scale up of CSE across ESA. The project was funded by the Swedish International Development Agency (Sida) and had a total regional budget of SEK 49,800,000. The overall project objective intended to increase children and young people's knowledge on SRHR through access to high quality CSE that is gender-transformative, evidence-informed, and age- and culturally-appropriate. Specifically, the project intended to achieve five objectives, namely to:

1. Secure high level commitment to improving comprehensive knowledge on SRH through sexuality and HIV prevention education;
2. Increase capacity of key players in the education sector to plan, manage, and monitor CSE at all levels of the school system;
3. Strengthen the quality of CSE curricula to ensure that they are gender-transformative, evidence-informed, and age- and culturally-appropriate;
4. Strengthen the implementation of CSE curricula through the development of a confident, well-trained training workforce;
5. Improve community engagement in young people's access to CSE and services.

The project was implemented in 17 countries¹ and aimed to reach 35,000 schools, 74,000 teachers, and 15 million learners across the ESA region.

KPMG was engaged to undertake an independent evaluation of the relevance, efficiency, effectiveness, and sustainability of the regional project. Fieldwork was completed in eight focus countries and two networking countries between June and August 2016. This report provides the objectives, approach, progress, and performance of the project, as well as recommendations and conclusions of the evaluation.

Overall, the evaluation finds that the project has been largely successful in contributing to step-changes in the provision of CSE in ESA countries. However, the project design was too ambitious for a three-year project of this size and the stated targets have not been achieved in terms of final project outcomes. This was due to the short timeframe of the project, which did not anticipate the reality of how long the five project objectives, largely sequential in nature, would take to be achieved in each country. The results in terms of each project objective are summarized below:

Objective 1: Achieved

Secure high level commitment to improving comprehensive knowledge on SRH through sexuality and HIV prevention education

Political support for CSE has been largely achieved across the 10 countries included in this evaluation². The project funded the attendance of Ministers of Education and Health and respective representatives from ESA countries at the International Conference on AIDS and STIs in Africa (ICASA) in December 2013. At this event, countries affirmed their commitment (the ESA Commitment) to supporting sexuality education and SRH services for young people. This high profile and landmark commitment provided the platform

¹ Some countries were 'focus countries', where a project budget, targets and activities were designed and implemented, namely Lesotho, Malawi, Mozambique, Namibia, South Sudan, Tanzania, Uganda and Zambia. Others were 'networking countries' which received seed funding and benefited from the regional activities of the project, rather than a specific project in that country, namely Angola, Botswana, Burundi, Ethiopia, Kenya, Rwanda, South Africa, Swaziland and Zimbabwe.

² Kenya, Lesotho, Malawi, Mozambique, Namibia, South Sudan, Swaziland, Tanzania, Uganda and Zambia.

and impetus to scale up CSE in ESA countries, and many countries subsequently established governance structures to implement the Commitment.

Even though it is broader than the roll out of CSE in schools, support for the Commitment helps to ensure support for CSE. The Commitment has brought to the fore the impact of CSE on HIV and AIDS, early marriage, early sexual debut, and teenage pregnancy, and has promoted understanding and helped break down misconceptions of CSE. The political support for the Commitment's goals and objectives therefore provides a strong foundation for CSE.

A challenge going forward is ensuring the sustainability of that commitment, as political leaders change. Many countries have emphasized their commitment to CSE and/or SRHR in national policies. UNESCO has continued to sensitize new officials to the ESA Commitment as well, and as the CSE curriculum gets rolled-out across schools, aspects of the commitment do, to a certain extent, become institutionalized. However, continued maintenance of political support for CSE remains an imperative to the sustainability of the project. Going forward, high-level commitment for CSE should include traditional and faith leaders, as well as political leaders.

Objective 2: Partially achieved

Increase capacity of key players in the education sector to plan, manage, and monitor CSE at all levels of the school system

Capacity-building support has taken different forms across different countries. This objective and its corresponding targets are less clearly defined and, as a result, it has been harder to measure the outputs of increased capacity in the education sector. In most countries, UNESCO has focused its support on advocating for and advising on the integration of CSE-related indicators in national education management information systems (EMIS). However, in the majority of countries evaluated, the EMIS system is not working effectively and/or the data generated is not used to support the ongoing implementation of CSE.

Much of UNESCO's support under this objective has been technical support to ministries of education. In the majority of countries, stakeholders were positive about the technical expertise and inputs provided by UNESCO, regarding this support as highly important to the efforts by government to lead the roll-out and scale-up of CSE in their countries. But while most countries regard the scale-up of CSE as a government initiative, a small number perceive this as a UNESCO initiative, and were concerned about sustainability of CSE efforts if UNESCO expertise (and funds) were not present.

Most countries have weak monitoring structures for the education sector generally and, by default, for CSE implementation in schools. There is therefore very little capacity to monitor the implementation of CSE in schools and whether it is done effectively. Future efforts to build capacity of education sectors would benefit from a more clearly defined set of interventions in this regard, with more measurable indicators of success. The capacity of the education sector to monitor CSE in schools should be a key focus of UNESCO support going forward. In particular, future efforts should also consider the capacity of regional and district education officials, in addition to capacity-development efforts within the national ministry.

Objective 3: Achieved

Strengthen the quality of CSE curricula to ensure that they are gender-transformative, evidence-informed, and age- and culturally-appropriate

Significant progress has been made in each of the evaluation countries with respect to the development and roll-out of the CSE curriculum. The timeframes for the review, revision, and roll-out of the curriculum is set by government, but for the countries included in the evaluation this process has happened within the project timeframe, allowing UNESCO to provide technical guidance and support to the process. Many of the 'macro' level UNESCO activities were considered particularly beneficial to country-level implementation, in particular the training of curriculum developers (regional training events), and offering support in the use of the international technical guidance for the development of sexuality education curricula.

A review of the CSE curricula was carried out in five countries, namely Lesotho, Malawi, Namibia, Uganda and Zambia, using the Sexuality Education Review and Assessment Tool (SERAT), which identified a number of common strengths and weaknesses. In general, the countries have comprehensively included the required information for less sensitive topics in their curricula. The more sensitive areas required by the guidelines include those directly related to information being provided to younger children, lack of information on issues of sexuality (including homosexuality), and potential to strengthen the gender-transformative nature of curriculums. However, given that CSE remains a controversial subject in most African countries, with many having laws against homosexuality, it is understandable that current curricula do not fully align with international guidance. Future project efforts related to CSE in schools should therefore continue to assess the curricula and continue to strengthen and enhance elements to align with international guidelines, as CSE becomes increasingly more understood and accepted in each country.

Objective 4 (Partially achieved):

Strengthen the implementation of CSE curricula through the development of a confident, well-trained training workforce

The pursuit of this objective is a significant undertaking, as most countries have thousands of teachers, head teachers, teacher trainers and educators, and other sector officials who need training on CSE to varying levels of understanding if CSE is to be delivered effectively in schools. To date, countries have struggled to reach the scale necessary to ensure that the revised CSE curriculum reaches the intended beneficiaries and to the level of competence required to achieve reductions in teenage pregnancy and HIV and AIDS, among others. Furthermore, there are considerable challenges to training teachers: the cascade model which is used in most countries to deliver training to teachers is seen to dilute the effectiveness and impact of training as it filters down through the education sector; there is a substantial cost to delivering training on this scale, particularly outside urban areas; and teachers' schedules are already busy. Nevertheless, where teachers have attended training, either online or in person, there have been positive responses to the content and depth of information. The in-person training is seen as especially beneficial as it helps to challenge

teachers' own personal views on CSE, which would otherwise restrict their ability to educate learners effectively. It also helps ensure teachers are able to teach skills to learners, such as negotiation and discussion techniques when in specific situations, rather than just information. However, the lack of teacher and learner materials, which have not been produced to sufficient scale in any country to date, has been a major challenge in teachers' ability to implement the training.

The online training provided by UNESCO has also been well received by those who have completed the training. Despite challenges with connectivity and a lack of computer literacy among many teachers, the online training appeared to be preferred by the teachers. It was perceived as very comprehensive, free of bias, and an excellent resource which they could go back to after the training. In some instances, teachers were brought together and initiated on the online course. This approach was particularly well liked because it allowed for some interaction with the other teachers, as well as providing an opportunity to ask questions and discuss the content.

Going forward, UNESCO and national governments should consider a more systematic and strategic approach to teacher training that seeks to maximize the impact of training where resources are limited. For example, countries should consider focusing efforts in a concentrated way, such as based on districts, grades, types of teachers (e.g. pre- or in-service), and/or in alignment with Ministry of Health efforts related to the provision of youth-friendly health services. Being able to demonstrate step-change results in specific 'pockets' of implementation will help ensure the continued support for teacher training by governments and donors over the years to come.

Objective 5 (Partially achieved):

Improve community engagement in young people's access to CSE and services

Most countries have made limited progress with respect to community engagement, largely as a result of the sequential approach taken to the five project objectives. Where communities were engaged, there have been positive results in attitude change among traditional leaders, faith-based organizations, and parents by articulating the importance of CSE, and more specifically, what it intends to achieve and how it is aligned with the country's cultural and legal context.

Similar to teacher training, goals to improve community engagement were significant in scale and scope. Future project efforts related to CSE may benefit from prioritizing teacher training efforts and sensitizing parents through existing school structures, such as parent-teacher associations (PTAs). Community engagement, while an important enabler to CSE scale-up, is an existing part, and comparative advantage, of efforts by other UN and donor agencies to reach out-of-school youth.

Project design, implementation and monitoring

The project design was relevant to the context of the participating countries, and using national officials to lead the project for UNESCO in each country was critical to ensuring the buy-in of government and other stakeholders. The original targets were largely defined at a regional level and cascaded down to countries, rather than a bottom-up determination of what was achievable based on country baselines.

The regional level activities, such as events, trainings, and guidance materials, were highly regarded by stakeholders as providing 'catalytic' support to in-country efforts. Stakeholders benefited from hearing lessons learned in other countries, and the regional focus served to further emphasize the importance and prioritization of CSE. UNESCO's comparative advantage has been in creating a clear, well-articulated and advocated case for CSE, ably dispensing common myths and challenges in CSE. In the evaluation fieldwork, many, sometimes senior, stakeholders within ministry and education sector structures had taken on 'champion' roles for CSE, and this was attributed to the ESA Commitment, regional trainings, and other UNESCO activities.

Conclusions

The project has made significant strides in achieving its proposed objectives and targets. While some of the targets were not reached, the time and effort spent establishing a strong foundation for the project is nevertheless likely to contribute significantly to ensuring its sustainability.

The activities carried out during the three-year project have focused on integrating and establishing strong buy-in into the need for sexuality education in ESA. In addition, the project has developed new and built existing capacity of resources in the region which will allow for continuance of the project.

The three years of implementation allowed for the project to ensure that those fundamental building blocks for effective CSE were in place. Going forward, it is anticipated that the roll out of CSE to learners across the region will increase exponentially, following the initial ground work by the project. This ground work included attaining high-level buy-in; the integration of CSE into

regulatory frameworks; developing and rolling out appropriate curricula; training teachers in the provision of CSE; and finally engaging with communities.

In order to realize the benefits of the investments made to date, and to maintain the momentum gained during the project period, further efforts are needed with respect to teacher training and teacher and learner materials. The full impact of improved CSE in schools will only be achieved when all necessary teachers are trained, supported, and monitored. It is important that key indicators, related to HIV and AIDS prevalence and teenage pregnancy in particular, are tracked in order to continue to make the case for CSE in schools and understand whether current efforts are yielding the desired level of success.

The following conclusions are based on the four key dimensions of this evaluation:

Relevance

The project addresses a significant social and health challenge in the region among a highly vulnerable group. Further to this, the project's relevance is reflected in its provision in schools, a well-trusted source of information which brings together a large proponent of the target audience. Further relevance of the project could be attained through the extension of age-appropriate CSE to primary schools.

Efficiency

Efficiency in this project was evident in the use of limited project human resources. Strong partnerships with government, civil society, and other UN agencies ensured that there were sufficient resources. In addition, leverage off existing initiatives helped to ensure efficiency of the project. Relationships with other international NGOs working in the region could be further employed to ensure further efficiency.

Effectiveness

The project's effectiveness is evident in its progress in achieving its objectives. The project has largely achieved Objectives 1 and 3, while making significant headway in the achievement of the other three objectives. The project's effectiveness could further be improved through a more strategic approach to planning and implementing teacher training and careful monitoring of the quality of teacher training as well as implementation of the curricula. In addition, more work with governments to promote further sensitization with lower ranks of government could aid in the more practical implementation of the project.

Sustainability

UNESCO has positioned itself as a partner to governments in national efforts to lead and scale up the provision of CSE in their countries. UNESCO has integrated CSE into existing national structures, including various legislation and policies, the curriculum, and the education workforce. Further promotion of sustainability could be attained through gaining buy-in at the lower levels of government; increased integration of CSE training in all teacher training institutes and continued efforts to train in-service teachers; provision of sufficient quality teacher and learner support materials; and improved monitoring of CSE implementation.

Introduction





Introduction

About this report

This report represents the end-term evaluation of the *Strengthening sexual and reproductive health and HIV prevention among children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa* project. The evaluation covers the period beginning January 2013 and ending December 2015 (three calendar years).

About this project

In November 2012, the Swedish International Development Cooperation Agency (Sida), in collaboration with Norwegian Agency for Development Cooperation (NORAD), approved UNESCO's proposal for the project. The project proposed to reach 35,000 schools, 74,000 teachers, and 15 million learners across the Eastern and Southern Africa (ESA) region to improve the sexual and reproductive health (SRH) outcomes of children and adolescents.

In 2014, Sida approved a proposal made by UNESCO for further funding of the project for 2015. The additional funding was intended to expand the project's geographical support with the addition of two new focus countries (see description of scope below); reach an extra 350,000 learners and 9,000 teachers; and include activities which provided comprehensive sexuality education (CSE) messaging through various media platforms, as well as through an SMS platform.

At the end of the project period, Sida approved an extension for UNESCO to continue with the implementation of the project for the 2016 calendar year. The project activities arising from this extension are beyond the scope of this evaluation and therefore have not been considered in this report.

Objectives

The overall goal of the project is for young people in Eastern and Southern Africa to achieve better SRH outcomes. The project works to achieve this goal through the use of CSE as a tool for transforming the knowledge, behaviour, attitudes, and perceptions of young people on matters relating to sex and sexuality.

Overall project objective

To increase children's and young people's knowledge on sexual and reproductive health and rights (SRHR) through access to high quality CSE that is gender-transformative, evidence-informed, and age- and culturally-appropriate.

Specific objectives

1. Secure high level commitment to improving comprehensive knowledge on SRH through sexuality and HIV prevention education;
2. Increase capacity of key players in the education sector to plan, manage, and monitor CSE at all levels of the school system;
3. Strengthen the quality of CSE curricula to ensure that they are gender-transformative, evidence-informed, and age- and culturally-appropriate;
4. Strengthen the implementation of CSE curricula through the development of a confident, well-trained training workforce;
5. Improve community engagement in young people's access to CSE and services.

UNESCO's role is that of an enabler rather than an implementer. UNESCO provides technical support to the countries included in the project, supporting them in their efforts to CSE in their countries. The project pays particular attention to the education sector, while also encouraging partnership with the health sector. The purpose of the partnership is to encourage a coupling of changes in the education sector with complementary changes in the provision of SRH services.

Scope

At the start of the project, UNESCO was offering intensive support to six countries to carry out specific activities to strengthen the development and delivery of CSE based on the specific needs and situation of each country. These countries are referred to as focus countries and included Lesotho, Malawi, Mozambique, Tanzania, Uganda and Zambia. Following the approval for additional funding, Namibia and South Sudan were added.

An additional 10 countries, known as networking countries, received seed funding and benefitted from common regional level activities. Namibia was a networking country until the beginning of 2015, when it became a focus country through the additional funding. Therefore, at the end of the project period, there were a total of eight focus countries and nine networking countries.

Focus and networking countries

Focus countries	Networking countries
Lesotho	Angola
Malawi	Botswana
Mozambique	Burundi
Namibia	Ethiopia
South Sudan	Kenya
Tanzania	Rwanda
Uganda	South Africa
Zambia	Swaziland
	Zimbabwe

Each of the project countries has a local UNESCO National Programme Officer (NPO) based in the country. In some countries the NPO has some support staff, however, in most the NPO is the only UNESCO staff member in the country and is solely responsible for the implementation of the project.



About this evaluation

In March 2016, UNESCO contracted KPMG to undertake an end-term evaluation of this project for the period from January 2013 to December 2015. The overall purpose of this evaluation was to assess the progress made against the five project objectives and determine if the targeted beneficiaries were receiving high quality CSE that is gender-transformative, evidence-informed and age- and culturally-appropriate.

The evaluation focused on the efficiency, effectiveness, sustainability, and relevance of the project activities, including:

1. Assessing all processes relating to implementation of the project;
2. Assessing project outputs and immediate outcomes;
3. Modelling/projecting the impact of the project beyond the project's life using outcome indicators in the project's results framework;
4. Drawing lessons to inform future planning.

The evaluation was designed to be forward looking, capturing lessons learned and providing information not only in terms of the extent to which the project has worked, but also where it has not and what can be done to improve the project going forward.

For the purposes of this evaluation, KPMG collected data (as described in the following section) in ten countries, of which eight were all the focus countries and two were networking countries.

This report documents findings and recommendations from the evaluation at a regional level, drawing on specific findings at country level as appropriate. The report is complemented by 10 country reports, which document the findings in each of the countries included in the evaluation.

Background and context





Background and context

The Strengthening sexual and reproductive health and HIV prevention among children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa project was envisioned to address some of the key challenges experienced in the ESA region. In summary, these include³:

- Young people, and in particular young women, account for a large proportion of new HIV infections.
- Young people are entering adolescence and adulthood with limited, and sometimes inaccurate, knowledge of their sexual and reproductive health.
- Sexuality education that does exist is often inadequate and poorly timed (i.e. provided too late).
- A large number of youth in the ESA region are living with HIV.
- The education sector has not adequately demonstrated its critical role in alleviating the SRH challenges experienced by youth in the region.

Demographics of the Eastern and Southern Africa region

There are approximately 521 million people living in the ESA region, of which around 32% are aged 10-24 years⁴. At the moment, the region is experiencing a pyramid type population, with youth forming a large proportion. It is proposed that if the right structures and investments are put into place across the region, the coming years will see the ESA countries having a larger working population than a dependent population, thus creating a period of economic growth and prosperity. This outcome, however, is dependent firstly on these youth becoming economically empowered, and secondly, on them having fewer children than current trends of 4.8 children per women on average. This outcome relies on tackling some SRH issues, such as early marriage, school dropout rates, and early and unintended pregnancies (EUP) in the region⁵.

Sexual and reproductive health in the region

Despite the significant strides made over the past two decades in the response to HIV, it continues to be a major problem, particularly for Eastern and Southern Africa. There are approximately 17.1 million people living with HIV in the region⁶, which makes up almost 50% of the global figure, and there were around 1.2 million new infections in 2011. HIV infection among young people is a particular area of concern, especially for young women, who are disproportionately affected by HIV. HIV prevalence among young women in the ESA region is more than double that of their male counterparts⁷.

According to UNFPA⁸, 112 of every 1,000 women in the region between the ages of 15 and 19 have given birth. Girls who start to bear children younger than the age of 15 are five times more likely to die during childbirth than those over 18⁹, and the implications for teen pregnancy are not just related to the health and social well-being of the mother, but the child as well. Teen pregnancy is also an indicator of exposure to other risks associated with early sexual debut and pregnancy, such as HIV and other sexually transmitted infections (STIs). The social impact on both the mother and child are significant too, reducing the likelihood of the mother completing school and increasing the likelihood of early marriage.

Education in the region

According to UNICEF, there have been significant strides made in improving access to education among children in the ESA region. Although there are substantial differences in the access to education across the ESA countries, the average primary net enrolment rate was 89% for boys and 86% for girls in 2012. However, considerably fewer children go on to attend secondary school – approximately 32% of boys and 29% of girls are enrolled in secondary school and of these, only about 23% attend school.

³ UNESCO. 2012. Project proposal: Strengthening sexual and reproductive health and HIV prevention amongst children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa.

⁴ UNFPA. 2015. East and Southern Africa Impact.

⁵ Ashford, D.S., 2009

⁶ UNAIDS. 2013. Getting to Zero: HIV in Eastern and Southern Africa

⁷ UNAIDS (2015)

⁸ UNFPA. 2015. East and Southern Africa Impact.

⁹ http://www.unicef.org/esaro/7310_Gender_and_health.html

Sexuality education

Through the years, the approach to sexuality education in schools has shifted¹⁰. Earlier versions of sexuality education for young people had a particular focus on abstinence education. More recently, best practices provide for a far more comprehensive provision of information in terms of contraception. In addition, there is a focus on gender and power and its influence on decision-making in the space of sexuality. CSE is intended to allow learners to think critically about issues of gender, sexuality, and their own rights and power, in addition to providing general information (content) on SRH. There is evidence that sexuality education programmes which address issues of gender and power are more effective in improving SRH outcomes.

