

Selected 2011 GPS Key Results:

MALAWI Ministry of Education Science and Technology



UN Region: Sub-Saharan Africa

HIV Prevalence (2009): 11%

Date completed 2011 GPS: 24.01.12

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 Primary			Lower Sec		Upper Sec		
Grades/Forms							1	2	3	4	5	6	7	8	1	2	3	4

LEARNER NUMBERS BY LEVEL -2010

	Pre Primary	Primary	Secondary	Total
Pupils		3417404	692157	4109561

TEACHER NUMBERS BY LEVEL -2010

	Pre Primary	Primary	Secondary	Total
Teachers		43110		43110

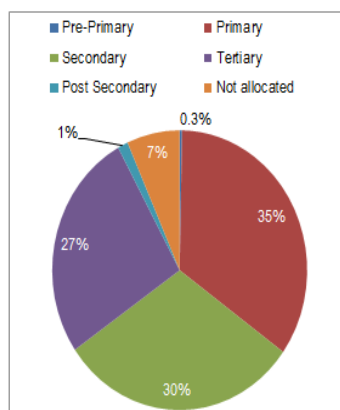
PERCENTAGE CHILDREN OUT OF SCHOOL -2009

Primary	Lower Secondary	Adult literacy rate (estimate): 73.7 -2009
3	24	

PERCENTAGE TRAINED TEACHERS BY LEVEL -2010

Percentage trained	Pre Primary			Primary			Secondary		
	Male			95					
	Female			97					

PUBLIC EXPENDITURE BY LEVEL (2011)



% Public Expenditure spent on Education: 14.7 -2011

% Expenditure on Teacher & Support staff salaries: 77.4 -2011

CHILDREN ORPHANED

Children (0-17yrs) orphaned by AIDS ('000): 650 (UNICEF 2009)	Learners in the basic education system who have been orphaned ('000): 451.57
Children (0-17yrs) orphaned due to all causes ('000): 1000 (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	Growing
		Female	Growing
Secondary	Male	Stable	
	Female	Stable	
• Total public expenditure (in local currency) on education			
• 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.)?	1.68		
• Number of learners in the basic education system who have been orphaned ¹	Male	232493	
	Female	219073	
	Total	451566	

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 ²	Yes
	Unit ³	Yes
○ If there is a management unit, how many permanent staff members does it have?	Unit	5
○ If there is a committee or management unit, does it include senior staff?	Committee ⁴	Yes
	Unit	Yes
○ If there is a committee or management unit, does it have a dedicated budget?	Committee	Yes
	Unit ⁵	Yes

¹ These figures are for one year and not cumulative years.

² In Malawi in each and every institution there is an established workplace structure responsible to oversee the implementation and coordination of HIV and AIDS activities

³ The Ministry has a fully-fledged HIV&AIDS Department responsible for coordination of HIV Sector Response. It reports directly to the Office of the President and Cabinet through the Principal Secretary responsible for the Department of Nutrition and HIV&AIDS

⁴ The workplace committees have developed TORs regarding the implementation of HIV&AIDS activities. They are tasked with programming and implementation of HIV&AIDS activities at institutional level

⁵ The Department has a dedicated Sector Budget and in addition to this it has the mandate to source funding from other donors

○ If there is a committee or management unit, have members received orientation training?	Committee ⁶	Yes
	Unit	Yes
○ If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues?		NR
▪ If Yes, are they at a senior level?		NR
▪ If No, are there staff members whose responsibilities include HIV&AIDS?		NR
• Is the Ministry involved in any current application for funding to any donor or development partner?	HIV&AIDS	Yes
	Tuberculosis	NR
	Malaria	NR
• Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)?		7
• Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources: ⁷	Internal/ Government	56
	External/ Donor	44

