

OPEC Fund /UNESCO Project on Mitigation of HIV/AIDS Crisis in Asia through Education

Final Narrative and Financial Report

Reporting period 1 May 2005 – 31 October 2007



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Summary

The OPEC Fund/UNESCO project *Reducing the Impact of the HIV/AIDS Crisis in and through Education* has delivered assistance to 12 countries¹ to strengthen prevention education through formal and non-formal channels, including schools, communication, media and advocacy. As indicated in the agreed project proposal, UNESCO implemented the programme within the framework of EDUCAIDS, the UNAIDS Global Initiative on Education and HIV & AIDS. In this way, all programme activities complemented ongoing international and national efforts, targeted initiatives and partnerships.

This report looks back over the whole period of the programme, 1 May 2005 – 31 October 2007, and lists all programme action by activity, indicator and country. The report includes the cumulative financial report for the 30 months of the project in Annex 1.

UNESCO had implemented US\$2,172,690 at the end of October 2007, i.e. 99.7% of all funds received to date (US\$2,178,273) or 96.6% of the total programme budget (US\$2,250,000).

UNESCO has produced two articles on the programme, one for UNESCO's webpage and one for potential publication in the OPEC Fund's magazine.

Project goal and objectives

The goal of the project was to help the twelve countries concerned improve prevention education programmes and thus prevent HIV infection among young people in and out of school.

There were five objectives and related fields of action, at both international and national levels. Additionally, in the consolidated workplan submitted to the OPEC Fund in May 2005, a monitoring and evaluation framework developed in consultation with the project stakeholders was presented. The framework designated a few indicators per objective. The five objectives and their indicators are considered country by country as follows:

¹ The twelve countries included in the project are: Bangladesh, Cambodia, Lao PDR, Thailand and Viet Nam (South, East and Southeast Asia); Afghanistan, Kazakhstan and Uzbekistan (Central Asia); and Lebanon, Jordan and Syria (Arab States).

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Ongoing technical support was provided by UNESCO's Section on HIV and AIDS, UNESCO's International Bureau for Education (IBE), and the UNESCO regional office in Bangkok.

1. Consolidate knowledge on what works and develop evidence-based advocacy materials for ministries, schools and other actors in education systems

1.1. Number and quality of materials developed



All 12 countries developed, translated, printed and/or distributed materials.

The *Advocacy Toolkit (HIV/AIDS and Education: A Toolkit for Ministries of Education)* was originally produced by UNESCO Bangkok. It was translated and adapted in nine countries, with over 20,000 paper copies and 10,000 CD-ROMs distributed to key education sector stakeholders.

Similarly, the *Teacher Training Manual (Reducing HIV/AIDS Vulnerability among Students in the School Setting: A Teacher Training Manual)*, initially produced by UNESCO Bangkok in 2005, It was translated and adapted in four countries, with over 8,000 paper copies.

In addition a wide range of other manuals and audio-visual materials were developed, including websites, resource manuals for school principals and counselors, and toolkits – all adapted to the national context. The new EDUCAIDS materials (OPEC Fund supported their development in English and Arabic, and they are also being produced in French, Portuguese and Spanish) have been recently produced and will be distributed globally as invaluable tools for decision-makers.



Country	Activity
Global	<p>Production and translation of 5,000 English and 1,500 Arabic EDUCAIDS folders and materials – including a brochure, Framework for Action, five overviews, and 35 briefs for decision-makers.</p> <p>HIV and AIDS curriculum pages translated in Russian and Arabic on www.ibe.unesco.org. The site includes examples of HIV and AIDS education good practice in formal settings, with 20 key curriculum documents in Russian added during the programme.</p> <p>New revised version of the HIV and AIDS curriculum manual available in Russian and Arabic (in addition to English and French). It contains nine modules including a policy tools for developing and integrating curricula and HIV & AIDS education; diagnosis and appraisal tools; a content matrix for planning; and links to other tools.</p> <p>Module on developing a preliminary country assessment of current curriculum response in Africa adapted for Russian and Arabic contexts.</p>
Afghanistan	<p>9,500 copies of Advocacy toolkit printed and circulated (4,750 Dari & 4,750 Pashtu).</p> <p>5,500 copies of Teacher Training Manual printed and circulated (2,750 Dari & 2,750 Pashtu).</p>

