

# Selected 2011 GPS Key Results:

# CAMBODIA Ministry of Education Youth and Sport



UN Region: East, South & South-East Asia

HIV Prevalence (2009): 0.5%

Date completed 2011 GPS: 28.10.2011

## STRUCTURE OF EDUCATION SYSTEM (Note: Drawn from UIS data sources as respondents could not provide comprehensive answers to this section)

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Level							Lower Primary				Upper Prim		Lower Sec			Upper Sec		
Grades/Forms							1	2	3	4	5	6	7	8	9	10	11	

### LEARNER NUMBERS BY LEVEL (2010)

	Pre Primary	Primary	Secondary	Total
Pupils	114958	2272527	949195	3336680

### TEACHER NUMBERS BY LEVEL (2010)

	Pre Primary	Primary	Secondary	Total
Teachers	4121	46905	30258	81284

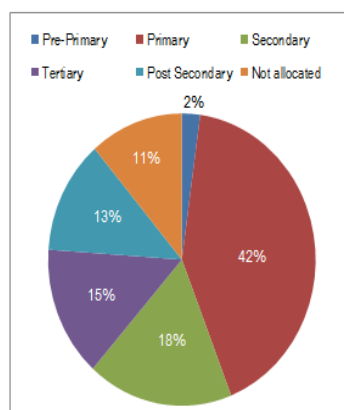
### PERCENTAGE CHILDREN OUT OF SCHOOL (2010)

Primary	Lower Secondary	Adult literacy rate (estimate):
4	17	77.6 (2008)

### PERCENTAGE TRAINED TEACHERS BY LEVEL

Percentage trained	Pre Primary			99
	Male	Primary	Secondary	
Female				99

### PUBLIC EXPENDITURE BY LEVEL (2010)



% Public Expenditure spent on Education: 12.4 (2007)

% Expenditure on Teacher & Support staff salaries:

### CHILDREN ORPHANED

Children (0-17yrs) orphaned by AIDS ('000): - (UNICEF 2009)	Learners in the basic education system who have been orphaned ('000): n/a
Children (0-17yrs) orphaned due to all causes ('000): 630 (UNICEF 2009)	

## 1. EDUCATION SYSTEM

<ul style="list-style-type: none"> <li>Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable?</li> </ul>	Pre Primary	Male	Growing
		Female	Growing
	Primary	Male	Growing
		Female	Growing
	Secondary	Male	Growing
		Female	Growing
<ul style="list-style-type: none"> <li>Total public expenditure (in local currency) on education</li> </ul>	7.86481E+11 Riels		
<ul style="list-style-type: none"> <li>Estimate % of teachers employed who permanently left the system in the last academic year for any reason (e.g. retirement, resignation, promotion, illness, death etc.)<sup>1</sup></li> </ul>	2,88%		
<ul style="list-style-type: none"> <li>Number of learners in the basic education system who have been orphaned</li> </ul>	Male	n/a	
	Female	n/a	
	Total	n/a	

## 2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

### National Level

<ul style="list-style-type: none"> <li>At the national level, do you have a dedicated committee or management unit that is responsible for coordinating the response to the HIV&amp;AIDS epidemic?</li> </ul>	Committee <sup>2</sup>	Yes
	Unit <sup>3</sup>	Yes
<ul style="list-style-type: none"> <li>If there is a management unit, how many permanent staff members does it have?</li> </ul>	Unit	9
<ul style="list-style-type: none"> <li>If there is a committee or management unit, does it include senior staff?</li> </ul>	Committee	Yes
	Unit	Yes
<ul style="list-style-type: none"> <li>If there is a committee or management unit, does it have a dedicated budget?</li> </ul>	Committee	Yes
	Unit	Yes
<ul style="list-style-type: none"> <li>If there is a committee or management unit, have members received orientation training?</li> </ul>	Committee	Yes
	Unit	Yes

<sup>1</sup> Data provided by Staff Indicator 2010-11 of MOEYS

<sup>2</sup> This group refers to ICHAD chaired by HE Minister of Education with the membership of Secretary and Undersecretary of State, Director General, Director of Department of interested department. At technical level, the ICHAD Working Group is formed from 28 Department/ Institutes representatives under the umbrella of MOEYS.

