

REPUBLIC OF MOZAMBIQUE

MINISTRY OF EDUCATION

STRATEGIC PLAN FOR THE FIGHT AGAINST HIV/AIDS

2003 TO 2005

Maputo, July 2002

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1. Introduction

1.1 Context and justification

Although the HIV/AIDS prevalence rates in Mozambique are rather lower than those of its southern African neighbours, the situation is critical and the estimates point to a trend for the epidemic to grow towards around 20% sero-prevalence. This corroborates the fact that the history of the epidemic in Mozambique is more recent, possibly associated with the population movements that occurred after national reconciliation (1992).

The social indicators also point towards important social vulnerability, due to the poor educational level, poverty, difficulty in access to health and education services, the urbanisation trend, and the high rates of unprotected sexual relations and of STDs.

1.2 Demographic and impact indicators of HIV/AIDS

In 1997, Mozambique had a total of 16.1 million people, and the current projection is 17.5 million inhabitants. Of this population, about 70% live in the rural areas (10,823,475), and the other 30% in urban areas. Men and women are distributed in a homogenous manner in rural and urban areas.

Of the total population, 44.8% are under 15 years of age. As for the young population, as we shall henceforth call the age group between 10 and 24 years old (following the criterion of the World Health Organisation), this represents 32.2% of the total population, with 4,918,797. The number of young people is proportionately higher in the urban areas than in the rural ones, with 36.5% and 30.4% of the population respectively.

Estimates made by the National Statistics Institute indicate that the expected population of 22.3 million by 2010, will be cut by 3 million people because of infection by HIV/AIDS, and two million of these losses will occur among the economically active population.

1.3 Educational indicators, and indicators of the impact on education of HIV/AIDS

As regards the literacy rate, only 33% of the population knows how to read and write. Among women, only 23.4% are literate. In the rural areas there are almost 2.5 literate men for every literate woman. These figures show how much gender relations interfere with women's access to the means of obtaining information, and with their very citizenship.

The national education system currently has 3.5 million students at all levels, and 40,000 teachers. Despite the increased supply of educational services that occurred in the 1990s,

the access and quality indicators are still below the targets set, particularly in basic education. For example, in Cabo Delgado and Zambezia respectively, 15.9 and 18.1 times as many students leave EP1 as enter into EP2. There is thus a loss of over 90% of the pupils in the transition from one level to the other.

A study produced by the Ministry of Education and the INE indicates a loss of 17 to 20% of the current contingent of teachers by 2010. A UNAIDS report estimated that 1.3% of pupils in basic education had lost their teachers by 1999 - that is, one teacher for every group of 20,000 pupils. These numbers will gradually rise up to 2010, clearly affecting the possible supply of education in the country. Supply will also be affected by:

- * The continual loss of skilled and experienced staff (teachers, administrators etc.)
- * Increased absenteeism
- * Deterioration in quality
- * Reduction in the resources of the country, and of the community.

The same document indicates that there will be declines in demand and in learning because of:

- * Fewer children to be educated
- * Fewer children who can go to school because their parents have died, and they now have to look after their brothers and other relatives
- * HIV/AIDS will affect learning because of:
 - Traumatism caused by living with disease and death
 - Increased pressure to look after sick relatives
 - Increased pressure to produce food
 - Poor school attendance by girls.

Taking these points into account, then the system itself, and the purposes of MINED, as the body which organises the training of the population in pursuit of social and economic development, will be affected.

In addition, it is important to remember that MINED is the most important employer in the country, with a functional work force of about 50,000. If we add to this number the people surrounding this contingent (the worker's family), then it grows very significantly. Taking into consideration the level of technical skills of these workers, and the resources already spent on their training, one can measure the impact that the HIV/AIDS epidemic might have on the country.

1.4 *The young population as a segment particularly affected by the epidemic*

In 2002, it is estimated that 1.9 million people in Mozambique are living with HIV, and that 830,000 of these are young people aged less than 24. It is also believed that 46% of all new infections in the country occur among young people aged between 10 and 24.

