

Introduction to the User's Guide

This guide has been designed to help readers to make the best use of the *Toolkit for Mainstreaming HIV and AIDS in the Education Sector* published by the UNAIDS Inter-Agency Task Team (IATT) on Education in 2008.

After a brief presentation of why the Toolkit was developed, its objectives, its audience and its content (Section 1), the guide provides practical suggestions on how to use the different tools depending on your objectives (Section 2).

In particular, the guide considers three main objectives for which the Toolkit will be a useful resource:

- Provide orientation and raise awareness on HIV mainstreaming in the education sector
- Assess the status of and monitor progress toward HIV mainstreaming in the education sector
- Plan HIV mainstreaming in the education sector in those settings

For each of the above objectives, we have identified specific outcomes and outputs. For example, one outcome may be to improve the understanding of the staff in your organization on issues related to HIV mainstreaming in the education sector. Outputs may be the production of a situation analysis report or the development of an action plan to mainstream HIV in the education sector in the country where you work.

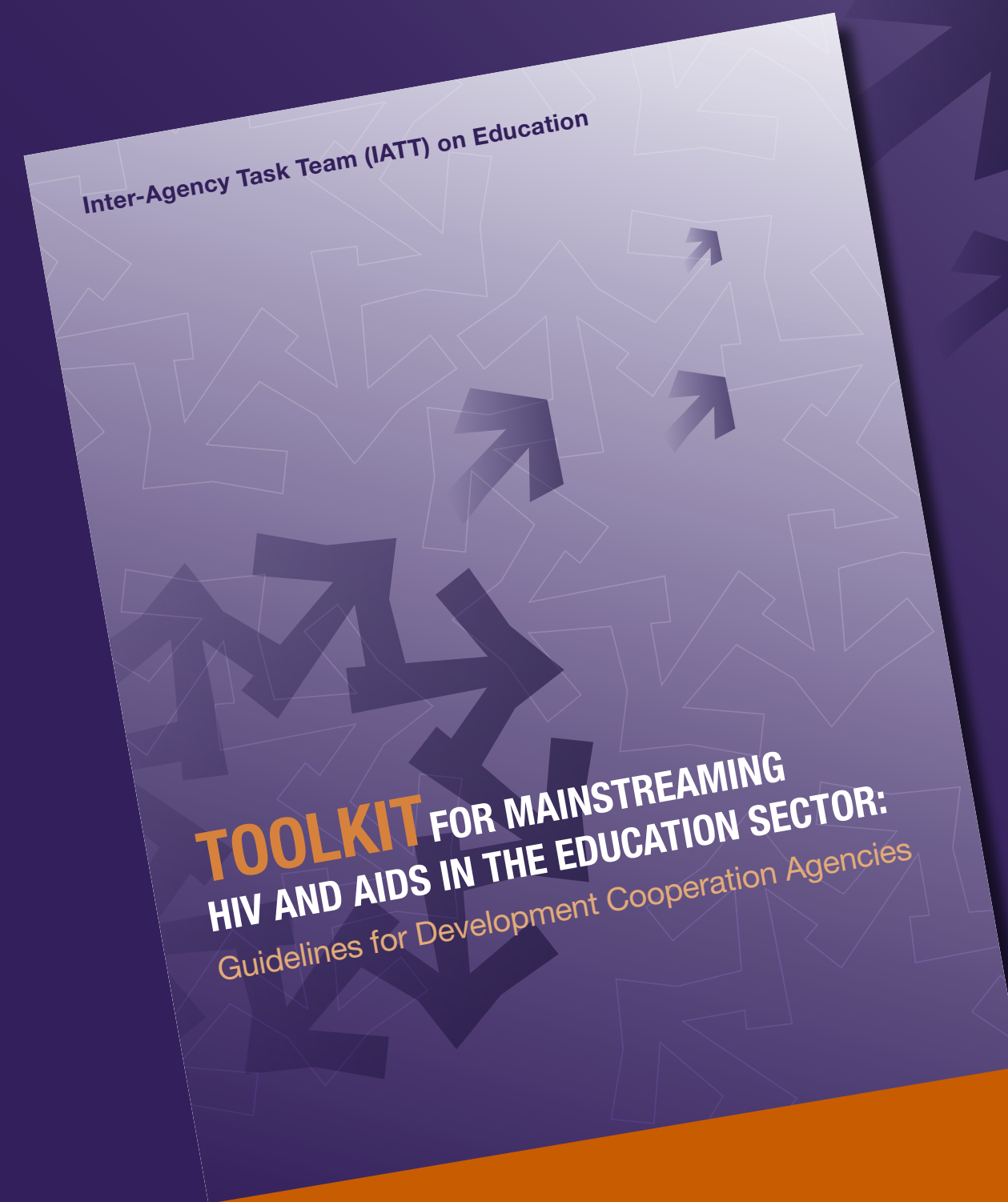
For each output or outcome the guide suggests:

- Different activities you may want to conduct;
- The tools you can use to support those activities and;
- Tips on how to use the tools, in terms of which specific elements in each tool you may want to use, for what specific purpose and using what method.

The *Toolkit for Mainstreaming HIV and AIDS in the Education Sector: Guidelines for Development Cooperation Agencies* and this user's guide are products of the UNAIDS Inter-Agency Task Team (IATT) on Education. The UNAIDS IATT on Education was established in 2002 and focuses on accelerating and improving a coordinated and harmonised education response to HIV and AIDS.

For more information on the IATT on Education and access to other technical resources, please visit: <http://www.unesco.org/aids/iatt> (website available in English, French and Spanish and technical resources available in these and additional languages.)

IATT Secretariat
Section on HIV and AIDS
Division for the Coordination
of UN Priorities in Education
Education Sector
UNESCO
7, place Fontenoy
75352 Paris Cedex 07 SP
France



USER'S GUIDE

Table of Contents

1. The IATT Toolkit for mainstreaming HIV and AIDS in the education sector	1
1.1 Who is the Toolkit for?	1
1.2 Why was the Toolkit developed?	2
1.3 What is in the Toolkit?	2
1.4 Why should you use the Toolkit?	4
2. How to use the Toolkit?	1
2.1 Orient and raise awareness of HIV mainstreaming in the education sector	2
2.1.1 HIV mainstreaming in the education sector	3
2.1.2 Mainstreaming gender equality, SRHR and HIV & AIDS in the education sector	4
2.1.3 Mainstreaming issues of children affected by AIDS	5
2.2 Assess and monitor the status of HIV mainstreaming	5
2.2.1 Assess or periodically review HIV mainstreaming	6
2.2.2 Assess and monitor the mainstreaming of gender equality and SRHR in education sector responses to HIV and AIDS	9
2.2.3 Assess and monitor mainstreaming issues of children affected by AIDS	10
2.2.4 Assess and monitor your organization's efforts to support HIV mainstreaming	11
2.3 Plan the mainstreaming of HIV and AIDS in the education sector	12
2.3.1 Develop mainstreaming strategic and action plans	13
2.3.2 Plan the mainstreaming of gender equality and SRHR	14
2.3.3 Plan the mainstreaming of issues of children affected by AIDS	14
2.3.4 Plan for organizational strengthening to mainstream HIV	15

Acknowledgements

This guide has been developed by Christophe Cornu, Independent Consultant, in collaboration with Justine Sass and Yong Feng Liu at the UNAIDS IATT on Education Secretariat.