	HIV/AIDS youth-friendly materials (posters, handbook, leaflets, notebooks and calendars) being developed.
Bangladesh	700 copies of Advocacy toolkit produced and circulated. Teacher Training Manual translated, printed and circulated. Audio-visual education programme: street drama, film, audio CD (500 copies), cartoon book and pictorial book (3,000 each)
Cambodia	700 copies of Advocacy toolkit produced and circulated.
China	8,150 copies of Advocacy toolkit updated with best practice from China, produced and circulated. Teacher Training Manual adapted to include revisions from the regional generic version, due to be completed by the end of 2007. Three-part guide developed for teacher training colleges on HIV/AIDS, pedagogy and resources. Adapted, translated and printed/distributed a reference manual (online and 500 paper copies) for peer educators and outreach workers on sexual health for MSM.
Jordan	2,000 copies of Advocacy toolkit updated with information on life skills and circulated 2,000 copies of resource pack for school principals and school counselors produced and circulated. 3,000 copies of a WHO/UNESCO resource manual on reproductive health, AIDS and STIs (in Arabic) distributed. Website developed with the University of Jordan for students, staff and the general population. 1,000 copies of Jordanian lifeskills manual, incorporating UNESCO guidelines on language and content, produced and distributed in Arabic. 1,000 posters and advocacy materials printed for World AIDS Day 2005 and 2006.
Kazakhstan	500 copies of Advocacy toolkit printed and circulated. 2,890 copies of Teacher Training Manual printed and circulated. UNESCO's Strategy for Responding to HIV and AIDS and EDUCAIDS translated into Russian and distributed among senior policy makers.
Lao PDR	600 copies of IEC materials printed and distributed in five provinces.
Lebanon	Toolkit on Adolescent Puberty for Teachers, Students and Parents developed.
Syria	UNICEF 'Operational guide on gender and HIV/AIDS: a rights-based approach' translated and disseminated.
Thailand	500 paper copies – as well as 10,000 CD-ROM copies – of the Advocacy toolkit printed and circulated.
Uzbekistan	Advocacy toolkit translated, printed and circulated in Uzbek and Russian.
Vietnam	1,000 copies of Advocacy toolkit printed and circulated. Translated EDUCAIDS Framework and Good Policy and Practice booklets (1-3) into Vietnamese.

1.2. Interagency coordination and collaboration increased

Interagency coordination and collaboration was increased in all 12 countries, with a particular focus on ministries of education. In some cases, such as between Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan, between China and Vietnam, and in the Middle East and North African region, cross-country and regional links were developed and strengthened. In other cases, inter-ministerial cooperation and/or intra-UN coordination was strengthened. Significant input was provided in developing country HIV and AIDS strategies, including in Afghanistan, Cambodia and China.



Country	Activity
Afghanistan	Ongoing work with the ministries of education and health, and teacher training colleges. Specifically, support to developing the Afghanistan HIV and AIDS National Strategic Framework (2006-2010).
Bangladesh	Work with the Ministry of Education and key stakeholders on a prevention education programme for young people out of school, including work to strengthen a monitoring and evaluation forum. 'Media and HIV/AIDS: Training of Trainers Workshop on Development of Multi-Media Materials' with participants (from Bangladesh, Jordan & Kazakhstan)
Cambodia	Provided significant support to developing the Cambodian HIV and AIDS 2006-2010 Strategic Plan.
China	Cooperation with State Council AIDS Working Committees, medical research groups and provincial education departments and HIV/AIDS teaching and research groups. Commercial Media Roundtable on 'HIV/AIDS: The Role of Commercial Media, Advertising and Corporate Communications in Reducing HIV/AIDS Stigma in China', co-organized by UNDP, UNESCO, UNAIDS and UNICEF. Work with UNICEF to develop and produce life skills education materials.
Jordan	Inter-Ministerial Taskforce established, with over 100 people attending the joint launch with the ministries of Health and Education. This meets regularly; it reviewed and finalized five resource manuals and will be undertaking a needs assessment of the education sector response to HIV and AIDS. Resource manual on reproductive health, AIDS and STIs (in Arabic) developed with WHO.
Kazakhstan	Organized National Conference, 'Further improvement of preventive education on HIV and healthy life skills' with representatives from a wide range of education sector stakeholders. Participation in regional forum (Kazakhstan, Kyrgyz Republic, Tajikistan, Turkmenistan and Uzbekistan) on EFA goal implementation. Work with UNICEF and the Ministry of Education in Tajikistan to discuss life skills implementation. Collaboration with national NGO 'KMPA' and International Planned Parenthood Federation to develop a manual on HIV and drug & alcohol use.

	'Course on coverage of HIV and AIDS issues in media' for media professionals used as a handout for trainees in media trainings and presented to partners: UNAIDS, UNICEF, local and international NGOs.
Lao PDR	Organized orientation workshops for Ministry of Education and other agencies. Forum on curriculum brought together representatives from schools and provincial education departments, the Ministry of Education, UN agencies and NGOs.
Lebanon	Regional workshop on 'Needs assessment for Comprehensive School Health' for healthcare specialists from 11 different countries. Conducted human rights and HIV/AIDS training for officials from multiple government departments.
Syria	Regional youth forum organized for health education supervisors from 13 countries, in cooperation with UNICEF and the Syrian Family Planning Association.
Thailand	Produced a report on budgetary allocation for HIV and AIDS, including sex education, for education sector stakeholders; and conducted a consultative meeting with the Ministry of Education and other UN agencies.
Uzbekistan	Sub-regional training brought together Ministry of Education representatives from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan for the first time. Support to the UN Theme Group on HIV/AIDS and its transformation into an HIV/AIDS partners forum. Worked with other agencies during World AIDS Day in 2005 and 2006 to organize a concert for 10,000 people and a week-long advocacy campaign.
Vietnam	Conducted baseline analysis of the education sector's response to HIV and AIDS. Eight senior officials from the Ministry of Education participated in a study visit to China. AIDS media subgroup established, where UNESCO is working in collaboration with other International agencies (UNAIDS, World Bank, Policy Project), and developed mass media materials

1.3. Number of training and advocacy events organized



Training and advocacy events were central to OPEC Fund programme activities, and the full range undertaken is not reflected in the table above. In particular, there is a similarity between this indicator and 2.2, 'Number and type of training' of capacity building activities. Project countries were also very active in developing and promoting the Advocacy Toolkit and Teacher Training Manual (see 1.1) and capacity assessments (2.1).