“Not surprisingly, given the strong effect that gender and power have on SRH outcomes, programs that address issues of gender and power were markedly more likely to demonstrate significant positive effects on health outcomes than those programs that ignored gender and power.” – Haberland et al. (2014)



There are a number of factors which influence the provision of effective CSE. What makes it challenging is that many of these factors are socio-economic, and influencing those means intervening at a higher level than at just the individual level. An effective intervention therefore requires multiple components which address all levels of the socio-economic model. Interventions at national level aimed at influencing changes in policy and regulations allow for the development of an enabling environment in which to implement CSE, however, changes in policies must be backed up with high-level leadership showing real commitment and buy-in to the concept.

According to Yankah et al (2009)¹¹, there are a number of factors which influence the effectiveness of providing an education-based approach to CSE:

- Level and means of integration into the schooling system;
- Skill and knowledge levels of the teaching force;
- Economic influences to SRH issues;
- Legislative context and level of enforcement;
- Stigma and community attitudes;
- Social and cultural norms.

Even with the necessary changes in policy, cultural norms still play a huge role in the lives of many East and Southern African people. Speaking openly about sex and reproductive health, particularly with young people, has largely been taboo. Therefore, successful interventions also rely on influencing the mind-set and long-standing values and principles of communities and families, and encouraging openness and discussion about topics which have historically been ignored.

It is important to note, however, that influencing the behaviour of an individual introduces new challenges and the provision of information is not necessarily sufficient to ensure behaviour change or to influence future behaviour.

³ Haberland et al. 2014. *Sexuality Education: Emerging Trends in Evidence and Practice* Journal of Adolescent Health.

⁴ Yankah and Aggleton. 2009. *Effects and Effectiveness of Life Skills Education for HIV prevention in Young People*.

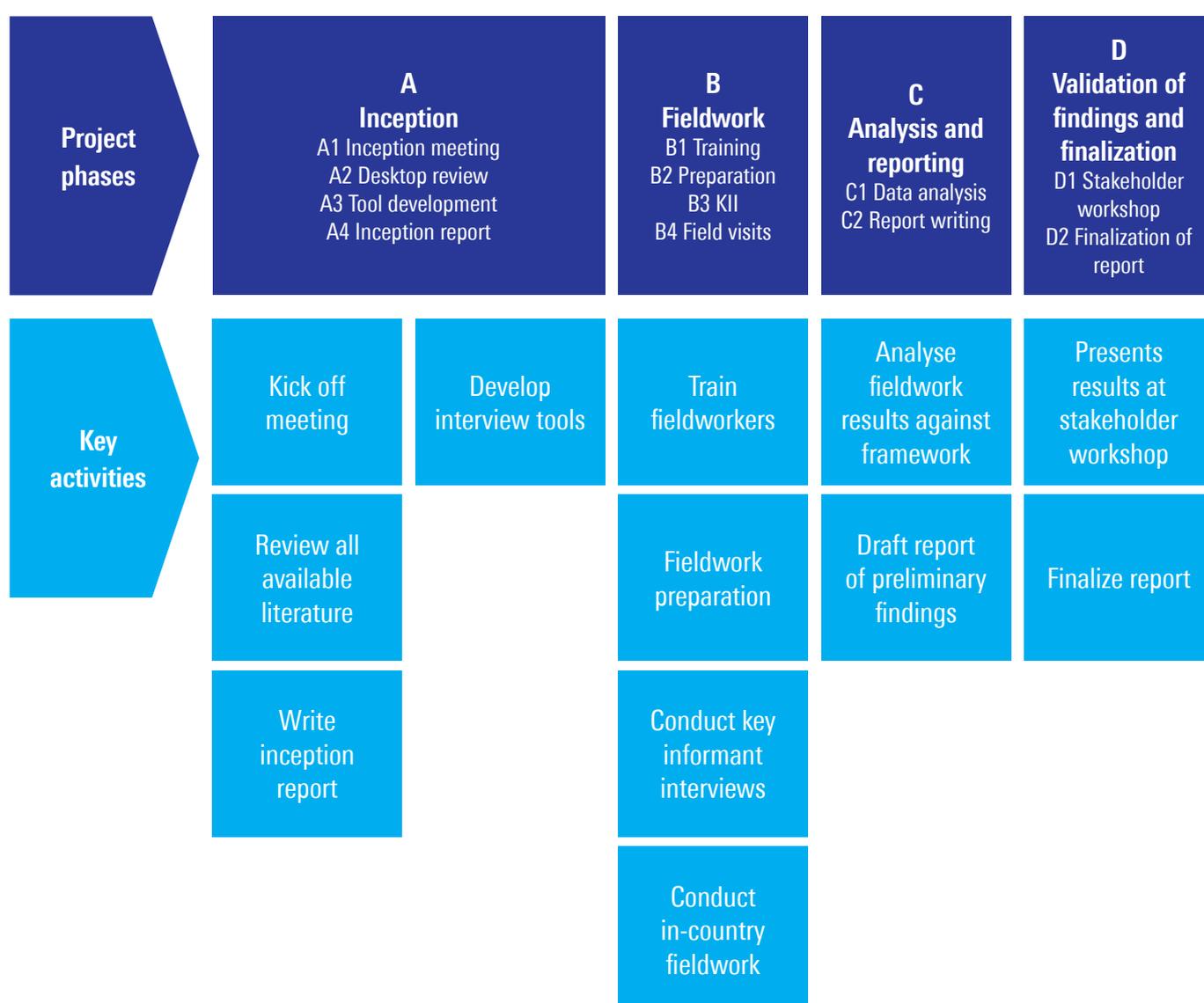
Evaluation approach



Evaluation approach

The evaluation was mainly qualitative in nature. The evidence collected to inform the evaluation was from a variety of sources, including project documents, grey literature, and interviews and focus group discussions (FGDs) with various project stakeholders. Some quantitative data was collected from secondary sources, including routine monitoring and evaluation (M&E) data obtained from UNESCO, as well as national and regional level data from various reports.

The figure below provides an overall picture of the evaluation approach:



Phase A: Inception

Inception meeting

An inception meeting was held to discuss:

- Key project stakeholders;
- Approach and methodologies and data collection tools/ research instruments;
- Relevant literature;
- Timeframe and key milestones.

Desktop review

A desk review was conducted to ensure an understanding of the design, governance, and implementation of the programme, as well as the regional and country context and literature which was relevant to the project. For a full list of documents reviewed in this evaluation, please refer to Appendix B. The process of reviewing documents continued throughout the project as further documentation was received during the course of the evaluation.

Tool development

KPMG developed 12 interview tools to support data collection. These included interview and FGD guides for the following stakeholders:

- NPOs
- UNESCO regional officer and donor
- Regional partners (UNAIDS, UNFPA, Save the Children)
- Ministries of Education and Health
- Curriculum DEVELOPERS
- Teacher trainers
- Community/traditional leaders
- Principals and teachers
- Health care practitioners and local youth and lesbian, gay, bisexual, transgender and intersex (LGBTI) non-governmental organizations (NGOs)
- Parents
- Learners
- Teachers

UNESCO reviewed each of the data collection tools and provided comment. KPMG then revised the tools based on

the feedback and submitted the final tools for sign-off from the client. The tools were further adapted to suit the context of each country.

Phase B: Fieldwork

Selection and training of fieldworkers

Each country was visited by a pair of fieldworkers comprised of one South African KPMG core team member from the KPMG M&E practice, and one local-office KPMG team member. Some alterations to this methodology were as follows:

- The fieldwork in Lesotho was carried out by one South African KPMG team member and one Swaziland KPMG team member (Lesotho is served out of the South African Office).
- The fieldwork in South Sudan was carried out by one South African KPMG team member and one Kenyan KPMG team member (South Sudan is served out of the Kenyan KPMG office).
- The fieldwork in Kenya was carried out by two Kenyan KPMG team members.
- The fieldwork in Mozambique was carried out by the Mozambique KPMG office under close supervision of the KPMG South Africa office as a result of language barriers.

Each fieldworker attended fieldwork training prior to going into the field. The fieldworker training was conducted with fieldworkers outside of South Africa via videoconferencing. Three training sessions were held and fieldworkers could choose the option that suited them best.

The training covered the following topics:

- Background and context to the project;
- Principles of qualitative data collection;
- Interviewing skills;
- Cultural appropriateness;
- Interviewing children
- Probing vs. leading;
- Note-taking;
- Triangulation.

Fieldwork preparation

A telephonic meeting was arranged between the KPMG South Africa team, KPMG in-country fieldworker, and the UNESCO country officer. This meeting provided the opportunity for the team members to meet and for UNESCO country officers to brief them on the status of the project in the country and any other insights that may be useful in carrying out the fieldwork.

The telephonic meeting was also used to arrange logistics for the in-country visit, including:

- Date of fieldwork;
- Scheduling of interviews;
- Travel and accommodation arrangements.

Responsibilities of the UNESCO country officers included:

- Informing the various stakeholders of the evaluation;
- Scheduling interviews with the stakeholders;
- Ensuring that they and their staff were available for interviews;
- Assisting the fieldwork team in accessing information they required.

UNESCO was responsible for gaining approval from the necessary regulatory bodies for the KPMG evaluation team to conduct the necessary interviews. All 10 countries obtained approval from the Ministry of Education (MoE) to carry out the interviews.

Key informant interviews

KPMG relied on the UNESCO NPOs to make all logistical arrangements for data collection, liaising with each of the relevant stakeholders to set up meetings. A full list of all the stakeholders that were consulted in each country can be found in Appendix C.

Key informant interviews were conducted with representatives from the following:

- UNESCO regional support team
- HIV and AIDS regional officer
- Regional programmes coordinator for HIV and health education
- M&E consultant
- UNESCO head office
- Team leader
- UNFPA
- UNAIDS
- Sida regional team
- Save the Children regional team
- Southern African Development Community (SADC)
- East African Community (EAC)

Field visits

Field visits were conducted in each of the 10 countries. Fieldworkers spent five working days in each country conducting interviews with field staff and partners, as well as MoE officials, Ministry of Health (MoH) officials, national AIDS councils (NACs), school representatives, teachers, and learners.

Semi-structured interviews were conducted with the aforementioned interviewees using the relevant tool. The interviews aimed to ensure that there was input into the evaluation from individuals at regional, national, institutional, and beneficiary level.

Most field visits were carried out during the four week period from 23 May to 17 June 2016, with the exception of Mozambique, which was carried out early in July as a result of key stakeholders not being available earlier.

Fieldwork dates (2016)

	23 - 27 May	30 May - 3 Jun	6 - 10 Jun	13 - 17 Jun	27 Jun - 1 Jul
Regional					
Kenya					
Lesotho					
Malawi					
Mozambique					
Namibia					
South Sudan					
Swaziland					
Tanzania					
Uganda					
Zambia					

Phase C: Data analysis and reporting

Data analysis

The programme was analysed in the context of the four key dimensions of the evaluation, namely:

- **Relevance:** Whether programmes were geared to respond to 'felt' needs and priorities of target beneficiaries, as well as to the greater needs of young people.
- **Efficiency:** The extent to which inputs were converted to outputs in a timely, cost-effective manner.
- **Effectiveness:** The extent to which the project has achieved its objectives and the likelihood of contributing to expected outcomes/impacts.
- **Sustainability:** The extent to which outcomes continue to be experienced by beneficiaries beyond the support received from UNESCO, Sida and NORAD.



Limitations of this evaluation

Potential bias

The evaluators relied on UNESCO NPOs to schedule the interviews with stakeholders and set up FGDs and thus interviews are likely to have been limited to individuals with whom the NPOs had good relationships or regular interaction. While this could have skewed the results, KPMG provided the NPOs with a list of required interviews in an attempt to limit any potential bias.

Sites selected to conduct FGDs with teachers and learners were chosen by NPOs based on the extent of the project roll-out at that site. These sites are therefore not representative of other areas in the country. In two countries, Zambia and Tanzania, the schools insisted on having a teacher and a ministry official sit in on the FGDs with the learners and teachers respectively. In Lesotho, a representative from the inspectorate was present during the teachers' FGD. This may have introduced some bias, as teachers and learners might have been hesitant to share their honest thoughts.

In one country (South Sudan), the NPO accompanied fieldworkers to all the interviews. Evaluators were made aware of this protocol prior to conducting fieldwork as a necessary requirement given logistical and safety concerns in the country. The fieldworkers reported little concern that the NPO's presence biased the results.

Depth of data collection

The evaluators were able to collect a good breadth of data through conducting fieldwork across the 10 countries and interviewing representatives from a broad range of key stakeholders in each of those countries. However, the time constraints for this project only allowed for one week of fieldwork in each country, which limited the amount of depth they were able to go into in each country. Furthermore, they were mostly limited to speaking to only one individual from each important stakeholder and conducting FGDs at only one site in each country. However, given the early stages of implementation that most of the countries are in, this limitation is not of great concern as most of the implementation was occurring at higher levels.

Gaps in country level results

There were some limitations with regards to the information that was available from each country in terms of their results. While every effort was made to retrieve this information, the quality of record-keeping varied from country to country.

Progress and performance





HUMAN REPRODUCTION



ncy.

Fertilisation

Ovary - eggs
testicles - sperms

the increases in weight

Progress and performance

Progress against overall project goal

The project defined its goal as “Young people in Eastern and Southern Africa achieve better sexual and reproductive health outcomes.” The goal is measured by two key indicators for this project, namely HIV incidence and school dropouts due to teenage pregnancy.

Overall project goal baselines, targets and results

Target indicator	Baseline 2012	Targets 2015	Results 2015
Percentage reduction in national HIV incidence among young women and men	(376,953 new infections in 2012)	30% reduction in HIV incidence among women and men	6.8% reduction in HIV incidence among women and men aged 15-24 (across the ESA region) (351,406 new infections in 2015)
Percentage reduction in school dropouts due to learners' pregnancy	10,000 learners drop out of school due to pregnancy	10% reduction in dropouts due to pregnancy	Data not available

At this stage of the project, it is very difficult to attribute changes at an impact level to the project. Three years is a short time in which to expect an impact significant enough to impact national (and regional) level data. Furthermore, the challenges experienced by the project related to the delay in implementation (which are discussed further along in this report), in particular reaching children with CSE, mean that there has been even less time for actual implementation, thereby providing even less opportunity for the project to have had an impact. Nevertheless, it is still important to look at the results from impact indicators that do exist to inform future planning.

HIV incidence

According to UNAIDS estimates¹², there were 351,406 new infections across Eastern and Southern Africa in 2015 among men and women aged 15-24 years. This is a 6.8% reduction from the estimate in 2012 (376,953 new infections), and is well below the targeted 30% reduction set by the project.

Further analysis of the UNAIDS data shows that HIV incidence has reduced by 15.2% (± 10) across the focus countries since 2012. Excluding Namibia and South

Sudan from the analysis due to their late addition as focus countries shows a 16.1% (± 7.8) reduction in HIV incidence. It is important to acknowledge that prior to the project's implementation, the focus countries' HIV incidence did already appear to be on a steeper trajectory than that of the whole ESA region. It is therefore difficult to determine whether the project may have further influenced this downward trend or if this would have occurred anyway. The observed decreases are likely to be the result of the collective response to the HIV epidemic across various sectors, including through the provision of treatment and other prevention strategies. Attribution of impact to the UNESCO project will require more rigorous investigation at a later stage.

Dropouts due to teenage pregnancy

Current data on dropouts due to teenage pregnancy is not available, and therefore no determination on the potential impact of the project on this indicator can be made. The most recent data generally aligns with the beginning of the project and thus serves better as a baseline.

Other related data indicates that adolescent birth rates in the region are still some of the highest in the world. The

¹² UNAIDS estimates, 2016.

2016 WHO estimates across the evaluation countries for adolescent birth rates range between 72.1 to 167.0 births per 1,000 women aged 15-19 years in Tanzania and Mozambique respectively¹³. All of these figures sit well above the global average of 44.1.

According to research in the area of teen pregnancy and school dropouts, as little as half of learners will return to school after a pregnancy. One of the most recent papers on

this topic (specific to South Africa)¹⁴ reveals that only half of young African (black) women will return to school in the following year after a pregnancy.

While pregnancy does appear to be one of the main causes of school dropouts among young girls, the extent of the problem varies across countries, for example, from 21.9% in Tanzania¹⁵ to 47% in Zambia.

Progress against overall project objective

The overall objective of the project is to increase children's and young people's access to high quality CSE that is gender-transformative, evidence-based and age- and culturally-appropriate.

Overall project objective baselines, targets and results

Target indicator	Baseline 2012	Targets 2015	Results 2015
Percentage of students aged 15-24 years who demonstrate desired level of knowledge and reject major misconceptions about HIV and AIDS	36.2% (female)	72.4% (female)	42% (females)
	36.3% (male)	72.6% (male)	45% (males) ¹⁶
Percentage of young people aged 15-24 years who have had sexual intercourse before the age of 15 years	15% (female)	10% (female)	12.3% (female)
	14.5% (male)	10% (male)	14.2% (male) ¹⁷

Children and youth demonstrating desired knowledge

Data for this indicator was incomplete, but in an attempt to assess the indicator, data was collected from the most recent country demographic health surveys (DHSs) or an equivalent. These surveys were dated between 2008 and 2014. Only data which came from surveys done after the implementation of the project was looked at, including six ESA countries, of which three were focus countries in the UNESCO project.

¹³ <http://apps.who.int/gho/data/node.sdg.3-7-viz-2?lang=en>.

¹⁴ Willan, S. 2013. *A review of teenage pregnancy in South Africa: Experiences of schooling, and knowledge and access to sexual and reproductive health services*. Partners in Sexual Health (PSH).

¹⁵ <http://genderlinks.org.za/csw-newsletter/tanzania-early-pregnancies-threaten-girls-education-2015-06-10/>.

¹⁶ <http://youngpeopletoday.net/wp-content/uploads/2016/07/ESA-Commitment-Report-Digital.pdf>.

¹⁷ This was calculated using raw DHS and MICS data from 12 of the 17 project countries: DRC (2013-14 DHS), Ethiopia (2011 DHS), Kenya (2014 DHS), Lesotho (2014 DHS), Malawi (2010 DHS), Mozambique (2011 DHS), Namibia (2013 DHS), Tanzania (2010 DHS), Uganda (2010 DHS), Zambia (2013-14 DHS), and Zimbabwe (2013/14 MICS).

Surveys reviewed for data to inform this indicator

Surveys done pre-implementation of project		Surveys done post-implementation of project	
Ethiopia	2011 DHS	Kenya	2014 DHS
Madagascar	2008-09 DHS	Lesotho	2014 DHS
Malawi	2010 DHS	Mauritius	2014 BSS
Mozambique	2011 DHS	Namibia	2013 DHS
Rwanda	2010 DHS	Zambia	2013/14 DHS
Swaziland	Multiple Indicator Cluster Survey (MICS) 2010	Zimbabwe	MICS 2013/14
Uganda	2011 DHS	Rwanda	DHS 2014/15 (with limited information about young people)
United Republic of Tanzania	2012 AIS		

For the purposes of this indicator, desired knowledge is defined as being able to correctly identify two ways to prevent HIV and reject three misconceptions surrounding HIV. Across six ESA countries, with surveys done after the implementation of the project, 44.8% of young men and women aged 15-24 years demonstrated the desired level of knowledge. It would not be appropriate to compare this data with the baseline and target data set by the project as there are too many variables in the measurements. Furthermore, because the data was collected so soon after the start of the project, it is unlikely to reflect any impact of it anyway.

Early sexual debut

Data on first sex is available in the DHSs. As with the indicator on desired knowledge of HIV, the data is not current and therefore difficult to align with the project timeframe. As listed in the table above, DHS surveys conducted since the inception of the project can only be found in the following evaluation countries: Kenya, Lesotho, Namibia and Zambia. Data from these surveys is included in the table below:

Survey data results on age at first sex¹⁸

Country	Year	Women		Men	
		Aged 15-24	Aged 18-24	Aged 15-24	Aged 18-24
		Had sex before 15	Had sex before 18	Had sex before 15	Had sex before 18
Kenya	2008	11.0	46.7	22.2	58.0
	2014	12.1	46.6	21.0	55.0
Lesotho	2009	7.8	47.1	22.1	62.7
	2014	5.3	45.8	23.0	66.5
Namibia	2006	7.0	45.7	18.0	59.3
	2013	5.4	42.1	13.1	56.5
Zambia	2007	13.5	58.5	16.0	51.1
	2014	11.7	54.4	15.9	47.6

¹⁸ Sources: Kenya DHS 2014; Lesotho DHS 2014; Namibia DHS 2013; Zambia DHS 2013/14.

