

Selected 2011 GPS Key Results: LESOTHO Ministry of Education & Training



UN Region: Sub-Saharan Africa

HIV Prevalence (2009): 26.6%

Date completed 2011 GPS: 28.11.2011

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 | | | | Pre Primary | | | Lower Primary | | | | Upper Primary | | | Lower Secondary | | | Upper Sec | |
| Grades/Forms | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | A | B | C | D | E |

LEARNER NUMBERS BY LEVEL -2010

| | Pre Primary | Primary | Secondary | Total |
|--------|-------------|---------|-----------|--------|
| Pupils | 52646 | 388678 | 123307 | 564631 |

TEACHER NUMBERS BY LEVEL -2010

| | Pre Primary | Primary | Secondary | Total |
|----------|-------------|---------|-----------|-------|
| Teachers | 2159 | 11508 | 6037 | 19704 |

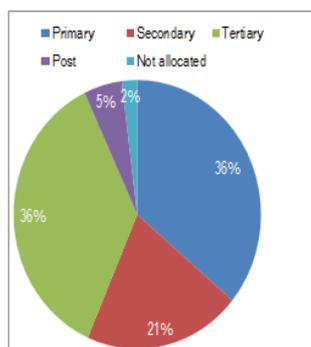
PERCENTAGE CHILDREN OUT OF SCHOOL -2010

| Primary | Lower Secondary | Adult literacy rate (estimate): 89.7 -2009 |
|---------|-----------------|--|
| 26 | 25 | |

PERCENTAGE TRAINED TEACHERS BY LEVEL -2010

| Percentage trained | | Pre Primary | Primary | Secondary |
|--------------------|--------|-------------|---------|-----------|
| | | Male | NR | 49 |
| | Female | NR | 68 | 84 |

PUBLIC EXPENDITURE BY LEVEL (2008)



% Public Expenditure spent on Education: 23.7 -2008

% Expenditure on Teacher & Support staff salaries: 61.3 -2008

CHILDREN ORPHANED

| | |
|---|--|
| Children (0-17yrs) orphaned by AIDS ('000): 130 (UNICEF 2009) | Learners in the basic education system who have been orphaned ('000): 120.46 |
| Children (0-17yrs) orphaned due to all causes ('000): 200 (UNICEF 2009) | |

1. EDUCATION SYSTEM

| | | | |
|--|-------------------|---------|-----------|
| • Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable? | Pre Primary | Male | NR |
| | | Female | NR |
| | Primary | Male | Stable |
| | | Female | Shrinking |
| Secondary | Male | Growing | |
| | Female | Growing | |
| • Total public expenditure (in local currency) on education | 1599835451 Maloti | | |
| • 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.)? | | | |
| • Number of learners in the basic education system who have been orphaned | Male | 61020 | |
| | Female | 59425 | |
| | Total | 120463 | |

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 | No |
| | Unit ² | Yes |
| ○ If there is a management unit, how many permanent staff members does it have? | Unit | 2 (3 in Dec 2011) |
| ○ If there is a committee or management unit, does it include senior staff? | Committee ³ | No |
| | Unit | No |
| ○ If there is a committee or management unit, does it have a dedicated budget? | Committee | No |
| | Unit | Yes |
| ○ If there is a committee or management unit, have members received orientation training? | Committee | Yes |
| | Unit | Yes |
| ○ If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues? | | n/a |

¹ There was a Committee fully representational of all key directorates, est. in 2003, but this has fallen away (2009) and is no longer operational. All the following comments/answers refer to the historical position of this committee.

² The HIV&AIDS Management Unit consists of 2 staff members with an additional one joining in December 2011.

³ It did not include senior staff during its operational life but included focal points from each directorate.

| | | |
|--|-------------------------|-----|
| <ul style="list-style-type: none"> If Yes, are they at a senior level? | | NR |
| <ul style="list-style-type: none"> If No, are there staff members whose responsibilities include HIV&AIDS? | | n/a |
| <ul style="list-style-type: none"> Is the Ministry involved in any current application for funding to any donor or development partner? | HIV&AIDS | No |
| | Tuberculosis | No |
| | Malaria | No |
| <ul style="list-style-type: none"> Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)? | | 3 |
| <ul style="list-style-type: none"> Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources: | Internal/ Government | |
| | External/ Donor | |