Of the 10-14 age group, about 53% are at school, and there is a gradual fall-off among the older age groups until only 5% of those aged between 20 and 24 are studying. That said, the education sector has at least two major responsibilities to act in prevention among young people: on the one hand, to provide adequate information, and to develop skills among young people so that they may protect themselves against infection; and on the other, to attract into the system those who are currently outside of school for lack of access, and to provide means whereby they may acquire such information and skills even outside of the formal education system.

The first group must be reached because of their vulnerability, but also bearing in mind the need to replace future teaching staff and because of the ability of this group to influence behaviour, and to spread the knowledge acquired among the rest of their community.

The second group is also vulnerable, but there is also a lack of accessible "social equipment" addressed to the group that is outside of school. In general, the school is often the only government service available to the community in many of the country's localities.

In Mozambique, as in other countries, the transition period from childhood to adult life is associated with exposure to various risks, understood as a "normal" phase of development. But the crisis in the country's development, which generates a low expectation of employment, leads children to leave school to participate in earning the family income. This is often associated with leaving their original home, and entering the sexual market. In particular, girls are more exposed to HIV than boys, since the HIV prevalence among girls in some age groups is almost double that among boys (16% as against 9% in the 15-19 age group).

1.5 *Efforts of the Ministry of Education*

Currently MINED is promoting a national process to reshape the education system, including reshaping the education syllabus and the teacher training programme, giving priority to primary education (grades 1 to 7). In this context, the Ministry has drawn up a "Strategic Plan", stating that the government's top priority is improved access to educational opportunities at all levels of the education system. The main objective is to speed up progress towards universal enrolment in primary education, with particular stress on increasing the enrolment of girls.

In shaping the curriculum reforms, MINED intends local curricula to be developed, which would attempt to discuss the main problems that mark a particular region. About 20% of school time would be devoted to these contents, and since this curriculum should reflect culturally sensitive local matters, the questions of STDs, AIDS and SRH may also be addressed here.

In 1999, the government drew up a "A Strategic Plan for the Fight against AIDS for 2000-2002", bearing in mind the magnitude and impact of the public health problem that AIDS has imposed on the country. It attempted to develop a multi-sector and multi-disciplinary

response to this question, by attributing to the various social actors (governmental or not) different roles in confronting the epidemic. The main actions laid down in this plan were to integrate STD/HIV/AIDS and SRH contents in the basic education curriculum, the training of teachers, the training of young activists, and integration with the health services (testing and counselling). A systemic approach envisaged the holding of studies on the impact of HIV/AIDS in the education sector, and drawing up an institutional framework for cooperation with NGOs.

The revision of this plan that is now proposed is to cope with a new context. First, because of the results of the impact studies undertaken by MINED, attention was drawn to other areas of concern, particularly in the management of the education system. Recent epidemiological data indicate new trends for the spread of HIV in the country's regions, which may require a new strategic approach to make sense of the differences found.

New responses to the epidemic, both governmental and non-governmental, have been produced in the country in recent years, sketching out possible theoretical and methodological approaches that may be more effective. Rather than simply bringing together these experiences, they point towards a new conceptual landmark.

The previous Strategic Plan was developed in a logical structure which distanced the strategies from the activities needed to implement them. In the plan that is now being presented, a structure was looked for that would provide a more concrete vision as regards implementation.

Finally, it is important to note that the previous plan established that there would be a revision in 2002, in agreement with PEN. Thus MINED is seeking to contribute to the national response, insofar as it is proposing a redefinition of its role in fighting the epidemic, its target public and its responsibilities, indicating other fields of attention of the public sphere, not only in preventing HIV/AIDS. but also in understanding its impact.

2. General Objective

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

3. Strategic areas

Strategic Area A: MINED as an employer

This area seeks to ensure that MINED, as the largest employer in Mozambique, provides a programme of prevention and care for its staff, both as a social duty, and in order to protect its limited human resources, on whom significant investments have already been spent.

Strategy (E) 1

Development of a programme of prevention for MINED staff (DN, DP, DDE, ZIP coordinators, administrators, teachers, instructors, and literacy workers).