The previous table shows that there has been a general decline in the number of young people having sex at an earlier age. Only among young girls in Kenya and young men in Lesotho does there appear to be a slight increase in the number of individuals engaging in their first sex at a younger age.

Because the most recent data for Namibia is from 2013, it should be considered as baseline data for the project. The other countries' most recent data is from 2014. It is highly unlikely that these results can be attributed to the UNESCO regional project. The data is likely to be representative only of that in the first year of the project. During this time, learners had not yet been reached with the curriculum and therefore, the decreases cannot be attributed to the UNESCO programme at this stage.

It is important for UNESCO to note, however, the declining trend of age at sexual debut. Therefore, it will be important in future evaluations to determine the extent of UNESCO's impact on further declines, considering that the figures may be decreasing even without the implementation of the regional project.

Performance in relation to the five project objectives

OBJECTIVE 1: Secure high level commitment to improving comprehensive knowledge on SRH through sexuality and HIV prevention education

The overall progress against this objective is summarized below:

Objective 1: Achieved

There were two specific objective indicators for Objective 1. Both of these were largely achieved in the first year of the project (2013). Results for the first indicator (countries signing up to the ESA joint ministerial commitment) were verified through the review of the ESA Commitment meeting and affirmation ceremony report. The second indicator, which seeks out the integration of CSE in policies and strategic plans, was verified through the review of country level policies and strategic plans. All countries have made some progress in including CSE in policies and strategic plans. However, it should be noted that some of the policies/strategic plans remain in draft and are yet to be approved.

Detailed results and project performance against this objective are described in the table below and the section that follows.

Objective 1: Indicator baselines, targets and results

Target indicator	Baseline 2012	Targets 2015	Results 2015
INDICATOR 1.1 Percentage of project countries signing up to the ESA Commitment	0% (0)	100% (17)	100% of countries – Achieved. This indicator was achieved to a large extent in 2013 where Ministers of Education and Health from 20 countries from Eastern and Southern Africa affirmed to the ESA Commitment. Of the Sida project countries, 17 out of 17 (100%) affirmed the ESA Commitment in 2013.
INDICATOR 1.2 Percentage of project countries incorporating sexuality education in their policies and strategic plans	31%	100% (17)	100% of countries – Achieved. This indicator was achieved in 2013. All the targeted project countries i.e. 17 out of 17 (100%) have reportedly integrated sexuality education in their policies and strategic plans.

The ESA Commitment

Objective 1 is focused on ensuring that there is political and institutional commitment to providing CSE education for children and youth. A significant achievement in the securing of high level political commitment to CSE was through the ESA Commitment. The ESA Commitment calls for the leaders of African countries to commit to, among other goals, strengthening CSE in their countries. All 10 of the countries included in the scope of the regional project affirmed this commitment on 7 July 2013 in Cape Town, South Africa. Overall, 20 out of a possible 21 countries affirmed the commitment.

In some countries, political leadership has been publicly and vocally supportive of the ESA Commitment goals:

- In Kenya, the head of state has publicly emphasized the importance of education's role in curbing HIV and AIDS.
- The South Sudanese president has committed to ending early marriage by 2030.
- In Malawi, the MoE directly expressed the country's desire to grow the project and ensure that all youth experience the benefits of the programme.
- All members of the Ugandan parliament have signed a declaration to support the sexuality education initiative.

The ESA Commitment has helped to ensure that issues of SRH are on the political agenda and have contributed to an environment that is conducive to SRH initiatives. For example, prior to the Commitment, Save the Children described how it was unable to work in Uganda because efforts to provide information on SRH to children were rejected by the Ugandan government and it had to halt all activity and leave the country. However, since the ESA Commitment has been affirmed, the organization has been able to re-establish the work it was doing in Uganda.

Commitment to CSE

Even though it is broader than the roll out of CSE in schools, support for the Commitment helps to ensure support for CSE. The Commitment has brought to the fore the impact of CSE on HIV and AIDS, early marriage, early sexual debut, and teenage pregnancy and helped many countries understand these linkages and break down misconceptions in CSE. The political support for the Commitment's goals and objectives therefore provides a strong foundation for CSE.

During the course of this evaluation, Uganda was the only country where there was strong opposition to CSE among senior officials. The speaker of parliament, together

with the head of the Anglican Church in Uganda, publicly expressed their disapproval of CSE on radio. The country has experienced similar public outcry before, to which the government responded with the distribution of a circular in support of CSE.

UNESCO has been very effective in framing CSE in the appropriate manner within each of the countries. In some countries, there has been great resistance to the naming of "Comprehensive Sexuality Education". For some, the word "comprehensive" creates uneasiness, as it is frequently perceived to imply homosexuality; while for others, the mere mention of "sex" is frowned upon. Therefore, in each country the programme is addressed slightly differently, while still upholding the same principles. In some countries this has resulted in changing the name, in others the public emphasis is placed more on HIV prevention or teenage marriage and pregnancy, which is more easily understood than SRH or sexuality.

Roles and responsibilities for ESA Commitment

Efforts to implement the Commitment in countries have typically been co-led by the Ministries of Health and Education. The achievement of its goals cannot be realized through the efforts of one ministry alone, and many stakeholders commended the ESA Commitment and the role of UNESCO in bringing together these two ministries in a meaningful way. In many countries, other ministries such as youth, gender, culture, and sport have also been involved in the governance structures related to implementation of the Commitment.

Even though in some instances having co-chairs and/or multiple ministries involved has created challenges in terms of ownership and roles and responsibilities, most countries have NACs, which are often influential and play a significant role in ensuring SRH education and services because they understand how to do so in a way that is appropriate for their country. Therefore, in countries which have engaged a NAC, this makes them a valuable partner in efforts to implement the ESA Commitment and roll out CSE in schools and communities.

Policy support for CSE

To ensure political and institutional support, it is important that CSE is defined and included in national policies. In line with this, the UNESCO project has helped to influence national policy discussions for the inclusion of CSE at this level. The table below illustrates where CSE has been included, to varying degrees, in national policies as a result of this project.

List of policy documents which have been revised based on the influence of this project

Country	Policy document	Description of inclusion
Lesotho	School Health Policy	Still in draft
	National Health Strategy for Adolescents and Young People (2015-2020)	Still in draft
Mozambique	Plano Estratégico Nacional de Resposta ao HIV e SIDA (2015-2019)	Implemented
	Plano Estratégico de Educação (2015-2019)	Implemented
	Plano Curricular (Permanent by MINEDH (Ministry of Education and Human Development))	Implemented
Namibia	School Health Policy	Currently being revised
Malawi	National HIV and AIDS Strategic Plan	Still in draft
	MOEST HIV and AIDS Mainstreaming Strategy (2014-2018)	Implemented/Current
	National Youth Policy	Implemented
	Youth Friendly Health Strategy	The Strategy and accompanying guidelines have been developed and rolled out
Zambia	Re-entry Policy (1997)	Guidelines have been reviewed to ensure that girls who fall pregnant while in school return to school as soon after the birth of their child once they feel fit to do so
	National HIV and AIDS Strategic Framework (2014-2016)	Implemented/Current
	National Youth Policy (2015)	CSE has been directly addressed in the National Youth Policy
	Adolescent Health Strategic Plan (2011-2015)	Stresses the importance and multi-departmental involvement in the provision of youth-friendly health services
Tanzania	Re-entry guidelines	Guidelines are currently being reviewed
	Education and Training Policy	The policy is limited in that it only calls for the inclusion of life skills which prevent HIV and AIDS. This does not provide for the comprehensive information required in the curriculum
	National Multi-Sectoral Strategic Framework (NSMF) for HIV and AIDS	Implemented
Uganda	School Health Policy	In draft
South Sudan	South Sudan Adolescence Sexual and Reproductive Health Strategic Plan (2016-2020)	The policy has been developed with support from UNESCO. It is still in draft and awaiting assent by parliament
	National Inclusive Education Strategy (2015)	Not reviewed
	Life Skills and Peace Building Education Guidelines	Not reviewed
	Standards for Youth-Friendly Centres	Standards have been developed and are being piloted
	General Education Sector Policy Framework (2015)	The policy is in support of HIV and AIDS and CSE and states that they should be taught in all learning institutions to become effective vehicles for sensitization and prevention
	Revised South Sudan National HIV Policy (2015)	The Revised HIV Policy indicates government's role in the provision of CSE within the school curricula and through building the capacity of parents and guardians to shape positive attitudes in young people towards sexuality in order to prevent transmission of HIV
	South Sudan HIV Prevention Strategy (2015-2017)	The strategy recognizes CSE in schools as a priority for HIV prevention
Swaziland	National CSE Framework	In draft – awaiting approval by cabinet
Kenya	Adolescent Sexual and Reproductive Health Policy	UNESCO was part of the technical working group that revised the policy. Inclusion of a return-to-school policy (for pregnant students) was a major milestone in the project

Ownership of CSE roll-out

Interactions with government officials from the 10 countries showed that the ownership of initiatives to roll out and scale up CSE by government varied across countries. In the majority of countries, it appeared that UNESCO had been able to encourage ownership of the project among key ministries. This is particularly true in countries such as Lesotho, Mozambique, and Swaziland, where the representatives from government do not see the initiative as a UNESCO project. Rather, they see it as a government initiative that is supported by UNESCO. The relationships that individual UNESCO NPOs have forged with the key ministries, in particular the Ministry of Education (MoE), are notable.

However, there are other countries in which the sense of ownership among government officials was less convincing. Some government officials indicated that while they had bought into the need for CSE in their country, it was difficult to take these discussions back to parliament and advocate for it there, as the sensitivities around the topic remained a barrier to open dialogue among high level politicians. For example, officials from the MoE in Tanzania reported that without UNESCO, the project would not move forward and that limited capacity within the ministry would restrict project progress, while a representative from the MoE in Uganda felt that this was UNESCO's project. He reported that the government was consulted on various aspects of the project but lacked any real involvement. In fact, there was some concern raised by other stakeholders on the government's lack of awareness regarding what UNESCO was doing in the country.

Budgetary support for CSE

A key measure of political and government support for an initiative is often whether there is a commitment to fund it. The Namibian, Zambian, Tanzanian, South Sudanese, and Swaziland governments have all allocated funds to the roll-out of CSE in school curriculums in their current budgets. Typically, project funds are based on cost-sharing for various activities between government, UN agencies, and other partners. The MoE in Namibia expressed its belief that the long-term future of the initiative will fail without the governments' financial backing. Budgetary support remains a challenge in low income countries or countries of unrest. As an example, while South Sudan has allocated funds to CSE, they are frequently required to redirect funds to peacekeeping efforts.

Involvement of religious leaders

Ensuring high level political engagement and buy-in has, overall, been a strength of this project. However, engagement with other high level national bodies remains a gap and a challenge. At this stage, the most significant opposition to the project has come from religious organizations. Some of the countries in which the project is being implemented are very religious. Religious leaders are held in high regard and have a strong influence over the people of the country. While there appears to have been some engagement with religious leaders at community level, engagement at national level appears to be lacking.

OBJECTIVE 2: Increase capacity of key players in the education sector to plan, manage, and monitor CSE at all levels of the school system

The overall progress against this objective is summarized below:

Objective 2: Partially achieved

There were two specific objective indicators for Objective 2. Results for the first indicator, mainstreaming of CSE in their programmes, lacked clarity with regard to what was meant by mainstreaming and what could be identified as programmes. Therefore, it was difficult to verify whether this result was achieved. The second indicator focuses on the integration of HIV indicators into the Education Management and Information System (EMIS). This was only achieved in 7 of the 17 countries. Countries cited many challenges associated with adding or changing indicators in EMIS.

Generally there was less clarity across countries as to the specific purpose of this objective or how it was to be implemented. This is demonstrated by the large variance across countries in the activities planned and reported under the objective. While most countries included activities related to the integration of monitoring indicators, this is quite a narrow interpretation of what the objective seeks to achieve.

Technical support to strengthen MoE capacity UNESCO is viewed foremost as a technical advisor in countries. The UNESCO NPOs are viewed as locally-based experts with international support and resources, such as best practices, guidance, and research, and their opinions, knowledge, and support appears to be received with appreciation and respect by the MoE officials. The NPOs were described as technical advisors who have walked the path of education reform with their respective countries.

Detailed results and project performance against this objective are described in the table below and the section that follows.

Objective 2: Indicator baselines, targets and results

Target indicator	Baseline 2012	Targets 2015	Results 2015
INDICATOR 2.1 Percentage of focus countries mainstreaming CSE in their programmes	33% (2)	100% (8)	100% of countries (all 8 focus countries) – Achieved. The 2013 and 2014 milestone was set at 6 (100%) countries; but the target number of focus countries increased from 6 to 8 countries in 2015.
INDICATOR 2.2 Percentage of project countries integrating HIV indicators into EMIS	0% (0)	100% (17)	41% of countries (7) reached – Planned target not yet achieved. The 2013 and 2014 milestones were set at 12 (75%) and 15 (95%) countries respectively; but the number of targeted countries increased from 16 to 17 (100%) in 2015.

MoE capacity

The focus of the UNESCO support has been predominantly focused on capacity in the national sphere of government (i.e. national MoE departments). However, it is often the district/local level officials who are responsible for the actual implementation of CSE curriculum roll-out and training. The lack of support to this level of government was seen as a potential programme design weakness by a number of stakeholders. The sensitive nature of CSE and the lack of engagement with the district officials on the topic appears to have brought about resistance to CSE, particularly in Malawi, which can restrict the overall success of the project.

Planning

Overall, MoE did not appear to have documented their plans to scale up the provision of CSE nationally. In some cases, the roll out of CSE was part of a wider curriculum review process. However, most countries lacked work plans specific to the scale-up and roll-out of CSE, including planned activities, dependencies, and milestones for specific elements, such as training teachers. Only the Uganda and Swaziland MoE reported having some form of documented work plan, but these were specific to ESA Commitment implementation rather than CSE specifically.

Management

The MoE has taken the lead in implementing CSE in all 10 countries. In some instances, specific responsibility for CSE was devolved to a smaller ministry unit, such as the HIV unit. In others, such as in Namibia, a senior official was seen to be the champion for CSE and this was perceived as a strength to ensure that CSE is integrated into the activities of all relevant ministry units across the value chain to plan, implement, and monitor CSE.

Monitoring – national indicators

Objective 2 was often regarded as synonymous with efforts to integrate CSE-related indicators into the EMIS, however, there are a number of challenges which underlie the data from EMIS:

- In some instances, the integrated indicators are mostly those related to HIV, rather than CSE specifically.
- In many cases, such indicators were already included in the system and not as a result of the UNESCO project.
- Some countries had been unable to add new CSE-specific indicators to EMIS as a result of the system already being 'overloaded' with indicators.
- Software is often outdated and very slow.

- The majority of countries described broader challenges with the use of EMIS, in particular, the lack of capacity by the ministry to analyse the data that was being collected to provide actual results and reports against the indicators. For example, in a number of countries, the most recent results or reports from the EMIS were based on data collected two or more years ago.
- Where data has been collected, there was often a reported lack of demand for the results, as well as a lack of awareness among ministry leaders that this data can be used to report on progress against the ESA Commitment for example, or by the Ministry of Health to support planning of services.

The real value of integrating relevant indicators into the EMIS is therefore questionable. However, despite these challenges, the existence of an indicator in the EMIS will contribute somewhat towards sustainability of CSE efforts because if the data must be collected, it stands to reason there will also be some drive to implement the indicators. Therefore, without abandoning efforts to include relevant indicators in countries' monitoring systems, UNESCO may consider developing alternative strategies around in-country monitoring which may further highlight the importance of the data to be collected and how it can be used to advocate for CSE implementation.

Monitoring – other activities

In addition to the collection of indicator data in the EMIS, other efforts were made in some countries to integrate monitoring of CSE as part of broader efforts to monitor the implementation of the curriculum. Most countries operate a school inspection process to assess the extent to which the curriculum is being implemented as intended. Some countries had tried to include a specific focus on the implementation of CSE as part of the broader inspection focus and a number of countries have included components of CSE into school and/or teacher inspection tools.

However, overall, monitoring CSE through the existing inspection processes was a challenge, as the current inspection process does not get down to a detailed level that would provide feedback on the quality of CSE (or other curriculum) implementation. For example, the current monitoring and inspection processes do not observe teachers in class, do not assess teacher knowledge or skills to teach, and do not measure the knowledge or skills obtained by students as a result of the teaching. This weakness in inspection processes is not unique to CSE, but again provides feedback to UNESCO that going forward, alternative strategies might be necessary to monitor the implementation of CSE.

Building the evidence base

A number of regional level research pieces were developed through this project. These included:

- Education Sector Response to Early and Unintended Pregnancy: study by UNESCO and the Population Council¹⁹
- A review of school health policies in selected countries
- Study on school-related gender-based violence in five countries, namely Lesotho, Namibia, Swaziland, Botswana and South Africa
- Development of a good practice guide and training for all focus country NPOs and their implementing partners on documentation of good practices
- Regional Diagnostic Report²⁰
- Updated ESA Commitment Progress Report
- 21 Country Study on the Status of CSE in Teacher Education
- Eastern and Southern Africa commitment: One year in review – 2013-2014

At country level, a few countries have developed research pieces commissioned through this project (outlined in the table below). Where these have been developed, they have been very useful in gaining high level commitment in the respective country to implement CSE, as well as efforts to plan, manage, and monitor the implementation. Where countries have implemented activities to build the evidence base, these have been reported under both Objective 1 and Objective 2.

Governments appreciate data from their own countries and encourage the support of programmes that address the problems which are identified or highlighted by research pieces.

Country level research pieces

- **Lesotho:** Situational analysis of women and girls in the Lesotho Education System with regard to HIV and AIDS; documentation of the implementation of life skills integrated curriculum.
- **Uganda:** Documentation of life skills in upper primary school; in-depth evaluation on the impact of CSE in upper primary schools.
- **Tanzania:** Study on promoting community level partnerships and alliances for better delivery of CSE in Tanzania.
- **Zambia:** CSE baseline study; documentation of the use of the process oriented approach (POA) in in- and pre-service teacher training.
- **Lesotho, Malawi, Namibia, Uganda and Zambia:** Five country SERAT report (2015).

¹⁹ http://www.popcouncil.org/uploads/pdfs/2015STEPUP_EducSectorResp.pdf.

²⁰ <http://youngpeopletoday.net/resource/>.

OBJECTIVE 3: Increase capacity of key players in the education sector to plan, manage, and monitor CSE at all levels of the school system

The overall progress against this objective is summarized below:

Objective 3: Achieved

There were two specific objective indicators for Objective 3. The first indicator covered the development of a good quality CSE curriculum in all the focus countries. According to the project results, all eight focus countries have developed a CSE curriculum. Seven out of the eight countries revised existing subjects to include CSE, while in Mozambique, it

was reported that the existing curricula was already of a high quality and has therefore not been revised through this project. (Note, the project has incorrectly recorded the baseline for this indicator, since one of the eight countries already had the curriculum in place). Results for the second indicator show that the project has only reached 48% of schools, as opposed to the targeted 60%. However, based on the findings of this evaluation in particular, it has been concluded that in terms of the amount of time required to follow the necessary procedures to develop the curriculum and to ensure appropriate buy-in by the country governments, partial achievement of the set target is justified.

Detailed results and project performance against this objective are described in the table below and the section that follows.

Objective 3: Indicator baselines, targets and results

Target indicator	Baseline 2012	Targets 2015	Results 2015
INDICATOR 3.1 Percentage of focus countries developing good quality CSE curricula that are gender-transformative, evidence-informed, and age- and culturally-appropriate	0% (0)	100%	100% of countries (all 8 focus countries) – Achieved. The 2013 and 2014 milestone was set at 6 (100%) countries; but the target number of focus countries increased from 6 to 8 countries in 2015.
INDICATOR 3.2 Percentage of target schools that are using the newly revised curricula	0% (0)	60% (21,000)	48% of schools reached – Planned target not yet achieved. Out of 35,000 target schools, 16,857 (48%) are using the newly revised curricula.



Objective three is focused on the strengthening of the school curriculum for CSE. UNESCO provided curriculum developers from all 10 countries with training on the inclusion of CSE in their curricula, and went on to support their respective governments in either developing or revising their curricula to include gender-transformative, evidence-informed, and age- and culturally-appropriate. There are a number of different modalities for integrating CSE into school curricula – some countries have incorporated CSE into Life Skills Education (LSE); others have integrated CSE across ‘carrier’ subjects such as Biology, Maths and Civic Education – and the modality used will have implications on the time available to teach CSE, whether it is examinable or assessed, and whether it is compulsory or an elective option for learners. The table below summarizes how CSE features in school curricula across the countries in scope for the evaluation.