| Representation on HIV&AIDS coordinating structures ⁴ | | | Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area ⁵ | | | | Areas of training provided to HIV&AIDS coordinating structures ⁷ | | |
|---|--------------------|--------------------------|---|-----------------|----------------------|-------------------------------|---|--------------------|--------------------------|
| | National Committee | National management unit | | Funds allocated | How funds are shared | % Funds utilised ⁶ | | National Committee | National management unit |
| Planning | ✓ | ✗ | Prevention (including awareness & behaviour change) | ✓ | 70 | 100 | HIV&AIDS Impact | ✓ | ✓ |
| Finance Management | ✓ | ✗ | Access/Referral to Care and Support | ✓ | 10 | 100 | Response Management | ✓ | ✓ |
| Curriculum Development | ✓ | ✗ | Curriculum Development | ✓ | 5 | 100 | Mainstreaming | ✓ | ✓ |
| Human Resources Management | ✓ | ✗ | Mainstreaming | ✗ | 0 | n/a | Programme Budgeting | ✗ | ✓ |
| EMIS/Statistics & Research | ✓ | ✗ | Planning | ✗ | 0 | n/a | Monitoring and Evaluation | ✓ | ✓ |
| Monitoring, Evaluation & Reporting | ✓ | ✗ | Monitoring & Evaluation | ✓ | 5 | 100 | Reporting | ✓ | ✓ |
| External partners – e.g. teacher unions, PLHIV, NGOs, etc. | NR | | Teacher training (PRESET) plus INSET later, plus Development of teacher training manual on ARH etc in PRESET | ✓ | 10 | 100 | Gender Equality and Sensitivity | ✓ | ✓ |
| | | | | | | | testing and counselling | | |

| Regional and District Level | | |
|---|------------------------|------------|
| <ul style="list-style-type: none"> Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic?⁸ <ul style="list-style-type: none"> If Yes, do they include senior staff If Yes, do they have sufficient dedicated resources (budgets) for the task? | | In process |
| | | In process |
| | | No |
| <ul style="list-style-type: none"> What % of schools have working groups or committees that address HIV&AIDS-related matters?⁹ | Pre Primary | 0 |
| | Primary | 26%-50% |
| | Secondary | 26%-50% |
| <ul style="list-style-type: none"> Rank the HIV&AIDS roles and functions of decentralized structures in order of importance | Planning | |
| | Program Implementation | |
| | Monitoring | |
| | Evaluation | |
| | Reporting | |
| | Other: | |

| 3. ENABLING ENVIRONMENT | | | | |
|--|-----------------|-----|-----------------|--------------|
| <ul style="list-style-type: none"> How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector?¹⁰ | | | | Occasionally |
| <ul style="list-style-type: none"> Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings?¹¹ | | | | No |
| <ul style="list-style-type: none"> Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission? | | | | Yes |
| <ul style="list-style-type: none"> Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected? | | | | Yes |
| <ul style="list-style-type: none"> Levels of education that receive free education¹² | Pre Primary | No | Lower Primary | Yes |
| | Upper Primary | Yes | Lower Secondary | No |
| | Upper Secondary | No | Tertiary | No |
| <ul style="list-style-type: none"> Does the Ministry of Education have a specific education sector HIV&AIDS policy? | | | | Yes |

⁴ The Unit head noted that while this expertise was not contained in the Unit, she was able to draw on the expertise from other directorates in the MoET.

⁵ The Unit head was unsure about the budget split and had no hard figures to refer to; thus these percentages are loose estimates but convey an order of magnitude. The group noted that under this question, the issue of Mainstreaming was not well addressed. They also noted that while there was a large budget, there was limited allocation to some focus areas.

⁶ The Unit head noted that whatever money was available was always spent in full.

⁷ The Unit head noted that 'some' finance management training had been provided.

⁸ The group was divided on this: The process has been going on for 10 years and is more about the wider context of decentralisation than HIV&AIDS specific-development. One member was adamant that there is serious development now beginning.

⁹ The group estimated 26% to 50% but stressed that this did not mean these committees were effective. Although teachers are trained for Pre-Primary Education at PRESET there are no committees for HIV&AIDS at this level.

¹⁰ There was no absolute consensus on this with some saying that they had heard the Minister speak about this 'often'. However the majority view was 'occasionally'.

¹¹ There was some disagreement on this question: The Secretary General of the National Commission represents the HIV&AIDS Unit at senior meetings and always asks for a report on progress/activity, but the groups said there was no evidence that these were discussed or reviewed at senior level - and there was no feedback. Thus NO seems to be a more appropriate answer.