E1 Specific Objective (0) 1

Ensure that the staff have the basic information and necessary skills in the area of SRH/STD/HIV/AIDS.

Core Actions (AN)

E1 O1 AN1 - Undertake activities to train staff in SRH/HIV/AIDS basic matters and skills.

E1 O1 AN2 - Provide access to materials containing basic information on SRH/STD/HIV/AIDS.

E1 Specific Objective 2

Promote the use of health services, VCT, condoms, counselling in SRH/STD/HIV/AIDS for the staff

Core Actions

E1 O2 AN1 - Train staff to advise and raise the awareness of colleagues and to guarantee the availability of time.

E1 O2 AN2 - Provide staff with access to health services, establishing references with these.

<i>Estimate of resources needed to develop Strategic Area A</i>
<i>USD 1,600,000.00</i>

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

This area tries to ensure that all the children, young people and adults in schools receive appropriate and adequate education for the prevention of STD/HIV/AIDS, based on behaviour change communication approaches, and the development of life skills promoting Sexual and Reproductive Health.

Strategy 2

Guarantee that content concerning SRH/STD/HIV/AIDS is incorporated into the curriculum of the various levels of education.

E2 Specific Objective 1

Train the technical staff at the various levels (central, provincial and district) to handle curriculum transformation effectively.

Core Actions

E2 O1 AN1 - Train trainers at central, provincial and district levels;

E2 O1 AN2 - Train instructors in the teacher training and adult education institutions;

E2 O1 AN3 - Revise the curricula so as to ensure the inclusion of SRH/STD/HIV/AIDS contents.

E2 Specific Objective 2

Ensure the inclusion of SRH/STD/HIV/AIDS contents in drawing up the local curriculum.

Core Actions

E2 O2 AN1 - Train work teams to collect content for the local curriculum

E2 O2 AN2 - Produce guides for drawing up the local curriculum.

Strategy 3

Promotion of an extra-curricular and non-formal approach, based on the development of life skills and peer education.

E3 Specific Objective 1

Undertake extra-curricular activities based on the development of life skills in the schools through activists.

Core Actions

E3 O1 AN1 - Train teams at the four levels: national, provincial, district and local (ZIPs, schools and NPBs), teachers and young activists.

E3 O1 AN2 - Involve community leaders, guardians, religious bodies, NGOs and the community in general.

E3 O1 AN3 - Set up counselling corners in the schools and boarding centres.

E3 O1 AN4 - Establish references for the health and social services.

E3 O1 AN5 - Set up circles of interest.

E3 O1 AN6 - Promote interchanges at various levels.

E3 Specific Objective 2

Develop, in coordination with other partners, communication strategies aimed at children and young people, with special stress on gender questions.

Core Actions

E3 O2 AN1 - Develop and adapt material on Communication for Behaviour Change (BCC), adequate for the target population at all levels of education.

E3 O2 AN3 - Involve the media in publishing information concerning SRH/STD/HIV/AIDS

<i>Estimate of Resources needed to develop Strategic Area 2</i>
USD 5,000,000.00

Strategic Area C. MINED as a system

The purpose of this area is to develop an effective management response that allows MINED to undertake its central mission of education, despite the impact of HIV/AIDS.

Strategy 4

Development of a coherent and sustainable policy for the prevention, and reduction of the impact, of HIV/AIDS for the education sector with clear principles and concrete responsibilities.

E4 Specific Objective 1

Establish the institutional and legal framework of MINED in questions of HIV/AIDS

Core Actions

E4 O1 AN1 - Establish existing legal policies on:

- * MINED as an employer (staff with HIV/AIDS, orphans, replacement of staff, etc.)
- * MINED as a provider of education (access to condoms in schools, tests and services, maintenance of pregnant girls, sexual abuse and violence at school, conduct towards and care for people living with HIV/AIDS in the educational system, etc.)

E4 O1 AN2 - Attribute roles and responsibilities to the various National Directorates, Autonomous MINED Departments, Provincial and District Education Directorates, and Schools.

E4 O1 AN3 - Disseminate among the various sectors and partners the policies established at MINED level.