Particular thanks are offered to the following organizations and individuals who participated in interviews for the development of the guide: Jenelle Babb (UNESCO); Peter Badcock-Walters (EduSector AIDS Response Trust); David Clarke (Independent Consultant); Elisha Deekman (Dutch Embassy in Suriname); Breda Gahan (Concern Worldwide); Yong Feng Liu (UNESCO); Tara Painter (CIDA); Scott Pulizzi (EDC); Sharifah Tahir (UNICEF); Andy Tembon (World Bank); Muriel Visser-Valfrey (Independent Consultant); Jan Wijngaarden (UNESCO); and Pamela Young (CARE). The author would also like to thank Nuria Chat for assisting with the coordination of the interviews and the IATT Steering Committee for their guidance and oversight of this process.

Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CABA	Children affected by AIDS
EFA	Education for All
FGD	Focus Group Discussion
FTI	Fast Track Initiative
HIV	Human Immunodeficiency Virus
IATT	Inter-Agency Task Team
MDG	Millennium Development Goal
MSM	Men who have sex with men
NGO	Non-governmental organization
SRH	Sexual and reproductive health
SRHR	Sexual and reproductive health and rights
STI	Sexually transmitted infection
TOR	Terms of reference
UNAIDS	United Nations Joint Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

THE IATT TOOLKIT FOR MAINSTREAMING HIV AND AIDS IN THE EDUCATION SECTOR

While the main responsibility for mainstreaming HIV and AIDS lies with ministries of education at the country-level, **development cooperation agencies** (multi- and bi-lateral, NGOs and civil society partners) **can and should play an important supportive role** by:

- prioritising a comprehensive sector-wide approach;
- supporting and sustaining dialogue; and
- providing resources and inputs.

In 2008, the UNAIDS Inter-Agency Task Team on Education developed a technical resource to support **development cooperation agencies** to fulfil this role. This resource is entitled *Toolkit for Mainstreaming HIV and AIDS in the Education Sector: Guidelines for Development Cooperation Agencies*.



1.1 Who is the Toolkit for?

The **primary audience for the Toolkit** is **education staff from development cooperation agencies at managerial and operational levels**.

Other audiences that may find the Toolkit useful include:

- **HIV specialists** from **development cooperation agencies**
- **Other non-education development agency staff** with a mandate for working with the education and the health sector **on related issues such as good governance, social development and human rights**
- **Consultants** working **with development cooperation agencies**, both **education and HIV specialists**
- **Ministry of education staff** including **managers and teachers**.

1.2 Why was the Toolkit developed?

HIV and AIDS mainstreaming ensures that addressing HIV and AIDS:

- becomes part of the **core business of the education sector** and;
- is **considered in education sector policy and plan formulation and revisions**, i.e. planning, budgeting, curriculum, teacher training, human resources, legislation, monitoring and evaluation.

Definition of HIV mainstreaming in the education sector

Mainstreaming ensures that addressing HIV and AIDS is not an add-on or isolated activity but an integral part of education sector policy and plan formulation. This includes attention to HIV in education system processes such as curriculum development, teacher training, management of human resources, and monitoring and evaluation of outcomes and impact. It also means that HIV and AIDS should not be seen as a separate issue, but as part of overall educational plans and priorities, including those related to life skills, social skills, health and nutrition.

The Toolkit was developed to address the challenges that **development cooperation agencies** often **face when they want to support the mainstreaming of HIV and AIDS in the education sector. This includes how to:**

- Start and sustain dialogue with implementers at country-level (especially in countries where HIV prevalence is low);
- Decide on key entry points, priorities and strategies for facilitating mainstreaming;
- Identify the role they should play, particularly in the context of decreasing direct involvement in implementation;
- Identify and involve key stakeholders;
- Achieve decentralised approaches to addressing HIV and AIDS;
- Ensure adequate attention to key drivers of the epidemic including gender inequality, stigma and discrimination and human rights abuses.

1.3 What is in the Toolkit?

The **Toolkit consists of:**

- A joint agency position paper on HIV and AIDS and education, outlining the key principles and priorities that development cooperation agencies belonging to the UNAIDS IATT on Education subscribe to.
- 12 tools that can be used independently or in conjunction with other tools.

Each tool includes:

- A short statement of the purpose
- Guidance on how to use the tool
- Short and interactive overview of the topic
- Questions for reflection and exploration
- A list of additional resources, with weblinks

The Toolkit concludes with a list of references for additional information.

