

Selected 2011 GPS Key Results:

UKRAINE Ministry of Education, Youth and Sport



UN Region: Europe & Central Asia

HIV Prevalence (2009): 1.1%

Date completed 2011 GPS: 18.10.2011

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						PP	Primary				Lower Secondary				Upper Secondary			
Grades/Forms							1	2	3	4	5	6	7	8	9	10	-	11

LEARNER NUMBERS BY LEVEL -2010

	Pre Primary	Primary	Secondary	Total
Pupils	1,213,890	1,540,282	3,132,972	5,887,144

TEACHER NUMBERS BY LEVEL -2010

	Pre Primary	Primary	Secondary	Total
Teachers	138,613	98,371	389,387	626,371

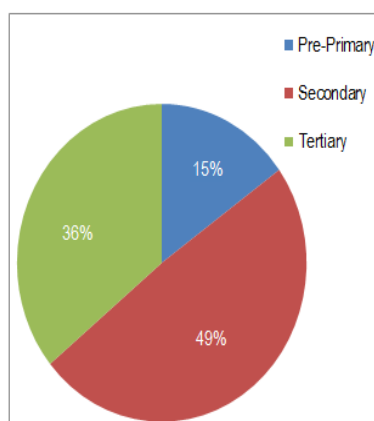
PERCENTAGE CHILDREN OUT OF SCHOOL -2010

	Primary	Lower Secondary	Adult literacy rate (estimate): 99.7 -2009
	9	4	

PERCENTAGE TRAINED TEACHERS BY LEVEL

Percentage trained	Pre Primary			Primary			Secondary		
	Male			Male			Male		
Female									

PUBLIC EXPENDITURE BY LEVEL (No UIS Data)



% Public Expenditure spent on Education: 20.2 -2007

% Expenditure on Teacher & Support staff salaries:

CHILDREN ORPHANED

Children (0-17yrs) orphaned by AIDS ('000): - (UNICEF 2009)	Learners in the basic education system who have been orphaned ('000): 0.06
Children (0-17yrs) orphaned due to all causes ('000): 810 (UNICEF 2009)	

1. EDUCATION SYSTEM

• Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable? ¹	Pre Primary	Male	Growing
		Female	Growing
	Primary	Male	Growing
		Female	Growing
• Total public expenditure (in local currency) on education	5.56E+04 mln (UAH)		
	No data		
• 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.)?	Male	No data	
	Female	No data	
	Total	60.2	
• Number of learners in the basic education system who have been orphaned			

2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

National Level		
• At the national level, do you have a dedicated committee or management unit that is responsible for coordinating the response to the HIV&AIDS epidemic?	Committee	Yes
	Unit	No
○ If there is a management unit, how many permanent staff members does it have?	Unit	n/a
○ If there is a committee or management unit, does it include senior staff?	Committee	Yes
	Unit	n/a
○ If there is a committee or management unit, does it have a dedicated budget?	Committee	No
	Unit	n/a
○ If there is a committee or management unit, have members received orientation training?	Committee	Yes
	Unit	n/a
○ If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues?	No	

¹ The state statistics data is not recorded separately for men and women, but the proportions of the immutability of men / women can extrapolate from general data separately for men and women

<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?² 	HIV&AIDS	Yes
	Tuberculosis	No
	Malaria	No
<ul style="list-style-type: none"> Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)?³ 		6
<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:⁴ 	Internal/ Government	95
	External/ Donor	5

Representation on HIV&AIDS coordinating structures			Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area ⁵				Areas of training provided to HIV&AIDS coordinating structures		
	National Committee	National management unit	Funds allocated	How funds are shared	% Funds utilised		National Committee	National management unit	
Planning	NR	n/a	✓	90	NR	HIV&AIDS Impact	✓	n/a	
Finance Management	NR	n/a	✗		NR	Response Management	✗	n/a	
Curriculum Development	NR	n/a	✓	7	NR	Mainstreaming	✗	n/a	
Human Resources Management	NR	n/a	✗		NR	Programme Budgeting	✗	n/a	
EMIS/Statistics & Research	NR	n/a	✗		NR	Monitoring and Evaluation	✓	n/a	
Monitoring, Evaluation & Reporting	NR	n/a	✓	3	NR	Reporting	✗	n/a	
External partners – e.g. teacher unions, PLHIV, NGOs, etc.	NR	n/a	✗		NR	Gender Equality and Sensitivity	✗	n/a	
						The methodology of education on life skills	NR	n/a	

