



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 Kenya

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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 – Kenya
- ❑ Country findings
- ❑ Recommendations for education sector response and development partners

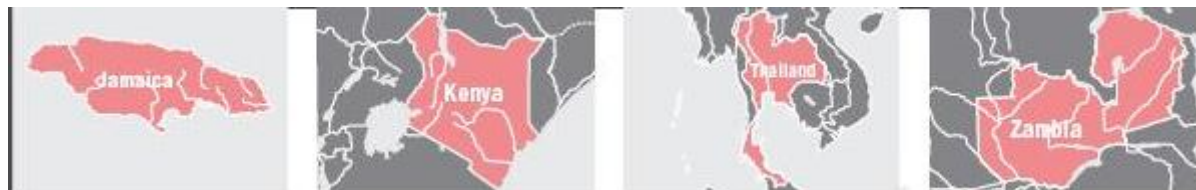


Background: UNAIDS IATT on Education

- ❑ 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



Background - Kenya

- ❑ Kenya facing declining rates of HIV infection
- ❑ High prevalence rates in previous years means high number of HIV-related deaths and orphans
- ❑ Government declared a 'total war' on AIDS in 1999
- ❑ Commitment to multi-sectoral national response
- ❑ National AIDS Control Council coordinates effort, in Office of the President

Findings - Achievements

- ❑ MoE demonstrated an early commitment to accelerating the response
- ❑ HIV mainstreamed into the Kenya Education Sector Support Programme including the curriculum
- ❑ Lifeskills integrated in curriculum (Children & Teachers)
- ❑ Education Sector Policy on HIV and AIDS and workplace policy guidelines on HIV and AIDS
- ❑ AIDS Control Units (ACUs) established
- ❑ Positive teacher network and psycho-social support groups for positive teachers
- ❑ Expanded access to VCT
- ❑ M&E system, EMIS, DEMIS



Findings – Gaps and Challenges

- ❑ Limited policy dissemination and translation into actions
- ❑ MoE staff turnover, retrenchment and retirement, as well as a stop on new recruitments, affecting staff availability and continuity
- ❑ Insufficient teacher training & Lifeskills for teachers
- ❑ Inadequate focus on gender, sexuality & HIV & LSBE for the empowerment of girls & other children affected by AIDS
- ❑ Funding gaps in KESSP
- ❑ Coordination between ACUs and development partners
- ❑ Stigma and discrimination continue to pose barriers to accessing VCT

Findings - Coordination

- ❑ Education response has been much better coordinated, and moved faster, than in other key sectors
- ❑ SWAp process led to enhanced donor coordination, more formalised structures, clarification of priorities, better mainstreaming of HIV in education, and a framework for joint planning and funding
- ❑ However,
 - Civil society and PLHIV groups are not systematically part of decision-making
 - Continued duplication of efforts by partners
 - Coordination between ACUs fragmented

Findings - Harmonisation and Alignment

- ▣ Alignment by DPs with the SWAp and the KESSP
- ▣ Commitment to basket funding for key programmes
- ▣ Joint planning and reporting on KESSP
- ▣ SWAp and KESSP created an enabling environment
- ▣ Ongoing challenges:
 - Funding of KESSP affecting implementation
 - Some development partners keep funding outside of KESSP
 - Efforts limited to education sector – no cross-sectoral coordination for OVC

Findings – Key Resources and Information-Sharing

- ❑ Information-sharing through EDPG, joint annual reviews, thematic meetings
- ❑ Ongoing concerns:
 - Limited decentralisation
 - Some key resources have not been sufficiently disseminated or monitored
 - Integration of information into decision-making not regular or consistent



Findings – M&E, Evaluation and Feedback

- ❑ Little progress towards identifying education-specific indicators on HIV and AIDS
- ❑ Promising developments :
 - On-going work to establish an EMIS and DEMIS which will provide critical information on the implementation of KESSP
 - National framework for HIV and AIDS monitoring has been set up (COBPAR)

Recommendations – For education sector response

- ❑ Further disseminate the policy and legal frameworks and monitor their compliance and implementation
- ❑ Take stronger leadership in effective inter-sectoral coordination on issues impacting on the sector
- ❑ Establish clear coordination, harmonisation and reporting structures for the ACUs and strengthen them with additional staff
- ❑ Develop an education sector HIV and AIDS monitoring and evaluation plan and support data flow from decentralised to MoE levels

Recommendations – For development partners

- ❑ Develop clear mechanisms for translating the HIV and AIDS programme under KESSP into priorities and joint annual plans
- ❑ Strengthen links between different sectors within development agencies themselves
- ❑ Ensure HIV & AIDS and education programmes have clear indicators for monitoring outputs and outcomes, and necessary resources

Find out more about the UNAIDS IATT on Education

□ <http://www.unesco.org/iatt>