Tools	Overview of content and corresponding page numbers
TOOL 1 When does HIV need to be comprehensively addressed through education?	<ul style="list-style-type: none"> • Flow chart to assess when HIV becomes a risk to the education sector (p. 10) • Reminder of the essential role of education in HIV prevention (p. 11)
TOOL 2 Why is mainstreaming HIV and AIDS important?	<ul style="list-style-type: none"> • Definitions of HIV mainstreaming in the education sector (pp. 13-14) • Internal and external dimensions of HIV mainstreaming (p. 15) • Barriers to mainstreaming (p. 16)
TOOL 3 Successful HIV and AIDS mainstreaming: critical elements	<ul style="list-style-type: none"> • List of critical elements of successful mainstreaming (p. 19) • Checklist of critical elements for successful mainstreaming (p. 20)
TOOL 4 Mainstreaming: basic questions to ask yourself and others	<ul style="list-style-type: none"> • List of general questions related to HIV and to country responses to the AIDS epidemic (pp. 23-24) • List of education-specific questions (pp. 24-26)
TOOL 5 What is the status of mainstreaming?	<ul style="list-style-type: none"> • Checklist to assess the status of HIV mainstreaming in 10 strategic areas of the education sector (pp. 30-31) • Self-assessment form used by the <i>Education Sector Global HIV/AIDS Readiness Survey</i> (p. 33) • Summary of the expected results of HIV mainstreaming (p. 34)
TOOL 6 Identifying opportunities and entry points for HIV and AIDS mainstreaming	<ul style="list-style-type: none"> • Summary of opportunities for mainstreaming (p. 37) • General entry points i.e. processes, partnerships, thematic issues, specific vulnerable groups, and platforms and policy initiatives (pp. 38-39) • List of six guiding principles for HIV mainstreaming (p. 40)
TOOL 7 Stakeholder/partner analysis for HIV and AIDS mainstreaming	<ul style="list-style-type: none"> • A five-step method for conducting a stakeholder analysis (pp. 43-44) • A matrix listing categories of current or potential stakeholders and 10 areas where they may be involved (p. 45)
TOOL 8 Communication and advocacy for HIV and AIDS mainstreaming	<ul style="list-style-type: none"> • Advocacy as a strategy (p. 47) • Creating a clear message (p. 48) • Message triangle (p. 49) • Action plan (p. 50)
TOOL 9 Mainstreaming gender equality and SRHR in education sector responses to HIV and AIDS	<ul style="list-style-type: none"> • Definition of sexual and reproductive health and rights (SRHR) (p. 53) • Rationale for mainstreaming gender equality and SRHR in education sector responses to HIV and AIDS (p. 53) • Principles of a gender perspective in education (p. 54) • Checklist for monitoring critical elements of mainstreaming gender equality and SRHR at different levels of the education system (p. 55) • List of approaches to address the gaps (p. 56)
TOOL 10 Mainstreaming issues of children affected by and especially vulnerable to HIV and AIDS	<ul style="list-style-type: none"> • Definition of children affected by AIDS (CABA) (p. 59) • Summary of strategies by HIV prevalence level (p. 60) • Table presenting the disadvantages and vulnerabilities of CABA and potential educational responses (p. 60) • The three dimensions for mainstreaming issues of CABA (p. 61) • List of the critical elements for the effectiveness of the response to the needs of CABA (pp. 61-62) • Overview of comprehensive frameworks to address the needs of CABA (p. 62)
TOOL 11 From policy to implementation	<ul style="list-style-type: none"> • How to develop a plan (p. 66) • How to move to action (p. 67)
TOOL 12 Key resources	<ul style="list-style-type: none"> • HIV and AIDS in general (p. 69) • HIV and AIDS in education (p. 70) • Gender and AIDS (p. 71) • SRHR (p. 73)

1.4 Why should you use the Toolkit?

The Toolkit has three main objectives:

To help you to	Understand	HIV mainstreaming in the education sector
	Assess and monitor	
	Plan	

The below table presents in detail how the Toolkit will help you achieve these objectives:

Toolkit's Objectives and associated tools	For development cooperation agencies	For country-level implementers (Ministries of Education, civil society, etc.)
Understand HIV mainstreaming in the education sector Tools 1, 2, 3, 4, 5, 9, 10	The Toolkit will help you to: <ul style="list-style-type: none"> • Gain a better understanding of what HIV mainstreaming in the education sector really means; • Build a common vision of HIV mainstreaming in the education sector (at organizational level and at country-level between the various stakeholders including development cooperation agencies and ministries of education) 	
Raise awareness about HIV mainstreaming in the education sector Tools 1, 2, 3, 4, 5, 9, 10	The Toolkit will help you to: <ul style="list-style-type: none"> • Raise awareness about the importance of HIV mainstreaming in the education sector and how this can be undertaken in your organization and with other partners 	
Assess the status of and monitor progress toward HIV mainstreaming in the education sector Tools 1, 3, 4, 5, 7, 9, 10	The Toolkit will help you to: <ul style="list-style-type: none"> • Support comprehensive assessments of the status of HIV mainstreaming in the education sector at country-level, especially in education sector plans; • Support periodic reviews of progress towards HIV mainstreaming; • Assess the work your organization is undertaking to support HIV mainstreaming. 	The Toolkit will help you to: <ul style="list-style-type: none"> • Conduct an assessment of the progress your country has made with respect to HIV and AIDS mainstreaming; • Periodically review progress towards HIV and AIDS mainstreaming.
Plan HIV mainstreaming in the education sector Tools 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	The Toolkit will help you to: <ul style="list-style-type: none"> • Identify entry points and opportunities where you can facilitate HIV and AIDS mainstreaming; • Establish priorities for advocacy and action on HIV and AIDS mainstreaming; • Work with stakeholders to develop strategies to address identified gaps. 	The Toolkit will help you to: <ul style="list-style-type: none"> • Develop strategic and operational plans for improving HIV and AIDS mainstreaming.

2 HOW TO USE THE TOOLKIT?

What should you take into account before using the Toolkit?

<p>Your main goal and specific objectives</p>	<p>Are you using the Toolkit to:</p> <ul style="list-style-type: none"> • Gain a better understanding of what mainstreaming HIV and AIDS in the education sector really means, or to orient other stakeholders in the education sector? • Plan support to stakeholders who want to mainstream HIV in the education sector? • Plan HIV mainstreaming in the education sector?
<p>Your partners</p>	<p>With whom do you plan to use the Toolkit?</p> <ul style="list-style-type: none"> • With Ministries of Education as key partners? • With education specialists or HIV specialists? Or both? • What additional information will they need to know about HIV, the education sector, or HIV and AIDS mainstreaming?
<p>The time constraints</p>	<p>How much time do you have to use the Toolkit?</p>
<p>The context in terms of education sector processes</p>	<ul style="list-style-type: none"> • Does the country have an education sector policy and strategic plan? How does HIV figure in these documents? Are there opportunities to link the Toolkit to sector plan development, revision or review? • Are there forum for coordinating the donor response within the education sector at the country-level? How does HIV figure on the agenda? Are there opportunities to encourage the use of the Toolkit through these structures?
<p>The context in terms of HIV prevalence and modes of HIV transmission (“know your epidemic”)</p>	<ul style="list-style-type: none"> • What are the mains modes of HIV transmission i.e. are most infections occurring through heterosexual sex, or is HIV transmitted mostly through unprotected sex between men, or through unprotected sex in the context of sex work, or unsafe injecting drug use? Is the situation evolving? • As a result does the HIV epidemic affect the general population? Or is it concentrated amongst some most-at-risk populations such as men who have sex with men (MSM), sex workers or injecting drug users? How are young people affected? • Is HIV prevalence going up or down, or is it stable? How fast are infections moving?
<p>The context in terms of HIV mainstreaming in the education sector</p>	<ul style="list-style-type: none"> • How much do stakeholders already know about HIV mainstreaming in the education sector? • How much has already been done to mainstream HIV and AIDS in the sector? Has a response analysis been conducted?

