

The EFA Fast-Track Initiative: Responding to the Challenge of HIV and AIDS to the Education Sector

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HIV/AIDS AND NATIONAL EDUCATION SECTOR PLANS

Appendix 1

Review of HIV and AIDS Content by Country

Burkina Faso

EFA FTI Proposal. November 2002.

- **Context.** Reference is made to the number of AIDS orphans and the impact of AIDS on the education system.
- **Significant policy reforms already Introduced.** HIV and AIDS. Includes recruitment to replace teachers lost to AIDS; training for staff; prevention education for students including revision of the curriculum; support for AIDS orphans including with NGOs.
- **Costings.** Health, nutrition and AIDS. **5.4% of total (Quality Education).**
- **Issues.** HIV/AIDS dealt with in separate **Annex 3.** Fundamental concerns about EFA. These include:
 - personnel
 - orphans (food, school fees, clothing, and psycho-social support)
 - parents: support for persons affected, PLHAs, widows etc.
 - education programmes. Modules on HIV/AIDS and STIs already elaborated; Teacher training required. Actions outlined.

In Country Review of EFA FTI proposal with technical and financial partners. 26/11.2002

- **Strengths.** No mention of HIV and AIDS
- **Concerns.** No mention of HIV and AIDS
- **Country Ownership.** No mention of HIV and AIDS
- **Key sector Issues. HIV/AIDS.** (How does the proposal address the epidemic's impact on teacher absenteeism, mortality and replacement and the prevalence of orphans. What are the implications for subsidizing the schooling of orphans?)

The impact is taken into account in the planning work, either at the micro or macro level, as regards orphans, see the partnerships and specific measures indicated above, which are clearly expressed in the proposal.

- **Risks and Capacity.** No mention of HIV and AIDS
- **Monitoring and Evaluation.** No mention of HIV and AIDS.

FTI Secretariat Short Assessment of EFA FTI Proposal

Vision, strategic direction and sustainability. No mention of HIV and AIDS;

Foundation or basis and additionality. No mention of HIV and AIDS

- ? **Education Strategies.** *There is a high prevalence of AIDS. This is addressed under the 10 year Programme It does not appear that the FTI includes this.*
- ? **Implementation and Monitoring and evaluation.** No mention of HIV and AIDS
- ? **Donor coordination and harmonization.** No mention of HIV and AIDS

The Gambia

a) Proposal

Revised Education Policy. 1988- 2003. No mention of HIV and AIDS.

Education Master Plan.1998-2005. No mention of HIV and AIDS.

EFA Proposal for The Fast Track Initiative. February 2003.

? **Strategies to attain EFA. Meeting appropriate learning and life skills for young people.** *Given the low prevalence rate of HIV/AIDS in the Gambia and its potential to increase, the governments' efforts will focus on awareness creation. Therefore IEC materials on HIV/AIDS will be provided. To enable orphans whose parents die of HIV/AIDS continue their education, subsidies will be paid to 382 orphans annually in the tune of D6 Million Dalsis. Girls' education. No mention of HIV and AIDS.*

? **Financial Requirements by Programme .** HIV and AIDS included under **Meeting appropriate learning and life skills for young people.** *Budgets for orphans subsidies; HIV/AIDS bill on teacher remuneration; develop and disseminate IEC materials on HIV/AIDS; provide guidance and counselling services for young people and provision of peer education programmes). 4% of budget.*

? **Current donor interventions in the education sector.** No mention of HIV and AIDS.

? **Results Framework.** No mention of HIV and AIDS.

? **EFA FTI Initiatives and Sustainability Strategies.** No mention of HIV and AIDS.

b) In Country Review

Evaluation of the Gambia FTI Proposal Lead Donor Agency in Country – UNICEF 26/11/2002

? Sections on overall comments, strengths, concerns and conclusion. No mention of HIV and AIDS.

? **Quantitative targets: PRSP –** manage HIV prevalence in antenatal women to less than 2%: **sector plan targets-** No mention of HIV and AIDS- **targets in proposal:** *awareness creation activities and provide subsidies for orphans of HIV/AIDS to continue their education.*

? **Key issues:** *the proposal also specified the strategies for HIV prevention. It recognizes the fact that while the prevalence rate is low in the Gambia, this situation calls for no complacency. It therefore stresses the*

importance of awareness creation, guidance and counselling and the issue of providing subsidies to support the education of orphans due to HIV/AIDS.

? **Cost and Financing.** No mention of HIV and AIDS

? **Risks and Capacity.** No mention of HIV and AIDS

? **Monitoring and Evaluation.** No mention of HIV and AIDS

In Country Donor Assessment. The Gambia's Education for All Fast Track Proposal. Addendum from IDA and DFID.

? Sections of Overall Assessment; alignment of proposal within education and economic policy framework, financial sustainability of proposed expenditures and conclusion and recommendation: No mention of HIV and AIDS

? Section on Coherence of the proposal with respect to Gambia's national goals and MDGs: **HIV and AIDS.** *'The current reported rates in Gambia indicate a prevalence rate in the order of 2.1%, a rate that is considerably lower than the rates seen in eastern, central and southern Africa. Though there are costs included both for the support to AIDS orphans and for replacement projections for teachers, the programme did not present an aggressive programme for HIV/AIDS at all levels. IDA and DFID encourage the Government to expand its awareness raising programmes to include well-tested and effective sensitization programmes to contain the current prevalence rate and even reduce it.'*

? Proposal supported by IDA and DFID.

c) Secretariat Assessment

FTI Secretariat Assessment Based on Some of the key Areas of the Assessment Guidelines. 24/11/2002

? **Strategies for EFA FTI and Ownership.** No mention of HIV and AIDS.

? **Costs and financing of Strategies.** No mention of HIV and AIDS.