List of policy documents which have been revised based on the influence of this project

Country	Subject/s into which curriculum are integrated	Grades	Compulsory (CSE subject)	Examinable/ Assessed
Lesotho	Primary school - Personal, Spiritual and Social Learning - Science and Technology - Also in languages, Integrated Science, Integrated Social Sciences and Technology Studies	Grade 4-7	Grade 8-10	Assessed
	Secondary School - Life skills-based sexuality education (LSBSE)	Grade 8-10	Grade 8-10	
Mozambique	Primary school - Natural Sciences	All grades	CSE is integrated in all subjects	Assessed
	Secondary school - Social Sciences: History, Geography, Moral and Civic Education and - Natural Sciences: Biology, Chemistry, Physics, as well as Portuguese and Mathematics		Not compulsory	
Namibia	Incorporated into the Life Skills subject, of which CSE makes up 70% of the holistic wellness component	Grade 4-12	Yes	Assessed (not examinable)
Malawi	LSE (non-compulsory)	Secondary school	No	Yes
Zambia	Compulsory carrier subjects - Social Studies - Science	Grade 5 upwards	Yes and no, depending on the subject and grade. Most CSE content is found in compulsory subjects	Examined as a cross-curricular subject. Elements of CSE does show up in formal examinations
	Non-compulsory carrier subjects - Religious Education - Home Economics			
	Non- carrier subjects			
Tanzania	Biology and Civics	Primary school	Yes	No
Uganda	Life Education	Lower secondary	Yes	Yes
South Sudan	Science	All grades	No data	No data
	Religious Education			
Swaziland	Primary school: - Science - Social Science - Religious Education - Home Economics - Languages - Practical Arts	Grade 1-7	Yes	Assessed
	Secondary school: - LSE	Secondary school (13-24 years)		
Kenya	Primary School - Science - Religious Education		Yes	Examinable

Guidance and training for curriculum developers

UNESCO provided training to curriculum developers in the production of age- and culturally-appropriate curricula, which the curriculum developers described as very useful, in particular the guidance on developing age-appropriate content. They also noted how prior to the training, they had their own uncertainty and preconceptions related to CSE, which the training helped to challenge. They were able to share experiences and lessons learned with one another during the training, and there was a strong sense of understanding, commitment and 'championing' of CSE among those who were interviewed as part of the evaluation.

Curriculum developers were able to clearly articulate and advocate for the role and impact of CSE on the lives of young people in their country, which is a testament to the training and support provided by UNESCO. The International technical guidance on sexuality education, which has been developed by UNESCO based on global research, was named as an important tool used to guide the development of the curricula in Lesotho, South Sudan, and Zambia in particular.

Review and development process

The process of curricula review has been similar across all the countries.

The process of curricula development included a series of consultations with relevant stakeholders to ensure that the content was appropriate. In some countries (Lesotho, Uganda, Zambia and Swaziland), this included a panel review of the curricula. The panel comprised of various stakeholders (government, civil society, traditional leaders and UN agencies) who were able to offer insight into the adequacy, relevance, and effectiveness of the curricula. This process was also important to ensure that the curricula would not be rejected by the key stakeholders in each country.

Lesotho and Swaziland were the only countries to describe a process of curricula piloting. In Lesotho, CSE was piloted in 70 schools for Grade 7 (primary school) and 100 schools for Grades 8-10 (secondary school). Similarly, the Swaziland MoE carried out piloting in 24 schools. Feedback was obtained from parents, teachers, and learners and used to subsequently revise and refine specific elements of the curricula.

At the start of this project, the Mozambique curricula was found to already have strong elements of HIV education included in it. Stakeholders from Mozambique indicated that the existing curricula was already very comprehensive and had previously been assessed using the SERAT. In addition, curricula developers received the UNESCO training and continued to support the training of teachers to ensure that strong elements of CSE are integrated in the teaching of the curricula.

Adequacy of CSE curriculum (SERAT)

Assessments of the curricula using the SERAT was done in five countries²¹ (Lesotho, Malawi, Uganda, Namibia, and Zambia). The tool allows stakeholders within the country to do a self-evaluation of the CSE curricula against specific best practice criteria. The strengths and, crucially, weaknesses identified in the curricula are therefore defined by the country itself and reduces the risk of misunderstanding or bias from external parties, which is especially important when cultural norms are a strong factor in designing effective CSE curricula.

In most countries, the SERAT was undertaken post-development of the new CSE curriculum, the revision of which was typically part of a broader, larger-scale curriculum. This created specific parameters in which the UNESCO project was required to operate and the results of the SERAT were therefore used to 'test' whether the curriculum was broadly 'fit for purpose', rather than guide curriculum development. Most countries acknowledged that where the SERAT identified weaknesses or gaps in the curriculum, there would be opportunity to strengthen these areas in the teacher training and/or development of teacher and learner materials. However, specific plans to ensure that the SERAT results were addressed were not observed in any of the countries within the scope of this evaluation, and there is a risk that these recommendations will not be implemented.

In certain countries there was a lack of understanding of how the SERAT process worked, which may have undermined a number of the results. For example, in Lesotho, some of the recommendations of the SERAT were dismissed by stakeholders as not being age-appropriate, without an understanding that the SERAT recommendations are age-specific and based on the best practice recommendations for each age group. This creates further risk that the recommendations from the SERAT will not be implemented.

²¹ The Ministry of Education, INDE (curricula developers) in Mozambique reported that they had also made use of the SERAT to assess their curricula. However, the Mozambique SERAT report was not available to the evaluation team and therefore not included in this analysis.

Results of SERAT analysis

Through an analysis of these five countries' SERAT results, which was conducted to identify which areas of the curricula commonly require attention, three common themes emerged as weak, namely:

- Information about condoms (including where to access them, how to use them, and general information about condoms as a contraception option);
- Gender and sexuality (including discrimination, stereotyping, human rights, acceptance, and tolerance based on a person's gender and sexuality);
- Cultural influences on sexuality, SRH, and related practices.

Although these findings could indicate the areas in which content is lacking across the countries generally, and potentially the region, they should still be interpreted with caution. The SERAT report does allow for interpretation and subjectivity.

Curricula for 5-8-year-olds: Malawi and Namibia were the only countries that completed this portion of the tool. Malawi's results show that most of the content is included in the curriculum for this age group, except for some of the information which is more directly linked to sexual activity, such as sexual behaviour is a way that adults show care and affection. Namibia, however, reported that its curriculum lacks a number of the content areas and those which it does address could be strengthened.

Curricula for 9-12-year-olds: Uganda was the only country of the five that did not complete this portion of the SERAT. Across the other four countries there were some common areas which were considered weak:

- There is very little information on marriage included in the curricula. All of the countries reported incomplete information on sexual violence.
- The tool lists honour killings, bride killings, and crimes of passion under sexual violence. Most of the countries indicated that honour killings were not common in their countries and were therefore not covered in the curriculum, but whether or not the users of the tool also considered rape and other sexual assault is not clear. However, all of the countries indicated that sexual violence was a weak area.
- Abstinence as a means of contraception and prevention of HIV and other STIs remains the only information provided to this age group. Condoms and other means of prevention and contraception are largely missing.

- SRH in this age group is quite weak across all the countries. None of the countries cover the signs of pregnancy and how to use a pregnancy test adequately. The effects of social and religious factors are also largely missing from the curricula.
- There is also very little information provided in the curriculum regarding national and international laws, agreements, and norms regarding SRH.

Curricula for 12-15-year-olds: All five of the countries completed this portion of the tool.

- The curricula in these five countries commonly lack information on the diversity of sexuality and the impact of cultural factors on sexuality. Information on condoms remains largely missing and abstinence still features prominently. There is some gender content, particularly around stereotypes, but this is not adequately dealt with across the curricula.
- Communication, negotiation, and decision-making tended to be a stronger area in the curricula. The only theme that was commonly missing across the five countries was the ability to communicate how to protect against infections and unwanted pregnancies.
- The biology of pregnancy is still missing from the curriculum in Uganda and Zambia. Information on testing for pregnancy remains unaddressed across all five countries.
- Topics on SRH are reportedly quite strong for this age group, although, again, condom use and access was commonly lacking. SRH for young people living with HIV is also largely excluded from the content of curricula.
- Similar to other ages, national laws and international norms are not covered in the curricula.

Curricula for 15-18+ years: Lesotho was the only country of the five that did not complete this portion of the curriculum.

- Issues around sexuality which were not covered across the countries were sexual pleasure, sexual orientation, and gender identity. This included acceptance and the upholding of human rights.
- The development of decision-making skills, particularly in relation to an individuals' relationships and SRH, were not adequately addressed.

Cultural and legislative alignment

The vast majority of stakeholders felt confident that the curricula appropriately addressed sexuality education given the country's legal framework. Homosexuality is illegal in many African countries and therefore including LGBTI issues has been extremely challenging. In most countries, UNESCO has indicated that rather than 'fight a losing battle' in trying to include LGBTI in the curricula, they have chosen to accept that LGBTI will not be addressed in the current curricula and have instead focused on ensuring all other areas are as strong as possible. UNESCO acknowledged this decision was made based on the risk that persisting with LGBTI issues could ultimately derail the entire process.

Nevertheless, the teachers interviewed in Zambia emphasized that teacher training for CSE still needed to include training on areas that were outside of the learner curricula, including LGBTI issues, which they are aware learners may still ask questions about and want to be able to respond appropriately to.

Across the countries, the UNESCO NPOs, curricula developers, and representatives from other UN agencies described how changes to the language used in the curricula were necessary to ensure that they were accepted in the country. For example, there are connotations attached to the term 'sexuality' which is frequently understood to mean 'homosexuality' or 'sexual intercourse' in many communities. Using language which emphasized delaying sexual debut and avoiding teenage pregnancy was seen to be more helpful, in particular when advocating for and explaining CSE to communities and faith-based organizations (FBOs).

Teaching and learning materials

In general, it appears that the development and distribution of teacher and learning materials for CSE has lagged behind the development of the curricula across all 10 countries. Teachers interviewed across the countries expressed frustration with the lack of learner materials in particular, and believed it had a significant impact on the ability to teach CSE effectively. In Lesotho and Swaziland, teachers described how they would attend training, receive one copy of the teaching materials and one copy of the learners' materials. Conducting some of the more interactive lesson plans was made very challenging with only one set of learner materials. Teachers and head teachers reported that the schools did not have the facilities or the resources to produce more materials themselves.

Distribution of materials also appears to be difficult. This was highlighted in Lesotho, Swaziland, Malawi and Mozambique in particular. For example, interviewees in Swaziland indicated that although the development of materials had been well supported by UNESCO and other UN agencies, now that the materials had been developed, financing distribution of them was a challenge.

In South Sudan, on the other hand, despite the fact that official MoE teacher and learner materials are yet to be developed, the country has found innovative ways to bridge the gap to provide materials to teachers with limited budget. UNESCO provided funding to scale up production and distribution of TeenVoice, a magazine produced by a local NGO which focuses on issues such as teenage pregnancy. Teachers were able to use the magazine to stimulate discussions on CSE in classes.

While the availability of materials was an issue in all countries, it was particularly acute for schools with learners with disabilities. Teachers at a school for visually impaired students in Lesotho expressed how they required tailored materials which were suitable for these students. One of the teachers described how she had re-typed some of the materials in very large font to ensure that the students with partial visual impairment were able to follow the lessons. She indicated that while this was a time consuming effort, it was quite simple to do and was very effective in including these students in the lessons. This is particularly relevant since disabled people are particularly vulnerable to risky behaviour and human rights violations, making them a key target population for sexuality education.

In response to the need for high quality materials, UNESCO and UNFPA, in collaboration with Advocates for Youth, have developed 15 scripted lesson plans which are intended to be used as teaching materials. The lesson plans provide teachers with specific instructions and support materials (including fold-out posters and charts) to be used during lessons to effectively engage learners. At the end of the project period, these lesson plans had been piloted in Lesotho and Namibia. Further roll-out to all 17 project countries is intended for 2016. Feedback from the pilot countries did reveal some challenges, however, in terms of the amount of time required to implement the lesson plans, given how comprehensive they are, which was not always available in the timetables.

OBJECTIVE 4: Strengthen the implementation of CSE curricula through the development of a confident, well-trained training workforce

The overall progress against this objective is summarized below:

Objective 4: Partially achieved

There were three specific objective indicators for Objective 4, all of which were partially achieved. The first indicator is related to the implementation of a life skills curriculum in schools. The project aimed to reach 50% of schools in the region, but only reached 34%, while the second indicator

shows that only 24% of schools in the region have a teacher trained in CSE providing the life skills curriculum (compared to the targeted 50%). It is notable that although the regional programme was able to largely exceed the targeted number of teachers to be trained (see progress against targets below), training of these teachers has not however enabled the project to achieve the specific project indicators related to teachers actually providing CSE in schools. As a result of the programme not achieving the desired targets for the first two indicators, it was subsequently not able to reach the third indicator target either, which covered the number of learners reached with the curriculum.

Detailed results and project performance against this objective are described in the table below and the section that follows.

Objective 4: Indicator baselines, targets and results

Target indicator	Baseline 2012	Targets 2015	Results 2015
INDICATOR 4.1 Percentage of schools that provided life skills-based HIV and sexuality education within the previous academic year	0% (0)	50% (35,000)	100% of countries (all 8 focus countries) – Achieved. The 2013 and 2014 milestone was set at 6 (100%) countries; but the target number of focus countries increased from 6 to 8 countries in 2015.
INDICATOR 4.2 Percentage of schools with teachers who have received both training to teach life skills-based HIV and sexuality education and who taught the subject as part of the curriculum within the previous academic year	0% (0)	50% (35,000)	48% of schools reached – Planned target not yet achieved. Out of 35,000 target schools, 16,857 (48%) are using the newly revised curricula.
INDICATOR 4.3 Percentage of learners reached by life skills-based HIV and sexuality education within the previous academic year	0% (0)	60% (15,000,000)	17% of learners reached – Planned target not yet achieved. The 2013 and 2014 milestones were set at 10,500 (20%) and 24,500 (40%) learners respectively; and the number of targeted learners increased from 15,000,000 to 15,350,000 in 2015.

Objective 4 is concerned with training teachers to teach CSE, including the teaching of information as well as skills to deal with situations and contexts. There are two main cohorts of teachers who must be trained: those currently teaching (in-service) and those who are training to become teachers (pre-service). The trainers of in-service and pre-service teachers must also be trained in CSE content and skills in order to effectively pass on the training, which means CSE needs to be part of the teacher training curriculum as well, and not just the learner (school) curriculum.

Strategic planning

One of the most significant challenges with training teachers to deliver CSE is the scale of the endeavour. The scale will depend on the status of the curriculum roll-out (i.e. which grades are currently using the new curriculum) and the modality of the curriculum (i.e. if through the Life Skills course, less teachers can be trained than where CSE is integrated across carrier subjects). There was little evidence of a strategic approach to decision-making when it came to such a large initiative and when funding was limited and would only be able to reach a proportion of the total teacher population. Decisions regarding which teacher cohorts were prioritized (e.g. in-service vs. pre-service), geographic targeting, targets of specific grades, or numbers and proportions of teacher trainers, teachers and/or head teachers were not clearly documented.

The selection of teachers who attend training was raised as an area for which further consideration is needed. Teacher selection was generally done by the MoE, and UNESCO operated within its protocols for teacher selection. Teachers described how they were not necessarily consulted before being selected to go on CSE training, and some explained that they had no interest in or requirement to teach CSE, yet they were sent to the training anyway. In some instances, teachers were sent on the training merely because they were available and not because their area of teaching was related to CSE. The selection of appropriate teachers to attend training has implications for the teacher's inclination to engage with the content and maintain a high quality of teaching thereafter.

Teacher trainers

Building the capacity of teacher educators as well as pre-service and in-service teachers is stated as a planned activity for the UNESCO regional project. At a country level, training of teachers appears to have been prioritized over training of teacher trainers. While this helps to get CSE to learners more quickly, prioritizing teacher trainers may have larger longer-term impact on creating sustainable sector-wide capacity for CSE. A lack of focused teacher educator capacity-building may introduce challenges in future regarding the strength and sustainability of the teacher educator work force providing teacher training on CSE in the ESA countries.

There are two categories of teacher educators/trainers in this project; those who train pre-service teachers, and those who train in-service teachers. Pre-service teacher trainers are generally lecturers based at existing teacher training colleges or universities. In-service teacher trainers are more diverse in description. In some cases, they are facilitators from local NGOs, consultants, or, in the case of the cascade model, they are practicing teachers themselves. The variety of teacher training both within and across countries introduces a need for a varied approach to building teachers' capacity.

Interviews with the regional UNESCO team and the regional Save the Children representatives revealed that Save the Children had provided training to some teachers in their CSE teaching methodology, namely process orientated methodology. During 2014, UNESCO also collaborated with Save the Children to develop a manual for POA in SRHR and CSE, however, it is unclear from UNESCO's existing M&E data, as well as information collected in this evaluation, how extensively these manuals were used, although reference to this method of training was mentioned in some of the countries.



Status of training across countries

Country	Subject/s into which curriculum are integrated	In-service teacher trainers
Lesotho	A single lecturer from the Faculty of Education at the National University of Lesotho attended a series of capacity-building workshops and trainings held in Zambia and South Africa. As yet, this particular lecturer has not been involved in training any teachers in CSE, but has managed to advocate for the development and inclusion of a CSE module in the faculty. It was anticipated that the curricula would be rolled out to fourth year students in May 2016 as an elective module.	UNESCO provided training to in-service teacher trainers.
Mozambique	All Institutes of Teacher Trainers (IFPs) offer the CSE course to all student teachers.	Capacity building of in-service teachers in Maputo and Sofala Provinces IFP of Inhamitua (27 September - 3 October) and Chibutuine (6-12 September), respectively.
Namibia	A University of Namibia representative has attended regional CSE training held in Namibia and acts as a champion of CSE, speaking on various education forums regarding CSE and helping to advocate for its inclusion in the teacher training curriculum. The major challenge faced at university level in terms of CSE training is the cost and process of making CSE an accredited course.	The Namibian MoE has taken the lead in providing in-service teachers with training. They do this with the support of UNESCO and UNFPA. The training of upper-primary teachers has occurred through a cascading model. It is important to note that Namibia's curriculum calls for full-time life skills teachers present in schools with more than 250 students.
Malawi	LSE (which includes CSE) is a compulsory subject for all student teachers at training colleges throughout Malawi and teacher training materials have been distributed to teacher trainers. Nevertheless, teacher trainers interviewed as part of this evaluation indicated that they feel unprepared to train future teachers in aspects of CSE.	60 LSE in-service teachers have been trained.
Zambia	In universities, there is a specialist lecturer who provides compulsory CSE training to all students' teachers. In teacher training colleges, UNESCO has supported the training of lecturers on CSE. In addition, trained teacher educators have become champions of CSE in the pre-service teaching space.	The Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS) received training on the POA and provided training to in-service teachers in turn. A cascade model of training was implemented to ensure that as many teachers were reached as possible. Training is starting to be more directed at lower levels of the cascade to help with the dissemination of information so there are fewer levels and information is less diluted through the cascade.
Tanzania	CSE has been included in the Teacher Educators Programme (TEP) since 2014 as a compulsory course, however, teacher educators have not received training in the provision of CSE training.	UNESCO trained NGOs as district facilitators to train the teachers. Approximately 1,300 teachers were trained from different schools in the eight pilot districts. The 'train the trainer' model is an efficient method to use because trainers who have been trained by UNESCO can continue to train teachers in these districts when resources become available.
Uganda	The principals of teacher training institutions (TTIs) have received CSE-sensitization training and all TTIs have reportedly been provided with materials which can be used to train teachers in CSE, although the use of these materials has not been monitored. While Kyambogo University has been mandated to oversee the training of teachers in Uganda (including in-service teachers), it remains unclear on what is expected of it as there is no curriculum for training of teachers.	The teacher trainers from the TTIs also train in-service teachers during field visits to schools in Uganda.
South Sudan	There were no efforts to build the capacity of pre-service teachers during the evaluation period.	A total of 13 teacher educators have received training. These teachers are expected to further roll out the training to other teacher educators.
Kenya	There were no efforts to build the capacity of pre-service teachers during the evaluation period.	No information available.

Pre-service teacher training

CSE has been integrated into the teacher training curriculum in Zambia, Tanzania, Mozambique, and Malawi. Based on feedback from key informants in these four countries, the capacity of the teacher trainers, or educators, varies. Zambia appears to have highly specialized lecturers providing training for teachers. Some teacher educators in Malawi have been through the online training and received training materials, but still report feeling unequipped to offer training to teachers in CSE. Teacher educators in Tanzania, despite having to offer CSE as a compulsory course in TTIs, have not received any training.