<sup>3</sup> This level refers to ICHAD Secretariat under the leadership of Director General of Education with the membership of School Health Department

○ If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues?		<b>No</b>
▪ If Yes, are they at a senior level?		<b>n/a</b>
▪ If No, are there staff members whose responsibilities include HIV&AIDS?		<b>n/a</b>
• Is the Ministry involved in any current application for funding to any donor or development partner?	HIV&AIDS	<b>Yes</b>
	Tuberculosis	<b>Yes</b>
	Malaria	<b>Yes</b>
• Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)?		<b>5</b>
• Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources:	Internal/ Government	<b>0.35</b>
	External/ Donor	<b>0.65</b>

Representation on HIV&AIDS coordinating structures			Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area				Areas of training provided to HIV&AIDS coordinating structures		
	National Committee	National management unit		Funds allocated	How funds are shared	% Funds utilised		National Committee	National management unit
Planning	✓	✓	Prevention (including awareness & behaviour change)	✓	35	60	HIV&AIDS Impact	✓	✓
Finance Management	✓	✓	Access/Referral to Care and Support	✓	2	2	Response Management	✓	✓
Curriculum Development	✓	✓	Curriculum Development	✓	6	5	Mainstreaming	✓	✓
Human Resources Management	✓	✓	Mainstreaming	✓	30	15	Programme Budgeting	✓	✓
EMIS/Statistics & Research	✓	✓	Planning	✓	5	5	Monitoring and Evaluation	✓	✓
Monitoring, Evaluation & Reporting	✓	✓	Monitoring & Evaluation	✓	10	7	Reporting	✓	✓
External partners – e.g. teacher unions, PLHIV, NGOs, etc.	✓			✓	5	8	Gender Equality and Sensitivity	✓	✗
							Drug Abuse, Reproductive Health, Village-Commune Safety, School Health, Domestic Violence, Drug abuse		

Regional and District Level		
• Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic? <sup>4</sup>		<b>In process</b>
○ If Yes, do they include senior staff		<b>In process</b>
○ If Yes, do they have sufficient dedicated resources (budgets) for the task?		<b>In process</b>
• What % of schools have working groups or committees that address HIV&AIDS-related matters? <sup>5</sup>	Pre Primary	<b>n/a</b>
	Primary	<b>65</b>
	Secondary	<b>25</b>
• Rank the HIV&AIDS roles and functions of decentralized structures in order of importance	Planning	<b>1</b>
	Program Implementation	<b>2</b>
	Monitoring	<b>4</b>
	Evaluation	<b>6</b>
	Reporting	<b>3</b>
	Other:	<b>5 contribution to the research and studies e.g MARYP, GPS</b>

3. ENABLING ENVIRONMENT				
• How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector?				<b>Occasionally</b>
• Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings?				<b>Yes</b>
• Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission?				<b>No</b>
• Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected?				<b>Yes</b>
• Levels of education that receive free education <sup>6</sup>	Pre Primary	<b>Yes</b>	Lower Primary	<b>Yes</b>
	Upper Primary	<b>Yes</b>	Lower Secondary	<b>Yes</b>
	Upper Secondary	<b>Yes</b>	Tertiary	<b>Yes</b>
• Does the Ministry of Education have a specific education sector HIV&AIDS policy? <sup>7</sup>				<b>Yes</b>
○ If Yes, estimate how well this has been implemented?				<b>51 - 75%</b>
○ If Yes, provide date of original adoption and publication?				<b>09.05.2008</b>
○ If Yes, has it been revised since its adoption				<b>No</b>
○ If Yes, when has it been revised since its adoption				<b>NR</b>
○ If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy?				<b>NR</b>
• Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact?				<b>Yes</b>
○ If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact?				<b>51 - 75%</b>

<sup>4</sup> At provincial level, School Health Committee is responsible for implementing health related activities supported by national level ( School Health Department ) including HIV/AIDS, Malaria, General Hygiene , Nutrition

<sup>5</sup> MOEYS had introduced the guideline for the establishment of School Health Committee in schools level, districts and provinces levels. The percentage is only the estimate done by School Health Department.

