

# **NETWORK OF TEACHERS AND EDUCATIONAL WORKERS IN HIV AND AIDS, GHANA (NETEWAG)**



**Republic of Ghana**

## **STRATEGIC PLAN 2015-2020**

# Table Of Contents

<b>ABBREVIATIONS</b> .....	03
<b>EXECUTIVE SUMMARY</b> .....	06
<b>1.0 INTRODUCTION AND BACKGROUND</b> .....	08
1.1 Strategic Plans .....	08
1.2 The Strategic Plan Development Process .....	08
1.3 The NETWORK .....	09
<b>2.0 SITUATIONAL ANALYSIS</b> .....	12
2.1 Sub Saharan Context.....	12
2.2 National Context .....	14
<b>3.0 EMERGING STRATEGIC ISSUES</b> .....	19
3.1 Key Strategic Issues and Goals .....	18
<b>4.0 THE STRATEGIC FRAMEWORK</b> .....	26
<b>5.0 IMPLEMENTATION GUIDE</b> .....	36
<b>6.0 CONCLUSION</b> .....	41
<b>7.0 REFERENCE</b> .....	42
<b>8.0 ANNEXE</b> .....	43

## Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
EFA	Education for All
ESP	Education Strategic Plan
HIV	Human Immunodeficiency Virus
GAC	Ghana AIDS Commission
GES	Ghana Education Service
GHS	Ghana Health Service
GNAT	Ghana National Association of Teachers
ILO	International Labour Organization
KPs	Key Populations
MDGs	Millennium Development Goals
MoE	Ministry of Education
NACP	National AIDS Control Programme
NAP+	National Association of HIV Positive Persons
NETEWAG	Network of Teachers and Educational Workers in HIV and AIDS, Ghana

NGO	Non-Governmental Organization
PCD	Partnership for Child Development
POTEWA	Positive Teachers and Educational Workers Association
SWOT	Strengths, Weaknesses, Opportunities and Threats
TEWU	Teachers' and Educational Workers' Union
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV and AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization

## Acknowledgment

NETEWAG has developed this maiden strategic plan in consultation with key stakeholders such as Partnership for Child Development (PCD), Ministry of Education (MOE), Ghana Education Service (GES), Ghana AIDS Commission (GAC), Ghana Health Service (GHS), Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT), Teachers' and Educational Workers' Unions (TEWU), the UN system represented by UNESCO, ILO and UNAIDS and the National Association of HIV Positive Persons (NAP+ Ghana).

The Network is sincerely grateful and expresses gratitude to these institutions and all the individuals who made inputs which eventually led to the finalization of the document, and, especially to PCD for funding the entire process.

The network also acknowledges the technical support provided by the Consultant, Abraham Nyako Jnr.

## Executive Summary

NETEWAG (Network of Teachers and Educational workers in HIV and AIDS, Ghana) envisions a stigma and discrimination free and equal opportunity environment for Teachers and Educational workers living with HIV in Ghana.

Teachers play a key custodian role within the education system and are also central to efforts to achieve the Education for All (EFA) and Millennium Development Goals (MDGs). However like their counterparts in other sub Saharan African countries, teachers in Ghana have not been spared the threat of HIV and AIDS. Those living with HIV have been noted to suffer stigma and discrimination at both the community and workplace level. They also have challenges with access to prevention programmes, treatment, care and support, as well as building effective links with Unions in Education and Networks of other HIV positive support groups in the country.

This Strategic Plan seeks to guide NETEWAG to formalise, achieve and monitor its strategic objectives over the next five years. It has been developed in consultation with members of NETEWAG and key stakeholders such as Partnership for Child Development (PCD) , Ministry of Education, Ghana Education Service, Ghana AIDS Commission, Ghana Health Service, Unions in Education (GNAT, NAGRAT and TEWU), the UN system {led by UNAIDS, UNESCO and ILO} and NAP+. Its key objective is to bring about effective structures and systems to assure among others sustainable fund

mobilization, thriving membership drive and an effective advocacy and communication programme. The plan, on the basis of the Situational and SWOT analysis undertaken, identifies four strategic areas that needs to be pursued in furtherance of the vision and mission of NETEWAG. These are:

1. Institutional, Leadership and Management Capacity Development
2. Advocacy and Program Development
3. Financial Sustainability
4. Membership Development and Network Visibility

With these strategic actions proposed over the next five years, NETEWAG could have a significant impact on the educational sector in terms of helping to reduce stigma, discrimination and its effects to the barest minimum. The strategic actions will aim at four key areas; (a) To establish and strengthen institutional and management capacity of NETEWAG for organizational effectiveness, (b) To establish and operationalize clearly defined advocacy and program intervention strategies, (c) To secure a diverse and sustainable financial base for increased income, (d) To ensure NETEWAG is known and has full and committed participation from all teachers and educational workers living with HIV in Ghana.

## 1.0 Introduction and Background

### 1.1 The Strategic Plan

This is a Strategic Plan to guide NETEWAG to formalise, achieve and monitor its strategic objectives over the next five years. It has been developed in consultation with members of NETEWAG and key stakeholders.

The key objective of the Strategic Plan is to bring about effective structures and systems to assure among others sustainable fund mobilization, thriving membership drive and an effective advocacy and communication programme. The Plan identifies four strategic areas that needs to be pursued in furtherance of the vision and mission of NETEWAG.

### 1.2 The Strategic Plan Development Process

A consultative approach was employed to facilitate the development of the strategic plan.

The Ministry of Education with financial support from the Partnership for Child Development (PCD) convened a two-day strategic plan development workshop which brought together key stakeholders from the Ministry of Education, Ghana Education Service, Ghana AIDS Commission, Ghana Health Service, Ghana National Association of Teachers (GNAT), Teachers' and Educational Workers Union (TEWU), National Association of Graduate Teachers (NAGRAT), the UN system {led by UNAIDS, UNESCO and ILO} NAP+ Ghana to help carve strategic directions for the NETEWAG.