¹² Education is 'free and compulsory' for children 6-13 in Law but for practical purposes this means all children in Classes 1 through 7, in spite of age overruns. PPE is only free at Government schools so is not completely free across Lesotho.

| | |
|--|------------------------------------|
| o If Yes, estimate how well this has been implemented? ¹³ | 0 - 25% |
| o If Yes, provide date of original adoption and publication? ¹⁴ | 2011 but originally tabled in 2007 |
| o If Yes, has it been revised since its adoption | Yes |
| o If Yes, when has it been revised since its adoption | between tabling and adoption |
| o If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy? ¹⁵ | Yes |
| • Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact? ¹⁶ | Yes |
| o If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact? ¹⁷ | 0 - 25% |
| o If Yes, provide date of original adoption and publication? | Jun-05 |
| o If Yes, has it been revised since its adoption and if so, when? | Yes |
| o If Yes, when has it been revised since its adoption | in process |
| • Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction? | No |
| o 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? ¹⁸ | Moderate problem |
| • Is there an Education Sector HIV&AIDS strategic plan in place? | No |
| o If Yes, in what year was this plan developed? | n/a |
| o If Yes, in what year was this plan introduced? | n/a |
| o If Yes, is there an action plan for the implementation of this strategic plan? | n/a |
| o If Yes, to what extent is this plan funded? | n/a |
| o Estimate the % implementation of this strategic plan? | n/a |
| • Is HIV&AIDS response mainstreamed in the education management and planning process at the National level? | No |
| o If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response? | n/a |
| • Does the education sector have an Education Information Management System (EMIS)? | Yes |
| o If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators? ¹⁹ | NR |
| o What was the most recent year for which EMIS captured and reported on these indicators? | n/a |
| o Has EMIS undertaken any HIV&AIDS trend or impact analysis? ²⁰ | Yes |
| • Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans? | No |
| • Has the Ministry decentralized any of its data collection and processing (EMIS) systems? | No |
| • Is HIV&AIDS-relevant data (e.g. teacher absenteeism/attrition, incidence of orphaning, etc.) being collected at decentralized levels of the system? ²¹ | Yes |
| • Has an assessment of the impact of HIV&AIDS on the education sector been conducted? | Yes |
| o If Yes, in what year did this assessment take place? | 2003 |
| o If Yes, how much of the country did this assessment cover? | 76 - 100% |
| o Have the key findings of this assessment been published | Yes |
| o When were the key findings of this assessment published? ²² | 2003 but incomplete and not disseminated |
| o If no assessment has taken place, is one planned | n/a |
| o When is an assessment planned | n/a |
| • Identify and rank 5 key barriers to implementation ²³ | |
| | 1 Lack of leadership interest and commitment |
| | 2 Lack of coordination of response and support data |
| | 3 No representation of HIV&AIDS at highest level |
| | 4 Lack of capacity and skills |
| | 5 Lack of resources |

¹³ The group conceded that the estimate of 0% to 25% was in fact closer to 0% than 25%. The group was divided on this estimate with the HIV&AIDS Unit insisting that implementation was closer to 50% than 25%

¹⁴ The HIV&AIDS Policy was developed and tabled in 2007 with full support in a consensus process but was only finally adopted in 2011. However, the HIV&AIDS Unit insists that the 'draft' was a working document from its inception.

¹⁵ This question was still answered in spite of the preceding question generating a 'YES' as it was clear that these issues were mainstreamed in the EDSEC Policy as well as being contained in an HIV&AIDS EDSEC Policy.

¹⁶ This workplace policy is in fact an overarching Public Service Policy applying to EDSEC.

¹⁷ The group conceded that effectiveness was closer to 0% than 25%.

¹⁸ There was considerable discussion on this, with the group recognizing that Lesotho is one of the world's worst affected countries yet confirming that the EDSEC regards it as only a moderate problem!

¹⁹ There was considerable ambivalence about the capture of HIV&AIDS-sensitive data by EMIS but the fact is that the HIV&AIDS Management Unit does not access any such data or identify it.

²⁰ See Research issues/answers.

²¹ HR collects decentralized teacher absenteeism data.

²² This research was conducted and published but never disseminated.