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)	✓	25		HIV&AIDS Impact	✓	✓
Finance Management	✓	✓	Access/Referral to Care and Support	✓	30		Response Management	✓	✓
Curriculum Development	✓	✓	Curriculum Development	✓	10		Mainstreaming	✓	✓
Human Resources Management	✓	✓	Mainstreaming	✓	20		Programme Budgeting	✓	✓
EMIS/Statistics & Research	✓	✓	Planning	✓	5		Monitoring and Evaluation	✓	✓
Monitoring, Evaluation & Reporting	✓	✓	Monitoring & Evaluation	✓	10		Reporting	✓	✓
External partners – e.g. teacher unions, PLHIV, NGOs, etc.	✓		Support from partners	✓			Gender Equality and Sensitivity	✓	✓
							Guidance and Counseling Skills in Guidance and Counseling		

Regional and District Level		
• Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic? ⁸		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?	Pre Primary	
	Primary	76-100
	Secondary	76-100
• Rank the HIV&AIDS roles and functions of decentralized structures in order of importance	Planning	1
	Program Implementation	1
	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? ⁹				Often
• Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings?				Yes
• Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission? ¹⁰				Yes
• Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected? ¹¹				Yes
	Pre Primary	NR	Lower Primary	Yes
	Upper Primary	Yes	Lower Secondary	NR
	Upper Secondary	NR	Tertiary	NR
• 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?				
○ If Yes, has it been revised since its adoption				No

⁶ The members of the Committee are from different Directorates and are tasked with attending different trainings to equip their skills and knowledge in HIV&AIDS matters, as one way of mitigating the impact in addition to activity implementation, mainstreaming and monitoring of HIV&AIDS responses

⁷ In the past five years, the Department has submitted such proposals to various donors and managed to secure funding from all these. These include: NAC, FAWEMA, USAID, ICEIDA, GLZ, UNICEF and UNESCO

⁸ In addition to the Department and workplace Committees, there are designated officers to coordinate HIV&AIDS in each and every Division and District, called Coordinators with well-defined TORs. They are solely responsible for managing HIV&AIDS response at decentralised level

⁹ The leadership of the Ministry has been proactive in addressing issues of HIV&AIDS including bringing to the attention of teachers the impact of HIV&AIDS at least at each and every graduation ceremonies of the primary teachers recruits with clear warning to avoid indulging in love affairs with their own students

¹⁰ HIV&AIDS activities feature highly in the Annual Work Plans of Teacher Unions and Teaching Service Commission. For instance part of the funding that the Sector received from National AIDS Commission was given to the implementation of HIV&AIDS activities at Teachers Union and Teaching Service Commission. The work plans included building a common platform to manage the response.

¹¹ The Ministry has provided school waivers more especially for secondary school students through grants and bursaries to the orphaned, vulnerable and HIV&AIDS affected

○ 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? ¹²	Yes
• 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?	76 - 100%
○ If Yes, provide date of original adoption and publication?	2009
○ 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?	Yes
○ If "Yes", indicate how often these policies are reviewed?	Every 2 - 5 years
• Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS? ¹³	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? ¹⁴	Major problem										
• Is there an Education Sector HIV&AIDS strategic plan in place?	Yes										
○ If Yes, in what year was this plan developed?	2004										
○ If Yes, in what year was this plan introduced?	2005										
○ 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?	NR										
• Is HIV&AIDS response mainstreamed in the education management and planning process at the National level? ¹⁵	Yes										
○ If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response?	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?	NR										
○ What was the most recent year for which EMIS captured and reported on these indicators?	2010										
○ Has EMIS undertaken any HIV&AIDS trend or impact analysis?	Yes										
• 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?	Yes										
• Has an assessment of the impact of HIV&AIDS on the education sector been conducted? ¹⁶	Yes										
○ If Yes, in what year did this assessment take place?	2007										
○ If Yes, how much of the country did this assessment cover?	76 - 100%										
○ Have the key findings of this assessment been published	Yes										
○ When were the key findings of this assessment published	Not published										
○ If no assessment has taken place, is one planned	n/a										
○ When is an assessment planned	n/a										
• Identify and rank 5 key barriers to implementation	<table border="1"> <tr> <td>1</td> <td>Funding Constraints</td> </tr> <tr> <td>2</td> <td>Human Resource Capacity and Skills Limitations</td> </tr> <tr> <td>3</td> <td>Transport</td> </tr> <tr> <td>4</td> <td>Equipment</td> </tr> <tr> <td>5</td> <td>Change of Institutional mindset</td> </tr> </table>	1	Funding Constraints	2	Human Resource Capacity and Skills Limitations	3	Transport	4	Equipment	5	Change of Institutional mindset
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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? ¹⁷	Yes
• Is there evidence of increased teacher attrition (e.g. permanent loss) in the system?	Yes
○ If Yes, are there plans to increase teacher recruitment and training? ¹⁸	Yes
• 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.)	Yes