A desk review of relevant literature was also undertaken to inform the development of the strategic thrust. The strategic plan was finalized based on discussions and inputs made by the relevant keystakeholders.

### **1.3 The NETWORK**

The process for the formation of the network was initiated by the Ghana National Association of Teachers (GNAT) and Teachers' and Educational Workers' Union (TEWU) in collaboration with Education International in September 2007. The maiden meeting, held at the GNAT hall, brought together stakeholders including the Ministry of Education (MoE), Ghana Education Service, NACP, UNAIDS, WHO, and GAC. The purpose of that gathering was to disseminate a research GNAT had conducted on teachers infected and affected by HIV. Although GNAT continued to engage with HIV positive teachers in meetings and in the provision of counselling services, a formal Association was not formed due to fears of stigma.

Subsequently, in 2008, the HIV and AIDS Secretariat of the MoE convened a meeting of HIV positive teachers and educational workers in Kumasi. It was at this meeting that participants decided to form an Association dubbed POTEWA, Positive Teachers and Educational Workers Association. The objectives of the network were to provide a common platform to discuss issues affecting members; building capacity of members in accurate HIV and AIDS information, advocacy, mobilization & organizational skills and

Strengthening members' skills to be advocates of stigma and discrimination reduction.

Since then POTEWA has benefited tremendous technical and financial support from a number of Development Partners. Notably, in 2010 and 2012, the UN System represented by UNAIDS, UNESCO and ILO, the Partnership for Child Development and the World Bank supported the Ministry of Education to host Sub-regional workshops for infected and affected teachers in West and Central Africa. A major outcome of the 2012 Sub-regional outcome is a jointly developed **Plan of Action for Ghana** by stakeholders in support of teachers infected and affected by HIV. However, in 2013 POTEWA changed its name to NETEWAG during a meeting of stakeholders organised to reconstitute and restructure the Network. The change was to address concerns of stigma associated with the former name. Membership of the network is currently opened/restricted to teachers and educational workers confirmed as living with the Virus.

NETEWAG maintains relationship with the National Association of HIV Positive Persons (NAP+, Ghana] as well as the West and Central Africa regional network of teachers living with HIV.

**1.3.1 Vision:** A Stigma and discrimination free and equal opportunity environment for Teachers and Educational workers living with and affected by HIV.

**1.3.2 Mission:** To bond and empower NETEWAG members to fight against Stigma and Discrimination and to live positively through networking opportunities and advocacy empowerment programmes.

**1.3.3 Core Values:**

- a. Confidentiality
- b. Mutual respect
- c. Accountability and Transparency
- d. Team Work
- e. Integrity

<b>Table 1: Partnership Shared Roles</b>	
<b>Partners</b>	<b>Shared Roles</b>
<b>MOE and GES</b>	Policy development, Advocacy, Coordination, Human Resource issues, Development of training and capacity building materials, monitoring, funds mobilization and research
<b>UNIONS</b>	Capacity building, Counselling, care and support, research, funds mobilization, provision of a Secretariat
<b>Development Partners</b>	Technical support, financial support, capacity building through sharing of documents

**1.3.4 Partnership and Shared Roles**

Initially, the HIV secretariat of the Ministry of Education (MoE) with support from international partners such as UNESCO, PCD, and ILO provided oversight management and administrative support to the network. However in 2013 this switched to a more defined partnership agreement with shared roles (refer to table 1) to better position the network. Formal institutional and administrative structures are currently being developed by NETEWAG with an interim executive team (National and Regional Representatives) in place to interface between the HIV Secretariat and the network members. A constitution to institutionalize and govern the network is in draft stage. It seeks to spell out the governance, leadership, administrative and management structures and procedures to guide the operations of the network.

## 2.0 Situational Analysis

### 2.1 Sub Saharan Africa Context

#### Status of the epidemic

Globally, seventy (70) percent of all people living with HIV live in sub-Saharan Africa, despite accounting for just 13 percent of the world's population.<sup>1</sup> Even though Sub-Saharan Africa remains the most heavily affected region in the global HIV epidemic, the region has witnessed a decline in new HIV infections and AIDS-related deaths. In 2011, there were an estimated 1.8 million new HIV infections compared to 2.4 million new infections in 2001, representing a 25% decline. Between 2005 and 2011, the number of people dying from AIDS-related causes declined by 32%, from 1.8 million to 1.2 million.<sup>2</sup> In 2012, there were 1.6 million new HIV infections and 1.2 million AIDS-related deaths.<sup>3</sup>

#### Stigma and discrimination

HIV-related stigma and discrimination remains a major barrier to tackling the HIV and AIDS epidemic in sub-Saharan Africa. It stops people from getting tested, seeking treatment and disclosing their HIV status publicly.<sup>4</sup> According to data collected through the People Living with HIV Stigma Index between 2008 and 2011, more than half of people living with HIV in Zambia (52%), Rwanda (53%) and Kenya (56%) reported being verbally abused as a result of

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<sup>1</sup>UNAIDS 2013 Global report.

<sup>2</sup>2012 UNAIDS regional fact sheet

<sup>3</sup>UNAIDS 2013 Global report.

