

Selected 2011 GPS Key Results: ETHIOPIA Ministry of Education



UN Region: Sub-Saharan Africa

HIV Prevalence (2009): 2.3%

Date completed 2011 GPS: 27.12.2011

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	18
Level					Pre Primary		Lower Primary				Upper Primary				Lower Sec		Upper Sec		
Grades/Forms					Nursery		KG	1	2	3	4	5	6	7	8	9	10	11	12

LEARNER NUMBERS BY LEVEL -2010

	Pre Primary	Primary	Secondary	Total
Pupils	341315	13635289	4206700	18183304

TEACHER NUMBERS BY LEVEL -2010

	Pre Primary	Primary	Secondary	Total
Teachers	9647	252232	97660	359539

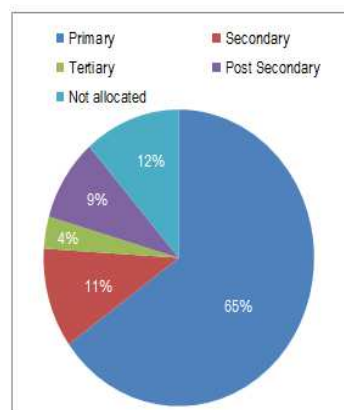
PERCENTAGE CHILDREN OUT OF SCHOOL -2010

Primary	Lower Secondary	Adult literacy rate (estimate): 29.8 -2005
18	39	

PERCENTAGE TRAINED TEACHERS BY LEVEL -2010

Percentage trained	Pre Primary		Primary	Secondary
	Male	Female		
	28	100	41	63
			37	67

PUBLIC EXPENDITURE BY LEVEL (2010)



% Public Expenditure spent on Education: 25.4 -2010

% 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):
Children (0-17yrs) orphaned due to all causes ('000): - (UNICEF 2009)	

1. EDUCATION SYSTEM

• Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable?	Pre Primary	Male	Growing
		Female	Growing
	Primary	Male	Growing
		Female	Growing
Secondary	Male	Growing	
	Female	Growing	
• Total public expenditure (in local currency) on education	134 billion Birr		
• 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.)?	1		
• Number of learners in the basic education system who have been orphaned	Male	Not available	
	Female	Not available	
	Total	NR	

2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

National Level

• At the national level, do you have a dedicated committee or management unit that is responsible for coordinating the response to the HIV&AIDS epidemic?	Committee ¹	In development
	Unit ²	Yes
○ If there is a management unit, how many permanent staff members does it have?	Unit	one and 2 contract
○ If there is a committee or management unit, does it include senior staff?	Committee	In development
	Unit	Yes
○ If there is a committee or management unit, does it have a dedicated budget?	Committee ³	No
	Unit	Yes

¹ In the Ministry workplace intervention has started and also information has been transferred to the different universities to establish the same. The MoE staff association (IDIR) is also a member of the established Committee. The secretary is also the head of the office.

² MoH has three dedicated full time experts responsible and there is full dedicated budget for their activities i.e. at least 2 % of the budget of the education activities. This committee is under the planning and M&E directorate and it is there on the MoE structure. HAPCO is involved in all the process and assigned a professional to work with the committee on full time base

³ There is a plan to start AIDS fund scheme in the Ministry but the contribution percentage from the staff salary is not yet decided and the plan is to have at least 2% contribution

○ If there is a committee or management unit, have members received orientation training?	Committee ⁴	No
	Unit ⁵	Yes
○ If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues?		No
▪ If Yes, are they at a senior level?		Not answered
▪ If No, are there staff members whose responsibilities include HIV&AIDS?		Yes
• Is the Ministry involved in any current application for funding to any donor or development partner? ⁶	HIV&AIDS	Yes
	Tuberculosis	No
	Malaria	No
• Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)? ⁷		7
• Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources: ⁸	Internal/ Government	25
	External/ Donor	75

Representation on HIV&AIDS coordinating structures			Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area ¹⁰				Areas of training provided to HIV&AIDS coordinating structures		
	National Committee	National management unit		Funds allocated	How funds are shared	% Funds utilised ¹¹		National Committee	National management unit
Planning	NR	✓	Prevention (including awareness & behaviour change)	✓	65	85	HIV&AIDS Impact	✗	✓
Finance Management	NR	✗	Access/Referral to Care and Support	✓	10	0	Response Management	✗	✓
Curriculum Development	NR	✗	Curriculum Development	✓	2	0	Mainstreaming	✗	✓
Human Resources Management	NR	✗	Mainstreaming	✓	2	85	Programme Budgeting	✗	✓
EMIS/Statistics & Research	NR	✓	Planning	✓	2	10	Monitoring and Evaluation	✗	✓
Monitoring, Evaluation & Reporting	NR	✓	Monitoring & Evaluation	✓	2	12	Reporting	✗	✓
External partners – e.g. teacher unions, PLHIV, NGOs, etc. ⁹	✓			NR		0	Gender Equality and Sensitivity	✗	✓