In Uganda, principals from TTIs have received sensitization training and their institutions have received materials to train student teachers on CSE. Both Lesotho and Namibia have identified and trained a single representative from the National University's Department of Education to act as a champion for CSE. The Lesotho champion has managed to advocate for the development and implementation of a CSE curricula for teacher trainers for roll-out in 2016. The Namibia champion is still working on advocating for the same. Swaziland, South Sudan, and Kenya have not yet implemented any training for teacher educators. Swaziland has, however, conducted an assessment of the existing teacher training curricula to determine how it might be revised to include CSE.



In-service teacher training

There have been efforts in most countries to offer CSE training to teachers who are already in service. Most countries use a cascade model of training for in-service teacher training. Many stakeholders, including district educators, shared significant concerns regarding the implementation of this model and how it impacts the quality of the training. The challenges related to in-service training were described as follows:

- In-service teachers are very busy and training has to be provided outside of school hours, on weekends or during the school holidays.
- There are significant logistical challenges in bringing teachers together for such a training. This includes organizing a central venue, sometimes in remote areas, which is appropriate for training; transporting the teachers to the venue; and then accommodating them near to the training facility.
- The cost of bringing together teachers and providing for them (as described in the point above) can be very high.
- In Zambia, CSE training for teachers was originally provided as a five-day course. This was subsequently reduced further and further in light of available time to just, in some instances, a half-day training. The Zambian government has since implemented controls to ensure that trainings are no less than three days. Shortening the training significantly impacts quality, for example, one of the key strengths of the face-to-face training that was mentioned by stakeholders was the ability to first identify and address the teachers personal beliefs and attitudes to CSE, which is the foundation to teaching CSE to students. This exercise in introspection was widely noted as being a best practice, but was often cut when there were pressures on time.
- The cascade model itself, or the approach to 'train the trainers', was also felt to be problematic as the quality of training is 'diluted' the further down the chain the recipient is.

Online training

The UNESCO regional project has developed online teacher training in CSE. The project planned to train 1,000 teachers. During the course of the project, 854 teachers were reached with the online teacher training course. While there were many challenges associated with this training, several teachers reported liking this modality of training. Some of the advantages and disadvantages as described by the teachers are listed in the table below.

Feedback on online training

Advantages	Disadvantages
There was a strong perception that the content of the training was of superior quality and very comprehensive	Lack of connectivity (particularly for teachers in the rural areas)
Teachers perceived the online training to be free of any bias that a facilitator would introduce	Lack of printers and paper to print materials for reference at a later stage
It allows the teacher to interact with the content at their own pace, in their own time, and at any location	Lack of computer literacy among teachers, which led to significant amounts of time being spent with individual teachers to build their capacity in basic computer literacy in order to commence with the training
Relevant information could be printed for the teachers to use as resources	Because the training is so comprehensive, some teachers were left feeling a bit overwhelmed with the amount of information
Teachers appreciated the opportunity to interact with teachers in other countries on the online training platform	Data costs are high in some of the countries
The training provides an opportunity to develop some computer skills	The training doesn't adequately cover more of the soft skills required by the teachers (i.e. dealing with sensitive/difficult questions, containing an emotional situation)
The online nature of the training is aligned with many of the government's plans to move towards using more online platforms and promoting e-governance	Online training doesn't allow for the same level of interaction afforded by face-to-face training. This includes the opportunity to challenge perceptions and attitudes, practice teaching methods, and allow for in-depth discussion on difficult topics

Countries such as Lesotho brought teachers together to do the online training. Therefore, there was a component of both online and face-to-face training which was deemed valuable by the participants. Teachers were able to work through the modules at their own pace, with assistance by facilitators where necessary. Teachers also had opportunity to interact with one another on potential scenarios in teaching the content. While this approach does help with challenges such as connectivity, IT support, and the need for personal interaction, it does still carry the high cost associated with bringing teachers together to receive the training.

Teacher capability

Opinions of teachers' ability among learners were wide ranging. Some learners reported that their teachers were very confident to teach and answer questions regarding CSE, while others felt they were less so. These differences in perceived teachers' ability were reported between and within countries. In Uganda, learners reported how teachers would respond negatively if they asked questions. The responses were abrupt and sometimes teachers would reprimand the children as they felt the learners were too young to be asking the questions which arose. The learners described the teachers as being "harsh" and "not

sensitive" when responding to their questions. Culture was commonly cited as a reason that learners thought teachers were uncomfortable to talk about sexuality issues.

However, learners from most countries still reported feeling comfortable to speak with teachers regarding sexuality education and that teachers were their preferred source for this information. Only in Lesotho did some of the learners express that they would prefer to speak with their parents or religious leaders about sexuality issues. There was a general consensus across the countries that learners preferred to speak with younger rather than older teachers. The gender of the teacher was not raised by learners as a consideration. In addition, learners appear to be more comfortable if a single teacher is identified within the school to whom they can speak about CSE-related issues. This was particularly true for learners in Uganda, who described how each learner had an allocated teacher to whom they could speak about such things.

While learners reported that they would feel more comfortable to speak with teachers in private than in front of their peers, they said they were not often afforded this opportunity due to the lack of privacy inherent in the school environment. Many learners do not want to be seen

approaching a life skills teacher by their peers, as they believe rumours will start as a result of such a meeting.

In Zambia, teachers described how through the CSE lessons, some learners who were being abused realized what was happening to them. This was an area of particular concern for the teachers because the learners would become very distressed and turn to them for assistance, but they were not always sure how to deal with these situations. Specific instructions on how to deal with child protection concerns when these are identified was thus suggested as a potential gap in the training. It was not clear whether schools had, or teachers were aware of, school policies on child protection, and the relevant roles and responsibilities in such instances.

Ongoing training and support

There was a strong call for continuous monitoring and follow up of CSE teacher training from teachers and head teachers, as well as other key stakeholders. The call for this training was not exclusive to those who felt they had received inadequate training in the first place. Teachers who had reported receiving very comprehensive training in CSE, teachers who felt they had gained significant knowledge and skills through the training, and teachers whose own perceptions had changed because of the training still reported needing follow-up training. Once the teachers started teaching, they found unexpected challenges or questions which they weren't sure how to deal with and expressed the need for some sort of support and an additional opportunity to ask questions after they'd had time to process their thoughts and put into practice what they had learnt.

Teachers in Swaziland, Zambia, Malawi, and Lesotho reported that they gained significantly in terms of their knowledge during the training. In Swaziland, it was reported that the training was an "eye-opener" for the teachers and that they learnt things about themselves that they had never known. While the teachers appeared assured in discussing how their own knowledge base had increased, they were wary to confirm that they felt confident to teach young children about CSE, and reported that "that was still a challenge".

Teachers also reported that children become very enthusiastic when you begin teaching about CSE. They ask many questions and want to have intense discussions. The teachers did not feel that they were equipped to manage some of these discussions. A principal in Zambia reported that he had received training as a teacher early on in the project. As he knows the extent of the information that

is provided at those trainings, he expressed concern that his teachers who have since received the training are not sufficiently equipped with an understanding of the content and the skills to deal with the teaching of young people, stating that "a three-day training is just not sufficient to get you there (ready to teach children about CSE)".

Institutional support for teachers

While many of the teachers have acknowledged the importance of CSE, they still view it as an additional load. Some teachers felt that after receiving the training, they realized that the expectations of a teacher providing CSE are high.

The sensitization of and support offered by head teachers appears to be lacking. The evaluators were only able to speak with head teachers/principals in 5 of the 10 countries. The head teachers appeared to have varying knowledge regarding CSE. Some head teachers had received formal sensitization training, the purpose of which was to ensure that the teachers would be well-supported by the head teachers when they returned to teach CSE to their learners. Head teachers in Swaziland reported that the content of the training they received was very rich and probably required two days, rather than only one, to cover all of it adequately.

Overall, teachers did not feel adequately supported by principals or head teachers. None of the teachers reported any kind of rejection of CSE by head teachers or principals, however, the majority did report that support from and promotion of CSE by the head teacher/principal was lacking.

Existing school timetables are already stretched and teachers have reported that the available time for CSE lessons is insufficient to address the content and provide the lesson in a manner which is called for in their training. In some countries, the subject/s into which CSE are integrated may not be examinable. As a result, the need to cover all examinable material in the allocated time may cause teachers to leave out 'non-examinable' portions of the curriculum.

In South Sudan, stakeholders indicated that in order to cover the entire curriculum, including components of CSE, teachers are having to teach outside of teaching hours. An example of the additional burden placed on teachers was evident in Lesotho. In Swaziland, there were reports that teachers hesitated to take on CSE because of the additional workload. It is important to acknowledge the challenging environments in which some of the teachers are working

and how these might impact their willingness and ability to take on additional workloads. As an example, at the time of this evaluation, teachers in South Sudan had not received salaries for the preceding three months.

In Zambia, curriculum developers expressed the concern that very often teachers are dealing with their own burdens, and that the CSE lessons may bring these to the fore. The need to provide them with the necessary support was therefore identified as an important part of ensuring that teachers are able to teach children effectively.

Monitoring

As raised in Objective 2, there is a limited amount of monitoring of the quality of teaching occurring across the 10 countries. For example, in Malawi, it was reported that some of the teachers (reportedly older teachers) would leave out sections of the curriculum because they were not comfortable to discuss them. Existing structures do not necessarily support monitoring of CSE teaching. This is a significant risk to the investment made by the MoE and UNESCO to train teachers, and going forward, strategies will need to be put in place to help ensure that the implementation of CSE teaching is occurring as intended.

OBJECTIVE 5: Improve community engagement in young people’s access to CSE and services

The overall progress against this objective is summarized below:

Objective 5: Partially achieved

There were two specific objective indicators for Objective 5. The first indicator called for the provision of orientation programmes for parents and guardians of students. This indicator was the most poorly achieved of all the targets, with only 5% of schools providing such an orientation, rather than the proposed target of 50%. The project has tended to focus resources on achieving the other objectives, possibly because of the challenges and potential resistance faced by the project should they engage with parents, however, this resistance is likely to be even more significant in the long term if parents are not orientated on CSE. UNESCO has managed to far exceed the target for the second indicator of training 10 civil society organizations (CSOs) to deliver good quality CSE programmes by training 244 CSOs in the region.

Detailed results and project performance against this objective are described in the table below and the section that follows.

Objective 5 indicator baselines, targets and results

Target indicator	Baseline 2012	Targets 2015	Results 2015
INDICATOR 5.1 Percentage of schools that provide an orientation programme for parents or guardians of students regarding LSE	0%	50%	5% of schools reached – Planned target not yet achieved.
INDICATOR 5.2 Number of CSOs trained in CSE and delivering good quality CSE programmes	0%	10	244 CSOs trained – Achieved.

Objective 5 recognized that for the implementation of CSE in school curriculums to be effective, communities would need to understand and support the initiative. CSE issues are often misunderstood and can be opposed by parents and traditional and community leaders without specific consultation and communication on the purpose and intended outcomes of teaching CSE to children and youth.

Approach to engaging communities

The approach to engaging with communities varied across countries. Some countries engaged with communities from the outset of the project and community level involvement has, in turn, contributed to the success of the project. In contrast, a number of other countries have not yet been able to focus efforts in communities, largely because the objectives are often implemented in a linear manner and many countries have not progressed to Objective 5 or have planned the majority of their funds for earlier objectives.

Similarly, the success of community engagement has varied across countries. Lesotho was able to gather influential community members, referred to as gatekeepers, to help them understand the importance of CSE, and to make them aware that ensuring that the youth of Lesotho have access to SRH knowledge and services was everyone's responsibility. The outcome of the gathering was the signing of the Gatekeepers Statement on SRHR. The statement was signed by representatives of teachers, learners, chiefs, councillors, and religious organizations. The statement recognizes that SRHR information and education programmes contribute towards reducing HIV and helps to formalize and ensure sustainability of community involvement.

Gatekeepers' statement

As gatekeepers, we recognize that the age-appropriate, culturally-sensitive and scientifically-accurate sexual and reproductive health and rights information and education programmes make a huge contribution to reducing sexual transmission of HIV by helping adolescents and young people to abstain or delay the debut of sexual relations; reduce the frequency of unprotected sexual activity; reduce the number of sexual partners; and increase the use of protection against unintended pregnancy and sexually transmitted infections.

Efforts to engage parents in Malawi have also had considerable success. Using the support of an NGO, it was reported that in some communities parents had become so passionate about the importance of CSE that they themselves had become ambassadors for the initiative and had started encouraging other parents to attend the dialogues so that they too could understand. Generally, however, the initial response of parents has been one of resistance and the evidence from the project is that it takes time and effort to engage with parents to challenge misconceptions on CSE. But once this is done, buy-in is typically attained and often parents will ask why it has taken so long for schools to provide this type of education to their children.

Use of media

Radio appears to be the most popular form of media that UNESCO has attempted to use for CSE-related messaging. It is seen as an effective means of communication because it can be accessed by hard-to-reach populations throughout the country and allows for listeners to call in and ask questions.

UNESCO has conducted a regional level media sensitization training which was attended by journalists from 10 ESA countries. The training aimed to sensitize journalists and other people in the media on CSE topics and the appropriate messaging that aligns with government's CSE and SRHR policies. While the use of media is an effective way to sensitize parents and communities, it could be argued that UNESCO could better focus its efforts on teacher training or other activities more directly related to providing scaled-up and effective CSE in schools. However, there are potentially detrimental impacts on the project should sensitization of the media be neglected, such as the case in Swaziland, where the Education and HIV Policy that was tabled for cabinet was withdrawn due to inaccurate and sensational reporting of teenage pregnancy. Therefore, UNESCO still has a role to play in providing technical support to other organizations that are able to offer sensitization training to the media.



Use of media to share CSE messages

Country	Media	Description of use
Lesotho	Radio	UNESCO has been unable to complete its proposed activity in Lesotho in terms of radio spots for CSE-related messaging as a result of challenges experienced with service providers regarding the provision of CSE-related messaging on community radio. The purpose of the radio spots will be to share relevant information with the communities, as well as develop programmes which can be used in Grade 11 and 12 lessons at schools.
Mozambique	None	
Namibia	Radio	The country has experienced some challenges in using radio for CSE messaging, however, it remains a planned activity for future. A limited number of CSE-related public service announcements have been made on community radio.
Malawi	Radio	UNESCO has supported the development of radio programmes which share information on CSE, featuring debates on issues such as SRH, STIs, HIV and AIDS, and teenage pregnancy.
Zambia	Radio and TV	SAfAIDS, with funding from UNESCO, developed a 13 series national TV programme and 26 series radio programme. Roll-out of these programmes was not completed as a result of the death of the country's president. The radio programmes were complemented by radio listening clubs in some areas, which were also linked with service providers and referral networks. SAfAIDS trained the media (sensitization) as well.
Tanzania	Radio	UNESCO has a network of 30 community radio stations which help sensitize communities to CSE and CSE-related issues. In addition, UNESCO has trained eight radio stations to broadcast CSE and hold interactive sessions on issues relating to CSE. Youth protection clubs discuss CSE-related issues on these radio programmes.
Uganda	Radio and other media	UNESCO has identified radio as an effective means of disseminating messages because they are so widely accessed by a population which is often difficult to reach. At this stage, UNESCO has conducted a workshop in Uganda to train media on reporting on CSE, human rights, and gender.
South Sudan	Radio and Facebook	UNAIDS and SAfAIDS have developed radio scripts and guides and schools use portable radios to play back radio pieces. Facebook page. Journalists have received sensitization training on CSE.
Kenya	TV	There has been a multi-media behaviour change communication intervention on TV which has reached 2 million adolescents.

Provision of youth-friendly services

Although not directly within the scope of the UNESCO project either, it is important that where learners are being educated about CSE, there must also be access to services. Effective CSE in schools educates young people on their rights and requirements with respect to SRH, which in turn creates demand for SRH services that must be met in order to ultimately reach the goals of the project and, more broadly, the ESA Commitment. The majority of countries in the evaluation scope recognize that the MoE and MoH must work together. Most have set up inter-ministerial structures such as working groups to help facilitate joint planning and implementation, and have documented intentions for youth-friendly services as part of national policy.

However, in most countries, the MoH efforts to provide youth-friendly SRH services appear to lag behind the efforts of the MoE to educate young people.

The relationship between the two ministries is yet to carry an impact at a local level. There have been no significant strides made in developing relationships between schools and local health care centres, and efforts so far appear to be on a piecemeal rather than strategic level.

Reports from learners across all of the countries indicate that even when health care centres are described as youth-friendly, this does not make discussing SRH issues that much easier. Youth are still fearful of rejection, being humiliated, and coming into contact with someone that knows them from their community.



Performance against additional project targets

The UNESCO project set various targets, in addition to the targets for each objective, largely related to the reach of beneficiaries through the implementation of the project. Coupled with the awarding of additional funding for 2015, some of the projects original targets were adjusted.

One of the key challenges in analysing the results against the targets is the apparent lack of a definition for 'reach' in this project. There have been no minimum requirements set out for each project target to define when a beneficiary can be counted as 'reached'. This is further complicated by the differences in implementation across each country.

According to the reported results, targets for teacher training were reached and exceeded for the project for both in- and pre-service teachers with the original funding. Revised targets were set for teacher training with the additional funding. While the total target (original and additional funding) was reached and exceeded, this was done before the additional funding was awarded.

Targets for teacher training colleges reached was also exceeded. It is noteworthy that Tanzania stands out in this regard, having reached a total of 102 teacher training colleges. However, lecturers at these colleges reported that while they were expected to provide CSE training to teachers, they had not been trained in its provision. It is in such an instance where a definition of 'reach' could clarify reporting across the countries. Currently, the interpretation of reach does not necessarily equate to high quality. The fieldwork done for this evaluation has identified that there are varying levels of quality in training and these have all been considered 'reach'.

The regional project has reached 34,096 schools, against its target of 35,000 schools. The majority of schools counted as reached for the regional programme come from Mozambique (20,781). Likewise, the lack of definition for schools reached introduces potential for misinterpretation. In Mozambique, the CSE curriculum was considered to already be in place at the beginning of the UNESCO project, therefore it would have been implemented in all schools at the start of the project. It would, however, have been inappropriate to count these schools as reached simply because the curriculum was being provided in these schools. While schools may have been considered 'reached' because a teacher had received training and was actively providing CSE to learners, again, the definition and measure of the indicator was not clear.

A key component of the project was to involve parents and guardians in the provision of CSE and ensure that they were open to speaking to their children regarding their sexuality. UNESCO intended to achieve this through engaging with parents through school parent-teacher associations (PTAs). However, this has been a challenge for the project. Resource constraints – both human and financial – were often cited as the reason for not focusing on reaching PTAs, as these were prioritized for other activities. Only 2,807 PTAs were reached across the region, although the project had aimed to reach 35,000.

The project had originally set out to reach 15 million learners with CSE. Provision of the additional funding increased the target to 15,350,000. However, the project has only reached 4,268,084 learners, or 28% of the target. The targets for the project were set with the assumption that learners would be reached during the first year of implementation. Unfortunately though, as a result of the time required to develop and revise curricula, as well as train teachers, some countries only began to reach learners with CSE in the third

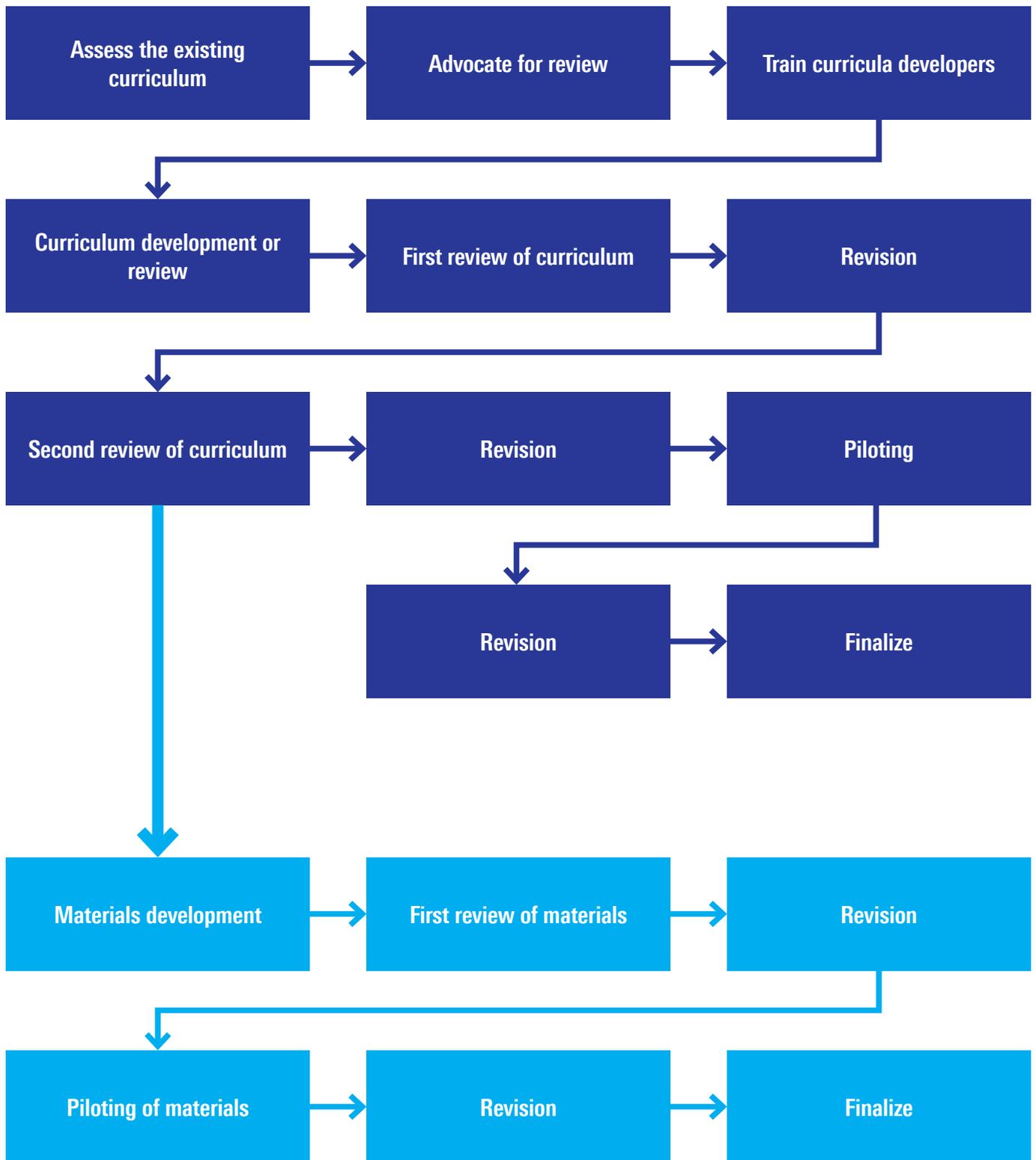
year of implementation. It is anticipated that now that most of the foundation for the provision of CSE has been built, the roll-out of CSE to learners will now increase exponentially. Non-achievement of the target is therefore related more to the setting of an unrealistic target, rather than to a poorly implemented project.