<sup>4</sup>Stigma of People with HIV/AIDS in Sub-Saharan Africa: A Literature Review, Journal of Tropical Medicine, 2009

their HIV status.<sup>5</sup> In Nigeria and Ethiopia, one in five people living with HIV (20%) reported feeling suicidal because of their HIV status. In Cameroon, 13% of people living with HIV reported being denied access to health services, including dental care, on the basis on their HIV status. Cultural constructions of HIV and AIDS based on beliefs around contamination, sexuality and religion have played a crucial role in the development of HIV-related discrimination in society. In many places, it is thought to have actually increased the number of HIV infections.<sup>6</sup>

### Teachers living with HIV

Studies have illustrated the negative effects of HIV and AIDS on teachers. In 2006 it was estimated that there were approximately 122,000 teachers in Sub-Saharan Africa who were living with HIV, the vast majority of whom have not sought testing and do not know their HIV status.<sup>7</sup> In East and Southern Africa, the two regions in the world which are the most highly affected by HIV and AIDS, a significant number of people with HIV are educators, ranging from primary school teachers to head teachers and university lecturers.<sup>8</sup> The number of teachers estimated to be living with HIV in Kenya, for example, was over 14,500 teachers. In Tanzania, 100 primary school teachers were estimated to die of AIDS-related illnesses each month and in 2006 an estimated 45,000 additional teachers were needed to make up for those lost to the epidemic.<sup>9</sup>

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<sup>5</sup> UNAIDS Regional Fact Sheet, 2012

<sup>6</sup> Stigma of People with HIV/AIDS in Sub-Saharan Africa: A Literature Review, Journal of Tropical Medicine, 2009

<sup>7</sup> Courage and Hope: Stories from Teachers Living with HIV in Sub-Saharan Africa, The World Bank, 2009

<sup>8</sup> UNESCO and EI-EFAIDS, 2007. Supporting HIV-Positive Teachers in East and Southern Africa: Technical Consultation Report

<sup>9</sup> *ibid*

In West and Central Africa (WCA), teachers are among the most vulnerable since they are seen as role models in the community. HIV & AIDS increase the morbidity and the mortality of already inadequate number of teachers within the education sector. HIV & AIDS-related stigma and discrimination are persistent among teachers in the region. This has resulted in some cases in teachers being dismissed because of their HIV & AIDS-positive status.<sup>10</sup> A documented story of 12 teachers living with HIV from across Sub-Saharan Africa (Burkina Faso, Cameroon, Ghana, Kenya, Mozambique, Rwanda, Senegal, Tanzania, and Zambia) established that key among the number of obstacles commonly faced by teachers living with HIV is stigma and discrimination, both from their families and communities as well as their workplaces and in society more generally. The difficulties of overcoming stigma and discrimination are further exacerbated by a failure to ensure confidentiality in the workplace.<sup>11</sup>

## **2.2 National Context**

### *Status of the Epidemic*

According to the 2013 HIV Sentinel Survey report, the National HIV Prevalence is 1.30% and an estimated 224,488 persons made up of 189,931 adults and 34,557 Children are living with HIV in Ghana. Whereas there were 7,812 new infections (2,407 in Children 0-14 years and 5,405 in adults), AIDS related death tolled a total of 10,074.

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<sup>10</sup> Workshop Report: Sub-regional workshop on support for the movement of teachers infected and/or affected by HIV & AIDS in West and Central Africa, Alisa hotel, Accra, Ghana, 24th - 26th April 2012

<sup>11</sup> Courage and Hope: Stories from Teachers Living with HIV in Sub-Saharan Africa, The World Bank, 2009

This was made up of 2,248 Children (0-14 years) and 7,826 adults. The prevalence by age group is highest among 45-49 at 3.3%, followed by 35-39 at 3.2% with 15-19 being the lowest at 0.8%. There has been a decrease in all age groups except for 15-19 and 45-49.<sup>12</sup> Trend wise, the number of new HIV infections has reduced from 12,077 in 2011 to 7,991 in 2012. In 2013 the number of new HIV infections has reduced to 7,323 with adults contributing 90% and children 10%. Young persons 15-24 years of age contributed 28% (2,044 of 7,323).<sup>13</sup>

### Stigma and discrimination

Stigma and discrimination is one of the drivers of the epidemic in Ghana, serving as a significant obstacle to reaching those already infected as well as most at risk populations.<sup>14</sup> The Ghana Demographic health and Survey (2008), indicated that stigma and discrimination is relatively high. According to the survey, generally only 11% of adult females and 19% of adult males have accepting attitudes towards people living with HIV.

Stigma and discrimination exist at all levels among individuals, in homes and communities and within institutions. It takes various forms and affects access to clinical and non -clinical HIV services. It is driven by lack of knowledge, fear of acquisition of the virus and consequent fear of association, cultural norms and practices.<sup>15</sup>

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<sup>12</sup> 2013 HIV Sentinel Survey report, NACP

<sup>13</sup> 2014 Country AIDS Response Progress Report, Ghana AIDS Commission

<sup>14</sup> USAID/PEPFAR HIV and AIDS Stigma and Discrimination Activity Assessment, USAID, July 2011.

<sup>15</sup> *ibid*

In a 2011 survey undertaken among people living with HIV and Key Populations (KPs), the report shows that attitudes which approve of discriminatory practices against HIV-infected people are widespread and receive high levels of support among the general population and that members of high-risk groups are not only victims but also perpetrators of stigma and discrimination towards their colleagues.<sup>16</sup>

The HIV stigma index study, the most recent research conducted among 427 people living with HIV across Ghana confirms that stigma and discrimination is still an issue that demands continuous attention. It was found out from the results that as many as 159 of the 427 respondents (more than a third, 37.2%) had been aware of being gossiped about once, a few times or often; about a fifth (22%, n=94) had been verbally insulted or harassed; a tenth (10.3%, n=44) had been physically harassed or threatened; a little below a tenth (9.6%, n=41) had been excluded from social gatherings and family activities (9.4%, n=40) and (8.9%, n=38) said they had been physically assaulted.<sup>17</sup>

No doubt, the current National Strategic Plan 2011-2015 identifies stigma and discrimination as key and seeks to enhance previous interventions. It projects that by 2015 at least 50% adults (male and female 15-49 years) should have adopted accepting attitude towards people living with HIV.

