



REPUBLIC OF GHANA

MINISTRY OF EDUCATION

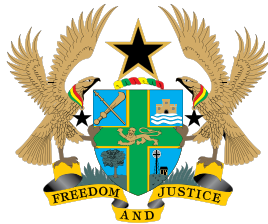
REPORT

TEACHERS - AGENTS OF DISSEMINATION AND CHANGE PROGRAMME



A SCHOOL-BASED HIV & AIDS INITIATIVE

MARCH 2010



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TABLE OF CONTENTS

Foreword		i
Executive Summary		ii
Acronyms		v
Acknowledgement		vii
CHAPTER 01	Introduction	1
CHAPTER 02	Implementation Phases	3
	Development of Teaching Materials	3
	National Launch	4
	Advocacy	5
	Baseline Survey	6
	Training of National Training Team	9
	Pilot Testing of Training	10
	Training of District Training Teams for Four Priority Regions	11
	Training of Teachers For Four Priority Regions	13
	Mid-Term Review	13
CHAPTER 03	Monitoring	23
	Development of Monitoring Tools	23
	Composition of the Monitoring Teams	24
	Process of Monitoring	24
	General Observations	25
CHAPTER 04	Management Arrangement	27
	HIV & AIDS Secretariat	27
	The National Steering Committee (NSC)	29
	The National Implementation Committee (NIC)	30
CHAPTER 05	Financial Arrangement	31
	Summary Budget	32
	Accounting and Procurement	33
	Disbursements	34
CHAPTER 06	End Of Programme Evaluation	35
	Findings and Recommendations	35
CHAPTER 07	Achievements & Good Practices	38
	Sustainability Issues	40
APPENDICES		41

Foreword

This report provides a systematic account of a three-year programme dubbed *Teachers – Agents of Dissemination and Change (TAD)*, which was designed to provide all public school teachers at the Pre-Tertiary level with information to enable them protect themselves and their students from being infected with HIV. It was also designed to provide guidance and methodology on the incorporation of HIV & AIDS (HIV/AIDS) messages into ordinary subject lessons. This was one of the multiple interventions adopted in the formal education system in response to the national call for a multi-sectoral approach to confront the epidemic.

The report states clearly why teachers were the target: (the nature of transmission which is predominantly sexual and the fact that teachers are highly mobile as far as their schooling, training and practice are concerned). The fact that there were no statistics documenting the prevalence or determinants of HIV & AIDS among the education sector personnel and yet the number of deaths amongst pre-tertiary teachers had increased also informed the decision to train the teachers who had limited knowledge of how to protect themselves.

The report describes in detail the implementation phases of the programme, including the management and financial arrangements. The training sessions were stratified to include national training team, district training teams, pre-tertiary teachers, Assistant Directors in-charge of supervision, Circuit Supervisors and Guidance & Counseling coordinators. This decentralized approach was to ensure that key implementers of education had the same information at the national, regional and district levels. Monitoring of the training sessions formed a major component of the intervention.

The report also incorporates results of a baseline survey conducted to obtain an in-depth understanding of teachers' knowledge on HIV & AIDS, sexual behavior, attitudes and training needs. A mid-term review was conducted after the programme had rolled through half of the three-year period and an end-of-programme review carried out at the end of the programme. Among other recommendations, the evaluators were of the view that appropriate funding was to be secured to raise the level of IEC materials in the schools to reinforce the information on HIV & AIDS given by their teachers.

While the document has dealt extensively with the achievements and good practices of the TAD programme, it has also raised issues of sustainability – how the key stakeholders can ensure that the messages on HIV & AIDS prevention are sustained in the schools so that the challenges of HIV & AIDS epidemic can be met through the Education Strategic Plan (2003-2015) of the Ministry of Education, currently being revised.

We are convinced that this report will prove valuable to training of the education sector personnel not only in Ghana, but also to other countries in sub-Saharan Africa where the fight against the HIV & AIDS pandemic is crucial.

Executive Summary

The UNAIDS estimated the national HIV & AIDS prevalence to be 3.6% in 2003 with some urban areas registering rates up to 8.5%. This constituted a major concern for the Education Sector for two main reasons.

Firstly, HIV is predominantly (around 80%) sexually transmitted. This has implications for 15 - 49 and 5 -14 year groups which constitute the majority of the sector. While, the age group that is mostly affected by HIV & AIDS epidemic is the 15-49 years age bracket, the 5 - 14 years age bracket are the least vulnerable, otherwise termed the *Window of Hope*. Therefore in the absence of a cure for HIV, education remains the social vaccine to limit the spread of HIV & AIDS infection. Secondly, it has been observed on one hand that teachers' relative high mobility like other mobile professional groups expose them to the risk of HIV in cases where they are confronted with financial, family and social challenges. On the other hand, teachers have a unique opportunity as agents of HIV & AIDS information dissemination and change in their schools and communities due to their position as role models in most communities.

In line with the Ghana AIDS Commission's (GAC) multi-sectoral approach and in support of the Education Strategic Plan 2003-2015¹, Policy goal 9 which is to "identify and promote programmes that will assist in the prevention of HIV & AIDS", the Education Sector established an HIV & AIDS Secretariat in 2002 to coordinate and sustain HIV & AIDS response within the Sector. Accordingly, the HIV & AIDS Secretariat in pursuance of this goal has undertaken a number of interventions. The Teachers-Agents of Dissemination and Change (TAD) Programme was one of the notable programmes designed and implemented to address HIV & AIDS issues in Basic and Senior High Schools nationwide.

The TAD programme was designed and implemented with the goal of preventing and mitigating the impact of HIV & AIDS on individuals, communities and the nation. Its specific objectives were to:

- Provide teachers and learners with relevant knowledge, desire and means to protect themselves and others from infection.
- Equip teachers with knowledge and methodology to teach HIV & AIDS issues in the classroom as integrated in the curriculum.

The TAD Programme was designed to achieve these objectives through three strategies:

- Strengthening the logistical, Information Technology (IT) and human resource capacities of the HIV & AIDS Secretariat to enhance its coordinating and supervisory role within MOE (MOESS).

1

Education Strategic Plan 2003-2015 currently under review

- Support for the revision, production, distribution and effective use of HIV & AIDS integrated teaching manuals in all Basic and Senior High schools, to be disseminated through a national training programme to all basic and secondary public and private school teachers;
- Support for the reproduction and distribution of existing Information, Education and Communication (IEC) materials to all stakeholders in the Education Sector (i.e. basic, secondary and tertiary institutions, MOE Headquarters and selected agencies).

As indicated above, it had a national character targeting all 123,591 public teachers and 3,500 selected private teachers at the primary, Junior High (then Junior Secondary) and Senior High (then Senior Secondary) School levels.

The programme was implemented in three phases. The first informed the finalization of the project implementation mechanisms, including management, institutional and logistical arrangements. The second focused on trainings of teachers in a decentralized fashion (National Training Team, District Training Team then training of teachers in their various districts) and a mid-term review. In the third and final phase, trainings in outstanding districts were completed, an end-of -programme review was conducted and a video documentary on TAD produced. Monitoring was central in all phases of programme implementation.

The TAD programme chalked a number of remarkable achievements:

- At least 90% of all teachers in basic and secondary schools have been trained. (About 150,287 teachers have been trained (Well above expected number of 123,591)
- Raised levels of Knowledge Attitudes and Practices as a direct result of the TAD training
- Teachers well prepared to take on the task of integrating HIV & AIDS themes and messages into their teaching
- New confidence in HIV & AIDS issues would spill over into their roles as opinion leaders in their communities as a huge resource of knowledgeable people has been created

Despite these successes chalked by the programme, the following challenges were also encountered:

- Commitment on the part of teachers to integrate HIV & AIDS into normal teaching
- The need to make HIV & AIDS issues more visible in schools through the provision of adequate quantities of IEC materials

The End-of-Programme Review recommended:

- The need for significant support systems for teachers i.e. by circuit supervisors and head teachers

- The generation of MGE procedures which will systematically track the visibility of HIV & AIDS messages in lessons in schools at all levels of the system
- The sourcing of funds for the procurement and distribution of IEC materials to schools
- An impact study to be carried out by the HIV & AIDS Secretariat.

Some of the Best Practices of the TAD Programme are:

- Effective collaboration among partners
- Use of existing GES structures without creating parallel structures
- Adoption of a decentralized approach to training(NTT, DTT and Teacher trainings) was cost-effective in reaching a huge number of teachers
- Complimentary TAD in-service training and pre-service training in HIV & AIDS

Acronyms

AIDS	-	Acquired Immune Deficiency Syndrome
ART	-	Anti Retroviral Therapy
COMEU	-	Conference of Managers of Education Unit
CRDD	-	Curriculum Research & Development Division
DFID	-	Department for International Development
DTT	-	District Training Team
EMIS	-	Education Management Information System
EPR	-	End of Project Review
ERNWACA	-	Education Research Network for West & Central Africa
GAC	-	Ghana AIDS Commission
GES	-	Ghana Education Service
GHANET	-	Ghana HIV&AIDS Network
GNAT	-	Ghana National Association of Teachers
HIV	-	Human Immunodeficiency Virus
IDAPS	-	Integrated Development for AIDS Prevention and Support
IEC	-	Information Education Communication
ILO	-	International Labour Organization
IT	-	Information Technology
JHS	-	Junior High School
M&E	-	Monitoring & Evaluation
MOE	-	Ministry of Education
MOESS	-	Ministry of Education Science & Sports
MOH	-	Ministry of Health
NAGRAT	-	National Association of Graduate Teachers
NGOs	-	Non Governmental Organizations
NIC	-	National Implementation Committee
NSC	-	National Steering Committee
NTT	-	National Training Team
PLWHA	-	People Living With HIV&AIDS
PM	-	Project Memorandum
PRINCOFF	-	Association of Training College Principals

SHEP	-	School Health Educational Programme
SHS	-	Senior High School
SMART	-	Specific Measurable Achievable Realistic & Time Bound
TAD	-	Teachers – Agents of Dissemination and Change
TED	-	Teacher Education Division
TLMs	-	Teaching Learning Materials
ToT	-	Training of Trainers
T&T	-	Transport and Travel
UNESCO	-	United Nations Educational Scientific & Cultural Organization
UNFPA	-	United Nations Funds for Population Activities
UNICEF	-	United Nations International Children’s Educational Fund
USAID	-	United States Agency for International Development
VCT	-	Voluntary Counseling and Testing
WAAF	-	West Africa AIDS Foundation

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CHAPTER 01

Introduction

In 2003, the national HIV & AIDS prevalence rate was estimated to be 3.6% in Ghana by the UNAIDS, however some urban areas registered rates as high as 8.5%. The Education Sector was concerned with HIV & AIDS because of two main causes.

The first cause of concern arises from the nature of transmission. This is predominantly (around 80%) sexually transmitted (with additional subsidiary channels via mother to child, blood transfusion and sharing of infected tools). This means that the most likely to be infected are the most sexually active, generally defined as the 15-49 year olds (learners and most education personnel can be found in this age bracket). This is confirmed by the national data that reveal that the peak age for AIDS diagnosis is 25-29 for females and 30-34 for males (GAC, 2001).

The Education system reaches approximately 7 million people (equal to 30% of the entire population of Ghana) mostly within the 15 - 49 age group. It would therefore be appropriate to use this channel to create awareness of the pandemic, and introduce behaviour and attitudinal change towards sex.

The second cause of concern arises from the fact that teachers are highly mobile (starting from an early age, during secondary school, training and practice). A recent qualitative study in Ghana, supported by USAID, reveals that whilst teachers' exposure to risks is not higher than other civil servants (such as the police forces, officers from health or agricultural departments), teachers are susceptible to greater peer pressure during the formative years (16-24). They move often with limited family, social or financial support and are exposed to the pressure of having to fit into new communities and establish social networks. This often makes them vulnerable to practices, such as excessive use of alcohol and increased sexual activity, which increase the risk of infection.

