

Selected 2011 GPS Key Results: PERU Ministry of Education



UN Region: Latin America & Caribbean

HIV Prevalence (2009): 0.4%

Date completed 2011 GPS: 26.12.2011

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

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Level	Pre Primary						Primary						Secondary					
* Grades/Forms	0	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	

LEARNER NUMBERS BY LEVEL -2009

	Pre Primary	Primary	Secondary	Total
Pupils	1352528	3787409	2659945	7799882

TEACHER NUMBERS BY LEVEL -2009

	Pre Primary	Primary	Secondary	Total
Teachers	67836	187894	160902	416632

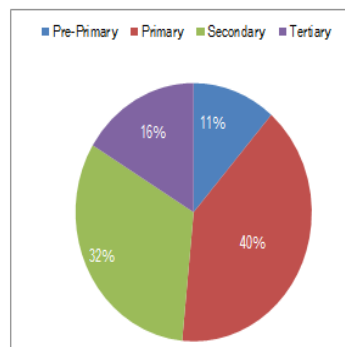
PERCENTAGE CHILDREN OUT OF SCHOOL -2009

Primary	Lower Secondary	Adult literacy rate (estimate): 89.6 -2007
3	1	

PERCENTAGE TRAINED TEACHERS BY LEVEL

Percentage trained	Pre Primary			Primary	Secondary
	Male				
Female					

PUBLIC EXPENDITURE BY LEVEL (2009)



% Public Expenditure spent on Education: **16.4** -2009
 % Expenditure on Teacher & Support staff salaries: **62.6** -2009

CHILDREN ORPHANED

Children (0-17yrs) orphaned by AIDS ('000): - (UNICEF 2009)	Learners in the basic education system who have been orphaned ('000): n/a
Children (0-17yrs) orphaned due to all causes ('000): 550 (UNICEF 2009)	

1. EDUCATION SYSTEM

<ul style="list-style-type: none"> Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable? 	Pre Primary	Male	Growing
		Female	Growing
	Primary	Male	Stable
		Female	Stable
	Secondary	Male	Growing
		Female	Growing
<ul style="list-style-type: none"> Total public expenditure (in local currency) on education¹ 	12,736'780,448 Nuevo Sol S/.		
<ul style="list-style-type: none"> Estimate % of teachers employed who permanently left the system in the last academic year for any reason (e.g. retirement, resignation, promotion, illness, death etc.)? 			
<ul style="list-style-type: none"> Number of learners in the basic education system who have been orphaned 	Male	n/a	
	Female	n/a	
	Total	n/a	

2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

National Level		
<ul style="list-style-type: none"> At the national level, do you have a dedicated committee or management unit that is responsible for coordinating the response to the HIV&AIDS epidemic? 	Committee ²	No
	Unit	No
<ul style="list-style-type: none"> If there is a management unit, how many permanent staff members does it have? 	Unit	n/a
<ul style="list-style-type: none"> If there is a committee or management unit, does it include senior staff? 	Committee	n/a
	Unit	n/a
<ul style="list-style-type: none"> If there is a committee or management unit, does it have a dedicated budget? 	Committee	n/a
	Unit	n/a
<ul style="list-style-type: none"> If there is a committee or management unit, have members received orientation training? 	Committee	n/a
	Unit	n/a
<ul style="list-style-type: none"> If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues?³ 		No

¹ This figure obtained from the Financial Management System (IFMS), Ministry of Economy and Finance of Peru (MEF), visited on December 21, 2011. <http://ofi.mef.gob.pe/transparencia/mensual/default.aspx?y=2010&ap=ActProy>

² Within the Ministry there is Address Tutoring and Educational Guidance (DITOE) that has as part of its powers to coordinate the response to HIV and AIDS epidemic.

