

**A REPORT OF THE EASTERN
AFRICAN MINISTRIES OF
EDUCATION
HIV/AIDS FOCAL POINTS
MEETING
UN HOUSE ABUJA NIGERIA
7th DECEMBER, 2005**

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ABBREVIATIONS AND ACRONYMS

ADEA	Association for the Development of Education in Africa
AIDS	Acquired Immune Deficiency Syndrome
ART	Antiretroviral Treatment
AU	African Union
CBO	Community Based Organization
CfBT	Centre for British Teachers
CIDA	Canadian International Development Agency
DANIDA	Danish International Development Agency
DCI	Development Cooperation Ireland
DfID	Development for International Development
EAC	East African Community
EMIS	Education Management Information System
EU	European Union
FAWEZA	The Forum for African Women Educationalists of Zambia
FBO	Faith Based Organization
FHI	Family Health International
FP	Focal Point
GOK	Government of Kenya
GTZ	German Agency for International Cooperation

HDNED	Human Development Network Education
HIV	Human Immunodeficiency Virus
IBE/UNESCO	International Bureau of Education
ICASA	International Conference on HIV/AIDS and Sexually Transmitted Infections in Africa
ILEP/UNESCO	International Institute for Educational Planning
ILO	International Labour Organization
JICA	Japan International Cooperation Agency
KNUT	Kenya National Union of Teachers
MAP	Multi Country Aids Program
MOE	Ministry of Education
MSF	Medecins Sans Frontiers
MTT/USAID	Mobile Task Team
NACC	National AIDS Control Council
NGOs	Non-Governmental Organization
PANCAP	Pan-Caribbean AIDS Partnership
PCD	Partnership for Child Development
PIASCY	Presidential Initiative on AIDS Strategy for Communicating to Young People
PLWHA	Person(s) Living with HIV/AIDS
PRS	Poverty Reduction Strategy
ROCARE	Reseau Ouest et Centre African de Recherche en Education
SADC	South African Development Community
SAVE UK	Save the Children UK
SAVE USA	Save the Children USA
SPW	Students Partnership Worldwide
SSA	Sub Sahara Africa
STI	Sexually Transmitted Infections
TMAP	Tanzania Multisectoral AIDS Programme
TSC	Teachers Service Commission
UN	United Nations
UNAIDS	Joint United Nations AIDS Program
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children's Fund
VCT	Voluntary Counseling and Testing
WFP	World Food Programme
WHO	World Health Organization
ZANARA	Zambia National Response to HIV/AIDS Project

A REPORT OF THE MEETING OF SEVEN MINISTRIES¹ OF EDUCATION HIV/AIDS FOCAL POINTS, AT THE UN HOUSE, ABUJA, NIGERIA DECEMBER 7TH 2005

I. Introduction and background

An all day meeting of the Ministries of Education Focal Points (FPs) for HIV/AIDS was conducted in Abuja Nigeria on Wednesday the 7th of 2005.

The main objectives of the meeting were:

- i) to provide an opportunity for the Focal Points to start building a team,
- ii) exchange information on how their countries are responding to the impact of HIV/AIDS on their countries' education sector; and
- iii) to develop the network's vision, mission and 2006 work plan.

Prior to the meeting, on Tuesday 6th of December of 2005, the FPs attended the launch of the Eastern Africa HIV/AIDS and Education network. Launching the network, a renowned development professional in the areas of health, nutrition and HIV/AIDS Professor Miriam Were, lauded the formation of the network and called on the countries' HIV/AIDS national secretariats to provide more support to the Education Sectors in the spirit of the "Three Ones". Professor Were who is also the chairperson of the Kenya National AIDS Coordination Council (NACC), further called for a commitment of resources from the World Bank and other partners, for sustaining the network and its much needed support activities.

II. Introductions

All participants introduced themselves and briefly explained what each one was doing in their home country. Most of them are engaged full time in HIV/AIDS sector activities although most of the posts are not necessarily in the Ministry of Education staff establishment.

The first part of the meeting was graced with the presence of the Executive Director of the Kenya National AIDS Coordination Council (NACC), Dr. Orege. He articulated efforts in place to link the education sector with the national HIV/AIDS strategic and organizational framework in Kenya. NACC advocated for the formation of four AIDS Coordinating Units in The Ministry of Education Headquarters, The Teachers Service Commission

¹ Ethiopia, Kenya, Mozambique, Tanzania Mainland, Uganda, Zambia and Zanzibar

(TSC), The Commission for Higher Education (CHE) and in The Kenya National Union of Teachers (KNUT) respectively. He observed that all of these units work very closely with the NACC.

Others in the meeting were the technical advisors from Partnership for Child Development (PCD) Celia Maier – a website expert and Ed Cooper a training facilitator. Fahma Nur, Team Assistant from the World Bank ably played a double role of providing logistical support as well as participating in the group work on work planning.

III. Overview of Accelerate

Donald Bundy the Lead Health and Nutrition Specialist, Human Development Network Education (HDNED) of the World Bank made an overview of the “*Accelerating the Education Sector Response to the HIV/AIDS Epidemic*” initiative, known as “Accelerate”. Donald gave a background of the initiative that: although school-age children have the lowest level of HIV infection even in the worst affected countries in Eastern and Southern Africa; and that education has also been proven to be providing an opportunity to impart to children skills and knowledge to protect themselves from infection. However, there has not been enough focus on the role that the Education sector can play in HIV/AIDS prevention.

In 2003, “Accelerate” in the Eastern part of Africa was requested by the Ministries of Education, to strengthen their leadership in responding to the impact of HIV/AIDS on the sector.

“Accelerate” has always been preceded by an analysis of the situation of HIV/AIDS in education. From this information, national workshops for advocacy with decision makers and the triggering of accelerated response to the impact of the scourge on the education sector, have been conducted.

The need for a network was triggered by the fact that HIV/AIDS is an evolving disease and so are the responses. To strengthen and share the responses, countries would need to learn from one another within a network.

Don Bundy finalized his presentation by posing the following questions:

1. What can the network do for the Ministry of Education HIV/AIDS Focal Points?
2. How do the Focal Points view their roles?²
3. How can we fund the network in order to trigger and maintain the “Accelerate” momentum?

Participants expressed the need for a checklist of performance-based results expected from the network’s planned activities.

² Are they negotiators, coordinators, managers, data analysts and interpreters, leaders, information disseminators, resource mobilizers, or researchers?

IV. Overview of the Eastern Africa Network

Stella Manda, the World Bank Regional Coordinator for HIV/AIDS, Eastern Africa explained that as they discussed on the nature the network would take, participants would need to take cognizance of the national missions, visions and programmes to respond effectively to the impact of HIV/AIDS on the education sector.

Stella further informed participants that while the meeting was charting out the roles of the network, it should identify aspects that would add value to the “Accelerate” responses at country level.

V. Country presentations

The Focal Points representing the eight countries in the meeting made presentations on the “Accelerate” situation in their countries.

As would be expected, countries have common situations in some instances and dissimilar situations in others.

The commitment of the countries was evidenced from the institutional and programmatic arrangements which have been put in place to respond to the impact of HIV/AIDS on the education sector.