Country	Activity
Afghanistan	Advocacy toolkit and Teacher Training Manual launched.
Bangladesh	Teacher Training Manual launched.
Cambodia	Launched HIV/AIDS Media kit in Khmer and English.
China	Project on education sector capacity building for HIV/AIDS responses in Hainan province; advocacy workshop conducted for education officials and pilot schools.
Jordan	HIV and AIDS orientation training conducted with the National AIDS Programme for 60 Ministry of Education officials, followed by four follow-up Ministry of Education

	workshops reaching a further 150 civil servants.
Lao PDR	Workshop on ‘Scaling up HIV/AIDS prevention’ targeting school principals and teachers with 25 participants from the Ministry of Education.
Thailand	Meeting disseminating findings of research – considering youth sexual behavior and barriers to teaching sex education and HIV/AIDS education in Thai Education System – with 62 mid-to-senior officials from the Ministry of Education. Launch of report on budgetary allocation for HIV and AIDS, including sex education, for education sector stakeholders, with a consultative meeting with the Ministry of Education and other UN agencies.
Uzbekistan	Sub-regional training brought together Ministry of Education representatives from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan for the first time. Annual Report on Prevention Education Activities developed. Public advocacy campaigns supported for World AIDS Day 2005 and 2006, including two concerts (5,000 and 10,000 young people), TV talk show and radio quiz.

2. Strengthen national and local capacity of key actors in the education sector, including in the areas of strategic planning, curriculum development, teacher training and monitoring and evaluation

2.1. Number of countries completing capacity assessments

Assessments were undertaken in all 12 countries in a wide range of contexts, with reviews and assessments of national programmes in the majority of countries. Reviews of school-based HIV education were conducted in two countries. Additionally there were studies on best practices of HIV prevention, and reviews of literature and communication & advocacy tools. Many of the assessments were conducted in the initial stages of the programme and were used to inform the development of the in-country project activities.



Country	Activity
Afghanistan	Conducted assessment of school-based HIV/AIDS education.
Bangladesh	HIV/AIDS communication and advocacy materials identified, collected, consolidated and shared for feedback in National education sector workshop.
Cambodia	IEC materials mapped and reviewed, and disseminated to all partners. Assisted Ministry of Education, Youth and Sport to map HIV/AIDS prevention activities, including in creating a database of training on HIV/AIDS related topics.
China	Supported special session on HIV/AIDS incorporated into third national Chinese EFA forum. Conducted assessment of situation of school-based HIV education in Guanxi and Hainan provinces.
Jordan	Undertook literature review/synthesis of HIV/AIDS and sex education in the secondary education science curriculum, and a survey of students knowledge of

	HIV/AIDS in primary and secondary schools. Study assessing the cultural approach and sensitivities to HIV prevention. Inter-ministerial taskforce meetings undertook needs assessment study of the education sector response to HIV and AIDS.
Kazakhstan	Key materials and information on HIV and AIDS identified, repackaged and disseminated educators and other education sector stakeholders. Supported assessment by Ministry of Education of the capacity to respond to HIV/AIDS
Lao PDR	Reviewed HIV/AIDS knowledge of 200 teachers in six provinces before workshops.
Lebanon	Study on best practices on HIV prevention prepared in collaboration with American University of Beirut and disseminated in the region. Assessment of the main accomplishments and developments in school health (Syria)
Syria	
Thailand	Review and ongoing assessment of the HIV/AIDS programme and budget in the education system.
Uzbekistan	Study on HIV prevention activities completed and disseminated in the form of a Prevention Education Activity annual report.
Vietnam	Situation analysis and baseline assessment of the education system's response to HIV and AIDS in all areas of the Ministry of Education and Training, including formal and non-formal education.

2.2. Number and type of training provided per country, and capacity increases as per pre-post tests



Training took place in all 12 countries, with over 5,000 individuals participating in anything from half-day to five-day workshops, including several study visits. Total of people trained by group includes:

- 1,450 administrators – the majority being Directors of regional and provincial Education Bureaus (mainly in China), along with ministry of education officials and managers in universities;
- 1,086 teacher trainers, the largest single group, from 6 countries;
- 604 NGO leaders and managers, and (from Bangladesh) Imans;
- 424 school directors and deputy directors (in Lao PDR and Thailand);
- 50 health care specialists (from 13 countries in the Arab region);
- nearly 1,500 students and rural women (in Bangladesh and Lebanon)

It is difficult to quantify the wider impact of such trainings but, given the role of most of these individuals in passing on knowledge and/or leading institutions, a conservative estimate of the number of people *directly* touched by those trained is more than half a million.