<ul style="list-style-type: none"> If Yes, are they at a senior level? 		n/a
<ul style="list-style-type: none"> If No, are there staff members whose responsibilities include HIV&AIDS? 		Yes
<ul style="list-style-type: none"> Is the Ministry involved in any current application for funding to any donor or development partner?⁴ 	HIV&AIDS	Yes
	Tuberculosis	Yes
	Malaria	No
<ul style="list-style-type: none"> Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)?⁵ 		14
<ul style="list-style-type: none"> Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources:⁶ 	Internal/ Government	15.55
	External/ Donor	84.45

Representation on HIV&AIDS coordinating structures			Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area				Areas of training provided to HIV&AIDS coordinating structures		
	National Committee	National management unit	Funds allocated	How funds are shared	% Funds utilised ⁷		National Committee	National management unit	
Planning	n/a	n/a	✓	20	90	HIV&AIDS Impact	n/a	n/a	
Finance Management	n/a	n/a	✗	n/a	remove mark	Response Management	n/a	n/a	
Curriculum Development	n/a	n/a	✗	n/a	remove mark	Mainstreaming	n/a	n/a	
Human Resources Management	n/a	n/a	✗	n/a	remove mark	Programme Budgeting	n/a	n/a	
EMIS/Statistics & Research	n/a	n/a	✗	n/a	remove mark	Monitoring and Evaluation	n/a	n/a	
Monitoring, Evaluation & Reporting	n/a	n/a	✗	n/a	remove mark	Reporting	n/a	n/a	
External partners – e.g. teacher unions, PLHIV, NGOs, etc.	n/a	n/a	✗	n/a	remove mark	Gender Equality and Sensitivity	n/a	n/a	
			✗	n/a	remove mark				
			✗	n/a	remove mark				
			✓	80	90				

Regional and District Level		
<ul style="list-style-type: none"> Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic?⁸ 		No
<ul style="list-style-type: none"> o If Yes, do they include senior staff 		n/a
<ul style="list-style-type: none"> o If Yes, do they have sufficient dedicated resources (budgets) for the task? 		n/a
<ul style="list-style-type: none"> What % of schools have working groups or committees that address HIV&AIDS-related matters?⁹ 	Pre Primary	n/a
	Primary	25
	Secondary	25
<ul style="list-style-type: none"> Rank the HIV&AIDS roles and functions of decentralized structures in order of importance 	Planning	n/a
	Program Implementation	n/a
	Monitoring	n/a
	Evaluation	n/a
	Reporting	n/a
	Other:	n/a

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

³ In DITOE there is a team of specialists to address ESI issues including HIV. In instances of decentralized management there are Tutoring Specialists Educational Guidance responsible for this issue, among others.

⁴ MINEDU currently participates in the implementation of an objective of the Global Fund Round VI.

⁵ It is considering requests to UNFPA 6, GTZ 2, Global Fund 3, 2 UNESCO and UNICEF 1.

⁶ In 2010: Internal Source DITOE Budget, mainly to cover salaries of specialists. There are also Funding Sources for ESI actions including prevention of HIV.

⁷ This percentage is for running costs compared to budget for these actions in the POA of DITOE. These percentages correspond mainly to the differences between budgeted costs in the AWP and the actual costs of such activities, as well as partnerships with other agencies to reduce costs. On the other hand, it is significant to note that both actions with funding from international aid agencies, representing in this case approximately 80% of everything that is spent annually on Comprehensive Sex Education in the country. This shows that the non-priority to the HIV response possibly because our country has a concentrated epidemic. Note: Only the category must be answered Prevention and the 'Other' category. In the other categories do not mark any option. It has therefore been placed Remove Flag.

⁸ In instances of decentralized management Tutoring Specialists Educational Guidance are in charge of this issue among others.

⁹ The range is from 0 to 25%. We have information through monitoring a sample of secondary educational institutions in urban areas which was at 87%. We evaluate the existence of the Mentoring Committee is the body that you see these issues. However, to answer the question at national level that includes rural and educational institutions at primary, it is estimated that this percentage decreases to an estimated 25%.

¹⁰ The Advisory Sub-Secretary of Union Ministry of Education was asked and said NO.