? **Transparency of plan for financing and financial sustainability.** No mention of HIV and AIDS.

? **Monitoring and evaluation.** No mention of HIV and AIDS.

? **Financing Mechanisms.** No mention of HIV and AIDS.

FTI Secretariat Assessment 14/3/2003.

? **Summary.** HIV/AIDS orphans mentioned in relation to education subsidies and support for the poor and other at risk populations.

? **Strengths.** No mention of HIV and AIDS.

? **Concerns.** *The proposal does not consider HIV and AIDS as a serious issue, although the Bank's own projection estimates that the cost associated with teacher replacement and subsidies to orphans is likely to be as much as \$1million per year*

? **Evidence of Country Ownership** .Issues: *HIV/AIDS. It is a problem in the Gambia, although not yet manifested.* PRSP and Education Sector Plan: No mention of HIV and AIDS. *Not considered an issue because of low prevalence; focus on awareness and subsidies to orphans.*

? **Key Sector Issues, Constraints and Strategies.** HIV/AIDS. *Meeting appropriate learning and life skills by young people: awareness creation on HIV/AIDS by providing materials; subsidies will be provided to 382 orphans annually to enable them to remain in school ;population and family life education for in and out of school children.*

? **HIV/AIDS.** *HIV/AIDS is also a pandemic affecting the Gambia. The Bank's simulation estimates that it would cost \$1 million to replace teachers and to support orphans affected by HIV/AIDS. However, the proposal considers that due to the low prevalence, the intervention needed is limited. It is of paramount importance to monitor this problem closely to ensure that it is not developing into a serious issue.*

? **Cost and Financing.** No mention of HIV and AIDS.

? **Risks and Capacity.** No mention of HIV and AIDS.

? **Monitoring and Evaluation.** No mention of HIV and AIDS.

Ghana

a) Proposal

Ghana Proposal for Inclusion into the Education for All Fast track Initiative. January 2004

? **Outcomes, Outputs and Monitoring.** No mention of HIV and AIDS

? **Situation analysis.** No mention of HIV and AIDS

? **Defining and Financing a Credible Plan for UPC by 2015.** No mention of HIV and AIDS

? **Estimated Costs of Implementing the Primary Education Component of the ESP.** *Additionally, the cost of providing subsidies to children orphaned as a result of HIV/AIDS, in order that they can properly undertake their education has been estimated beginning 2004. Similarly it is expected that HIV/AIDS will contribute to an increase in the salary bill of teaching staff and an estimate of this has been made. These estimates are shown in table **A2.3 (HIV/AIDS Related Expenditure at Primary Level)**. The total HIV/AIDS related expenditure at the primary level is estimated to be GHc 23 billion increasing to GHc 58 billion by 2015.*

? **Implementing the EFA FTI.** *The Ministry will use support to primary education to assist children orphaned through HIV/AIDS to attend and complete primary school and support for other 'hard to reach' and disadvantaged children will likely also be taken from these resources. Donor financing...for additions/revisions to the curriculum (HIV/AIDS education for example).*

? **Expected Results and Monitoring Progress.** No mention of HIV and AIDS

The Education Strategic Plan (ESP) 2003-2015

? Policy goals developed within the August 2002 Education Sector Policy review Report (ESPRR), developed in line with MTEF Preparation. ESPRR identified 8 policy goals; two more added to emphasize national and international concerns about **girls' education** and **HIV/AIDS**. (page 8)

? Table 1.2. Education SWOT analysis, building on the findings of current education sector reviews, reports and the GPRS.

? HIV/AIDS mentioned in **health and environmental sanitation** section.

? **Weakness:** Increase in the occurrence of HIV/AIDS within the education sector coupled with a lack of adequate information within the sector to facilitate an accurate measurement of this problem

? **Threats:** possible reduction in teaching staff due to attrition from AIDS, preventing the delivery of quality education.

? **Strategic Framework**

? Documents mentioned: Ghana PRS, Education sector Review Report, Education sector Review, Meeting the Challenges of Education in the 21st century. EFA Dakar 2000.

? No mention of HIV/AIDS National Plan etc

? **Policy goal 9. Identify and promote education programmes that will assist in the prevention and management of HIV/AIDS.**

b) In Country Review

Development Partners Appraisal of the EFA FTI Proposal Submitted by Ministry of Education Youth and Sports **14/11/2003**

? HIV and AIDS do not feature in the section on overall comments.

? In the section on **Strength**, there is reference in the sub-section on inclusiveness: *provision is made for other vulnerable children who may be affected by HIV/AIDS;*

? In the sub-section on **Girls' Education**, it is stated that *Policy Goal 10 is translated into specific strategies and effectively integrated into each of the sub-sectoral objectives, including recruitment of teachers, HIV/AIDS prevention programmes, guidance and counselling systems, curriculum and text book development and so on.*

? **Concerns and recommendations.** No mention of HIV and AIDS in concern section (12 sub-sections addressing commitment/prioritization, institutional capacity. resource mobilisation and allocation, monitoring and evaluation, management of teachers, capitation grants, school facilities, maintenance of facilities, quality improvement, alternative learning systems, school health and pre-school.

? **Conclusion.** HIV and AIDS do not feature.

c) Secretariat Assessment

FTI Secretariat Comments on Primary Education Component of the Education Sector Plan 7/10/2003

- ? **Overall comments.** HIV and AIDS do not feature
- ? **The Secretariat's assessment covered:** pace of progress towards UPC; repetition rate; resource mobilization and allocation, pupil-teacher ratio, teachers salaries; non-teacher salary spending; annual instruction hours; private enrolments; classroom construction costs; estimated financing gap. HIV and AIDS do not feature.