The three training sessions organized by UNESCO Paris and UNESCO Bangkok were not only a way to interact with other stakeholders (providing advocacy in their own right), but crucial to build capacity, share experiences, and consolidate and reflect upon lessons learned – ensuring as much as possible that the results of the programme continue and are sustainable.



Country	Activity
Global	<p>Sub-regional curriculum capacity-building seminar in Bangkok with focal points and ministry of education officials from Cambodia, China, Indonesia, Lao, Thailand and Vietnam.</p> <p>Three five-day capacity building and sharing workshops were organized by UNESCO Paris and UNESCO Bangkok for OPEC Fund Project officers and key stakeholders (including senior staff from ministries of education as well as representatives from NGOs, universities, and networks of people living with HIV):</p> <ul style="list-style-type: none"> • Pakchong, Thailand (30 people including six focal points); • Tashkent, Uzbekistan (an in-depth exchange between Kazakhstan and Uzbekistan, with the two focal points as well as 10 other stakeholders). • Bangkok, Thailand (focusing on resource mobilization, with six country focal points ministry of education participants from five countries, and a ‘donor panel’) <p>An additional workshop for up to ten countries in the Arab region is planned to take place in February 2008.</p>
Afghanistan	<p>100 college instructors trained how to use Teacher Training Manual in classroom settings.</p> <p>10 workshops (300 people total) on HIV prevention education in the school setting for master teacher trainers.</p>
Bangladesh	<p>24 HIV/AIDS workshops for a total of 504 Imans (with the potential to reach 300,000 people).</p> <p>480 sessions held with 1,440 rural women on ‘HIV/AIDS, stigma, discrimination, health and human society’ (with the potential to reach 14,400 people).</p> <p>3 capacity building trainings for 75 mid-level NGO managers to reduce STI/HIV vulnerability.</p> <p>Targeted HIV information and awareness raising activities in selected urban and rural areas – 100 volunteer trainers trained and 1,275 students and adults sensitized.</p> <p>3 training of facilitator events (for 18 teachers) on ‘disseminating HIV/AIDS prevention information to young people’.</p>
Cambodia	<p>Support to training/literacy classes in rural/remote areas undertaken by the Department of Non-Formal Education.</p>
China	<p>National training programme on school-based AIDS and health & safety policy for 1,222 people, including 625 directors of county-level education bureaus, 326 directors of prefecture-level education bureau, 136 mid-level university administrators, and 135 university leaders.</p> <p>118 education administrators and teachers from teacher training colleges trained on HIV prevention.</p> <p>Five-day Trainer of Trainers workshops for 180 education administrators, school principals and trainers in the Guangxi region.</p>

	<p>18 education administrators, advisors and selected master trainers visited Yunnan Province on a study tour to be sensitized and exposed to the AIDS and school-based AIDS education programmes.</p> <p>School health and HIV education workshop conducted for higher education institutes of Guangxi Region, with 145 participants (administrators, doctors and trainers) from 57 colleges and institutes</p>
Jordan	<p>90 Associated Schools Project Network teachers and coordinators trained on the FRESH school health initiative.</p> <p>10 Master trainers (from fields ranging from education to sociology) prepared to train education personnel on HIV/AIDS</p>
Kazakhstan	<p>137 trainers in Teacher Training colleges trained on the use of the Teacher Training Manual during three two-day workshops. They have trained 1,500 students in the colleges.</p>
Lao PDR	<p>197 school principals from 6 provinces trained on accurate knowledge of HIV and AIDS and positive attitudes towards those with HIV and AIDS, including pre- and post-workshop evaluations.</p>
Lebanon	<p>50 officials trained on HIV/AIDS and human rights issues.</p> <p>31 health supervisors and coordinators from all educational districts trained on HIV & AIDS and communication skills.</p> <p>19 health care specialists from 11 Arab countries were trained on comprehensive school health education, life skills, and qualitative and quantitative techniques for curriculum study.</p>
Syria	<p>More than 50 students and health education supervisors from 13 Arab countries participated in a regional Youth Forum on Health Awareness and Community Development.</p> <p>25 teachers and NGO leaders were trained on teaching life skills and HIV prevention.</p>
Thailand	<p>Four workshops conducted, with 227 school directors and deputy directors from 112 schools, on providing support on HIV/AIDS & education and developing self-knowledge and attitudes.</p>
Uzbekistan	<p>Sub-regional meeting brought together – for the first time – 25 representatives from the Ministries of Education in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.</p>
Vietnam	<p>8 key education policy makers participated in a study visit to China.</p> <p>Training of 15 master teacher trainers from 7 teacher training institutions in HIV/AIDS.</p>

2.3. Number of countries with curriculum quality improvements and expansion of use of HIV/AIDS related curricula



the Teacher Training Manual played a key role in developing the curricula; here and in other countries,

UNESCO's International Bureau for Education (IBE) was central in the programme's work around curricula, developing a range of tools that were translated in Russian and Arabic, as well as leading curriculum capacity-building seminars with key stakeholders in both south-east Asia and the Arab region. In a number of countries, such as Afghanistan and Bangladesh,



national multi-stakeholder forums met to discuss curriculum improvements. The indicator 2.3 links closely with a number of other indicators in terms of production of materials, advocacy and inter-agency collaboration.