<sup>6</sup> MOEYS has the Education For All Strategic Plan including Free education

<sup>7</sup> MOEYS issued Workplace Policy on HIV/AIDS since 2008. However, there was no evaluation of the implementation of this policy.

○ If Yes, provide date of original adoption and publication?	09.05.2008
○ If Yes, has it been revised since its adoption and if so, when?	No
○ If Yes, when has it been revised since its adoption	NR
• Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction?	No
○ If "Yes", indicate how often these policies are reviewed?	n/a
• Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS	Yes
• Is Education included in the National HIV&AIDS Strategy?	Yes

4. HIV&AIDS MAINSTREAMING AND IMPLEMENTATION											
• How seriously does the education sector regard the impact of HIV&AIDS on the sector?	Minor problem										
• Is there an Education Sector HIV&AIDS strategic plan in place?	Yes										
○ If Yes, in what year was this plan developed? <sup>8</sup>	25.05.2008										
○ If Yes, in what year was this plan introduced?	2008										
○ If Yes, is there an action plan for the implementation of this strategic plan?	Yes										
○ If Yes, to what extent is this plan funded?	51 - 75%										
○ Estimate the % implementation of this strategic plan?	51 - 75%										
• Is HIV&AIDS response mainstreamed in the education management and planning process at the National level?	Yes										
○ If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response? <sup>9</sup>	76 - 100%										
• Does the education sector have an Education Information Management System (EMIS)?	Yes										
○ If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators?	Yes										
○ What was the most recent year for which EMIS captured and reported on these indicators?	2011										
○ Has EMIS undertaken any HIV&AIDS trend or impact analysis?	No										
• Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans? <sup>10</sup>	No										
• Has the Ministry decentralized any of its data collection and processing (EMIS) systems?	Yes										
• Is HIV&AIDS-relevant data (e.g. teacher absenteeism/attrition, incidence of orphaning, etc.) being collected at decentralized levels of the system? <sup>11</sup>	Yes										
• Has an assessment of the impact of HIV&AIDS on the education sector been conducted?	No										
○ If Yes, in what year did this assessment take place?	n/a										
○ If Yes, how much of the country did this assessment cover?	n/a										
○ Have the key findings of this assessment been published	n/a										
○ When were the key findings of this assessment published	n/a										
○ If no assessment has taken place, is one planned	NR										
○ When is an assessment planned	n/a										
• Identify and rank 5 key barriers to implementation	<table border="1"> <tr> <td>1</td> <td>Capacity Building</td> </tr> <tr> <td>2</td> <td>Resources Mobilisation ( Funding, HR, and Materials equipments )</td> </tr> <tr> <td>3</td> <td>Prioritisation of content for the curriculum development</td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> </table>	1	Capacity Building	2	Resources Mobilisation ( Funding, HR, and Materials equipments )	3	Prioritisation of content for the curriculum development	4		5	
1	Capacity Building										
2	Resources Mobilisation ( Funding, HR, and Materials equipments )										
3	Prioritisation of content for the curriculum development										
4											
5											

5. HUMAN RESOURCES	
• Has an analysis of the impact of HIV&AIDS on demand and supply of human resources in the education sector has been conducted?	No
• Is there evidence of increased teacher attrition (e.g. permanent loss) in the system?	No
○ If Yes, are there plans to increase teacher recruitment and training?	n/a
• Have human resource policies been reviewed and amended to minimize vulnerability and susceptibility to HIV&AIDS (e.g. attention to safety in the workplace, avoidance of teacher deployment away from their families, etc.) <sup>12</sup>	No
○ If Yes, indicate how often these policies are reviewed?	n/a
• Are human resource issues possibly related to HIV&AIDS impact being monitored and reported on (e.g. absenteeism, sick leave, compassionate leave, attrition, increasing pension costs)?	No

6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS		
• Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees?	National	Yes
	District	Yes
	Education institution	In process
• Does the Ministry have a program aimed at preventing HIV infections among staff?		Yes
○ If Yes, are these prevention programs gender sensitive? <sup>13</sup>		Yes

<sup>8</sup> HIV/AIDS Strategic Plan 2008-12 has been revised in 2011 and is under process of publication

<sup>9</sup> The measurement of the effectiveness of mainstreaming has not been undertaken. The percentage provided is just the estimate of the mainstreaming of HIV and AIDS in Education Sector.