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? 		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? 	Pre Primary	
	Primary	
	Secondary	
<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	
	Monitoring	
	Evaluation	
	Reporting	
	Other:	

3. ENABLING ENVIRONMENT				
<ul style="list-style-type: none"> How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector? 			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? 			Yes	
<ul style="list-style-type: none"> Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected?⁶ 			Yes	
<ul style="list-style-type: none"> Levels of education that receive free education 	Pre Primary	Yes	Lower Primary	Yes
	Upper Primary	NR	Lower Secondary	Yes
	Upper Secondary	Yes	Tertiary	Yes
<ul style="list-style-type: none"> Does the Ministry of Education have a specific education sector HIV&AIDS policy?⁷ 			Yes	
<ul style="list-style-type: none"> o If Yes, estimate how well this has been implemented? 			26 - 50%	
<ul style="list-style-type: none"> o If Yes, provide date of original adoption and publication? 			2009, the Law of	

² Taken into account only the direct treatment of the Ministry for funding from the Global Fund. In 2004 - received funding from the Global Fund through the main recipient MBF Alliance. In 2010 - was an appeal to the Global Fund through the main recipient LZHF

³ In this section we take into account not only the circulation of the Ministry for funding from the Global Fund, but also for the treatment of funding from the central budget for national programme. In 2004 - received funding from the Global Fund through the main recipient MBF Alliance. In 2009-2012 there were 4 treatment for funding under the state program, but was not allocated in the end. In 2010 - was an appeal to the Global Fund as part of Ukraine's application for a grant under the Global Fund Round 10 on which a positive decision.

⁴ In connection with the termination in 2009 of financing educational prevention programs of the GF grant, donor resources are drastically reduced. Internal funding from local budgets used to pay salaries of teachers and some teacher training (see comment on paragraph 2.4)

⁵ These data take into account the following structure and funding sources. A.) Financing of development, piloting and evaluation of programs is carried out mainly from donor sources. 2.) Financing preventive work in schools among students is carried out from the local budgets as salaries of teachers, reading a compulsory subject "Fundamentals of health" for grades 1-9 and some elective courses in HIV prevention in high school (grades 10-11). 3) The cost of postgraduate teacher training are available from local budgets. 4) In addition, the central budget funds for one-time "vydelyutsya" print textbooks compulsory subject "Fundamentals of health" for grades 1-9

⁶ According to the Constitution of Ukraine and the Ukrainian Law on education, secondary education in Ukraine is free. This means that all children of school age have access to free public education. For children from low-income homes. OVC are provided an exception, such as the provision of free uniforms, free meals, tickets to cultural events, recreation.

⁷ Ministries have a system specifically designed plan to implement the Law of Ukraine "On Approval of the national program providing HIV prevention, treatment, care and support to HIV-infected and AIDS for 2009-2013" issued by the Ministry of number 457 of 01.06.2009. Previous program "vypolnyalyas" in 2004-2008

	Ukraine Programme on HIV / AIDS
o If Yes, has it been revised since its adoption	No
o If Yes, when has it been revised since its adoption	n/a
o If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy?	NR
• Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact?	No
o If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact?	n/a
o If Yes, provide date of original adoption and publication?	n/a
o If Yes, has it been revised since its adoption and if so, when?	n/a
o 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
o If "Yes", indicate how often these policies are reviewed?	n/a
• Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS?	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? ⁸	Moderate problem
• Is there an Education Sector HIV&AIDS strategic plan in place? ⁹	Yes
o If Yes, in what year was this plan developed?	2009
o If Yes, in what year was this plan introduced?	2009
o If Yes, is there an action plan for the implementation of this strategic plan?	Yes
o If Yes, to what extent is this plan funded?	0 - 25%
o Estimate the % implementation of this strategic plan?	26 - 50%
• Is HIV&AIDS response mainstreamed in the education management and planning process at the National level? ¹⁰	Yes
o If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response?	26 - 50%
• Does the education sector have an Education Information Management System (EMIS)?	Yes
o If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators?	Yes
o What was the most recent year for which EMIS captured and reported on these indicators?	NR
o Has EMIS undertaken any HIV&AIDS trend or impact analysis?	In process
• Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans?	No
• Has the Ministry decentralized any of its data collection and processing (EMIS) systems?	No
• Is HIV&AIDS-relevant data (e.g. teacher absenteeism/attrition, incidence of orphaning, etc.) being collected at decentralized levels of the system?	No
• Has an assessment of the impact of HIV&AIDS on the education sector been conducted?	No
o If Yes, in what year did this assessment take place?	n/a
o If Yes, how much of the country did this assessment cover?	n/a
o Have the key findings of this assessment been published	n/a
o When were the key findings of this assessment published	n/a
o If no assessment has taken place, is one planned	No
o When is an assessment planned	n/a
• Identify and rank 5 key barriers to implementation	1
	2
	3
	4
	5

