

ACCELERATING THE EDUCATION SECTOR RESPONSE TO HIV/AIDS IN MOZAMBIQUE

SEMINAR REPORT

**9 – 13 FEBRUARY 2004
MAPUTO, MOZAMBIQUE**

**Seminar sponsored by the Mozambique Ministry of Education (MINED) with
Technical Assistance from the Working Group of the UNAIDS
Inter-Agency Task Team (IATT) for Education**

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I. INTRODUCTION

1. Executive Summary

The Ministry of Education (MINED) held a national seminar from 9-13th February 2004, in Maputo, at Joaquim Chissano Conference Center, with the objective of accelerating the sector's response to HIV/AIDS.

Participants to this event included, H.E. the Prime Minister, Dr. Pascoal Mucumbi, the CNCS's Executive Secretary, Dr. Joana Mangureira, MINED's top leadership and the sector's senior staff, provincial teams comprising seven (7) members amongst which DPE representatives, partners, representatives of CNCS provincial cells and the civil society. Other participants to the event were representatives from the ministries of Health, Youth and Sports, Women and Social Affairs, PALOP's observers namely: Angola, Cape Verde and Guinea- Bissau, apart from experts from the World Bank, Malawi, Zambia and Zimbabwe.

The workshop was provided with technical assistance by a working group from UNAIDS, Task Team for Education (IATT). This group seeks to facilitate the sharing of experience among countries in sub-Sahara with two main objectives: (i) To promote Education for All (EFA) and the Millennium Development Goals (MDG) which will ensure access to Education and quality, to all boys and girls, notwithstanding the impact of HIV/AIDS, (ii) to build the institutional capacity for the Education sector in order to respond immediately to HIV/AIDS, preventing more students and teachers from getting infected.

During the workshop, the current initiatives and responses at the national and provincial levels of the Education sector were presented and debates and discussions took place over the following four key issues:

- Planning and Mitigation
- Prevention
- Access to Education for orphans and vulnerable children
- Workplace policy

The debates concluded that it is necessary:

1. To improve the management and education information system to respond effectively to the challenges imposed by HIV/AIDS in the Education sector. To this effect one should:
 - a. identify the information needs within the HIV/AIDS context,
 - b. ensure that the management and education information system corresponds to the needs of the sector,
 - c. improve the analysis, sharing and utilization of information
2. To create the conditions so that all school children and youth are aware of the existence of HIV/AIDS, know how it is transmitted, acquire the necessary life skills and adopt positive behaviour. To this effect the following should be done:

- a. strengthen coordination of all prevention activities, at all levels
 - b. ensure systematisation of monitoring and evaluation of preventive actions
 - c. implement the new curricula of Basic Education with regard to HIV/AIDS issues
 - d. strengthen extracurricular activities of Prevention against HIV/AIDS
3. Ensure and maintain access to Education for orphans and vulnerable children and promote their well-being. To this effect it is necessary:
 - a. to identify and survey all the problem areas and the local provision of services for OVCs
 - b. to strengthen the legal tools on the rights of OVCs ensuring, in this manner, their basic needs
 - c. to mitigate the negative impact of the stigma
 - d. to promote coordination between educational institutions and local and international partners
4. Review the draft national Policy on HIV/AIDS for the sectors in the context of the sector's needs and in accordance with the regulations. The following should be done in this context:
 - a. to disseminate law 5/2002
 - b. finalise the sector's draft Policy on HIV/AIDS
 - c. incorporate statistics of OVC in the monitoring systems
 - d. mobilise and encourage partnership, by involving other sectors and donors in the strategic planning and implementation

The seminar also included special moments for the provision of knowledge and skills the following of which are highlighted:

- Distribution of more than 24 technical documents on AIDS and Education translated to Portuguese.
- The launching of an anthology of texts translated to Portuguese and elaborated with funding from the Development Corporation Ireland, related to school-based Prevention programs.
- A Journalists Panel.
- Establishment of an information market to facilitate the exchange of knowledge amongst the participating organizations.
- Sessions of provincial teams for the development of their own action plans

Alongside the workshop, two meetings also took place: one with the DPEs Focal Points aiming to reach consensus on the terms of reference for the FP's and the Working Groups, and the other, with PALOP observers aiming to establish a PALOP's network on HIV and Education.

2. Background and Objectives of the Seminar

“Accelerating the Education Sector Response to HIV/AIDS in sub-Saharan Africa” is an initiative of the HIV/AIDS affected countries and the UNAIDS Interagency Task Team for Education (IATT), and calls for a multi-partner effort from countries, development partners, civil society and the private sector to promote high level understanding and leadership, and the development of effective national responses across the education sector.

The initiative seeks to share experiences among countries in sub-Saharan Africa, and has two main objectives: First – promoting Education for All (EFA) and the Millennium Development Goals (MDG), which will ensure that every girl and boy has access to quality education despite the impact of HIV/AIDS on the education system. Second – strengthening the capacity of the education sector to respond with timely actions to prevent learners and teachers from being infected with HIV.

This initiative includes operating at three levels:

- Advocacy at the ministerial level to promote understanding and political leadership;
- Sharing of experience among countries/states, and capacity building through facilitated seminars to promote understanding of feasible actions;
- Support at the country level for the education sector to develop and implement an effective response.

Seminar’s objective

The overall objective is to strengthen the implementation of the education sector’s response to HIV/AIDS at national and provincial levels, within the scope of the Mozambican Ministry of Education’s HIV/AIDS Strategic Plan.

The specific objectives are to strengthen coordination amongst the HIV/AIDS and Education working groups, at national and provincial level; to facilitate provincial level access to resources for the education sector’s response to HIV/AIDS; to strengthen the capacity of the education sector’s response to HIV/AIDS, at national and provincial level; to share regional, national and provincial experiences and promising practices in responding to HIV/AIDS by the education sector; and to strengthen formal and non-formal partnerships between the government, civil society and cooperation agencies, in HIV/AIDS and Education areas.

Seminar Concept

Proposed invitees include a national team composed of representatives from the relevant ministries, the National AIDS Council, the Teacher Union, the Civil Society and various development agencies. The eleven provincial teams will be comprised of the Provincial Directorate of Education (the Provincial Director, the HIV/AIDS Focal Point, the Planner, and the Head of Human Resources). Participants will also include the National AIDS Council Provincial Coordinator, a representative from the Provincial Directorate of MMCAS (Ministry for Women and Social Action), and a representative of the civil society involved in HIV/AIDS and Education issues. Regional representatives and resource persons will be invited from Angola, Cabo Verde, Guinea-Bissau, Malawi, Tanzania, and Zambia.

The seminar's primary language will be Portuguese. However, simultaneous interpretation will be available (Portuguese/English). The seminar documentation will be available in both Portuguese and English.

Agenda

The seminar will have the duration of five days and will follow the tested format of previous IATT "Accelerating the Education Sector Response to HIV/AIDS" seminars, which has to date covered 20 African countries.

The seminar's agenda will be based on the meticulous preparation of the participating teams and will include a template for the preparation work.

On Day 1, the provincial teams present HIV/AIDS activities/programs to be implemented in the education sector of each province. Days 2-4 will involve discussion on four key issues: planning and mitigation; prevention; access to education by orphans and vulnerable children; and workplace policy. These debates will take the form of four facilitated thematic working groups. On Day 5, provincial groups will regroup and present their priority plans.

3. Opening Addresses

Opening Remarks

Mr. Alcido Eduardo Nguenha, Minister of Education, Mozambique

Your Excellency Mr. Prime Minister, Your Excellency President of the City Council, Members of the Government, Dear Guests, Ladies and Gentlemen:

At the beginning of this International Workshop, I would like to start by welcoming all present, particularly our honored foreign guests, who have agreed to participate in this meeting in the search for strategies and exchange on the best ways of dealing with the HIV/AIDS pandemic and its effects on the education sector and society in general.

I would also like to welcome the organizers of this event who have worked hard to provide the best so that our visitors will have a comfortable stay in Maputo, and the best conditions for the workshop.

This workshop is a result of an attempt by our Government to develop a response to the problem of HIV/AIDS in general society and specifically the education sector. This will provide an opportunity to analyze the impact of policies designed to fight HIV/AIDS and to redefine the role of education in this process, in view of prevention, fight against the disease, and assistance to the affected and infected by the pandemic.

I would like to assure the Prime Minister that the participants in this meeting will be able to fulfill the assigned task, to produce quality work during the workshop and follow up,

strengthening its intervention in the communities for prevention of the contamination of the Mozambican population by HIV/AIDS.

After these words, I would like to invite Your Excellency the Prime Minister to address the participants.

Thank You

Opening Address

His Excellency Pascoal Mocumbi, Prime Minister of Mozambique

Mr. Chairman of the Maputo City Hall, Members of the Council of Ministers, Executive Secretary of the National Council for the Fight against HIV/AIDS, Representatives of the Diplomatic Corps, Representatives of the Civil Society Organizations, Representatives of the Religious Organizations, Respected Guests, Ladies and Gentlemen, Country Fellowmen:

It was a great honor to receive the invitation to give the first address in this opening session of the HIV/AIDS and Education seminar, which is starting today.

I therefore wish to welcome all those that have left their countries to join us, so that together we analyze the impact of HIV/AIDS in the education sector and draft strategies to prevent the expansion of this pandemic in a sector as important as that of education.

We sincerely hope that you will feel well here in Mozambique and that your presence will also help you to better know this country and its people, and to enjoy the beauty and hospitality of our capital. We hope you will have a fine stay in Maputo.

We would also like to welcome our collaborators from the provinces, who are participating in this meeting and I hope that we take good advantage of their participation, so that, together with the other professionals in the area of Education, we can share experience on how to minimize the effects of the disease of the century among our youth in the country.

We would like to extend a particular welcome to all those who have been involved in the preparation of this important meetings and hope that it is successful. We hope we can develop guidelines to fight the spread of HIV/AIDS and to support the children and youth affected by the pandemic in the schools, as well as among the youth in general.

For a long time, HIV/AIDS has been considered a major problem in the public health system. However, today, in many countries, specifically African countries — which includes Mozambique — the pandemic has become a survival issue, an issue of national security.

In our country, action to prevent and fight HIV/AIDS is of vital importance. Therefore, we have established the National Council for the Fight Against HIV/AIDS, a multi-sector driven institution, which consist of Government institutions, civil society organizations and other partners.

The task of this council is to design policies on HIV/AIDS, to monitor the evolution of the situation, and to coordinate action in the fight against HIV/AIDS.

In light of the national strategic plan for the fight against HIV/AIDS (PEN) some sector strategies have been developed, aimed at fighting the spread of AIDS in the country. The strategy of the education sector will be subject to evaluation and discussion during this forum, and we expect to obtain valuable contributions for its update.

Our Government recognizes the importance of the education sector in the fight against the spread of the disease. Education is our main weapon; it is through education that we can disseminate information about the devastating effects of the disease. We can disseminate information on how to prevent its quick spread through the establishment of a sense of responsibility toward HIV/AIDS among the youth and respect towards those infected and affected by the disease.

However, most of these programs have not yet shown the desired results. But this does not, in itself, constitute a reason to stop the programs. On the contrary, the low impact of prevention strategies is a sign that the approaches should be improved and that the activities need to be focused, more flexible and consistent. Above all, they request a multi-sector approach, combining formal and non-formal education, health education and strategies to fight against poverty.

This is an invitation for educators to involve themselves in prevention strategies, information action and support for youth in the search for the appropriate dissemination of messages and moral values. Another important concern for educators is the need to protect the educational system from the effects of the pandemic. HIV/AIDS affects the education system in the same way it affects the human body. Each day, we notice there are more teachers missing lessons due to the fact that they have acquired the disease. Some even die due to AIDS.