<sup>10</sup> CSO and NGO did include their budget in the Commune Development Plan and Commune Investment Plan for instance Youth Program for In and out of School youth ( RHAC )

<sup>11</sup> Commune Database of Ministry of Interior actually captures some data related to HIV and AIDS e.g OVC, school attendance

<sup>12</sup> So far MOEYS has the policies addressing the deployment of teacher related to malaria but not yet HIV and AIDS

<sup>13</sup> Gender-sensitive but needs room for improvement

• Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff?	In process
• Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities? <sup>14</sup>	Yes
o Estimate % teachers and staff who have such access? <sup>15</sup>	NR
o Estimate % teachers and staff who use these facilities?	NR
• Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff? <sup>16</sup>	No
o If Yes, estimate % effectiveness of this referral system?	n/a
• Does the Ministry have a policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for personnel affected by HIV&AIDS?	Yes
• Does the Ministry of Education enforce confidentiality of information about Ministry employees affected by HIV&AIDS?	Yes
• Are there accessible outlet points within or in the vicinity of all education sector workplaces (e.g. offices, schools or educational institutions) for the distribution of condoms? <sup>17</sup>	No

## 7. HIV&AIDS AND THE CURRICULUM

Topics included in the core curriculum; support materials developed; and confirmation of adaptation of tertiary curriculum by level of education

	Inclusion in core curriculum				Support materials developed				Tertiary curriculum adapted <sup>18</sup>
	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	
Generic life skills	x	✓	✓	✓	x	✓	NR	NR	✓
Adolescent and reproductive health	x	✓	✓	✓	x	✓	NR	NR	✓
Sexuality education	x	✓	✓	✓	x	✓	NR	NR	✓
Gender equality and empowerment	✓	✓	✓	✓	x	NR	NR	NR	✓
HIV&AIDS and other STIs	x	✓	✓	✓	x	NR	NR	NR	✓
Stigma and discrimination, including homophobia	✓	✓	✓	✓	x	NR	NR	NR	✓
Family life and inter-personal relationships	✓	✓	✓	✓	x	NR	NR	NR	NR

• Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level:	Lower Primary	n/a	Upper Primary	0.64
	Lower Secondary	n/a	Upper Secondary	n/a
• Is HIV&AIDS and related life skills issues a compulsory part of the curriculum?	Under consideration			
• Is the HIV&AIDS subject area examinable?	Yes			
• Has there been an orientation process for parents regarding life skills-related programs in schools?	No			
o If Yes, indicate frequency of orientation sessions?	n/a			
o If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system?	n/a			
• Have efforts been made to ensure that religious, community and/or traditional leaders support the HIV prevention approach adopted by the education sector, the messages it communicates and the materials it uses?	Yes			
o If Yes, estimate % effectiveness of these efforts? <sup>19</sup>	26 - 50%			
o If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic?	Ad hoc			
• Estimate the % of students in the tertiary sector who have open or regular access to HIV&AIDS information, awareness and prevention materials through their educational institutions?	10			

Is there professional preparation of teachers through orientation and training in the following subject areas, by level?

	Primary Training		Secondary Training	
	Pre Service	In Service	Pre Service	In Service
Orientation Generic life skills	NR	NR	NR	NR
Orientation Adolescent and reproductive health	NR	NR	NR	NR
Orientation Sexuality education	NR	NR	NR	NR
Orientation Gender equality and empowerment	NR	NR	NR	NR
Orientation HIV&AIDS and other STIs	NR	NR	NR	NR
Orientation Stigma and discrimination, including homophobia	NR	NR	NR	NR
Orientation Family life and inter-personal relationships	NR	NR	NR	NR

Where orientation sessions for parents are conducted, they include the following topics