²³ Members of the group insisted that corruption should also be noted as a barrier to implementation but this issue did not rank within the top 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? ²⁴ | 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.) ²⁵ | 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)? | Yes |

| 6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS | | |
|--|-----------------------|----------|
| • Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees? | National | No |
| | District | No |
| | Education institution | No |
| • Does the Ministry have a program aimed at preventing HIV infections among staff? ²⁶ | | No |
| ○ If Yes, are these prevention programs gender sensitive? | | n/a |
| • Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff? | | No |
| • Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities? ²⁷ | | Yes |
| ○ Estimate % teachers and staff who have such access? | | 51 - 75% |
| ○ Estimate % teachers and staff who use these facilities? | | 26 - 50% |
| • Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff? | | Yes |
| ○ If Yes, estimate % effectiveness of this referral system? | | 51 - 75% |
| • 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? | | Yes |

| 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 ²⁸ | | | | Support materials developed | | | | Tertiary curriculum adapted ²⁹ |
| | Lower Primary | Upper Primary | Lower Secondary | Upper Secondary | Lower Primary | Upper Primary | Lower Secondary | Upper Secondary | |
| Generic life skills | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✗ | ✓ |
| Adolescent and reproductive health | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sexuality education | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✗ | ✓ |
| Gender equality and empowerment | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ |
| HIV&AIDS and other STIs | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ |
| Stigma and discrimination, including homophobia | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✗ | ✓ |
| Family life and inter-personal relationships | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✗ | ✓ |
| • Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level: | Lower Primary | 70 | Upper Primary | 70 | | | | | |
| | Lower Secondary | 40 | Upper Secondary | 20 | | | | | |
| • Is HIV&AIDS and related life skills issues a compulsory part of the curriculum? ³⁰ | | | | | | | | | Yes |
| • Is the HIV&AIDS subject area examinable? | | | | | | | | | No |

²⁴ Interestingly the group indicated that in fact teacher numbers were growing, due to improved remuneration and opportunities.

²⁵ There was an overwhelming NO to this question with evident cynicism about the lack of action in this regard.

²⁶ Group indicated that there were some elements of a program but that no comprehensive program existed *per se*.

²⁷ There was division on the level of access to these facilities but agreement that access does exist even if it is not complete or fully used.

²⁸ Although there is good coverage across the system from Lower Primary through Lower Secondary, several areas fall away after Form C. There is no rational explanation for this and it is accepted that that is the curriculum. NB: Also noted that Stigma and Discrimination does NOT include Homophobia.

²⁹ The group noted that there was no commonality across tertiary institutions: The LTC would answer YES but it seemed unlikely that the University or Technicon would be able to confirm the same response.

³⁰ Noted that while this is compulsory it is not examined

| | |
|--|---------|
| • Has there been an orientation process for parents regarding life skills-related programs in schools? | No |
| ○ If Yes, indicate frequency of orientation sessions? | n/a |
| ○ 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? ³¹ | Yes |
| ○ If Yes, estimate % effectiveness of these efforts? ³² | 0 - 25% |
| ○ 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? | 100 |

| | | | | |
|---|------------------|------------|--------------------|------------|
| 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? | No |
| ○ If Yes, how often are the results of this monitoring reported? | n/a |
| • Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts? | Yes |
| ○ 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? | 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? | On what basis are learners included in in the feeding schemes? | | | |
| Nutrition | ✓ | Supervised medication | ✗ | |
| Counselling | ✓ | Flexible school hours | ✗ | |
| Fee waivers/exemptions | ✓ | Other: uniforms and hygiene kits | ✓ | |
| Referrals (e.g. to Social Services) | ✓ | | | |
| Orphaning | ✗ | Geographic Location | ✗ | |
| Vulnerability | ✗ | Programme Scaling | ✗ | |
| Poverty | ✗ | Other: | ✗ | |
| • Is there currently a school feeding scheme in place? | Yes | | | |
| ○ If Yes, estimate the coverage of this feeding scheme by school level | Lower Primary | 100 | Upper Primary | 100 |
| | Lower Secondary | 5 | Upper Secondary | 5 |
| ○ If Yes, confirm whether this coverage is growing, stable or shrinking? | Shrinking | | | |
| • 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? ³³ | Lower Primary | 50 | Upper Primary | 50 |
| | Lower Secondary | 50 | Upper Secondary | 50 |

³¹ It was noted that the curriculum has to be approved by the National Curriculum Committee, which includes representation of religious leaders.

³² The group conceded that this is closer to 0% than 25%.