Assessment of EFA Fast Track Initiative Proposal for Coverage and Treatment of Girls Education. **7/10/2003**

- ? In the sections on Strengths; it is stated that the '*section dealing with programmes to prevent HIV/AIDS include strategies to provide guidance and counseling systems in schools to reduce sexual harassment and bullying of girl pupils by male peers and teachers*';
- ? In the sections: General Comments, Concerns and Conclusions, HIV and AIDS do not feature. The proposal is highly commended.

Message from FTI to MoEYS Feb.2004. The proposal is endorsed.

NB. No mention of MoE **Draft Strategic Plan for HIV/AIDS Interventions in the Ghana Education sector.** June 2000. **Or Operational Plan for HIV/AIDS Interventions in the Education Sector** (October 2000).

Guinea

a) **Proposal**

Draft Request for the Education for All Fast track Initiative

- ? **Credible EFA-FTI Plan.** Mention is made of incorporating transversal issues such as equal access and the fight against HIV/AIDS
- ? **Development Framework:** additional resources. Financing requirement for system expansion includes costs relating to HIV/AIDS
- ? **Programme's Capacity to Address Structural problems of the sector:** Taking the problems of HIV/AIDS into account. *As the majority of the teacher population belong to the most severely affected age bracket (20-49) the problem of HIV/AIDS should above all be perceived from the standpoint of the necessary renewal of the instructional corps owing to absenteeism and deaths. The sector strategy as regards the prevention of HIV/AIDS is now being improved. The data on children orphaned by AIDS are not readily available, however a special effort will be made to complete the data base. Progress to support public awareness, education and early tracking will be implemented in the schools, targeting students and teachers alike. An instructional guide on the prevention of HIV/AIDS is now being*

prepared for use by 6th grade teachers and will be accompanied by special training.

? **Additional Resources.** *The allocations associated with HIV/AIDS prevention and covering the cost of its impact on the education system will also be financed against the additional resources. **No separate HIV/AIDS costings given.***

? **Constraints and Risks.** No mention of HIV and AIDS

? **Monitoring and Evaluation.** Target. 2003. *Development and Implementation of the education Strategy on Prevention and Combating HIV/AIDS.*

b) In Country Review

Assessment of the Proposal of Guinea for the Education for All –Fast track Initiative 26/11/2002.

? **Context:** Participants included French Cooperation, USAID, World Bank, UNESCO and CIDA.

? **Overall Comments, Strengths, Concerns, conclusion:** No mention of HIV and AIDS;

? **Evidence of Country Ownership:** No mention of Health Ministry;

? **Consistency of the EFA- FTI Strategy with that of the PRSP:** includes: *improve educational programmes while taking the STD /AIDS dimension into account;*

? **Consistency of the EFA-FTI Strategy with that of the EFA Plan (EFAP).** No mention of HIV and AIDS;

? **Internal consistency of data:** No mention of HIV and AIDS;

? **Coordination among the various stakeholders in the education sector.** No mention of HIV and AIDS; (Shared with education sector partners only)

? **Coordination with local representatives of donors;** No mention of HIV and AIDS;

? **Participation of civil society and regionalized bodies in the preparation of the EFA-FTI.** Almost no reference to it in the document. No mention of HIV and AIDS;

? **Key Sector Issues, Constraints and Strategies:** increased supply; stimulation of demand improvement of the internal efficiency and quality of the system; No mention of HIV and AIDS except for: *the repercussions on the education system of the problems associated with the HIV/AIDS pandemic will be addressed by appropriate measures to provide assistance for educating orphans and replacing teachers affected by illness*

? **Cost and Financing:** No mention of HIV and AIDS;

? **Risk and capacity:** No mention of HIV and AIDS;

? **Monitoring and Evaluation.** No mention of HIV and AIDS;

c) Secretariat Assessment

Guinea EFA FTI Proposal. Assessment based on key Areas of the Assessment Guidelines 24/11/2002

- ? Section A: **Context for Proposal Development** mentions : *to improve system management with a focus on decentralized management at the school level and the management of HIV/AIDS*
- ? Section B. **Key sector Strategies to achieve Expected Results and Associated Issues.** No mention of HIV and AIDS in sections on teacher salaries, upgrading contractual teachers and financial sustainability; strategic linking with secondary school, cost of construction , but there is separate section **Addressing HIV/AIDS** which states: *the proposal acknowledges the effect of HIV/AIDS on teachers and system operation most of whom are in high risk age group 15-49. A strategy for addressing HIV/AIDS is being developed. A study is underway for developing information on orphans due to HIV/AIDS. In the interim, it appears that the focus of the FTI will be on awareness and education. It is not clear how the costs for HIV/AIDS were estimated.*
- ? **Monitoring and evaluation.** No mention of HIV and AIDS

Guyana

Education for All Initiative country proposal. Credible Plan. 30/9/2002.

No mention of HIV/AIDS

Guyana Assessment FTI Secretariat. (Incorporating donor concerns and recommendations). 10/11/2004.

- ? **Strengths.** No mention of HIV/AIDS
- ? **Concerns.** 'The proposal could make more explicit how measures already included within the proposed initiatives, such as the extension of the child friendly schools, can both target the youth at risk community (especially boys) and together with teacher training, *help address the increasing prevalence of HIV/AIDS.* While separate initiatives are not proposed to address these issues, mechanisms within the initiatives can effectively target these critical areas.'
- ? Evidence of Country Ownership: **HIV/AIDS. Table 1: quantitative targets of PRSP (no mention of HIV and AIDS), Sector Plan (no mention) and the EFA FTI Proposal ('None'). Key stakeholders; No mention of National AIDS Authority.**
- ? Sectoral Issues, Constraints and Strategies.
 - Access and coverage, Gender parity, Internal efficiency, Quality (inputs), Student achievement, Equity ;**
 - HIV/AIDS : *While the proposal does not put forth a separate initiative targeting the education related issues associated with HIV/AIDS, there are several measures within the initiatives proposed that can easily address them. HIV/AIDS issues can be incorporated into the teacher training modules, parent teacher and community programs and the classroom approach in order to raise awareness, education levels about risk and prevention and sensitivity (page 8).*

? Table 3. Issues/Constraints/Strategies **HIV/AIDS**; constraints: no mention of HIV/AIDS; Strategies: ***Incorporate HIV/AIDS through measures within the proposed initiatives (teacher training and child friendly schools).***

? **Cost and Financing.** No mention of HIV and AIDS.

