



## **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 Zambia**

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



## Background: UNAIDS IATT on Education

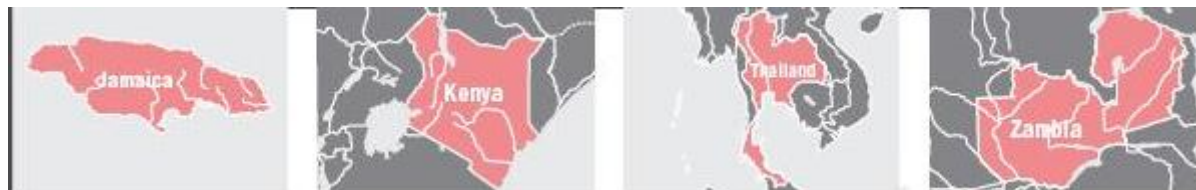
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- ❑ Established in 2002 to support accelerated and improved education sector responses to HIV and AIDS; convened by UNESCO
- ❑ Includes as members: UNAIDS Co-sponsors, bilateral agencies, private donors, and CSOs
- ❑ Aims to:
  - Accelerate and improve 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

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- ❑ 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
  - Key resources and information sharing
  - M&E and feedback into decision-making
- ❑ Final purpose: formulate recommendations for the response, for development partners and for the IATT

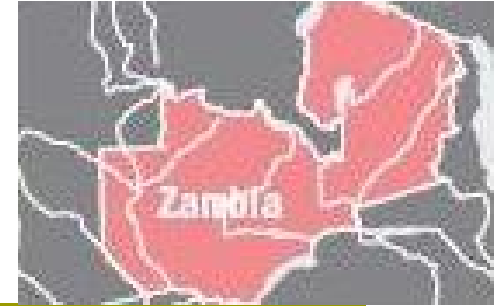


# Methodology

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- ❑ 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

## Zambia- Background



- ❑ HIV prevalence is 17% among adults
- ❑ Recent encouraging changes among young people
- ❑ Children seriously affected – 800,000 orphans in 2005
- ❑ Severe impact on education sector – 800 teachers lost every year to AIDS-related illnesses
- ❑ VCT and ART uptake low
- ❑ Condom use low, and reportedly decreasing



## Findings - Achievements

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- ❑ MoE widely recognised as a front runner in the response
- ❑ HIV and AIDS institutionalised from MoE central structures down to the school level
- ❑ MoE Sector Policy on HIV and AIDS
- ❑ Anti-AIDS Teachers Association of Zambia
- ❑ HIV mainstreamed in primary education curriculum
- ❑ HIV in pre-service teacher training institutions
- ❑ VCT - over 5,300 teachers were tested in 3 years
- ❑ ART - 2000 teachers receiving treatment

## Findings - Gaps

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- ❑ Sector policy has not been translated into a medium-term implementation plan
- ❑ HIV and AIDS an add-on to heavy workload
- ❑ Placement of HIV and AIDS in the HR department has resulted in a strong focus on the workplace
- ❑ No mechanism for monitoring and evaluating the impact of the AIDS response in the sector
- ❑ Multi-sectoral coordination and action weak
- ❑ Inconsistent messages around HIV prevention
- ❑ AIDS fatigue



## Findings - Coordination

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- ❑ MoE sector plan – basket funding arrangements
- ❑ HIV and AIDS unit in MoE coordinates response
- ❑ PS chairs a committee on Special Issues in Education (OVC)
- ❑ SWAp and pooled funding contributed to coordination but
  - Limited internal coordination within MoE
  - Lack of trained and dedicated staff
  - AIDS unit not consistently involved in budget discussions
  - Coordination among DPs has not resulted in decision-making on a priority agenda

## Findings - Harmonisation and Alignment

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- ❑ Joint Assistance Strategy for Zambia (JASZ) and SWAp have led to considerable progress
- ❑ National AIDS response – “Three Ones”
- ❑ Progress toward joint reporting, cycles, common indicators and pooled funding
- ❑ Progress on coordination, harmonisation and alignment within the sector in general has not benefited the HIV and AIDS response in particular
  - Parallel projects continue to exist
  - Limited common agenda by development partners

# Findings – Key Resources and Information-Sharing

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- ❑ Information sharing on HIV and AIDS in education was generally rated as moderate to good
- ❑ Information shared through SWAp mechanisms, joint review, briefings to PS
- ❑ MoE plays an important role in developing materials that are being found useful by teachers in schools
- ❑ Areas of concern:
  - Inadequate evidence of outcomes and impact
  - Limited feedback into decision-making processes
  - Documentation of what works and under what conditions in the education response has not been an area of focus

# Findings – M&E, Evaluation and Feedback

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- ❑ M&E identified as one of the weaker areas of the response
- ❑ Progress in aligning UNGASS indicators to the education sector, but limited agreement on more specific indicators
- ❑ Absence of M&E systems hampering lesson-learning and drawing on pilot experiences

# Recommendations – For education sector response

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- ❑ Disseminate HIV and AIDS policy, support adherence, and develop an implementation plan
- ❑ Review placement and staffing of HIV and AIDS unit
- ❑ Revise EMIS to include a limited number of HIV-related indicators
- ❑ Evaluate response for best practices, costs and benefits, etc. to establish priority agenda
- ❑ Strengthen multi-sectoral coordination around OVC, VCT and ART

# Recommendations – For development partners

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- ❑ Align behind the MoE priority agenda
- ❑ Establish mechanisms for monitoring and evaluating HIV activities within the ed sector plan
- ❑ Establish a thematic group on HIV and AIDS
- ❑ Review and strengthen mechanisms for the provision of financing to HIV and AIDS related activities



# Find out more about the UNAIDS IATT on Education

□ <http://www.unesco.org/iatt>