Country	Activity
Global	<p>HIV and AIDS curriculum pages translated in Russian and Arabic on www.ibe.unesco.org. The site includes examples of HIV and AIDS education good practice in formal settings, with 20 key curriculum documents in Russian added during the programme.</p> <p>New revised version of the HIV and AIDS curriculum manual available in Russian and Arabic (in addition to English and French). It contains nine modules including a policy tools for developing and integrating curricula and HIV & AIDS education; diagnosis and appraisal tools; a content matrix for planning; and links to other tools.</p> <p>Module on developing a preliminary country assessment of current curriculum response in Africa adapted for Russian and Arabic contexts.</p> <p>Curriculum capacity-building seminar in Bangkok with OPEC Fund project officers and ministry of education officials from Cambodia, China, Indonesia, Lao, Thailand and Vietnam</p>
Afghanistan	<p>National planning workshop adapted the Advocacy toolkit and Teacher Training Manual into Dari and Pashto.</p> <p>Provided input into the Afghanistan HIV and AIDS National Strategic Framework (2006-2010).</p>
Bangladesh	<p>Developed and printed non-formal education curriculum module and teaching & learning materials.</p> <p>National planning workshop adapted the Teacher Training Manual into Bangla.</p> <p>Curriculum materials developed (including an education programme for young people in and out of school, involving local and folk media).</p>
Cambodia	<p>Provided significant support to developing the Cambodian HIV and AIDS 2006-2010 Strategic Plan.</p>
China	<p>Re-programmed: development of a comprehensive school health education strategy for a pilot rural school in Sichuan Province, which involved assessment of existing school health policies, strategies, curriculum and tools.</p> <p>Supported Provincial HIV/AIDS Teaching and Research Group to develop and improve the HIV and AIDS education curriculum and lesson plans for primary and high schools</p> <p>Worked with 13 pilot schools (reaching 8,000 students) from 2 China CARES pilot counties, where HIV and AIDS education was been integrated into the school curriculum.</p>
Jordan	<p>Undertook literature review/synthesis of HIV/AIDS and sex education in the secondary education science curriculum.</p> <p>Draft report on developing and integrating HIV and AIDS into the Teacher Education Curriculum in universities.</p> <p>30 curriculum planners trained on integrating HIV and AIDS in the curriculum.</p> <p>Disseminated 3,000 IBE curriculum data bank CD-ROMs.</p>
Lao PDR	<p>Forum on curriculum brought together representatives from schools and provincial education departments, the Ministry of Education, UN agencies and NGOs.</p>

Lebanon	19 health care specialists from 11 Arab countries were trained on comprehensive school health education, life skills, and qualitative and quantitative techniques for curriculum study.
Thailand	Conducted qualitative research to examine why students are having unsafe sex, with 16 focus group discussions; the results of the study fed into the development of the sex education curriculum by the Ministry of Education. Four workshops building capacity for policy makers, administrators and mid-to-senior officials on HIV/AIDS and education, with a view to curriculum development.
Uzbekistan	Agreement signed with the Ministry of Education to scale up HIV prevention activities among students of Academic Lyceums. 3 capacity building workshops for 120 deputy directors of professional & vocational schools to strengthen HIV focal points on prevention activities. 250 headteachers trained in 10 workshops on integrating health education into the curriculum. New subject on healthy lifestyle integrated into the curriculum.
Vietnam	141 teacher trainers (including curriculum developers) trained in teacher training colleges trained on HIV and AIDS prevention education in 6 clusters across the country.

3. Expand prevention education against HIV through the media



Media activities were conducted in six countries. Materials to support journalists and personnel working in the media sector were developed in five of these countries, with Media Guides developed in Cambodia and Jordan. Training was an important area for all six countries, with 138 journalists and media personnel trained in workshops ranging from a day to two weeks; 32 of this people were trained as trainers to further



share information on HIV prevention. A further 850 NGO personnel, local leaders and educators were trained on communication with the local media. In all training sessions, informal networks were developed between journalists in addition to the more formal media networks and working groups developed in Jordan and Vietnam.

3.1. Press briefing kit developed, quality of kits, number of countries in which it was launched

Country	Activity
Bangladesh	'Media and HIV/AIDS: Training of Trainers Workshop on Development of Multi-Media Materials' with participants (from Bangladesh, Jordan & Kazakhstan).
Cambodia	Development, printing, launch and circulation of an HIV/AIDS Media Guide (2,000 Khmer and 1,000 English copies) Documentary on artistic performances aimed at combating stigma and discrimination produced, copied and distributed.