¹¹ In Peru Education is free, therefore it is necessary to grant the exemption. This applies to all forms of education: Basic Education, Basic Education Alternative and Special Basic, because education is a right under the Education Act

• Levels of education that receive free education ¹²	Pre Primary	Yes	Lower Primary	NR
	Upper Primary	Yes	Lower Secondary	NR
	Upper Secondary	Yes	Tertiary	Yes
• Does the Ministry of Education have a specific education sector HIV&AIDS policy? ¹³				Yes
○ If Yes, estimate how well this has been implemented? ¹⁴				0 - 25%
○ If Yes, provide date of original adoption and publication?				16.07.2008
○ If Yes, has it been revised since its adoption				No
○ If Yes, when has it been revised since its adoption				n/a
○ If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy?				n/a
• Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact? ¹⁵				No
○ If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact?				n/a
○ If Yes, provide date of original adoption and publication?				n/a
○ If Yes, has it been revised since its adoption and if so, when?				n/a
○ If Yes, when has it been revised since its adoption				n/a
• Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction?				No
○ If "Yes", indicate how often these policies are reviewed?				n/a
• Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS?				No
• Is Education included in the National HIV&AIDS Strategy?				Yes

4. HIV&AIDS MAINSTREAMING AND IMPLEMENTATION				
• How seriously does the education sector regard the impact of HIV&AIDS on the sector?				Minor problem
• Is there an Education Sector HIV&AIDS strategic plan in place?				No
○ If Yes, in what year was this plan developed?				n/a
○ If Yes, in what year was this plan introduced?				n/a
○ If Yes, is there an action plan for the implementation of this strategic plan?				n/a
○ If Yes, to what extent is this plan funded?				n/a
○ Estimate the % implementation of this strategic plan?				n/a
• Is HIV&AIDS response mainstreamed in the education management and planning process at the National level?				No
○ If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response?				n/a
• Does the education sector have an Education Information Management System (EMIS)?				Yes
○ If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators?				No
○ What was the most recent year for which EMIS captured and reported on these indicators?				n/a
○ Has EMIS undertaken any HIV&AIDS trend or impact analysis?				No
• Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans?				No
• Has the Ministry decentralized any of its data collection and processing (EMIS) systems?				Yes
• Is HIV&AIDS-relevant data (e.g. teacher absenteeism/attrition, incidence of orphaning, etc.) being collected at decentralized levels of the system?				No
• Has an assessment of the impact of HIV&AIDS on the education sector been conducted?				No
○ If Yes, in what year did this assessment take place?				n/a
○ If Yes, how much of the country did this assessment cover?				n/a
○ Have the key findings of this assessment been published				n/a
○ When were the key findings of this assessment published				n/a
○ If no assessment has taken place, is one planned				No
○ When is an assessment planned				NR
• Identify and rank 5 key barriers to implementation ¹⁶	1	Low priority of HIV in the education sector therefore lacks the necessary budgetary allocation		
	2	Stereotypes and beliefs about HIV carry stigma and discrimination hampering vision stabilization of the affected people.		
	3	Mainstreaming the issue has not been effective as they have not managed to consolidate learning with regard to HIV prevention.		
	4	Limited information, studies, diagnoses of HIV as it affects the educational community.		
	5	Lack of integration of the issue in the proposed ESI		

¹² There are three levels: beginners ranging from 0 to 5 years, 6 to 11 primary school years and 12 to 16 years.

¹³ It has issued Resolution No.181-2008-ED, approving and Educational Guidance Educational Guidelines for the prevention of STIs, HIV and AIDS.

¹⁴ At this stage, has prioritized the educational institutions of secondary education level in urban areas.

¹⁵ However, some actions have been initiated to raise awareness for the staff of the Ministry of Education.