? **Risks and Capacity.** No mention of HIV and AIDS

? **Monitoring and Evaluation.** No mention of HIV and AIDS

In Country Donor Assessment.

? **Strengths.** No mention of HIV and AIDS.

? **Concerns.** *The proposal could make more explicit how measures already included within the proposed initiatives, such as the extension of the child friendly schools, can both target the youth at risk community (especially boys) and together with teacher training, help address the increasing prevalence of HIV/AIDS. While separate initiatives are not proposed to address these issues, mechanisms within the initiatives can effectively target these critical areas.'*

? **Conclusion.** The in-country donor community therefore fully and unequivocally endorses the attached proposal.

? **Evidence of Country Ownership.** No mention of HIV and AIDS.

? **Quantitative targets.** Not applicable (PRSP and Proposal)

? **Key sector issues, constraints and strategies.** HIV/AIDS. ***How does the proposal address the epidemic's impact on teacher absenteeism, mortality and replacement, and the prevalence of orphanhood? What are the implications for subsidizing the schooling of orphans.?***

HIV/AIDS is not a significant problem in Guyana. HIV/AIDS is not an issue (Constraints/Strategies).

? **Cost and Financing.** No mention of HIV and AIDS.

? **Risks and Capacity.** No mention of HIV and AIDS.

? **Monitoring and Evaluation.** *HIV/AIDS: not applicable (indicators).*

Honduras

a) Proposal

Fast Track Initiative. Education for All. Honduras. 2003-2015.

? No mention of HIV and AIDS

b) In country assessment

Evaluation of Honduras EFA-FTI proposal. Board of External Donors.

15/11/2002.

- ? **Overall Comments and Strengths:** No mention of HIV and AIDS
- ? **Concerns:** Country ownership. *The Ministry must continue to reconsider the contents of its programmes and adjust them to those of the health Ministry, as in the particular case of HIV/AIDS information, awareness and education.*
- ? **Quantitative targets.** HIV/AIDS 'lacking'
- ? **Sectoral Issues, Constraints and Strategies:** HIV/AIDS: The topic has been included in the Health unit of the new curriculum designed and developed for grades 7-9 by EDUCATODOS/IEQ (Constraint) Incorporate the topic into all programs of the New Basic Curriculum (Strategies).
- ? **Cost and Financing.** No mention of HIV and AIDS
- ? **Risks and Capacity.** No mention of HIV and AIDS
- ? **Monitoring and Evaluation.** No mention of HIV and AIDS

C) Secretariat Assessment

The Secretariat's Assessment of the Proposal from Honduras.

19/11/2002.

- ? No mention of HIV and AIDS except in sections on **quantitative targets** and **key sector issues** where it is recorded as 'not an issue' and 'not raised as an issue/no specific strategy' respectively.

Mauritania

Proposal

National Report on the Education for All Fast track Initiative

- ? **Credibility of the EFA-FTI Plan. Accounting for the Impact of HIV/AIDS on the system.** *The prevalence of this endemic disease is estimated to at 0.5% in Mauritania, hence its marginal impact in terms of teacher absenteeism. It is envisaged that the school health component of the PNDSC and the National AIDS Prevention Programme will arise pupil and teacher awareness of this pandemic. Likewise it is envisaged that the Ministry of National Education will draw up an AIDS Prevention Plan in the Framework of the multisectoral AIDS Prevention Plan to be supported by MAP.*

Assessment by Donors.

- ? **Context.** No mention of HIV and AIDS
- ? **Overall Comments** No mention of HIV and AIDS
- ? **Strengths** No mention of HIV and AIDS
- ? **Concerns** No mention of HIV and AIDS
- ? **Conclusion.** No mention of HIV and AIDS
- ? **Evidence of Country Ownership.** HIV/AIDS. Activities to combat HIV/AIDS and STDs. Activity to be taken over by the MAP.

- ? **Key Sectoral Issues.** HIV/AIDS. *Lack of teacher and community information about HIV/AIDS. The still low incidence of HIV has not as yet engendered specific problems of absenteeism or prevalence of orphans. Attention focused on prevention. Adoption of National Strategic Plan for combating HIV/AIDS with an outreach component targeting school and community environment. Introduction of IEC on HIV/AIDS with MAP*
- ? **Cost Financing** No mention of HIV and AIDS
- ? **Risks and Constraints** No mention of HIV and AIDS
- ? **Monitoring and Evaluation** No mention of HIV and AIDS

FTI Secretariat Assessment 20/10/2002

No mention of HIV and AIDS. (Except in relation to monitoring and evaluation (indicator on information and prevention measures))