The statistics show a growing number of teachers and administrators from the education system infected by the pandemic, which is increasing the level of mortality among these practitioners, and, therefore, affecting the provision of quality educational services, as well as the management system. The figures show that additional efforts are needed for the treatment of the infected and the training of new teachers, school directors and other staff members within the sector, which implies the diversion of Government financial and human resources to attend to the new problem. In a situation where Government resources are becoming more and more scarce, HIV/AIDS only contributes to an even greater scarcity of the available resources intended to merely attend to educational actions.

HIV/AIDS also affects the education system through the reduction of education services. The consequences of the pandemic on children and their parents force them to divert their focus on lessons to take care of their infected relatives. Many children in Mozambique have already started to play the role of family leaders, and they are forced to work from a very early age to meet the needs of their relatives and support them full time, therefore, abandoning school.

The solution to reduce the impact of the HIV/AIDS is prevention through education, which should be used to show people how the prevalence can be reduced. Ignorance is the major factor keeping the epidemic out of our control.

The effects of education for prevention should be shown in the change of mentality and behavior, generating new attitudes towards youth's sexual behavior. Therefore, the education sector should start from the beginning with education programs that encourage children to develop preventative attitudes and assume new behavior before the risks of the pandemic develop. At the same time, the school must work in full partnership with the community to support the parents and those in charge of the children on issues related to ethics and sexual education of the youth.

We still have a lot to learn in relation to HIV/AIDS, specifically about ways to deal with the epidemic. However, what we know to date enables us to act quickly and confidently to offer needed support and treatment to those infected and affected by the disease, ensuring respect for the fundamental rights of citizens and the maintenance of moral and ethic values in the communities.

In the global society where we live, no country should feel isolated or completely isolate itself. We are all affected to some extent. Therefore, there is a need to encourage African cooperation as well as cooperation with other countries in the world regarding control and mutual support policies, particularly for issues related to the treatment of the people infected by HIV. It is known that the medicines for the antiretroviral treatment are very expensive.

In Mozambique the main planning perspectives for education in the context of HIV/AIDS are the following:

- The role of education in the reduction of the spread of the disease; and
- The impact of the disease on the educational system

The approaches based on the first point are mainly, but not exclusively, concerning the curriculum – the content of the education programs and the way they are organized and carried out. In this sense, the major changes we implemented with the introduction, this year, of the New Curriculum in the Basic Level, are important. In the new curriculum, we introduced a new approach to sexually transmitted diseases. It tries to introduce our children and youth, from very early ages, to information about HIV/AIDS, its effects, ways of transmission, prevention and ultimately, action to be taken in case of infection. Therefore, from grade one, students will learn subjects related to sexual health and hygiene, while issues related to reproductive health will be introduced from grade three, as a way of providing children with information to prevent and fight against endemic and sexually transmitted diseases.

The approaches based on the second point are related to organizational problems regarding the supply, demand, resources and quality aspects of providing education. It is obvious that experience shows that these two perspectives are not exclusive of each other. It is virtually impossible to establish the role of education in the reduction of the spread of the epidemic without considering how the impact of the disease manifests in the supply, demand, resources and quality provision of education services.

For greater understanding and treatment of such a situation, the Mozambican Government has conducted a study aimed at outlining the potential consequences of HIV/AIDS on the education sector. The study recognizes that the great challenge regarding HIV/AIDS is that education will

be asked to fulfill a important role in any national strategy to stop the spread of the epidemic at a moment when the sector is being devastated by the epidemic.

Preliminary estimates indicate an HIV/AIDS prevalence rate of 17% among teachers; this can trigger an annual loss of 1.6% of the total number of practitioners in the coming years. HIV/AIDS will, therefore, impose great changes on the education system. This means the sector will need to be ready to accommodate the eventual loss of staff members like teachers and administrators with a high cost to human and material resources.

The loss of qualified staff due to the epidemic will extensively impact other economic and social sectors. In this sense, education will be called out to support other economic areas in the country, and will attempt to compensate for the loss of staff victimized by AIDS, employing teaching and management staff from the education sector.

At the same time, an important group affected in the education system will be students who are orphaned or infected by the virus. To assist these students, we should be prepared to handle the situation, since both the orphans and the infected will need special educational care to overcome the trauma and the direct effects of this contagious and opportunistic diseases. This will increase the demand in terms of specific training that can enable teachers to deal appropriately with the specials needs for this kind of students.

Despite this, we are confident in the education sector, which in Mozambique is constituted by a large, well organized and structured family, and includes about 4 million students from the different teaching subsystems and more than 80,000 teachers, technicians and other staff members. Today they represent half of the civil servants in the State.

The student population is important because it represents the future. It is made up with children and young people who will be tomorrow's human resources. That is why we see the AIDS epidemic as a growing trial for this population and consequently a serious obstacle to the socio-economic development that we intend to achieve in our country.

Our strategy to fight against the epidemic lies mainly in the protection of the so called "window" of hope," the period when non-sexually active children can learn better and earlier about abstinence, protection and prevention. This implies a lowering of the age when the actual campaigns of prevention against HIV/AIDS with appropriately adjusted messages are disseminated. The campaigns may involve, apart from children considered to be sexually active, subgroups between the ages 6 – 15 years old. This position gains more force if we take into account that in Mozambique, only 5% of the student population attend secondary, techno-professional and university levels.

Yet it is necessary to raise awareness among education professionals that being HIV positive is not necessarily a capital penalty. An HIV positive person can live a full life. There are tested and developed practices that can contribute toward extending the life of the HIV positive who live "positively". If educators and managers deeply understand this reality, they will be prepared to help change the mentality of their students and society in general regarding the epidemic.

Education may well help to play an important and relevant role in the protection of new generations, as well as becoming a beacon of hope to protect its staff and the survival of society in general. It can act as a center of gravity for prevention activities.

Without ignoring or minimizing traditional community efforts in the fight against HIV/AIDS, the school should create an environment that allows for effective educational contributions with the goal of providing young people with self-defense techniques and knowledge to face HIV/AIDS. The absence of a well planned collaboration among the educational community will bring harmful consequences for the society, throwing of all efforts undertaken by the State and the general society to promote the social and economic development of Mozambique.

In the same way, it is important to begin training as early as possible with the goal of convincing and helping the adolescent understand the dangers and risks around him and the need to adopt an ethical, affective and informed position in inter-personal relationships.

Therefore, the community and the family are also called to intervene, so that together we can face and win the challenges presented by HIV/AIDS. Active parental participation in the counseling of their children is a crucial tool to develop desirable norms of behavior.

From what has been said and in the face of dramatic statistics, it is evident that education, in itself, in an isolated way, cannot alone attack the problems caused by HIV/AIDS in the youngest people of our society, threatening to destroy them if nothing is done in the fight against this epidemic. Therefore, we advocate that the most appropriate prevention and fighting strategy should lie in a multi-sector approach, where all the elements (State, Church, communities and society in general) have specific responsibility in this context.

I would not like to finish without hoping that this meeting takes place with a sense of openness and exchange between the technicians and that it constitutes an opportunity for reflection and profound evaluation of our work in this sensitive area of HIV/AIDS.

I solemnly declare this International Workshop on HIV/AIDS and Education open.

Thank you and I wish you good work!!!

4. Summary of the Keynote Address

Professor Michael Kelly, University of Zambia

HIV/AIDS confronts us with two situations: *the disease*, which is the medical condition of HIV infection and/or the disease of AIDS in individuals; and *the epidemic*, which is the social and developmental condition and impacts of widespread HIV/AIDS when infected individuals are found across a country or region.

The effects of the disease can be seen in two stages. The HIV stage lasts from two to 12 years and includes: contact with body fluids of infected individual, the entrance of HIV into the human body; and the progressive breakdown of the immune system. The AIDS stage lasts from four

months to two years and is manifested by a growing burden of opportunistic illnesses, acute illness and distress, and eventual death.

HIV/AIDS in Mozambique. In July 2002, Prime Minister Pascoal Mocumbi told a Maputo press briefing, “We could face the collapse of the state, the collapse of companies, the collapse of your newspapers, because of the deaths of trained young people.” On the same occasion, the Prime Minister stressed the need to educate children and adolescents about HIV/AIDS and how to avoid it.

Twelve months later, a July 2003 Prime Minister briefing estimated that 500 to 700 Mozambicans become infected each day. The prevalence rate among adults has risen to nearly 15 percent from 12 percent in 2002. Because of the epidemic, life expectancy is expected to drop below 40 years in 2010.

Education works against HIV/AIDS. “Education can be a powerful force—perhaps the most powerful force of all—in combating the spread of HIV/AIDS” (World Education Forum, Dakar, 2000). Education has a major role to play in preparing young people to live responsibly and safely in a world with HIV/AIDS.

Education helps because those who are better educated know more about the disease and how to protect themselves. Those who are better educated know more about the importance and practice of testing and good nutrition. Those who are better educated are able to internalise and adopt messages coming from other sources.

What seems to count most is education as education. Those who never attended school know less about the disease and how to protect themselves than those who have had some schooling—and the higher the level of schooling the better the knowledge, understanding and practice. In Uganda, infection rates stayed steady among those with no schooling, dropped among those with primary schooling only, and dropped even more among those who had been to secondary school. These changes occurred during years when the quality of education was not very good and when there was almost no HIV/AIDS education in the curriculum. But improved quality and preventive education in the curriculum should contribute even more to reducing the HIV infection rate.

Education is a “social vaccine” against HIV/AIDS. The school is an institution that protects. The more schooling and the more education we have, the less we see of HIV. In the absence of a cure or vaccine, education is the best social vaccine available to society.

At the same time, HIV/AIDS works against education. Just as it could lead to the collapse of the state, so also could HIV/AIDS lead to the collapse of an education system. It could do so through its impacts on supply, demand, costs, and quality.

Impact on Education in Mozambique. HIV/AIDS is impacting the supply of education. The number of teacher deaths has increased. The Impact Assessment says that AIDS may claim 9,200 teachers in Mozambique during the period 2000–2010, equivalent to 17% of its personnel. In his address to the Seminar, the Prime Minister spoke about 1,200 teachers dying in a year.

We have also seen an increase in teacher absenteeism due to HIV-related illness and funerals. For each AIDS death there may be the loss of 18 months of productive work time prior to death and an increased loss of teachers to other sectors that also experience AIDS mortality.

HIV/AIDS is impacting the demand for education in Mozambique. The impact assessment tells us that by 2010, there may be 13% fewer school-age children than if there were no HIV/AIDS, though the absolute number will increase. There will be an increase in the number of school-age OVCs, many of whom may be less likely to attend school. The Ministry of Agriculture and Rural Development reported in July 2003 that up to 1 million children had dropped out of school, mostly those left to fend for themselves after losing one or both parents to AIDS.

HIV/AIDS impacts the cost of education. Globally, for the achievement of universal primary education, HIV/AIDS will result in total *additional* annual costs of US\$975 million per year (UNESCO). For Mozambique, minimum *additional* costs for MINED due to HIV/AIDS have been estimated at US\$110 million for the period 2000–2010. The enormity of these costs illustrates the urgency of protecting the education sector against the ravages of the epidemic.

HIV/AIDS impacts the quality of education. Education's major outcomes, learning achievement and personal formation, are threatened by frequent teacher absenteeism, shortages of teachers in specialised areas such as mathematics or science, learners frequently absent, concern for those who are sick at home interfering with ability to concentrate on teaching and learning, and repeated occasions for mourning in schools, families and communities.

Education's "Minimax" Response to HIV/AIDS. In its response to HIV/AIDS, education has two major tasks:

1. Minimize the impact of the epidemic on the education sector—make sure that the sector continues to function (children enroll, teachers are available, teachers teach, learning takes place, systems work)
2. Maximize the impact of education on the epidemic—use the system to prevent HIV infection and defeat the disease (ensure HIV prevention; care and support)

The objective of this seminar is to strengthen the implementation of the education sector strategic response to HIV/AIDS at the national and provincial levels in Mozambique. Key discussion areas will include access to education—especially for orphans and vulnerable children, education and HIV prevention, planning and impact mitigation, and workplace policy.