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<sup>16</sup> Stigma and Discrimination of People Living with HIV in Ghana: A Major Challenge in the Fight against AIDS, GIZ 2011

<sup>17</sup> People living with HIV (PLHIV), Ghana stigma index study, Draft Final Report, NAP+ Ghana, Ghana AIDS Commission, UNAIDS, July 2014



### Teachers living with HIV

Even though research has not been undertaken in Ghana to establish the number of teachers living with HIV and AIDS, reports from the HIV Secretariat of the Ministry of Education confirm the impact of the epidemic on the educational sector and catalogues measures in operation to confront the issues which includes giving a voice to teachers and educational workers living with the virus. The institutional framework for dealing with HIV within the sector so far has been based on the National HIV and AIDS Strategic Plans I, II and III, National HIV and AIDS, STI Policy (2013), and Education Strategic Plans (ESP 2003-2015 and ESP of 2010-2020).

Following the implementation of this framework, a number of teachers living with the virus have been identified, their needs mapped and supportive mechanisms established with financial and technical assistance from development partners and other stakeholders. In 2007 for instance, a capacity building workshop for HIV positive teachers (two from each region) was organized under the auspices of the Ghana National Association of Teachers (GNAT).

Following this, another capacity building workshop was organized by the Ministry of Education in 2008 for 40 members. This group was further developed into a Network with the name, Positive Teachers and Educational Workers Association (POTEWA). Currently the membership has increased to 100 and the network repositioned with a new name- Network of Teachers and Educational Workers in HIV and AIDS, Ghana (NETEWAG).

Apart from self-stigma, teachers living with HIV have been noted to suffer stigma and discrimination at both the community and workplace level. They also have challenges with access to prevention programmes, treatment, care and support, as well as building effective links with Teacher Unions and Networks of other HIV positive support groups in the country.

### **3.0 Emerging Strategic Issues**

The situational analysis undertaken on HIV and teachers living with the virus within the Sub Saharan Africa and the national context, as well as the 'SWOT' framework was used to help establish issues of highest priority to NETEWAG. The needs identified includes:

1. Increasing membership base
2. Increasing network visibility
3. Diversifying funding base
4. Reducing self- stigma among network members
5. Promoting stigma and discrimination free environment
6. Developing institutional framework and management systems.
7. Developing advocacy and program management framework

The 'SWOT' framework was used to establish strengths, weaknesses, opportunities and threats affecting the mandate of NETEWAG. Table 2 presents findings of the 'SWOT' analysis.

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Organized membership	Poor membership drive	Partnership support from International and Local Agencies	Stigma and Discrimination
NETEWAG maintains relations with Regional Networks	Absence of Secretariat/Office	Capacity building services and support	Dwindling donor funding
Well informed membership on positive living and advocacy	No full time staff	Access to Antiretroviral Therapy	Lack of HIV cure
Established trust among members	Lack of income generation activities/internal funding	Model of Hope Advocates support	
Goodwill of the teaching profession	Lack of membership mobilization skills	Support from Unions	Death of HIV infected
Commitment of members to unity and purpose		Willingness to be involved in fund raising activities	
	Inadequate data to inform program management	Existence of national policy frameworks on HIV and AIDS	
	Lack of formally established governance, leadership and management systems	Global attention on HIV	
	No dues payment		
	Apathy among some members	Government commitment to fight HIV	

### 3.1 Key Strategic Issues and Goals

'Teachers play a key custodian role within the education system. They serve as role models, mentors and guardians. They are also central to efforts to achieve the Education for All (EFA) and Millennium Development Goals (MDGs), as education is seen both as a right and as a pillar of efforts to eradicate poverty'.<sup>18</sup>

<sup>18</sup> UNAIDS IATT on Education, Advocacy Briefing Note: Teachers living with HIV, UNESCO.2008

As such, needs confronting NETEWAG as a network of positive teachers deserves immediate attention. On the basis of the Situational and SWOT analysis, the key issues confronting NETEWAG are addressed in four strategic areas as follows:

1. Institutional, Leadership and Management Capacity Development
2. Advocacy and Program Development
3. Financial Sustainability
4. Membership Development and Network Visibility

### **3.1.1 Institutional, Leadership and Management Capacity Development**

Even though NETEWAG has been formed and receives oversight management from the HIV Secretariat of the Ministry of Education as an interim measure, the network is yet to put formal governance, leadership and management structures in place. A constitution to guide the establishment and development of the institution is in draft form. The network has no established desk/secretariat at both the national and regional levels. Its activities are coordinated from the office of the HIV Secretariat of the Ministry of Education.

Apart from regional representatives who have been appointed as interim officers, there is yet to be a formal governing body and executive officers to steer the affairs of the network. Administrative, human resource and financial management systems are also yet to be developed to assure the effectiveness of the organization.

The national and regional presence of the Trade Unions provides a unique opportunity to support the establishment of national and regional desks for NETEWAG.

**Goal:** To establish and strengthen institutional and management capacity of NETEWAG for organizational effectiveness.

**Objectives:**

1. To develop institutional, leadership and management structures and systems.
2. To establish National and Regional Focal Points

### **3.1.2 Advocacy and Program Development**

#### Advocacy

Teachers living with HIV in Ghana have an important role to play, both in efforts to prevent new infections and in helping to address the impact of HIV and AIDS on individuals, institutions and communities. Stigma and discrimination, however, still pose barriers to their involvement and the support available. Generally teachers are reluctant to undergo an HIV test due to fear of discrimination. Currently, only 100 teachers have been documented as members of NETEWAG. Those teachers who know they are HIV-positive may be unlikely to disclose their status in schools where HIV related stigma is found and may be unaddressed. Such cases also lead to isolation from colleagues and communities in an attempt to conceal their HIV-positive status.