Through the extension of funding provided in 2015, the regional project set new targets which included components of reaching the broader community through media and reaching young people through an SMS platform. While some countries have made good progress on using media to communicate with the broader community, others have made little headway. Approximately 6 million people have been reached with these messages, compared to the proposed target of 20 million. The SMS platform was not implemented during the course of this project. There were a number of challenges which arose during the attempts to kick off this initiative. The main challenge appears to have been the cost associated with establishing the platform in some of the countries.

Additional indicator baselines, targets and results

Performance against project targets	Original funding		Additional funding		Total	
	Target	Result	Target	Result	Target	Result
In-service teachers trained	74 000	80 198	3 000	585	77 000	80 783
Student teachers trained	12 000	67 862	6 000	-	18 000	67 862
Teacher training colleges reached	178	229	NA	NA	178	229
Schools reached	35 000	34 096	NA	NA	35 000	34 096
PTAs reached	35 000	2 807	NA	NA	35 000	2 807
Learners reached	15 000 000	3 687 596	350 000	580 488	15 350 000	4 268 084
Parents, guardians, community members, young people in and out of school reached with CSE using TV and radio	NA	NA	20 million	6 million	20 million	6 million
Young people reached with CSE through SMS	NA		8 million	-	8 million	-

Process of curriculum review



The requirements for curriculum development vary across the different countries. However, most of the countries appear to follow a similar process:

1. The existing curricula required a review to determine the extent to which CSE had already been covered, and the quality thereof.
2. There needs to be a process of advocating with high level officials to gain approval for the revision.
3. The capacity of the curriculum developers needs to be ensured. This may be done through training of the curriculum developers on the content of the course and content-specific requirements (such as ensuring age-appropriateness in the case of CSE).
4. The curriculum developers then work on developing the actual curriculum.
5. This is followed by a process of review. Most of the countries referred to an internal review panel which was set up by the MoE. The panel would include relevant specialists who could contribute towards the review of the curriculum to ensure relevance, accurateness, appropriateness, and overall good quality.
6. The curriculum developers would then revise the curriculum based on the review by the panel.
7. Following the revision, there was either a second review and/or a process of piloting of the curriculum, followed by another revision based on the outcomes of the second review/pilot.
8. After this process, the curriculum could be finalized.

In parallel with the curriculum review process, materials development should be underway. It appears that in reality, however, that many of the countries were unable to develop materials in parallel with the curriculum development process and only began the materials development after the curriculum had been finalized. The materials should undergo a similar review, revision, and piloting process before being finalized.

Regional project

The whole ESA region faces similar challenges in terms of health and social outcomes related to SRH and thus it was agreed that the development of a regional project was an appropriate response. The project has therefore been implemented across the region, and while each country's outcomes are similar, and they do share common challenges, the context of each can vary. As a result, the use of local nationals as the programme officers was seen as a strength of this project. The NPOs have an in-depth understanding of their countries, including the sensitivities surrounding sexuality. It was emphasized that there was no one way in which the regional project could be implemented

in all of the ESA countries; rather, the approach had to be tailored for each country. This was reinforced by the EAC representative, who pointed out the differences between the East African countries, which tended to be more conservative, and the Southern African countries. The fact that there was such a strong contextual understanding of each country meant that the project remained relevant through the necessary tailoring to suit each country's context and unique needs.

Networking countries

The project was designed to focus resources in particular countries (focus countries) and provide other countries (networking countries) with seed funding and the opportunity to benefit from regional level events and networking opportunities. Networking countries reported that they were able to benefit significantly from their involvement in the programme and as well as being able to access regional level training and learn from other countries, they were also able to make use of materials developed at regional level.

Approach to evaluating the networking countries

This evaluation involved data collection in two networking countries, Swaziland and Kenya, based on wanting to include an ESA networking country. Assessment of the networking countries was not different of that to the focus countries, despite the difference in the nature of the support they received through this project, and as a result, how much could be done as a networking country, relative to the expectations of a focus country, could be determined.

Because NPOs in networking countries have worked in such resource-constrained environments, this has translated into the development of very strong partnerships with other stakeholders in their respective countries, which is a requirement to ensure that there is capacity to implement the various project activities. For example, in Swaziland in particular, the project has been very well integrated into the roles of ministry officials.

At the time of this evaluation, Kenya and Swaziland were both at different stages of implementation of the project. Kenya has managed to gain high level political commitment to integrating CSE into the country and has begun the process of reviewing the curricula. Swaziland has progressed well with the activities of the programme and in fact, has made progress comparable to the focus countries, having implemented a range of activities across all of the objectives. This can be attributed mainly to the Swaziland

NPO investing significant time and effort into political commitment, as well as the strong sense of ownership in the country, with an internal drive coming from government to ensure this project is a success. In addition, Swaziland appears to have made very effective use of the relationships it has developed with focus countries. In particular, a very strong relationship appears to exist between Swaziland and Lesotho. The two countries have commonalities which have allowed for a substantial amount of sharing between them. While the progress of other networking countries was not assessed, the attributes of the Swaziland implementation as strengths and potential contributors to the country's significant progress as a networking country were identified.

Governance and management

There was a strong sense from stakeholders at all levels that the programme was being well governed and managed by both the regional and national programme officers. In general, the UNESCO team (regional and national) implementing the programme were described as "responsive" and "approachable".

The individuals working on this project present themselves as highly motivated passionate people. The amount of work which they have achieved during the project period is evidence of this. The regional team started off as a very small team providing support across the ESA region. As the project progressed, two additional resources were taken on in the form of a communications resource and an M&E resource. According to stakeholders, the M&E resource was particularly necessary, and the gaps in the team appear to have been filled as soon as these resources were identified. However, it is suspected that some of the weaknesses in the project's M&E system, described below, arose before the recruitment of the project's M&E officer.

Country government officials, in particular those from the MoE, reported that the NPOs have been a steadfast support structure throughout the implementation of the project. The NPOs have been described as knowledgeable and resourceful, and as having excellent relationships within government and civil society.

One of the challenges that the NPOs have experienced is that while they form part of the regional project, in-country they are quite isolated in terms of the implementation of this project. In most of the countries, the NPOs are the only UNESCO employees in that country and therefore, the responsibility of project implementation within the country falls entirely on them. However, the NPOs are able to rely on the regional team to support them.

Project M&E

The M&E of the project appears to have presented a number of challenges. This was first evident from the reports that during the course of the project implementation, the regional team realized the need for a dedicated M&E officer and brought in a consultant to fill this role. According to regional level stakeholders, the introduction of a dedicated M&E officer appeared to improve the situation regarding M&E of the project.

An assessment of the country work plans and quarterly and annual reports revealed a number of areas of concern:

- Regular quarterly reporting was not evident.
- Work plans and results matrices that were reviewed were often incomplete or incorrectly completed. In some cases, figures reported as results did not match the indicator they were reporting on. An example, from a final country work plan, of one such incident was as follows, where the target '1,700' does not relate to the activity set out:

Activity	Performance indicator	Baseline	2015 targets
Support 'relevant ministry' to revise 'policy' to incorporate CSE	Revised 'policy' in place	0	1,700

- In a number of instances, activities that were planned for in work plans were not reported on in the reports. The reports often reflected other activities. While it is appropriate to adjust implementation as necessary, changes should be documented to understand the impact on planned results. These changes, however, do not appear to be documented anywhere.
- Targets for countries was set on a 'top-down' basis, whereby targets set at the regional level were cascaded down to individual countries. While countries were consulted on what would be feasible for their countries, many targets appeared unrealistic or not based on a sound process on which to estimate.

- Many indicators lacked clear definitions on what was intended to be achieved. For example, there was no explanation of what 'reach' means. One of the NPOs explained that "reaching a teacher with training in my country is different to reaching a teacher with training in another country – we're not comparing the same thing". This comment was made specifically with regard to the provision of in-service training. Pre-service training and online training tends to be more structured. While guidelines for the provision of training have been developed, it is evident that many trainings have been adjusted to accommodate time constraints. This is particularly relevant considering some of the challenges experienced with the quality of training in the cascade model. For example, a teacher receiving a comprehensive five-day teacher training will be counted similarly to that receiving a half-day briefing.

- Further to this, many of the indicators are subjective because they are not defined. As an example, one of the key project indicators for Objective 2 is "Percentage of project countries incorporating sexuality education in their policies and strategic plans", but there is no indication of what the minimum requirements of 'incorporation' were. The project results report that all of the focus countries fulfilled the targets for this indicator, however, it is evident from the findings discussed earlier that the countries have all incorporated sexuality education to different degrees. Some of the policies remain in draft with little indication of when they will be implemented.

Overall, there were a number of weaknesses related to project M&E, particularly at the beginning of the project. Many of these issues have since been addressed or UNESCO has attempted to address them during the course of the project, however, it is less than optimal to set up baselines and targets while 'in flight', as it reduces the quality of information in terms of what works well, what needs to be changed, or how to compare practices across countries.

Country	2013					2014					2015						
	Plan	Q1	Q2	Q3	Report	Results	Plan	Q1	Q2	Q3	Report	Results	Plan	Q1	Q2	Q3	Report
Lesotho	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗	✗	✓
Malawi	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✗	✗	✓
Uganda	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✗	✗	✓
Zambia	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✗	✓
Tanzania	✓	✓	✗	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✗	✓
Namibia												✓	✓	✓	✗	✗	✓
South Sudan												✓	✓	✗	✗	✗	✓
Mozambique	✓	✗	✗	✗	✗	✓	✓	✗	✓	✗	✓	✓	✓	✓	✗	✗	✗



Implementation

The regional nature of the project was perceived by those implementing it as very valuable, even though the NPOs were working in an environment where resources were limited and in most cases, there was only one UNESCO person in a country who had to leverage off other projects and individuals to get the project implemented. Some of the stakeholders, including the NPOs, felt that being part of a regional project provided the project with some “clout”. The perception that this project was being accepted and implemented across numerous countries and that it was supported by an international donor and implemented by a well-known international development agency gave it credibility among stakeholders.

The regional project also provided for a support network. NPOs were able to learn from one another and share lessons learnt, although often this was limited to the instances where NPOs were physically brought together. More regular sharing could have been strengthened and, in the words of the NPOs themselves, they could make better use of the network in which they are in.

Further to this, NPOs expressed that there was a considerable amount of sharing of actual policies and documents between the countries. This enabled countries to make use of these products as resources and as starting points for their own country’s needs. The practice of sharing such documents was critical to ensuring efficient use of the limited capacity of the in-country representative/s.

Recommendations





Recommendations

The recommendations below are suggested ways to improve the efficiency, effectiveness, relevance, and sustainability of any future projects related to UNESCO support for the scale-up of the provision of CSE in ESA.

Reaffirm the ESA Commitment and extend its reach to other relevant ministries²²

The Commitment, three years on, continues to be a strong leverage point for the roll-out of CSE in both focus and networking countries. However, a number of stakeholders have recommended a renewal of the Commitment as many of the ministers who attended the meeting in 2013 are no longer holding the same ministerial positions (typically in education and health). UNESCO has continued to work closely with ministries in order to familiarize the new leadership with the Commitment, but an event to share achievements and reflect on progress would help to ensure continued support for CSE initiatives. While the majority of original supporters for the ESA Commitment were education and health ministers, many countries have involved other ministries such as youth, gender, social development, culture, and sports in the implementation of the Commitment and a follow-up event could help to institutionalize the support of these additional ministries.

Going forward, high-level commitment for CSE should include traditional and faith leaders, as well as political leaders

The project has largely focused on gaining commitment from political leaders. Going forward, it will be critical for UNESCO to gain commitment from traditional and, in particular, religious leaders. These leaders still have a significant influence over their constituencies and their commitment will go a long way to ensuring the buy-in of the broader population.

Efforts to improve the quality of sexuality education curricula should continue

The project countries have made significant strides in improving the quality of sexuality education in their curricula. However, the persistent sensitivities surrounding sexuality education have meant that there is still room for improvement. Future project efforts related to CSE in schools should continue to assess the curriculum and continue to strengthen and enhance elements to align the curriculum with international guidelines, as CSE becomes increasingly more understood and accepted in each country. In addition, countries should continue to advocate for the integration of CSE in primary school curricula. The use of evidence generated in the countries regarding the age of youth who are falling pregnant and the age of sexual debut may be particularly useful in advocating for this.

Reconsider UNESCO's approach and role in community engagement

Objective 5 of the regional project calls for an improvement of community engagement in young people's access to CSE and service. It is recommended that UNESCO reconsider its approach to this objective. Currently, there are instances where UNESCO is engaging directly with the community. As an alternative, UNESCO should consider establishing or strengthening existing relationships with partners who specialize in community engagement.

Engagement with the community remains critical to the success of the project. The provision of CSE in schools will not have the desired impact if the children are not able to apply what they have learnt as a result of social barriers. Creating an enabling environment through community engagement remains paramount to achieving the intended outcomes of CSE. Establishing a strong relationship with a community engagement partner will allow for UNESCO to be assured that the necessary community engagement is underway, while it focuses on the provision of high quality CSE in schools.

²² At the time of data collection for this evaluation, a process of 'reaffirmation' had not yet taken place. However, the authors acknowledge that this process did take place in July 2016 – this process was not evaluated as it falls outside of the evaluation period.

It is important for UNESCO to still play a role in the engagement with and orientation of parents and guardians. This should continue to be done through the MoE and schools, rather than directly between UNESCO and parents/guardians. In some cases, it may be necessary for a community organization to be contracted to provide parent orientation as well. It is recommended that the community organization be contracted by the MoE rather than by UNESCO as this will further emphasize ownership of the project by the government and contribute towards its sustainability. UNESCO should remain the source of technical expertise with regard to CSE in community engagement.

Establish a clear, bottom-up M&E framework from the outset

The nature of the process to apply for funding for this project meant that the original M&E framework was developed at regional level and cascaded down to country level. While the original framework did, to the extent possible, take into consideration the needs of each country at the proposal stage, going forward, country level planning will help ensure that country targets reflect what is possible for each country given their starting contexts.

Ensure that results indicators are clearly and consistently defined

One of the key challenges in assessing the results produced by the project was a lack of clarity in indicator descriptions, in particular, what was meant by 'reach' and whether it was interpreted differently across the countries. Defining a set of indicators which can be applied across all the countries, and the minimum requirements for achieving the result described by the indicator, will help with standardization and surety that the project is measuring the same thing across the region.

As an example, the project might define "the number of in-service teachers trained" instead as "the number of previously qualified (as defined by the country) teachers who are currently employed in a teaching post who have received training on the provision of CSE." In order to ensure consistency in the measurement of this indicator across countries, some minimum requirements for this result might be:

- Training was provided by a suitably-trained trainer of trainers;
- Training included an element of sensitization;
- Face-to-face training was conducted over a minimum of three days.

This would ensure that the same quality of training was being measured across each country. Similar definitions should be provided for pre-service teachers trained, TTIs reached, learners reached, and PTAs reached.

Future efforts to build capacity of education sectors would benefit from a more clearly defined set of interventions in this regard, with more measurable indicators of success. The capacity of the education sector to monitor CSE in schools should be a key focus of UNESCO support going forward. In particular, future efforts should also consider the capacity of regional and district education officials, in addition to capacity development efforts within the national ministry.

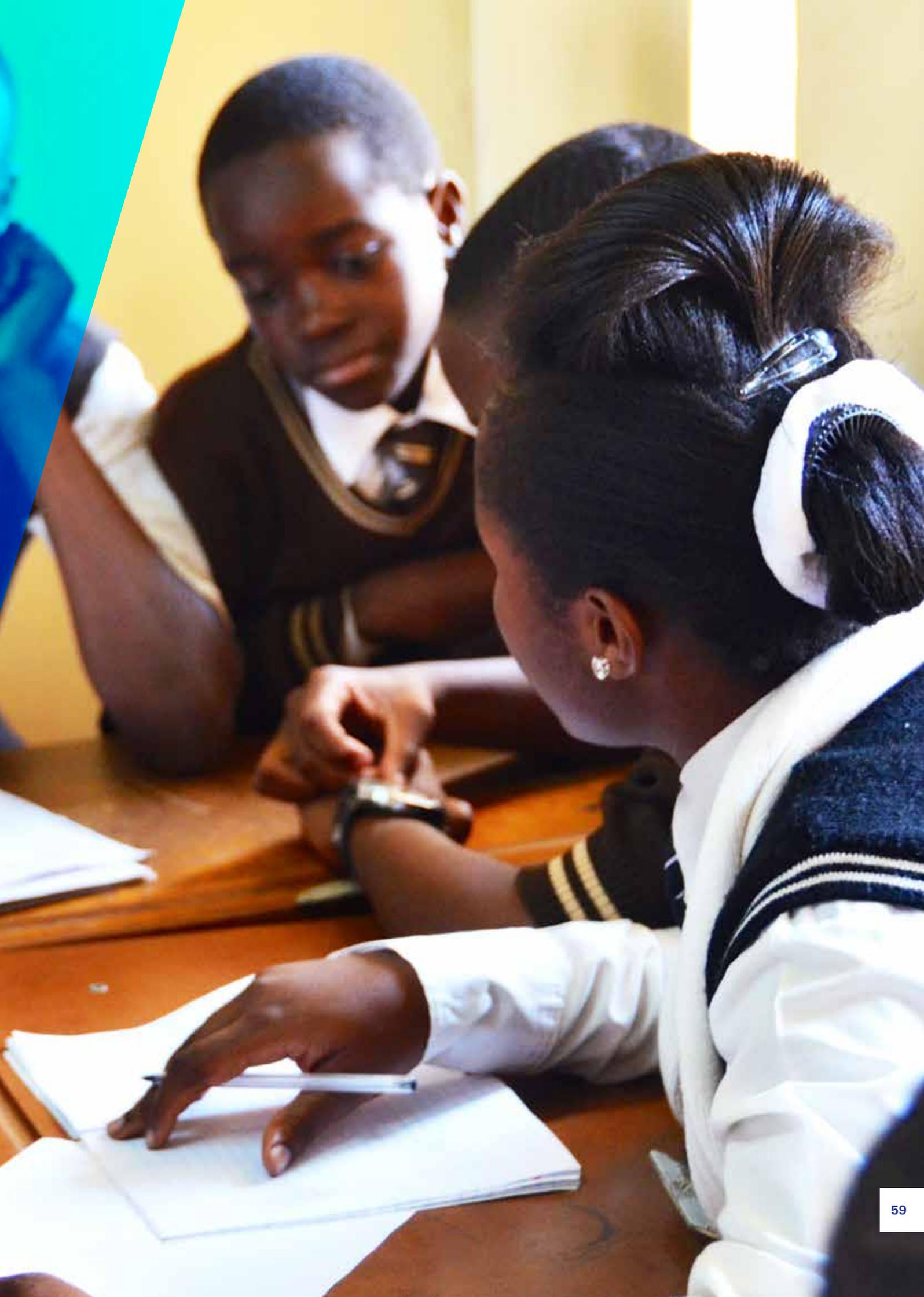
Consider a more strategic approach to teacher training UNESCO and national governments should consider a more systematic and strategic approach to teacher training in the future, which seeks to maximize the impact of training where resources are limited. For example, countries should consider focusing efforts in a concentrated way, for example, based on districts, grades, types of teachers (e.g. pre-service or in-service), and/or in alignment with MoH efforts related to the provision of youth-friendly health services. Being able to demonstrate step-change results in specific 'pockets' of implementation will help ensure the continued support for teacher training by governments and donors over the years to come.