General guidelines when using the Toolkit

- Each tool can be used individually or in conjunction with one or more of the other tools. Choose carefully the tools you want to use based on your goal and objectives.
- In some countries, staff from development agencies and the Ministry of Education may already be familiar with some of the tools. If possible, assess which tools have already been used by your audience before you plan to use them.
- Many tools have been designed to be used primarily with staff from development cooperation agencies. You may have to adapt the tools depending on your target audience and its specific needs.
- Each tool includes a suggested methodology (*How to use this tool*). Feel free to adapt the methodology based on the time available for a meeting, workshop or training. For example, you may want to use only one of the elements included in the tool, such as the *Questions for Exploration*, depending on your objectives, audience and time available.
- Do not underestimate the time requested to use each tool as some tools assume that people already have a general understanding of HIV-related issues, which they don't always have. Similarly, if your audience has a background in HIV, they may not be completely familiar with issues related to education. Allow enough time for your audience to familiarise themselves with these issues.
- When using the Toolkit, focus on the practical aspects of HIV mainstreaming. For example, if your objective is to raise awareness of HIV mainstreaming in the education sector, compile some concrete examples from your country/region. If you are using the Toolkit to assess the status of HIV mainstreaming in the education sector and/or to plan, consider the production of concrete final outputs such as mainstreaming implementation plans.
- When working with ministries of education, consider linking HIV mainstreaming sessions with education sector plan preparation, review and revision processes. Some of the tools can be presented as a method to make the planning process more responsive to the challenges posed by the AIDS epidemic.
- In some countries there may be already national guidelines and/or plans on HIV mainstreaming in the education sector. Check whether such guidelines or plans exist, and use the IATT toolkit as a complementary resource for any planned activity.
- The perceived utility of mainstreaming HIV and AIDS in the education sector as well as needs and priorities will be different depending on the epidemiological context. Therefore some of the tools explaining the reasons why HIV mainstreaming is important will have to be adapted depending on the prevalence, for example *Tool 2 – Why is mainstreaming HIV and AIDS important*. In low prevalence countries, the mainstreaming of HIV in the education sector may need to be strongly linked to related issues such as sexual and/or reproductive health.

2.1 Orient and raise awareness of HIV mainstreaming in the education sector

The Toolkit has been designed to help you to:

- Gain a better understanding of what HIV mainstreaming in the education sector really means;
- Build a common vision of HIV mainstreaming in the education sector (at organizational level and at country-level between the various stakeholders including development cooperation agencies and ministries of education);
- Raise awareness on issues related to HIV mainstreaming in the education sector in your organization and with other partners;

For this objective and corresponding expected results/outcomes, this section presents:

- Suggestions of activities to conduct to achieve the expected results
- Suggestions of tools to use for each activity: Remember that the final choice of tools will depend on your partners, the context and time constraints – and not all tools need to be used together!
- Tips on how to use those tools including elements in each tool you may want to use, for what specific purpose and using what method.

2.1.1 HIV mainstreaming in the education sector

Expected outcomes:

- Increased knowledge on general issues related to HIV mainstreaming in the education sector
- Increased awareness of the importance of HIV mainstreaming in the education sector
- Clearer understanding of the steps involved in the process of HIV mainstreaming

The Toolkit can be used as a resource for both individual self-learning and collective training. The below table focuses on the activities that you may want to implement during collective training e.g. in workshops, capacity-building sessions or meetings. However people who use the Toolkit on their own can also refer to the “Tips” column for suggestions on how to make the best use of the reading of the Toolkit.

Method	Main activities / steps	Tools	Tips on how to use the tools
Participatory workshop(s) / Capacity-building sessions / Meetings	Present the concept of HIV mainstreaming in the education sector	Tool 2	Use the following elements to present and discuss the concept of HIV mainstreaming in the education sector: <ul style="list-style-type: none"> • Definitions of HIV mainstreaming in the education sector (pp. 13-14) • Internal and external dimensions of HIV mainstreaming in the education sector (p. 15)
	Discuss the importance of HIV mainstreaming	Tool 1	Use the flow chart on p. 10 to explain how HIV can affect the education sector and why it should be mainstreamed.
	Present the complexity and comprehensiveness of the process of HIV mainstreaming	Tools 4, 5	Use one or several of the following elements to show the complexity of HIV mainstreaming: <ul style="list-style-type: none"> • List of education-specific questions in Tool 4 (pp. 24-26) • Checklist to assess the status of HIV mainstreaming in 10 strategic areas in Tool 5 (pp. 30-31) • Form used to measure the <i>Education Sector Global HIV/AIDS Readiness</i> in Tool 5 (p. 33).
	Present the critical elements of HIV mainstreaming	Tool 3	Discuss the critical elements of HIV mainstreaming. Prepare a presentation based on the content on p. 19.

2.1.2 Mainstreaming gender equality, SRHR and HIV & AIDS in the education sector

Expected outcomes:

- Increased knowledge on issues related to the mainstreaming of gender equality, SRHR and HIV & AIDS in the education sector
- Increased awareness of the importance of mainstreaming gender equality, SRHR and HIV & AIDS in the education sector
- Clearer understanding of the relationship between gender mainstreaming and HIV mainstreaming in the education sector

Method	Main activities / steps	Tools	Tips on how to use the tools
Participatory workshop(s) / Capacity-building sessions / Meetings	Introduce the concepts of gender equality and SRHR in the education response	Tool 9	Discuss definitions of gender equality and SRHR and use the definition on p. 53.
	Raise the awareness on the importance of mainstreaming gender equality and SRHR in education sector responses to HIV and AIDS		Discuss the rationale and importance of mainstreaming gender equality and SRHR. Prepare a presentation based on information provided on p. 53. The content will depend on the level of awareness of workshop participants.
	Present and discuss the different levels of the education sector where gender equality, SRHR and HIV & AIDS can be mainstreamed		Use the checklist for monitoring critical elements of mainstreaming gender equality and SRHR in the education sector (p. 55). Discuss the reasons why each element of the checklist can contribute to mainstreaming and what strategies can be identified if the elements are missing in the education response. ¹

Additional comments on the tool: The tool is **appropriate** in contexts **where HIV is transmitted mostly through heterosexual sex** and where **women are deeply affected**. It is also useful to look at low prevalence countries where **female sex workers** are one of the groups most affected by the HIV epidemic. However it is **less relevant in contexts where the main route of transmission is sex between men**, for example in Asia and Latin America. In these contexts, you may want to **adapt the tool by approaching gender in a different way and focusing on sexual health rights**, with a particular interest in how sex education covers or not sex between men and stigma and discrimination towards MSM and transgender. One practical activity you may conduct is to review the checklist for monitoring critical elements of mainstreaming gender equality and SRHR in the education response and (1) discuss elements that are also relevant to the sexual health of MSM and transgender, and (2) include additional critical elements specific for these groups.

¹ Based on the methodology used during a 90 minutes Skills Building Session on Mainstreaming Gender equality and SRHR held at the International AIDS Conference in Mexico in 2008.