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

⁸ Independent international experts, national experts and NGOs appreciate the achievements of the education sector in the school sector and support the ministry. Among the most important developments - the introduction of a compulsory subject "Fundamentals of health" for grades 1-9, based on the development of life skills. However, the introduction of similar preventive programs for professional, technical and higher education is almost not moving.

⁹ There are strategic decisions to transfer activity into the mainstream. Among the most important decisions - the introduction of a compulsory subject "Fundamentals of health" for grades 1-9, as well as systematic plan to implement the national program on HIV, designed by the order № 457 of 01.06.2009. The plan for 2009-2013 provides for the preparation of teachers for all schools, overcoming stigma and discrimination in the school environment, account for the UNGASS indicator number 11, to ensure quality control of preventive work.

¹⁰ Response actions include only the education sector aimed at preventing students, teacher training, and overcoming stigma and discrimination. See also the comment in paragraph 3.5.4.

6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS		
• Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees?	National	In process
	District	In process
	Education institution	Yes
• Does the Ministry have a program aimed at preventing HIV infections among staff?		No
o If Yes, are these prevention programs gender sensitive?		n/a
• Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff?		Yes
• Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities?		Yes
o Estimate % teachers and staff who have such access?		76 - 100%
o Estimate % teachers and staff who use these facilities?		0 - 25%
• Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff?		Yes
o If Yes, estimate % effectiveness of this referral system?		0 - 25%
• Does the Ministry have a policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for personnel affected by HIV&AIDS?		Yes
• Does the Ministry of Education enforce confidentiality of information about Ministry employees affected by HIV&AIDS?		Yes
• Are there accessible outlet points within or in the vicinity of all education sector workplaces (e.g. offices, schools or educational institutions) for the distribution of condoms?		Yes

7. HIV&AIDS AND THE CURRICULUM									
Topics included in the core curriculum; support materials developed; and confirmation of adaptation of tertiary curriculum by level of education									
	Inclusion in core curriculum ¹¹				Support materials developed				Tertiary curriculum adapted ¹²
	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	
Generic life skills	✓	NR	✓	✓	✓	NR	✓	✓	In process
Adolescent and reproductive health	✗	NR	✓	✓	✗	NR	✓	✓	✗
Sexuality education	✓	NR	✓	✓	✓	NR	✓	✓	✗
Gender equality and empowerment	✓	NR	✓	✓	✓	NR	✓	✓	✓
HIV&AIDS and other STIs	✗	NR	✓	✓	✓	NR	✓	✓	✓
Stigma and discrimination, including homophobia	✓	NR	✓	✓	✓	NR	✓	✓	✓
Family life and inter-personal relationships	✓	NR	✓	✓	✓	NR	✓	✓	✗
• Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level: ¹³	Lower Primary	100	Upper Primary						
	Lower Secondary	100	Upper Secondary	100					
• Is HIV&AIDS and related life skills issues a compulsory part of the curriculum? ¹⁴									Yes
• Is the HIV&AIDS subject area examinable? ¹⁵									Yes
• Has there been an orientation process for parents regarding life skills-related programs in schools?									Yes
o If Yes, indicate frequency of orientation sessions?									Other
o If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system?									Ad hoc
• Have efforts been made to ensure that religious, community and/or traditional leaders support the HIV prevention approach adopted by the education sector, the messages it communicates and the materials it uses?									Yes
o If Yes, estimate % effectiveness of these efforts?									0 - 25%
o If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic?									Ad hoc
• Estimate the % of students in the tertiary sector who have open or regular access to HIV&AIDS information, awareness and prevention materials through their educational institutions? ¹⁶									100

¹¹ These issues included in the content of the subject "Fundamentals of Health Review," which is mandatory for grades 1-9 (elementary and middle school) and other secondary predmetov. Naprimer, sex education is complex: relevant topics are included in the content of different subjects, we introduce additional courses, extracurricular activities are carried out. In high school there are elective courses that focus attention on specific issues, and have no mass coverage. Issues of homophobia in the programs of compulsory education are not considered.