Mozambique

Education for All. Fast Track Initiative

- ? **Introduction.** *Regarding HIV/AIDS, the plan incorporates the cost of teacher absenteeism, attrition and training as well as the cost of enrolling orphans and vulnerable children*
- ? **Social and Political context.** No mention of HIV and AIDS
- ? **The Education System.** *The impact of HIV/AIDS on the education sector. One of the major constraints to the achievement of universal enrolment and completion is the impact of the HIV/AIDS pandemic on the education sector. Further investments in the sector will need to consider the impact of HIV/AIDS on the teaching force and on the student populations. It is estimated that total teacher attrition will be about 7,900 from 2004-2006. Of these 2,900 teachers will be lost to AIDS. It is also estimated that HIV/AIDS will have a direct impact on the number of orphans. The number of orphans is expected to increase from the current 10% in the EP1 and 11% in thEP2 to 18% and 27% in 20215 respectively. A comprehensive education sector response to prevent and mitigate the impact of HIV/AIDS among school children, youth, teachers and administrative staff will be operationalized to be implemented as a matter of priority.*
- ? **Commitments, policy option and targets.** Accelerating the Education sector response to HIV/AIDS. *Although not a 'trigger' area, MINED recognises the importance of an education sector response to HIV/AIDS, not only because the epidemic is a major constraint on the achievement of EFA, but also because the education sector has a central role in the multi-sectoral effort to prevent infection. A working group was established to integrate the projections on the impact made for the FTI with the current Ministerial Strategy and activities. (see annex 5).*
- ? *In July 2002, MINED developed a Strategic Plan for HIV/AIDS that defined its tñrole systematically around 4 main areas (employer, education provider, system and part of the broader response). Policy reforms have been adopted in human resources, teacher development, national*

communication strategy (STI/HIV/AIDS prevention at all levels of the curriculum) and ensuring access of OVCs to education.

? **Risks and Conditions for Success.** *Impact of HIV/AIDS. The HIV/AIDS can constitute an obstacle to the success of the initiative. The specific actions proposed in the FTI programme and the coordination of these with other programmes launched in the fight against HIV/AIDS are expected to help the education system cope better with the impact of the pandemic.*

? **Financial Analysis and Requirements.** No mention of HIV and AIDS

? **Monitoring and Evaluation.** *Results: a large number of communities that have established mechanisms to cope with the impact of HIV/AIDS on the functioning of the school, in particular the enrolment and regular attendance of AIDS orphans;*

? **Financing Mechanisms.** No mention of HIV and AIDS

? **Way Forward.** No mention of HIV and AIDS

Mozambique. Education Sector Strategic Programme. Financial Simulation Model. Aide Memoire. June 17. 2002.

Outstanding data issues: ensure teacher and administrative account for attrition rates due to HIV/AIDS

EFA/FTI. In Country Partners Assessment of the Proposal from Mozambique. 22 November 2002.

? **General Comments.** No mention of HIV and AIDS

? **Evidence of Country Ownership.** No mention of HIV and AIDS

? **Key sector issues, constraints and strategies UPC.** Key constraints. HIV/AIDS. *The effects of the pandemic on the education system. The cooperating partners welcome MINED's initiative in the proposal to include strategies and costings to deal with the impact on teachers in the classroom and the national issue of HIV/AIDS orphans.*

? **Cost and Financing.** No mention of HIV and AIDS

? **Risks and capacity.** No mention of HIV and AIDS

? **Monitoring and Evaluation.** No mention of HIV and AIDS

EFA/FTI. In Country Partners Assessment of the Proposal from Mozambique. 22 November. 2002.

? **General Comments.** No mention of HIV and AIDS

? **Evidence of Country Ownership.** No mention of HIV and AIDS.

? **Key sector issues, constraints and strategies.** HIV/AIDS. *The Impact of the HIV/AIDS pandemic on the Education system. The cooperating partners welcome MINED's initiative in the proposal to include strategies and costings to deal with the impact on teachers in the classroom and the national issue of HIV/AIDS orphans.*

? **Recommendations:** *It is recommended that the proposal for teachers and HIV/AIDS orphans be integrated into the MINED's HIV/AIDS Strategy, which is currently centred around prevention. The whole strategy should*

then be operationalised as quickly as possible. MINED will need to consider appropriate financing sources and channel for the various activities.

- ? **Gender parity.** No mention of HIV and AIDS.
- ? **Cost and Financing.** No mention of HIV and AIDS.
- ? **Risks and capacity.** No mention of HIV and AIDS
- ? **Monitoring and Evaluation.** No mention of HIV and AIDS

In- Country Cooperating Partners Assessment of the Proposal from Mozambique. March 20. 2003.

- ? **General Comments** Proposal constitutes a sound basis for accelerating progress towards UPC and gender parity.
- ? A fourth trigger was added which asks for the development of an Action Plan for prevention and mitigation of HIV/AIDS.
- ? **Country Ownership.** No mention of HIV and AIDS.
- **Key Sector Issues, Constraints and Strategies:** Assessment. *Efforts have been made to develop national strategies for teacher training, infrastructure and HIV/AIDS. Key constraint 6: The effects of the HIV/AIDS pandemic on the education system* Recommendations: *All of the above issues need to be addressed by the development of the various strategic components of the FTI (gender, teacher training, HIV/AIDS etc.) As the HIV/AIDS operational plan is now ready it should be incorporated into the ESSP. Gender parity by 2005.* No mention of HIV and AIDS.
- **Cost and Financing.** No mention of HIV and AIDS
- **Risks and Capacity.** No mention of HIV and AIDS
- **Monitoring and Evaluation.** No mention of HIV and AIDS.