The "education vaccine" means we must give more and better education. We must maintain the supply of education by intensifying efforts to achieve Education for All. The duration of education must be extended, especially for girls. We must also respond to the demand for education—to ensure that every girl, orphan and vulnerable child has access to education. We must work hard against drop-out and repetition and use every available means to improve education quality.

The “education vaccine” means that education can be used for HIV prevention. It can help young people to grow up with the knowledge, skills and values they can use to protect themselves, help them see their personal vulnerability, promote life-affirming attitudes and values, deepen understanding of the meaning and implications of sexuality and relationships, help them to talk easily about HIV/AIDS, and promote human rights and the outlawing of stigma and discrimination.

Planning and mitigation will keep the system functioning by providing committed and informed leadership, developing broad-based multisectoral management partnerships, developing a policy and regulatory framework, conducting strategic and operational planning, ensuring effective management, building the necessary capacity, conducting research and monitoring (including impact assessments), and ensuring the ready availability of necessary funding.

Workplace issues include the review of regulations and procedures, issues of sick leave and ARV access, speedy appointment of replacement staff, allowance for the special impact of HIV/AIDS on female staff, with their multiple roles, giving autonomy to education administrators at various levels to make personnel-related decisions in response to HIV/AIDS, and establishing HIV/AIDS education-in-the-workplace programmes for sector staff

Conclusion. Be prepared for a long-term commitment—HIV/AIDS has swept across the world with dramatic speed; it will disappear much more slowly. Be prepared for the unexpected. Be confident that the future can be better than the past and that the work of educators and planners can help in making it so.

II. PROCESS OF WORKSHOP

5. Situation Analysis and the Government of Mozambique's National Strategic Plan for HIV/AIDS

The following information shows the situation analysis of HIV/AIDS in Mozambique through the results of Round 2002.

Taxas Ponderadas de Prevalência em Adultos dos 15-49 anos por Província.

Taxas Fenderreiras da F.F. Revolucionária em Adultos dos 18-45 anos por Província:			
Maputo City	17.3%	South Region	14.8%
Maputo Province	17.4%		
Gaza	16.4%		
Inhambane	8.6%		
Sofala	26.5%	Central Region	16.7%
Manica	19.0%		
Tete	14.2%		
Zambézia	12.5%		
Niassa	11.1%	North Region	8.4%
Nampula	8.1%		
Cabo Delgado	7.5%		
Country			13.6%

The Process of Review and Reformulation of the Strategic Plan (PEN) for the Fight Against HIV/AIDS. MINED is part of the Steering Committee and it will probably be part of the process leadership. During the review and reformulation of the PEN process, auscultation sessions will be carried out in the public sector, including the education sector. The national response will be analyzed through specific sector meetings. Goals, objectives, and strategies will be formulated. A subject for PEN II will be capacity building approaches and priorities of the education sector's strategic plan. Eventually, the sector may assume the leadership of a thematic group on HIV/AIDS and Education.

Financial Resources are available for a feasibility study of the national response against HIV/AIDS. The National Council for the Fight Against HIV/AIDS has funds to find results in the fight against HIV/AIDS. They are basically structured as such: Common Fund Bilateral-

OGE, Ireland AID, DFID, CIDA, Finland, Canada, France (in pipeline) Consignated Funds: World Bank, UNDP, UNICEF, and State Funds (operative costs and counterpart funds from MAP).

At present, the assured funds are from the Fight Against HIV/AIDS Program in the country, whose components are referred to as follows: Initiatives from the Community and Civil Society (ICSC) --\$25 million; Capacity Building for the Civil Society--\$5 million; Public Multiple Sector Response (Public Sector)--\$5.5 million; Straightening Health Services--\$14 million; Project Management--\$5.5 million.

The most emphasized components at the moment are SP and ICSC. The first aims at supporting the ministries, provincial directorates and subordinate institutions. Regarding the second component, the support is directed to non-governmental organizations (NGOs), community based organizations (CBOs), religious congregations, associations and trade unions in general.

For the funding of civil society organizations some procedures are followed according to the structure and the outreach of the organization in general. These procedures are based on the classification of the organization according to their outreach and experience. Therefore, for management purposes, we have established certain budget limits according to the category and type of the NGO: type A category--up to \$100,000; type B category--up to \$20,000; type C category--up to \$5,000; type D category--up to \$1,000.

6. Review of the Ministry of Education's HIV/AIDS Strategic Plan

General Objective

To educate the school community and the managers in Sexual and Reproductive Health (SRH) matters, in order to prevent and reduce the incidence of STD/HIV/AIDS; to minimise the social impacts of the epidemic on those affected and on the national education system in Mozambique.

Strategic Area A: *MINED as an employer*

This area seeks to ensure that MINED, as the largest employer in Mozambique, provides a programme of prevention and care for its staff, both as a social duty, and in order to protect its limited human resources, on whom significant investments have already been spent. It will ensure that the staff have the basic information and necessary skills in the area of SRH/STD/HIV/AIDS and promote the use of health services, VCT, condoms, and counselling in SRH/STD/HIV/AIDS for staff

Strategic Area B: *MINED as a provider of education with responsibilities to children, young people and adults*

This area tries to ensure that all the children, young people and adults in schools receive appropriate and adequate education for the prevention of STD/HIV/AIDS, based on behaviour change communication approaches, and the development of life skills promoting Sexual and Reproductive Health. This is done through training the technical staff at the various levels (central, provincial and district) to handle curriculum transformation effectively; ensuring the

inclusion of SRH/STD/HIV/AIDS contents in drawing up the local curriculum; undertaking extra-curricular activities based on the development of life skills in the schools through activists; and developing, in coordination with other partners, communication strategies aimed at children and young people, with special stress on gender questions.

Strategic Area C: *MINED as a system*

The purpose of this area is to develop an effective management response that allows MINED to undertake its central mission of education, despite the impact of HIV/AIDS. It will establish the institutional and legal framework of MINED in questions of HIV/AIDS; contribute to the definition of the priority geographical areas for intervention in each province; raise the awareness of managers at all levels so that they understand the changes in their roles and responsibilities in the context of the HIV/AIDS epidemic; train managers at all levels, by developing decision-taking skills; create monitoring and assessment systems; and take measures to ensure that decision taking is based on the established indicators.

Strategic Area D: *MINED as part of the broader national response*

This area seeks to create effective relations with governmental and non-governmental partners to react to the HIV/AIDS epidemic. It will develop mechanisms to guarantee the effective participation of the various stakeholders in society in the MINED SRH/STD/HIV/AIDS programme; systematically publicise for all of society the policies and actions undertaken by MINED; define roles and responsibilities of the various partners in the STD/HIV/AIDS programme, namely MMCAS, MJD, MISAU and civil society; and establish referral systems to social and health services, especially targeted at young people, in association with youth clubs at the local level.

7. Integration of the HIV/AIDS Strategic Plan into the Education Sector Strategic Plan (ESSP)

Summary of a presentation by Dr. Virgilio Juvane, National Director of Planning, MINED

The ESSP is a reference framework for education policies, identification of needs, definition of priorities, and estimation of funds to be mobilized. It is a five-year plan that is flexible, adaptable and can be revisited to incorporate changes. It is also framed in the medium term Expenditure Scenario of the government.

A first ESSP was developed for 1999-2003 and a second plan has been developed for 2004-2008. Guiding principles of the plan are: Poverty Reduction strategy, EFA/FTI and the Millennium Development Goals.

In 2000, an HIV/AIDS impact study on the education sector of Mozambique was conducted and the main consequences of supply and demand of education were defined. This has led to the consideration of the HIV/AIDS impacts on education planning.

The AIDS strategic plan is an integral part of the ESSP. The HIV/AIDS problem is integrated in a transversal way with effects on policy level, prevention, mitigation of effects for human resources and for the students. A need exists for the strategic management of human resources (teachers and administrators). EFA cannot be achieved without considering the impact of HIV/AIDS on Education.

8. Summary of the Current Provincial Plans to Combat HIV/AIDS Within the Education System

All 11 provincial and municipal teams used a standard template to present their current education sector response to HIV/AIDS. The following sections summarize the key issues presented according to the 5 topics that each province considered:

1. *Policy for an education sector response to HIV/AIDS.* All the provinces have adopted the national law (5/2000) on avoidance of discrimination and stigmatization in the workplace. Four provinces emphasized the need for a clear sector policy to assist them in translating the law into specific actions that can be implemented.
2. *Planning and mitigation.* All provincial education teams include an HIV/AIDS Focal Point. This person is responsible for coordinating and implementing the education sector response to HIV/AIDS at the provincial level. However, the Focal Points have this responsibility in addition to all their normal duties, and do not have a specific budget or work plan for the additional duties. Four of the focal points stated that they had insufficient data at their disposal to usefully develop plans.
3. *Prevention.* Current activities focus on training “activists” to promote actions and sensitize the education community. Concerns were expressed about the criteria for selecting activists, and their appropriateness for the task. There is a general lack of locally appropriate materials, and coverage by programs is limited. There is a lack of coordination among the numerous civil society programs on prevention in schools. Only three provinces mention the training of teachers, and there is no systematic training of teachers.
4. *Ensuring education access for orphans and vulnerable children.* The Poverty Certificate process is in place in all provinces, but was reported as being cumbersome, expensive and often inequitable. The certificates were used to target fee exemptions, but did not help poor children to cover levies for text books and uniforms. There is major variation in coverage, with one province reporting that 17,000 OVC benefited from support, while most reported around 1000. There was reported to be a general lack of provincial level data on the scale of need.
5. *Resources.* There was a general lack of resources, with such effective programs as exist being largely supported by external funds from UN agencies and bilaterals. There was a lack of awareness of how to access resources, and only one province mentioned the availability to the education sector of funds from the CNCS.

9. Financing Options for HIV/AIDS and Education in Mozambique

A session was held to identify sources of financing to accelerate the education sector response to HIV/AIDS in Mozambique.

The meeting was chaired by Mr. Zefanias Muhate, Permanent Secretary (MINED) and included presentations by Dra. Sandra Guiamba from the National Aids Control Council (CNCS) and Ms. Suzanne Stump from the Canadian International Development Agency (CIDA) who made a presentation on behalf of a consortia of bilateral agencies involved in the education sector.

The presentations highlighted two main sources of financing. The first source is the *Fundo do Apoio a Sector Educacao* (FASE), which is a 'pool fund' financed by several bilateral agencies supporting the education sector and managed by the MINED at national and provincial levels. The objective of the FASE is to finance a portion of the MINED's annual plan of activities which *inter alia* are underpinned by the Education Sector Strategic Plan (1999-2003 and 2004-2008). Ms. Stump explained that activities in the four thematic areas being addressed in the workshop are eligible for financing. In terms of accessing the funds, Ms. Stump explained the requests for financing may be put forward as part of the national plan of activities or in the provincial plan of activities. The mechanisms for approval, disbursement and monitoring of funds have been agreed between the MINED and the agencies supporting FASE.

The second presentation was made by the CNCS representative Dra Sandra Guiamba who explained the role of the CNCS as coordinator of HIV/AIDS activities and financial resources from public, private and external sources. As explained, the CNCS has several types of financing available including the "common fund" which is supported by several bilateral agencies, the "assigned funds" which are funds earmarked to train staff on administration and management and the "MAP facility" which is expected to finance activities in line ministries at national, provincial, district and community level activities. The MAP, which is financed by the World Bank, provides a grant of US\$55 million for the next five years. Requests for financing may be made at national level, provincial level "nucleos" by national and international NGOs and by communities.

An additional intervention was made by Mr. Noel Kulemeko (World Bank) with regard to the need to act quickly and present credible plans to the CNCS in order to accelerate the response given that the MAP funds are allocated on a first-come, first-served basis. Mr. Kulemeko emphasized the importance of mobilizing teacher and parent associations to present proposals from a civil society and associations perspective. This could leverage the MINED's current efforts to raise financial resources under the "Government's line ministry, multi-sector" response window provided for in the MAP. Mr. Kulemeko stressed the need not to be concerned with using resources too quickly. On the contrary, should the response to the HIV/AIDS epidemic be swift and commit all resource before the prescribed time, the MAP will be replenished. Finally, Mr. Kulemeko encouraged various parts of the MINED such as the Teacher Union to explore ways of accessing resources that will be available under the World bank sponsored Treatment Acceleration Program (TAP).