¹² In addition to the Education Policy, the National Education Sector Plan which guides the Sector and National HIV Policy which guides mainstreaming of HIV&AIDS, the Sector with UNESCO funding in 2009 developed the HIV&AIDS guidelines to provide policy guidance in implementation of HIV&AIDS in the Sector. The Guidelines act as a policy document in managing the responses, and stipulate clearly what is expected of each education institution to mitigate the impact

¹³ Strategic Implementation of HIV&AIDS is provided by a Sector Strategic Plan developed in 2005 and reviewed in 2008. However other Ministry rules have also been reviewed to address the impact and implications of HIV&AIDS. These include: Use of ORT and readmission of a girl child.

¹⁴ The Education Sector views HIV&AIDS as a major problem, and this has been demonstrated by partnerships that the sector has developed in mitigating this impact. Other partners have been involved in funding HIV&AIDS interventions directly or indirectly with a common understanding of reducing the impact.

¹⁵ There has been mainstreaming of HIV&AIDS response in the management and planning processes. This has been enhanced through dedicated funding lines for HIV&AIDS program-related activities with institutions.

¹⁶ There was an independent study on Assessment of HIV&AIDS Responses in the Education Sector, undertaken with support from World Bank. Key findings from the study helped to revive HIV&AIDS funding from NAC. Most of the key findings and recommendations are those that have led to revamping HIV&AIDS programs in the Education Sector.

¹⁷ Much as there was internal analysis on the impact demand and supply in relation to Human Resources, it was more an analysis that was done for presentation to top management, to persuade respective departments to start thinking seriously of the impact of HIV&AIDS.

¹⁸ Though there hasn't been clear evidence of teacher attrition being attributed to HIV&AIDS, a number of programs have been put in place to ensure that the number of teachers lost through either HIV&AIDS or other means are replaced. These include construction of more Teacher Training Colleges, introduction of new teacher programs, involvement of private/public partnerships and development of new programs that would ably support women to be recruited for teacher education

o If Yes, indicate how often these policies are reviewed?	Every 2 - 5 years
• 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	Yes
	District	Yes
	Education institution	Yes
• Does the Ministry have a program aimed at preventing HIV infections among staff?		Yes
o If Yes, are these prevention programs gender sensitive?		Yes
• Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff?		Yes
• Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities?		Yes
o Estimate % teachers and staff who have such access?		51 - 75%
o Estimate % teachers and staff who use these facilities?		51 - 75%
• Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff?		Yes
o 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				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	✗	✓	✓	✓	✗	✓	✓	✓	✓
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	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?									Other
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?									Yes
o If Yes, estimate % effectiveness of these efforts?									76 - 100%
o If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic?									Systemic
• 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?									76-100

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?	Yes
○ If Yes, how often are the results of this monitoring reported?	Every 2 years
• 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?	76 - 100%