China	Commercial Media Roundtable on ‘HIV/AIDS: The Role of Commercial Media, Advertising and Corporate Communications in Reducing HIV/AIDS Stigma in China’, co-organized by UNDP, UNESCO, UNAIDS and UNICEF.
Jordan	1,000 copies of a media reporting manual on HIV/AIDS for journalists and other media personnel printed and distributed. Final report of a training workshop on HIV/AIDS for media personnel and journalists distributed.
Kazakhstan	‘Course on coverage of HIV and AIDS issues in media’ for media professionals used as a handout for trainees in media trainings and presented to partners: UNAIDS, UNICEF, local and international NGOs.
Vietnam	AIDS media subgroup has developed mass media materials.

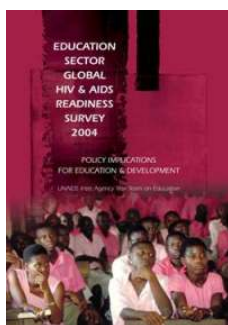
3.2. Number of journalists reached and trained on HIV/AIDS and ethics; increase in capacity to report

Country	Activity
Bangladesh	Training of trainers workshop for 14 journalists and media professionals from Bangladesh, Jordan and Kazakhstan on HIV/AIDS and preventive education Workshop for 150 journalists and community leaders on developing and adapting materials on HIV prevention education and engaging the local press. 25 training sessions, accompanied by extensive media coverage, on ‘Creating an enabling environment for HIV prevention’ for 700 NGO personnel, local leaders, journalists and educators.
Cambodia	Media professionals and members of ethnic minorities trained on HIV prevention education and radio programming, tied into the launch of the Media Guide.
China	Two-week training of trainers workshop for 14 journalists on producing quality HIV/AIDS related TV programmes. Training for 32 journalists on HIV/AIDS, ethnic minorities & the media in Xiogiang Ulgur Autonomous Region
Jordan	15 trainers of journalist trained to use the media reporting manual on HIV/AIDS for journalists. Training workshop for 20 media personnel to review the media reporting manual, and four meetings of a technical committee to finalize the manual in Arabic.
Kazakhstan	Four-day regional media training for 15 journalists (materials adapted in Russian). Three-day media training on HIV and AIDS issues for 15 journalism students from several universities. World AIDS Day 2006 events publicized on three television channels. Three Kazakh journalists participated in a training of training workshop on ‘Media and HIV/AIDS’ in Bangladesh.
Vietnam	25 journalists trained on mass communication to promote HIV prevention in the education sector.

3.3. Network of journalists working on HIV/AIDS set up; number of members

Country	Activity
Jordan	Network of journalists developed around the media reporting manual for HIV/AIDS produced. This included a training workshop for 20 media personnel to review the media reporting manual, and four meetings of a technical committee to finalize the manual in Arabic.
Vietnam	AIDS media subgroup established where UNESCO is working in collaboration with other agencies (including UNAIDS and the World Bank).

4. Strengthen tools for international monitoring and response for HIV/AIDS impact on education



As a result of the IATT on Education's decision not to undertake a second Global Readiness Survey, this overall activity did not develop as originally foreseen. Technical support on monitoring the impact of HIV and AIDS upon education was, however, provided directly in Cambodia and Thailand. The capacity of other countries was also strengthened by many of the other activities, such as collaboration and training, as mentioned for previous activities.

4.1. Number and quality of tools developed

4.2. Number of countries taking part in second round of Readiness Survey; quality of data

4.3. IATT and Global Initiative activities mainstreamed

Country	Activity
Global	'Education Sector Global HIV & AIDS Readiness Survey 2004: Policy Implications for Education and Development' (Global Readiness Survey) circulated to all countries. The survey had reviewed ministries of education in 71 countries, including Cambodia, China and Vietnam. The Secretariat of the IATT on Education continues to be based in the Section of HIV and AIDS of UNESCO, ensuring a link with EDUCAIDS. In 2007, one of four country case studies on IATT member activities was conducted in Thailand.
Cambodia	Provided technical support to the Ministry of Education, Youth and Sport to create a database of training in HIV/AIDS-related topics, disaggregated by teachers and schools.
Thailand	Produced a report on budgetary allocation for HIV and AIDS, including sex education, for education sector stakeholders; and conducted a consultative meeting with the Ministry of Education and other UN agencies.

5. Scale up HIV and AIDS prevention education in schools

School-based activities and forums were undertaken in all countries, and there is much overlap with other parts of the programme (particularly with regard to 2.2 & 2.3, in terms of the more upstream work undertaken with teacher training colleges and curriculum development). Most countries conducted pilot or small-scale research and projects with schools, the results of which were fed up to highly-level policy makers in the Ministry of Education.