Develop country level hand over plans

The UNESCO NPOs are intricately involved in the country's efforts to improve CSE. Their technical expertise and access to resources has been essential to the success of the countries in their efforts. To ensure that the countries will be able to continue implementing and monitoring the activities successfully, the NPOs, in collaboration with their country governments, should develop a 'hand-over' plan, which will ensure that their role and responsibilities will be absorbed by existing human resources in the government. These plans should be developed as soon as possible so that the NPOs can continue to work towards effectively integrating their role into the relevant ministry and ensuring continuation and sustainability should UNESCO's support cease.

Conclusions





Conclusions

The following conclusions are offered with respect to the relevance, efficiency, effectiveness, and sustainability of the project.

Relevance

The project is relevant because:

- It aims to address a significant social and health challenge in the region. In particular, it targets a highly vulnerable group which, if effectively reached with prevention interventions, could significantly contribute to reducing the HIV epidemic and improving an array of social outcomes for youth associated with SRHR.
- The intervention is provided in schools, a well-trusted and respected source of information in communities.
- Provision of the intervention in schools also ensures that the project is intervening with the relevant target audience (children and youth). The school environment allows for regular interaction with the target audience.
- The regional nature of the project allows for lesson sharing and innovative solution-generation between the countries.

The project could further improve its relevance through ensuring:

- An appropriate focus on and coverage of CSE at primary schools to ensure that young people are reached with relevant information soon enough. Across the region, attendance and completion of primary school is significantly higher compared to secondary school.
- That teachers are adequately trained and skilled to deal with questions that arise from young people. This helps to ensure that CSE remains relevant to learners' immediate needs.

Efficiency

The project was efficient because:

- UNESCO made efficient use of the limited human resources at its disposal. The small regional team, together with individual NPOs in each country, were able to implement the project across the region and largely achieve its objectives.

- The project has developed strong relationships with government, civil society, and other UN organizations in order to leverage existing resources and capacity in countries. There is significant synergy and complementarity between the UNESCO project and the country level initiatives of UNAIDS, UNFPA, and UNICEF. This has helped to ensure that there is capacity to implement the project, particularly where CSE is part of a wider curriculum reform initiative.
- Despite the significant challenges described in engaging with governments and the time associated with revising the curricula, all of the countries managed to achieve the development of a curriculum which included CSE in some form during the relatively short project timeframe.

The project could further improve its efficiency through:

- Better coordination and collaboration with other development agencies and international NGOs working in the region. In particular, the project has great potential to work more closely with Save the Children, which is working in the region to provide CSE to out-of-school children. Other partners may have a comparative advantage when working with communities, allowing UNESCO to focus on school-level interventions, including interactions with head teachers and PTAs.

Effectiveness

The project's effectiveness is evident in its progress in achieving its objectives.

- The project has largely achieved high level commitment to improving comprehensive knowledge on SRH through sexuality and HIV prevention education (Objective 1). The affirmation of the ESA Commitment by all the countries involved in this project is evidence of this. In addition, the ESA Commitment has provided NPOs with a platform to advocate for further commitment within their respective countries.
- All of the focus countries and the two networking countries included in this evaluation have been able to facilitate a process of reviewing or developing a CSE curriculum (Objective 3).

- While the quality of training has varied as a result of a number of implementation challenges, such as available time for training, travel requirements, etc., the project has been able to train in excess of 148,000 teachers across the region (Objective 4). This number largely exceeds the projects target of 89,000.

The project's effectiveness could further be improved through:

- A more strategic approach to planning and implementing teacher training, as well as careful monitoring of the quality of teacher training and implementation of the curricula.
- Assisting governments to sensitize and build capacity of other spheres of government (e.g. district government) to ensure that these officials understand CSE and are able to effectively implement necessary activities.



Sustainability

Ensuring the sustainability of the results of this project has been identified as a priority since its inception. Some of these efforts to ensure sustainability include:

- UNESCO has positioned itself as a partner to governments in national efforts to lead and scale-up the provision of CSE in their countries. UNESCO has provided technical support throughout the process and has, in some instances, taken on more of a leadership role. NPOs, however, continue to work towards ensuring that the project is led, managed, and implemented by government.
- UNESCO has supported governments and, in particular, the MoE to integrate CSE into various legislation and policies. This includes integration into a number of education policies and strategic frameworks, thus ensuring that CSE will remain part of the countries' policies over the short to medium term.
- Integration of CSE into the curricula also contributes significantly towards the sustainability of the project. Now that improved CSE content has been included in the curricula, it is unlikely to be removed and will remain for the short to medium term.
- Training of teachers and, in particular, integrating CSE into the teacher training institutions further integrates CSE into the countries' processes, thus further contributing towards the sustainability of the project.

Further efforts required to strengthen the sustainability of the project include:

- Ensuring government encourages buy-in at lower levels of government and within communities to promote sustainability of the project.
- Increased integration of CSE training in all TTIs to ensure that CSE is a core requirement for all pre-service teacher training.
- Continued efforts to train teachers to ensure that there is appropriate coverage and number of teachers able to implement the CSE curriculum.
- Provision of sufficient quality teacher and learner support materials.
- Improved monitoring of CSE implementation to ensure that teachers are finding sufficient time within lesson plans to teach CSE, and both information and skills are being transferred to learners
- Better data to measure the impact of CSE and continue to advocate for its role in reducing the prevalence of HIV, teenage pregnancy etc.

Appendix A: Terms of reference

End of project evaluation: Strengthening sexual and reproductive health and HIV prevention amongst children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa.

1. Background

In November 2012, the Swedish International Development Cooperation Agency (Sida) in collaboration with NORAD, approved a UNESCO proposal on strengthening sexual and reproductive health and HIV prevention amongst children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa. This project titled; Strengthening sexual and reproductive health and HIV prevention amongst children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa is proposed to reach 35,000 schools, 74,000 teachers and 15 million learners across the region and improve the sexual and reproductive health (SRH) outcomes of children and adolescents.

The purpose of the project is to increase children and young people's knowledge on sexual and reproductive health and rights through access to high quality, comprehensive sexuality education that is gender transformative, evidence informed and age and culturally appropriate. There are five objectives designed to contribute to a successful scale up of comprehensive sexuality education as follows:

- 1) To secure high level commitment to improving comprehensive knowledge on SRH, through sexuality and HIV prevention education
- 2) To increase capacity of key players in the education sector to plan, manage and monitor comprehensive sexuality education at all levels of the school system
- 3) To strengthen the quality and comprehensive sexuality education curricula to ensure they are evidence-based, gender transformative and age-and culturally appropriate
- 4) To strengthen the implementation of comprehensive sexuality education curricula through the development of a confident and well-trained training workforce
- 5) To improve community engagement in young people's access to CSE and services.

The project, which was implemented over the period January 2013 to December 2015 offered intensive support to six focus countries (Tanzania, Uganda, Zambia, Lesotho, Malawi and Mozambique) initially, and additional funding received from Sida in the 3rd year allowed for the addition of two more countries bringing the number of focus countries to eight (8). The significant funding allocated to focus countries allowed them to carry out specific activities to strengthen the development and delivery of comprehensive sexuality education based on the specific needs and situation of each country. These countries were selected based on the need and readiness of partners to work towards strengthening sexual and reproductive health and HIV prevention. Nine other 'networking' countries received seed funding and will benefit from common regional level activities.

It was envisaged that through the project, Eastern and Southern Africa ministries of education and other national stakeholders will be providing greater contributions to national responses to HIV and AIDS, universal access targets as well as to Education for All targets. The project would directly involve governments as well as civil society partners from the eight (8) focus countries. It was also expected that the project would reach the secretariat of the three regional economic communities (RECs) SADC, EAC and the Common Market for Eastern and Southern Africa (COMESA) and at least ten civil society organizations at regional and country level.

Bearing in mind that education processes and educational change is a lengthy process it may not be possible to measure intermediate outcomes and long term outcomes of the project. If we do measure knowledge levels and other behavioural outcomes it may be difficult to already attribute them to the project given that in most of the Sida countries learners started receiving CSE through trained teachers in late 2014 and 2015.

2. Purpose of the evaluation

UNESCO is seeking the technical services of a contractor to conduct an end of project evaluation which will focus on the entire implementation period from January 2013 to December 2015. The overall purpose of the evaluation is to assess if targeted young people are receiving high

quality, comprehensive sexuality education that is gender transformative, evidence-informed and age and culturally appropriate through Sida funding. This will be done through 1) assessing all processes relating to implementation of the project; 2) assessing project outputs and immediate outcomes achieved made during the project life¹; 3) modeling/ projecting the impact of the project beyond the project life (using some outcome indicators in the project's Result Framework) and; 4) drawing lessons that will inform future programming.

The evaluation is intended to be forward looking and will capture effectively lessons learnt and provide information on the nature, extent and where possible an understanding of what has and what has not worked as a guide for future planning. The key stakeholders of this evaluation are UNESCO, government partners and civil society partners from across the 8 focus and 10 networking countries.

3. Scope and focus of the evaluation

The primary focus of the evaluation is to assess results achieved, partnerships established as well as issues of capacity and approach, while the secondary focus is to assess project management, project activities, and reflection of coordination, engagement and partnerships with governments as well as partnerships with other partners.

Key dimensions to be covered by the evaluation

The following key questions will guide the end of project evaluation:

- i. Relevance: Assess the design and focus of the project to ensure it focuses on young people
 - Was the project log frame (its goals, objectives, key activities expected outcomes) and the problem/s it was addressing (the nature, the scope, incidence, prevalence and clear indication of the target group (young people) that the program will focus on) conceptualized in a logic way?
 - Were the inputs and strategies identified realistic, appropriate and adequate to planned results?
 - Was the project (objective/s) relevant to the identified needs of young people?
- ii. Efficiency of project implementation- converting inputs into outputs
 - Was the intervention formulated according to international norms and agreements on human rights and gender equality, and to national and local strategies to advance human rights and gender equality?
 - To what extent were the results (output) achieved in a timely manner?
 - Was the process of achieving results efficient? Specifically did the actual or expected results (outputs and outcomes) justify the costs incurred? Were the resources effectively utilised?
 - Did the project activities overlap and duplicate other similar interventions?
 - How was the project's collaboration with government, national institutions and other partners?
 - How did the project financial management processes and procedures affect project implementation?
 - What are the strengths and weaknesses of the project's implementation process
 - What measures were taken to ensure that resources were efficiently used?
 - To what extent are human rights and gender equality a priority in the overall intervention budget?
- iii. Effectiveness: to describe to what extent the project has achieved its objectives and the likelihood of contributing to expected outcomes/impact.
 - To what extent did the project achieve/is likely to achieve its overall project goal which is outlined in the project logframe?
 - To what extent did the project achieve/is likely to achieve its overall project objective outline in 1-5 above?
 - To what extent did the project achieve/is likely to achieve the project's 5 specific objectives?
 - What were the major or critical factors influencing achievement or nonachievement of the project's 5 and goal outlined in the project logframe?
 - How effective has the project been in responding to the needs of the beneficiaries, especially young people and what results were achieved?

¹ The evaluation will keep in mind that that the beneficiaries are children and this will be central in the focus of the evaluation. Performance measures at output and outcome level will mainly focus on the delivery of CSE to learners.

- To what extent are the beneficiaries, especially young people gaining knowledge on comprehensive sexuality from the project
 - How cost effective were the strategies and tools used in the implementation of the project? Could a different approach have produced better results?
 - To what extent did the project's M&E mechanism contribute to meeting project results? To what extent did the project's M&E mechanism gender and age specific data?
 - Did the intervention's logframe incorporate the human rights & gender equality dimensions?
- iv. Sustainability- extending to which the intervention was institutionalized at individual and organizational level
- To what extent are the benefits of the project likely to be sustained after the completion of the project?
 - Describe key factors that will require attention in order to improve prospects of sustainability of project outcomes and potential replication of the approach?
 - How were capacities strengthened at the individual and organizational level? • Describe the main lessons that have emerged
 - Did the planning framework build on an existing institutional and organizational context that is conducive to the advancement of human rights and gender equality?

4. Methodology of the Evaluation

The consultant will collect primary data from direct beneficiaries, stakeholders of the project and also use secondary data using a case study approach for each of the 8 countries selected. A case study approach involves the observation of a single group at one point in time, usually subsequent to some event that allegedly produced the change.

The consultant will speak with the beneficiaries and in this case this will include, government officials and teachers. UNESCO will obtain ethical clearance to talk to government officials and teachers and where necessary learners and the necessary clearance will be obtained in line with regulations stipulated by the Sida countries.

The assessment will use both quantitative and qualitative methods, as well as document review and, when available and appropriate, analysis of program monitoring data. The evaluation requires a participatory methodology whereby all key stakeholders including beneficiaries, implementing partner staff, government staff (MoH and MoE), CSOs and UN (UNAIDS, UNFPA and UNESCO) staff are engaged in the process. The methodology of the evaluation will

be expanded by the evaluation firm in consultation with UNESCO as part of the inception phase and it will include:

- Desk review: This will focus on document review, review of the logframe/ results framework; assessment of results and deviations from planned activities and outputs.
- Key informant interviews with key partners, beneficiaries will also be undertaken and will take the form of quantitative (including review of EMIS – core indicators); and qualitative (may include Focus Group Discussions and Observations) approaches. (see attached list of relevant beneficiaries in the table on timeframes)
- Observations during field visits to beneficiaries, who include teacher and learners will also be organised

It is expected that the Evaluator will:

- Consult the various partners that delivered the Project in the context of working with Government Ministries, CSOs and organisations for young people in East and Southern Africa
- Produce contextually relevant sets of evaluation tools for use during the evaluation
- Collect data on selected project indicators included in the project's results framework (see textbox below) for the following key sub-sectors of education: Upper primary education, secondary education and teacher training institutions.
- Process, analyse and interpret the data collected from the evaluation, and produce a, the final report including a powerpoint presentation and an electronic data archive that can be accessed by other users (database in a format that can be run with the most common statistical software such as SPSS or Excel).
- The evaluation report will be widely shared with partners and stakeholders as an important tool for mapping and guiding the implementation of the project beyond this initial phase.

Indicator	Disaggregation
Impact indicators	
1) % reduction in national HIV incidence among young women and men	Male & Female
2) % reduction in school dropouts due to learners' pregnancy	Secondary & primary schools
Outcome indicators	
3) Percentage of students, aged 10-24 years who demonstrate desired level of knowledge and reject major misconceptions about HIV and AIDS	Male & Female
4) Percentage of young people aged 15–24 who both correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission	Male & Female
5) Percentage of young people, aged 15 – 24 years, who have had sexual intercourse before the age of 15 years	Male & Female
Output indicators	
6) % of project[1] countries signing up to the ESA joint Ministerial commitment on CSE	None
7) % of project countries incorporating sexuality education in their policies, strategic plans and other strategic documents	None
8) % of focus countries mainstreaming comprehensive sexuality education in their programmes	None
9) % of project countries integrating HIV indicators into EMIS systems and other routine monitoring systems	None
10) % of focus countries developing good quality CSE curricula that are evidencebased, gender transformative, and age- and culturally- appropriate	None
11) % of target schools that are using the newly revised curricula	Secondary & primary schools
12) % of schools that provided life skills-based HIV and sexuality education within the previous academic year (using the new CSE curriculum)	Secondary & primary schools
13) % of schools with teachers who have both received training to teach life skills based HIV and sexuality education and who taught the subject as part of the curriculum within the previous academic year	Secondary & primary schools
14) % of schools that provide an orientation programme for parents or guardians of students regarding life skills based HIV and sexuality education programmes in the previous academic year	Secondary & primary schools
15) Number of civil society organizations trained in CSE and delivering good quality CSE programmes	None
Activity indicators	
16) % project countries with a written statement or policy committing to teaching comprehensive sexuality education	None

17) # of partnerships formed at regional and country level with different partners around CSE	None
18) # of research pieces commissioned in the project countries and or # of research pieces used to inform planning	None
19) 1.6. # of countries incorporating the findings and recommendations of the diagnostic report into their policies and programmes	None
20) % of focus countries supported to integrate HIV indicators into EMIS	None
21) % of focus countries with plans for scaling up CSE	None
22) % of education institutions that have access to good quality guides and tools for delivering CSE	Type of institution
23) % of focus countries conducting knowledge assessments using the newly developed framework	None
24) # of reports documenting good practice for and lessons learnt	None
25) Number of approved and adopted revised curricula for primary, secondary and teacher training	Secondary & primary schools
26) Number of CSE curriculum developers reached with training on designing effective curricula for reducing risk behaviour amongst young people	None
27) % of focus countries developing and piloting new curricula	None
28) # of curricula reviewed by the peer review team	None
29) % of target schools using the new teaching and learning materials	Male & Female; Secondary & primary schools
30) % of learners reached by life skills-based HIV and sexuality education within the previous academic year	Male & Female
31) Number of pre-service teachers trained in CSE	Male & Female; Secondary & primary schools
32) Number of “designated teachers” trained in CSE	Male & Female; Secondary & primary schools
33) Number of head teachers sensitized on CSE	Male & Female; Secondary & primary schools
34) Number of school inspectors trained in monitoring the delivery of CSE	None
35) Number of good practices documented and shared across focus countries	None
36) Number of schools that have developed (or in place) formal linkages with service providers in the delivery of CSE programmes.	Secondary & primary schools
37) Number of schools that have a formal partnership with CBOs for delivering CSE at school level per focus country	Secondary & primary schools
38) Number of schools with young people’s organisations’ involvement in CSE delivery per focus country	Secondary & primary schools

1[1] “Project countries” refers to the 8 focus and 8 networking countries

Geographic focus

Participating countries will be purposively selected for the end of project evaluation and the evaluator will review all 5 project objectives. With regards to the geographic spread, all 8 focus countries (includes 2 new focus countries – South Sudan and Namibia) and 2 networking countries from the ESA region (Rwanda and Swaziland) may all be covered by the evaluation subject to the allocated budget ceiling. The assigned budget for the evaluation will determine how many countries to cover in the evaluation.

5. Expected Deliverables

This section describes in detail the expected deliverables and the timeline for delivery:

- Two weeks (10 working days) after signing of the contract, the evaluator will submit an inception report which will outline in detail the key scope of the work; a work plan/schedule of tasks designating a team member with the lead responsibility for each task and deliverable (output); evaluation questions; proposed methods showing how each evaluation question will be answered; sources of data; data collection procedures; data collection plan (list of people to be interviewed, their designation and when the interview will be conducted) and tools; and a data analysis plan.

The inception report will detail the evaluator’s understating of what is being evaluated and why. This will provide the evaluator an opportunity to confirm that they share the same understanding of the evaluation objectives and procedures.

- A draft evaluation report which will be presented to UNESCO by the evaluation team during a stakeholder workshop at a date to be agreed. The evaluation team will facilitate the workshop which will be aimed at discussing preliminary findings and conclusions of the evaluation.
- A final evaluation report is due on 30 June, 2016, which should present the findings, recommendations and lessons learnt covering the scope of the evaluation. The report should follow, but not limited to the following structure;

✓	Executive summary (usually not more than 3–4 pages)
✓	Programme description
✓	Evaluation purpose and objectives
✓	Evaluation methodology
✓	Findings
✓	Lessons learned
✓	Recommendations
✓	Annexes (including the list of stakeholders consulted during the evaluation, key documents reviewed, Evaluation Terms of Reference, data collection tools and aggregate findings, budgetary analysis, etc.)

6. Duration of the evaluation

It is expected that the evaluation will start in early February 2016 for an estimated duration of 3 months. This will include desk reviews, field work, interviews and report writing as illustrated in the table on timeframes below.