In Ghana there are no statistics documenting the prevalence, epidemiology or determinants of HIV & AIDS among the education sector personnel (teachers, pupils, students and education sector workers). However, the number of deaths amongst pre-tertiary teachers had increased from around 50 in 1990 to around 200 in 1998. (Source: The School and Social Service Unit – GES). The data does not indicate the cause of the increase, but the impact of the HIV & AIDS epidemic cannot be ruled out.

In spite of this alarming evidence, only a small proportion (13%) of teachers had had formal access to information on the modes of HIV & AIDS prevention, transmission and treatment (JJK Baku, 2006)².

Furthermore, a large variety of high quality education and promotional, educational materials on HIV & AIDS existed, but the availability of information, education and communication (IEC) materials in schools, districts and regional education directorates was very limited. Consequently, very few teachers had enough knowledge, tools or communication skills to inform themselves or others about how to avoid HIV infections.

This situation also brought to light the role of teachers which is significant in the human development of millions of young people. They often act as important opinion leaders and role models in many rural communities throughout the country. Their potential role as agents for dissemination and change in the fight against HIV & AIDS cannot be overstated particularly as HIV & AIDS prevention and education programmes are recognized to be the most effective strategies to prevent the spread of the virus in the absence of a cure.

In recognition of the need for the mainstreaming of HIV & AIDS issues in the Education Sector Strategic Plan (ESP) which serves as the framework by which Ghana meets its commitment to achieve the Millennium Development Goals on education, policy Goal 9 out of the ten goals identified in the ESP 2003-2015 states "Identify and promote programmes that will assist in the prevention of HIV & AIDS".

The mainstreaming of HIV & AIDS issues in the ESP coupled with the establishment of the HIV & AIDS Secretariat at the Ministry with the mandate to coordinate all HIV & AIDS activities within the Education Sector gave impetus for the acceleration of intervention within the sector.

One of the major intervention which was immediately put in place was the design and implementation of the Teachers-Agents of Dissemination and Change (TAD) Programme which had the objective of providing Education Sector personnel, teachers, students and pupils with relevant knowledge, desire and means to protect themselves from infection and from infecting others.



CHAPTER 02

Implementation Phases

Introduction

The implementation of the TAD programme was phased out into three parts. The first phase was characterized by the development of training materials, national launch and advocacy on the programme. The second phase comprised trainings in four priority regions, while the third phase centred on trainings in the remaining regions and the production of a video documentary.

Phase I

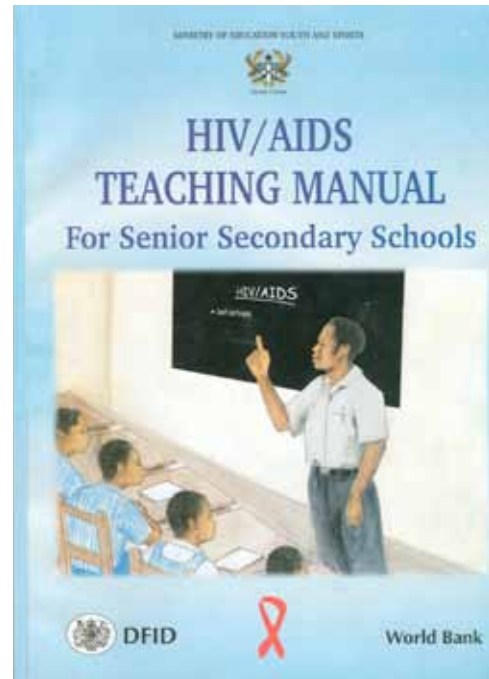
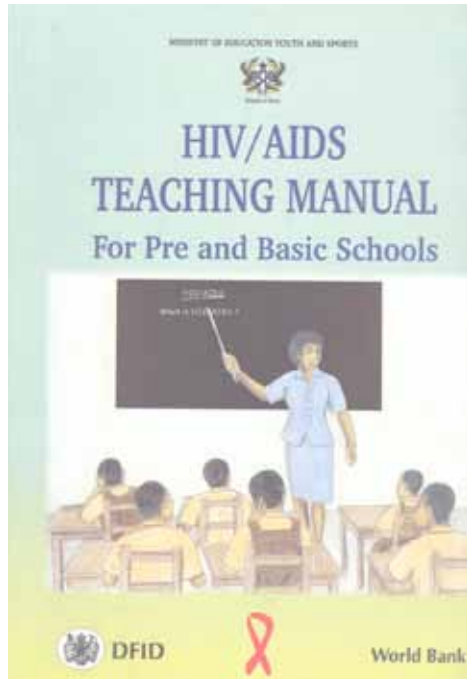
In Phase one, the programme's implementation mechanism, including management, institutional, monitoring, administrative and logistical arrangements were finalized. Activities in this phase included:

- ✦ Development of teaching manuals and procurement of IEC materials for the four priority regions of Ashanti, Central, Eastern and Greater-Accra
- ✦ National Launch and Advocacy
- ✦ Baseline Survey
- ✦ Pilot testing of the training

Development of Teaching Materials Manuals

In order to institutionalize the teaching of HIV & AIDS issues in the schools there was the need to develop materials that could be used in teaching. In this light, two comprehensive HIV & AIDS Teachers' Manuals were developed in collaboration with the Curriculum Research and Development Division of the GES and reviewed by the Development Partners and other members of the HIV & AIDS Steering Committee.

The two manuals were: HIV & AIDS Teaching Manuals for Pre/Basic Schools and HIV & AIDS Teaching Manuals for Senior Secondary Schools. The content covered three key areas- first, basic facts on HIV & AIDS, second, lesson plans illustrating how to incorporate HIV & AIDS issues into different subjects and the third, students' activities.



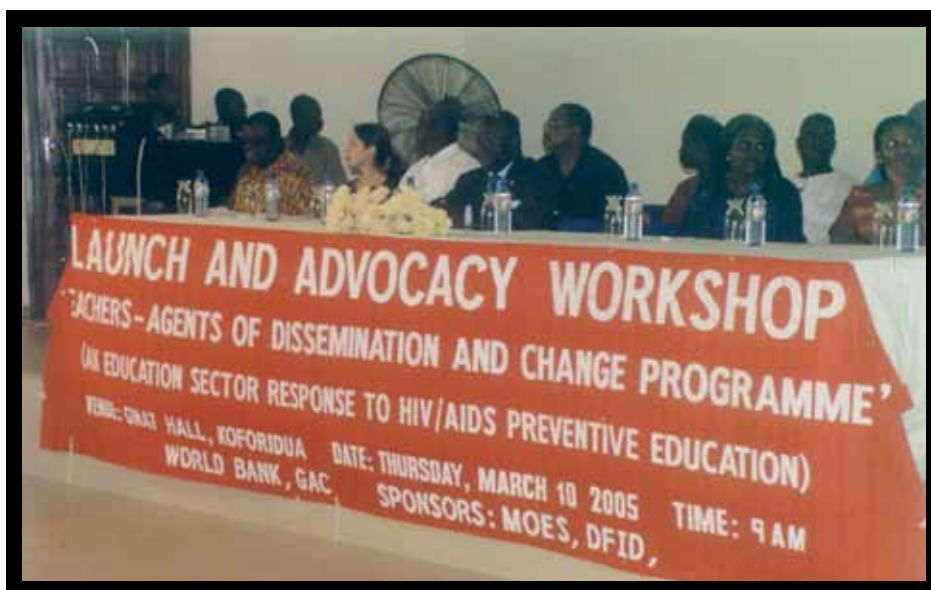
Cover pages of the Teaching Manuals

Progressively throughout the programme period, a total of 148,630 HIV & AIDS Teaching Manuals were produced and distributed at 6 (six) copies per all public primary, Junior and Senior High schools in the country. Private basic schools were also given a copy each to encourage the teaching of HIV & AIDS in these schools.

Although the programme design did not make provision for the distribution of the teaching manuals to teacher trainees in colleges, each teacher training college in the country was provided with 100 copies to enable trainees to establish a linkage between pre-service and in-service orientation in the teaching of HIV & AIDS as integrated in the school curriculum.

National Launch

The National Launch was a key component of the TAD programme which was meant to create awareness of the programme as a way of combating the AIDS pandemic in the education sector. It was also an occasion to launch the two HIV & AIDS Teaching Manuals for the training of teachers at Basic and Senior High Schools who would in turn teach their pupils and students.



The then Minister of Education, Hon. Osafo-Mafo, Representative of the Omanhene of New Juaben Traditional Area, Officials of the Education Sector and Development Partners.

The launch was held at the GNAT Hall in Koforidua in the Eastern Region and performed by the then Minister of Education. High profile dignitaries who witnessed the launch included, the Eastern Regional Minister, the Acting Director-General of the Ghana Education Service, the Eastern Regional Director of Education, Representatives of the Development Partners: DFID, UNICEF, USAID, Representative of the Paramount Chief of New Juaben Traditional Area, the Municipal Chief Executive of New Juaben Municipal Assembly, Regional and District Directors of Education, the General Secretary of GNAT and the President of NAGRAT were present to give brief statements articulating their unflinching support for the TAD programme.

Advocacy

In all, three Advocacy Workshops were designed to solicit support and commitment of Education Directors and other stakeholders as key implementors to the TAD programme.

The first was held together with the launch in Koforidua and involved principally Regional and District Directors of Education and Educational Associations in four regions with the highest HIV & AIDS prevalence rate as at 2003 (Ashanti, Central, Eastern and Greater Accra regions).

The second which involved 51 participants from the three northern regions of Upper East, Upper West and Northern regions was held in Bolgatanga, the capital of the Upper East Region in collaboration with the GES during the Launch of the HIV & AIDS School Alert programme by the then Honorable Deputy Minister for Basic, and Teacher Education at a ceremony attended by Chiefs, Regional and District Education Directors from the three Northern Regions: Upper East, Upper West and the Northern Region.

Other dignitaries who witnessed the launch included the Education Representative of UNICEF Education Representative who also gave a brief statement on behalf of his organisation, the Municipal Chief Executive of the Bolgatanga Municipality and Educational Associations such as the GNAT, NAGRAT, PRINCOFF, Teachers, Pupils, PLWHAs and the Media. The event was under the distinguished chairmanship of the then Upper East Regional Minister.

The third and final Advocacy Workshop was also made up of Regional and District Directors of Education and Teacher Associations from Brong Ahafo, Volta and Western regions and was held at the Miklin Hotel, in Kumasi. A total of 76 participants made up of 64 Regional and District Directors of Education and 12 participants from Teacher Associations attended the Advocacy Workshop.

In all three Advocacy Workshops, Seasoned Resource Persons took participants through various topics on HIV/AIDS: Know the Facts, Overview of Structure and Content of Manual, Social and Economic Impact of HIV & AIDS, Assertive skills, Counseling, VCT/ART and the Management of HIV & AIDS.

To further make an impression on the minds of participants on the HIV & AIDS scourge, a Person Living with HIV gave a testimony at each Advocacy Workshop on how the disease was acquired and being managed, how they were coping with stigma and discrimination. During the group work, participants were asked to identify their role in the TAD programme.

Baseline Survey

The conduct of a baseline study with the objective of obtaining an in-depth understanding of teachers' knowledge on HIV & AIDS, sexual behaviour, attitudes and training needs was undertaken prior to the implementation of the TAD programme. This informed the Ministry on how to design appropriate training content for the teachers to ensure their effectiveness in teaching the curriculum.

