



Inter-Agency Task Team on Education

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

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Lessons Learned from Thailand

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

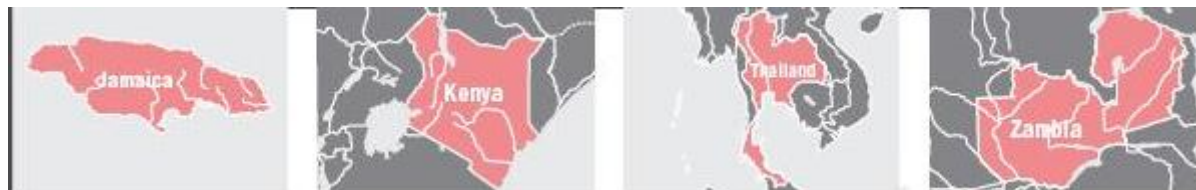


Background: UNAIDS IATT on Education

- ❑ 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, Thailand and Zambia 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

Thailand - Background



- ❑ Thailand made important progress in stemming the epidemic
- ❑ Indications that epidemic is spreading again – 1/3 new infections in 2005 among married women
- ❑ HIV spreading fastest among young people
- ❑ Government funding impressive, but 75% of budget for treatment and care
- ❑ In education sector, recent study found financing for prevention education declined between 2004-06



Findings - Achievements

- ❑ Early public response to HIV and AIDS, driven mostly by the health sector
- ❑ Increased and high levels of access to ARVs
- ❑ Generally high levels of knowledge about HIV among young people although misconceptions persist
- ❑ Curriculum development
- ❑ High level of involvement of NGOs in education and community prevention activities
- ❑ Development of locally appropriate materials for training and support of teachers by a variety of NGOs and other partners

Findings - Gaps

- ❑ Insufficient recognition or support by other sectors of the role for education in HIV prevention
- ❑ Substantial stigma and discrimination
- ❑ No dedicated MoE staff for HIV and AIDS
- ❑ No strategy or workplace policy on HIV and AIDS for the education sector
- ❑ Coordination informal, and a substantial amount of duplication
- ❑ Curriculum content doesn't address equip students to adopt risk-reduction behaviours
- ❑ Inadequate teacher training and support

Findings - Coordination

- ❑ Overall response is overseen by the National AIDS Council
- ❑ Ministry of Public Health leads in terms of budget and initiatives
- ❑ Within the MoE, HIV and AIDS are coordinated as part of the sexuality education programme
- ❑ Structures for coordinating the MoE efforts with external partners largely informal
- ❑ Evidence of duplication of efforts
- ❑ Coordination within the education sector not guided by a sectoral policy/implementation plan



Findings - Harmonisation and Alignment

- ❑ Very little progress towards harmonisation and alignment within the education sector
- ❑ Most of the externally-financed activities are project-driven and implemented by NGOs
- ❑ No examples found of joint reporting, pooled funding and other areas of harmonisation
- ❑ Limited incentive given the small scale of external funding compared to the overall response and the government's desire to reduce aid dependency

Findings – Key Resources and Information-Sharing

- ❑ While a number of key resources for the response were highlighted
- ❑ Information sharing was cited as mostly informal and restricted to sub-groups/sub-fora
- ❑ Few opportunities for thematic discussions around key issues affecting the education response
- ❑ Key resources insufficiently disseminated and their implementation is not being monitored
- ❑ Teachers' aids inadequate to address complex issues



Findings – M&E, Evaluation and Feedback

- ❑ Monitoring and evaluation is fragmented and limited to specific initiatives/projects
- ❑ Data collection for the MoE as a whole does not include specific indicators on HIV and AIDS
- ❑ No system for assessing the impact of actions undertaken, or of the impact of HIV and AIDS on the education system
- ❑ Little feedback of information into decision-making processes at national level

Recommendations – For education sector response

- ❑ Develop a medium-term policy and plan, with priority strategies, for addressing HIV and AIDS through the education sector
- ❑ Establish a formal coordination structure among government agencies and NGOs
- ❑ Appoint dedicated staff within the MoE to accelerate the HIV and AIDS response in education
- ❑ Scale up teacher training
- ❑ Ensure the development of a functional monitoring and evaluation system for the education sector's response to HIV and AIDS

Recommendations – For development partners

- ❑ Establish a thematic group on the HIV and AIDS response in education among cooperation partners
- ❑ Develop a priority agenda for support addressing coordination, technical support, and research
- ❑ Advocate on the importance of education within the overall AIDS response
- ❑ Ensure programmes have clear indicators for monitoring outputs and outcomes, and the necessary resources

Find out more about the UNAIDS IATT on Education

□ <http://www.unesco.org/iatt>