Participants raised concerns with the time lag between project proposal and project financing and the financial mechanisms needed to ensure the resources reach the communities and schools. A suggestion was made to adopt stringent deadlines whereby proposals submitted to the CNCS are granted an answer within ten days of project application. In addition, programs such as the Direct Support for Schools (DSS) were presented as possible means to ensure a quick disbursement of funds given that the mechanisms are already in place and have been agreed to by the partners in the education sector.

10. The Information Market Place—A Knowledge Sharing Activity

An information “Market Place” was held to give participants an opportunity to share HIV/AIDS and Education resources and materials. The event was well attended by both participants and development partners.

Teams from Tete, Sofala and Gaza Provinces showcased their materials. The Gaza Province team has been working with local NGOs and the provincial CNCS team to produce both teaching and IEC materials. Sofala Province has been working with the provincial Women and Social Affairs Ministry to produce a document that provides information on orphans and vulnerable children in the Province. Tete Province presented an information video “Ketiwane”, sponsored by UNFPA, which highlights some of the key issues surrounding the risk of infection. Observer teams from Angola and Guinea Bissau also brought a selection of their teaching materials.

Geracao Biz, a program sponsored by UNFPA and other partners, showcased a large selection of prevention materials that have been produced in collaboration with the Ministries of Education, Health and Youth and Sports. IAP, a teacher training institute specializing in distance learning and teacher support, showcased their training materials that have been jointly produced with the Ministry of Education. A local NGO, FDC, also presented a collection of HIV/AIDS prevention and awareness “TV Shots”.

A number of development partners provided materials. The International HIV/AIDS Alliance presented their recently launched briefing package “Building Blocks: Resources for communities working with orphans and vulnerable children. Save the Children, Mozambique and Action Aid also provided examples of their teaching materials.

A number of IATT member agencies, namely UNICEF, UNESCO, UNESCO/IBE and the World Bank, provided a large selection of materials. In addition, extra copies of all the materials used during the workshop were made available.

All core materials will be made available as downloadable documents on the HIV/AIDS and Education section of the school health website (www.schoolsandhealth.org). UNESCO/IBE have agreed to store a complete set all of the Portuguese materials in their international “Clearing House”.

11. The Journalist Panel—A Discussion between Journalists and Participants

At the outset of the Journalist Panel, the Minister chaired a session to launch the Portuguese language version of the “Sourcebook of HIV/AIDS Prevention Programs” for the education sector. This Sourcebook describes 13 actual programs in Africa, including two in Mozambique. The Sourcebook was developed by the Partnership for Child Development and the World Bank with eight development agency partners, and with primary support from the Development Cooperation Ireland.

The journalist panel was held as a way to a) highlight the role of media in the national response to HIV/AIDS and b) share information on the objectives and the general ‘set up’ of the above mentioned seminar. Six journalists (‘O País’, Tempo Magazine, Radio Mozambique and the ‘Community Initiative’ Project) were present to question a panel composed of an equal number of participants who had been selected to enact the following roles: the Minister of Education, Director of the Provincial Education Directorate (Maputo), a parent, a youth representative, and a teacher representative. A lively exchange followed the initial introduction of the panel members. Some of the main topics discussed are described below.

Several of the journalists were concerned about the fact that, despite the many interventions during the past 15 years aimed to equip teachers and pupils to protect themselves against HIV/AIDS, it was not apparent what in reality had been achieved by and within the education sector. The panel members, and in particular the Minister of Education, started off by stressing the importance of protecting the education system, as it has such a critical role to play in ‘combating’ both poverty and HIV/AIDS. It was acknowledged that although the education sector was doing a great deal to prevent and mitigate the impact of HIV/AIDS, there was an urgent need to systematize these diverse interventions. The Minister of Education pointed out that this was one of the main reasons the teams from the 11 provinces were gathered here this week, i.e. to assess the current response to HIV/AIDS and how this can be strengthened at both national and provincial levels.

The role of media was also touched upon. Media could play an important role in supporting efforts to combat the disease, the panel members stressed, in particular to reach teachers and youth in remote areas.

The youth representative observed that schools were chiefly made up of youth; i.e. using the official definition of youth in Mozambique, pupils as well as many teachers fall within the category. And this is not only true for the education sector, the youth representative pointed out. What is happening to youth in the education system is therefore not very different from what is happening in e.g. the media.

Sexual abuse in schools was another topic of discussion, and the journalists questioned the teacher representative what was being done to address the issue. He stated that there existed clear ‘means’ to deal with sexual abuse of pupils by teachers. School directors, for example, have the authority to directly deal with cases in their schools and it is at his/her discretion to dismiss a teacher if necessary.

III. CONCLUSIONS AND NEXT STEPS

12. Report of Discussions of the Four Thematic Groups

THEMATIC GROUP ONE—PLANNING AND MITIGATION

The group was composed of twenty education planners and/or statisticians from the provinces and Ministry of Education headquarters. It also had five resource persons. The group recounted the current situation and later prepared an education response plan against HIV/AIDS through planning and mitigation. Both the current situation and response plan dwelt on: focal point, data availability and gaps, application of the Ed-SIDA model and its relevance, and short term and long term strategies and priorities.

Overall Goal

The overall goal of planning and mitigation was to support Strategic Area C of the MINED Strategic Plan: “the improvement of the Education Management Information System (EMIS) to respond efficiently to the challenge imposed by HIV/AIDS on the education sector”. This goal has to be considered in the context of:

1. the importance of the focal point person/section with properly defined terms of reference and/or job description. The terms of reference and/or job description has, among other things, to take into account the following key factors: placement, coordination/linkage of the focal point with other relevant sections, planning, monitoring and data gathering. Simultaneously one should not lose sight of the existing terms of reference of the HIV/AIDS focal point at the provincial Directorate of Education, as given by the Ministry of Education.
2. supply and demand of education as a basis for determining the type of data required in terms of: complementary data sources which capture death of teachers and learners, orphans, and absenteeism of teachers and learners and reasons for such absenteeism; short-term improvement of data and its sources and; better use of current data.

Objectives

The following objectives and their activities were agreed upon:

Objective 1: To identify the information needs in the context of HIV/AIDS.

Activity in support of this objective: a survey of new information needs at school, district and provincial levels

Objective 2: To ensure that the EMIS meets the needs of the education sector

Activities in support of this objective: define the methods and frequencies for gathering data and improve the existing EMIS in the light of identified needs

Objective 3: To improve analysis, sharing and usage of the information

Activities in support of this objective: produce simple and basic education information at and for different levels (school, district, province etc) and build capacity of managers on data analysis and usage at different levels of the education system

The objectives and their respective activities were deemed achievable between two and six months. Although these objectives/activities were expected to be executed at all four levels of the education system (school, district, province and national), responsibility was confined largely to the central level because of the nature of management.

Long Term Strategy

The long term strategy is to create annual statistics in the education sector that are responsive to HIV/AIDS related problems/issues.

Immediate priorities

The first objective and its activity is of immediate importance for other activities to take place. Furthermore, this activity should be addressed by all levels although coordinated by the central level.

THEMATIC GROUP TWO—PREVENTION

The group was composed of around forty participants from the education sector from the provinces (mainly provincial directors and HIV/AIDS focal points), and Ministry of Education headquarters, as well as representatives from NGOs carrying out extra-curricular HIV/AIDS activities. It also had four resource persons and five observers. The group listed and reviewed current issues and problems. The contents of HIV/AIDS education, the ways HIV/AIDS education is provided in school settings, the coordination between all actors in the area of prevention in school settings and the evaluation of the impact of these activities have been identified as the main issues and the plan has been designed around these issues.

Overall Goal

The goal is described in Strategic Area B of the MINED plan.

Objectives

Four objectives were defined by the group, covering four areas (coordination, monitoring, provision of HIV/AIDS education in curricular activities, provision of HIV/AIDS education in extra-curricular activities:

Objective 1: Strengthen the coordination, at provincial level, of all HIV/AIDS prevention activities taking place in school settings

Activities in support of this objective: To realize objective one, the mapping of actions (projects and programmes) was defined as the first thing to be done. The mapping cover all government and non-governmental organisations, at the provincial level, for the type, location, methodology, content, coverage and sustainability. To improve coordination, the group proposed that all

activities (curricular and extra-curricular) be coordinated within the existing working group at provincial level. A tool will be developed to collect and analyse data on activities. Finally, a policy regarding the availability of condoms in school (for students) needs to be defined at the national level to provide guidance to provincial directions.

Objective 2: To guarantee the systematisation of monitoring and evaluation of all HIV/AIDS prevention activities taking place in school settings (for process and impact)

Activities in support of this objective: A monitoring and evaluation system, as well as indicators, will be developed at the national level. Technical staff in charge of monitoring at all levels: national, provincial, district, and local (schools) will be trained. It was felt very important that data at the provincial and central levels will be disseminated and utilized.

Objective 3: To implement the New Curriculum for Basic Education, regarding the aspects of HIV/AIDS (formal education)

Activities in support of this objective: Teachers and other school staff will be trained in school health and teaching methodology (in particular for life skills education). Capacity-building activities for members from school councils, parents, community leaders, etc. will also be carried out. Support and orientation will be provided for the integration of HIV/AIDS education in local curricula and the necessary educative material will be developed. The group insisted on the importance to include in teacher training, curriculum and teaching/learning material for HIV/AIDS the topics of gender, sexual and reproductive health, life skills and drug prevention.

Objective 4: To strengthen extra-curricular HIV/AIDS prevention activities taking place in school settings (non formal education)

Activities in support of this objective: “Activistas” (volunteers, peers, etc.) will be trained regarding sexual and reproductive health, HIV/AIDS, gender, life skills and drug prevention. Sexual and reproductive health and HIV/AIDS in cultural and sport activities will be included, without discrimination. Counseling centres will be implemented in more schools and existing centres will be upgraded. Parents and other community members, along with HIV seropositive people, will be encouraged to participate in and support activities taking place in school settings.

Immediate Priorities

The group did not have time to discuss very long this aspect, but identified four areas that have been considered as priorities and for which where immediate action should start taking place:

- Mapping of activities
- Training of teachers
- Formation of “activistas”
- Definition of a policy regarding availability of condoms in school (for students).

THEMATIC GROUP THREE—ORPHANS AND VULNERABLE CHILDREN

Overall goal

To ensure and sustain access to education of orphans and vulnerable children, and to promote their wellbeing.

Objectives

Objective 1: To identify and map the problem areas and the local provision of services for orphans and vulnerable children

Activities in support of this objective: First, there will need to be a meeting among MINED, MMCAS and other institutions and partners in order to discuss the methodology of identification and mapping. This will be followed by provincial meetings (involving provincial directors with their district directors) to discuss the methods to be used, now adapted to be within the realistic context of each district. In the districts themselves, instruction and explanation on the methods and procedures to be used will be passed on, so that the collection of data on OVC and service provision by the community (including the school) can begin. This will be collated by district and province, and will form the basis for the formulation of action plans.

Partners will be identified and proposals will be sought from ZIPs and schools for funding by donors.

Objective 2: To strengthen the legal basis of the rights of orphans and vulnerable children, implementing the legislation where already in place, guaranteeing their basic necessities and material requirements

Activities in support of this objective: There needs to be a series of agreements among institutions in order to eliminate the poverty certificate system, with the Ministry of Education concentrating on the aspect of access to education. At the political level, there should be the creation of a legal instrument that lays a duty on educational institutions to remove financial barriers such as fees in order to guarantee access to education. Where legal instruments on the protection of OVC already exist, they must be documented, clarified and promulgated. This should lead to the provision of basic assistance to OVC (nutrition, educational materials and school uniform).