A cross-sectional survey design was used with a sample size of 661 respondents of different categories, including teachers, head teachers and district directors of education. Two questionnaires were developed for collecting data; one for teachers and the other for administrators/managers. Focus group discussions were held with staff of Curriculum, Research and Development Division. Both quantitative and qualitative data analysis techniques were employed to produce the results which were organized according to the following components of the investigation:

1. General Knowledge/Awareness of teachers of HIV & AIDS;
2. Knowledge of Prevention of HIV (Fighting the HIV & AIDS Menace);
3. Perceptions about HIV & AIDS;
4. Risk Perceptions;
5. Attitudes to HIV & AIDS;
6. Effects of HIV & AIDS in/on schools;
7. Educating Students about HIV & AIDS;
8. Managing the Impact of HIV & AIDS;
9. HIV & AIDS Training Needs for Teachers.

Major findings deduced from the study included the following:

1. Television and radio were the commonest means by which teachers first heard about the HIV & AIDS epidemic. However about 12.5% of them first heard it from colleagues and peers;
2. Teachers, generally, had good knowledge of the methods of transmitting the HIV virus and almost all of them could mention at least three ways in which the virus can be transmitted;
3. Almost all the teachers could mention two or more ways of preventing HIV infection. The responses varied in explanation but all of them fell within the ABC scope of prevention. About 9.5% of the teachers had however had sex with more than one sexual partner in the last 6 months;
4. About 62.2% of teachers said they found or would find it rather easy to enter a shop to buy a condom while 35.9% would find it difficult to enter a shop to buy condom. Those who would find it difficult were generally above 40 years of age;
5. Most of the teachers knew that AIDS has no cure but can be treated, mainly with ARV;
6. Quite a significant proportion of teachers had various misconceptions about HIV & AIDS;
7. Majority of teachers had high level self risk perception of HIV infection and level of risk perception appears to be related to qualification;
8. Though majority of teachers indicated willingness to show compassion, love and support to PLWHA, they also displayed the tendency of stigma and discrimination against them;
9. Majority of teachers felt the epidemic had had no significant adverse effect on their schools apart from imposing new demands on them as teachers;
10. A relatively small proportion of teachers were aware of the presence of focal persons or their activities at the district or school levels. Similarly, only 30.3% of head-teachers and district directors were aware of the existence of the HIV & AIDS desk at the MOESS³ headquarters;
11. HIV & AIDS activities were organized in the schools/districts of only 30.3% of the Head-teacher/Focal Person/District Director respondents;
12. Majority of the teachers and their heads and education officer expressed the need for pupils to be given sex education and education on HIV & AIDS but indicated that teachers did not feel sufficiently equipped to do that;
13. Though 62% of teachers were aware of the HIV & AIDS issues integrated into the curriculum, only 20% of them felt those provisions are adequate (has gone deep enough) to prevent infection;
14. Teachers did not know of any arrangements within the GES for the welfare of staff living with HIV & AIDS;

Training needs identified by school heads and district directors were in/on:

- understanding integrated HIV issues;
- modes of transmission;
- how HIV affects the body;

3 MOESS - The Ministry of Education was known as The Ministry of Education, Science and Sports from the period 2000 - 2008.

- communication skills;
- methodology of teaching about sensitive issues;
- care for PLWHA;
- counseling to prevent boys and girls from pre-marital sex;
- guidance and counseling of PLWHA

Recommendations centered on the following key areas:

1. HIV & AIDS issues integrated into the curriculum should be revised to make them more in-depth about the various parameters of HIV & AIDS and adequate provision made in the syllabuses to guide teachers on how to use the curricula.
2. The integrated/revised curricula should be published for all teachers/schools and Teachers' attention drawn to the syllabuses that contain HIV & AIDS issues.
 - a. integrating HIV & AIDS issues into pre-service training programmes of teachers at all levels
 - b. formal in-service training workshops with special focus on behavior change and others that will help teachers to simulate the risk of HIV infection in order to raise their risk perceptions.
3. Training programmes to be organized for teachers should have the following characteristics:
 - a. skills-based model for providing teachers with the knowledge, confidence, and skills to protect themselves, protect others and teach children to prevent contracting and transmitting HIV. The Teacher should acquire skills for counselling, brainstorming, role-playing and negotiating, problem-solving, and decision making.
 - b. Training should provide teachers with the confidence and skills to use Participatory learning exercises to train colleagues and their pupils/students to prevent HIV infection and transmission.
4. The study recommended the provision of skills to teachers to enable them to achieve the following objectives:
 - Provide students with communication, negotiation, assertive and decision-making skills
 - Help learners identify behaviours that put them at risk
 - Advocate for HIV/STI prevention programmes and policies
 - Help learners express empathy toward persons who may be infected with HIV.
 - Initiate dialogue with learners to break the cultural difficulties in talks about HIV and sexuality.
 - Help learners establish HIV Prevention clubs in schools.
 - The MOESS/GES should make management and training arrangements to appoint and empower focal persons for work place programmes and integrate monitoring indicators into the checklist of Circuit Supervisors and School Inspectors.

Phase II

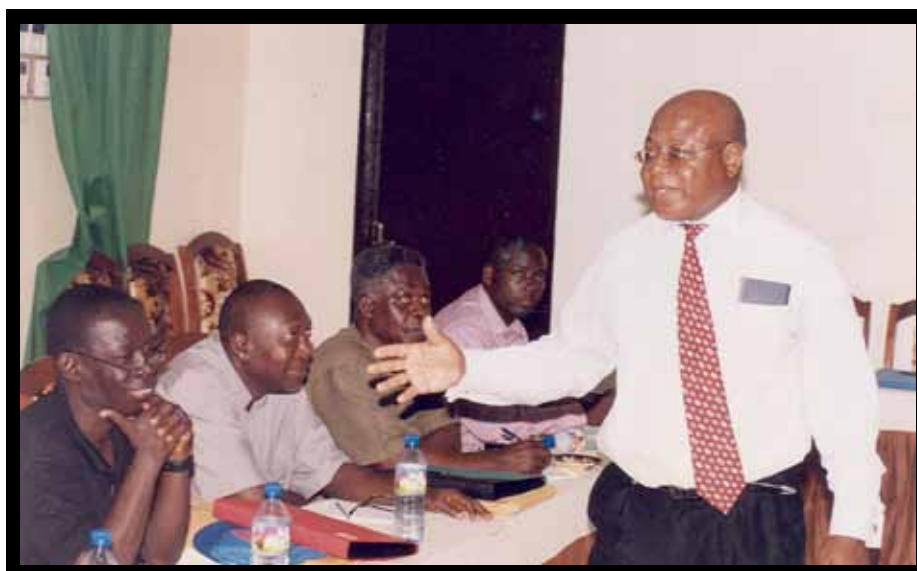
Phase II was intended to achieve the following outputs:

- ✦ A three-day training of Trainers (ToT) for 20 national training team (NTT) members
- ✦ Training of the District Training Teams (DTT) in four priority regions
- ✦ Training of teachers in all four priority regions
- ✦ Conduct of Mid-term Review

Training of National Training Team

A five-day HIV & AIDS training was organized for a twenty-member NTT. The principal objective of the NTT Workshop was to equip the members with the relevant knowledge and skills to enable them train the District Training Teams.

Selection of the NTT was based on participants' knowledge in HIV & AIDS education and their ability to train Basic and Senior High School teachers. Based on these criteria, participants were selected from the HIV & AIDS Secretariat, the Curriculum, Research and Development Division (CRDD), the Teacher Education Division (TED), Guidance and Counselling Unit, School Health Education Unit, all of the Ghana Education Service. The others were from Senior High Schools and NGOs working in HIV & AIDS Education.



A facilitator Dr S.B. Ofori interacting with some NTT Participants

Participants were taken through HIV & AIDS related topics such as: Know the Facts, Social and Economic Impact of HIV & AIDS, Assertive Skills in Sexuality, Counseling, How to Care for PLWHA, HIV & AIDS School Alert Model. Others were Participatory Teaching Methods, Demonstration Teaching and Overview of the HIV & AIDS Teaching Manuals.

The NTT Workshop was immediately followed by the Pilot Testing of the training content.

Pilot Testing of Training

The Pilot testing was carried out simultaneously in two districts (New Juaben and Dangme West) representing the urban and rural divide in two regions (Eastern and Greater-Accra). The basic (Primary and JHS) and SHS were covered in each district. Classes covered were primary 3, 5 and 6, JHS 1 and 2, SHS 1 and 2. Topics taught in HIV & AIDS ranged from Know the Facts, Effects of HIV & AIDS, Care and Support of PLWHIV. Class teachers and other teachers on free periods sat in as the team delivered the information on HIV & AIDS using participatory approaches, pictures and other teaching and learning materials as depicted in Tables 1 & 2.

Table 1
Pilot Testing Teaching Schedule in Dangme West (Rural)

SUBJECT / TOPIC	CLASS	SCHOOL
Science How HIV & AIDS is spread/not spread	Pry.3	Asutuare Estates Pry School
Environmental Studies Effects of HIV & AIDS	Pry.6	Asutuare Estates Pry School
Ghanaian Language and Cultural Studies How HIV & AIDS is spread	JSS 1	Asutuare Estates JSS
Religious and Moral Education Substance Abuse and Adolescent Reproductive Health (ARH) Modes of Transmission & Prevention	SSS 1	Osudoku Sec. Tech. School
Social Studies ARH & HIV & AIDS Basic Facts	SSS 2	Osudoku Sec Tech. School

Table 2
New Juaben (Urban)

SUBJECT/TOPIC	CLASS	SCHOOL
Science What is HIV & AIDS?	JSS 1	Riss Presby 'B' JSS
Social Studies HIV & AIDS-Effects and Prevention	SSS 2	Ghana Secondary School
Environmental Studies Care and Support for PLWAs	Pry 5	Riis Presby Primary School
Economics The Effects of HIV & AIDS on Labour	SSS 1	Ghana Secondary School
English Modes of Transmission	SSS1	Ghana Secondary School

(The class size ranged from 40 - 65 pupils/students).

Results of the pilot testing showed that teachers of the various schools appreciated the objectives of the TAD programme but also expressed concern about certain practices going on in the boarding schools which the TAD programme should also address. This had to do with the sharing of combs and tooth brushes and "blood covenant" among students. The pupils/students also had limited knowledge about HIV & AIDS.

Training of District Training Teams for Four Priority Regions

The Training for the District Teams represented the next level of training. The DTT was responsible for the training of teachers in their respective districts. A three-day workshop was thus organized by the NTT for the DTT. The objectives of the workshop were to:

- Equip DTTs with the knowledge and skills to train teachers to incorporate the teaching of HIV & AIDS in regular teaching at Basic and Senior High school levels.
- Demonstrate appropriate methodologies in the teaching of HIV & AIDS issues in schools as integrated in the curriculum so as to trigger the desired behavioural change among Personnel of the Education Sector.

- Instill in participants district ownership of the Teachers–Agents of Dissemination and Change Programme



A cross-section of DTT members at their training Workshop

The selection of members of the DTT by the District Directors of Education was according to guidelines developed by the HIV & AIDS Secretariat.

One person was to be selected from each of these groupings:

- School Health Education Programme (SHEP)
- Guidance and Counselling Officers
- Teacher Training College (a tutor where available)
- Circuit Supervisors
- District Health Management Committee
- District Education Planning Team, District Training Officer
- An active NGO in the District (where available)
- Education Associations e.g. GNAT/NAGRAT, COMEU, etc.

They were also required to possess the following qualities:

- Knowledge in HIV & AIDS issues
- Ability to train teachers at the Basic and Senior High School levels
- Availability and commitment to undertake training of teachers
- Not aged above 55 years

The number of Training Team Members per District, Municipality, Metropolis was (6), (8) and (12) respectively.

The objectives of the workshops were attained through presentations facilitated by power point, flip charts, participatory approaches such as individual and group work, rotational teaching, brainstorming, plenary session, critique, random sampling and formal and informal discussions.

In the four priority regions of Ashanti, Central, Eastern, and Greater Accra regions constituting 57 districts, a total of 327 out of the expected number of 358 participants representing 91% participated in this first set of training for DTTs.