Due to difficulties of attribution, it was not possible to measure the impact of the programme upon indicator 5.3, *Percentage increase in number of students with access to HIV prevention education former indicator.*

5.1. Number of Partner Forums established and meetings held per country

5.2. Number of countries completing an assessment of the HIV prevention education situation, feeding into strategic plan

Country	Activity
Afghanistan	Organized national Education forum in conjunction with the EFA forum. Ten workshops and several meetings with the Ministry of Education to help develop their two-year workplan.
Bangladesh	Strengthened UNAIDS monitoring and evaluation forum, which included representatives from the Ministry of Education and NGOs.
Cambodia	Provided support to training/literacy classes in rural/remote areas supported by the Department of Non-Formal Education. Assisted the Ministry of Education, Youth and Sports in creating a database of training in HIV/AIDS related topics disaggregated by teachers and schools
China	Assessment of the situation of school-based HIV education in Guangxi and Hainan provinces. Pilot programme to support teaching on prevention education in 8 schools in the Guangxi region. All 8 schools demonstrated strengthened leadership and better policies, and implemented in-school HIV/AIDS education programmes.
Jordan	Undertook literature review/synthesis of HIV/AIDS and sex education in the secondary education science curriculum, and a survey of students knowledge of HIV/AIDS in primary and secondary schools. School Health survey conducted on students' knowledge of HIV and AIDS in primary and secondary schools; 500 copies in Arabic and English circulated.
Kazakhstan	Collaborated with National Healthy Lifestyle center, local NGO "Equal to Equal", Almaty City AIDS Center and International NGO "Population Services International" to conduct Trainings of Trainers in 8 schools of Almaty. 109 Peer Educators trained. They conducted 261 training sessions for 2918 peers.
Lao PDR	197 school principals/teachers trained in 6 provinces, with follow-up events in schools & communities. Pre- and post-tests demonstrated improvements in

	knowledge.
Lebanon	Assessment study of the main accomplishments and developments of school health at a national level.
Syria	Assessment study of the main accomplishments and developments of school health at a national level.
Thailand	Conducted qualitative research to examine why students are having unsafe sex, with 16 focus group discussions; the results of the study fed into the development of the sex education curriculum by the Ministry of Education.
Uzbekistan	6 capacity-building workshops for 320 peer trainers on effective school-based non-formal prevention activities. Series of materials distributed among peer trainers in capacity building workshops; awareness-raising interactive presentations for more than 3,500 school students. Pre- and post- (workshop) tests on peer educators on their knowledge of HIV/AIDS, STIs and drugs, showing significantly increased levels of understanding.
Vietnam	7500 students (teacher trainees) from 6 teacher training universities received formal training sessions; evaluation workshop held with representatives 6 participating universities, the Ministry of Education and Training and UNESCO Bangkok.

Partnerships developed, challenges and lessons learnt

A wide range of partnerships were developed with ministries, UN agencies, NGOs, and networks of people living with HIV, with specific examples already shown under indicator 1.2.

There were a number of common challenges and lessons learnt that emerged from the programme.

Stigma, discrimination and discomfort around HIV and AIDS education remain high

In most countries in the Asia/Pacific region, there is still a high degree of stigma, discrimination, and unwillingness to address HIV and AIDS. Education sectors in these countries are no different from their broader societies, and many administrators, teacher-trainers, and teachers themselves have been unwilling or unable to discuss such a culturally-sensitive issue as HIV and AIDS. In *Afghanistan*, for example, there are many differing ethnic, linguistic, and religious communities, each with their own taboos and hierarchies, and each requiring tailored approaches. As in many countries, educational materials were adapted and then translated, in Afghanistan's case with extra information on 'Islam and HIV.' In *Bangladesh*, education administrators were reluctant to mainstream the HIV and AIDS issue into their work, and even when trained and supported in the use of adapted materials, uneasy about using them. In *Jordan, Lebanon and Syria*, HIV and AIDS were introduced through a programme on school health. Even when HIV and AIDS makes its way into educational programmes and the curriculum, approaches may be incomplete: in some countries, administrators and teachers are hesitant to include information about condom use as they are afraid (despite evidence to the contrary) that this will encourage learners to have sex. Finally, even in relatively more-open societies such as *China and Viet Nam*, UNESCO and programme partners have learned that it is important to mobilize strong political will in order to reduce stigma, discrimination and discomfort, and to enable effective HIV and AIDS prevention education.

The project's strategic emphasis on teacher-trainers and curricula has multiplied coverage and increased sustainability of inputs

While the programme's ultimate goal has been to prevent HIV infection among young people in the Asia/Pacific region, its particular approach has been to engage and mobilise education sectors – ministry employees, administrators, school directors, and teachers – and to provide them tools to address HIV and AIDS that will last well after the programme has ended. This strategic emphasis has taken advantage of UNESCO's core mandate and strength in supporting the education sector, while contributing to the global, regional and national responses to the development challenges of HIV and AIDS. In *Jordan*, the programme has produced core HIV and AIDS resource materials, reformed the school health curriculum, and revitalized training of teachers and head teachers, school counselors, and education ministry curriculum specialists.

As with other UNESCO work, the programme has demonstrated the vital need to develop and maintain national partnerships with policy makers and implementers in government and education institutions. Among others, in both *China and Uzbekistan*, the programme established and maintained clear and constructive cooperation with national (and in the case of China, provincial) education sector partners. In *Afghanistan*, UNESCO took a longer-than-expected time to consult with national stakeholders and engage them in ongoing dialogue, but in the end this proved essential to achieving results. Likewise in *Lebanon*, the programme emphasised coordination and knowledge-sharing among government authorities and national educational institutions.