The psychologically and emotionally damages inflicted on the HIV positive teacher is clear. Advocacy initiatives are therefore needed to eliminate these sufferings imposed on the HIV positive teacher by stigma and discrimination. NETEWAG needs to put in place a well thought out and strategically placed advocacy measures at the schools, community, MOH, GES and national level to help people adopt accepting attitude towards people living with HIV. This will help improve their access to HIV prevention programmes, treatment, care and support. Areas requiring Advocacy interventions include:

- a. Getting schools, communities , especially PTAs, MOH, GES Authorities to better understand stigma and discrimination and their harmful effects,
- b. Reinforcing workplace interventions protect the rights of those infected with HIV (right to employment, right to education, right to health).
- c. Addressing Self-Stigma among NETEWAG members
- d. Preventing and addressing gender-based violence and sexual assault

### Program Development

Although NETEWAG currently offers its members support under the sponsorship of the HIV Secretariat of the Ministry of Education, there exist the need to have clearly and officially defined systematic program areas. The HIV Secretariat has over the period organized general meetings and capacity building workshops to serve as a platform for NETEWAG members to share experiences.

Experts in the area of HIV and AIDS are also invited to build the capacity of members to enable them deal with their condition and also to function effectively as advocates in their schools and offices. There are however a myriad of program needs that demands strategic attention such as:

- a. Providing access to voluntary counselling and testing, care, and psychosocial support
- b. Stigma and self-stigma reduction activities
- c. Engaging teacher unions support
- d. Increasing national and institutional recognition of the social impact of HIV on teachers, in particular female teachers, living with HIV.

**Goal:** To establish and operationalize clearly defined advocacy and program intervention strategies.

**Objectives:**

1. To develop and implement advocacy programs in line with the MOE HIV and AIDS Policy.
2. To clearly define and implement service delivery programmes offered to members

### **3.1.3 Financial Sustainability**

NETEWAG overly depends on grants from donor agencies and do not currently either contribute to their budgetary needs or solicit for internal funding. Programs and projects are only implemented when funding is solicited and granted from external agencies. Membership dues payment is yet to be institutionalized.

NETEWAG is therefore financially not sustainable and needs repositioning to diversify funding sources.

**Goal:** To secure a diverse and sustainable financial base for increased income

1. To develop internally generated funds
2. To establish and operationalize effective partnership support with non-governmental not for profit funding bodies, nationally and internationally and with private business.

### **3.1.4 Network Visibility and Membership Development**

#### Network Visibility

NETEWAG is fairly new on the 'market' and as such not visible and remains largely unknown. There are no communication support materials whether electronically or print form which markets the network within the educational sector and beyond. There are however opportunities available within the Teacher Union Secretariats across the regions and the HIV model of Hope program which can be used effectively to communicate information on the network to its target audience and to the wider stakeholder community. It is important for leaflets, brochures, and membership forms to be developed and distributed through the Teacher Unions Secretariats and the HIV model of Hope program. In addition to this, a website developed for the network will easily position NETEWAG to be further known and accessed.



## Membership

Even though the network is open to all teachers and educational workers living with HIV, it is evident that, majority of the target audience have not been mapped and recruited. Current membership stands at 100. There has not been a keen focus on membership drive and this has the capacity to affect the future of the network. An increased number of members will enable more representative data to be captured and will more easily facilitate the development and implementation of target specific programs. It will also increase money collected in dues, and will give NETEWAG a legitimate voice when advocating policies and programs.

**Goal:** To ensure NETEWAG is known and has full and committed participation from all teachers and educational workers living with HIV in Ghana

### **Objectives:**

1. To increase the visibility of NETEWAG across Ghana and beyond.
2. To increase membership base and strengthen the commitment of NETEWAG members.

## 4.0 The Strategic Framework

1. INSTITUTIONAL, LEADERSHIP AND MANAGEMENT CAPACITY DEVELOPMENT		
Strategic Goal: To establish and strengthen institutional and management capacity of NETEWAG for organizational effectiveness.		
Strategic Objective	Strategies and Broad Activities	Expected Outcomes
Strategic Objective 1: To develop institutional, leadership and management structures and systems	<p><b>Strategy:</b> Establish governance, leadership and management structures and systems</p> <p><b>Broad Activities:</b></p> <ol style="list-style-type: none"> <li>1. Finalize and adopt constitution</li> <li>2. Develop membership manuals</li> <li>3. Hold elections to establish the national council and Regional representatives</li> <li>4. Circulate membership manuals to all office holders and members</li> <li>5. Inaugurate the national Council</li> <li>6. Organize orientation and sensitization seminars on governance and leadership development for members of the National Council</li> <li>7. Organize leadership development courses for Regional Representatives</li> <li>8. Organize and hold annual General meetings</li> <li>9. Develop and operationalize financial and administrative management systems</li> <li>10. Organize training session on financial and administrative management systems to all office holders and members</li> </ol>	Established governance , leadership and management structures to ensure accountability and organizational effectiveness

**1. INSTITUTIONAL, LEADERSHIP AND MANAGEMENT CAPACITY DEVELOPMENT (CONTD)**

**Strategic Goal: To establish and strengthen institutional and management capacity of NETEWAG for organizational effectiveness.**

Strategic Objective	Strategies and Broad Activities	Expected Outcomes
<p><b>Strategic Objective 2: To establish and operate National and Regional Focal points</b></p>	<p><b>Strategy: Engage Union support for operations</b></p> <p><b>Broad Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lobby Union support at national and regional levels for office space and desk officers to serve as NETEWAG national and regional Focal Points</li> <li>2. Inaugurate national and regional Focal Points.</li> <li>3. Conduct orientation for Focal Points.</li> <li>4. Operate national Focal Points with full support of the Unions</li> <li>5. Make all relevant information materials available at national and regional Focal Points</li> </ol>	<p><b>An efficient national and regional desks established</b></p>