Training of Teachers For Four Priority Regions

The District Training Teams of the 4 priority regions of Ashanti, Central, Eastern and Greater-Accra which were responsible for the training of teachers in their respective districts, organised HIV & AIDS training sessions for all teachers in their 57 districts in 2005.



Teachers busily writing notes during one of their training sessions

Mid-Term Review

One of the milestones in the implementation of the TAD programme was the mid-term Review. To undertake this exercise, the HIV & AIDS Secretariat procured a consultant for the review through the procurement system of the Ministry.

The Educational Research Network for West and Central Africa (ERNWACA), Ghana led by J.J.K. Baku was selected to undertake the mid-term review.

The Mid-term Review sought to assess progress made within the first two phases of the TAD programme against targets set out as the log-frame outputs and to provide recommendations to improve the implementation and effectiveness of the programme.

Specific Objectives

The following among others were the specific objectives of the OPR:

1. Assess the progress in delivering the Log-Frame outputs and their contribution to the attainment of the TAD programme purpose;
2. Assess the efficiency of resource use in TAD within the context of budgeting, fund management and accounting capacity;
3. Review the strategic roles of key stakeholders in monitoring and supporting the TAD and advise on the best way forward;
4. Make SMART recommendations for the way forward, including any proposed changes to the project design and Logical Framework.

Methodology

The review which was a qualitative study adopted the following approaches:

- Desk-top review of relevant TAD project documentation
- Interviews with HIV & AIDS Secretariat staff, Regional and District Directors of Education, members of NTT and members of DTT, teachers and some key stakeholders including Development Partners who supported the project.

Main Findings

Progress in Delivering the Log-Frame Outputs

- *Strengthening the logistical, IT and human resource capacities of the HIV/AIDS Secretariat to enhance its coordination and supervisory role within MOESS.*

According to the review report, specific activity targets under this phase were generally achieved. They included the launch and advocacy of the programme at Koforidua, with a 90% of invitees in attendance. The material and human capacity of the secretariat was up-graded through the acquisition of specified IT equipments, the filling of all staff vacancies (staff strength had increased to five with well defined job descriptions), and some training avenues had been created for the staff. The Steering Committee and the National Implementation Committee (previously National Planning Committee) were in place with well defined roles and TOR. Similarly the roles of the Regional and District Directors in the programme had also been developed and so were the monitoring plan and monitoring tools for the training programmes. At the time of the Mid-term Review, the Steering Committee had held six meetings while the National Implementation Committee had held sixteen meetings of fruitful deliberations to champion the course of the TAD programme. A baseline study to identify training needs and HIV and AIDS information gaps among teachers had been conducted in accordance with the project proposal.

The Mid-term Review also revealed that the production and distribution of at least 50% of the IEC materials in the first two phases had not been achieved as planned. This was hampered by funding constraints.

Internet connectivity at the HIV & AIDS Secretariat could also not be installed by the end of 2005 but by May 2006, this had been achieved.

- *Support the revision, production, distribution and effective use of HIV & AIDS integrated teaching manuals in all basic and SS schools, to be disseminated through a national training programme to all basic and secondary public and private school teachers.*

It was reported that the original two training manuals developed by the CRDD had been revised by the Steering Committee and NIC, printed and distributed to the schools in the four priority regions. The quality of the manuals had earlier been verified by both the Steering Committee and the NIC.

A total of 23,430 teaching manuals had been produced and distributed, providing for two teaching manuals per public school for the 57 districts in the four priority regions. In addition, private JS schools in the 57 districts were each given one manual. It was also found that the Steering Committee had given directives for the number of manuals per public school to be increased to six.

Though the project design did not make provision for the distribution of the teaching manuals to teacher trainees in colleges, the report noted that arrangements were being made for the supply of the manuals to all Teacher Training Colleges to establish a link between the pre-service and in-service orientation of the trainees

The review found that 10,000 copies of the manuals were produced under UNICEF sponsorship for the three Northern Regions of the country and it had commissioned another 11,000 copies to be added to the first batch to go round all primary, JS and SS schools in the three regions with each school receiving six manuals.

All three levels of training scheduled for phase two, according to the report, were achieved on a limited scale. The National Trainers Training (20 NTT members at Shai Hills Resort), the District Trainers Training and Training of Teachers.

The review indicated that the training workshops of the NTT and DTT and most of the district level based ones were monitored by the NIC and Steering Committee, the NTT, the Regional and the District Directors respectively. There were regular roll calls at the training venues to ensure regularity, punctuality and commitment. An innovative rotational presentations approach and peer demonstration teaching were effectively used at the district level training sessions.

- *Support the reproduction and distribution of existing Information Education and Communication (IEC) materials to all stakeholders in the education sector (i.e. basic, secondary and tertiary institutions, MOESS headquarters and selected agencies*

Though appropriate IEC materials have been identified and permission sought for their reproduction, the reproduction is yet to be made because of financial constraints. Attempts were being made, however, to look for funding from other sources, particularly the GET Fund, to help in the reproduction and distribution of the IEC materials.

Assess the Likelihood of the TAD Purpose and Goals being Achieved

The report noted that the project was grounded firmly with all relevant structures and personnel in place for a smooth-sailing implementation and that the absolute goals could be achieved. The level of achievement and how soon this could be done depended, however, on the promptitude with which the funding gap was closed or removed completely. There was a gap of about GH¢220,000 which was the total amount required for the reproduction of adequate quantities of the IEC materials for all schools and targeted stakeholders.

Assess the Efficiency of Resource use in TAD within the Context of Budgeting, Fund Management and Accounting Capacity

The TAD programme was estimated to cost £4,018,179 with DFID pledging to contribute £2,500,000 (62.2%). The World Bank pledged \$500,000 but contributed only GH¢55,000 (\$62,512.0). According to the report, the MOESS was expected to seek funding from other sources and this was proven to be very difficult.

The existence of the funding gap, the report noted appeared to be the greatest challenge facing the National implementation Committee of the programme. The use of the available resources was indicative of great insight and efficiency. For instance, though the original plan was to organize the district level training for four days, this was reduced to three days because of the financial shortfall. Similarly, per diem for trainers was reduced from GH¢50.00 to GH¢30.00. The flexibility with which the project management accepted the UNICEF offer of support to deal with the three Northern regions was also indicative of a good sense of reducing the funding gap.

Review the Strategic Roles of Key Stakeholders in Monitoring and Supporting the TAD and Advise on the Best Way Forward

The review identified the establishment of a Monitoring team at the national level. Regional and district level monitors were also identified. The roles of these appeared however to be limited to monitoring the training workshop which were seen only as a means to an end – effective integration of HIV & AIDS issues in the classroom situation. Circuit Supervisors and the staff of the Inspectorate Units of the District Education Offices were targeted in the project design to monitor implementation at the school level. In addition to the two categories of monitors, school heads who constitute the first line monitoring group may be considered.

Unfortunately, the Circuit Supervisors and staff of the Inspectorate Unit were minimally involved in the training exercise. The assumption apparently was that they will be briefed by their District Directors. Obviously, their participation in the training workshops would have equipped them to do their work better than a briefing session from their Directors.

Review the current Programme Time Frame and Advise on its Realistic Viability

The current programme time frame according to the report provided for between four to six months Inception phase, a Project Implementation 1 phase of about one year and a Final Implementation phase also to last one year. From what had been achieved at the time, the implementation of the programme was ahead of schedule in some major areas and slightly behind schedule in the area of the reproduction of the IEC materials. The time frame was still valid and achievable, provided a solution was found soon for the funding gap that existed. Happily, it appeared that about half the gap was removed with a response to financial assistance received from the GAC between the draft and finalization stage of the review report. This response suggested that the assertion that TAD/Secretariat had not made any financial request to GAC might not be wholly correct.

Identify Key Strategic Issues that require Action in order to Achieve the TAD Programme Purpose

The review brought to the fore a critical issue that required immediate re-thinking. This was the issue of monitoring the school level implementation of the programme. It is only effective implementation at the school level that justifies the efforts and expenditure that went into the training programme at the various levels. People who were to do monitoring at the school level were to be familiar with the integration process themselves, be equipped with the appropriate monitoring tools and be empowered to move round. The deep involvement of circuit supervisors in the district level training was therefore crucial.

Another strategic issue that required immediate attention was that of removing or at least closing the funding gap within the shortest possible time. The existence of the gap of £1.3 million threatened the IEC reproduction exercise and could even pose problems to the training of teachers in the remaining three regions of Volta, Brong-Ahafo and Western regions. The Secretariat had reported at one of the Steering Committee meetings that the funding required for training in the six non-priority regions was factored into the budget of the Secretariat in 2005. This promise the report recommended should be followed up with a sense of urgency.

Make SMART Recommendations for the Way Forward, including any Proposed changes to the Project Design and Logical Framework

The consultant was also tasked with making recommendations for the way forward and the following were some of the recommendations made:

- Circuit Supervisors (CS) and Guidance and Counseling Coordinators were minimally involved in the programme at the district levels. Apart from the heads of schools these categories of GES staff, constituted the most viable group to be entrusted with monitoring the implementation of the programme at the

school level. The programme proposal recommended monitoring by District Monitoring teams. Ideally, the Circuit Supervisor should have formed the bulk of this team. It was recommended that all CS nationwide should be brought fully on board. (*National Implementation Committee*)

- The HIV & AIDS Secretariat had developed some monitoring tools. But these tools were relevant only for the training sessions. It was recommended that tools that could be used to monitor the school level implementation of the programme as well as a self assessment tool (containing output indicators) which teachers could use periodically to assess their own work be developed. (*Secretariat/CRDD*)
- The Ministry of Education had taken steps to finding other funding sources to complement the DFID support. It was also on record that €3 billion was pledged from GET Fund to support the programme. From the magnitude of the programme and the funding gap, it appeared €3 billion from Government was inadequate. It was recommended that a more proactive and aggressive approach be adopted to fund mobilization to remove or reduce the funding gap which appeared to be adversely affecting the programme. (*MOESS*)
- The Coordinator and staff of the HIV/AIDS Secretariat were to have their project management capacities up-graded through short time (3 Months) management training courses at GIMPA or some other institution that had the facility. With this, the Secretariat could take on the responsibility of expanding the scope of TAD to reach fully, all other agencies and tertiary institutions within the sector. (*MOESS*)
- It was recommended the Ministry wrote formally to the Ghana AIDS Commission about the funding gap being experienced with the programme and apply for support. (*MOESS*) This recommendation was to be stepped down following GAC's pledge of 50% of the budget for the production and distribution of the IEC materials.
- Every attempt was to be made to produce and distribute the IEC materials as early as possible. As UNICEF was committed to funding the Northern sector component, some other partner(s) were to be solicited to sponsor the production of IEC materials for the remaining three regions (*National Implementation Committee/Secretariat/ MOESS*).
- The programme coordination was to be reverted to the original plan of finishing the implementation in the four priority regions before expanding the scope to the other regions in order to avoid diversion of attention. (*National Implementation Committee/Secretariat*)
- The initial proposal of the Programme was very much teacher-led – i.e. instructional. This was not considered adequate if its impact was to be felt outside the school system. It was recommended the proposal be broadened in scope to include child-led and parent-led pillars. (*National Steering Committee*)

To make Specific Recommendations about Future Funding Routes/Options and Partnership Arrangements

It was recommended that partnership with the VALCO Trust Fund for this programme was one worth considering. The VALCO Trust Fund has been of tremendous assistance to the education sector and might not hesitate to join the campaign against HIV & AIDS through the school system.

Draw Lessons on Successes and Challenges of Implementation of TAD, for the Attention of Key Stakeholders.