The following matrix summarizes what emerged from the Focal Point country presentations:

Common aspects		Uncommon aspects
1.	No-promotion of condoms among pupils	Condoms for teachers (Provided in Kenya, Zambia and Mozambique only)
2.	Donor/government coordination arrangements	Education Sector - specific work place policy (in Uganda, Zambia and Ethiopia (draft) only)

3.	HIV/AIDS curriculum for primary and secondary education	Curriculum for pre school (Available in Uganda, Zambia and Kenya only). Tertiary (in Kenya only) and higher education; Teachers' Training Colleges for primary teachers' colleges (In Uganda, Ethiopia, Tanzania Mainland, and Zanzibar only)
4.	HIV/AIDS government budgets for mainstreaming HIV/AIDS in the education sector is gravely low	Voluntary Counseling Testing for teachers (In Zambia only)
5.	Free primary education	AIDS coordinating units placed in four different offices: i) In the general/chief of education office (Ethiopia and Tanzania) ii) Commissioner for secondary education (Uganda); iii) Human resources (Zambia); and iv) policy and planning/Special Programmes (Zambia and Mozambique)
6.	School health especially in deworming (Except Zanzibar)	Strong reproductive health/Sexually Transmitted Infection curriculum delivery (Except in Tanzania, Uganda and Ethiopia)
7.	Most financial resources for HIV/AIDS and Education activities are provided by the country's Multi-Country AIDS Program (MAP) funds. (But Uganda's and Ethiopia's access to MAP phases has ended)	School feeding (Only in Uganda – targeted at conflict and nomadic areas; Kenya famine areas, Mozambique primary schools in all provinces; Zanzibar and Zambia in specific schools respectively)
8.	Ministries of Education have HIV Budget lines. (Except in Mozambique, Uganda and Ethiopia)	Association of teachers living with HIV/AIDS (Only in Uganda, Kenya, and Zambia)
9.	HIV/ADS budgets in the ministries of education are heavily donor-dependent	Data on teacher morbidity as part of Education Management Information systems (EMIS) (Uganda only)
10.	Presence of networks for HIV and Education. (Except in Mozambique and Ethiopia)	A Ministry of Education Communication Strategy for HIV/AIDS in Education (In Mozambique only)
11.	Presence of the HIV/AIDS – Ministry of Education (MOE) intra ministerial committees	Fast Track Initiative (FTI): (Except in Uganda, Zambia and Kenya and Tanzania)
12.	Stand alone HIV/AID Education sector strategy (Except in Ethiopia and Mozambique)	
13.	AIDS-related EMIS (Except in Ethiopia)	
14.	Inadequate mainstreaming of HIV/AIDS in the tertiary and higher education level	
15.	Data on teacher deaths in the EMIS	
16.	Sector Wide Approaches to Education (Except Ethiopia)	
17.	Poverty Reduction Strategy Papers (PRS) Medium-Term Expenditure Framework MTEF	
18.	Ministry of Education as the most person-intensive sector	

VI. Information exchange and networking

Celia Maier of Partnership for Child Development (PCD) made a presentation on the different means of communication.

Emphasis was placed on the use of the internet. She specifically introduced the School health website within which the West and the Eastern Africa websites are located. Since

all the countries represented in the meeting had Ministerial websites, sub links to the same and vice versa were proposed.

Focal points were urged to consult with their authorities upon arrival and to advise the Regional Coordinator by email on the following:

1. Linking the Eastern Africa website with the ministerial websites and vice versa.
2. The format of the website. (NB: In the meantime, the site would include a brief introduction, the main thematic areas, a geographical map, country flags and a list of sub-sectors the network refers to as belonging to the education sector).
3. Possibility of having the ministerial website managers feed into the Eastern Africa network's website.
4. Ministerial information which could be fed into the Eastern Africa network e.g. name of the Ministers, Permanent Secretaries, selected innovative ministerial HIV/ADS programmes etc.

The regional Coordinator was asked to prepare a complete checklist of responses that were required from the focal points for completing the website.

VII. Role of the Network

Defining the role of the Network was a necessary step prior to the 2006 work-planning. Participants were asked to put on paper - one idea per piece of paper - key national and sub-regional activities that would trigger the operation of the network.

This was followed by an exercise in classifying the national versus the sub-regional activities, which were later grouped into five main areas, in turn summarizing the main terms of reference for the Eastern Africa "Accelerate" network:

1. forging and maintaining partnership and donor coordination; including resource leveraging;
2. information, education and communication management and dissemination, advocacy and promotion;
3. capacity building;
4. research, monitoring, evaluation, and identification of best practice;
5. strategic planning, policy development and institutional support.

The participants proposed to identify and agree on common and pertinent areas which require further research. This would include among others, areas such as the extent to which preventative education, for instance life skills result in behavior change.

VIII. Work Plans for 2006

In three groups and in plenary, participants developed Network work plans for 2006. The plans would be further refined by the Regional Coordinator and sent back to the Focal Points prior to finalization for implementation.

IX. The network's Vision and Mission

The following were proposed:

Vision:

To fully realize the potential of the Education sector in the fight against HIV/AIDS

Mission:

To accelerate education-sector-wide response of the participating countries to HIV/AIDS

X. Summary review of completed questionnaires on the Ministries of Education responses to the impact of HIV/AIDS

Prior to their participation in the International Conference on HIV/AIDS and Sexually Transmitted Infections in Africa (ICASA 2005), the Focal Points had filled in questionnaires which were aimed at collating information on the extent to which their ministries of education are responding to the impact of HIV/AIDS.

A total of seventeen countries from both the Western and Eastern Accelerate countries responded. Participants analyzed the questionnaires and the results, to better appreciate the current response situation and to clarify the questionnaires.

The following were the observations made:

The title of the questionnaire needs to change to include the Eastern Africa Network.

The Focal Points proposed an additional sub-topic: “**Care and Support (of teachers and children – Orphans and Vulnerable Children (OVCs))**”.

Question 2.4: The issue on whether countries have an Education Sector HIV/AIDS work place policy generated a lot of discussion.

Ethiopia is in the process of developing a work place policy.

Kenya, Uganda and Tanzania Mainland have incorporated the work place issues on the Education Sectors' HIV/AIDS policies and are therefore not quite sure whether having stand-alone work policies is worth the effort.

Most of the Focal Points had the view that instead of putting work policies in place – which remain office documents, countries could produce work place strategies, guidelines and enforcement codes of practices.

A point for follow up is: where work place issues would be catered for in the policy documents.

Question 3.1: The Focal Points elaborated that some of the units are heavily donor-supported, making them more ad hoc than permanent. It was therefore recommended that the question also inquire on who would support the maintenance of the HIV/AIDS unit in the ministries of education. This too has some strategic implications.

Question 3.7: The Focal Points observed that in countries where Sector Wide Approach (SWAP) is practiced in the Education Sector, all the pooled funds are taken as government funds. Also in the SWAP countries HIV/AIDS like other programs, receives financing from outside the pooled mechanism as well. It was recommended therefore a question to address this be added in the questionnaire.

To this end, the FPs called for an expedition on the study of the status of HIV/AIDS countries' programmes' funding from sources outside the World Bank (MAP).

Question 4.5.1: The Focal Points recommended an additional box for

Question 6.2: The FPs proposed to add: “In Primary School ”

and “In Secondary School ” as the two levels have different strategic implications

XI. Wrap up

The meeting ended with a summary of what was agreed on throughout the day, and appreciation to all who contributed in one way or the other to its successful conclusion. Participants proposed an arrangement within the network which would facilitate information flow between the network and the ministerial decision makers. This intervention resulted in a simple sketch indicating the proposed communication arrangement as outlined in appendix XIV.

Focal Points also indicated documents that they had brought with them to ICASA (see appendix XVII).