¹² Depending on the profile of higher education, these issues were included in university programs: 80% of university teachers, 50% klssicheskikh universities and 15% of technical colleges.

¹³ This item is called a stormy discus due to the fact that it takes into account only the formal aspect of the coverage programs, and compliance is not considered training requirements UNGASSa indicator number 11. In fact the subject of "Health Basics," contains all the topics specified in paragraph 7.2, for 1-9 yavlyayuetsya mandatory class, ie covers 100% of the schools. The subject of biology and covers 100% of the schools, but the issues of HIV in it devoted only 4 hours (see comment in paragraph 7.2.3). Optional courses of HIV prevention for high school, meet the requirements of effective programs that covered no more than 10% of schools. This indicator UNGASS № 11 requires that the prophylactic course reading teacher, who has special training to teach students through the development of life skills (LSBE). According to a national monitoring, preventive education, satisfying the requirements of UNGASS indicator number 11, reached 28% of primary school students (grades 1-4), 58% of primary school students (grades 5-9) and 8% of high school students (grades 10-11). In vocational and higher education LSBE programs are implemented practically.

¹⁴ These questions are mandatory for grades 1-9. For high school (grades 10-11), they are optional. It should be borne in mind that only part of the schools of primary and secondary education, in fact, rather than declaratively, provide training meeting the criteria for teaching life skills-based (see comment above)

¹⁵ This only applies to a school subject "Biology". The subject has a theme, revealing the methods of transmission and ways to protect themselves from HIV infection, which is submitted for examination by biologists at the end of secondary education. It cannot provide the conditions for effective prevention (at least 12 hours with a mandatory order to influence the behaviour).

Is there professional preparation of teachers through orientation and training in the following subject areas, by level? ¹⁷	Primary Training		Secondary Training	
	Pre Service	In Service	Pre Service	In Service
	Orientation Generic life skills	✓	✓	✓
Orientation Adolescent and reproductive health	✓	✓	✓	✓
Orientation Sexuality education	✓	✓	✓	✓
Orientation Gender equality and empowerment	✓	✓	✓	✓
Orientation HIV&AIDS and other STIs	✓	✓	✓	✓
Orientation Stigma and discrimination, including homophobia	✓	✓	✓	✓
Orientation Family life and inter-personal relationships	✓	✓	✓	✓

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

• Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established?	Yes
○ If Yes, how often are the results of this monitoring reported?	Every 2 years
• Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts?	Yes
○ If Yes, estimate % the success of these efforts?	0 - 25%

8. ORPHANS AND VULNERABLE CHILDREN

• Does the Ministry have a system for identifying and categorizing orphans and vulnerable children?	Yes
• Does the Ministry have a gender-sensitive program to address the needs of orphaned and vulnerable children in the education system?	Yes

Does a gender-sensitive program for OVC address the following areas?				On what basis are learners included in in the feeding schemes?			
Nutrition	✓	Supervised medication	✓	Orphaning	✓	Geographic Location	No
Counselling	✓	Flexible school hours	✓	Vulnerability	✓	Programme Scaling	No
Fee waivers/exemptions	No	Other:	NR	Poverty	✓	Other:	No
Referrals (e.g. to Social Services)	✓						

• Is there currently a school feeding scheme in place?	Yes		
○ If Yes, estimate the coverage of this feeding scheme by school level	Lower Primary	98	Upper Primary
	Lower Secondary	91.8	Upper Secondary
○ If Yes, confirm whether this coverage is growing, stable or shrinking?	Growing		
• 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	80	Upper Primary
	Lower Secondary	80	Upper Secondary
			80