³³ The head of the HIV&AIDS Unit was adamant that all teachers have received training in counselling and were therefore qualified, while others did not agree. After discussion it was accepted that there were 'counsellors' in 50% schools even if not fully professionally qualified

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: | 26 - 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Government ministries or agencies working on HIV&AIDS as partners with the Ministry of Education | Non-government education sector agencies, interest groups and partners which work on HIV&AIDS response in collaboration with the Ministry of Education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <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>Major</td> </tr> <tr> <td>Ministry of Finance</td> <td>✓</td> <td>Major</td> </tr> <tr> <td>Ministry of Planning</td> <td>NR</td> <td>NR</td> </tr> <tr> <td>Ministry of Home affairs</td> <td>✓</td> <td>Major</td> </tr> <tr> <td>Ministry of Justice</td> <td>✓</td> <td>Major</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | Partner? | Major or Minor Partner? | National AIDS Commission | ✓ | Major | Ministry of Health | ✓ | Major | Ministry of Social Services | ✓ | Major | Ministry of Finance | ✓ | Major | Ministry of Planning | NR | NR | Ministry of Home affairs | ✓ | Major | Ministry of Justice | ✓ | Major | | | | <table border="1"> <tbody> <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> </tbody> </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 | ✓ | Major | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ministry of Finance | ✓ | Major | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ministry of Planning | NR | NR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ministry of Home affairs | ✓ | Major | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ministry of Justice | ✓ | Major | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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? | Yes | |
| • 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? | In the last 5 - 10 years | |
| • If HIV&AIDS and education-related research has been conducted, please list these studies with approximate dates of completion and publication? | 1 | HIV&AIDS Impact Assessment Study in 2007, Date ? |
| | 2 | SAQMEC in 2007, Date ? |
| | 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 | | | | | High | | | | | |
|--|------------|-----|---|---|---|---|------|---|---|---|---|--|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| Ministry of Education HIV&AIDS structures | 2 | | | | | | | | | | | |
| Enabling environment for an effective response to HIV&AIDS | 1 | | | | | | | | | | | |
| HIV&AIDS mainstreaming and implementation | 1 | | | | | | | | | | | |
| Human resources adaptation to the impacts of HIV&AIDS | 1 | | | | | | | | | | | |
| Workplace HIV&AIDS programmes | 3 | | | | | | | | | | | |
| HIV&AIDS and the curriculum | 3 | | | | | | | | | | | |
| Orphans and Vulnerable Children | 4 | | | | | | | | | | | |
| Partnership development in response to HIV&AIDS | 4 | | | | | | | | | | | |
| 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 | 1 | | | | | | | | | | | | | | | | | | |
| Enabling environment for an effective response to HIV&AIDS | 7 | | | | | | | | | | | | | | | | | | |
| HIV&AIDS mainstreaming and implementation | 5 | | | | | | | | | | | | | | | | | | |
| Human resources adaptation to the impacts of HIV&AIDS | 3 | | | | | | | | | | | | | | | | | | |
| Workplace HIV&AIDS programmes | 6 | | | | | | | | | | | | | | | | | | |
| HIV&AIDS and the curriculum | 2 | | | | | | | | | | | | | | | | | | |
| Orphans and Vulnerable Children | 2 | | | | | | | | | | | | | | | | | | |
| Partnership development in response to HIV&AIDS | 8 | | | | | | | | | | | | | | | | | | |
| 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 | |
| Ministry of Education HIV&AIDS structures | 5 | | | | | | | | | | |
| Enabling environment for an effective response to HIV&AIDS | 4 | | | | | | | | | | |
| HIV&AIDS mainstreaming and implementation | 3 | | | | | | | | | | |
| Human resources adaptation to the impacts of HIV&AIDS | 7 | | | | | | | | | | |
| Workplace HIV&AIDS programmes | 6 | | | | | | | | | | |
| HIV&AIDS and the curriculum | 2 | | | | | | | | | | |
| Orphans and Vulnerable Children | 8 | | | | | | | | | | |
| Partnership development in response to HIV&AIDS | 9 | | | | | | | | | | |
| Research guiding the response to HIV&AIDS in the education sector | 1 | | | | | | | | | | |

| 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 | 1 | | | | | | | | | | | |
| Funding/budget constraints | 8 | | | | | | | | | | | |
| Human Resource capacity and skills limitations | 9 | | | | | | | | | | | |
| Stigma and discrimination | 7 | | | | | | | | | | | |
| Lack of HIV&AIDS mainstreaming | 6 | | | | | | | | | | | |
| Lack of data and management information | 3 | | | | | | | | | | | |
| Little or no research | 2 | | | | | | | | | | | |
| Lack of training and orientation | 5 | | | | | | | | | | | |
| Ineffective monitoring, evaluation and reporting | 1 | | | | | | | | | | | |
| Lack of mandatory HIV&AIDS subject coverage in the curriculum | 4 | | | | | | | | | | | |