XII. One-on-one meetings

Focal Points and some country Ministry of Education representatives met with the World Bank’s coordinators of the HIV/AIDS and Education Accelerate programmes and with the Coordinator of the Partnership for Child Development (PCD) to share in-depth country information on how the education sectors are responding to HIV/AIDS opportunities in place, and factors that stand on the way of the “accelerated” responses. These meetings came up with general suggestions on the way forward.

APPENDIX I:

AGENDA FOR THE HIV/AIDS AND EDUCATION NETWORK FOR EASTERN AFRICA

Time	Event	Responsible	Chair
WEDNESDAY 7TH 2005			
9:30	Welcoming remarks	Stella Manda	Kenya FP
9:40	An Overview of Accelerate	Don Bundy	Kenya FP
10:30	An Overview of the Network	Stella Manda	Ethiopia FP
10:30 – 11:00	Country presentations	Ed Cooper Ethiopia, Kenya, Tanzania, Uganda, Zanzibar, Zambia and Mozambique FPs	Ethiopia FP
11:00 - 11:15	TEA BREAK		
11:15 – 12:30	Country presentations	Ed Cooper Ethiopia, Kenya, Tanzania, Uganda, Zanzibar, Zambia and Mozambique FPs	Tanzania FP
12:30 – 13:15	Summary of the Common themes from the presentations	Stella Manda and Ed Cooper	Zanzibar FP
13:00 -14:00	LUNCH BREAK		
14.15 – 14.30	An overview of the Website	Celia Meier	Zanzibar FP
14.30 – 17.00	Introduction to: What would best be catered for within the Eastern Africa Network, How (Role of the Network, and Work plans for 2006)	Ed Cooper and Stella Manda	Uganda FP
17.00 – 17.30	Our national visions for 2010 and consequent Network Mission and Vision?	Ed Cooper	Zambia FP
17.30 – 18.00	Conclusion and Next Steps	Don Bundy and Stella Manda	Mozambique FP
THURSDAY 8TH 2005			
11.30 – 13.00	Review of the ministerial responses' findings and questionnaire	All	Ed Cooper
13.00 – 13.30	Evaluation	All	Ed Cooper
13.30 – 18.30	One-on-one country meetings	All Focal Points, Ministry of Education officials from Uganda and Tanzania, mainland	Don Bundy, Stella Manda and Lesley Drake

APPENDIX II: LIST OF PARTICIPANTS

S/N	NAME	DESIGNATION
1.	Atto Kassu	HIV/AIDS FP, Ministry of Education Ethiopia
2.	Isaac Thuita	HIV/AIDS FP, Ministry of Education Kenya
3.	Laetitia Sayi	HIV/AIDS FP, Ministry of Education Tanzania- Mainland
4.	Mgeni Kayanda	HIV/AIDS FP, Ministry of Education Zanzibar
5.	Benard Domingo	HIV/AIDS FP, Ministry of Education Zambia
6.	Aggrey Kibenge	Assistant to the HIV/AIDS FP, Ministry of Education Uganda
7.	Antonio Tivane	HIV/AIDS FP, Ministry of Education Mozambique
8.	Donald Bundy	Global Coordinator, HIV/AIDS and Education, World Bank
9.	Fahma Nur	Team Assistant, World Bank
10.	Edward Cooper	Training Facilitator, Partnership for Child Development (PCD)
11.	Celia Meier	Website Manager, PCD
12.	Stella Manda	Regional Coordinator, HIV/AIDS and Education, World Bank

APPENDIX III: Presentations

UNAIDS Inter-Agency Task Team on Education and HIV/AIDS Working Group
By Don Bundy, Lead Specialist, World Bank

Abuja, Nigeria

December 6th, 2005

Review of World Bank assistance to the education sector response to HIV and AIDS:

- Less than 60% of education projects include HIV/AIDS components
- Less than 20% of National AIDS Authorities commit significant resources to the education sector

Characteristics of effective education sector response to HIV and AIDS

- Strong education sector leadership in HIV and AIDS
- Education sector policy and national plans include HIV and AIDS response
- Education sector seeks technical assistance to develop this new and specialized component
- National AIDS Authority recognizes education as a priority sector in the National AIDS Strategy
- UNAIDS Interagency Task Team on Education (IATT)
- Accelerated Education Sector Response to HIV/AIDS in Africa

The Process

Regional analytical work

Sub-regional workshops

Establishment of national development partners' groups

Examples of Follow up:

Republic of Mozambique

Federal Republic of Nigeria

Federal Democratic Republic of Ethiopia

November 2002: Sub-Regional Workshop (Mombasa)

Establishment of an AIDS and Education Donor group

- March 2003: National Workshop in Ethiopia
- Institutional arrangements for mainstreaming AIDS in place
- August 2004 : National implementation in Mozambique
- Direct Grant to schools increased by 15% to cover AIDS activities
- Teacher Manual distributed to 9,200 primary schools AIDS Resource Kit distributed to 4,500 primary schools.

Next Step: Evaluation

Federal Democratic Republic of Ethiopia Ministry of Education

- September 2003: High Level Meeting (Nairobi)

- Establishment of an AIDS and Education donor group
- February 2004: National Workshop
- September 2004: Annual Sector Review Meeting recommends inclusion of HIV/AIDS in regional plans
- April 2005: HIV/AIDS included in the five year Federal plan
- Next Step: Regional planning workshops towards establishing “Centre of Excellence” for state level training

Who Pays?

- Hosting the workshop (local participant costs, facilities, logistics)
 - Government 90%
 - External 10%
- Participating teams (travel, per diem)
 - Government 70%
 - External 30%
- Technical input (TA, documentation, facilitation)
 - Government 5%
 - External 95%

Sources of External Financing

- Hosting costs: World Bank, Norway, UK, Ireland
- Participating teams: United Nations Children’s Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO), Ireland, Norway, UK, World Bank
- Technical input: AAU, ACI, Action Aid, Action Health Incorporated, Association for the Development of Education in Africa (ADEA), Centre for British Teachers (CfBT), CHANGES, Canadian International Development Agency (CIDA), Commonwealth of Love, Danish International Development Agency (DANIDA), Development Cooperation Ireland (DCI), Department for International Development (DfID), Embassy of Belgium, Embassy of Finland, European Union (EU), Family Health Trust, The Forum for African Women Educationalists of Zambia (FAWEZA), Food for the Hungry International or Family Health International?(FHI), GEEP, German Agency for Technical Cooperation (GTZ), International Bureau of Education (IBE/UNESCO), International Institute for Educational Planning (IIEP/UNESCO), International Labour Organization (ILO), ISTT, Japan International Cooperation Agency (JICA), Medecins Sans Frontieres (MSF), Mobile Task Team/United States Agency for International Development (MTT/USAID), Open Donor Fund, PAM, Partnership for Child Development (PCD), Policy Project, Prolink, RNE, Educational Research Network for West and Central Africa (ROCARE), Save the Children UK (SAVE UK), Save the Children USA (SAVE USA), SPW, Joint United Nations AIDS Program (UNAIDS), United Nations Development Program (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO), UNESCO/BREDA, United Nations Fund for Population Activities (UNFPA), United Nations Children’s Emergency Fund (UNICEF), United States Agency for International Development (USAID), World Food Programme (WFP), World Health Organization (WHO), World Bank, World Education, YVE, ZANARA, ZAP Disabilities

Future Activities

Accelerating the Education Sector Response to HIV/AIDS in SSA

ICASA Activities

December 4th to 9th, 2005

SSA

- Joint mission to Central Africa (Cameroon, DRC, Republic of Congo) to plan for Workshops at sub-Regional and National level in 2006
- National level workshop in Tanzania, February 2006
- Guinea – April 2006
- Regional planning meeting in Ethiopia, first quarter 2006
- Accelerating the Education Sector Response to HIV/AIDS in other regions e.g. The Caribbean