8. ORPHANS AND VULNERABLE CHILDREN

• Does the Ministry have a system for identifying and categorizing orphans and vulnerable children? ¹⁹	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?																										
<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">NR</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:	NR	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>NR</td> </tr> </table>	Orphaning	✓	Geographic Location	✓	Vulnerability	✓	Programme Scaling	✓	Poverty	✓	Other:	NR
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• Is there currently a school feeding scheme in place? ²⁰	Yes																										
○ If Yes, estimate the coverage of this feeding scheme by school level	<table border="1"> <tr> <td>Lower Primary</td> <td></td> <td>Upper Primary</td> <td></td> </tr> <tr> <td>Lower Secondary</td> <td></td> <td>Upper Secondary</td> <td></td> </tr> </table>	Lower Primary		Upper Primary		Lower Secondary		Upper Secondary																			
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○ If Yes, confirm whether this coverage is growing, stable or shrinking?	Growing																										
• Have teachers received training in caring for HIV-infected pupils? ²¹	Yes																										
• 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>51-75</td> <td>Upper Primary</td> <td>51-75</td> </tr> <tr> <td>Lower Secondary</td> <td>51-75</td> <td>Upper Secondary</td> <td>51-75</td> </tr> </table>	Lower Primary	51-75	Upper Primary	51-75	Lower Secondary	51-75	Upper Secondary	51-75																		
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9. PARTNERSHIPS

• Does the education sector have a shared strategy on HIV&AIDS response with its local and international partners? ²²	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	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>✓</td><td>Major</td></tr> <tr><td>OPC</td><td>✓</td><td>Major</td></tr> <tr><td>Local Government</td><td>✓</td><td>Major</td></tr> <tr><td>Agriculture</td><td>✓</td><td>Major</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	✓	Major	OPC	✓	Major	Local Government	✓	Major	Agriculture	✓	Major	<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:	
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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?	In the last 2 - 5 years

¹⁹ The Ministry of Education has OVC Guidelines for the Education Sector's implementation of OVC response. In addition to the guidelines, the Ministry has produced OVC Community Briefs to help in advocating issues of Orphans and Vulnerable Children among community members at grass root structures, School Management Committees and Parent Teachers Associations. The Briefs act as an advocacy tool for developing School Implementation Plans which integrate issues of OVCs at school level.

²⁰ The School Feeding Programme is one that provides a single hot meal to targeted schools which were identified based on a number of factors - poverty levels, vulnerability orphaning and poor crop production. Meanwhile the school feeding programme is being scaled up as one way of reaching out to many schools in addition to the existing indicators.

²¹ The OVC at each and every school are taken care by the School Counsellors though some have no counselling skills. The USAID programme that supports orphans and children works with a network of Teachers Living Positively. These have been trained in a number of sessions on Counselling Skills, Child Communication, Stigma and Discrimination, Positive Living and Positive Health. The whole idea is to build a robust programme of Orphans and Vulnerable Children that is directly linked to the network.

²² The Ministry of Education encourages all its partners to use the HIV&AIDS Strategic Plan when implementing HIV activities in the Sector. No partner implements its programs outside the strategic plan; this encourages strong partnership among donor and other Ministries implementing HIV&AIDS programmes

<ul style="list-style-type: none"> If HIV&AIDS and education-related research has been conducted, please list these studies with approximate dates of completion and publication? 	1	Stigma and Discrimination Index by MANET plus , Date: 2011
	2	Quality of Life of OVC learners in the learning Environment, Date: 2010
	3	Needs Assessment of Teacher Living Positively, Date: 2009
	4	Evaluation of Behaviour Change Program in Teacheer Training Program , Date: 2011
	5	Evaluation of Life Skills Education, Date: 2007

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

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

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	10																
Funding/budget constraints	1																
Human Resource capacity and skills limitations	1																
Stigma and discrimination	6																
Lack of HIV&AIDS mainstreaming	7																
Lack of data and management information	3																
Little or no research	3																
Lack of training and orientation	7																
Ineffective monitoring, evaluation and reporting	5																
Lack of mandatory HIV&AIDS subject coverage in the curriculum	9																