¹⁶ They extensively discussed the decentralization process which occurs slowly and the lack of mechanisms to facilitate the integration of HIV was an obstacle independently, or was part of Obstacle 1. Finally, consensus was reached that part of the 1, adding that HIV does not make themselves visible as a problem, not prioritized the need to strengthen HIV prevention in education

5. HUMAN RESOURCES	
• Has an analysis of the impact of HIV&AIDS on demand and supply of human resources in the education sector has been conducted?	No
• Is there evidence of increased teacher attrition (e.g. permanent loss) in the system?	No
○ If Yes, are there plans to increase teacher recruitment and training?	
• Have human resource policies been reviewed and amended to minimize vulnerability and susceptibility to HIV&AIDS (e.g. attention to safety in the workplace, avoidance of teacher deployment away from their families, etc.) ¹⁷	No
○ If Yes, indicate how often these policies are reviewed?	
• Are human resource issues possibly related to HIV&AIDS impact being monitored and reported on (e.g. absenteeism, sick leave, compassionate leave, attrition, increasing pension costs)?	No

6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS		
• Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees?	National	No
	District	No
	Education institution	No
• Does the Ministry have a program aimed at preventing HIV infections among staff? ¹⁸		No
○ If Yes, are these prevention programs gender sensitive?		
• Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff?		No
• Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities? ¹⁹		Yes
○ Estimate % teachers and staff who have such access? ²⁰		NR
○ Estimate % teachers and staff who use these facilities?		NR
• Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff?		No
○ If Yes, estimate % effectiveness of this referral system?		n/a
• Does the Ministry have a policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for personnel affected by HIV&AIDS? ²¹		Yes
• Does the Ministry of Education enforce confidentiality of information about Ministry employees affected by HIV&AIDS?		Yes
• Are there accessible outlet points within or in the vicinity of all education sector workplaces (e.g. offices, schools or educational institutions) for the distribution of condoms?		No

7. HIV&AIDS AND THE CURRICULUM									
Topics included in the core curriculum; support materials developed; and confirmation of adaptation of tertiary curriculum by level of education									
	Inclusion in core curriculum ²²				Support materials developed				Tertiary curriculum adapted ²³
	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	
Generic life skills	NR	✓	NR	✓	NR	✓	NR	✓	✓
Adolescent and reproductive health	NR	✓	NR	✓	NR	✓	NR	✓	In process
Sexuality education	NR	✓	NR	✓	NR	✓	NR	✓	In process
Gender equality and empowerment	NR	✓	NR	✓	NR	✓	NR	✓	NR
HIV&AIDS and other STIs	NR	✓	NR	✓	NR	✓	NR	✓	In process
Stigma and discrimination, including homophobia	NR	✗	NR	✓	NR	✓	NR	✓	✗
Family life and inter-personal relationships	NR	✓	NR	✓	NR	✓	NR	✓	✓
• Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level:	Lower Primary				Upper Primary				No data
	Lower Secondary				Upper Secondary				No data
• Is HIV&AIDS and related life skills issues a compulsory part of the curriculum?									Yes
• Is the HIV&AIDS subject area examinable? ²⁴									Yes
• Has there been an orientation process for parents regarding life skills-related programs in schools? ²⁵									In process
○ If Yes, indicate frequency of orientation sessions?									n/a
○ If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system?									Ad hoc

¹⁷ The Personnel Unit in the last year has produced articles intended to avoid any discrimination in the Ministry of Education. This is being established by Resolution Jefaturales

¹⁸ From a resolution of the Minister of Labour, is buscándose a change in the personnel regulations establishing safeguards for workers who acquire or are living with HIV. However this has not yet been given

¹⁹ The teachers and have access to health services provided by the Ministry of Health and Social Security (ESSALUD) Depending on the labour regime

²⁰ There are no such data

²¹ It considers itself as the State Department as an entity should govern the country with laws that establish this rule, such as Act and its amendment Law CONTRASIDA 28243

²² While it is stated in the guidelines and guidance on teaching and curriculum, the issue of homophobia is not addressed directly in the classroom.