**2. ADVOCACY AND PROGRAM DEVELOPMENT**

**Strategic Goal: To establish and operationalize clearly defined advocacy and program intervention strategies.**

Strategic Objective	Strategies and Broad Activities	Expected Outcomes
<p><b>Strategic Objective 1: To establish and operate National and Regional Focal points</b></p>	<p><b>Strategy: Engage Union support for operations</b></p> <p><b>Broad Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lobby Union support at national and regional levels for office space and desk officers to serve as NETEWAG national and regional Focal Points</li> <li>2. Inaugurate national and regional Focal Points.</li> <li>3. Conduct orientation for Focal Points.</li> <li>4. Operate national Focal Points with full support of the Unions</li> <li>5. Make all relevant information materials available at national and regional Focal Points</li> </ol>	<p><b>An efficient national and regional desks established</b></p>

## 2. ADVOCACY AND PROGRAM DEVELOPMENT (CONTD)

**Strategic Goal:** To establish and operationalize clearly defined advocacy and program intervention strategies.

Strategic Objective	Strategies and Broad Activities	Expected Outcomes
<p><b>Strategic Objectives 2: To develop and implement advocacy programs in line with the MOE HIV and AIDS Policy</b></p>	<p><b>Strategy 1: Establishment of Advocacy mandate and procedures</b></p> <ol style="list-style-type: none"> <li>1. Identify and establish legal and formal channels for NETEWAG to advocate against Stigma and discrimination at the workplace and in communities</li> <li>2. Based on MOE HIV AND AIDS policy, develop and distribute an official advocacy procedures and guidelines for evidence based campaigns, petitions and other forms of advocacy.</li> </ol> <p><b>Strategy 2: Promote and implement identified Advocacy areas</b></p> <ol style="list-style-type: none"> <li>1. Identify and train key advocates as trainer of trainers</li> <li>2. Build capacity of members in advocacy skills through trainer of trainers team</li> <li>3. Develop and implement advocacy interventions in support of the following:               <ol style="list-style-type: none"> <li>a. Increasing national and institutional recognition of the social impact of HIV on teachers, in particular female teachers, living with HIV</li> <li>b. Getting schools and communities to better understand stigma and discrimination and their harmful effects</li> <li>c. Protection of the rights of those infected with HIV (rights to employment,</li> </ol> </li> </ol>	<p><b>Official procedures on advocacy established</b></p> <p><b>Stigma and Discrimination free environment ensured as a result of advocacy interventions.</b></p> <p><b>Greater involvement of communities involved in fighting stigma and discrimination</b></p>

	<p>right to education, right to health).</p> <p>d. Access to affordable care and support and confidential information and services.</p> <p>e. Preventing and addressing gender-based violence and sexual assault</p> <p>f. Getting Teacher Unions to provide support for running national and regional desks</p>	
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3. ADVOCACY AND PROGRAM DEVELOPMENT (CONTD)		
Strategic Goal: To establish and operationalize clearly defined advocacy and program intervention strategies.		
Strategic Objective	Strategies and Broad Activities	Expected Outcomes
<p>Strategic Objective 3: To clearly define and implement service delivery programmes offered to members</p>	<p>Strategy: Streamline/Categorise services NETEWAG provides to members</p> <p>Broad Activities:</p> <ol style="list-style-type: none"> <li>1. Conduct analysis to define clear program and service delivery areas NETEWAG will offer to members. The program areas and services could be defined to include the following:               <ol style="list-style-type: none"> <li>a. Support for Capacity building for effective involvement in setting and driving policy directions</li> <li>b. Support for voluntary counselling and testing, care, and psychosocial support</li> <li>c. Organizing Stigma and self-stigma reduction activities</li> <li>d. Engaging teacher unions support</li> <li>e. Monthly regional meetings</li> <li>f. System for identifying members who are performing outstandingly for recognition</li> <li>g. Legal aid</li> <li>h. Credit Union/Financial support</li> <li>i. Online educative resources</li> </ol> </li> <li>2. Implement and monitor identified program and service delivery areas</li> <li>3. Undertake program/service analysis and strategic reviews of activities on quarterly basis</li> </ol>	<p>Clearly spelled out program/service areas to define membership benefits and to attract new members</p> <p>Clear accountability for project implementation</p> <p>Efficient ways of tracking effectiveness of program</p>

<b>4. FINANCIAL SUSTAINABILITY</b>		
<b>Strategic Goal: To secure a diverse and sustainable financial base for increased income.</b>		
<b>Strategic Objective</b>	<b>Strategies and Broad Activities</b>	<b>Expected Outcomes</b>
<b>Strategic Objective 1: To develop internally generated funds</b>	<p><b>Strategy: Generate income from members</b></p> <p><b>Broad Activities:</b></p> <ol style="list-style-type: none"> <li>1. Develop and sell educational pamphlets for student body</li> <li>2. Institutionalize monthly payment of membership dues</li> <li>3. Develop and implement guidelines for involving members in resource mobilization</li> </ol>	<b>Sustained income generation</b>



<b>5. FINANCIAL SUSTAINABILITY (CONTD)</b>		
<b>Strategic Goal: To secure a diverse and sustainable financial base for increased income.</b>		
<b>Strategic Objective</b>	<b>Strategies and Broad Activities</b>	<b>Expected Outcomes</b>
<p><b>Strategic Objective 2: To establish and operationalize effective partnership support with non-governmental not for profit funding bodies, nationally and internationally and with private business.</b></p>	<p><b>Strategy: Generate funding support from local organizations and international organizations working in Ghana</b></p> <p><b>Broad Activities:</b></p> <ol style="list-style-type: none"> <li><b>1. Develop and implement a resource mobilization partnership plan that targets private sector and international organizations based in Ghana who support the mandate of NETEWAG</b></li> <li><b>2. Develop and market proposals targeting each identified private sector organizations and international organizations based in Ghana.</b></li> <li><b>3. Document and disseminate NETEWAG's strategic plan, successes and strengths as a fund raising tool.</b></li> </ol>	<p><b>Sustained income generation</b></p> <p><b>Strong partnership funding support</b></p>