- *Under the auspices of the Pan-Caribbean AIDS Partnership (PANCAP) in Caricom*
South Asia
National Workshop in Sri Lanka to harmonise the MoE and MoH action on HIV/AIDS and Education
- Workshop in Greater Mekong Region, first quarter, 2006
- Joint November mission by UNESCO and World Bank to engage other partners with a view to holding a Capacity Building Regional Workshop for Ministers of Education in 2006

APPENDIX IV: An Overview of the HIV/AIDS and Education Network for Eastern Africa

“Accelerating the Education Sector Response to HIV and AIDS”
ICASA, Abuja; December 6, 2005

Introduction

- HIV/AIDS leading cause of death in Sub Saharan Africa (SSA)
- Eastern Africa one of most affected in SSA
- Education provides for “window of hope”
- Education is also a “social vaccine”
- Education systems in the sub-region are gravely eroded by HIV/AIDS
- Hence HIV/AIDS ‘Internal’ and ‘external’ mainstreaming for momentum and intensity of responses

The Evolution of the Network

- In 2003 Ministries of Education requested for an HIV/AIDS and Education Network in Eastern Africa
- To date eight countries are members: Eritrea, Ethiopia, Kenya, Uganda, Tanzania Mainland, Zanzibar, Mozambique, Zambia and Malawi

The Vision

- Operate within sub- regional frameworks
- Take cognizance of the “Three-Ones”
- Ministry of Education Focal Points (FPs) as the “fulcrum” of the network
- Network would grow in coverage and scope
- “Three-Ones” and ‘Sector-Wide’

The Goal

- To accelerate the Education Sector-Wide response to the HIV/AIDS epidemic in Eastern Africa

Specific objectives include:

- Country situation analyses
- Enhanced capacities for education sector response
- Inter-country sharing of information and experiences including best practices
- Appropriate response guidelines including common indicators
- Sector-Wide and broad-based commitment and support within the “Three-Ones”

Short-term planned actions

- Supporting situational analyses
- Supporting national strategic planning workshops
- Launching and operating a network website
- Supporting sector-wide planning, implementation

- Monitoring and evaluation of Education HIV/AIDS external and internal mainstreaming

APPENDIX V: Country presentation

Ethiopia

ACCELERATING THE EDUCATION SECTOR RESPONSE TO THE IMPACT OF HIV/AIDS

Presentation by By Atto Kasu, HIV/AIDS Focal Person, Ministry of Education, Ethiopia

THE HIV/AIDS PREVALENCE STATUS IN 2003

- The National Adult HIV prevalence was 4.4%, 12.6% in the urban areas and 2.6% in the rural areas.
- The HIV/AIDS Prevalence among women was 5% and 3.8% among men.

PROPORTION OF ORPHANS, TEACHERS' DEATH AND PERCENTAGE OF SCHOOL ATTENDANCE

- A total of 4.6 million children under 17 are estimated to be orphans, of which 537,000 were due to AIDS.
- Complete data on deaths among teachers and staff are not available.
- In 2003-04 the Gross Enrolment Rate (GER) for primary school (1-8) was 68.4%, 59.1% for girls and 77.4% for boys.
- In 2003-04 the GER in secondary school (9-10) was 22.1%, 15.9% for girls and 28.2% for boys.
- Data for the proportion of children not in school by gender is not available.

HIV/AIDS COORDINATION, POLICY, STRATEGY AND PLANNING

- HIV/AIDS Coordination is situated institutionally in the General Education Sector.
- The Country has no HIV/AIDS Education Sector Policy.
- However, in the National HIV/AIDS Strategic Plan the Education Sector strategy is incorporated. The sector has a work plan which covers the general, Technical, Vocational and Higher Education.
- The sector is in the process of preparing HIV/AIDS work place policy for teachers and other education staff.
- The Intra-ministerial committee for HIV/AIDS includes the Vice Minister of Education, Heads of Planning, Women Affairs, Teacher Education, and Curriculum Department and HIV/AIDS Focal Person.
- The HIV/AIDS task force has a total of 13 staff members, but none of them are working full time.
- There is a Joint Government-Donor Task Force for coordinating activities related to Education and HIV/AIDS with members from Ministry of Education, World Bank, USAID, GTZ, DFID, UNESCO, UNICEF

HIV/AIDS BUDGET

- No specific budget line for HIV/AIDS in 2002-2004. As of 2005, the National HIV/AIDS Strategy calls for 2% of the total Education budget to be allocated for HIV/AIDS prevention and control program.
- Source of funds for activities for Education Sector response to HIV/AIDS includes World Bank, USAID, DFID and Ethiopian Government

CURRICULUM INTEGRATION, EMIS AND OTHER ISSUES

- Primary as well as General Secondary Education is tuition free.
- There is HIV/AIDS integrated curriculum guide for primary, secondary and pre-service teachers training
- School health program – Anti AIDS, Anti Drug
- No HIV/AIDS – response EMIS
- HIV/AIDS related indicators are not captured and monitored in the EMIS

INNOVATIVE PROGRAMS AND CHALLENGES

- Anti AIDS clubs established to raise students awareness about the virus
- The challenges faced by MoE in responding to HIV/AIDS include:
 - Most critical: lack of or inadequate commitment,
 - Second most critical: lack of Planning and management capacity,
 - Third most critical: lack of coordination.

APPENDIX VI: Country presentation

Kenya

ACCELERATING THE EDUCATION SECTOR RESPONSE TO THE IMPACT OF HIV/AIDS

Presentation by: Issac G. Thuita, Assistant Director, HIV/AIDS and Education, Ministry of Education Kenya

ESTIMATED PREVALENCE STATUS IN KENYA

YEAR	PREVALENCE
▪ 1999	13.5%
▪ 2000	14%
▪ 2001	13.85%
▪ 2002	13%
▪ 2003	13%
▪ 2004	9%
▪ 2005	7%

HIV PREVALENCE BY SEX AND AGE GROUP

AGE	MALE	FEMALE
▪ 15-19	0.3%	3%
▪ 20-24	2%	8%
▪ 25-29	2.8%	12%
▪ 30-34	6%	11%
▪ 35-39	8%	11%
▪ 40-44	8%	10%
▪ 45-49	5%	4.2%

URBAN HIV PREVALENCE STATUS IS ALMOST TWICE AS HIGH AS IN RURAL AREAS

MINISTRY OF EDUCATION RESPONSE TO THE IMPACT OF HIV/AIDS: KENYA

HIV/AIDS is placed under Directorate of Policy and Planning

KENYA EDUCATION SECTOR SUPPORT PROGRAMME

Strategy (2005-2010) has HIV/AIDS components:

Prevention, care and support, workplace and managing the response

Free primary Education declared in 2003

Intra ministerial committees

- National Aids Control Council
- Ministerial HIV/AIDS steering committee
- Mitigation coordination groups

There are 3 Aids management units

- TSC-6 staff members-full time
- MOEST-5 staff members-full time
- CHE-2 staff members-1 full time

Budget lines

- 2002 – 13 million - 0.02%
- 2003 – 13 million - 0.02%
- 2004 – 13 million - 0.02%
- 2005 – 300 million - 0.3%