In accordance with the TOR for the review, the following lessons were drawn on the successes and challenges of the implementation of the TAD programme:

- Officials representing Development Partners directly involved in projects/programmes work for their institutions. Therefore their pledges and assurances represent those of their institutions and should always be documented so as to stand the test of time.
- Development partners were not always flexible. They had their priorities which they tried as much as possible to stick to. Organisations/Departments seeking support from them will therefore have to buy into their priority areas.
- The revised teaching manuals were pilot tested in some schools before being put forward for the training exercises. This was largely responsible for the successful application/use of the manuals for training.
- The decentralized approach to the programme implementation had proved very effective. The DDE proved generally to be very reliable.
- The training exercise was preceded by a baseline study (a needs assessment). An important finding from the study which was built into the training exercise was the discovery that in spite of the high level of HIV/AIDS awareness among teachers, there was still a great deal of misconceptions about the disease.
- District Directors were led into receiving the TAD programme as their own and were effectively put in charge at the district level. This greatly accounted for the heavy turn-out and sustained participation of teachers.
- The fact that the programme was at no cost to teachers but rather had their traveling expenses paid for as well as being provided with snacks and lunch made it attractive and retained teachers throughout the period.
- The interactive teaching approach adopted also contributed to all teachers staying on throughout the period.
- The structure of the Project Management Team – the Steering Committee, the National Implementation Committee and the Secretariat with the District Teams provided a good ground for division of labour and cross fertilization of ideas which culminated in the success of the training exercise at time of the review.

Dissemination of Mid-Term Review

The final Mid-term Review report was disseminated at a meeting of the Education Sector HIV & AIDS Steering Committee. The presentation was made by J. J. K. Baku. Members had the opportunity to ask questions on the methodology used and key findings from the review. Copies of the report were subsequently distributed to all key stakeholders of the TAD programme.

Phase III

Phase III was the final phase of the TAD programme. Specific activities included:

- Procurement and distribution of IEC materials and training manuals to the remaining six regions and their respective districts
- Refresher training organized for the NTT
- District ToT courses and the teachers training programmes organized in the remaining six regions
- Production of Video documentary

Production and Distribution of IEC Materials

The need for IEC Materials to aid the teaching and learning of HIV & AIDS in schools was established at important forums such as the Steering Committee meetings, TAD National Implementation Committee meetings and by the Baseline study of schools. In that regard, appropriate IEC materials were identified during an IEC selection workshop. These comprised HIV & AIDS information booklets, posters and video clips.

However, the provision of sufficient quantities of these materials has proven problematic mostly due to lack of funds. Nonetheless, the HIV & AIDS Secretariat has procured and distributed to all basic public schools the following two titles of Heinemann HIV & AIDS booklets:

Lerato's Story : for Lower primary (14,000 copies)

Friends for Life : for Junior High School (7,000 copies)

The Secretariat distributed these booklets at one per public primary and Junior High Schools. In addition, the Ministry has distributed similar supplementary books to all public schools as part of a programme to upgrade libraries in schools. Overall, the readers are only available in small numbers per school on account of cost and coverage constraints. Furthermore, visibility of HIV & AIDS in the schools as a catalyst for behaviour change remains a major challenge.

Refresher Course for NTT

A two-day refresher course was organized for the NTT in order to update the members on training methods and content of the DTT trainings. This was in preparation for the third phase of the DTT training. Issues considered at the refresher course were:

- Revision of previous presentations
- Sector HIV & AIDS Policy

- Dissemination of Baseline survey
- Lessons learnt from previous DTT workshops

DTT and Training of Teachers in the remaining six regions

The second training of district teams from Northern, Upper East and Upper West regions took place in Wa in the Upper West region from 2006-2007. It covered 34 districts. A total of 215 participants out of the expected number of 216 representing 99.1% attended the workshop.

The third DTT training for 47 districts of Brong Ahafo, Volta, and Western regions took place in Kumasi in the Ashanti region from 2007-2008. All the expected numbers of 292 participants attended the workshop. Subsequently, the DDTs were charged to train their teachers in their respective districts.

Certificates of participation were distributed to all DTT members as Resource Persons for their districts. At the end of the trainings, a total of 150,249 teachers nationwide had been trained as shown in table 2.

Table 3
Total Number of Teachers Trained by Region (2005–2008)

REGION	PRIMARY	JHS	SHS	TOTAL
Ashanti	14,812	9,228	3,89,0	27,930
Brong-Ahafo	9,911	5474	1,783	17,168
Central	7,504	5,274	1,936	14,714
Eastern	11,031	5,743	2,877	19,651
Greater Accra	7,227	7,065	1,407	15,699
Northern	7,317	2,936	1,164	11,413
Upper East	3,222	1,524	672	5,418
Upper West	2,444	1,212	556	4,212
Volta	9,903	5,604	2,027	17,534
Western	9,732	5,217	1,561	16,510
TOTAL				150,249

Video Documentary

One of the major concluding activities of the TAD Programme was the production of a Video Documentary to capture important components of the project over the three (3) year period.

The purpose of The Video Documentary was to:

- Make the activities of the TAD programme accessible to a broader audience of all stake holders in the education sector such as Development Partners, NGOs working in the education sector, educational institutions and the general public.
- To provide a platform for all stake holders including MOESS, funding agencies, teachers and learners at the primary, JHS and SHS to share their reflections on the TAD programme through video/and or television.

In this regard, the HIV & AIDS Secretariat through the Procurement Unit of the Ministry procured the services of Channel 2 Ltd to produce the documentary. Channel 2 Ltd submitted the final production of 8.59 minutes Video Documentary on the TAD Programme on March 18th 2008. The documentary captured:

- Classroom scenes on the integration of HIV & AIDS into normal teaching
- Interviews of students, teachers, District Training Team members and District Director of Education
- Interviews of Chief Director, Director-General of GAC and HIV & AIDS Coordinator of MOESS

The documentary was screened to the Education Sector HIV & AIDS Steering Committee members. Arrangements were made through the Ministry of Information to screen the Documentary on Ghana Television.



CHAPTER 03

MONITORING

An integral part of the TAD Programme was Monitoring. This was to ensure effective implementation of all activities of the programme. Monitoring was effected during the training of the NTT, DTT and the teachers. The monitoring exercise was designed to:

- Ascertain whether trainings took place
- Assess the quality, form and content of the trainings
- Verify the availability and usage of HIV & AIDS teaching manuals
- Collect data on participants
- Inspect the District's HIV & AIDS workplan

Development of Monitoring Tools

Three monitoring tools were developed for the purpose of collecting data on key aspects of the programme particularly at the district level. The first monitoring tool was designed for use by the monitors of the training of the NTT, the second by the monitors of the DTTs and the third by the monitors of the training of teachers. In addition, an evaluation tool was also developed for participants of the three levels of training (NTT, DTT, Teachers) to assess the quality, content and organisation of trainings.

The first monitoring tool was a guide designed to collect data on participation, facilitation and content of training. The second was a two-page questionnaire in seven parts. The first part was tailored to collect basic information on the District, the District Training Teams and trainees being monitored. The second part was dedicated to the background of the training. The third and fourth parts covered training manuals and workshop organisation. The challenges, future strategies and impression on training by the District Director, trainees and monitors constituted the fifth to seventh parts of the questionnaire.

The third tool was an outline for reporting by the Regional Monitoring Team. The outline included the title, period and venue of workshop, number of participants and names of districts monitored. The other areas covered in the outline were observations, impression by participants and recommendations.

A two-page evaluation form in two parts was also developed and administered to the participants at the end of each training session. The first part was titled workshop organisation and collected information on the schedule of workshops, logistics provided, time-table and presentations. The second part was designed to collect information on the achievement of workshop objectives.

District Reporting Formats

To facilitate reporting of training activities at the district level, guidelines were developed by the Secretariat to assist the DTTs in the writing of their activity and financial reports. The guidelines for the activity report covered eleven key areas which included the objective, expected output, methodology, monitoring, challenges and recommendations. For the financial reports, the DTTs were directed to report according to the Ministry's financial protocols.

In addition to the formation of the field monitoring teams, the districts were required to submit activity and financial reports of the trainings to the Ministry.

Composition of the Monitoring Teams

At each level of monitoring, the number of monitoring teams varied. Monitoring of the NTT was undertaken by a two-member team comprising the Regional Director of Education of the host region and the National Coordinator of SHEP. The Directors of the Regions clustered for training and a DFID Representative constituted the monitoring team for the training of the DTT. Monitoring of the training of teachers by the DTTs was done by three teams:

The first team comprised members at the national level - the Steering Committee, NIC, the HIV & AIDS Secretariat and DFID. The second team comprised officers from the education office at the regional level - Director, Training Officer and SHEP Coordinator. The third team comprised District Directors and District Assistant Directors in charge of supervision.

Field monitoring of training of teachers was done by three monitoring teams:

The first team comprised members of the Steering Committee, National Implementation Committee (NIC), HIV & AIDS Secretariat, and DFID. The second team comprised officers from the regional level – Regional Director, Training Officer, and SHEP Coordinator. The third team was composed of District Director, Assistant Director in charge of supervision and the Training Officer.

Process of Monitoring

During the training of the NTT and DTT, the monitoring teams visited the training centres to observe proceedings, encourage facilitators and advise participants. At the centres for the training of teachers, the underlisted procedures were carried out:

- a. A call on the District Directorate of Education where information was solicited from the District Director, Store-keeper, Training Officer, as well as the SHEP Coordinator.

- b. A visit to the venue of the workshop to observe proceedings and hold discussions with facilitators
- c. Conduct interviews with participants during break on their impressions about the training.
- d. Resolve issues pertaining to T&T in some cases.
- e. Meet with DTT members to obtain information and to discuss issues pertaining to the organisation of the workshops.

General Observations by Monitoring Teams

- a. At most of the centres, the District Directors were present to oversee the training.
- b. The Regional Directors were seen in some districts monitoring the programme.
- c. Some facilitators were innovative and well prepared.
- d. It was observed during the trainings of teachers that attendance exceeded the expected number of participants in some districts.
- e. Teachers appreciated their role as agents of dissemination and change and appealed for the provision of TLMs to enhance their teaching.
- f. There were lively peer teaching sessions
- g. Only a few centres for the training of teachers made provision for CT service offered by the Ghana Health Service contrary to expectations.
- h. Generally, participants appreciated meals that were served.
- i. A few districts experienced some disturbances in relation to T&T and meals.
- j. A high level of participation and commitment on the part of both participants and Resource Persons was observed.
- k. Various misconceptions held by participants were disabused

Impressions by District Directors

Most District Directors interviewed during the monitoring exercise asserted that the TAD programme was good in content and coverage in that it gave insight into the issues of HIV and AIDS and also equipped teachers with the relevant skills to teach HIV and AIDS in the classroom. They also pointed out that the programme was timely and commended the Secretariat and the Ministry for the initiative.

Impressions by Participants

The following are some of the comments from participants on their impressions about the training programme:

- a. "At first, we thought we knew about AIDS but when the information started unfolding, it was then that we realized how little we knew about the subject"
- b. "The Resource Persons have been well trained to deliver"
- c. "Timely programme, many primary school teachers were ignorant about the impact of the disease."

Number of Districts Monitored

At the time of the TAD trainings, there were 138 districts in the country. The following table represents the various categories of trainings organized and the percentage that were monitored:

Table 4
Categories and Percentage of Trainings Monitored

No.	Category of Training	No. of Trainings Organized	No. of Trainings monitored	% of Trainings Monitored
1	National Training Team	2	2	100
2	District Training Teams	3	3	100
3	Training of Teachers	138	76	55



CHAPTER 04

Management Arrangement

The HIV & AIDS Secretariat

The Secretariat had responsibility for the day-to-day management of the project and the overall coordination and supervision. It collaborated with the National Steering Committee (NSC) and the National Implementation Committee (NIC) to ensure the timely achievement of the following:

- Identification of activities, timing, responsibilities and budget lines during the Inception phase
- Disbursement of mobilized resources
- Organization of NSC and NIC meetings
- Gathering of monitoring reports
- Reporting and dissemination of regular progress reports
- Assisting with the preparation for Mid-term Review and End of Project Review

The Secretariat reported directly to the Chief Director of the Ministry. It was also responsible for disseminating progress reports to the Ghana AIDS Commission, DFID and the World Bank.