Sexuality education	NR
Life Skills	NR
Adolescent and reproductive health	NR
Gender	NR
STIs	NR
HIV&AIDS	NR
Homophobia and discrimination	NR

• Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established? <sup>20</sup>	Yes
o If Yes, how often are the results of this monitoring reported?	Less often
• Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts?	Yes

<sup>14</sup> Difficult to estimate since the VCCT is confidential

<sup>15</sup> No data available for the teachers having access to HIV voluntary counselling and Testing (VCT)

<sup>16</sup> In the Workplace Policy of MOEYS but not yet done in practice

<sup>17</sup> It depends on the location of the schools. Mostly in the urban areas ( e.g. drug store, mall)

<sup>18</sup> It depends on the support for NGOs to those tertiary education

<sup>19</sup> No survey undertaken, maybe Faith Based of UNICEF

<sup>20</sup> Not systematic monitoring inside of MOEYS., However BBC World Service Trust, WMC, Inthanou, PSI conduct the survey on their awareness programs

o If Yes, estimate % the success of these efforts? <sup>21</sup>	0 - 25%
--	---------

## 8. ORPHANS AND VULNERABLE CHILDREN

• Does the Ministry have a system for identifying and categorizing orphans and vulnerable children?	Yes																										
• Does the Ministry have a gender-sensitive program to address the needs of orphaned and vulnerable children in the education system?	Yes																										
<b>Does a gender-sensitive program for OVC address the following areas?</b>	<b>On what basis are learners included in in the feeding schemes?</b>																										
<table border="1"> <tr> <td>Nutrition</td> <td>✓</td> <td>Supervised medication</td> <td>✓</td> </tr> <tr> <td>Counselling</td> <td>✗</td> <td>Flexible school hours</td> <td>✗</td> </tr> <tr> <td>Fee waivers/exemptions</td> <td>✓</td> <td rowspan="2">Other:</td> <td rowspan="2">✗</td> </tr> <tr> <td>Referrals (e.g. to Social Services)</td> <td>✗</td> </tr> </table>	Nutrition	✓	Supervised medication	✓	Counselling	✗	Flexible school hours	✗	Fee waivers/exemptions	✓	Other:	✗	Referrals (e.g. to Social Services)	✗	<table border="1"> <tr> <td>Orphaning</td> <td>✓</td> <td>Geographic Location</td> <td>✓</td> </tr> <tr> <td>Vulnerability</td> <td>✓</td> <td>Programme Scaling</td> <td>✗</td> </tr> <tr> <td>Poverty</td> <td>✓</td> <td>Other:</td> <td>✗</td> </tr> </table>	Orphaning	✓	Geographic Location	✓	Vulnerability	✓	Programme Scaling	✗	Poverty	✓	Other:	✗
Nutrition	✓	Supervised medication	✓																								
Counselling	✗	Flexible school hours	✗																								
Fee waivers/exemptions	✓	Other:	✗																								
Referrals (e.g. to Social Services)	✗																										
Orphaning	✓	Geographic Location	✓																								
Vulnerability	✓	Programme Scaling	✗																								
Poverty	✓	Other:	✗																								
• Is there currently a school feeding scheme in place?	Yes																										
o If Yes, estimate the coverage of this feeding scheme by school level	<table border="1"> <tr> <td>Lower Primary</td> <td>n/a</td> <td>Upper Primary</td> <td>n/a</td> </tr> <tr> <td>Lower Secondary</td> <td>n/a</td> <td>Upper Secondary</td> <td>n/a</td> </tr> </table>	Lower Primary	n/a	Upper Primary	n/a	Lower Secondary	n/a	Upper Secondary	n/a																		
Lower Primary	n/a	Upper Primary	n/a																								
Lower Secondary	n/a	Upper Secondary	n/a																								
o If Yes, confirm whether this coverage is growing, stable or shrinking?	NR																										
• Have teachers received training in caring for HIV-infected pupils?	No																										
• To what extent (%) are counseling services, by trained counselors, available at schools at the following levels?	<table border="1"> <tr> <td>Lower Primary</td> <td>0</td> <td>Upper Primary</td> <td>0</td> </tr> <tr> <td>Lower Secondary</td> <td>0</td> <td>Upper Secondary</td> <td>0</td> </tr> </table>	Lower Primary	0	Upper Primary	0	Lower Secondary	0	Upper Secondary	0																		
Lower Primary	0	Upper Primary	0																								
Lower Secondary	0	Upper Secondary	0																								