²³ Depending on the Study Centre as some institutions do and some do not. Having autonomy does not play a single curriculum.

²⁴ However, there is a tracking and monitoring the extent to which this applies

²⁵ Through the Parent School Programs

• Have efforts been made to ensure that religious, community and/or traditional leaders support the HIV prevention approach adopted by the education sector, the messages it communicates and the materials it uses?	No
○ If Yes, estimate % effectiveness of these efforts? ²⁶	n/a
○ If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic? ²⁷	n/a
• Estimate the % of students in the tertiary sector who have open or regular access to HIV&AIDS information, awareness and prevention materials through their educational institutions?	No data

Is there professional preparation of teachers through orientation and training in the following subject areas, by level? ²⁸	Primary Training		Secondary Training	
	Pre Service	In Service	Pre Service	In Service
	Orientation Generic life skills	✓	✓	✓
Orientation Adolescent and reproductive health	✗	✓	✓	✓
Orientation Sexuality education	NR	✓	NR	✓
Orientation Gender equality and empowerment	NR	✓	NR	✓
Orientation HIV&AIDS and other STIs	NR	✓	NR	✓
Orientation Stigma and discrimination, including homophobia	NR	✓	NR	✓
Orientation Family life and inter-personal relationships	✓	✓	✓	✓

Where orientation sessions for parents are conducted, they include the following topics	
Sexuality education ²⁹	✗
Life Skills	✓
Adolescent and reproductive health	✓
Gender	✓
STIs	✓
HIV&AIDS	✓
Homophobia and discrimination	✗

• Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established?	No
○ If Yes, how often are the results of this monitoring reported?	n/a
• Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts?	NR
○ If Yes, estimate % the success of these efforts?	n/a

8. ORPHANS AND VULNERABLE CHILDREN				
• Does the Ministry have a system for identifying and categorizing orphans and vulnerable children?	No			
• Does the Ministry have a gender-sensitive program to address the needs of orphaned and vulnerable children in the education system?	Yes			
Does a gender-sensitive program for OVC address the following areas?	On what basis are learners included in in the feeding schemes?			
Nutrition	No	Supervised medication	No	
Counselling	No	Flexible school hours	No	
Fee waivers/exemptions	No	Other:	No	
Referrals (e.g. to Social Services)	No			
Orphaning	No	Geographic Location	✓	
Vulnerability	No	Programme Scaling	No	
Poverty	✓	Other:	No	
• Is there currently a school feeding scheme in place?	Yes			
○ If Yes, estimate the coverage of this feeding scheme by school level ³⁰	Lower Primary	No data	Upper Primary	No data
	Lower Secondary	No data	Upper Secondary	No data
○ If Yes, confirm whether this coverage is growing, stable or shrinking?	Stable			
• Have teachers received training in caring for HIV-infected pupils?	No			
• To what extent (%) are counseling services, by trained counselors, available at schools at the following levels?	Lower Primary		Upper Primary	
	Lower Secondary		Upper Secondary	

²⁶ In this item the two response options should be blank

²⁷ In this item the two response options should be blank

²⁸ Depending on the Study Centre as some institutions do and some do not. Having autonomy does not play a single curriculum. In training of secondary level where docentesde intervention, has been placed if the issue is addressed homophobia, however, this is not always the case.

²⁹ Only educational institutions which are prioritized in the pilot program carried out

³⁰ The Ministry of Education does not have within its jurisdiction the program. It is done through the National Food Program of the Ministry of Women and Social Development. Also, regional governments performed in a decentralized