FTI Secretariat's assessment of the Mozambique Proposal

- **Summary of the Proposal.** Accelerating the education sector response to HIV/AIDS
- **Strengths.** GoM has agreed to develop an action plan for prevention and mitigation of HIV/AIDS;
- **Concerns.** HIV/AIDS epidemic is likely to impact not only teachers, but also administrators;
- **Evidence of Country Ownership.** HIV/AIDS. (PRSP/Sector Plan). *Include material on prevention in school curricula; produce and disseminate information on HIV/AIDS for students and teachers; undertake an assessment of HIV/AIDS on the education sector and incorporate the results into educational planning.*
- **Key sector Issues.** HIV/AIDS. *Is a very serious issue. HIV/AIDS will lead to 2940 lost teachers. The number of orphans is expected to increase from 10% to 27% in EP2 by 2015. Develop a strategy to address teacher absenteeism due to sickness, loss of school days, replacement teachers and AIDS orphans. There was no mention of introducing HIV/AIDS relevant curriculum or community mobilization.*
- **Orphans.** *The proposal does not state whether orphans are more or less likely to enter, complete or drop out from school. Therefore it is*

difficult to quantify whether the fact that there are more orphans will lead to specific (more expensive) strategies to deal with the effect of HIV/AIDS and orphans.

- **Costs and Financing.** US \$18m for HIV/AIDS.
- **Risks and Capacity.** Impact of HIV/AIDS.
- **Monitoring and Evaluation.** No mention of HIV and AIDS.

Nicaragua

a) **Proposal**

Education for All –Fast track Initiative

No mention of HIV and AIDS

b) **In Country Review**

Aide Memoire. Local Donor’s Assessment of Nicaragua’s FTI Proposal. 13/11/2002.

- **Strengths.** No mention of HIV and AIDS.
- **Main Concerns.** No mention of HIV and AIDS.
- **Conclusions.** No mention of HIV and AIDS.

c) **The Secretariat**

The Assessment of the Nicaraguan Proposal (Prepared by the Secretariat. It incorporated donors comments in the sections on concerns and recommendations)

? No mention of HIV and AIDS except in **quantitative targets** and **sectoral issues, constraints and strategies** where it was viewed as ‘*not an issue.*’

Niger

Education for All –Fast Track Initiative. EFA FTI Request submitted by Niger. September 2002.

Educational policy measures. Mention of HIV/AIDS:

- Improving current teachers knowledge of HIV/AIDS issues
- integration of notions and concepts of health, hygiene, and STD/HIV/AIDS prevention into initial teacher training programmes.
- re-energizing and expansion by means of peer training, of committees engaged in HIV/AIDS prevention in schools

Otherwise HIV and AIDS not mentioned. Did not feature explicitly in budgets, M&E etc.

Assessment of proposal from Niger. 15 November 2002. Report of Meeting of Technical and Financial Partners in Niamey.

Strengths. No mention of HIV and AIDS

Concerns: The proposal lacks specificity on issues such as gender, HIV/AIDS and the institutional capacities of the Ministry of Basic Education to implement the programme . (page 3)

Comments. No mention of HIV and AIDS

Conclusions: the concerns noted above should in no case prompt a reconsideration of the quality and credibility of the proposal or of Niger's eligibility for the FTI. (page 3)

Evidence of Country Ownership HIV/AIDS addressed: yes/yes/yes (PDDE/PRSP/FTI)

Key sector Issues. HIV/AIDS.

- a study is scheduled on the impact of the AIDS pandemic in the school and university environment. The main aims of the study are to:

-identify the incidence of the AIDS pandemic in the school and university environment;

-analyze the impact of the pandemic on the teaching corps (mortality) and on children (orphans) and

-identify strategies for the management of instructional personnel as regards the effects of HIV/AIDS and supporting the schooling of children orphaned by AIDS.

Sectoral Issues, constraints and Strategies (page 9)

Completely unfilled including HIV/AIDS.

No other mentions of HIV and AIDS in the assessment on risks and capacity, monitoring and evaluation.

Secretariat Assessment of the EFA FTI Proposal. 24.10.2002.

Overall Comments. No mention of HIV and AIDS

Evidence of Country Ownership. No mention of HIV and AIDS

Key sector issues, constraints and strategies. HIV/AIDS. There is a prevalence of 0.6% in the rural areas and 5% in Niamey. The focus is on prevention.

The Funding Request No mention of HIV and AIDS

Risks and Capacity No mention of HIV and AIDS

Monitoring and Evaluation No mention of HIV and AIDS

Vietnam

National Education for All (EFA) Action Plan. 2003-2015. June 2003.

- Challenges for Education Sector to 2015: develop labour force capable of handling ever more complex technologies and forms of economic and public sector organisation
- Need to bring all disadvantaged children into school
- Targets taken from existing policy and planning documents:
- does not include UNGASS/ National AIDS Plan.

National Provincial EFA Plan to be rolled into Provincial EFA Plans. 61 Provincial Task Forces.

Includes: ECCE, Primary, Lower Secondary, NFE

Letter. FTI Secretariat. 13/9/2003

Guidance on process.

Comments of the Secretariat

- **Overall Comments**; Indicative framework benchmarks. No mention of HIV and AIDS. **Other comments**: *Lack of explicit attention to HIV/AIDS (summary of comments from UNAIDS IATT). The Plan contains no reference to HIV/AIDS. Given the current status of the epidemic in Vietnam, this is a concern. Specific questions and priority concerns are attached to this assessment.*
- **Policy targets**. PRSP and Education Sector Plan. *Nothing Specific.*
- **Sectoral Issues, causes and strategies**. HIV/AIDS. *Not mentioned. HIV/AIDS. Detailed comments provided by David Clarke on behalf of UNAIDS are annexed.*
- **Capacity Building Strategy**. No mention of HIV and AIDS.

Joint Government-Donor Review of National EFA Plan. 16-18 September

Government

MoET, MPI, MoF, OOG

Donors: UNESCO, UNICEF, World Bank (UNAIDS, UNESCO DFU in Writing)

21/9/2003. Letter from National EFA Plan Preparation Task Force to WB Summary of Session 16 September 2003 on Evaluation of the EFA Plan

HIV/AIDS is not specifically mentioned. Special attention will be given to this issue during implementation, particularly the development of the core curriculum.