## 9. PARTNERSHIPS

• Does the education sector have a shared strategy on HIV&AIDS response with its local and international partners?	Yes																																																			
• Please estimate the degree of success of this shared strategy:	51 - 75%																																																			
<b>Government ministries or agencies working on HIV&amp;AIDS as partners with the Ministry of Education</b>	<b>Non-government education sector agencies, interest groups and partners which work on HIV&amp;AIDS response in collaboration with the Ministry of Education</b>																																																			
<table border="1"> <thead> <tr> <th></th> <th>Partner?</th> <th>Major or Minor Partner?</th> </tr> </thead> <tbody> <tr> <td>National AIDS Commission</td> <td>✓</td> <td>Major</td> </tr> <tr> <td>Ministry of Health</td> <td>✓</td> <td>Major</td> </tr> <tr> <td>Ministry of Social Services</td> <td>✓</td> <td>Minor</td> </tr> <tr> <td>Ministry of Finance</td> <td>✓</td> <td>Minor</td> </tr> <tr> <td>Ministry of Planning</td> <td>✓</td> <td>Minor</td> </tr> <tr> <td>Ministry of Rural Development</td> <td>✓</td> <td>Minor</td> </tr> <tr> <td>Ministry of Interior</td> <td>✓</td> <td>Minor</td> </tr> <tr> <td>Ministry of Women Affairs</td> <td>✓</td> <td>Minor</td> </tr> </tbody> </table>		Partner?	Major or Minor Partner?	National AIDS Commission	✓	Major	Ministry of Health	✓	Major	Ministry of Social Services	✓	Minor	Ministry of Finance	✓	Minor	Ministry of Planning	✓	Minor	Ministry of Rural Development	✓	Minor	Ministry of Interior	✓	Minor	Ministry of Women Affairs	✓	Minor	<table border="1"> <tr> <td>Local NGOs</td> <td>✓</td> <td>International NGOs</td> <td>✓</td> </tr> <tr> <td>Teacher Unions</td> <td>✗</td> <td>Teacher Service Commission</td> <td>✗</td> </tr> <tr> <td>Parent/Teacher Associations</td> <td>✓</td> <td>School Committees</td> <td>✓</td> </tr> <tr> <td>Youth Groups</td> <td>✓</td> <td>Private Sector</td> <td>✗</td> </tr> <tr> <td>Community-based organisations</td> <td>✓</td> <td>Faith-based and/or religious organizations</td> <td>✓</td> </tr> <tr> <td>Other:</td> <td></td> <td>Other:</td> <td></td> </tr> </table>	Local NGOs	✓	International NGOs	✓	Teacher Unions	✗	Teacher Service Commission	✗	Parent/Teacher Associations	✓	School Committees	✓	Youth Groups	✓	Private Sector	✗	Community-based organisations	✓	Faith-based and/or religious organizations	✓	Other:		Other:	
	Partner?	Major or Minor Partner?																																																		
National AIDS Commission	✓	Major																																																		
Ministry of Health	✓	Major																																																		
Ministry of Social Services	✓	Minor																																																		
Ministry of Finance	✓	Minor																																																		
Ministry of Planning	✓	Minor																																																		
Ministry of Rural Development	✓	Minor																																																		
Ministry of Interior	✓	Minor																																																		
Ministry of Women Affairs	✓	Minor																																																		
Local NGOs	✓	International NGOs	✓																																																	
Teacher Unions	✗	Teacher Service Commission	✗																																																	
Parent/Teacher Associations	✓	School Committees	✓																																																	
Youth Groups	✓	Private Sector	✗																																																	
Community-based organisations	✓	Faith-based and/or religious organizations	✓																																																	
Other:		Other:																																																		