2.1.3 Mainstreaming issues of children affected by AIDS

Expected outcomes:

- Increased knowledge on the mainstreaming of issues of CABA
- Increased awareness of the importance of mainstreaming issues of CABA

Method	Main activities / steps	Tools	Tips on how to use the tools
Participatory workshop(s) / Capacity-building session(s) / Meeting(s)	Introduce the concept of CABA	Tool 10	Give the definition of CABA (p. 59)
	Raise the awareness on the importance of mainstreaming issues of CABA		Discuss the rationale and importance of mainstreaming issues of CABA based on their existing needs in the context of the country/setting. Use the following elements: <ul style="list-style-type: none"> • The summary of strategies by HIV prevalence level (p. 60) • Table presenting the disadvantages and vulnerabilities of CABA and potential educational responses (p. 60)
	Present and discuss the different dimensions of the mainstreaming of issues of CABA		Use the three dimensions of the response to the specific needs of CABA (p. 61).

2.2 Assess and monitor the status of HIV mainstreaming

One of the objectives of the Toolkit is to help you to assess and monitor the status of HIV mainstreaming in the education sector in a particular country. This assessment can be done at different times and with different purposes:

- It can be a **comprehensive assessment conducted as part of an overall planning process in the education sector**.
- It can be a **periodic review of the progress achieved in mainstreaming HIV** in the education sector, for example as part of a **monitoring and evaluation** plan;
- The assessment can **focus on specific topics** such as **gender equality and SRHR**, or mainstreaming issues of **children affected by AIDS**;
- If you are a development cooperation agency you can also use the Toolkit to **assess or monitor the work your organization is undertaking** to support HIV mainstreaming in the education sector.

For this objective and corresponding expected results/outcomes, this section presents:

- **Suggestions of activities to conduct to achieve the expected results**
- **Suggestions of tools to use for each activity:** Remember that the final choice of tools will depend on your partners, the context and time constraints – and not all tools need to be used together!
- **Tips on how to use those tools** including elements in each tool you may want to use, for what specific purpose and using what method.

2.2.1 Assess or periodically review HIV mainstreaming

Expected results/outputs:

- Education sector situation assessment/analysis report
- Monitoring reports (periodic review)

Other outputs include:

- TOR for situation analysis / Study protocol
- Data collection tools
- Monitoring and Evaluation indicators

You can use different methods to produce a situation analysis of the status of HIV mainstreaming in the education sector or to conduct periodic reviews to monitor the progress made towards achieving HIV mainstreaming:

- Method No 1: You can commission an organization or individuals, for example consultants to conduct a study using different data collection methods such as literature review, in-depth interviews, the administration of questionnaires, and focus group discussions (FGDs). In this case, you will have to draft the Terms of Reference (TOR) for the organization or individuals who will conduct the study. The TOR may already include a draft study protocol describing the study objectives and the methodology that should be used to achieve those objectives; or you will request that the organization or the individuals you have commissioned develop the study protocol, in which case you will have to validate it.
- Method No 2: You can organize meetings or workshops where key stakeholders involved in the education sector and other sectors participate and analyse the situation together using participatory methods.

You may also want to mix the two methods. The table on the right describes some of the activities to be carried out to produce either an education sector situation assessment report or periodic monitoring reports.

Method	Main activities / steps	Tools	Tips on how to use the tools
Commissioned study	Prepare TOR Orient researcher(s) / Consultant(s) Draft study protocol	Tool 4, 5, 7	<ul style="list-style-type: none"> • Use/adapt the list of general questions to consider around HIV mainstreaming (pp. 23-24) and/or education-specific questions (pp. 24-26) in Tool 4. • Refer to the expected results of HIV mainstreaming in Tool 5 (p. 34). • Refer to the five-step method for conducting a stakeholder analysis in Tool 7 (pp. 43-44). • Refer to existing elements that can be used for data collection in the different tools (see below).
	Develop data collection tools Pre-test and validate data collection tools	Tool 4, 5, 7	<p>Use/adapt the following elements for the development of data collection tools, e.g. interview and FGD guides and/or questionnaires:</p> <ul style="list-style-type: none"> • Checklist to assess the status of HIV mainstreaming in 10 strategic areas in Tool 5 (pp. 30-31). • Form used to measure the <i>Education Sector Global HIV/AIDS Readiness</i> in Tool 5 (p. 33). Refer to the original results of the survey for participating countries. • Stakeholder analysis matrix in Tool 7 (p. 45) to identify relevant actors and their area(s) of work. <p>You can also use the above mentioned elements to develop indicators to be included in a monitoring and evaluation plan.</p>
	Review draft report	Tool 4, 5, 7	<ul style="list-style-type: none"> • Use the elements above mentioned to assess whether key issues referred to in the Toolkit are adequately addressed in the report. • Use this analysis to provide feedback to the authors.
Participatory workshop(s) for a comprehensive assessment of the status of HIV mainstreaming Or Periodic reviews of the progress status of HIV mainstreaming	Introduction to the assessment (1): Introduce the rationale for the assessment of mainstreaming	Tool 1	<ul style="list-style-type: none"> • Use the flow chart on p. 10 to make an initial and overall assessment of the situation
	Introduction to the assessment (2): <ul style="list-style-type: none"> • Present critical elements of successful mainstreaming • Prioritise the elements in the context of the assessment 	Tool 3	<ul style="list-style-type: none"> • Prepare a presentation on critical elements and lessons learned based on the content on p. 19 (adding local examples, where possible). • Present or adapt the checklist of critical elements for successful mainstreaming (p. 20). • Based on the checklist (or an adaptation) on p. 20 ask participants to identify the elements that are most important in the country/setting as well as existing strengths and weaknesses in terms of HIV mainstreaming. • Review the findings with participants, encouraging discussion on areas of disagreement.
	Introduction to the assessment (3): Reflect on basic questions for the assessment of mainstreaming	Tool 4	<ul style="list-style-type: none"> • Use/adapt the list of general questions to consider around HIV mainstreaming (pp. 23-24) and/or education-specific questions (pp. 24-26) to discuss which issues are the most relevant for the assessment depending on the purpose of the assessment (e.g. for sector planning or for funding arrangements).
	Assess the status of mainstreaming Initial assessment (baseline data) Or Review of progress made	Tool 5	<ul style="list-style-type: none"> • Use/adapt the checklist to assess the status of HIV mainstreaming in 10 strategic areas (pp. 30-31) and identify the gaps. • Use/adapt the form used to measure the <i>Education Sector Global HIV/AIDS Readiness</i> (p. 33). Refer to the original results of the survey for participating countries.
	Conduct stakeholder/partner analysis	Tool 7	<ul style="list-style-type: none"> • Use/adapt the stakeholder analysis matrix (p. 45) to identify relevant actors and their area(s) of work.

Example: How the Toolkit was used to develop TOR for an assessment in Mongolia

In 2008 the Open Society Forum was commissioned by UNESCO to undertake a review and assessment of the education sector readiness and response to HIV and AIDS in Mongolia, which led to the development of a sector strategic plan and a partnership network.