Sources of funds for HIV

- UNESCO
- UNICEF
- UNDP
- WORLD BANK
- EUROPEAN UNION
- USAID
- GOK
- CBO
- ACTION AID
- NGOs
- FBO
- JICA
- ICSF

COORDINATION GROUPS

- Donor coordinator group for MOEST
- HIV/AIDS coordination available for primary, secondary and tertiary levels
National Networks for HIV/AIDS
- KENEPOTE-Network supporting teachers with AIDS
- Funding school health programme in place-Deworming, Sanitation, Nutrition and hygiene
- EMIS in place mainstreamed to Education sector
- HIV/AIDS relevant indicators monitored and referred to within the EMIS

Challenges for MOEST

- Coordination
- Stigma
- Enormity of the HIV/AIDS problem

Critical challenges for Education Sector

- Lack of legal framework
- Coordination
- OVC burden

APPENDIX VII: Country presentation

Mozambique

ACCELERATING THE EDUCATION SECTOR RESPONSE TO THE IMPACT OF HIV/AIDS

Presentation by: Mr. Antonio Filimao Tivane, Member HIV/AIDS Team, Ministry of Education, Mozambique

Ministry Of Education

- Coordination of the HIV/AIDS Sector situated in the Directorate of Special Programmes
- The Education Sector Strategy includes an HIV/AIDS strategy.
Key focal areas:
 - The Ministry as an employer
 - The Ministry as provider of Education and Culture
 - The Ministry as a System
 - The Ministry of Education as member of the National Response
- Annual operational plans
- HIV/AIDS Education Sector Policy (including a work place policy) - in draft version
- The intra-ministerial committee (working group) consists of Focal Points from each Directorate. Working groups exist at central level and in all provincial directorates.
- All WG's have received training in HIV/AIDS and mainstreaming
- HIV/AIDS management unit: 2 full-time officials and one full-time technical advisor
- No budget lines for HIV/AIDS in 2002-2005

Funds from main donors in 2005:

- UNFPA: USD 1.625.000
- UNICEF: USD 530.000
- UNESCO: USD 225.000
- DANIDA USD 566.000

- HIV/AIDS/Education donors (UNFPA, DANIDA, UNICEF, UNESCO) coordinate by participation in MoE's WG
- No specific network exists for HIV/AIDS and education
- Primary Schools are free since 2004
- There is HIV/AIDS curriculum for the Primary School level
- For Secondary School Level and teacher training, the Curriculum is presently being revised
- There is no functioning school health programme – only isolated school health activities
- HIV/AIDS mainstreamed EMIS implemented from 2006

Innovative programmes

- Pilot on care and support for OVC's within the education sector
- Programme for local school management in the Context of HIV/AIDS

Challenges

- Weak institutional capacity at all levels
- Lack of teachers and other human resources within sector
- Lack of infrastructure and teaching materials
- Cultural barriers (within teaching environment and community) for introducing life-skills approach
- 'Silence', stigma and discrimination

APPENDIX VIII: Country Presentations

Tanzania Mainland

ACCELERATING THE EDUCATION SECTOR RESPONSE TO THE IMPACT OF HIV/AIDS:

Presentation by Dr. Laetitia Sayi, Coordinator, HIV/AIDS Unit, Ministry of Education & Culture, Tanzania

1. 0. HIV/AIDS PREVALENCE

- The HIV/AIDS prevalence status of Tanzania is 7%
- The HIV/AIDS prevalence status by gender:
 - Female 8%
 - Male 6%

2.0 Orphans prevalence: sampled in 10 regions in Tanzania mainland

- Total number of students in Primary Schools = 3,635,462
- Total number of orphans = 85,606
- Proportion of orphans is 2.35%

- Total number of Students in Secondary Schools = 242,868
- Total number of orphans = 9,241
- Proportion of orphans is 3.8%

- Total number of teachers 58,388 proportion of deaths 3.7% (cause of death not necessarily HIV/AIDS)
- between 2000 and 2004 more male teachers died than female teachers

2.1 The Management of HIV AIDS in the MOEC

- HIV/AIDS coordinating Unit is situated in the department of the Chief Education Office
- The Ministry of Education and Culture strategic plan for HIV/AIDS has four (4) main key components namely:
 - Prevention
 - Impact mitigation
 - Care and support
 - addressing crosscutting issues
- Primary Education in Tanzania was declared free in 1974
- The MOEC has a policy on HIV/AIDS, the strategic plan as well as the work plan. The strategic plan targets:
 - Pre-primary children
 - Primary school pupils

- Secondary school students
 - Adult and Non-formal Education participants/learners
 - Teacher trainees, at certificate and Diploma levels
 - Teachers, cultural officers and other employees of the MOEC and its Institutions
- The intra-departmental committees available in the MOEC are:
 - Technical AIDS committee
 - AIDS steering committee
 - The HIV/AIDS coordinating Unit has four full time staff
 - The budget line and its proportions to the entire Education Sector for HIV/AIDS in 2004 (0.9%); 2005 (1.03%)
 - The sources of funds are TMAP and Tanzania Government
 - The HIV/AIDS and Education donor support group include UNAIDS, UNICEF, UNESCO, CIDA, SIDA, UNFPA

National networks supporting HIV/AIDS in Education

- Student Partnership Worldwide (SPW) – supporting peer education in schools
 - Tanzania Essential Strategy on AIDS (TANESA) – supporting Peer Education
 - Family life Education (FLE) supporting training of teachers
 - Peace corps – support girl’s education HIV/AIDS and community Response on HIV/AIDS
 - GTZ – support development on Peer Education
- HIV/AIDS curriculum is available for Primary, Secondary and teacher college levels.
 - The School – Health programme is in place. It focuses on de worming, eye checks, food and sanitation.
 - The overall education sector EMIS is in place. HIV/AIDS monitoring is mainstreamed in the education sector.

Relevant indicators include

- Number of orphaned children
- Death of teachers
- Absenteeism of teachers

2.2 a) HIV/AIDS Education Training

(i) Primary School Teachers

- Initial training of primary school teachers was conducted between 1994/95. There were about 12,000 Government Primary Schools in the country. The aim was to train 2 science subject teachers per school in all schools. 21,000 out of the expected 24,000 teachers in Government Primary Schools were trained.

- Training of primary schools teachers resumed in May/June 2003. 1,049 primary school teachers received training. However, the numbers are too few to make an impact and meet the demand. 38,000 teachers need to be trained to have at least two teachers in each primary school to teach HIV/AIDS Education. The plan is to train all primary teachers.

(ii) Secondary School Teachers

- Training for secondary school teachers is at present provided for teachers who teach subjects whose syllabus contains HIV/AIDS topics.

These subjects include Biology, Civics, and General Studies. About 2,480 teachers have been trained in HIV/AIDS education.

- Training for Heads of Secondary Schools is in progress. 1,300 Heads of schools were trained in July 2004 and January 2005. Training is ongoing until all Heads of schools in government and private schools have received HIV/AIDS education so that they can effectively monitor AIDS Education in schools.

(iii) Teacher Education

- There are 45 teacher training colleges, 38 public and 7 private. About 86 subject tutors in Civics and General Studies have been trained in December 2002. First training was conducted in 2001 with a total of 90 tutors of the same subject.

(iv) Education for Visually and Impaired

- About 60 visually Impaired teachers for primary and secondary schools were trained between June and December 2003.

(b) Instructional Materials

Primary Education class teaching and learning materials have a revised edition for classes 5, 6, and 7 and teachers books were printed and distributed in 2003.

STD 5 60,000 copies

STD 6 62,500 copies

STD 7 94,565 copies

Teachers guide for the three classes - 28,000 copies.

- Peer education has new volumes for classes 5, 6 and 7 produced by the support of GTZ.