It will assist such provision if a ring-fenced portion of funds to schools (direct school support, introduced December 2003) is allocated for OVC.

Objective 3: To minimise the negative impact of stigma on the well-being of OVC

Activities in support of this objective: There needs to be continuous capacity building among working teams throughout the educational sector, going hand in hand with sensitising communities to the importance of not discriminating against OVC and avoiding their stigmatisation. Further to this, there should be both the creation and capacity-building of nuclei within schools. These will advocate on the rights of the child as well as disseminating information on the problems caused by HIV infection. The creation of school councils, or their strengthening where they already exist, is an essential component.

Objective 4: To promote coordination among educational institutions and local partners, as well as international partners

Activities in support of this objective: Mechanisms will be created for the coordination and extension of multisectoral teams (including the Agricultural sector, Justice, the Interior Ministry and other relevant agencies, leading to the standardisation of procedures among institutions and partners, both national and international.

Long term strategy

The creation and dissemination of a guideline manual addressing OVC issues, for use in every school, was suggested. This should include guidance on emotional and psychosocial support.

Immediate priority project

To identify and map the local provision of services for orphans and vulnerable children (with OVC numbers and location).

Activities

As this is the initial phase of activities in support of Objective 1 above, the first activities will be the ministerial meeting and then provincial meetings (involving provincial directors with their district directors) to discuss the methods to be used.

The thematic group considered that further detail on the implementation of feasible projects, realistically within the time-frame of three months, should be further discussed within the provincial groups

Responsibility:	Ministry, Province and District
Timetable:	April to June
Results:	Data on identified children and local service provision.
Funding:	Local and international partners and OGE
Technical assistance:	Partners and educational professionals

THEMATIC GROUP FOUR—HIV/AIDS IN THE WORKPLACE POLICY

Participants of the Thematic Group Four included the human resources managers, provincial directors and a trade union representative of the education sector in Mozambique.

The purpose of the working group was to strengthen Area A of the MINED Strategic Plan, specifically to:

1. discuss the policy framework and laws that guide the HIV/AIDS responses in the education sector for the government.
2. review the draft National Policy on HIV/AIDS (*developed with technical assistance from UNICEF*) for the education sector within the context of the needs of the sector and in line with the provisions of the regulations.
3. propose a way forward for implementation of the strategies to accelerate HIV/AIDS responses in the Education Sector in Mozambique.

Discussion and Observations

The group acknowledged the serious impact of HIV/AIDS on the sector and that much needed to be done to accelerate the response to HIV/AIDS and its impact on the both the teachers, their families and the school children. During the discussions, it also became apparent that while there had been statements of commitment to the fight against HIV/AIDS by the Ministry of Education there was no policy on HIV/AIDS for the education sector. While regulation 5/2002 had been passed, the participants were unaware of the provisions of the law and as it had not yet been disseminated widely.

The key principles for the sectoral policy responses to HIV/AIDS were, however, articulated in line with the regulation on HIV/AIDS 5/2002 and within the context of the ILO Code of Practice on HIV/AIDS and the World of Work and extensively discussed.

The group reviewed the draft Education Sector policy and made comments and suggestions for improvement and inclusion. The consultative process for the draft review is still in progress. The group also observed that there were no clear guidelines for programme strategies and operational plans to guide implementation by the provinces and districts. However, the Ministry (with technical assistance from UNICEF) is currently developing a School Director's toolkit as a means of facilitating the implementation of the policy when it is finalised.

There are no specific personnel policies on HIV/AIDS to guide human resources policy decisions on personnel living with or affected by HIV/AIDS, however there is legislation that covers aspects of care and social protection for affected staff.

Objective: Disseminate Law 5/2000 widely through the provincial and district structures.

Activities in support of this objective:

- Finalise the draft education sector HIV/AIDS policy.
 - Incorporate the comments and suggestions made by the thematic group on the draft policy Continue the consultation process, and finalisation of the draft policy.
 - Develop mechanisms to improve the coordination of strategies to facilitate the wider dissemination of the policy.

- Incorporate into the monitoring systems, statistics for OVC, to guide the policy responses.
- Mobilise and support partnerships at the school, district, provincial and national levels to strengthen response mechanisms.
- Involve other sectors and donors (international and local) in strategic planning and implementation of education sector strategies and activities to accelerate HIV/AIDS responses.

The activities were to be directed and implemented by the Ministry designated persons. It was agreed that the timeframe would be immediate. Resources were to be secured through the regular Ministry budget, and externally through the National AIDS Council and international donors.

13. Establishing an HIV/AIDS and Education Network among Lusophone African Countries

A meeting was held at the Education Ministry to discuss the setting up within the existing Partnerships of Lusophone African countries (PALOP) a specific network to help “Accelerate the Education Sector Response to HIV/AIDS”. The countries represented in this meeting were Angola, Guinea-Bissau, Cape Verde and Mozambique. Other participants included representatives from DFID, UNESCO-Brazil, Health Ministry-Brazil, and the World Bank. Participants agreed that: (i) the creation of this network would be a valuable instrument to actively support and promote country programs on HIV/AIDS and Education and (ii) the use of a common language legitimates the creation of this network between PALOP countries. A series of actions were endorsed by participants to support this initiative.

Angola, which currently holds the presidency of PALOP, will propose that this initiative be discussed at the next PALOP summit, as well as at the next meeting of Education Ministers from the community of Portuguese speaking countries (CPLP) to be held in May 2004 in Brazil. The main objective will be to institutionalize the creation of this network. To gain support for this initiative before the CPLP meeting, participants will seek to obtain the approval of the respective PALOP Education Ministers.

It was suggested that Angola prepare a draft brief on the creation of this network on HIV/AIDS and Education among PALOP countries to be shared for comments between the participants at this meeting. This brief will outline: (i) the main objective; (ii) a series of activities; and (iii) the main benefits expected from this initiative. This brief will be presented for endorsement at the CPLP meeting.

UNESCO-Brazil will send the main conclusions and recommendations of a CPLP meeting on HIV/AIDS which took place in Brazil in August 2002. This will provide background information for the preparation of the brief and future activities to be developed in HIV/AIDS and Education through the network.

The World Bank will support the publication of documents in Portuguese on HIV/AIDS and Education on the School and Health web site (www.schoolsandhealth.org).

UNESCO-Brazil will send the participants the URL address of a UNESCO web site to access a database on education resources. Some documents on Portuguese are already available on this web site.

The World Bank and DFID would consider proposals for technical assistance.

14. Summary of Provincial Plans to Move Forward

The elaboration of revised provincial action plans – both regarding immediate priorities (to be carried out within next 3 months) and long term objectives - comprised a major output of the workshop. In the following, some significant differences and similarities among between the provincial plans are analysed in accordance with the 4 Strategic Areas of the MINED Strategic Plan. It should be mentioned that the provincial plans were developed in a short space of time and are drafts which need time for further ‘fleshing out’ and concretisation.

However, in the revised plans there is a notable effort towards clarification of priorities and the intended objectives, which was not the case for the plans presented in the beginning of the workshop.

General remarks on the provincial plans:

- Activities need to be concretised in most cases; at present the objectives and activities are often formulated in the same manner and the activities remain fairly abstract.
- Only a few provinces have already identified possible sources of technical support and funding in these draft plans.
- In most of the plans the link between short and long term objectives needs to be clarified in order to ensure logical sequence.
- A number of provinces mention establishing linkages with provincial and district Department for Health, the Department for Social Action, and other partners (e.g. to facilitate Education staff access to condoms and health services). It would be useful to provide more detail on the areas of cooperation with other sectors and organizations (i.e. within the context of MINED as part of a wider response) and make reference to this under the other strategic areas (e.g. access to VTC / health services and the Provincial Health Department under areas A-MINED as Employer).
- Setting up an M&E system to measure impact, etc. of activities needs strengthening for most strategic areas (Tete and Nampula to some degree make such reference and could serve as example for others). Cross-reference between a M&E/Information Management System proposed under Strategic Area C (MINED as a system) and M&E actions under other strategic areas would help clarify how the actions developed under the various Strategic Areas are interlinked and build upon one another.

Area A: MINED as an employer

- The majority of provinces plan to disseminate information on relevant laws (5/2002) and norms to education staff in the provinces.
- A large number of the provinces plan to distribute condoms to their staff.
- None of the provinces plan to assess the level of knowledge of staff on HIV/AIDS prevention and care and the relevant laws/policy documents prior to initiating activities
- Most provinces mention improving knowledge of education staff on HIV/AIDS/ and STDs and MINED staff rights (and, in some cases, responsibilities). One province (Nampula) refers to assessing to what extent policies relating to HIV/AIDS and staff are put into practice.
- Niassa is the only province to refer to issue of stigma and discrimination (and combating thereof amongst staff).

Area B: MINED as a provider of education

- The majority of provinces mention planning to create (more) counselling corners in schools (both as short and long term objective). Provinces include: Cabo Delgado, Gaza, Inhambane, Gaza, Maputo Cidade, Nampula, Sofala and Tete.
- Ensuring access for all children is only (explicitly) mentioned by a few provinces. Some provinces define objectives around both the issue of quality and of access, however in these cases the translation into activities needs strengthening. Others material support to OVC's or refer to cooperation with the provincial Department for Social Affairs, but do not make explicit if and how this relates to ensuring that OVCs have access to and remain in school.
- Several provinces indicate plans to do a mapping of actors (organizations/ agencies) and existing HIV/AIDS education activities (Gaza, Manica, Maputo Cidade, Nampula, Tete). However, how the provincial education authorities will make use of the collected data needs to be further clarified. If use of the information gathered could be clarified, the activities planned by these provinces could serve as reference for other provinces (where this has not yet been done). Nampula for example, mentions use of such information to facilitate harmonization between actors and content / messages using the MINED communication strategy as guideline.
- Only a few provinces (Gaza, Manica, Maputo Province and Tete) mention involvement of parents and the school council in HIV/AIDS education. Again, the activities planned by these provinces could provide 'inspiration' to other provincial education authorities.
- Only two provinces (Gaza, Inhambane) refer to the New Curricula and the provision / options for education on HIV/AIDS, SRH given in this context. Four provinces (Inhambane, Niassa, Sofala and Tete) plan to strengthen HIV/AIDS education in extra-curricular activities.
- Sofala Province is the only province to refer specifically to the 'window of hope' as a target group.

Strategic Area C - MINED as a system

- The majority of the provinces indicate as priorities the improvement of the information and management education system through collection of sensitive data on HIV/AIDS (orphans, deaths of students and teachers).
- Inhambane Province refers to mapping or definition of geographic areas with priority for intervention and dissemination of MINED's strategic plan for combating HIV/AIDS.
- Inhambane and Manica plan the upgrading of technicians and managers in the area of monitoring and evaluation, collection, analysis and utilization of data.
- Niassa plans to identify the actors who operate in the area of HIV/AIDS in the schools of the province to improve the coordination of activities.
- Maputo province plans to expand the training activities for activists, while Cabo Delgado plans to create staff's awareness of SRH/STD/HIV/AIDS: These activities would better tie in with areas B and A, respectively
- Cabo Delgado mentions the clarification of the duties of the focal point. However, none of the provinces mentions the clarification of responsibilities at all levels.
- There is little link between this area and the others. For example, the issue of monitoring and evaluation should be well emphasized, as it should refer to all areas (the whole system). Probably, the primary objective of this area was not clear to the provinces.

Strategic Area D - MINED as part of the national response

- The majority of the provinces indicate as priority the coordination and cooperation with the various partners, but the need to define the roles of the different partners is not clear.

15. MINED Final Report on the Seminar to the Participants

Introduction

A National Seminar "Accelerating MINED's Response to HIV/AIDS" took place from 9th to 13th February 2004, in Maputo, at Joaquim Chissano Conference, chaired by His Excellency the Minister of education, with the participation of His Excellency The Prime Minister, Pascoal Mucumbi and the Executive Secretary of the National Council for the Combat against AIDS (CNCS), Dr. Joana Manguera.