Regional and District Level		
• Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic? ¹²		Yes
○ If Yes, do they include senior staff		Yes
○ If Yes, do they have sufficient dedicated resources (budgets) for the task?		Yes
• What % of schools have working groups or committees that address HIV&AIDS-related matters? ¹³	Pre Primary	no
	Primary	80
	Secondary	95
• Rank the HIV&AIDS roles and functions of decentralized structures in order of importance ¹⁴	Planning	1
	Program Implementation	2
	Monitoring	3
	Evaluation	5
	Reporting	4
	Other:	

3. ENABLING ENVIRONMENT		
• How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector? ¹⁵		Often
• Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings? ¹⁶		Yes

⁴ There is a plan to give training on the policy and HIV&AIDS issues and it is planned to have in the third quarter (Ethiopian FY) and all HIV&AIDS related trainings are planned and executed by the national HAPCO. (HIV&AIDS Prevention and Control Office)

⁵ On different topics

⁶ It is not the Ministry of Education responsible for malaria and TB; it is the responsibility of the Ministry of Health.

⁷ All the applications were successful.

⁸ Required document review has been done and found 25:75.

⁹ Here the Ministry staff association called IDIR can be taken as an external party involved in the committee. NGOs are also part of the committee but not teachers' unions. The others mentioned are members at the national level not for the ministry committee.

¹⁰ Generally the 2% budget allocation is mentioned on the policy. Most of the Ethiopian universities are very strong in prevention activities i.e. around 65% of the overall activities. The prevention activities include peer education and condom distribution. Some universities also have VCT. The data gathering team also discussed on the practicality and very slow utilization of the 2% budget mentioned on the policy and the team agreed that the budget is not utilized in most of the universities. The other problem associated with budget is that, there are also some universities those do not have good capacity to utilize the budget after receiving from the university.

¹¹ The figures are estimations not exact figures. The actual budget items are not identical with the items listed on the question. The budget issue was also addressed in the previous question. The lion's share of the budget is the international NGOs and the main problem working with them is that, they are not good in realizing the allocated budget on time; they are always late in the release of budget.

¹² The Ministry has regional structure but the regional context is different they have their own approach to mitigate the problem. They are even better in the prevention, care and support activities.

¹³ Almost all schools have anti-AIDS committees and starting from the high school level it is mandatory to mainstream HIV&AIDS activities. The pre-primary levels are not expected to have these committees.

¹⁴ The respondents agreed that this question is very vague since it is difficult to identify the difference among the different choices.

¹⁵ The education minister is the member of the national HIV&AIDS council. There was no consensus among the team on the level of commitment from the minister and one of the respondents strongly disagreed and mentioned that the ministry only talks about HIV&AIDS on 'AIDS days'. But all the others agree there is commitment not only from the minister but also from the other higher officials.

¹⁶ At the federal level there is always revision and evaluation of HIV&AIDS activities by the very senior members of the ministry.

• Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission?	Yes			
• Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected? ¹⁷	Yes			
• Levels of education that receive free education	Pre Primary	No	Lower Primary	Yes
	Upper Primary	Yes	Lower Secondary	Yes
	Upper Secondary	No	Tertiary	No
• Does the Ministry of Education have a specific education sector HIV&AIDS policy?	Yes			
○ If Yes, estimate how well this has been implemented?	76 - 100%			
○ If Yes, provide date of original adoption and publication?	01.04.2008			
○ If Yes, has it been revised since its adoption	No			
○ If Yes, when has it been revised since its adoption	n/a			
○ If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy?	n/a			
• Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact?	Yes			
○ If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact? ¹⁸	76 - 100%			
○ If Yes, provide date of original adoption and publication?	2011/July			
○ If Yes, has it been revised since its adoption and if so, when?	No			
○ If Yes, when has it been revised since its adoption	n/a			
• Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction? ¹⁹	Yes			
○ If "Yes", indicate how often these policies are reviewed?	No review to date			
• Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS? ²⁰	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? ²¹	Major problem			
• Is there an Education Sector HIV&AIDS strategic plan in place?	Yes			
○ If Yes, in what year was this plan developed?	2009			
○ If Yes, in what year was this plan introduced?	2010			
○ If Yes, is there an action plan for the implementation of this strategic plan?	Yes			
○ If Yes, to what extent is this plan funded?	76 - 100%			
○ Estimate the % implementation of this strategic plan?	76 - 100%			
• 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?	76 - 100%			
• Does the education sector have an Education Information Management System (EMIS)? ²²	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?	In process for 2012			
○ Has EMIS undertaken any HIV&AIDS trend or impact analysis? ²³	No			
• Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans?	Yes			
• 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? ²⁴	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	No			
○ When is an assessment planned? ²⁵	n/a			

¹⁷ The system makes education free from grade 1 up to grade 10.