Not included in MoET priority action to start implementation of the National EFA Plan including FTI activities presented by MoET on 18 September on 18/9/2003.

A Joint Statement by International Partners Jt. Review. 16-18/9/2003.
Attachment 5.

While the National EFA Action Plan provides a strong foundation for progress, effective implementation will require government to address a number of challenges, issues and questions about how this can be best achieved.

- *Including activities that address the potential threat of HIV/AIDS as integrating HIV prevention and life skills education into core curriculum.*

Yemen

Education for All by 2015. Fast Track Initiative. Country Credible Plan

No mention of HIV/AIDS.

Joint Assessment of the Yemen Proposal by the Local donor Community/the Secretariat

No mention of HIV and AIDS. *HIV/AIDS N/A in quantitative targets; Sectoral issues etc.*

In Country Review. 6/11/2002.

No mention of HIV and AIDS.

Assessment of EFA FTI proposal for coverage and treatment of girls' education. 14/3/2003.

No mention of HIV and AIDS.

Letter. Royal Netherlands Embassy FTI Secretariat. 16/11/2002. Proposal endorsed by donor group.

Appendix 2

Review of the relevance and Appropriateness of current guidelines on HIV and AIDS

96. These questions were developed by the UNAIDS Inter-Agency Task Team (IATT) on HIV/AIDS and Education during the March 2003 IATT Meeting in Washington DC. They were subsequently included in FTI assessment but too late to be of use during the first 12 FTI country processes.

97. Although the questions for HIV/AIDS are still untested and unproven, it is important that their fitness for purpose be assessed at this stage. The guiding questions are given below and assessed accordingly:

a) *Does the Ministry of Education have, or is it developing a specific HIV/AIDS policy and strategic framework as part of the National AIDS programme?*

98. Further assessment guidance is required on the specific policy areas that are being addressed in the education sector response to HIV and AIDS. For example:

- Workplace policies
- Prevention
- Impact mitigation
- Orphans and vulnerable children (OVCs)
- Care and support
- Managing the response

b) *Is the Ministry developing appropriate institutional capacity to ensure effective implementation of HIV prevention and impact mitigation activities at all levels including:*

- ***Use of HIV/AIDS Indicators in EMIS:***
- ***Appropriate dedicated HIV/AIDS management structure***
- ***Training programmes***
- ***Appropriate attention to gender in all HIV responses***

99. More comprehensive and evidence based guidance is required for assessing the appropriateness of institutional capacity building strategies to address HIV and AIDS in the sector. This needs to include consideration of costs.

c) *Has there been a comprehensive analysis of the impact- actual and potential of HIV/AIDS on the Education sector, including*

- ***Increased teacher needs due to increased teacher attrition***
- ***Systems to provide substitute teachers to cover for teachers who are sick with opportunistic infections;***

100. This needs to include full consideration of costs.

d) Does the plan include policies and resources to ensure the continued access to schooling for orphans, children in AIDS households and other specially vulnerable children? (including resources and other inputs from welfare/social protection sectors).

101. This needs now to include reference to national plans for OVCs and to encompass developments in the international response to OVCs such as the Framework. Specific evidence based guidance needs to be included for assessing the robustness of educational responses to the situation and needs of OVCs. This needs to include consideration of costing parameters.

e) Does the plan include appropriate curricula provision (participatory and/or skills based) for HIV prevention and impact mitigation among children, their families and their communities?

f) Is there a strategy and appropriate resources for training teachers (pre and in-service) to deliver good quality educational modules on HIV prevention?

g) Does the strategy include a policy on and resources for peer education?

102. Further evidence based guidance is required so that comprehensive assessment can be made of prevention interventions in the education sector. This needs to include consideration of costing parameters.

g) Has the government developed legislation and policies to address workplace issues consistent with the ILO Code of Practice (on HIV/AIDS in the Workplace) including:

- ***Stigmatization and discrimination;***
- ***Access to health services;***
- ***Extended sick leave and early retirement***
- ***Care and support for family members of teachers***
- ***Zero tolerance of sexual abuse of pupils and teachers.***

103. Further guidance is required for aligning the ***ILO Code of Practice on HIV/AIDS in the Workplace*** with the education workplace.

104. It is recommended that:

- i) the UNAIDS IATT develop more comprehensive evidence based guidance on HIV and AIDS on the lines suggested above for the FTI assessment process.

Appendix 3

Accelerating the Education Sector Response to HIV/AIDS in Africa

Education is one of the most effective preventive approaches against HIV/AIDS, and can help ensure that school age children, who have the lowest rates of infection of any age group, can grow up free of infection. But at the same time, the HIV/AIDS epidemic is damaging the education systems which can provide this “social vaccine”, by killing teachers, by increasing rates of teacher absenteeism, and by creating orphans and vulnerable children who are less likely to attend school and more likely to drop out. Young people, particularly girls, who fail to complete a basic education are more than twice as likely to become infected, and the Global Campaign for Education has estimated that some 7 million cases of AIDS could be avoided by the achievement of EFA.

The education sector has a central role in the multisectoral response to HIV/AIDS. But current evidence shows that the education sector response by both countries and agencies has often been slow and inadequate. This does not appear to reflect a simple lack of resources: although the overall resource envelope may be inadequate, those resources that are currently available (e.g. from the World Bank Multi-Country AIDS Program and from the Global Fund) are underutilized by the education sector. Indeed, few education systems have begun to address HIV/AIDS systematically and many countries have yet to develop a formal strategy for an education sector response to HIV/AIDS.

At the request of countries affected by HIV/AIDS, the UNAIDS Inter Agency Task Team for Education was established as a mechanism for coordinating action on AIDS and education among the UNAIDS co-sponsors, bilateral donors and Civil Society. In 2002, the IATT established a Working Group, coordinated by the World Bank, with the specific operational aim of helping countries to “*Accelerate the Education Sector Response to HIV/AIDS in Africa*”. Working with country teams, the Working Group identified four key areas for support: donor coordination, leadership in the education sector, capacity building, and sharing of information on good practices in sectoral responses to HIV/AIDS.