Participants

Participants to the seminar included a national team and a team from each of the 11 provinces. The provincial teams integrated representatives of Provincial Directorates of Education (DPEs) and other partners from the provincial directorates, the CNCS provincial cells as well as the civil society. The national team was composed of representatives from the Ministry of Education, Ministry of Health, Ministry of Youth and Sports, Ministry of Woman and Social Affairs and the CNCS.

There was also participation of teams of observers on the behalf of the Governments of Angola, Cape Verde, Guinea Bissau, together with resource persons from Malawi, Zambia and Zimbabwe, who contributed with their ideas and experiences. The seminar was sponsored by the

development partners including CIDA, DANIDA, ASDI, DCI, DFID, GTZ, MFA-Finland, NORAD, UNESCO, UNFPA, UNICEF, ILO, WFP and the World Bank. The technical support was provided by PCD (Partnership for Child Development), an NGO based in the United Kingdom.

The objectives of the seminar were as follows:

GLOBAL OBJECTIVE

To strengthen the implementation of the education sector's strategic response to HIV/AIDS at national and provincial levels, in Mozambique.

SPECIFIC OBJECTIVES

- To provide skills to the key players of the Ministry of Education at the national level;
- To strengthen coordination between provincial and national teams;
- To facilitate, at the provincial level, access to resources for the education sector's response to HIV/AIDS;
- To share experiences and promising practices in the education sector response to HIV/AIDS, at regional, national and provincial levels;
- To strengthen partnerships between the informal and formal sectors, the government, NGOs and development agencies in the response of the education sector to HIV/AIDS.

In order to achieve these objectives the following agenda was adopted:

- Keynote presentation by Dr. *Michael Kelly*
- Introduction to the program objectives by the coordinator/minister's advisor on HIV/AIDS issues.
- Survey and feedback of expectations and introduction to the format of presentations from the provinces by Dr. *Bundy* e Mr. *Paul Wafer*.
- Work by the provincial teams: preparation for presentations of the summary of activities carried out by the provinces.
- HIV/AIDS the realities faced by the educator, presented by Dr. *E.Cooper* e dr. *Deisy Mahotas*.
- Presentation of MINED's Strategic Plan for Combating HIV/AIDS by doctors *Virgílio Juvane*, Director of Planning, and *Jafete Alberto Mabote*, coordinator and advisor to the Minister on HIV/AIDS issues.
- The prevalence of HIV/AIDS in Mozambique, and the PEN II (review and reformulation) presented by dr. *Sandra Guiamba* of the CNCS.
- Presentation of contents and group facilitators by Dr. *Bundy* and *Paul Wafer*.
- Thematic Groups session I.
- Video session of STEP the Future.
- Separate meetings with provincial focal points, provincial directors, heads of the human resources department, and facilitators.
- Establishment of the PALOP's network on HIV/AIDS and Education.
- Presentation of a base study on the HIV/AIDS impact on education in Tete.

- Presentation of plans from the provincial teams in plenary session.

The seminar was provided with assistance from a UNAIDS working group, Task Team for Education (IATT), which has been supporting the objectives defined by the Government of Mozambique for accelerating the response of the education sector to HIV/AIDS. This working group seeks to share experiences with countries in the Sub-Saharan Africa with two key objectives: Firstly, to promote Education for All (EFA) and the Millennium Development Goals (MDG), which will ensure that all boys and girls may have access to education and quality, notwithstanding the HIV/AIDS impact on the education system. Secondly, to strengthen the capacity of the education sector to respond with immediate actions aiming to prevent students and teachers from becoming infected by HIV.

A series of sub-regional seminars were designed to promote this activity. So far, about 21 countries and various development partners have participated in such seminars in East, Central and West Africa, and in national workshops in Nigeria and Ethiopia. Mozambique is the first Portuguese-speaking country in Africa to host an HIV/AIDS seminar.

The opening session was preceded by an intervention by His Excellency the Prime Minister who welcomed all participants, particularly those who had left their countries to come and join us so that together we could evaluate the HIV/AIDS impact on governance, with focus on the education sector and in the designing of strategies for combating the spread of this disease in this yet so critical sector for any nation.

In his address he stressed, “Our government recognises the importance of the education sector in combating the spread of this disease. Education is our fundamental weapon for it is through it that we can gather information on the devastating effects of this infirmity, and be able to pass on the knowledge on how to prevent its rapid propagation, to foster a responsible attitude among our youth towards HIV/AIDS, and respect to those infected and affected by the disease”.

At some point he stress that statistics show an ever growing number of teachers and administrators of the education system who tend to become affected by the disease, increasing in this way the mortality within these ranks, and affecting not only the capacity to provide quality educational services, but also the capacity to manage the system.

In his final remarks he expressed the wish that the meeting took place in an open spirit, with exchange of information among the present technical staff and that it could serve as a moment of profound reflection and realization of work in such a delicate area as HIV.

The Minister of Education announced the appointment of an advisor at MINED to work exclusively on the response of the education sector to HIV/AIDS.

Professor Michael Kelly of the University of Zambia presented the keynote lecture. He stated that education could be the strongest component in the fight against HIV/AIDS. He regards the school as a protective institution and that more schooling and education is the best “social vaccine” indicating that the rate of infection is low or practically non-existent between the ages

of 5 to 15 years, when the children go to school and could be influenced by the education system, before initiating sexual activity.

Seminar Structure

The seminar followed the model, which had been already tested in previous IATT seminars. It gathered national and international speakers involved in the implementation of MINED's Strategic Plan on HIV/AIDS. On the first day, the teams presented the responses of the education sector already underway or planned at national and provincial levels. The following three days were devoted to discussions, debates and upskilling activities on key issues: planning and mitigation, prevention, access to education for orphans and vulnerable children, and workplace policies. The sessions took place with resort to thematic groups (TG) facilitated by a moderator. On the fifth day, the teams reassembled and presented their priority actions.

Provision of Knowledge and Skills

During the seminar, more than 24 technical documents concerning AIDS and Education were, for the first time, presented in Portuguese. An anthology of texts (funded by the Development Corporation Ireland) concerning school-based programs on prevention, was launched for the first time, during a special panel with journalists. This anthology contains important prevention programs for Mozambique.

An Information Market was established to facilitate the sharing of knowledge among the participating organisations, national and provincial teams. Participants presented publications for sharing and to serve as examples of good practices.

The main content of the seminar focused on four key topics:

- Planning for mitigation of the HIV/AIDS impact on the Education Sector;
- Preventing the infection of Mozambique's children, and teachers and administrators of the education system;
- Ensuring that orphans and vulnerable children have access to education;
- Developing policies that ensure care and support for the education personnel.

On the basis of these discussions, each province developed a plan for the implementation of the National Strategic Plan of HIV/AIDS for the education sector.

The meeting was the first opportunity for the education sectors of the Portuguese-speaking countries in Africa to share their experiences in the response to HIV/AIDS. It was decided that there should be a follow-up in support for the establishment of a Lusophone network for HIV/AIDS and Education.

The seminar "Accelerating the education sector response to HIV/AIDS" took place in a frank and open atmosphere and with an effusive and active participation of everyone.

Maputo, 13th February 2004

16. Closing Speech of His Excellency, the Minister of Education, Dr. Alcido Eduardo Nguenha

YOUR EXCELLENCY THE PERMANENT SECRETARY
ESTEEMED REPRESENTATIVES OF THE DIFFERENT COOPERATING PARTNERS
MEMBERS OF THE MINISTRY OF EDUCATION COORDINATING COUNCIL
PROVINCIAL DIRECTORS OF EDUCATION
DISTINGUISHED GUESTS
LADIES AND GENTLEMEN
DEAR COLLEAGUES AND FRIENDS

We have reached the end of this Seminar aimed at accelerating the responses of the Education sector to the HIV/AIDS pandemic. On this occasion, I would like to take the opportunity to praise vividly the support of all partners who have been working side-by-side with us in the implementation of activities for the prevention and fight against HIV/AIDS all over the country.

I also praise all those who took part in organizing this event and for the environment that was created, which stimulated the active work of all participants elevating the level of their contribution and open dialogue, and allowing the effective exchange of ideas and experiences in this subject which will lead to the elaboration of an action plan for combating HIV/AIDS in our schools.

For five days, we gathered in this room so that, together, we could assess the impact of the implementation of the Government strategy for combating the spread of HIV pandemic, and evaluate, in a critical manner, our activities in this context and update the action plans so as to inspire new dynamics to the implementation of the programs aiming to mitigate the impact of the disease on the school population in particular, and on the population in general.

Among the positive aspects of this seminar, I would like to highlight the presence and active participation of our PALOP and SADC friends, with whom we have been able to share information and exchange experiences, at different meetings, on this battle.

The presence of His Excellency, The Prime Minister of the Republic of Mozambique, in his quality of Chairman of the National Council for Combating HIV/AIDS at the opening session of this seminar, shows the strong commitment of our Government to the fight and prevention of HIV/AIDS spread in our country.

Ladies and Gentlemen,

Education is, in actual fact, our only vaccine against HIV/AIDS. We have seen from the different presentations and from the discussions that took place in the working groups that the action of this sector is critical for inculcating the citizens with responsible attitudes and behaviors and value of life, which will improve their defense capability against the epidemic that we face. The sector that we all represent has an added responsibility for dealing in its day-to-day life with

millions of citizens among children, youth and adults, having, therefore, to be at the forefront in the dissemination of messages and in the implementation of actions aiming at creating new values for addressing this social threat.

For this reason, during this seminar we discussed several documents, which clearly reflect important aspects concerning the HIV/AIDS problematic. Among these, I would like to point out MINED's Strategic Plan for combating HIV/AIDS and the one on the prevailing situation and mitigation of the disease in Mozambique. Through these documents we were able to see how serious the rate of infection is in the country and analyze and define the role of this sector within the global strategy defined by the National Council for HIV/AIDS, in order to reverse quickly the contamination rates.

So, our strategy is an integral part of the Government's global policy, to reverse the pandemic that devastates our country. Its implementation within a framework of national activities, will, undoubtedly, bring substantial improvements to the situation we are today.

I am delighted to notice that this seminar was not transformed into a merely theoretical debate which produce ideas that in the field are often difficult to put into practice, as pointed out by a young girl representing "Geração Biz" in the beginning of this meeting. We see with satisfaction that we leave here with provincial plans which will guide our work at local level and in the schools, which will strengthen and accelerate even more our actions of response to new challenges posed by HIV/AIDS.

Schools should be the point on which we should focus our actions for combating HIV/AIDS. The reinforcement of the schools actions aiming to improve the ethics in the student settings and raise the quality of education, which include the implementation of the new curricula for basic education, teacher training, distribution of school material and the creation of counseling corners, are components that should not be taken for granted in the fight against HIV/AIDS. We should also point out that this fight should not be dissociated from the fight against risky behaviors such as drugs and alcohol consumption and the loose life style amongst the youth, which contribute to the increase in the incidence of HIV/AIDS in the schools.

It is therefore, the role of the school (management, teachers and students) to join efforts with the community (parents and caretakers) and the health authorities, and public order, with the civil organizations (NGOs, religious communities), in order to educate our children and youth in adopting positive attitudes and responsible behaviors, and to value life, reducing in this way the tendencies of HIV/AIDS spread amongst our youth. In this battle, we should use all means at our disposal to protect our children from the virus, while **always** respecting the human rights of citizens.

We must also educate our citizens to respect and support the members of society who live with AIDS. At the same time, we must appeal to the community to support those orphans and youth who due to circumstances caused by AIDS are forced to support their families from an early age.

To be orphan must not constitute an impediment to access to education, to access to school. This is the message that I want to leave for all of us as educators.

We would like to praise our cooperating partners who, with their valuable contribution, have secured funding for various actions in the fight against HIV/AIDS in Education and in other sectors. The support from the international community for the activities that we are carrying out is indispensable and will contribute to the creation of capacity at local level, in order to increase the sustainability of future actions that we are developing in this area.