As a result of the magnitude of the implementation of the Training Programme and the need for close supervision and monitoring, a management arrangement that would strengthen the capacity of the HIV & AIDS Secretariat to manage programmes not only related to the TAD programme but to other programmes was deemed a priority. In this regard, three extra staff members to beef up the existing three member staff of the secretariat were recruited. The skills and experience required of these three persons were the ability to manage large training programmes within the education sector, knowledge of the Ministry's administrative, financial and accounting procedures as well as HIV & AIDS education. Due to the embargo on recruitment into the public service, the newly recruited staff were essentially Ghana Education Service (GES) personnel who were seconded to the Secretariat.

Job Schedules

Specific job schedules were subsequently developed for the Coordinator and the five staff members as below:

The HIV & AIDS Coordinator is responsible for the:

- a. The day to day running of the Secretariat
- b. Coordination and Supervision of the implementation of all activities of the Secretariat
- c. Mobilisation and effective utilization of funds
- d. Promotion of the building of a good image of the Secretariat

Documentation Officer

- a. Write minutes, speeches, reports
- b. Collate reports from Districts on TAD
- c. Produce HIV & AIDS Newsletter
- d. Provide information on Sector HIV & AIDS to stakeholders

Planning Officer

- a. Develop proposals
- b. Appraise annual workplans
- c. Develop guidelines for TAD training of teachers
- d. Collaborate with SHEP on HIV & AIDS Alert implementation

Budget/IT Officer

- a. Prepare Budgets for Secretariat's activities
- b. Liaise with procurement Unit for the procurement of goods and services for the Secretariat
- c. Facilitate the Creation of Website
- d. Provide indicators for Data collection by EMIS

Monitoring & Evaluation Officer

- a. Monitor Agencies Focal Persons
- b. Coordinate NGOs activities in the sector
- c. Develop Monitoring guidelines and schedules for TAD activities
- d. Facilitate Sector HIV & AIDS policy implementation

Research Officer

- a. Update Information at Documentation Centre
- b. Facilitate the production of documentary on the TAD Programme
- c. Development of Fact Sheet/brochure on Sector HIV/AIDS Secretariat
- d. Initiate research activities and collate research findings



Staff of HIV & AIDS Secretariat – from front left: Bernice Adu, Joana Nkrumah, Sylvia Yankey, Gertrude Kumordzi, Back Left: Alexander Fianko, Hilda Eghan, Steve Arko and Margaret Kaba

Responsibilities of schedule officers were not strictly limited to defined schedules but to other matters related to the work of the Secretariat.

The National Steering Committee (NSC)

The Education Sector HIV & AIDS National Steering Committee (NSC) was responsible for quality reassurance of all parties. The National Steering Committee (NSC) is chaired by the Minister for Education with representatives from MOE, GES, HIV & AIDS Secretariat, Agencies of the Ministry, Development Partners, Ghana AIDS Commission as well as a of the Ghana HIV & AIDS Network of NGOs and other relevant MDAs selected to oversee and provide the needed leadership during the implementation and monitoring of the programme.

The terms of reference for the NSC included the following:

- Ensure a level playing field for stakeholders’ participation in HIV & AIDS programme
- Approve annual workplans of the Secretariat
- Support the HIV & AIDS Secretariat to mobilize political support for HIV & AIDS programmes
- Support the Secretariat to achieve defined targets
- Support the HIV & AIDS Secretariat to mobilize resources for the HIV & AIDS programmes within the education sector
- Support the HIV & AIDS Secretariat monitor and evaluate the implementation of HIV & AIDS work plans

The National Implementation Committee (NIC)

A National Implementation Committee was established to support and advise the Secretariat in the design and development of the project proposal. Thus the membership of the committee was derived from divisions and units of the Ministry and the GES which were relevant to the work of the Secretariat. The NIC, in consultation with the HIV & AIDS Secretariat, was responsible for

- The design and development of the project proposal
- Reviewing and finalising the training manuals
- Ensuring quality production of the manuals by the printers
- Supporting the oversight of the Procurement Unit of the MOE in the distribution of the training manuals to all districts
- Identifying members of the National Training Team (NTT)
- Developing a detailed training implementation schedule:
 - ☞ Defining the number of trainers for each training session at the district and teacher training level
 - ☞ Finalizing the location, timing, inputs and cost required for the organization of each type of training, with a Regional and District time plan.
- Developing disbursement protocols
 - ☞ Preparing a national and district monitoring plan for the programme
Determining the proportion of schools to be monitored; the frequency of the monitoring visits; the number of teams required; the duration of each monitoring visit and the role and responsibilities of monitoring teams
 - ☞ Monitoring tools required at each level: reporting line; monitoring reporting formats
 - ☞ Developing a training module on the use of the monitoring tools
 - ☞ Monitoring the quality of the national and district training programmes

CHAPTER 05

FINANCIAL ARRANGEMENT

The total estimated cost of the TAD Programme at the start was £4,018,179 with DFID contributing the bulk of it (£2,500,000). Other Development Partners and some Public Organisations also contributed various amounts towards the implementation of the programme.

Table 5 shows the sums of money received from DFID and the other organizations

Table 5
Funding received from DFID & other Organizations

1	DFID	AMOUNT (£)
	First tranche receipt	250,000
	Second tranche receipt	625,000
	Third tranche receipt	625,000
	Fourth tranche receipt	1,000,000
	Sub Total	2,500,000
OTHER CONTRIBUTORS		AMOUNT (US\$)
2	GAC	25,900
3	GETFund	331,650
4	MOE	73,454
5	UNICEF	389,820
6	World Bank	500,000
	Sub Total	1,320,834

The main budget components are presented in Table 5. The funding requirements were defined by the National Planning Committee (NPC) in coordination with the Secretariat.

Table 6
Summary Budget

BUDGET LINES	TOTAL (GH¢)	US\$ (=90P)	£ (=1.7)	%
Meetings, Advocacy & Launch	34,928.00	38,809	20,546	0.51
Logistics, IT for Secretariat	86,750.00	96,389	51,029	1.30
Pilot test,	8,997.25	9,997	5,293	0.13
Production and distribution of manuals	225,403.00	272,670	144,355	3.30
Reproduction of IEC Materials	1,138,767.60	1,265,297	669,864	16.70
Training of NTT	9,848.50	10,943	5,793	0.14
Training of DTT	90,665.75	100,740	53,333	1.33
Training of Teachers	5,014,577.50	5,571,753	2,949,751	73.40
Monitoring tool, Monitoring and OPR	145,882.50	162,092	85,813	2.20
Baseline and End of Project Evaluation	51,225.00	56,917	30,132	0.75
Video Documentary	2,000.00	2,223	1,176	0.03
TOTAL	6,830,905.10	7,589,895	4,018,179	100

The disbursement of the funds was phased out into three instalments over the three-year project period for accounting and monitoring purposes. The release of funds for each subsequent phase was made conditional on meeting accounting and monitoring requirements set in the proposal and agreed by DFID and the Ministry.

- Funds for Phase I amounting to approximately: £495,835 (GH¢842,919.55) by DFID (£=¢1.70) was disbursed immediately after the project approval
- Phase II funds also amounting to approximately: £ 1,642,181 or GH¢ 2,791,707.20 were also disbursed 4 to 6 months after the start of the project, when means of verification in the logical framework had been met.
- Approximately £1,880,164 or GH¢3,196,278.30 for Phase III was also disbursed upon a satisfactory Mid-Term Review.

The Secretariat also received a direct contribution of around \$100,000 (seventy thousand Ghana Cedis) from the GAC to supplement the budget.

It is important to note that MOE's contribution to the project was in the form of the payment of salaries of regular staff who worked at the Secretariat, provision of office accommodation and some office facilities as well as the provision of a project vehicle.

Accounting and Procurement

Funding was provided to MOE using the existing Financial Assistance arrangements under the Education Sector Support Programme. Funds received were also administered in accordance with the MOE Financial Administration Regulations' and 'Financial Procedures and Practices' as outlined by the Controller and Accountant General's Department. Reassurance about the management and accounting for the funds was provided by the Ministry's strengthened financial management procedures. The MOE established both an internal and external audit system that augmented the MOE financial monitoring and tracking procedures. An audited financial report was provided on an annual basis and accompanied the Mid-term Review and End of Project reports submitted to DFID.

Equipment and office supplies were also procured in accordance with DFID support protocols. IEC materials and teaching manuals were procured and distributed in accordance with GoG Procurement Guidelines through an external tendering process. Final responsibility for the appropriate use of funding and appropriate application of accounting and procurement activities rested with the MOE.

DFID approved the inception report and contributed to the selection of external consultants who undertook the Mid-Term Review and the End of Project (EoP) evaluation missions.

Budget and Expenditure

Table 7 shows the sums of money received from DFID as at end of September 2007.

Table 7
Summary of DFID Receipts and Disbursements

TRANCHE		AMOUNT (£)
1	First tranche receipt	250,000
2	Second tranche receipt	625,000
3	Third tranche receipt	625,000
4	Fourth tranche receipt	1,000,000
	Total disbursed	2,075,170
	Undisbursed balance as at 30/09/07	424,830

Table 8 shows the cumulative distribution of disbursements of DFID funds from the beginning of the project in 2005 till September 2007.

Table 8
Cumulative distribution of disbursements of DFID funds

BUDGET LINE		AMOUNT DISBURSED (£ ROUNDED)
1.	Meetings, Advocacy & Launch	58,658
2.	Logistics, IT for Secretariat	23,808
3.	Production and distribution of manuals	637
4	Training of NTT	10,670
5	Training of DTT	47,548
6	Training of teachers	1,920,177
7	Baseline and End of Project evaluation	13,670
	Total disbursed	2,075,170

It was observed by the consultant during the EPR that 92.5% of DFID funds was expended on the national training programme for teachers



CHAPTER 06

END OF PROGRAMME EVALUATION

Introduction

The conduct of the End of the TAD programme review was one of the requirements for the approval and release of funds for the TAD programme. The EPR was conducted by two consultants, one international consultant, DFID and a local consultant in November 2007.

According to the EPR, the programme was probably unique in its ambition to reach in due course every public basic school teacher (and a proportion of private school teachers) in Ghana, through to senior high school. It carried two major vital messages: the first aimed at increasing knowledge and awareness about HIV & AIDS for teachers themselves; the second providing guidance and methodology on the incorporation of messages about HIV & AIDS into ordinary subject lessons.

The specific objectives of the EPR included among others:

- Assess the extent to which the project had achieved its goal and objectives;
- Assess the effectiveness of teachers' integration of HIV & AIDS issues into their lesson plans and teaching of their various subjects;
- Generate quality data and lessons to inform similar programmes in the country and in other DFID country offices.

The methodology used in conducting the EPR were interviews of personnel from key Agencies, Development Partners and Civil Society, Questionnaire for Teachers, students, Head teachers and, Focus Group Discussions with district officials and trainers.

Findings and Recommendations

- The report made recommendations on four key areas of the TAD programme: The HIV & AIDS Secretariat, Teacher Awareness Skills, Materials for Teachers, IEC Materials, HIV & AIDS in lessons and Building on Success.

HIV & AIDS Secretariat

The report indicated that given the formal distinction between MOE and GES in Ghana, the MOE HIV & AIDS Secretariat had been the main delivery agent for the programme, backed with financing from DFID, GETFund, UNICEF, World Bank and

MOE itself. The Secretariat had been strengthened, well led, and has largely delivered on its TAD objectives.

Recommendation: It was recommended that after the cessation of the TAD programme funding by December 2007, management of future important work in the area of HIV & AIDS involving teachers and students be reviewed. While the Secretariat retained a strategic overview, along with responsibilities for financing and M&E, more of the implementation was to be sited with the normal GES units, such as Teacher Education Division (TED) and the School Health Education Programme (SHEP).