## 10. RESEARCH

• Has a gender-sensitive research agenda been defined that prioritizes gaps in knowledge relating to the impacts of and response to HIV&AIDS within the education sector?	In process										
• Has any research been commissioned to inform the education sector response to HIV&AIDS?	Yes										
• If research has been commissioned, indicate whether this has been undertaken by in-country institutions/agencies or by external institutions/agencies or both?	Both										
• If both internal and external institutions/agencies were involved in research, were there any partnering arrangements providing mentoring or training?	Yes										
• If EDSEC HIV&AIDS impact or response research has been commissioned, indicate when this was conducted?	Yet to be conducted										
• If HIV&AIDS and education-related research has been conducted, please list these studies with approximate dates of completion and publication?	<table border="1"> <tr> <td>1</td> <td>MARYP , Date: 14.02.2010</td> </tr> <tr> <td>2</td> <td>Youth Risk Behavior Survey , Date: 12.05.2004</td> </tr> <tr> <td>3</td> <td>Children On the Brink , Date: 31.01.2002</td> </tr> <tr> <td>4</td> <td>Life Skill Impact Assessment , Date: 24.08.2008</td> </tr> <tr> <td>5</td> <td></td> </tr> </table>	1	MARYP , Date: 14.02.2010	2	Youth Risk Behavior Survey , Date: 12.05.2004	3	Children On the Brink , Date: 31.01.2002	4	Life Skill Impact Assessment , Date: 24.08.2008	5	
1	MARYP , Date: 14.02.2010										
2	Youth Risk Behavior Survey , Date: 12.05.2004										
3	Children On the Brink , Date: 31.01.2002										
4	Life Skill Impact Assessment , Date: 24.08.2008										
5											

<sup>21</sup> How you define success? Only outputs have been monitored so far

## 11. SELF-ASSESSMENT AND PRIORITIZATION

How would you rate your Ministry, in terms of the implementation of response in each of the following areas?	Rank order	Low					High					
		1	2	3	4	5	1	2	3	4	5	
		Ministry of Education HIV&AIDS structures	5									
Enabling environment for an effective response to HIV&AIDS	5											
HIV&AIDS mainstreaming and implementation	3											
Human resources adaptation to the impacts of HIV&AIDS	2											
Workplace HIV&AIDS programmes	3											
HIV&AIDS and the curriculum	4											
Orphans and Vulnerable Children	2											
Partnership development in response to HIV&AIDS	3											
Research guiding the response to HIV&AIDS in the education sector	1											

Rank the following priority areas in order of importance for funding	Rank order	Most important									Least important								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Ministry of Education HIV&AIDS structures	3																		
Enabling environment for an effective response to HIV&AIDS	7																		
HIV&AIDS mainstreaming and implementation	1																		
Human resources adaptation to the impacts of HIV&AIDS	6																		
Workplace HIV&AIDS programmes	8																		
HIV&AIDS and the curriculum	2																		
Orphans and Vulnerable Children	9																		
Partnership development in response to HIV&AIDS	5																		
Research guiding the response to HIV&AIDS in the education sector	4																		

Rank the following priority areas in order of importance for Technical assistance	Rank order	Most important									Least important								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Ministry of Education HIV&AIDS structures	3																		
Enabling environment for an effective response to HIV&AIDS	6																		
HIV&AIDS mainstreaming and implementation	7																		
Human resources adaptation to the impacts of HIV&AIDS	4																		
Workplace HIV&AIDS programmes	8																		
HIV&AIDS and the curriculum	1																		
Orphans and Vulnerable Children	9																		
Partnership development in response to HIV&AIDS	5																		
Research guiding the response to HIV&AIDS in the education sector	2																		

Rank the following challenges to HIV&AIDS response implementation	Rank order	Most challenging										Least challenging									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Lack of leadership	7																				
Funding/budget constraints	1																				
Human Resource capacity and skills limitations	2																				
Stigma and discrimination	9																				
Lack of HIV&AIDS mainstreaming	8																				
Lack of data and management information	3																				
Little or no research	6																				
Lack of training and orientation	4																				
Ineffective monitoring, evaluation and reporting	5																				
Lack of mandatory HIV&AIDS subject coverage in the curriculum	10																				