Finally, I would like to congratulate once more all participants for the open and frank manner in which you conducted the discussion of all the issues presented.

I take this opportunity to wish all our partners, visitors from our friendly countries, our partners from the National Council for Combat against HIV/AIDS, our colleague members of the Consultative Council and Provincial Directors together with their delegations, a safe return to your workplaces and wish you plenty of success in this great battle against HIV/AIDS.

I declare this Seminar aiming to increase MINED's response to HIV/AIDS closed.

Thank you very much

Maputo, 13th February, 2004

Annex A: Agenda for the Seminar to “Accelerate the Education Sector Response to HIV/AIDS”

Maputo, Mozambique. 9th-13th February 2004

Time/Day	Day 1	Day 2	Day 3	Day 4	Day 5
8:00	Opening Ceremony (1 h)	Reflections (15 min)	Reflections (15 min)	Reflections (15 min)	Plenary: Team Presentations of Response Plans (2h)
8:15		Plenary: Reality of HIV/AIDS for the educator – E. Cooper & ? (30 min)	Thematic group work session #2 continued (1h 45min)	Thematic Group Work session #3 continued (1h 45min)	
8:45		Plenary: Thematic groups. Discussion of content and introduction to thematic group facilitators – P. Wafer (30 min)			
9:00	Keynote Presentation – M. Kelly (30 min)	Plenary Team work: Teams to allocate experts to relevant Thematic Groups (45 min)			
9:15					
9:30	National HIV/AIDS and Education Strategic Plan - ? (30 min)				
10:00	BREAK	BREAK	BREAK	BREAK	BREAK
10:30	Plenary: Aims, Agenda, Feedback, Template & Expectations – J. Mabote & P. Wafer (30 min)	Video presentation: Stepping Stones (30 min)	Video presentation: Stepping Stones (30 min)	Plenary: Thematic group presentations (1h 30min)	Wrap Up (30 min)
11:00	Team Work: Preparation of presentations outlining current activities at national and provincial level (2h)	Thematic Group Work: Session #1 (2 h)	Thematic Group Work: Session #3 (2 h)		Departures
12:00					
1:00	LUNCH	LUNCH	LUNCH	LUNCH	
2:00	Plenary: Team Presentations of Current Situation and Discussion (1h 30min)	Thematic Group Work: Session #1 continued (30 min)	Leisure	Team Work: Preparation of Response Plans and presentations (3h 30min)	
2:30		Plenary: Financial Resource Panel – Director of Finance, NAC (MAP) & FASE (1h)			
3:00					
3:30	BREAK	BREAK			
4:00	Plenary: Team presentations cont. (1h 30min)	Thematic group work: Session #2 (1h 30min)			
5:30	End/Feedback	End/Feedback	End/Feedback	End/Feedback	
6:00	Facilitators’ Meeting	Journalists’ Panel (1 h)	Facilitators’ Meeting	Market Place (1 h)	

Appendix B: List of Participants

	Contact Name	Contact Job Title	Sector	Thematic Group
1	Adelino Mafunga Jano	Chefe de DP	DPE-TETE	1
2	Admino Gama		Provides	
3	Adolfo Mendes Barrote	Chefe do DRH	DPE-Nampula	4
4	Aissa Abdul Gani Ismael Braga	Chefe do Depto. Educação Especial	MINED	3
5	Alberto Fabião Chapotera	Chefe DRH	DPE-TETE	4
6	Alberto Paulo Libombo	Director Provincial de Educação	DPE-GAZA	4
7	Alberto Saniconda	Chefe DAP, Ponto Focal HIV-SIDA	DPE-ZAMBEZIA	
8	Alberto Zacarias Biriarte	Ponto Focal de HIV-SIDA	DPE-Niassa	3
9	Albino Jossias Maunja	CNCS-Sofala	Sofala	2
10	Alcido Eduardo Nguenha	Ministro da Educação	MINED	
11	Alcino J. Margarida Malumane	Nucleo Provincial ao HIV-SIDA	DPE-INHAMBANE	3
12	Alex Valerio	Grupo Trabalho de IATT	Banco Mundial	
13	Alexandre João Nota	Representante da Sociedade Civil envolvida no trabalho HIV-SIDA com DPE	DPE-MANICA	3
14	Alice Ripange		MONASO	
15	Amélia Gjonzaga Doringuira	Ponto Focal	DPE-Manica	2
16	Amélia Orlanda Manjate	Coordenadora	ADPP	3
17	Amy Stratford	Grupo Trabalho de IATT	Banco Mundial	
18	Ana		PMA	
19	Ana Baptista Maviga Rafael	Representante da DPMCAS	DPE-Niassa	3
20	Anastácia Rita Quitane	Ponto Focal de HIV-SIDA	DPE-MAPUTO	3
21	Anthi Patrikios	Grupo Trabalho de IATT	Partnership for Child Development	
22	Antónino Alberto Grachane	Ponto Focal	MINED/DNESG	4
23	António Chambal	DAF	MINED	
24	António Filimão Tivane		DPE-MAPUTO	4
25	António Sebastião Tuzine	Represent. da Socied. Civil - HIV-SIDA	DPE-CABO DELGADO	2
26	António Semente Pedro	Representante da Sociedade Civil envolvida no trabalho HIV-SIDA com DPE	DPE-SOFALA	4

27	Anya Manghezi	Assessora	DANIDA/MINED	
28	Arão Uaquiço	Coordenador de Núcleo Prov. (CNCS)	DPE-MANICA	
29	Arlindo Francisco José	Ponto Focal de HIV-SIDA	DPE-TETE	4
30	Armando Machaieie	Ponto Focal	MINED/IAP	4
31	Armindo Salgado Mortar	Program Officer	DPE-TETE	2
32	Arne Willems		UNESCO-Harare	
33	Augustine Kamlongera	Consultant	PCD	1
34	Augusto dos Santos Tauancha	Ponto Focal de HIV-SIDA	DPE-Nampula	2
35	Avelina Gonçalves	DRH	MINED	
36	Beatriz H.C. Muhorro Manjama	2a. Vice-Presidente	ONP	4
37	Belmira E. Macucha	Técnica Superiro de Administração	MINED	
38	Bianca Boevers		GTZ-PEB	
39	Brigite W. Victor		DANIDA	
40	Caetana Meque	DRH	MINED	
41	Cardine Farkin		Banco Mundial	
42	Carmen Ramos	Consultant	UNICEF	4
43	Cassiano Conjo		SAVE THE CHILDREN-NORUEGA	
44	Cecília Bilal	Representante da Sociedade Civil que está envolvido no trabalho de HIV-SIDA com a DPE.	DEC-MAPUTO	
45	Celestino Jossias Sambo	Representante da Sociedade Civil	DPE-GAZA	1
46	Celmira Silva		Ministério da Juventude	
47	Cesaltina Moiane	Técnico	MINED	
48	Cesaltino Reino	Coordenador de Núcleo Prov. (CNCS)	DPE-TETE	1
49	Chadit Isac		CNCS-Maputo Province	
50	Christine Panchaud		IBE/UNESCO	
51	Constâncio Victor Adelino	Ponto Focal	MINED/DP	1
52	Carew Treffgarne		DFID-LONDON	
53	Cristiano Joania	Chefe de Planificação	DPE-CABO DELGADO	1
54	Cristina Alvim C. Branco		Programa Nacional DST/SIDA	

55	Cristina Raposo		UNESCO	
56	David Chivela	Director	Ministério de Educação Angola	
57	Débora Nandja		UEM- Faculdade de Educação	
58	Deolinda Pachó		PMA	
59	Diego Fernandes	Director	Arcadia - Argentina	
60	Domingos da Costa Rosa	Técnico	Ministério de Educação Angola	2
61	Don Bundy		Banco Mundial	
62	Ed Cooper	Facilitator	PCD-LONDON -UK	3
63	Elias Gabriel Sidumo	Chefe de Planificação	DPE-SOFALA	
64	Elsa Julieta	DRH	MINED	
65	Emília Afonso		ONP	
66	Emilita Mateus	Coordenadora do Núcleo Provincial	DEC-MAPUTO	3
67	Ermelinda Micaela Lucas Rodolfo	Representante de DPMCAS	DPE-TETE	3
68	Ernesto Kanivete C. Ene	Chefe do DEPLA	DPE-ZAMBEZIA	1
69	Ernesto Luis	Assist. Pronvin. p/ coordenaç. c/ Soc. Civil	Niassa	
70	Esther Miedema	Ponto Focal	UNESCO	1
71	Eugénio Francisco Chirime	Director Executivo	UDEBA-Gaza	
72	Eurico Albino Banze	Inspector Geral	MINED	
73	Evelyn Serima	HIV/AIDS Specialist	ILO	4
74	Faruk Nguenha	Ponto Focal	MINED/DRH	4
75	Félix Pedro Mazivila	Chefe do DRH	DPE-GAZA	2
76	Fernando Bernardo	Coordenador	ACTION AID	
77	Fernando Gil Évora	Program Officer	CSC-SIDA, Cabo Verde	1
78	Fernando Rachide	Chefe de Departamento	MINED/DNFPTE	
79	Fernando Santana	Coordenador	Ministério de Planificação Angola	
80	Filimão Paulo Mata		MINED	
81	Filomena P. Uamusse	Secretária	MINED	
82	Florbelia Serrandes		UNFPA	

83	Francisco Chelengo	G.T.	MINED/DINET	
84	Francisco Itai Meque	Director Provincial	DPE-SOFALA	4
85	Francisco Teodósio Nogueira	Chefe Dep. Planificação	DPE-Nampula	1
86	Friis Fredricka		DANIDA	
87	Gabriel de Sousa Justino	Chefe do DRH	DPE-ZAMBEZIA	4
88	Guerreiro Mundefa	CNCS	DPE-Nampula	
89	Gilda Cabral	Ponto Focal	DIMCAS-Maputo	3
90	Gilda Mahumane	Directora Provincial de Educação	DPE-MAPUTO	2
91	Hélder N. Tivane	Assist. Eventos	FDC	2
92	Jafete Alberto Mabote	Director	MINED	
93	Inês Tembe	Técnica de Planificação	DEC-MAPUTO	1
94	Isabel de Almeida	Ponto Focal de HIV-SIDA	DPE-CABO DELGADO	2
95	Isabel M. A. De Azevedo	Directora Provincial de Educação	DPE-ZAMBEZIA	
96	Ismael Cassamo Nhêze	D do DRAP	MINED	
97	Ivone Agostinha dos Muchangos	Chefe do DRH	DPE-MANICA	
98	Ivone Pascoal	Coordenadora Distrital	ACTION AID	2
99	Jacob Matola	Professor	ADPP	3
100	Jaime Franco	Director	Ministério de Educação Angola	
101	Jan Wijngaarden		UNESCO	
102	João Siteo		SAVE THE CHILDREN-USA	
103	João Vasco Nembe	Chefe de Recursos Humanos	DPE-Niassa	4
104	Joaquim Ernesto Matavele		INDE-MINED	2
105	Jorge F. Cuco	Técnico de Recursos Humanos	DEC-MAPUTO	4
106	Jorgen Friis			
107	José Alberto Meno	Chefe de Repart. De Desporto	DPE-SOFALA	
108	José Bento Mugabe	Ponto Focal da DPMCA	DPE-GAZA	3
109	José Carlos Macurrine	Chefe de Repart. De Gest. Pessoal	DPE-SOFALA	4
110	José Victorino Chaleca	Chefe de Departamento de Planificação	DPE-MANICA	1