Teacher Awareness Skills

It was reported that the Programme had been remarkably successful in training virtually all teachers in Ghana through a national programme of three-day workshops. It also established that probably the most important long-term outcome was that the whole teaching force had a much stronger knowledge base in relation to all aspects of the HIV & AIDS pandemic. Given the relative silence in Ghana, a huge resource of knowledgeable people had been created. Additionally, teachers had been given interesting methodologies and models for incorporating messages about HIV & AIDS into a variety of lessons at the basic and Senior High School levels of schooling. However, work remained to be done in grounding the normal day-to-day school curriculum.

Materials for Teachers

The essential resource materials according to the report were two comprehensive manuals for teachers, one for pre/basic schools and the other for senior high schools. These were well regarded by teachers as the only teaching resource they had relating to HIV & AIDS. The manuals were rather cautious about the full Abstinence, Be faithful and Condom use (ABC) message, with overwhelming emphasis being put on the A element. The Director-General of GAC indicated that he felt that there needed to be clear advice regarding the use of condoms in likely adolescent sexual encounters.

Recommendation: the review recommended a consideration to be given to the provision of further set of materials to teachers comprising not lesson plans, but a resource book of tested ideas for incorporating HIV & AIDS messages in different subjects.

IEC Materials for Schools

The review also observed that the provision of sufficient, effective IEC materials had proven to be problematic, mostly due to lack of funds but also on account of issues of intellectual property rights. It remained a major gap which will impact negatively on the teaching of HIV & AIDS in the schools. There were plans to remedy the problem, but still there was going to be limited IEC materials available for student use. In addition, the report showed a marked contrast with the ready availability of UNICEF materials for students in Zimbabwean schools, and HIV & AIDS Alliance materials for Zambian schools.

Recommendation: The report recommended that the set of IEC materials identified (readers, posters and video clips) be assembled and put into schools without delay and that the Secretariat reviewed the materials issue and sought appropriate funding to raise the level of materials very considerably.

HIV & AIDS in Lessons

The training of virtually all teachers under the programme, the report indicated was unusually successful. But the evidence regarding the incorporation of HIV & AIDS messages in lessons was scanty. The evaluators said their brief field visit showed that creative teachers were able to deliver stimulating lessons, with accurate information about HIV & AIDS, using some new methodologies. They were however not impressed with the lack of HIV & AIDS in lesson plans and schemes of work prior to their school visits.

The report noted that vigilance and steady encouragement would be needed by those responsible for supporting teachers in their classrooms – specifically head teachers, heads of subject departments and, at a greater distance, circuit supervisors over the coming years.

Recommendation: That the Secretariat should generate M & E procedures which will systematically track the visibility of HIV & AIDS messages in lessons in schools at all levels of the system.

Building on success

It was recommended that the Secretariat considered mounting a significant impact study focused on both teachers and students, perhaps towards the end of 2008, when all training of teachers would have been completed and there would have been time for teachers to integrate the HIV & AIDS issues into their normal teaching schedules.

The report also added that the Secretariat could develop a revised strategic plan, perhaps for the next five years, with the chief aim of seeking appropriate funds to make the plan achievable through the normal, MOE planning and budget processes. This was to sustain the teaching of HIV & AIDS in schools in order to secure the 'window of hope' for future generations of Ghanaian students, teachers and communities.

It was also recommended that the Secretariat considered using the opportunity afforded by the Education Sector Annual Review (2008) to show-case the achievements of the TAD programme.

Dissemination of EPR

The final report on the EPR was disseminated at a meeting of the Education Sector HIV & AIDS Steering Committee. The presentation of the report was jointly made by the consultants. Questions on the methodology, key findings and recommendations from the review were posed by members present at the meeting. Copies of the report were made available to all key stakeholders of the TAD programme.



CHAPTER 07

Achievements & Good Practices

The Implementation of the TAD programme was endowed with a number of achievements and good practices that offer an opportunity for replication in the implementation of similar projects either by the Sector or by other partners.

Strong Partnerships

The implementation of programme of such a national scale can only be successful through the building of strong partnerships with Government Departments, Development Partners, Private Sector and Civil Society.

In the case of TAD, the MOE collaborated with the following:

- Ghana Education Service
- Ghana Health Service
- Ghana AIDS Commission
- District Assemblies (Local Government)
- DFID
- UNICEF
- World Bank
- USAID
- West Africa AIDS Foundation
- Persons Living with HIV & AIDS
- Ghana Red Cross Society
- IDAPS
- Ghana HIV & AIDS Network (GHANET)

This collaboration yielded a lot of benefits to the TAD programme. Notable among these were the mobilisation of additional funding to close the funding gap identified during programme implementation and the provision of resource persons from these partners.

Use of Existing Structures

Another good practice of the TAD Programme was the use of existing GES structures without creating parallel structures. The training of all teachers of Basic and Senior High School was carried out by the District Education Offices. This included the management of funds, organization of training, monitoring and reporting on the TAD

sub-project programme in each District. To ensure the effective role of the various District Education Officers, the HIV & AIDS Secretariat built the capacity of the personnel in a number of ways. First, an advocacy workshop was held for all Regional, Metro, Municipal and District Directors of Education to enable them understand, appreciate and own the programme. Then, a workshop was held for all Assistant Directors in charge of supervision and selected Circuit supervisors to enable them conduct effective supervision and monitoring of the programme during and after the training. Also trained were the Regional and District Guidance & Counseling Coordinators to be able to deal with HIV psycho-social issues in the districts and schools. The training of the DTTs to equip them with the necessary knowledge and skills to train the teachers in their respective districts was the climax of the trainings at the district level. This strategy ensured that the TAD Programme was organized in a decentralized and localized manner with its associated gains of building the capacity of an appreciable mass at the local level while offering an opportunity for the solution of localized problems.

Training of Trainers (ToT) Approach to Training

Another key feature of the TAD Programme was the adoption of the training of trainers approach. A National Training Team (NTT) was constituted as a first step by diligently selecting resource persons of repute with the relevant expertise. The NTT then trained the District Training Teams (DTTs) who were drawn from their respective districts and brought to a centralized zone. In view of the large numbers, the training of DTTs was done in phases by zoning the regions. Subsequently, the DTTs were charged with the responsibility of ensuring that all basic and Senior High School teachers were trained in their various regions. In addition to realizing a cost – effective programme a huge number of teachers were reached in the training process.

Promotion of Counselling and Testing (CT)

As part of the guidelines for the organization of the training of teachers' workshops, the DTT members were encouraged to contact the District Health Directorate to arrange CT Services for the participants. This was the HIV & AIDS Secretariat's plan to promote CT among teachers and other Education staff members. In the Accra metropolis and Asuogyaman Districts for instance, about 111 and 55 teachers respectively were reported to have taken advantage of the opportunity to know their HIV status. Only 1 tested positive.

Steering Committee Updates

The Steering Committee which had an oversight responsibility over the Secretariat was briefed extensively on the progress of work at each stage of the programme. Challenges that were faced by the training teams and other issues that were reported by the monitoring teams were addressed at these meetings. Feed back from the committee was used to improve subsequent phases of the programme. The SC also ensured that the programme was implemented on schedule. In all, 10 meetings were held within the implementation period.

Challenges

Despite the remarkable success rate of the TAD Programme, some challenges were also identified and require attention to ensure the sustainability of the programme. Notable among them were:

- Inadequate IEC Materials in the area of Behaviour Change Communication such as posters and booklets. The distribution of one supplementary reader per basic school was woefully inadequate.
- Non integration of HIV & AIDS issues into lesson plans, teaching and students exercises.-Monitoring of some selected Basic schools in the Eastern, Ashanti and Volta Regions revealed that majority of teachers are not integrating HIV & AIDS in their teaching.
- Delays in submission of reports. It was difficult in obtaining timely feedback from some districts with regards to their training of teachers. This hampered the timely collation of data and other key pieces of information in some cases.

Sustainability Issues

There has been unusual success in the roll-out of a huge national training programme, capturing virtually all Ghanaian teachers and giving them new skills and attitudes. The next issue to consider is how to ensure that these gains are embedded in lessons where HIV & AIDS messages are seamlessly introduced. The key stakeholders in ensuring grounded change are: MOE, various Divisions and Units of GES in particular the School Health Education Programme (SHEP), District Directors, Circuit Supervisors at district level and head teachers. Unless all of these players are fully engaged in the coming months and years as recommended by the TAD End of Programme Review Report, the benefits for teachers, pupil/students may not be realized.



APPENDICES

Appendix 1

Membership of the National Training Team

1.	Seth Baiden	Teacher Education Division
2.	Daniel Amofa	Teacher Education Division
3.	Betty Enchill	St. Joseph's Training College, Bechem
4.	Harrison R. Borbor	Peki Training College, Peki
5.	E. Attah Owusu	St. Louis Training College
6.	Felix Obeng	Teacher Education Division
7.	Abraham Nyarko	PPAG
8.	Alfred Tsiboe	West Africa AIDS Foundation
9.	Patrick Manu Boahen	SHEP
10.	Cecilia Parry	Guidance and Counselling Unit
11.	Elizabeth Oduro-Mensah	Guidance and Counselling Unit, Accra Metro
12.	Steve Arko	HIV & AIDS Secretariat
13.	James Aryeetey	IDAPS
14.	Evans Kwabena Owusu	Accra
15.	Kwame Darko Asumadu	Ghana Red Cross Society
16.	Benjamin Cudjoe Fiafor	ISSER, University of Ghana, Legon
17.	Lewis Addai- Baah	Swedru Secondary School
18.	Elvis Addae	PACT
19.	Ruby Avotri	CRDD
20.	Ben Adipah	CRDD

Appendix 2

Guidelines for organisation of Hiv & Aids training of teachers workshops

The following guidelines have been developed to give direction to Regional/District Directors of Education RDEs/DDEs and District Training Team (DTT) members on the organization of the training workshops.

A. Regions/ Districts involved in Phase 1 of the TAD Programme

- Ashanti, Central, Eastern and Greater-Accra regions
- All Districts which attended the ToT workshop of District Training Teams

B. Category of Teachers to be trained in this Phase

- Senior and Junior Secondary School teachers (Public and GES approved private schools) should be considered first for this training. Some primary school teachers could be considered if there are extra funds.

C. Period/No. of sessions/weeks for the Training of Teachers

- Training should be conducted anytime from mid October to end of November 2005
- Training days should be Monday – Thursday (4 days) per session/week (non-residential workshop)
- Average number of participants per class should be around 50 participants.
- Number of classes per day per session/week should be at least 5 (five) for Districts, 7 (seven) for Municipals and 11 (eleven) for Metros
- District Teams must ensure regular attendance at training sessions by taking roll calls.

D. Venue

- Any suitably located schools/institutions that can provide at least four classrooms for training.

E. Role of District Training Team (DTT) Leader

- To lead team to plan for the training sessions
- Responsible for liaising with the District Director for the release of funds for the training
- To ensure disbursement of funds according to budget
- To ensure that a report on the workshop is written and submitted

F. Distribution of Manuals

- District logistics officer is responsible for supply of books to training venue
- Copies of manuals used for training should form part of consignment to be distributed
- Distribution to schools should be done preferably at venue of workshop on the last day of each training session
- Ensure that all schools receive the HIV & AIDS Teaching Manuals.
- IEC materials such as video documentaries, brochures. Booklets and flipcharts will also be delivered to the Districts in due course.

G. Monitoring of Workshop Sessions

- A two-member District monitoring team will comprise the following:
 - a. The District Director
 - b. A.D. Supervision
- Regional Director
- HIV & AIDS Secretariat/National Implementation Committee
- Development Partners.