6. NETWORK VISIBILITY AND MEMBERSHIP DEVELOPMENT		
Strategic Goal: To ensure NETEWAG is known and has full and committed participation from all teachers and educational workers living with HIV in Ghana		
Strategic Objective	Strategies and Broad Activities	Expected Outcomes
<p>Strategic Objective 1: To increase the visibility of NETEWAG across Ghana and beyond.</p>	<p>Strategy: Brand marketing</p> <p>Broad Activities:</p> <ol style="list-style-type: none"> <li>1. Develop and promote/maintain website</li> <li>2. Participate in national, regional and international HIV events</li> <li>3. Develop and distribute NETEWAG souvenirs</li> <li>4. Print and circulate Handbills with registration forms through the national and regional Union secretariats.</li> <li>5. Establish partnership with media to promote NETEWAG ( i.e Establish media friends of NETEWAG</li> <li>6. Establish linkages with social and religious institutions</li> <li>7. Establish linkages with all educational groups such as Teacher Associations and Unions as well as NAP+ Ghana</li> <li>8. Organise promotional visits to schools and Unions</li> <li>9. Organise radio programs.</li> <li>10. Develop and distribute Newsletters</li> </ol>	<p>Increased profile and visibility of NETEWAG</p>

## 7. NETWORK VISIBILITY AND MEMBERSHIP DEVELOPMENT (CONTD)

**Strategic Goal:** To ensure NETEWAG is known and has full and committed participation from all teachers and educational workers living with HIV in Ghana

Strategic Objective	Strategies and Broad Activities	Expected Outcomes
<p><b>Strategic Objective 2:</b> To increase membership base and strengthen commitment of NETEWAG members</p>	<p><b>Strategy:</b> Operationalise marketing and recruitment drive initiatives</p> <p><b>Broad Activities:</b></p> <ol style="list-style-type: none"> <li>1. Raise information desk during GNAT, TEWU, UTAG and SRC events</li> <li>2. Send introductory letters on NETEWAG activities to schools</li> <li>3. Establish linkages and referral mechanisms with ART sites</li> <li>4. Develop and distribute flyers at treatment centres</li> <li>5. Form and operate drama clubs in schools to advertise and recruit new members</li> <li>6. Develop and distribute membership application forms at strategic locations</li> <li>7. Establish regional annual targets for increased membership</li> <li>8. Assign annual membership targets to regional representatives</li> <li>9. Provide interactive sessions for registering new members on the website</li> <li>10. Organise social and networking events for members at regional levels</li> <li>11. Build community alliances (organize social events around issues of concern at the community level)</li> </ol>	<p>Increased and sustained membership</p>

## 5.0 Implementation Guide

<b>Strategic Goal 1: To establish and strengthen institutional and management capacity of NETEWAG for organizational effectiveness</b>					
<b>Strategic Objective 1: To develop institutional, leadership and management structures and systems.</b>					
Broad Activity (BA)	Year				
	1	2	3	4	5
BA 1: Finalize and adopt constitution	x				
BA 2: Develop membership manuals	x				
BA 3: Hold elections to establish the national council and Regional representatives	x				
BA 4: Circulate membership manuals to all office holders and members	x				
BA 5: Inaugurate the national Council	x				
BA 6: Organize orientation and sensitization seminars on governance and leadership development for members of the National Council	x	X	x	x	x
BA 7: Organize leadership development courses for Regional Representatives	x	X	x	x	x
BA 8: Organize and hold annual General meetings	x	X	x	x	x
BA 9: Develop and operationalize financial and administrative management systems	x	X	x	x	x
BA 10: Organize training session on financial and administrative management systems to all office holders and members	x	X	x	x	x

<b>Strategic Goal 1: To establish and strengthen institutional and management capacity of NETEWAG for organizational effectiveness</b>					
<b>Strategic Objective 2: To establish National and Regional Focal Points</b>					
Broad Activity (BA)	Year				
	1	2	3	4	5
BA 11: Lobby Union support at national and regional levels for office space and desk officers to serve as NETEWAG national desk and regional desks	x				
BA 12: Inaugurate national and regional desks.	x				
BA 13: Conduct orientation for desk officers.	x				
BA : 14: Operate national and regional desk with full support of the Unions		X	x	x	x
BA : 15: Make all relevant information materials available at national and regional desks	x	X	x	x	x

<b>Strategic Goal 2: To establish and operationalize clearly defined advocacy and program intervention strategies.</b>					
<b>Strategic Objective 1: To develop and implement advocacy programs in line with the MOE HIV and AIDS Policy</b>					
<b>Broad Activity (BA)</b>	<b>Year</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>BA 16: Identify and establish legal and formal channels for NETEWAG to advocate against Stigma and discrimination at the workplace and in communities</b>	x				
<b>BA 16: Develop and distribute an official advocacy procedures and guidelines for evidence based campaigns, petitions and other forms of advocacy.</b>	x	X			
<b>BA 17: Identify and train key advocates as trainer of trainers</b>	x	X	x	x	x
<b>BA 18: Build capacity of members in advocacy skills through trainer of trainers team</b>	x	X	x	x	x
<b>BA 19: Develop and implement advocacy interventions in support of the following:</b>	x	x	x	x	x
<b>a. Increasing national and institutional recognition of the social impact of HIV on teachers, in particular female teachers, living with HIV</b>					
<b>b. Getting schools and communities to better understand stigma and discrimination and their harmful effects</b>					
<b>c. Protection of the rights of those infected with HIV (right to employment, right to education, right to health).</b>					
<b>d. Access to affordable care and support and confidential information and services.</b>					
<b>e. Preventing and addressing gender-based violence and sexual assault</b>					
<b>f. Getting Teacher Unions to provide support for running national and regional desks</b>					