The form used for the *Education Sector Global HIV/AIDS Readiness Survey*, included in Tool 5 (p. 33) was used to draft the TOR for the assessment, especially the list of aspects that should be covered by the assessment. Those aspects are listed under the “Activities” section of the TOR (Readiness and responses of the education sector):

Terms of Reference

Assessment and Strategic Planning - Boosting a Comprehensive Education Sector Readiness and Response to HIV and AIDS in Mongolia

Background & Rationale

Education should be the key component of the national response to HIV and AIDS in Mongolia, where HIV prevalence is low but starting to soar, half the population is under 21 years of age, and high-risk factors are many and evident.

Though the national education authority and civil society have made considerable progress towards institutionalising effective responses, gaps remain in sector-wide policy and strategic plan development, gender-sensitive and culturally appropriate education tools, secure and sustained funding arrangements, effective collaboration and partnership mechanisms, etc., for a more holistic and comprehensive response to HIV and AIDS.

Within the framework of UNAIDS Initiative on Education and HIV & AIDS (EDUCAIDS), it is proposed to support strengthening coordination, implementation and scale-up of comprehensive education sector responses to HIV and AIDS, involving different sub-sectors and institutions of the national education authority, UN agencies, NGOs and donor organizations in Mongolia.

Objective

To boost a comprehensive education sector readiness and response to HIV and AIDS in Mongolia through systematic assessment, planning and coordination exercises.

Outputs/Deliverables

- An overview/update of the national situation and response to HIV and AIDS (literature review of the vulnerability, national AIDS coordination mechanism, strategic plan and monitoring and evaluation framework);
- A comprehensive assessment of the readiness (commitment and capacity) and responses of the Education Sector;
- A proposed draft of updated Strategic Plan for HIV & AIDS and Education in Mongolia (supported by multiple sectors, linking to the national health education curriculum); and
- Draft action plans of key actors in the Education Sector for mainstreaming HIV and AIDS education into their relevant programmes, if any, as results of the Activity No. 2 (Partners Forum) described on the right.

Activities

- 1 Review and assessment, through desk work and necessary interviews and consultation sessions. The review and assessment should cover the following aspects, *inter alia*:
 - 1.1 Overview of national situation and response to HIV and AIDS
 - 1.1.1 General risks and vulnerability to HIV
 - General
 - Specific to young people
 - 1.1.2 National responses
 - National coordination structure
 - Legal and policy framework
 - Programme responses
 - 1.2 Readiness and responses of the education sector
 - 1.2.1 Overview of the education system
 - 1.2.2 Ministry of Education HIV and AIDS structure
 - 1.2.3 Enabling environment
 - 1.2.4 Human resources
 - 1.2.5 Workplace HIV and AIDS programmes
 - 1.2.6 HIV and AIDS and the curriculum
 - 1.2.7 Addressing the need of the infected and affected
 - 1.2.8 Partnerships
 - 1.2.9 Research

The assessment of the education sector responses should identify (1) the current status; (2) the strengths (what done); and (3) the weaknesses (gaps). Recommendations for improvement should be formulated based on the results of the assessment.
- 2 Conduct a Partner Forum/Workshop on HIV and AIDS and Education, to involve senior education officials, UN agencies and other key education partners in the country, so as to (1) review the assessment results and recommendations; (2) to formulate/update the Education Sector Strategy; (3) to review the funding and technical assistance needs for the implementation of the national strategy; and (4) to encourage key stakeholders of the Education Sector to formulate their action plans to mainstream HIV and AIDS into their relevant policies and programmes.
- 3 Update the Education Sector Strategic Plan for HIV & AIDS and Education with the inputs from the above-mentioned forum/workshop, and submit jointly with UNESCO to the national authorities for education and AIDS, with recommendations for their further review and endorsement.

2.2.2 Assess and monitor the mainstreaming of gender equality and SRHR in education sector responses to HIV and AIDS

Expected results/outputs:

- Situation assessment/analysis report of mainstreaming gender equality and SRHR in education sector responses to HIV and AIDS
- Monitoring report (periodic review)

Method	Main activities / steps	Tools	Tips on how to use the tools
Commissioned study	Prepare TOR Orient researcher(s) / Consultant(s) Draft study protocol	Tool 9	Refer to the checklist for monitoring critical elements of mainstreaming gender equality and SRHR in the education response (p. 55).
	Develop data collection tools Pre-test and validate data collection tools		Use/adapt the above mentioned checklist for the development of data collection tools, e.g. interview and FGD guides and/or questionnaires.
	Review draft report		<ul style="list-style-type: none"> • Refer to the checklist to assess whether key issues referred to in the Toolkit are adequately addressed in the report. • Use this analysis to provide feedback to the authors.
Workshop session	Introduce the concepts of gender equality and SRHR in the education response	Tool 9	Discuss definitions of gender equality and SRHR and use the definition on p. 53. This will depend on the level of knowledge of workshop participants.
	Raise the awareness on the importance of mainstreaming gender equality and SRHR in education sector responses to HIV and AIDS (if necessary)		Discuss the rationale and importance of mainstreaming gender equality and SRHR. Prepare a presentation based on information provided on p. 53. This will depend on the level of awareness of workshop participants.
	Assess the status of mainstreaming gender equality and SRHR (Initial assessment or review of progress made)		Use the checklist for monitoring critical elements of mainstreaming gender equality and SRHR in the education response (p. 55). Participants should decide whether the actions listed under each level have been carried out, only partly or not at all, or if they apply to the context.

2.2.3 Assess and monitor mainstreaming issues of children affected by AIDS

Expected results/outputs:

- Situation assessment/analysis report of mainstreaming issues of CABA
- Monitoring report (periodic review)

Method	Main activities / steps	Tools	Tips on how to use the tools
Commissioned study	Prepare TOR Orient researcher(s) / Consultant(s) Draft study protocol	Tool 10	Refer to the following elements for the development of TOR: <ul style="list-style-type: none"> • Definition of CABA (p. 59) • Summary of strategies by HIV prevalence level (p. 60) • Table presenting the disadvantages and vulnerabilities of CABA and potential educational responses (p. 60) • The three dimensions of the response to the specific needs of CABA (p. 61) • List of the critical elements for the effectiveness of the response to the needs of CABA (pp. 61-62) • Overview of comprehensive frameworks to address the needs of CABA (p. 62)
	Develop data collection tools Pre-test and validate data collection tools		Use/adapt the following elements for the development of data collection tools, e.g. interview and FGD guides and/or questionnaires: <ul style="list-style-type: none"> • Table presenting the disadvantages and vulnerabilities of CABA and potential educational responses (p. 60) • The three dimensions of the response to the specific needs of CABA (p. 61) • List of the critical elements for the effectiveness of the response to the needs of CABA (pp. 61-62)
	Review draft report		<ul style="list-style-type: none"> • Refer to the above mentioned elements to assess whether key issues related to CABA referred to in the Toolkit are adequately addressed in the report. • Use this analysis to provide feedback to the authors.
Workshop session	Introduce the concept of CABA (if necessary)	Tool 10	Give the definition of CABA. This will depend on the level of knowledge of workshop participants.
	Raise the awareness on the importance of mainstreaming issues of CABA (if necessary)		Depending on the level of awareness of workshop participants discuss the rationale and importance of mainstreaming issues of CABA based on their existing needs in the context of the country/setting. Use the following elements: <ul style="list-style-type: none"> • The summary of strategies by HIV prevalence level (p. 60) • Table presenting the disadvantages and vulnerabilities of CABA and potential educational responses (p. 60)
	Assess the status of mainstreaming (Initial assessment or review of progress made)		Use the following elements: <ul style="list-style-type: none"> • The three dimensions of the response to the specific needs of CABA (p. 61) for an assessment of the rights of CABA already taken into account in the country. • List of the critical elements for the effectiveness of the response to the needs of CABA (pp. 61-62) for an assessment of the measures already in place to meet the rights of CABA. • Overview of comprehensive frameworks to address the needs of CABA (p. 62) for an assessment of existing frameworks.