Key elements of this activity are sub-regional and national workshops that bring together education, health and AIDS teams to share good practices and develop more effective strategies that result in implementation at the school level. The workshops are a point of entry for dialogue to: promote sectoral leadership; identify gaps in knowledge and build capacity; share information and build networks; strengthen stakeholder coordination; and identify new resources for the education sector.

Since November 2002, education teams from 29 countries and 42 states or provinces in Africa have sought the assistance of the Working Group to assist them in undertaking situation analyses, and strengthening education sector strategies, policies and work plans. The work has focused on four key thematic areas: management and planning, prevention, workplace policy and ensuring education access for orphans and vulnerable children.

Key outcomes since 2002 include

Increased information sharing and network building. AIDS and Education information networks have been established in East, Central and Lusophone Africa, and a new network is being created in West Africa in 2004. Case studies of 14 programmatic examples of good practice have been prepared by country teams, and regional peer reviewers have identified 24 core documents on HIV/AIDS and education. These have been translated into English, French and Portuguese, and over 75,000 copies have been distributed to education policy makers and practitioners in sub-Saharan Africa.

Strengthened sectoral leadership and increased technical capacity. Full time HIV/AIDS advisors to the Minister of Education have been appointed by some countries (eg Mozambique) while others have established specific education sector HIV/AIDS Units (eg Nigeria, Ethiopia and Zambia). The Nigerian Federal Unit has developed the capacity of the National Institute of Education Planning and Administration to train HIV/AIDS focal points for each State – so far 14 State teams have been trained, serving a population of 60 million, with plans to support all 36 States in the coming year.

Strengthened donor coordination and reduced transaction costs for countries. More than 20 agencies, bilateral donors and civil society organizations have worked together to provide technical and financial support to participating countries. By focusing their efforts within a single working group they have optimized the time spent in training and workshops, and ensured harmonization and synergy.

Increased access to external financial resources. The education teams have worked with National AIDS Commissions to increase their share of resources available for the multisectoral response to HIV/AIDS, and with external donors to increase resources for HIV/AIDS through education sector projects. The scale of this support can be substantial: in Eritrea resources to the sector have almost trebled, while in Nigeria nearly half of the States have access for the first time to AIDS resources.

Greater impact at the school level. Participating countries have translated their central policies into actions that benefit teachers and school children. For example, in Eritrea peer education has become a weekly reality in all schools in 4 of the 5 provinces, in Zambia an annual school plan is being used to roll out HIV/AIDS and school health interventions in 4000 primary schools, and in Mozambique the Direct Grant to over 8000 primary schools has been supplemented to allow each school to develop an HIV/AIDS prevention program.

For more information on past and planned activities please:

visit: www.schoolsandhealth.org

or contact the Coordinator of the Working Group dbundy@worldbank.org

Appendix 4

EDUCATION FOR ALL – FAST TRACK INITIATIVE PARTNERSHIP

TERMS OF REFERENCE: SHORT-TERM ASSIGNMENT (DFID/UNAIDS)

HIV/AIDS AND NATIONAL EDUCATION SECTOR PLANS

DFID and UNAIDS, in collaboration with the Inter-Agency Task team on Education and HIV/AIDS, have offered to finance the short-term secondment of an education and HIV/AIDS specialist (David Clarke) to help mainstream HIV/AIDS into the work of the EFA-FTI Partnership.

Background

All low income countries are eligible for FTI support so long as they have full PRSPs and credible national education sector plans. According to the EFA-FTI “Guiding Principles”, national education plans should include strategies for addressing gender and HIV/AIDS. This reflects the FTI Partners’ recognition that EFA cannot be achieved at national or global level unless HIV/AIDS is addressed explicitly within the policies and plans of Ministries of Education.

Scope of Work

The secondee will work with the FTI Secretariat and partners for a period of up to 4 weeks. This will include an initial briefing period with the FTI Secretariat and World Bank for one week in June and a debriefing session in September 2004. The secondee will:

1. review all the national education sector plans endorsed by the FTI Partners and analyse their HIV/AIDS strategies. Analyze and present the magnitude of HIV/AIDS situation in the country (prevalence, OVCs, impact on teacher needs and training, cost etc.) and assess the robustness of the country's HIV/AIDS strategy in addressing the impact on education quality, supply and demand, and on effectively reaching school-aged populations with HIV/AIDS education and support.
2. assess if the country's HIV/AIDS strategy, as it concerns the education sector (including social protection programs outside the education sector), is adequately reflected in the education sector programs of the FTI countries and whether these strategies are appropriate and adequate for the response required in that country.
3. review the institutional and partnership arrangements at the country level in supporting the HIV/AIDS program(s) that would address the education related issues/impacts.

4. based on these findings, develop recommendations on whether country strategies can be enhanced, and how, and what could be the potential role of the FTI partnership in addressing the gaps or adding value to boost support where needed. The recommendations should not only focus on what can be implemented within the education sector, but also on any linkages with the social protection, health and other relevant sectors that would be useful to make to address how HIV/AIDS impacts on the supply of and demand for education, and how best to provide HIV/AIDS-related awareness education (e.g. whether there are other options to life skills curricula, particularly for children out of school).
5. produce a report for consideration for the FTI partners and recipient countries at their next meeting in Brasilia (11-12 November 2004).

Location and reporting

This assignment will be conducted partly at the FTI Secretariat and partly from DFID. It will be undertaken in close collaboration with UNAIDS and the IATT on Education and HIV/AIDS.