



Inter-Agency Task Team on Education

The Quality and Effectiveness of Partner Efforts Supporting the Education Sector's Response to HIV and AIDS –

Lessons Learned from Jamaica

**Paolo Fontani, UNESCO
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Overview

- ❑ UNAIDS Inter-Agency Task Team on Education
- ❑ Purpose of country case study exercise
- ❑ Methodology of the review
- ❑ Country context and background – Jamaica
- ❑ Country findings
- ❑ Recommendations for education sector response and development partners



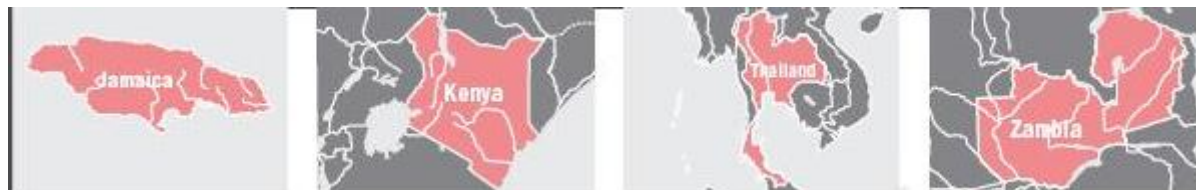


Background: UNAIDS IATT on Education

- ❑ Established in 2002 to support accelerated and improved education sector responses to HIV and AIDS; convened by UNESCO
- ❑ Includes as members: UNAIDS Co-sponsors, bilateral agencies, private donors, and CSOs
- ❑ Aims to:
 - Accelerate and improve education sector response to HIV and AIDS by promoting and supporting good practices in the education sector, *and*
 - Encouraging alignment and harmonisation within and across agencies to support global and country level actions.

Mapping Opportunities for Collaboration: Country Case Study Exercise

- Purpose: Assess the quality & effectiveness of collaboration based on stakeholders' perceptions in Jamaica, Kenya, Zambia and Thailand of:
 - Achievements and gaps in the education response to HIV & AIDS
 - Coordination efforts
 - Harmonisation and alignment
 - Information sharing and key resources
 - M&E and feedback into decision-making
- Final purpose: formulate recommendations for the response, for development partners and for the IATT



Methodology

- ❑ Desk review of relevant documentation
- ❑ Stakeholder interviews in four countries with:
 - Ministry of Education
 - Universities
 - Development agencies
 - Civil society and NGOs
 - PLHA groups
 - Private sector
 - National Aids Council/ MoH & other key actors
 - Teachers and students in schools
- ❑ Visits of selection of local educational facilities
- ❑ Preparation and circulation of country "*aide memoires*" to maximise participation of stakeholders



Jamaica - Background

- ❑ Caribbean has second highest prevalence of HIV
- ❑ Jamaica – HIV prevalence estimated at 1.5%
- ❑ Because of delayed diagnosis and treatment, the AIDS-related mortality rate is very high – at 61%
- ❑ Increasing feminisation of the epidemic, and young people have highest prevalence rates
- ❑ National AIDS response implemented since 1998, currently in 4th National Strategic Plan
- ❑ Education sector efforts started around 2000

Findings - Achievements

- Significant progress in the AIDS response overall *and* within the education sector in areas of:
 - Policy development, i.e. National Policy for Managing HIV and AIDS in Schools
 - Institutional arrangements, i.e. HIV and AIDS Response Team in the MoEY, decentralised staff
 - Curriculum development and teacher training– HFLE curriculum roll-out, delivered by specially trained teachers
 - Locally developed materials

Findings - Gaps

- ❑ Urban concentration of activities
- ❑ Policy enforcement
- ❑ Insufficient continuity, sustainability of funding
- ❑ Coordination of the response
- ❑ Curriculum limited to public sector
- ❑ M&E not systematic



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Findings - Coordination

- ❑ Mechanisms established for wide, inter-sectoral coordination – widening participation and increasing joint action
- ❑ However,
 - Limited links between the various committees
 - Limited links between the national coordination mechanisms and sectoral coordination mechanisms
 - Mechanisms lack civil society and PLHIV participation
 - Actions continue to be in-part driven by agencies' agendas



Findings - Harmonisation and Alignment

- ❑ Little evidence was found of improved harmonisation and alignment
- ❑ Absence of a specific education HIV and AIDS strategy is cited as a limitation
- ❑ No joint funding mechanisms or joint reporting formats
- ❑ Progress in joint planning and consultations
 - UNDAF
 - CARICOM MoE meetings
 - Caribbean International Development Partners meetings



Findings – Key Resources and Information-Sharing

- ❑ While a number of key resources for the response were highlighted
- ❑ Formal arrangements for sharing of information and resources are weak
- ❑ Material distribution rarely hand-in-hand with strategies and resources for dissemination and follow-up
- ❑ Resource use and uptake is weak

Findings – M&E, Evaluation and Feedback

- ❑ Consensus that this area has not been given sufficient priority
- ❑ Limited data collection on what is being done, and the existing information is not comprehensive
- ❑ No annual review of progress and comprehensive management decisions are not sufficiently evidence-based
- ❑ This expected to change with TA in the MoEY



Recommendations – For education sector response

- ❑ Prioritise the implementation of a National Strategy on Education and HIV and AIDS
- ❑ Institutionalise links across coordination mechanisms and establish clear channels for information exchange and feedback
- ❑ Embrace a more comprehensive whole school approach to education and HIV and AIDS
- ❑ Document best practices, and support evidence based decision-making

Recommendations – For development partners

- ❑ Continue to lobby for a multi-sectoral response
- ❑ Strive for greater flexibility in funding and longer term support
- ❑ Address HIV and AIDS technical capacity-building within development agencies



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Find out more about the UNAIDS IATT on Education

□ <http://www.unesco.org/iatt>