2.2.4 Assess and monitor your organization's efforts to support HIV mainstreaming

Expected results/outputs:

Internal assessment report

The below table describes activities your organization can conduct to assess and monitor the work you have been undertaking to support HIV mainstreaming in the education sector. Activities can be grouped in one of several workshops organized with the staff of your organization (and other stakeholders whenever you think it is relevant to involve people external to your organization). Some activities can be the only topic of separate meetings.

If staff members involved in the internal assessment do not have yet a good understanding of HIV mainstreaming in the education sector, you should start with some orientation and sensitization activities described under section 2.1.

Method	Main activities / steps	Tools	Tips on how to use the tools
Internal assessment: Participatory workshop(s) / Meetings	Reflect on your mission in relation to HIV mainstreaming and the work other organizations are doing in the country	Joint Agency Position Paper on HIV and AIDS and Education	Discuss to what extent the Joint Agency Position Paper presented in the Toolkit fits with what your organization is trying to achieve at the country level.
	Reflect on barriers to mainstreaming HIV and AIDS within your organization	Tool 2	Use the list of barriers to mainstreaming to discuss barriers to mainstreaming HIV & AIDS within your own organization.
	Reflect on the strengths and weaknesses of your organization to support successful mainstreaming	Tool 3	Identify the priority elements of HIV mainstreaming using the Checklist of critical elements for successful mainstreaming on p. 20. Discuss the strengths and weaknesses of your organization in terms of moving these along.
	Conduct a general assessment of how much you have already done to support HIV mainstreaming in the education sector	Tool 4	Use the list of general questions to consider around HIV mainstreaming (pp. 23-24) and/or education-specific questions (pp. 24-26) and discuss to what extent you have already mainstreamed the consideration of these questions in your work.
	Conduct a detailed assessment of the work your organization has done to support HIV mainstreaming in the education sector	Tool 5	<ul style="list-style-type: none"> • Use the checklist to assess the status of HIV mainstreaming in 10 strategic areas (pp.30-31) and conduct an assessment of the areas where your organization has already played a role in supporting mainstreaming. • You can also use the checklist to assess how HIV mainstreaming is being addressed in your own organization.
	Conduct an assessment of the work your organization has already done to support the mainstreaming of gender equality and SRHR in the response of the education sector to HIV and AIDS	Tool 9	Use the checklist for monitoring critical elements of mainstreaming gender equality, SRHR and HIV & AIDS on p. 55 and discuss the elements for which your organization has already supported mainstreaming strategies.
	Conduct an assessment of the work your organization has already done to support the mainstreaming of issues of CABA	Tool 10	<ul style="list-style-type: none"> • Use the checklist of critical elements for effectiveness on p. 61 and discuss the elements for which your organization has already supported mainstreaming strategies.

2.3 Plan the mainstreaming of HIV and AIDS in the education sector

One of the objectives of the Toolkit is to help you to plan HIV mainstreaming in the education sector. Planning can be done with different purposes:

- It can be the **development of a national strategic plan and action plan**, or the development of **plans at decentralised level**, e.g. province or district;
- Planning can **focus on specific topics** such as **gender equality and SRHR**, or mainstreaming issues of **children affected by AIDS**;
- If you are a **development cooperation agency** you can also use the Toolkit to **plan the work your organization will undertake** to support HIV mainstreaming in the education sector in a particular country.

For this objective and corresponding expected results/outcomes, this section presents:

- Suggestions of activities to conduct to achieve the expected results
- Suggestions of tools to use for each activity: Remember that the final choice of tools will depend on your partners, the context and time constraints – and not all tools need to be used together!
- Tips on how to use those tools including elements in each tool you may want to use, for what specific purpose and using what method.

2.3.1 Develop mainstreaming strategic and action plans

Expected results/outputs:

- Mainstreaming strategic plan
- Mainstreaming action plan

Elements of the plans can be used in proposal(s) for funding.

Strategies and activities identified to mainstream HIV in the education sector should be based on the results of an assessment of the situation (see section 2.2.1 of this guide).

Activities described in the below table can be grouped in one of several workshops organized with various stakeholders including with ministries of education, NGOs, development cooperation agencies, etc.

If stakeholders involved in the planning workshop(s) do not have yet a good understanding of HIV mainstreaming in the education sector, you should start with some orientation and sensitisation activities described under section 2.1.

Method	Main activities / steps	Tools	Tips on how to use the tools
Participatory planning workshop(s)	Identify general priorities	Tool 1	Use the flow chart on p. 10 to start thinking broadly about general strategies and priority areas for action.
	Refine the identification of priority strategies	Tool 3	Use the checklist of critical mainstreaming elements (p. 20) to reflect on priorities.
	Finalise your list of strategies	Tools 4, 5	Use the following elements to finalise your list of strategies: <ul style="list-style-type: none"> • List of education-specific questions in Tool 4 (pp. 24-26) • Checklist to assess the status of HIV mainstreaming in 10 strategic areas in Tool 5 (pp. 30-31). The column entitled “Possible action to be taken” will help you move from the situation analysis to strategic planning and operational planning.
	Identify all the stakeholders who will be responsible for the implementation of the action plan	Tool 7	Use the five-step method for conducting a stakeholder analysis (pp. 43-44) and the stakeholders’ matrix (p. 45) to identify current and potential stakeholders for the implementation of the mainstreaming plan.

2.3.2 Plan the mainstreaming of gender equality and SRHR

Expected results/outputs:

- Strategies and activities to mainstream gender equality and SRHR in education sector responses to HIV and AIDS

Strategies and activities identified to mainstream gender equality and SRHR in education sector responses to HIV and AIDS should be based on the results of an initial situation analysis/assessment, or of a periodic review. Suggestions on how to use the Toolkit to conduct an assessment of the status of mainstreaming gender equality and SRHR are included under 3.2.2.