Books are not yet distributed as the Ministry of Education and Culture is supposed to buy the books and distribute them countrywide. A Plan for buying the books is in the MOECSP for 2003/2007.

- There are teaching and learning Materials for tutors and students at Certificate and Diploma in Education levels.

(c) Tanzania Multisectoral AIDS Programme (TMAP) Funds

TMAP funds from the World Bank have supported us a lot. The Ministry has printed books on HIV/AIDS education in Primary Schools as follows:

Std V - 110,075 Copies

Std VI - 108,625 copies

Std VII - 98,153 copies
Std V – VII - 7,800 copies of teachers’ guide.

Number of students for primary 5 - 7 are 3,033,456 (2004 data). The ministry requires to print 2,686,603 to suffice the number of students at a ratio of 1:1

A total number of 15,600 copies of a training manual for teachers on HIV/AIDS have been printed. More copies are required to suffice the number of teachers in secondary schools.

Printing is in progress for 4,000 copies of standard 5 – 7 HIV/AIDS books in braille version, and 4,000 copies of teachers guide also in braille version.

Printing guidelines for implementation of HIV/AIDS Program has been done and 48,000 copies of Swahili and English version have been printed.

TMAP funds have supported us in hold various seminars on capacity building and HIV/AIDS awareness for various categories of employees in the ministry.

5.9 Critical challenges faced by the MOEC:

- Cultural pressures and taboos as well as individual reluctance to discuss openly or make delivering of SRH/HIV/AIDS and STI Education
- The nature of SRH/HIV/AIDS STIs makes its inclusions in curricular and extra – curricular programmes and activities challenging
- Inadequate access to appropriate learning and teaching materials.

APPENDIX IX: Country presentations

Uganda

ACCELERATING THE EDUCATION SECTOR RESPONSE TO THE IMPACT OF HIV/AIDS:

Presentation by, Aggrey Kibenge, Member HIV/AIDS Coordination Unit, Ministry of Education and Sports, Uganda

Background

- The national sero prevalence results (2005) put the current national prevalence at 7%

Orphan numbers

- National definition of Orphan – A child with one or both parents dead
- Approx 2 million orphans in Uganda, 50% as a result of HIV/AIDS
- EMIS data (2004) on orphans at Primary level
 - Male 636,284
 - Female 616,294
 - Total 1,252,578 (in school)/527,422 (out of school)
- Orphan data on PPET were not available

Teacher and Staff mortality

- EMIS 2004 - total number of teachers and staff 18,603
- Total deaths - 1,020
 - female - 328
 - male - 692
- Due to prolonged illness - 466
 - female - 198
 - male - 268

School attendance by gender

- Percentage school attendance by gender 2000-4 (not yet analyzed)

Wastage

cohort 1997 - 2003

- 24% boys
- 21% girls

cohort 1999 - 2005

- 31% boys
- 27% girls

Population of children out of school – (est. 800,000 to 1m)

SECTOR HIV/AIDS COORDINATION

- PS's office takes overall responsibility for coordination - delegated at Commissioner level
- Education sector strategy:
 - Prevention Education
 - Work Place Programme
 - Capacity for management of the response
- Universal Primary Education declared in 1996, commenced in 1997
- Sector wide HIV/AIDS Policy and strategic plan in place
- Work Place Policy exists

Program components include:

- Prevention education
- Treatment, care and support
- Impact mitigation
- Succession planning
- Legal Support
- Wellness program

HIV/AIDS intra ministerial committees

- Coordination team
- Focal Point officers forum
- Work Place Committee
- Primary and Post Primary HIV/AIDS Working Groups
- HIV/AIDS Unit in place

Sector Coordinator -Part Time

Deputy - Part time

Technical Adviser - Full Time

Administrative Assistant - Full Time

Driver - Full time

Budget Provisions

- 2003/04 - less than 1%
- 2004/05 - 1.45%
- 2005/06 - 1.25%

Note: Most of the funding is project support

HIV/AIDS and Education Networks

- People Living with HIV/AIDS (PLWHA), supporting teachers living with HIV/AIDS, anti stigma/treatment advocacy
- Uganda Young Positives, supporting students to open up, advocacy for VC, anti stigma, peer education and support
- The AIDS Support Organization (TASO), all interventions including training of teacher counselors, school interventions for behavior change

- AIDS Information Center (AIC), Youth friendly HIV/AIDS activities, school support programmes for information and services
- Uganda Counselors Association (UCA), quality assurance on materials for training teacher counselors including support for training

HIV/AIDS Curriculum

- Primary school curriculum reviewed to include HIV/AIDS and life planning skills. Now examinable at P7
- Integration of HIV/AIDS and Life skills in the secondary school curriculum underway
- Some universities and tertiary institutions have stand alone compulsory modules on HIV/AIDS while others have adopted the course unit integration approach
- School Health Programme in place focusing on:
 - Deworming, water and sanitation, sexual maturation, girl's empowerment and PIASCY
 - Environmental and body hygiene promotion
- HIV/AIDS monitoring is within the overall EMIS and tracks proxy indicators for HIV/AIDS e.g absenteeism (by reason), drop out rates (by reason), transition rates, illness and death, teacher attrition by reason, orphan numbers . DEMIS designed to support further collection of data (ref to DEMIS form)

Innovative programmes

- Teacher to Teacher mentor programme for Life skills
- PIASCY based on “the whole school approach model” and “talking compounds”
- Child to child approaches for behavior change and life skills promotion
- Peer education and counseling among students
- Girls Empowerment Movement
- Training of school based teacher counselors
- Work Place initiatives at all levels

Critical Challenges

- Scope of the sector is wide, limited funding for HIV/AIDS due to budget ceiling on sector funding
- Sustainability of donor funded programs
- Attainment of a fully mainstreamed response
- The “condom debate” at primary and secondary schools
- Coordinating local and external partners

“FOR GOD AND MY COUNTRY”

I thank you all

APPENDIX X: Country presentation

Zambia

ACCELERATING THE EDUCATION SECTOR RESPONSE TO THE IMPACT OF HIV/AIDS

Presentation by, Mr. Bernard Domingo- National HIV/AIDS Coordinator MOE- Zambia

MANAGEMENT AND MITIGATION OF IMPACT OF HIV/AIDS ON EDUCATION SECTOR IN ZAMBIA

THE MISSION STATEMENT

- To enable and provide an education system that will meet the needs of Zambia and its People

Our vision

- To provide education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems

Understanding

- Education empowers individual to influence those around them
- Education enables citizens to function in the world full of challenges
- Education provides life skills

HIV/AIDS UNIT SERVICES

Existing

- Mobilisation and Sensitization Programmes
- VCT and ART Programmes
- Free Education for grades 1-7
- Training of Peer Educators
- Materials Development Programme

OTHER SUPPORT

- Provide Reproductive Health products (condoms)
- Provide HIV/AIDS related Technical support to the MOE management structures
- Provide guidance on policy and guidelines formulation on HIV/AIDS
- Facilitating collaboration between MoE and service providers.

SKILLS BUILDING THROUGH:

- Training of peer educators, mentors and psychosocial counselors
- ◆ Training of PLWHA support groups
- ◆ Training of trainers and facilitators

BEHAVIOUR CHANGE

- Mobilization and sensitization
- Counseling
- Support group formation and backstopping

OTHER SUPPORT

- Provide Reproductive Health products (condoms)
- Provide HIV/AIDS related Technical support to the MOE management structures
- Provide guidance on policy and guidelines formulation on HIV/AIDS
- Facilitating collaboration between MOE and service providers.