Activity	Description of activity
Undertaking a desktop review	Review of project documents: <ul style="list-style-type: none"> ✓ Project proposal, log frame, budget ✓ Proposal for additional funding ✓ Consolidated proposal ✓ 2016 costed extension proposal ✓ Country workplans ✓ Donor's strategy on ... ✓ operational research ✓ Reports ✓ Consolidated quarterly and annual reports of the project ✓ Country reports ✓ Any other relevant project document
Key informant interviews (HQ / Regional Support Office)	Interviews with Regional Support Office / Headquarters / Partners regional level: <ul style="list-style-type: none"> ✓ Team Leader (HQ) ✓ Operations and finance (HQ) ✓ HIV and AIDS Regional Officer (RSO) ✓ Regional Programs Coordinator for HIV & Health Education (RSO) ✓ M&E Consultant (RSO) ✓ UNFPA/UNAIDS (RO) ✓ Sida Regional Team
Field Visits	Interviews with field staff and partners: <ul style="list-style-type: none"> ✓ NPOs/Thematic working groups Interviews with Beneficiaries: <ul style="list-style-type: none"> ✓ MoE/MoH/NACs/Schools/Teachers/Learners
Draft report and revisions	Submit draft report for review by UNESCO, Sida and all stakeholders
Validation of findings (workshop) and final revisions	UNESCO to organize and Consultants to present findings
Final Report	Submission of final report
Total	

Output	Expected no. of days	Deadline
Inception report <ul style="list-style-type: none"> ✓ Evaluability Assessment Report ✓ Detailed work plan/schedule of tasks designating a team member with the lead responsibility for each task and deliverable (output); ✓ Proposed methods showing how each evaluation question will be answered; <ul style="list-style-type: none"> - Evaluation questions - Data collection tools - Data collection plan and sources of data - Data analysis plan 	10 working days	Friday, February 26, 2016
Datasets/Interview transcripts	3 working days in group sessions <ul style="list-style-type: none"> • UNESCO Regional support team • UNFPA/UNAIDS and other UNAIDS co-sponsors • UNESCO Head Office 	Friday, March 4, 2016
Datasets/Interview transcripts 8 Draft country reports	4 weeks (50 working days @ 5 working days per country) <i>To be done as a parallel process</i>	Friday, April 1, 2016
1 consolidated draft report with all relevant annexes (e.g., tools, datasets, etc.)	15 working days <ul style="list-style-type: none"> • UNESCO will have maximum of 10 to two of working submit rounds comments 	Friday, April 22, 2016
Validated report	2 days	Friday, May 14, 2016
Final Evaluation Report with all relevant annexes	10 days	Friday, May 28, 2016
	Approximately 90 working days	

8. Conditions

Supervision and Reporting: The consultant will be responsible to keep UNESCO abreast of progress. S/he will be supervised by the UNESCO Regional HIV and Health Education team with support from UNESCO HQ

A draft report will be submitted at the end of data collection process and UNESCO will have a maximum of 10 working days to submit two rounds of comments on the draft report.

Funding and payment: The consultant will be paid by UNESCO as follows:

- 30% after successful submission of the inception report to UNESCO
- 20% on successful submission of the Draft Report
- 20% on successful completion of the activities and delivery of the final evaluation report.
- 30% on successful completion of the activities and delivery of the final validated Evaluation Report.

9. Qualifications and requirements

The evaluation will be conducted by an external evaluator, supported by UNESCO. The Evaluator will be responsible for drafting/completing the end of project evaluation report, which must be completed by May 31, 2016 and submitted to UNESCO. Inputs on financial management and spend will be provided by the responsible project managers.

A reliable regional/ international firm, which has experience with evaluation, and which works with local companies at country level is being sought to undertake this task. The consulting firm is required to recruit the team members in country; and to ensure quality control, training of national consultants will be done before undertaking the evaluation.

The consulting firm and evaluators shall have the following expertise and qualifications:

Expertise of the firm/institution

- Mandatory to demonstrate at minimum Five years of progressive experience at national level, and additional three years at international level, in programme/project evaluations in the field of social sciences in sectors of concern to UNESCO.
- Mandatory to have a track record in designing and conducting/leading evaluations;
- Mandatory to demonstrate in-country or regional experience in East and Southern Africa
- Preferable to have track records in working with the education sector

Proposed work plan and approach

- Approach to the required tasks that demonstrate the understanding of the objective and requirements set out in the Terms of Reference
- Technical quality of methodology that ensures efficiency and cost-effectiveness of the tasks
- Clear strategy to collaborate with key stakeholders and partners to be involved in the evaluation to ensure successful implementation of the tasks
- Overall clarity – clear presentation of a realistic work plan with specific treatment of key deliverables and priorities and clear repartition of tasks amongst team members

Personnel: The individual candidates designated to undertake the assignment

- The Technical Lead from the consulting firm must have an advanced university degree in one of the social sciences, with extensive knowledge qualitative and quantitative and analytical skills. Other team members must have at least BA degree in one of the social sciences, with extensive knowledge qualitative and quantitative and analytical skills. A formal qualification in Evaluation studies will be an added advantage
- Mandatory to have at least the leading candidate with minimum 5 years of experience in monitoring and evaluation of national programmes or projects related to education or public health – more than 5 years of experience as specified would be an asset.
- All team members responsible for data analysis and report writing must have strong computer skills including Microsoft Office (Word, Excel, PowerPoint), qualitative and statistical analysis software.
- Member of the consulting firm must demonstrate expertise on the subject matter of the programme, i.e. on SRHR and ASRH technical issues as well as in education programmes and pedagogy. Detailed knowledge of the role of the UN and its programming is desirable.
- Team members from the consulting firm will have excellent English skills (verbal and written). The consulting firm must demonstrate that it will be able to work with Mozambique which is a Portuguese speaking country
- Evaluation teams ideally should be multicultural and consider gender balance and geographical representation.



Applications should be sent to:

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Only shortlisted candidates will be contacted.

Please note that submissions which do not meet all the above requirements will not be reviewed.

Appendix B: List of documents reviewed

Lesotho

- Girls and Women Study Final Report April 04, 2014[1]
- HIV and AIDS Knowledge Questionnaire English (1)
- Primary ER42 Form 2015 Repaired 2 (AutoSaved)
- SERAT narrative report (26.11.15)
- School Health & Nutrition Policy
- National Health Strategy for Adolescents and Young People 2015-2020
- Form A Life skills-based Sexuality Education Teachers' Guide
- Form A Life skills-based Sexuality Education Learners' Book
- Lesotho Concept Note on LSE Curriculum Revision
- TOR for LSE Consultancy (12 06 2013)
- TOR for LSE Curriculum Revision
- Report of Teachers Training on On-line Course on Comprehensive Sexuality Education (CSE) held at Lipam Maseru 10th, 11th, 17 & 18th October 2015 Intended for 100 Post-Primary Teachers
- Project Proposal: School Community Linkages
- Gatekeepers SRHR Statement
- Concept/Proposal Submission - Comprehensive Sexuality Education: Mass Media & Community Mobilization Campaign in 3 Districts Progress Report
- Report Material Pre-test: UNESCO CSE Community Engagement Toolkit

Malawi

- Terms of reference Pakachere
- Report of dialogue meeting on the ESA Commitment
- Report on the Dissemination of the ESA Commitment
- Mission report Aug 2013
- Report on the workshop to review the training manual
- Mission report- teacher training Blantyre
- Mission report- Teacher training Mulanje
- Mission report Liwonde TTCs
- Report on the workshop to train teachers on new curriculum
- Report on the training of trainers of trainers workshop
- Mission report Mulanje
- Mission report Harare

- Pakachere concept and budget
- Pakachere progress report
- Report on the National country report validation meeting
- Malawi SERAT report
- Malawi SERAT tool
- 2015 Malawi work plan
- 2013 Malawi work plan
- 2014 Annual report: results framework
- 2015 Malawi Sida report
- Malawi country validation meeting
- Meetings planned for visit: Malawi trip review
- Report on dialogue meeting on the ESA Commitment
- Report on the launch of the ESA Commitment
- Validation meeting Agenda 25 May
- Report on the national country report validation meeting
- Regional reporting template
- Life skills manual
- Malawi work plan described
- Mission report August 2013
- Report on Advocacy and Consultative Meeting on Comprehensive Sexuality Education and LSE
- Report on the workshop to review the training manual for teachers/lecturers on sex and sexuality
- Mission report: teacher training (Blantyre)
- Mission report: teacher training (Mulanje)
- Mission Report (Liwonde)
- Report on the workshop for trainers of trainers on new revised secondary school LSE curriculum
- Mission report (Mulanje)
- Mission report (Harare)
- Proposal: Comprehensive Sexuality Education: Mass Media & Community Mobilization Campaign in 3 Districts
- Progress report (Pakachere)
- Terms of reference (Pahachere)

Mozambique

- List of presence Chibututuine
- List of presence Gaza
- List of presence Inhambane

- List of presence Inhamizua
- Relatorio Chibututuine (part 1)
- Relatorio Chibututuine (part 2)
- Relatorio Inhamizua
- Relatoria Manica 1
- Relatoria Manica 2
- Relatorio Nampula 1
- Relatorio Nampula 2
- Relatorio ONP Gaza
- Relatorio ONP Inhambane
- Inquérito Demográfico e de Saúde
- Informe Orçamental 2015: Educação
- Informe Orçamental 2015: Saúde

Namibia

- ESA Ministerial Commitment Dialogue Report – Oshana 28 April 2015
- ESA Ministerial Commitment Dialogue Report – Zambezi and Kavango September 2015
- Annual Education Census Form
- Short Report on the EMIS annual education census training 2015
- Namibia SERAT Report
- Life Skills Syllabus Junior Secondary (Grades 8-9) Published 2015
- Life Skills Syllabus Senior Primary Phase (Grades 4-7) Published 2014
- Teacher trainers Manual on School Health
- EDUCON 2015 Program
- Capacity building of Life Skills Teachers on Sexuality Education Concept Note.
- Report: CSE online course workshop for teachers (October 2015)
- Report on Life Skills Material Development
- NECCSO Financial Report
- NECCSO Activity Progress Report
- NECCSO Erongo meeting report
- NECCSO Kavango reports and attendance
- ToR NECCSO
- NECCSO Zambezi meeting report
- Star for Life Final Report

- ToR Star for Life
- OYO World Aids Day Report

South Sudan

- 2015 UNESCO-Sida country report
- November 2015 National Education Statistics Summary
- Report on National Training of trainers' workshop on delivery of CSE in teacher training institutions
- National Education Cluster- meeting minutes
- Report on Focus Group Sessions Conducted to Pre-test Guide: Comprehensive Sexuality Education (CSE) tools and materials to improve community engagement in children and young people's access to CSE and services in Eastern and Southern Africa (ESA) Countries
- Sister Mid-Year Report

Tanzania

- Adolescent and young adult stakeholders group ToR May 2015
- The Education and Training Policy
- NMSG final 01112013 for printing final submission
- Reviewed re-entry guidelines August 2015
- President's speech Uhuru Torch 2015
- HIV AIDS Indicators Documentation
- Integration workshop report
- Report on the proceedings of the workshop Validation
- Consultative meeting group 2
- Dissemination of reports
- Training of 600 Primary Teachers from six districts on practical skills an effective model to teach reviewed components of sexuality education (HIV, Aids) of the primary school curriculum
- Curriculum experts meeting on the review of pre-primary and primary education curricula
- Guide for secondary education
- Subjects panel meeting report on the review of pre-primary and primary education curricula
- Progress report for technical review sessions for review of pre-primary and primary education curricula
- Strengthening existing components of SRH/HIV/LS curricula in primary and secondary education in Tanzania Mainland (review and assessment)

- Subjects panel meeting report on the review of pre-primary and primary education curricula
- Monitoring report on training of primary school teachers on teaching the curricular
- A report on pre-testing of training manual on sexual and reproductive health, HIV, AIDS and Life Skills for secondary school teachers conducted from 12th-17th October 2015
- Report on training of district facilitators on the reviewed components of HIV, AIDS, sexual reproductive health and LSE for primary education curriculum
- Tanzania Institute of Education Concept note: strengthening and improving content and delivering of the existing components of HIV AIDS sexual reproductive health and life skills (CSE) in primary and secondary education curricula
- Frequently asked questions and answers by young people on CSE
- Report on ESA Commitment dissemination during world AIDS day commemorations 2014
- UNESCO Dar es Salaam Newsletter
- Integrated Drugs and sexual reproductive health education: Pilot project in twelve secondary schools in the Temeke district of Dar Es Salaam
- UNESCO- UNICEF Shuga community radio project: increasing demand for HIV services and condom use among young people through the Shuga radio programme using community radios in Tanzania
- Project report: Improve access to quality, age, culturally appropriate life skills based Comprehensive sexuality information and education among young people through peer- led teacher assisted extra-curricular programme
- ESA Commitment presentation 2014
- ESA Commitment Report – Feedback from Uganda
- Final TOR Inter-ministerial Committee December 18
- ESA Commitment Template Work Plan 2014 to 2015
- Uganda ESA Commitment Report: Regional Reporting Template
- Uganda ESA Regional Reporting November 10 2014
- A Situational analysis on school health programmes and clubs in Uganda - 2nd Draft report 11th Jan 2011
- Lower secondary curriculum, assessment and examination reform program
- Life education handbook
- Base Line KAPS: Knowledge, attitudes and practices about HIV and AIDs among primary and post-primary school learners and teachers in 15 districts of Uganda
- The Crane Survey University students, stakeholder meeting December 9, 2009
- Education and sports sector national policy guidelines on HIV and AIDS December 2006
- Education and sports sector HIV prevention strategic plan 2011- 2015
- Sexuality education: A ten-country review of school curricula in East and Southern Africa
- UGANDA (2010): Baseline Survey on Levels and Determinants of Cross Generation Sex among Young Girls (15-19 years) in selected secondary schools in Uganda
- Prevention and management of HIV and AIDS and teenage/unintended pregnancy in school settings of Uganda
- MOES Inventory of HIV and AIDS service providers in the education and sports sector
- IDC Study on impact of HIV on education in Uganda 2007
- Life Skills for Primary Schools in Uganda - A teachers Hand Book
- LSSSE in Upper Primary Schools Evaluation - Final report
- National School Health Policy for Uganda- 2015
- Policy and Operational Arrangements for the Implementations of Universal Secondary Education (USE)
- Draft School Health Policy
- Country Level Sexual Education Review and Assessment- Uganda Report Oct 30, 2015
- Toolkit for Mainstreaming HIV and AIDS in the Education Sector: Guidelines for Development Cooperation Agencies
- Formative Evaluation: Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY)

Uganda

- 2015 Concept Note for inter 3rd extended inter-ministerial committee meeting on ESA Commitment June - December
- Best practice documentation on peer education and use of new media - A case study of peer education at RAHU
- ESA Inter-ministerial CSE training workshop August 2015
- The education and sports sector annual performance report ESSAPR (FY 2013/14)
- National youth-friendly services campaign stakeholders meeting September review
- Young people today campaign report- May to December 2014
- Young people today financial report
- YPT Campaign Mid-year Narrative report 2015
- About ESA

- Uganda HIV and AIDS SERO-Behavioural Survey 2004-2005
- Uganda AIDS Indicator Survey 2011
- Uganda Demographic and Health Survey 2000-2001
- Uganda Demographic and Health Survey 2006
- Uganda Demographic and Health Survey 2011
- Country Level Report - Gaps analysis and emerging issues: HIV and Sexuality Education and sexual reproductive health services for young people in Uganda
- Uganda SERAT Report 2015 - Final Report
- Report on MoESTS/ UNESCO Joint Monitoring and Support Supervision of Lecturers/Tutors Trained in Sexuality Education for Pre-Service Teachers
- Report on Training of Trainers (Tot) - Lecturers/Tutors on Sexuality Education for Pre-Service Teachers
- Final Report - Comprehensive Sexuality Education Community Radio Uganda Radio Apac
- UNESCO Mid Term Report by Reach a Hand, Uganda
- Budget RAHU - Young People Today Campaign Budget 2015 final
- Campaign for Comprehensive Sexual Education in Community Radios In Uganda COMNETU September 2015
- RAHU-UNESCO Proposal 2015

Zambia

- ESA Commitments (Education Matters)
- ESA Commitment Work Plan 2015
- Ministry of Community Development, Mother and Child Health ADH Retreat - Siavonga 15th – 17th April, 2015
- Statement by UNAIDS at the ESA Commitment High Level Meeting 8th December, 2015-Radisson Blu Hotel, Lusaka
- Talking Points - Minister of Education - ESA Meeting
- National HIV and AIDS Strategic Framework 2014-2016
- 2015 National Youth Policy
- An action plan for youth empowerment and employment
- Baseline survey on comprehensive sexuality education in school settings in Zambia
- Strengthening comprehensive sexuality education programs for young people in school settings in Zambia
- Ministry of education, science, vocational training and early education: Comprehensive sexuality education framework
- Ministry of education, science, vocational training and early education: Education Curriculum Framework 2013
- Copper belt Monitoring report summery
- Cost-benefit analysis for the online CSE training vs residential CSE training

- Training and capacity building work plan - Zambia
- Evaluation report
- Performance assessment of implementation partners: SAfAIDS
- Promoting comprehensive sexuality education (PCOSE) for improved wellbeing of adolescents and young people in Zambia
- Zambia interfaith networking group (ZINGO)
- ZINGO One report

Kenya

- National Adolescent Sexual and Reproductive Health Policy 2015
- UBRAF Reporting March 2015
- Documenting Scale Up of CSE Program in Kenya
- 2015 UNESCO SIDA Networking Country Report
- 2015 ESA Commitment Report
- Kenya AIDs Response Progress Report 2014
- Kenya Demographic Health Survey 2008/09
- Kenya Demographic Health Survey 2014
- A Report on HIV and AIDS Technical Support in Kenyan Education Sector by UNESCO

Swaziland

- UNESCO Swaziland Project Plan 2014 and 2015
- Swaziland Annual Report - ESA Region Sept 2015
- Guidance and Counselling Teacher's Handbook, October 2013
- Concept Note On-Line Teacher Training on CSE Draft 1- Oct 2015
- Terms of Reference for the Comprehensive Sexuality Education/Adolescent Sexual Reproductive Health Technical Working Group.
- CSE Teacher Education Validation
- Comprehensive Sexuality and Reproductive Health Education for Educators
- Education Sector's Response to HIV And AIDS- Previous Year Data
- Final Swaziland CSE ESA Ministerial Commitment Report ETGPS Director
- 2015 UNESCO-SIDA Networking Country Report Template
- UBRAF UNESCO Swaziland Work Plan Regional SISTER
- Scaling up Swaziland Education Sector response to HIV and AIDS work plan

Appendix C: List of interviews conducted

Interviewee representing:	Lesotho	Swaziland	Namibia	Malawi
UNESCO	✓	✓	✓	✓
UNAIDS		✓	✓	
UNICEF		✓	✓	
UNFPA		✓	✓	✓
National AIDS Council				
Curriculum developers		✓	✓	
Ministry of Education representatives			✓	✓
Ministry of Health representatives		✓		✓
Ministry of Youth	✓			
Tertiary education representatives	✓	✓	✓	
Teacher trainers	✓			
Education inspectorates	✓			
EMIS staff	✓		✓	
Principals/head teachers	✓	✓		
Teachers	✓	✓		✓
Learners	✓	✓		
Parents				✓
National Youth Council/Parliament representative		✓		
Additional organizations interviewed in each country		NERCHA Prevention Advisor Bantwana World Education Initiative CSE online in-country coordinator	NECCSO Star for Life	Pakachere institute

Tanzania	Uganda	Zambia	Kenya	Mozambique	South Sudan
✓	✓	✓	✓	✓	✓
		✓		✓	✓
		✓		✓	
	✓		✓	✓	✓
		✓			
	✓	✓	✓	✓	
✓	✓	✓	✓	✓	
✓	✓	✓			✓
✓					✓
		✓			
✓	✓	✓			
		✓	✓		✓
	✓	✓			
	✓	✓			
	✓				
				✓	
			Kenyan National Association of Parents Sexual and Reproductive Health Alliance Planned Parenthood Children Mission Africa	Teachers National Organization ACJM	Adventist Development and Relief Agency (ADRA) African Education Trust (AET)

Regional level interviews

Organization	Designation	Name
UNESCO	Director and Representative, UNESCO Southern Africa	Professor Hubert Gitzen
	Regional Education and Health Advisor, Eastern and Southern Africa	Patricia Machawira (PhD)
	Regional Programme Officer	Ms Mwansa Njelesani-Kaira
	M&E Consultant	Mr Brian Mutale Ng'andu
	Regional Programs Coordinator for HIV and Health Education	Victoria Kisaakye (PhD)
	Head of Office and UNESCO Representative (Mozambique)	Mr Djaffar Moussa-Elkadhum
Sida (Donor)	Regional Advisor, SRHR / HIV & AIDS	Ms Grace Chiyaba
UNAIDS	Deputy Regional Director -UNAIDS Regional Support Team for Easter and Southern Africa	Dr Pierre Somse
UNFPA	Technical Advisor	Asha Mohamud (PhD)
EAC	Principal HIV and AIDS Officer for the Eastern African Community (EAC)	Dr Michael Katende
SADC	Technical Advisor Capacity Building and Mainstreaming HIV	Dr Vitalis Chipfakacha
Save the Children International	Project Manager - PAN African Comprehensive Sexuality Education and Information Project, RMCPU	Ms Tafadzwa Madondo

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