Method	Main activities / steps	Tools	Tips on how to use the tools
Workshop session to plan the mainstreaming of gender equality and SRHR in education sector responses to HIV and AIDS	Identify strategies and activities	Tool 9	<ul style="list-style-type: none"> Based on the gaps you already identified using the checklist for monitoring critical elements of mainstreaming gender equality, SRHR and HIV & AIDS discuss what activities need to be undertaken through the education response (p. 55). Use the list you drew up to identify a strategy so that activities become a comprehensive part of the education response.

2.3.3 Plan the mainstreaming of issues of children affected by AIDS

Expected results/outputs:

- Strategies and activities to mainstream issues of CABA in education sector responses to HIV and AIDS

Strategies and activities identified to mainstream issues of CABA in education sector responses to HIV and AIDS should be based on the results of an initial situation analysis/assessment, or of a periodic review (see section 2.2.3).

Method	Main activities / steps	Tools	Tips on how to use the tools
Workshop session to plan the mainstreaming of issues of CABA	Identify strategies and activities	Tool 10	<p>Based on the gaps you have identified during the situation analysis discuss potential strategies to address the gaps and the corresponding activities. Use the following elements:</p> <ul style="list-style-type: none"> Table presenting the disadvantages and vulnerabilities of CABA and potential educational responses (p. 60). Discuss whether the potential educational responses described in the tool are relevant to your context. The three dimensions of the response to the specific needs of CABA (p. 61). Align your strategies with the three dimensions described in the tool. List of the critical elements for the effectiveness of the response to the needs of CABA (pp. 61-62). Identify the measures listed in the tool that could be appropriate in your context. Overview of comprehensive frameworks to address the needs of CABA (p. 62). Use the frameworks presented in the tool to establish the strategies you think should be included in your strategic plan.

2.3.4 Plan for organizational strengthening to mainstream HIV

Expected results/outputs:

- Institutional strategic plan and action plan to support HIV mainstreaming

Strategies and activities identified to support HIV mainstreaming in the country where your organization works should be based on the results of an assessment of the work you have already done (see section 2.2.4).

Activities described in the below table can be grouped in one of several workshops organized with the staff of your organization (and other stakeholders whenever you think it is relevant to involve people external to your organization). Some activities can be the only topic of separate meetings.

If staff members involved in the workshops/meetings do not have yet a good understanding of HIV mainstreaming in the education sector, you should start with some orientation and sensitization activities described under section 2.1.

Method	Main activities / steps	Tools	Tips on how to use the tools
Internal planning: Participatory planning workshop(s) / meeting(s)	Identify general priorities in the country where you work	Tool 1	Use the flow chart on p. 10 to start thinking broadly about general strategies and priority areas for action.
	Refine the identification of priority strategies that your organization can move forward	Tool 3	Use the checklist of critical mainstreaming elements (p. 20) to reflect on priorities for supporting HIV mainstreaming, and the role your organization could play.
	Identify specific entry points to get HIV & AIDS on the agenda of your organization	Tool 6	Use the following elements to identify entry points: <ul style="list-style-type: none"> Summary of opportunities for mainstreaming (p. 37) Suggestions of general entry points (pp. 38-39)
	Identify your partners for the implementation of your action plan	Tool 7	Use the five-step method for conducting a stakeholder analysis (pp. 43-44) and the stakeholders' matrix (p. 47) to identify current and potential partners.
	Develop an advocacy action plan	Tool 8	<ul style="list-style-type: none"> Prioritise the issues you want to advocate for using the list of advocacy issues (p. 48). Develop an advocacy action plan using the worksheet on p. 50.
	Identify specific strategies to work on the mainstreaming issues of gender equality and SRHR in the education responses to HIV and AIDS	Tool 9	Use the list of strategic approaches on p. 56 that describes a range of opportunities for introducing and reinforcing issues of gender equality and SRHR. Discuss which approaches are the most relevant for your organization.
	Identify specific strategies to work on the mainstreaming issues of CABA	Tool 10	Use the issues under the three dimensions for mainstreaming issues of CABA (p. 61) as a framework for support.
Practice to move from planning to implementation	Tool 11	Use the suggestions (pp. 66-67) and practical examples on how to move from planning to action.	

Example: Development of an implementation plan to mainstream HIV in the education sector in Papua

In 2008 the Netherlands Ministry of Foreign Affairs and UNICEF supported a process to mainstream HIV and AIDS in the education sector in the province of Papua in Indonesia. The process led to the development of an action plan that was used for a request for funding.

The below table describes the process and how the Toolkit was used during each step of the process.

	Objectives of each step	Activities	Outputs	Stakeholders involved	How the Toolkit was used
1	Orient UNICEF staff on HIV mainstreaming in the education sector and build a common vision amongst the staff of UNICEF in charge of supporting the process in Papua	Workshop	UNICEF staff - both education and HIV specialists -trained on HIV mainstreaming in the education sector	UNICEF staff (trainees) International consultant (workshop facilitation)	The Toolkit was used as a source of information along with other resources, especially for definitions of HIV mainstreaming in the education sector.
2	<ul style="list-style-type: none"> Raise awareness of staff of the Ministry of Education in Papua on issues related to HIV mainstreaming in the education sector Create a common understanding and vision of HIV mainstreaming in the education sector 	3-day workshop	Roadmap for the rest of the process	Staff of the Ministry of Education in Papua: teachers, principals, students; community leaders (trainees) International consultant (workshop facilitation)	The Toolkit was used mostly as a reference.
3	Assess the situation of HIV mainstreaming in the education sector in Papua	Situation response analysis (consultation meetings) Study on young people and HIV & AIDS in Papua	Situation response analysis report Study report on young people and HIV & AIDS in Papua Draft plan of action	International consultant (situation response analysis) Research team based at a local university (study on young people and HIV & AIDS in Papua)	The Toolkit was not used during that step.
4	Develop an action plan for mainstreaming HIV in the education sector in Papua	5-day workshop	Final operational plan for mainstreaming HIV in the education sector	Staff of Ministry of Education at provincial and district level UNICEF staff International consultant (workshop facilitation)	<p>During the first two days of the workshop participants finalised the situation analysis building up on the previous step. The following tools were used to guide the discussions and exercises :</p> <ul style="list-style-type: none"> <i>Tool 3 - Successful HIV and AIDS mainstreaming: critical elements</i> <i>Tool 4 - Mainstreaming: basic questions to ask yourself and others</i> <i>Tool 5 - What is the status of mainstreaming?</i> <p>On the third day participants spent one day in the field with teachers and students. Participants discussed constraints to address HIV and related issues such as gender and reproductive and sexual health.</p> <p>During the rest of the workshop participants finalised the mainstreaming plan.</p> <p>They also conducted a stakeholder analysis using <i>Tool 7 – Stakeholder/partner analysis for HIV and AIDS mainstreaming</i>.</p>