H. Reporting on Workshop

- A report on the workshop should be written with the following outline:
 - a. Title of workshop
 - b. Period & venue of workshop
 - c. Total number of participants: per class per session/week
 - d. Resource persons and topics
 - e. Evaluation of workshop by participants
 - f. Monitoring
 - g. Observations & Recommendations
- Reports should not exceed three (3) type-written pages
- Report should be submitted to the District Director with copies to the Regional Director and Director-General, attention HIV & AIDS Coordinator. An advance copy should however be sent to the HIV & AIDS Coordinator.

I. Publicity

In view of the importance of this training as part of the sector's contribution to the national fight against HIV & AIDS, all Districts are encouraged to give publicity to their training workshops. This could be done for example through coverage and interview by local FM stations, route march by school children etc without any cost to the budget.

J. Financial reporting

- Funds should be lodged in one of the District Accounts
- All financial protocols should be observed, funds released promptly for activities as and when necessary, and expenditure kept within the budget limits.

- Financial returns with original expenditure receipts, vouchers and cheque for unutilized funds issued in the name of DFID HIV & AIDS Fund should be submitted to: Project Accountant, MOES - Room K 32 five (5) days after completion of workshops.
- Financial Returns should reflect the following:
 - ☞ Budget Amount Received
 - ☞ Budget Expenditure Items
 - ☞ Total Expenditure
 - ☞ Balance

K. Budget

- a. Meals
 - ☞ Snack - one snack including water is to be provided at a cost of GH¢80p per participant/resource person per day of workshop session
 - ☞ Lunch – should be provided at a cost of GH¢2.00 per participant/Resource person per day of workshop session.
- b. Honorarium - Each DTT member/resource person participating in the training should be paid honorarium of GH ¢50.00 per person per week/ session of training
- c. Travel & transport (T&T) – Each participant/Resource Person is to be paid ¢5.00 flat rate per day per session.
- d. Stationery and Photocopy – Each participant is entitled to GH ¢2.50 worth of stationery and photocopy of workshop documents.
- e. First AID – GH ¢10.00 has been provided for First AID for Metros and Municipals and GH ¢7.50 for Districts. First AID should cover just basic drugs for headaches and stomach aches.
- f. Distribution of Manuals – Provision for fuel @ GH ¢3.00 per gallon
- g. has been made for the carting of manuals to the training venue according to the number of training sessions to be held by each district.
- h. Per Diem for Logistics Officer for distribution of the manuals – Officer is entitled to GH ¢12.00 per day times the number of training sessions to be held by the district.
- i. Per Diem for Driver for distribution of Manuals – Driver is entitled to GH ¢8.00 per day times the number of training sessions to be held by the district.
- j. Monitoring Workshop Sessions – District Director and AD Supervision are entitled to GH ¢20.00 each per number of training sessions for monitoring of training workshops. Monitoring team can however monitor more days at no extra cost to the training budget.
- k. Per Diem for Monitoring Driver - Should be paid GH ¢8.00 per day per number of training sessions.
- l. Fuel for Monitoring – Provision has been made for a quantity of fuel at GH¢3.00per gallon according to the number of days for monitoring.

Appendix 3 Log Frame

NARRATIVE	OBJECTIVE VERIFIABLE INDICATORS	MEANS OF VERIFICATION	RISKS	MITIGATING FACTORS
<p>GOAL</p> <p>To prevent and mitigate the socio-economic impact of HIV & AIDS on individuals, communities and the nation (GAC, 2001).</p>	<p>The infection rate within the Education sector does not increase above the national average of 5%</p>	<p>Progress report, national surveillance report, participatory evaluation</p>	<p>HIV & AIDS continues spread GoG commitment to the fight against HIV decreases</p>	<p>Donor's support to enable GoG implement the national HIV & AIDS strategy</p>
<p>PURPOSE</p> <p>To provide Education sector personnel (teachers, students, pupils and workers) with relevant knowledge, desire and means to protect themselves from infection and from infecting other and from infecting other (MoE, 2001, Work-plan for addressing HIV & AIDS prevention).</p>	<p>P.1 At least 90% of all teachers in public basic and secondary schools have attended the 3 day residential HIV & AIDS teacher training course during the project period</p> <p>P.2 At least 85% of all teachers in public basic and secondary schools demonstrate positive impact on their knowledge, attitude and practice (KAP) and at least 90% of student demonstrate positive change to their knowledge, attitude and behaviour on HIV & AIDS</p>	<p>Attendance List; Receipts Of Training allowances [End of training tests to assess learning] [conduct a baseline study in representative sample of public basic and secondary schools to measure change in KAP amongst teachers and student over time]. Yearly classroom monitoring on impact through semi-structure Interviews/questionnaire conducted with teachers and students.</p>	<p>Disruption to regular teaching for 3 days Low motivation to attend training Low motivation/ resistance of headmaster and teacher to teach HIV & AIDS in school Parents, religious groups, opinion leaders oppose teaching of HIV & AIDS issues at school weak Monitoring system</p>	<p>Create awareness programme within the Education sector, Motivate DDE Involve key (blockers) stakeholders to increase ownership and understanding Appropriate monitoring tools and reporting management system developed</p>

NARRATIVE	OBJECTIVE VERIFIABLE INDICATORS	MEANS OF VERIFICATION	RISKS	MITIGATING FACTORS
<p>Outputs</p> <p>Capacity of the HIV & AIDS Secretariat to implement the project strengthened.</p> <p>HIV & AIDS teaching manuals revised, produced and to all basic and SSS schools and</p>	<p>Secretariat and MU better equipped with ITC, logistics, and human resources</p> <p>Implementation mechanisms, management and institutional arrangement finalized during the inception phase</p> <p>MGE system and tools developed and disseminated</p> <p>inclusion of external expertise to NPC</p> <p>16 qualified individuals selected and trained; 1) 330 district level</p>	<p>Receipt of purchase Agreed project Memorandum (PM)</p> <p>Questionnaires, check list and reporting formats</p> <p>0.2.1 ToR for national and districts trainers and report on selection process</p>	<p>Limited human capacity</p> <p>Low quality reassurance</p> <p>Weak institutional and management arrangements</p> <p>Weak monitoring system</p>	<p>Recruitment of resource person (s) to write up the PM</p> <p>Inclusion of external expertise in NSC for quality reassurance of both parties</p> <p>Approval of PM from both parties prior to release of fund for phase II</p>

<p>Disseminated through a national training programme for all basic and SSS public school teachers</p> <p>0.3 information Education and Communication (IEC) materials reproduced and distributed to all stakeholders in the education sector (i.e basic, secondary and tertiary institution, MOE headquarters and selected agencies).</p>	<p>Officers selected and trained in the four priority: iii) all public teachers in basic and secondary public schools of the four priority regions trained by the end of phase [The district ToT and teacher training the rest of the regions will occur during PHASE iii].</p> <p>Two teaching manuals per school produced and distributed [to teacher] prior or during the teacher training in the four regions</p> <p>0.3.1 identified list of IEC materials for school use produced and distributed in the four regions prior of during the teacher training.</p> <p>0.3.2 identified list of IEC materials for all other public institutions produced and distributed by the end of phase ii (see Annex E on IEC materials</p>	<p>Attendance list and receipts of disbursement for training allowances</p> <p>Report on quality of training by NTT and DTT</p> <p>0.2..3 Monitoring report</p> <p>Delivery report from institutions and printing companies</p> <p>[0.3.2 Monitoring report]</p>	<p>Drop outs of trainees from ToT</p> <p>Disruption to teaching caused by absence of teachers</p> <p>Limited training period</p> <p>Limited attendance to training</p> <p>Low Quality of ToT and risks on decreasing learning in ToT cascades</p> <p>Lack of motivation for teachers to teach, for parents to demand and students to learn about HIV & AIDS due to lack of HIV & AIDS related examination</p> <p>Copyright not obtained</p> <p>Delayed production and distribution of manuals and IEC materials</p> <p>High-risk groups left out (private teacher, per-school teacher, caretakers, school guardians, etc)</p>	<p>NPC to monitor plans, timing and duration revise in collaboration with DDEs and relevant GES units give adequate notice and introduce non-pecuniary incentives (such as awards, DDE influence, better locations, etc.)</p> <p>Plan regular refresher courses</p> <p>Recruit experienced trainers (ToR)</p> <p>Established quality control mechanisms.</p> <p>Material to be excluded</p> <p>External tendering process for production and distribution payment conditional on submission of delivery report</p> <p>NPC to revise criteria for allocation of IEC based on prevalence</p> <p>Inclusion of additional target groups.</p>
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Appendix 4 District Training Of Teachers

M&E Tool

The District Training Teams of the HIV & AIDS TAD Programme have commenced the training of teachers (JSS) in HIV & AIDS issues as integrated in the school curriculum at the District level. Monitoring team members are kindly requested to accurately complete this form in the course of monitoring of the training sessions.

REGION DISTRICT NAME OF DDE

1. Basic Information (District, DTT Members, Trainees)

No. of DTT members undertaking training	Total No. of teachers to be trained in District (Primary, JSS, SSS, Private)	No. of JSS teachers being trained	No. of teachers yet to be trained
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2. Background Of Training

Venue for Workshop

.....

Number of Training Sessions

.....

Date(s) of Monitoring

.....

3. HIV & AIDS Training Manuals

Basic

SSS

i. Indicate number of manuals distributed to District

4. Workshop Organization

I. LOGISTICS

What resources are available for the workshop? Tick the appropriate column against each item listed.

NO.	ITEM	AVAILABLE	NOT AVAILABLE	REMARKS
a.	Training manuals			
b.	Funds for training			
c.	Classrooms			
d.	Meals			
e.	Stationery (file,pens,exercise books)			
f.	Handouts on presentations			
g.	Teaching & Learning facilities			

II. COMPONENTS OF TRAIN

Comments:.....

5. Challenges

What challenges did you face in organising this training and how did you solve them?

Challenges	Solutions

6. Implementation Of Future Strategies For Tad Programme

i. State two ideas learnt at the DTT workshop that have been implemented?

.....
.....

7. Additional Information To Be Collected

i. Impression on training programme

a. DDE

b. Participants

c. Monitor

ii. Number of reported cases of teachers living with HIV & AIDS

iii. Is there a District plan and budget for HIV & AIDS activities?
(If yes, inspect plan and take a copy if possible)

Yes

No

Name of monitor

Signature

Date

Appendix 5

Membership of The National Steering Committee

Hon. Minister of Education	Chairman
Chief Director	Vice Chairman
Director, Human Resource Division	Member
Director, PBME	Member
Director-General, Ghana Education Service	Member
Country Director, UNAIDS	Member
Director, Basic Education Division	Member
Director, Teacher Education Division	Member
Coordinator, School Health Education Programme (SHEP)	Member
Head, Guidance & Counseling Unit, GES	Member
Executive Secretary, National Council for Tertiary Education	Member
Secretary-General, Ghana National Commission for UNESCO	Member
Director, National Service Scheme	Member
Director, Non-Formal Education Division	Member
Research Coordinator, Ghana AIDS Commission	Member
HIV & AIDS Advisor, DFID	Member
Education Advisor, DFID	Member
HIV & AIDS Advisor, UNICEF	Member
Education Specialist, World Bank	Member
HIV & AIDS Advisor, USAID	Member
Chairman, GHANET	Member

Appendix 6

Membership Of The National Implementation Committee

Cecilia Biney	Guidance and Counselling
Winfred Agudzi	Accounts (MOEYS)
Daniel Amofa	TED
Felicia Boakye-Yiadom	CRDD
Cynthia Bosumtwi-Sam	SHEP
Judith Sakara	CRDD
Seth O. Baiden	TED
Raymond Anku	Supplies & Logistics
Cecilia Biney	Guidance and Counselling
Johnson Okrah	Accounts (GES)
William Sampson	World Education
Akosua Adu	Regional Director, GAR
Mary Quaye	Accra Metro Director
Matilda Owusu-Ansah	DFID
Nicole Tobin	USAID
Eunice Dapaah	World Bank
Andrew Osei	UNICEF