9. PARTNERSHIPS

• Does the education sector have a shared strategy on HIV&AIDS response with its local and international partners? ¹⁸	Yes
• Please estimate the degree of success of this shared strategy:	51 - 75%

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			
	Partner?	Major or Minor Partner?				
National AIDS Commission	✓	Major	Local NGOs	✓	International NGOs	✓
Ministry of Health	✓	Major	Teacher Unions	✓	Teacher Service Commission	No
Ministry of Social Services	✓	Major	Parent/Teacher Associations	✓	School Committees	✓
Ministry of Finance	No	No	Youth Groups	✓	Private Sector	✓
Ministry of Planning	No	No	Community-based organisations	✓	Faith-based and/or religious organizations	✓
			Other:		Other:	

10. RESEARCH

• Has a gender-sensitive research agenda been defined that prioritizes gaps in knowledge relating to the impacts of and	No
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¹⁶ There is a view of access to sources located in the Internet, for example: <http://www.aidsalliance.org.ua/cgi-bin/index.cgi?url=/ua/library/our/index.htm>

¹⁷ Undergraduate teacher training is carried out in pedagogical universities. All these questions are compulsory in teacher training bases of health. In the preparation of other teachers are required not more than 50% of the questions from the list.

¹⁸ This strategy is spelled out in the concept that underlies the Law of Ukraine "On Approval of the national program providing HIV prevention, treatment, care and support to HIV-infected and AIDS for 2009-2013" issued by the Ministry of № 457 of 01.06.2009. Previous program vypoynyalyas in 2004-2008

response to HIV&AIDS within the education sector?		
• Has any research been commissioned to inform the education sector response to HIV&AIDS?		Yes
• If research has been commissioned, indicate whether this has been undertaken by in-country institutions/agencies or by external institutions/agencies or both?		In country
• If both internal and external institutions/agencies were involved in research, were there any partnering arrangements providing mentoring or training?		NR
• If EDSEC HIV&AIDS impact or response research has been commissioned, indicate when this was conducted?		In the last 2 - 5 years
<ul style="list-style-type: none"> If HIV&AIDS and education-related research has been conducted, please list these studies with approximate dates of completion and publication? 	1	Monitoring preventive education for children and young people: 2006, 2007, 2008,2009,2010 The results were published in the newspaper "Management Education", published by World School , Date: 2006, 2007, 2008,2009,2010
	2	Monitoring study on the effectiveness of HIV prevention - prevention among students of secondary schools in Ukraine. 2004, 2006 (Supported by ICF "International HIV / AIDS in Ukraine) The results were published in the newspaper "Management Education", published by World School , Date: 2004, 2006
	3	2011
	4	Monitoring studies "Health and behavioral orientation Student" (The International WHO project "Health and behavioral orientation Student" (HBSC). 2006, 2011. The results of the separate booklet, printed and submitted to the Department of MONmolodspport , Date: 2006, 2011
	5	Monitoring studies the state of preschool education in order to obtain information about the awareness of participants of the educational process for HIV / AIDS, access to preschool education to identify HIV-positive children and tolerant attitude toward families with children whose lives are linked to HIV. 2009. The results were published in the newspaper "Management Education", published by World School , Date: 2009

11. SELF-ASSESSMENT AND PRIORITIZATION

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

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

Rank the following priority areas in order of importance for Technical assistance	Rank order	Most important									Least important
		1	2	3	4	5	6	7	8	9	
Ministry of Education HIV&AIDS structures	1	█									
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	2	█	█								
Workplace HIV&AIDS programmes	3	█	█	█							
HIV&AIDS and the curriculum	3	█	█	█							
Orphans and Vulnerable Children	2	█	█								
Partnership development in response to HIV&AIDS	4	█	█	█	█						
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	4	█	█	█	█							
Funding/budget constraints	1	█										
Human Resource capacity and skills limitations	4	█	█	█	█							
Stigma and discrimination	3	█	█	█								
Lack of HIV&AIDS mainstreaming	2	█	█									
Lack of data and management information	3	█	█	█								
Little or no research	2	█	█									
Lack of training and orientation	3	█	█	█								
Ineffective monitoring, evaluation and reporting	2	█	█									
Lack of mandatory HIV&AIDS subject coverage in the curriculum	4	█	█	█	█							