E4 Specific Objective 2

Contribute to the definition of the priority geographical areas for intervention in each province.

Core Actions

E4 O2 AN1 - Contribute to defining the criteria for priority.

E4 O2 AN2 - Train provincial technical staff to carry out the diagnosis.

Strategy 5

Improve the institutional capacity of MINED pedagogical technicians and managerial staff.

E5 Specific Objective 1

Raise the awareness of managers at all levels so that they understand the changes in their roles and responsibilities in the context of the HIV/AIDS epidemic.

Core Actions

E5 O1 AN1 - Produce and disseminate an accessible summary of the results of the impact study

E5 O1 AN2 - Identify the central level functions that should take into account the impact of HIV/AIDS (in questions of replacing teachers and technical staff, orphans, children affected by HIV/AIDS at school).

E5 O1 AN3 - Identify the responsibilities of school directors, ZIP coordinators, and provincial and district directors which should change so as to respond to the managerial/educational needs arising from the HIV/AIDS epidemic (for instance, planning, provision of reports, staff management etc.)

E5 Specific Objective 2

Train managers at all levels, by developing decision-taking skills.

Core Actions

E5 O2 AN1 - Implement training at all levels to be incorporated within the existing training programmes (for instance, reviving the ZIPs, the Better Schools project etc.)

E5 O2 AN2 - Develop manuals and work tools (software, systems, management modules).

E5 O2 AN3 - Adapt or develop reporting and monitoring systems to incorporate their results in prevention activities and in constant impact assessment.

Strategy 6

Implement a monitoring and evaluation system.

E6 Specific Objective 1

Create monitoring and assessment systems

Core Actions

E6 O1 AN1 - Design the monitoring and assessment system based on the established objectives and strategies.

E6 O1 AN2 - Ensure that the indicators are incorporated into the general MINED indicators.

E6 O1 AN3 - Guarantee the integration of the indicators of the MINED's monitoring and assessment into those of the PEN.

E6 Specific Objective 2

Take measures to ensure that decision taking is based on the established indicators.

Core Actions

E6 O2 AN1 - Publicise the indicators adopted so as to ensure better decision making.

E6 O2 AN 2 - Present the results of monitoring and assessment for analysis and decision taking.

<i>Estimate of the resources needed for the development of Strategic Area III</i>
USD 450,000.00

Strategic Area D. MINED as part of the broader national response

This area seeks to create effective relations with governmental and non-governmental partners to react to the HIV/AIDS epidemic

Strategy 7

Involvement of other sectors of society, including people who are HIV positive, in taking decisions.

E7 Strategic Objective 1

Develop mechanisms to guarantee the effective participation of the various stakeholders in society in the MINED SRH/STD/HIV/AIDS programme.

Core Actions

E7 O1 AN1 - Participate in the Committee (working group on HIV/AIDS) at central level
E7 O1 AN2 - Create provincial and district committees, and committees for Zones of Pedagogic Influence (ZIPs) and Basic Pedagogic Nuclei (NPBs)
E7 O1 AN3 - Make civil society aware so that it participates in the School Councils.

E7 Specific Objective 2

Systematically publicise for all of society the policies and actions undertaken by MINED

Core Actions

E7 O2 AN1 - Develop a strategy for institutional communication with the local and national media
E7 O2 AN2 - Develop an interprovincial and national information system, so as to favour the contact of civil society with the indicators and activities undertaken by MINED.

Strategy 8

Guarantee a multi-sector approach in the Programme to Fight against STD/HIV/AIDS

E8 Specific Objective 1

Define roles and responsibilities of the various partners in the STD/HIV/AIDS programme, namely MMCAS, MJD, MISAU and civil society.

Core Actions

E8 O1 AN1 - Hold workshops with partners to define their roles

E8 O1 AN2 - Harmonise the activities being undertaken by the actors in the education sector (NGOs, Agencies, private sector and others)

E8 O1 AN3 - Establish coordination mechanisms at various levels (central, provincial, district and community)

E8 O1 AN4 - Establish partnership agreements at all levels.