<b>Strategic Goal 2: To establish and operationalize clearly defined advocacy and program intervention strategies.</b>					
<b>Strategic Goal 2: To establish and operationalize clearly defined advocacy and program intervention strategies.</b>					
<b>Broad Activity (BA)</b>	<b>Year</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>BA 20: Conduct analysis to define clear program and service delivery areas NETEWAG will offer to members. The program areas and services could be defined to include the following:</b>  <ul style="list-style-type: none"> <li>a. Support for Capacity building for effective involvement in setting and driving policy directions</li> <li>b. Support for voluntary counselling and testing, care, and psychosocial support</li> <li>c. Organizing Stigma and self-stigma reduction activities</li> <li>d. Engaging teacher unions support</li> <li>e. Monthly regional meetings</li> <li>f. System for identifying members who are performing outstandingly for recognition</li> <li>g. Legal aid</li> <li>h. Credit Union/Financial support</li> <li>i. Online educative resources</li> </ul>	x	X			
<b>BA :21 Implement and monitor identified program and service delivery areas</b>	x	X	x	x	x
<b>BA: 22 Undertake program/service analysis and strategic reviews of activities on quarterly basis</b>	x	X	x	x	x

<b>Strategic Goal 3: : To secure a diverse and sustainable financial base for increased income</b>					
<b>Strategic Objective 1: To develop internally generated funds</b>					
<b>Broad Activity (BA)</b>	<b>Year</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>BA 23: Develop and sell educational pamphlets for student body</b>		X	x	x	x
<b>BA 24: Institutionalize monthly payment of membership dues</b>	x	X	x	x	x
<b>BA 25: Develop and implement guidelines for involving members in resource mobilization</b>	x				

<b>Strategic Goal 3: : To secure a diverse and sustainable financial base for increased income</b>					
<b>Strategic Objective 1: To develop internally generated funds</b>					
Broad Activity (BA)	Year				
	1	2	3	4	5
BA 26: Develop and implement a resource mobilization partnership plan that targets private sector and international organizations based in Ghana who support the mandate of NETEWAG	x	X	x	x	x
BA 27: Develop and market proposals targeting each identified private sector organizations and international organizations based in Ghana.	x	X	x	x	x
BA 28: Document and disseminate NETEWAG's strategic plan, successes and strengths as a fund raising tool.	x	X	x	x	x

<b>Strategic Goal 4: To ensure NETEWAG is known and has full and committed participation from all teachers and educational workers living with HIV in Ghana</b>					
<b>Strategic Objective 1: To increase the visibility of NETEWAG across Ghana and beyond.</b>					
Broad Activity (BA)	Year				
	1	2	3	4	5
BA 29: Develop and promote/maintain website		X			
BA 30: Participate in national and regional HIV events	x	X	x	x	x
BA 31: Develop and distribute NETEWAG souvenirs	x	X	x	x	x
BA 32: Print and circulate Handbills with registration forms through the national and regional Union secretariats.	x	X	x	x	x
BA 33: Establish partnership with media to promote NETEWAG ( i.e Establish media friends of NETEWAG	x	X	x	x	x
BA 34: Establish linkages with social and religious institutions	x	X	x	x	x
BA 35: Establish linkages with all educational groups such as Teacher Associations and Unions	x	X	x	x	x
BA 36: Organise promotional visits to schools and Unions	x	X	x	x	x
BA 37: Organise radio programs.	x	X	x	x	x
BA 38: Develop and distribute Newsletters	x	X	x	x	x

<b>Strategic Goal 4: To ensure NETEWAG is known and has full and committed participation from all teachers and educational workers living with HIV in Ghana</b>					
<b>Strategic Objective 2: To increase membership base and strengthen membership commitment of NETEWAG</b>					
Broad Activity (BA)	Year				
	1	2	3	4	5
BA 39: Raise information desk during GNAT, TEWU, UTAG and SRC events	x	X	x	x	x
BA 40: Send introductory letters on NETEWAG activities to schools	x				
BA 41: Establish linkages and referral mechanisms with ART sites	x	X	xx	x	xx
BA 42: Develop and distribute flyers at treatment centres	x	X	x	x	x
BA 43: Form and operate drama clubs in schools to advertise and recruit new members		X	x	x	x
BA 44: Develop and distribute membership application forms at strategic locations	x	X	x	x	x
BA 45: Establish regional annual targets for increased membership	x	X	x	x	x
BA 46: Assign annual membership targets to regional representatives	x	X	x	xx	x
BA 47: Provide interactive sessions for registering new members on the website	x	X	x	x	x
BA 48: Organise social and networking events for members at regional levels	x	X	x	x	x
BA 49: Build community alliances ( organize social events around issues of concern at the community level	x	X	x	x	x



## 6.0 Conclusion

This strategic plan invariably serves as a key management tool for NETEWAG. As noted, the plan has identified four strategic areas to be pursued. With these strategic actions in implementation over the next five years, the educational sector is expected to be on course to witness a reduction in HIV stigma and discrimination.

The management of NETEWAG with technical guidance from key stakeholders will implement each of the Plan's strategic goal and its supporting objectives, strategies and actions as well as monitoring and assessing the performance of the Plan to ensure attainment of performance targets.

## 7.0 References

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## 8.0 Annexes

### Annex 1: Workshop Participants list

STRATEGIC PLAN DEVELOPMENT WORKSHOP FOR THE NETWORK OF TEACHERS AND EDUCATIONAL WORKERS IN HIV AND AIDS, GHANA (NETEWAG)  
8TH- 11TH JULY, 2014 @ DODOWA FOREST HOTEL, DODOWA

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