¹⁸ What the team agreed is that at the policy level it is very strong but not started yet.

¹⁹ No need to review since it is new and needs to be tested.

²⁰ The Ministry rules and regulations have been reviewed to address the impact and implications of HIV&AIDS and some instances can be mentioned; the Ministry puts on the private college policy that if someone wants to open a college they have to mention HIV&AIDS mainstreaming activities on their document/proposal. Having HIV&AIDS issue on the MOE HSDP 4 can be taken as another example of the Ministry's commitment to include HIV&AIDS in all its activities.

²¹ The sector regards the issue of HIV&AIDS as a very major problem. Even if comprehensive assessments were not done, absenteeism, death of qualified teachers and other problems are always mentioned as a major impact of the epidemic on the sector. It was also agreed that the student community is a very vulnerable group and that is why all the attention is given by the Ministry and it is reflected on having the HIV&AIDS issue on the ministry's annual plan, formulating HIV&AIDS policy. There was also discussion on the prevalence rate and the team 'agreed' that the students and teachers prevalence is more than the national 2.4% especially in the tertiary level (but not supported by evidence)

²² Yes, the sector developed EMIS indicators but the problem is the report is not compiled yet from the EMIS. On the other hand, even if it is not from the EMIS, data is being collected from schools.

²³ No, this activity needs resource and time.

²⁴ Yes, data collection tools have been shared and the process of data collection started

²⁵ This will be planned in the coming year.

<ul style="list-style-type: none"> Identify and rank 5 key barriers to implementation 	1	delay of buget release (donors side)
	2	delay of reporting
	3	capacity gap at all levels
	4	evidence based research on HIV/AIDS to inform decision makers (little or no research)
	5	stigma and discrimination

5. HUMAN RESOURCES	
<ul style="list-style-type: none"> Has an analysis of the impact of HIV&AIDS on demand and supply of human resources in the education sector has been conducted? 	Yes
<ul style="list-style-type: none"> Is there evidence of increased teacher attrition (e.g. permanent loss) in the system? <ul style="list-style-type: none"> If Yes, are there plans to increase teacher recruitment and training? 	Yes
<ul style="list-style-type: none"> 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.) <ul style="list-style-type: none"> If Yes, indicate how often these policies are reviewed?²⁶ 	NR
<ul style="list-style-type: none"> 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)? 	Yes

6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS		
<ul style="list-style-type: none"> Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees? 	National	Yes
	District	Yes
	Education instituion	Yes
<ul style="list-style-type: none"> Does the Ministry have a program aimed at preventing HIV infections among staff? <ul style="list-style-type: none"> If Yes, are these prevention programs gender sensitive?²⁷ 	Yes	
<ul style="list-style-type: none"> Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff? 	Yes	
<ul style="list-style-type: none"> Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities? <ul style="list-style-type: none"> Estimate % teachers and staff who have such access? Estimate % teachers and staff who use these facilities?²⁸ 	Yes	
<ul style="list-style-type: none"> Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff? <ul style="list-style-type: none"> If Yes, estimate % effectiveness of this referral system? 	76 - 100%	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Does the Ministry of Education enforce confidentiality of information about Ministry employees affected by HIV&AIDS? 	Yes	
<ul style="list-style-type: none"> 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? 	No	

²⁶ Revision has been done but not on regular basis; as a result it is difficult to choose one of the options and it is left blank.

²⁷ Sometimes the gender issues are addressed on different trainings but the gender activities are not as such strong.

²⁸ Teachers and other staff are not the usual clients of HIV counselling and testing services; they prefer to have the service outside of the school or organization community but students are regular clients of the service.