111	Judas Massingue		SAVE THE CHILDREN-NORUEGA	
112	Julia Chipeze Razão Samuel	PHIV/SIDA	Ministério da Mulher e Coordenação da Acção Social	
113	Julieta Paulo Mabote	Educadora	Maputo	3
114	Kauxique Maganlal	Chefe do Dept. De Téc. De Comum/Inform.	MINED	
115	Kinghorn Govender		UNICEF	
116	Kirsi Visainen		Embaxada Filância	
117	Laura Loforte Gomes		INDE-MINED	2
118	Lena Thian		DPE-Niassa	
119	Leonardo Guirão Júnior	Facilitator	MINED	
120	Lesley Drake	Grupo Trabalho de IATT	Partnership for Child Development	
121	Lourenço Buene		DPMCAS-Nampula	3
122	Lucas Saide	Representante da Sociedade Civil envolvida no trabalho HIV-SIDA com DPE	DPE-Niassa	2
123	Luisa Duarte		Programa de Vida Positiva	
124	M. Jorge Cucucuario Pereira	Téc. DRH	DEC-MAPUTO	
125	Mamadú Danfá		INDE, Guiné Bissau	2
126	Manos Maquiquina	D. Técnico	UDEBA-Nampula	2
127	Manuel Abreu		Provides	
128	Manuel Farancisco Lobo	Director do Ensino Básico	MINED	2
129	Marcos Augusto		UDEBA-Nampula	
130	Maria Cristina Maio da Luz	Ponto Focal	MEVRH, Cabo Verde	2
131	Maria de Fátima	Assesora do Ministro	MINED	2
132	Maria de Fátima C. Fanequição	Ponto Focal	MINED	2
133	Maria de Graça Simbine	Directora do IAP	MINED	2
134	Maria Elisa Atanásio	Ponto Focal	DPE-Inhambane	2
135	Maria Eugénia Mateus	Secretária	Aquarium	
136	Maria Graciete Cândido	Ponto Focal de HIV-SIDA	DEC-MAPUTO	4
137	Maria José Pereira	Estagiária	MINED	4
138	Maria Magaia	Ponto Focal	MINED/DNAEA	

139	Maria Odete da Conceição		Banco Mundial	
140	Mário João Francisco Pereira	Chefe do DRH	DPE-INHAMBANE	4
141	Marques Sotaria Picial	DIDE	MINED	3
142	Martin Johnson	Fernando Santana	MinistHIV/AIDS Team for Africaerio de Planificacao	
143	Máximo Bonifácio	Representante da Sociedade Civil envolvida no trabalho HIV-SIDA com DPE	DPE-ZAMBEZIA	3
144	Michael Drabble		Banco Mundial	
145	Michael Kelly	Consultant	Zambia-Lusaka	1
146	Mizé Francisco		SIDA-CANADA	
147	Mohamed Ahmed		SAVE THE CHILDREN-USA	
148	Moisés Celestino Matavele		MINED	
149	Moisés Manuel Aleixo	Assiste Provincial	Manica	1
150	Moises Oguti		Maputo Corridor	
151	Mussa Aly	Assist. De Banco de Dados	Nucleo provincial de Combate ao Sida	4
152	Natividade Quive	Coordenadora	Concern	3
153	Ndeeshe Friis		DANIDA	
154	Nina Steensen		PMA	3
155	Noel Kulemeka	Grupo Trabalho de IATT	Banco Mundial	
156	Olinda Escondido	Representante de Sociedade Civil	DPE-TETE	2
157	Ombretta Bagio		ONUSIDA	
158	Oyvind Thiis	Assessor Regional	HIV/AIDS Team for Africa	3
159	Patrick Devos	Assessor-SIDA	DANIDA	
160	Paula Beatriz Fafetine	Ponto Focal	Direcção Provincial da Mulher	3
161	Paula Maria Guião Mendonça	Chefee Depto envolv. Comm. Educação	MINED	1
162	Paul Wafer		UNICEF	
163	Pedro Balzar Biché	DRH	MINED	4
164	Petra Lantz		UNFPA	
165	Quiteria Mabote	DNET	MINED	
166	Remigio Alberto Mandumbwe	Chefe dos Recursos Humanos	DPE-CABO DELGADO	4

167	Riona Govender	Consultant	UNICEF	4
168	Rita Badiani		UNFPA/Parthfinder	
169	Ritva Alberts	Consultant	Malmo & Fonte Bom	2
170	Rufina Macie	Ponto Focal	MINED/DSE	3
171	Salvador R. Matavel	Ponto Focal	MINED/INDE	
172	Samuel Afonso Fugão	Representante da DPMCAS	DPE-SOFALA	3
173	Samuel Domingos A. Espada	Formador de Formadores	DPE-MAPUTO	1
174	Samuel M Modumela	Director de Educação da Cidade	DEC-MAPUTO	
175	Sandra Guiamba	Coordenadora	CNCS	3
176	Sebastião J. dos Santos	Chefe de Planificação	DPE-Niassa	1
177	Severino I. Mbwaita	DPMCA-Cabo Delgado	Chefe de Repartição	3
178	Silvio Saide	Nivenye	DPE-Nampula	
179	Simão Vasco		KINDLIMUKA	
180	Suzanne Stump		SIDA-CANADA	
181	Teixeira Chamusso	Chefe de Planificação	DPE-INHAMBANE	1
182	Tiago Horacio Simba	Director Provincial de Educação	DPE-CABO DELGADO	4
183	Victor Nordez	Coordenadora do Núcleo Provincial	DPE-ZAMBEZIA	
184	Virgílio Juvane	DP	MINED	
185	Wendy Heard	Consultant	Verde Azul/UNICEF	1
186	Zacarias Buluane Júnior	Ponto Focal de HIV-SIDA	DPE-GAZA	1
187	Zaida Cabral	Representante da Sociedade C.	DPE-ZAMBEZIA	

Appendix C: Number of Documents Distributed throughout the Seminar

Document Title	Number Distributed in Portuguese	Number Distributed in English
Educação e VIH/SIDA: Modelar o Impacto do VIH/SIDA nos Sistemas Educativos: Manual de Formação. Banco Mundial, 2002. <i>Education and HIV/AIDS: Modelling the Impact of HIV/AIDS on Education Systems: A Training Manual. The World Bank, 2002.</i>	200	20
Projeção Sobre o Impacto do SIDA no Sistema de Educação de Moçambique. <i>Country Impact Projection Profile (Mozambique)</i>	200	50
Educação e VIH/SIDA: Um Manual de Programas de Prevenção contra o VIH/SIDA. Banco Mundial, 2002. <i>Sourcebook of HIV/AIDS Prevention Programs in Schools. World Bank, 2002.</i>	200	25
Educação e VIH/SIDA: Assegurando o Acesso de COVs à Educação: Manual de Formação. Banco Mundial, 2002. <i>Education and HIV/AIDS: Ensuring Education Access for Orphans and Vulnerable Children: A Training Module. The World Bank, 2002.</i>	200	25
Repertório de Recomendações Práticas da OIT sobre o HIV/AIDS e o Mundo do Trabalho: Manual de Formação. ILO. <i>The ILO Code of Practice. ILO</i>	200	25
Repertório de Recomendações Práticas da OIT sobre o HIV/AIDS e o Mundo do Trabalho. ILO <i>Implementing the ILO Code of Practice – A Training Manual</i>	-	10
Educação e VIH/SIDA: Uma Janela de Esperança. Sumário Executivo. Banco Mundial, 2002. <i>Education and HIV/AIDS – A Window of Hope - Executive Summary. The World Bank, 2002.</i>	200	25
Educação e VIH/SIDA: Uma Janela de Esperança. Banco Mundial, 2002. <i>Education and HIV/AIDS – A Window of Hope. The World Bank, 2002.</i>	-	5
Focalizar Recursos numa Saúde Escolar Eficaz. Um começo FRESCO para melhorar a prevenção do HIV/SIDA. Gillespie et al, 2002. <i>Focusing Resources on Effective School Health: A FRESH Start to Enhancing HIV/AIDS Prevention. Gillespie et al, 2002.</i>	200	25
Focalizar Recursos numa Saúde Escolar Eficaz. Uma Abordagem FRESCO para Alcançar a Educação para Todos. 2001. <i>Focusing Resources on Effective School Health: A FRESH Approach to achieving EFA. 2001.</i>	200	25
Focalizar Recursos numa Saúde Escolar Eficaz. Um Programa FRESCO para Melhorar a Qualidade e a Equidade na Educação. 2000. <i>Focusing Resources on Effective School Health: A FRESH Start to Enhancing the Quality and Equity of Education, The FRESH Partnership, 2000.</i>	200	45
Saúde Escolar de relance. Banco Mundial, 2004. <i>School Health at a Glance. World Bank, 2000.</i>	200	25
Desparasitação nas escolas de relance. Banco Mundial, 2004. <i>Deworming at a Glance. World Bank, 2000.</i>	200	25
HIV/SIDA de relance. Banco Mundial, 2004. <i>HIV/AIDS at a Glance. World Bank, 2000.</i>	200	25
El VIH/SIDA & la Educación. Un Enfoque Estratégico. IATT 2002 <i>HIV/AIDS and Education – A Strategic Approach. Inter Agency Task Team – Education, 2002.</i>	200 (Spanish)	25
Estratégia para a Educação do HIV/SIDA na África sub-Sariana (2002-2007). Sumário Executivo. UNESCO. <i>Towards an African Response: UNESCO's Strategy for HIV/AIDS Education in Sub-Saharan Africa (2002-2007). Executive Summary</i>	200	25

Planear para a Educação no contexto do HIV/SIDA. Michael Kelly, UNESCO 2000. <i>Planning for Education in the Context of HIV/AIDS. Fundamentals of Educational Planning, Michael Kelly, UNESCO 2000.</i>	200	25
Niños al borde del abismo. UNICEF, 2002. <i>Children on the Brink. UNICEF, 2002.</i>	200 (Spanish)	25
Pontos de Referência da ONUSIDA. <i>UNAIDS Benchmarks</i>	200	25
O Impacto do HIV/SIDA Sobre os Órfãos, as Respostas Políticas e o Programa. Phiri e Webb, 2002. <i>Impact of HIV/AIDS on Orphans and Programme and Policy Responses. Phiri and Webb, 2002.</i>	200	25
O Ensino Primário Na África Oriental e Austral; Aumentar o Acesso dos Órfãos e Crianças Vulneráveis nas Zonas Afectadas pelo SIDA. Amy E. Hepburn, 2001. <i>Primary Education in East and Southern Africa: Increasing Access for OVCs in AIDS-Affected Areas</i>	200	25
O Som do Silêncio. Actionaid. <i>The Sound of Silence. Actionaid.</i>	200	25
Sugestões para o Desenvolvimento de Curricula de Habilidades para a Vida para a Prevenção do HIV entre a Juventude Africana: Uma Síntese das Lições Emergentes. <i>Tips for Developing Life Skills Curricula for HIV Prevention Among African Youth: A synthesis of Emerging Lessons</i>	200	45
Habilidades de Saúde. <i>Skills for Health.</i>	200	25
Sistema de Informação a Nível Provincial (SIGEP). Conjunto de Instrumentos Zimbabuano – DEMIS. <i>District Education Management Information System, The DEMIS Zimbabwe Toolkit</i>	200	25
Plan Estrategico de combate ao HIV/SIDA do Ministerio da Educacao. 2003. <i>National Policy on HIV/AIDS for the Ministry of Education. 2003.</i>	200	25
Estudo de Impacto sobre HIV no Sector da Educacao (Moçambique). <i>Assessment of the Impact of HIV/AIDS on the Education Sector (Mozambique).</i>	200	25
TOTAL	4600 (+ 400 Spanish)	700

Appendix D: EVALUATION: Participants' Responses

Question	Average Response (Range 1-5)
Relevance of the activity to your country's needs	4.4
Relevance of the activity to your current work/functions	4.2
Improvement in your appreciation of the importance of the issue	3.9
Effectiveness of the Thematic Groups in providing you with opportunities to discuss issues further	3.6
Activity's help in enabling you to identify the most suitable solutions for your needs	3.6
Increase in strength of your partnership with others involved in the issue	4.0
Extent to which you gained ideas that will enhance your ability to implement your plan	4.0
Overall usefulness of the activity	4.1