IMPACT

- HIV/AIDS education has been integrated in the education system
- The management and coordination of HIV/AIDS activities have been aligned to the education administrative structure
- Provision of HIV and AIDS materials in schools

PLANNING AND MANAGEMENT

MOE Structure for the Management of HIV/AIDS

Permanent Secretary

College Committee

DEBS

Senior Management Director Human Resources and Administration/NFPP Provincial

Education Officers' Top Management

Committee Senior Management

Replication of Directorates HIV/AIDS unit- MOE HQHIV/AIDS Committee/unit

Directors

Committee HIV/AIDS Committee/unit School level

STRUCTURE OF THE HIV/AIDS UNIT AT MOE HEADQUARTERS

National Coordinator from HRA - Assistant, Director, Human Resources and Administration;

Co-ordination and Programme Management Mobilization for VCT and ART which will be supported by Policy and Planning Skills Monitoring and Evaluation of all activities- which should embrace special skills for report writing; data analysis: Standards expected of a key player in school based monitoring of HIV/AIDS activities.

Worker and Pupil focused Peer Education and Mentoring- supported by seconded staff
ART Co-ordination: An important area where currently there is a gap Development
Information Education and Communication for both School based and work place -
supported by Seconded staff

HIV/AIDS STRUCTURE (PROVINCAL LEVEL)

Provincial Education Officer/PFPP

Principal Education Standards Officer/ Chairs the HIV/AIDS Committee

Human Resources Officer/Coordinator Senior Education Officer (G)- Technical Adviser

HIV/AIDS STRUCTURE (DISTRICT LEVEL)

District Education Board Secretary/DFPP

District Education Standards Officer/ Chairs the HIV/AIDS Committee

Human Resources Officer/Coordinator District Guidance Officer(G)- Counseling &
VCTHIV/AIDS COMMITTEE

PROGRAMMES IN PROCESS

- Extending teaching of HIV and AIDS to higher institutions of learners
- Extending free education from Grade 9-12
- Provision of information on VCT and ART should be provided at school level.

EFFECTIVENESS OF INITIATIVES

- Awareness creation about HIV and AIDS
- National statistics reflecting declining prevalence rates for most provinces in Zambia.
- Increased use of condoms in MOE workplaces

PREVENTION

- Awareness creation about HIV and AIDS
- National statistics reflecting declining prevalence rates for most provinces in Zambia.
- Increased use of condoms in MOE workplaces.

CARE AND SUPPORT

- Formation of Support groups (3 in place).
- Increased number of MOE employees undertaking VCT and being on ART treatment.
- Increase in Accessing Food supplements for PLWHA.
- Capacity building for PLWHA in stigma reduction and nutrition.
- Increased number of orphans being supported by MOE; FAWEZA.

LIVING WITH HIV/AIDS

- Increasing awareness on the need for non- stigmatization for PLWHA.

- Increasing Psychological support for PLWHA
- Increased exchange of information among support groups and the NZP+.
- Recognition for PLWHA to participate in a diversity of activities.

FINANCING: GRZ AND COORPORATING PARTNERS

- Government of the Republic of Zambia
- Netherlands
- DFID
- IRISH AID
- DANISH AID
- USAID
- UNICEF

APPENDIX XI: Country presentation

Zanzibar

ACCELERATING THE EDUCATION SECTOR RESPONSE TO THE IMPACT OF HIV/AIDS:

Presentation by Mrs. Mgeni R.S. Kayanda, MF HIV/AIDS IN ZANIZBAR

AN OVERVIEW

The first three cases were diagnosed in 1986 at Mnazi Mmoja General hospital. Since then the prevalence has been increasing.

The transmission has increased from 3 in 1986 to 2500 at the end of 2002.

The current situation

- The HIV prevalence among the general population is currently 0.6%
- The ratio of infected Women is four to six times higher than men.
- Youth are the most vulnerable group.
- This age group is accommodated by MOE Zanzibar.
- Data on HIV infections shows that around 86% of the transmission is found among people aged between 20-49.
- Women in the age range between 15-29 were infected at a higher rate than men of the same age group. (znsp, 2004/5 – 2008/9)

Prevalence among Teachers and Students

The HIV/AIDS Strategic plan

- The Education Sector HIV/AIDS Strategic Plan for 2005-2010 is about to be completed.
- The plan focuses on all Departments of the Ministry.
- It considers Teachers, Students and other Ministry personnel.
- As part of the National HIV/AIDS Strategic Plan, the MOEVT HIV/AIDS Strategic Plan will be inaugurated immediately after the commemoration of World AIDS Day (1st December 2005)

APPENDIX XII: Presentation on “Network Websites

By Celia Mier

Network Questions:

WHAT kind of networks?

HIV/AIDS and Education...

- **organizations (e.g. teachers, programme managers, ministry...)**
- **others?**

WHO should participate?

- **local, national, regional, international**
- **open or restricted?**

WHAT are the objectives?

- **dissemination of information**
- **sharing of knowledge and practice**
- **others?**

Plus 11 slides on the Network’s web sites

APPENDIX XIII: Proposed work plans

(Time frames to be included by the Coordinator and shared to the FPs at a later date)

Goal 1: Strengthened management systems within the Eastern Africa sub-regional network for promoting and disseminating reliable, accurate and timely information to support the fight against HIV/AIDS				
S/N	ACTIVITY	CRITERIA	RESOURCES	ACTOR(S)
1.	To facilitate harmonization of HIV/AIDS-responsive EMIS	Assess member countries EMIS Develop/agree on common proxy indicators for HIV/AIDS-responsiveness	Financial and/or technical assistance	MOEs, Partners MOEs (Planning departments)
2.	To improve flow and sharing of information and experiences in the fight against HIV/AIDS in the sub-region	Organize for knowledge/information sharing. Develop a directory and/or mailing list of the key persons/institutions within the sub-region and initiate a sub-regional website	Financial and/or technical assistance	World bank (Regional Coordinator), MOEs, UNESCO, UNICEF and other partners, Focal Points
Goal 2: An enabling environment for HIV/AIDS strategic planning, policy development and Institutional support in the sub-region				
1.	To facilitate the development of HIV/AIDS country Education strategic plans and ensure their implementation by December 2006	Number of strategic plans developed and implemented	Technical expertise in strategic planning and funds	Ministry of Education Executive Officers/ World Bank and other partners
2.	To Develop or/and harmonize the HIV/AIDS Education sector work policy guidelines for the sub-region	Policy guidelines in place by June 2006	Technical expertise on policy formulation	Education stakeholders and policy makers
3.	To advocate with the HIV/AIDS national secretariat to strengthen MOE's HIV/AIDS coordination units	Meetings with the HIV/AIDS national secretariats	Funds or a sub-regional meeting of the key officials of the national HIV/AIDS national Secretariats	The World bank, national HIV/AIDS secretariats, Ministries of Education and other partners
Goal 3: Enhanced capacities of the national and regional implementers for accelerated response to the impact of HIV/AIDS in the Education sector				
1.	To enhance capacities of managers, supervisors and planners to support ministries of education accelerated response to HIV/ADS	National workshops	Financial, human and technical support	National AIDS' Secretariats; Ministries of Education, World Bank ,UNESCO and other partners