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
	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	
Generic life skills	✓	✓	✓	✓	✗	✓	✓	✗	✓
Adolescent and reproductive health	✓	✓	✓	✓	NR	✓	✓	✓	✓
Sexuality education ²⁹	✗	✗	✗	✗	✗	✗	✗	✗	In process
Gender equality and empowerment	✓	✓	✓	✓	✓	✓	✓	✓	✓
HIV&AIDS and other STIs	✓	✓	✓	✓	✓	✓	✓	✓	✓
Stigma and discrimination, including homophobia	✓	✓	✓	✓	✓	✓	✓	✓	✓
Family life and inter-personal relationships	NR	NR	NR	NR	✓	✓	✓	✓	✓

• Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level:	Lower Primary	100	Upper Primary	100
	Lower Secondary	100	Upper Secondary	100
• Is HIV&AIDS and related life skills issues a compulsory part of the curriculum?				Yes
• Is the HIV&AIDS subject area examinable?				Yes
• Has there been an orientation process for parents regarding life skills-related programs in schools?				Yes
o If Yes, indicate frequency of orientation sessions?				Annually
o If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system?				Systemic
• 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? ³⁰				Yes
o If Yes, estimate % effectiveness of these efforts?				51 - 75%
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?				85

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	✓	✓	✓	✓
Orientation Adolescent and reproductive health	✓	✓	✓	✓
Orientation Sexuality education	✗	✗	✗	✗
Orientation Gender equality and empowerment	✓	✓	✓	✓
Orientation HIV&AIDS and other STIs	✓	✓	✓	✓
Orientation Stigma and discrimination, including homophobia	✓	✓	✓	✓
Orientation Family life and inter-personal relationships	✓	✓	✓	✓

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

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

• Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established?	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
o If Yes, estimate % the success of these efforts?	0 - 25%

8. ORPHANS AND VULNERABLE CHILDREN

• Does the Ministry have a system for identifying and categorizing orphans and vulnerable children? ³¹	Yes
• Does the Ministry have a gender-sensitive program to address the needs of orphaned and vulnerable children in the education system?	Yes

Does a gender-sensitive program for OVC address the following areas?³²

Nutrition	✓	Supervised medication	✓
Counselling	✓	Flexible school hours	✓
Fee waivers/exemptions	✓	Other:	NR
Referrals (e.g. to Social Services)	✓		

On what basis are learners included in in the feeding schemes?

Orphaning	✓	Geographic Location	✓
Vulnerability	✓	Programme Scaling	✗
Poverty	✓	Other:	NR

• Is there currently a school feeding scheme in place?	Yes
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²⁹ Issues were raised here on the definition of sexuality education and there was long discussion to come to the consensus of the definition.

³⁰ There are efforts from religious groups and Idirs (cultural associations could be ethnic based or locality based and membership is voluntary)

³¹ It is not on the EMIS but the Ministry is collecting data.

³² All the types of programs mentioned below exist, like school feeding, flexible school hours etc. The flexible school hour program is very strong and in most cases it targets OVCs.

○ If Yes, estimate the coverage of this feeding scheme by school level	Lower Primary		Upper Primary	3
	Lower Secondary	4	Upper Secondary	
○ If Yes, confirm whether this coverage is growing, stable or shrinking?				Stable
• Have teachers received training in caring for HIV-infected pupils?				Yes
• To what extent (%) are counseling services, by trained counselors, available at schools at the following levels?	Lower Primary		Upper Primary	
	Lower Secondary	50	Upper Secondary	65

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:	76 - 100%

Government ministries or agencies working on HIV&AIDS as partners with the Ministry of Education

	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	✗	NR
	✗	Minor
	✗	Minor

Non-government education sector agencies, interest groups and partners which work on HIV&AIDS response in collaboration with the Ministry of Education

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: USAID/population service International, Johnspkin University/ccp	✓	Other: UN Agencies	✓

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?	In country
• If both internal and external institutions/agencies were involved in research, were there any partnering arrangements providing mentoring or training?	NR
• 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?	1	Assessment of HIV/AIDS and gender issues and gender in higher education , Date: to be completed in January 2012
	2	Best practice of HIV/AIDS in some selected HEI, Date: 01.12.2011
	3	
	4	
	5	

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 to High				
		1	2	3	4	5
Ministry of Education HIV&AIDS structures	1	■				
Enabling environment for an effective response to HIV&AIDS	2	■	■			
HIV&AIDS mainstreaming and implementation	4	■	■	■	■	
Human resources adaptation to the impacts of HIV&AIDS	3	■	■	■		
Workplace HIV&AIDS programmes	5	■	■	■	■	■
HIV&AIDS and the curriculum	5	■	■	■	■	■
Orphans and Vulnerable Children	2	■	■			
Partnership development in response to HIV&AIDS	4	■	■	■	■	
Research guiding the response to HIV&AIDS in the education sector	4	■	■	■	■	

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

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

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