9. PARTNERSHIPS

• Does the education sector have a shared strategy on HIV&AIDS response with its local and international partners?	No																																																			
• Please estimate the degree of success of this shared strategy: ³¹	n/a																																																			
Government ministries or agencies working on HIV&AIDS as partners with the Ministry of Education	Non-government education sector agencies, interest groups and partners which work on HIV&AIDS response in collaboration with the Ministry of Education																																																			
<table border="1"> <thead> <tr> <th></th> <th>Partner?</th> <th>Major or Minor Partner?</th> </tr> </thead> <tbody> <tr> <td>National AIDS Commission</td> <td>✓</td> <td>Major</td> </tr> <tr> <td>Ministry of Health</td> <td>✓</td> <td>Major</td> </tr> <tr> <td>Ministry of Social Services</td> <td>✓</td> <td>Minor</td> </tr> <tr> <td>Ministry of Finance</td> <td>✓</td> <td>Minor</td> </tr> <tr> <td>Ministry of Planning</td> <td>NR</td> <td>Minor</td> </tr> <tr> <td>Ministry of Labour</td> <td>NR</td> <td>Minor</td> </tr> <tr> <td>Interior Ministry</td> <td>NR</td> <td>Minor</td> </tr> <tr> <td>Ministry of Defense</td> <td>NR</td> <td></td> </tr> </tbody> </table>		Partner?	Major or Minor Partner?	National AIDS Commission	✓	Major	Ministry of Health	✓	Major	Ministry of Social Services	✓	Minor	Ministry of Finance	✓	Minor	Ministry of Planning	NR	Minor	Ministry of Labour	NR	Minor	Interior Ministry	NR	Minor	Ministry of Defense	NR		<table border="1"> <tbody> <tr> <td>Local NGOs</td> <td>✓</td> <td>International NGOs</td> <td>✓</td> </tr> <tr> <td>Teacher Unions</td> <td>✗</td> <td>Teacher Service Commission</td> <td>✗</td> </tr> <tr> <td>Parent/Teacher Associations</td> <td>✗</td> <td>School Committees</td> <td>✗</td> </tr> <tr> <td>Youth Groups</td> <td>✓</td> <td>Private Sector</td> <td>✗</td> </tr> <tr> <td>Community-based organisations</td> <td>✗</td> <td>Faith-based and/or religious organizations</td> <td>✗</td> </tr> <tr> <td>Other: Organizaciones de Cooperación Internacional</td> <td></td> <td>Other:</td> <td></td> </tr> </tbody> </table>	Local NGOs	✓	International NGOs	✓	Teacher Unions	✗	Teacher Service Commission	✗	Parent/Teacher Associations	✗	School Committees	✗	Youth Groups	✓	Private Sector	✗	Community-based organisations	✗	Faith-based and/or religious organizations	✗	Other: Organizaciones de Cooperación Internacional		Other:	
	Partner?	Major or Minor Partner?																																																		
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10. RESEARCH

• Has a gender-sensitive research agenda been defined that prioritizes gaps in knowledge relating to the impacts of and response to HIV&AIDS within the education sector?	Yes	
• Has any research been commissioned to inform the education sector response to HIV&AIDS?	No	
• If research has been commissioned, indicate whether this has been undertaken by in-country institutions/agencies or by external institutions/agencies or both?	n/a	
• If both internal and external institutions/agencies were involved in research, were there any partnering arrangements providing mentoring or training?	n/a	
• If EDSEC HIV&AIDS impact or response research has been commissioned, indicate when this was conducted?	n/a	
• If HIV&AIDS and education-related research has been conducted, please list these studies with approximate dates of completion and publication?	1	NR
	2	
	3	
	4	
	5	

11. SELF-ASSESSMENT AND PRIORITIZATION

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

³¹ This item every two response options should be blank

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

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

Rank the following challenges to HIV&AIDS response implementation	Rank order	Most challenging										Least challenging
		1	2	3	4	5	6	7	8	9	10	
Lack of leadership ³²	6											
Funding/budget constraints	10											
Human Resource capacity and skills limitations	3											
Stigma and discrimination	1											
Lack of HIV&AIDS mainstreaming	3											
Lack of data and management information	7											
Little or no research	7											
Lack of training and orientation	9											
Ineffective monitoring, evaluation and reporting	1											
Lack of mandatory HIV&AIDS subject coverage in the curriculum	3											

³² It is understood and Political Will