2.	To conduct in an accelerated manner, Education sector-wide capacity needs' assessment of ministries of education as institutions, policy makers, planners education managers at different levels for responding to HIV/AIDS	Capacity needs' assessment to identify performance gaps for accelerating responses to HIV/AIDS by the education sector	A Consultancy Technical expertise Funds	World Bank Ministries of Education National AIDS Secretariats
Goal 4: A broad-based functional partnership in support of the accelerated Education sector responses to HIV/AIDS				
1.	To introduce the network and its vision	Meeting of the sub-regional –based IATT members and other partners	Consultant to facilitate the meeting Funds	World Bank and other partners National AIDS Secretariats
2.	To develop guidelines for the “Accelerate” partnership	Workshop to develop the guidelines Produce a memorandum of understanding	Technical expertise and funds	IATT partners, Ministries of Education and AIDS secretariats
Goal 5: Research, monitoring and evaluation re-oriented to inform and facilitate the Education sectors' accelerated responses to HIV/AIDS				
1.	Mapping of the Education sectors' responses to HIV/AIDS in member countries.	Undertake a mapping exercise in at least two countries by December 2006	Technical expertise and funding	IATT partners, Ministries of Education and National AIDS Secretariats
2.	Review of the Education Sectors' access to resources for “Accelerate” from outside the World Bank	Conduct a rapid assessment by June 2006	Technical expertise and funding	As above
3.	Develop a list of the sub-regional common, and pertinent areas for research	Conduct a meeting of Ministries' of Education planners, as well as university and media researchers	As above	As above
4	Develop guidelines and criterion for best practices in accelerating the education sectors' responses to HIV/AIDS	Field a consultancy to coordinate a participatory process to develop the guidelines	As above	As above

APPENDIX XIV: The Proposed Eastern Africa HIV/AIDS and Education Network at a glance

A chart will be drawn to indicate the following:

1. That the Focal Points are the foci of the Network
2. In line with the strategic strands, the Network will provide for satellite Networks around the issues of: OVC education, prevention education; workplace issues especially of teachers and monitoring, evaluation and identification of best practices
3. The proposed arrangement should provide for one Permanent Secretary (PS) who will act as a Champion of the network on a two-yearly basis. This PS will be providing linkage between the Focal Points, the Permanent Secretaries, decision makers from the AIDS national secretariats and the Ministers' fora which would be part of the sub regional network arrangements taking place every six months, one year, one year again and two years respectively.
4. The network should work to include as a matter of urgency representation from the HIV/AIDS national Secretariats.

APPENDIX XV: The Communique

COMMUNIQUE

“THE HIV/AIDS AND EDUCATION NETWORK FOR EASTERN AFRICA

We, the Focal Point persons for HIV/AIDS and/or representatives of the ministries responsible for education from Ethiopia, Kenya, Uganda, Tanzania Mainland, Zanzibar, Mozambique and Zambia, attending the 14th International Conference on AIDS and Sexually Transmitted Infections (STIs) in Africa (ICASA) in Abuja-Nigeria;

Are Grateful to The World Bank for facilitating our participation in the ICASA 2005 and in the several meetings we attended, reiterate our commitment to accelerate the education sector response to HIV/AIDS in our respective countries;

Are Cognizant of the immense potential of the education sector in the prevention and mitigation of impacts of HIV/AIDS – a strategic issue that has already been acknowledged in the overall context of the global and national responses to HIV/AIDS as well as under the UNAIDS Inter Agency Task Team for Education Working Group, EFA/FTI, the World Bank PSRC, among others;

Are in agreement with the overall mission to accelerate Education Sector-Wide response to HIV/AIDS within the participating countries;

Do hereby commit ourselves to greater and wider co-operation and collaboration under the HIV/AIDS and Education Network for Eastern Africa, whose initial major areas of focus in support of the national level responses are:

1. Strategic planning, policy development and institutional support;
2. Forging and maintaining partnership, donor co-ordination, and resource leveraging;
3. Capacity building;
4. Information, Education and Communication management and dissemination; and
5. Research, analytical work, sharing of best practices, and monitoring and evaluation.

And in pursuit of, and towards the full realization of, the already stated mission and objectives of this Network, invite technical, financial and all other forms of support from The World Bank and other bi-lateral and multi-lateral development agencies towards, among others:

- the establishment and maintenance of a website for this Network;
- extension of assistance by World Bank for HIV/AIDS and Education for purposes of maintaining this Network and its activities; and

- convening sub-regional consultative meetings in a period not exceeding six months from the date of this Communiqué of Ministers responsible for education, Permanent Secretaries, and of other relevant stakeholders respectively;

Also undertake to actively seek support and endorsement from our own ministries of education, HIV/AIDS national secretariats and regional organizations such as the AU, SADC, EAC, and ADEA for Network’s activities aimed at enhancing the role of the education sector in eliminating the risk to HIVAIDS infection in the sub-region.

So pledged by:

Ato Kasu Abdi

Ethiopia

Isaac Thuita

Kenya

Aggrey Kibenge

Uganda

Dr. Laetitia Sayi

Tanzania Mainland

Mgeni Kayanda

Zanzibar

Antonio Tivanie

Mozambique

Bernard Domingo

Zambia

APPENDIX XVI: Documents submitted by the Focal Points

DOCUMENT	COUNTRY
NATIONAL HIV/AIDS STRATEGY	1. Ethiopia 2. Kenya 3. Mozambique 4. Tanzania Mainland 5. Zanzibar 6. Uganda 7. Zambia
EDUCATION SECTOR HIV/AIDS POLICY (INCLUDING WORK PLACE POLICY)	1. Kenya
EDUCATION SECTOR HIV/AIDS WORK PLACE POLICY	1. Kenya
EDUCATION SECTOR HIV/AIDS STRATEGY	1. Kenya 2. Mozambique 3. Tanzania Mainland 4. Zanzibar 5. Uganda 6. Zambia
EDUCATION SECTOR HIV/AIDS PLAN	1. Mozambique 2. Tanzania Mainland 3. Zanzibar 4. Uganda
FOCAL POINT JOB DESCRIPTION	1. Ethiopia 2. Tanzania Mainland 3. Zanzibar 4. Uganda 5. Zambia
TOR FOR THE INTER MINISTERIAL COMMITTEE	1. Kenya 2. Mozambique 3. Tanzania Mainland 4. Zanzibar 5. Zambia
HIV/AIDS CURRICULA, GUIDELINES – PRIMARY LEVEL	1. Kenya 2. Tanzania Mainland 3. Zanzibar 4. Uganda 5. Zambia
HIV/AIDS CURRICULA, GUIDELINES, SECONDARY LEVEL	1. Kenya 2. Mozambique 3. Tanzania Mainland 4. Zanzibar
HIV/AIDS CURRICULA, TEACHER TRAINING	1. None
PEER EDUCATION MANUALS AND GUIDELINES	1. Mozambique 2. Tanzania Mainland 3. Zambia
INSTITUTIONAL HIV/AIDS DOCUMENTS	1. Kenya 2. Uganda 3. Zambia
MONITORING AND EVALUATION FRAMEWORK, GUIDELINES FOR HIV/AIDS IN EDUCATION	1. Kenya
REPORT OF IMPACT ASSESSMENT/PROJECTIONS, ON SUPPLY AND DEMAND IN TERMS OF ATTAINING EFA	2. Mozambique
MINISTRY OF EDUCATION COMMUNICATION STRATEGY	3. Mozambique
COUNTRY UPDATES ON ACCELERATE	Benin Burkina Faso Cape Verde Cote d'Ivoire Ethiopia Ghana Guinea-Bissau Kenya Liberia Mali Mauritania Mozambique Nigeria Senegal Sierra Leone Tanzania Mainland The Gambia Togo Uganda Zambia Zanzibar