At the same time, while keeping the strategic emphasis on the education sector, in some cases, it was important to be flexible in the choice of national partner: In *Syria*, the programme engaged a leading national NGO, the Family Planning Association, to conduct national training workshops. In *Bangladesh*, not only education sector staff, but also religious leaders (imams) became involved in HIV and AIDS prevention education, often speaking directly to large numbers of rural women, men and youth out of school.

One programme innovation occurred in *Viet Nam*: the programme organised for teacher training institutions to present their work to one another as peers. This had more impact in terms of disseminating effective strategies for curriculum development and teaching methods than if the UNESCO office or the ministry simply showed them "how to do it." There was far more candid acknowledgement of the challenges in training teachers and developing and improving curricula, as well as rich sharing of experiences and strategies for effective implementation across peer institutions. In light of this, as the programme comes to an end, it is useful to reflect on lessons in order to chart continuing needs and opportunities for extending and deepening the programme's accomplishments.

In the future, it will still be important to continue to enable teachers to teach better about HIV & AIDS and to link learners with HIV & AIDS information and services in the wider community

The OPEC Fund contribution to UNESCO's work on HIV and AIDS has been a catalyst for further development of the EDUCAIDS Framework for Action for supporting countries to move towards comprehensive education sector responses to the epidemic, as well as an impetus for country-level activities in teacher training, curriculum development, and related advocacy and media actions within this framework. In *Jordan* the programme broke new ground by creating an synergistic relationship between the education sector and the national HIV & AIDS response. At the same time, from Jordan and many other countries involved in the programme, there is a clearly-expressed continuing need to extend and deepen in particular the areas of teacher training and linking students with HIV & AIDS information and services in their communities. In *Bangladesh* for example, college and high school principals involved in the programme have requested that all of their teaching staff be trained in life skills approaches, in order to reach more students. In *Lao PDR*, rural teachers and communities have developed local-level coordination in support of programme activities, and have expressed interest in their continuation, as they have benefited from both content as well as methodological inputs.

In October 2007, the OPEC Fund and UNESCO agreed that the interest from the programme, \$31,864, would be used to support *Vietnam* to evaluate the use and impact of the teacher training manual disseminated in the country earlier in the programme, with a no-cost extension until 29 February 2008. More broadly, in 2008-2009, UNESCO will carry on some of the successful activities of the programme using its own resources as well as contributions from UNAIDS, DFID, and others, in particular in *China, Jordan, Kazakhstan, Lebanon, Syria and Uzbekistan*.

Yet it is clear that further support is required in order for countries to move systematically towards broader and deeper responses to HIV and AIDS through education. *Uzbekistan, Thailand and Viet Nam* all point out that teacher training and support cannot be a one-time activity, and once resources (such as manuals and others developed in this programme) have been developed, institutions and individuals need to be supported in their use and wide application. Current and future issues include: how to mainstream HIV and AIDS into existing teacher training curricula and primary and secondary curricula as appropriate; how to increase time and improve methods for education about culturally-sensitive topics such as HIV and AIDS; and how to link lessons in school with information and services available for young people in the wider community.



United Nations
Educational, Scientific and
Cultural Organization

ANNEX 1

706GLO1000

OPEC FUND FOR INTERNATIONAL DEVELOPMENT LOANS

PROJECT ON STRENGTHENING EDUCATION SECTOR RESPONSES TO PREVENT HIV/AIDS

Financial Status Report as at 31 October 2007
(Expressed in US Dollars)

Income

Funds received	JUL 2007	428,273.48
	JAN 2007	288,869.95
Funds received	2006	336,130.05
	2005	1,125,000.00
	Total	2,178,273.48
Total Interest		36,254.00

TOTAL INCOME 2,214,527.48

Deduct

10 Personnel

	Approved Budget	Cash Disbursed	Unliquid. Obligations
Experts & Consultants		321,057.80	24,729.00
Administrative Support Personnel		188,578.29	10,638.93
Mission Costs		109,132.87	11,247.33
National Professionals		22,100.00	

20 Sub-Contracts

Sub Contracts	1,016,148.70	166,136.98
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30 Training & Seminars

Training & Seminars/Meetings	104,386.38	45,845.00
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40 Equipment & Maintenance

Equipment & Maintenance	48,798.30	7,543.71
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50 Miscellaneous

Sundry Expenditure	95,860.08	487.20
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1,906,062.42 266,628.15

2,250,000.00 1,906,062.42 266,628.15

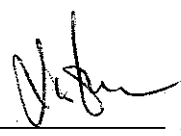
Total expenditure incurred 2,172,690.57

Funds Available as at 31 October 2007 41,836.91

IMPLEMENTATION RATE

	Allocation	as % Cash Disbursement	as % Total Expenditure
	2,250,000.00	84.71%	96.56%

Financial statement issued by the Bureau of the Comptroller. The total income received and expenditure incurred are in accordance with UNESCO financial records.

Approved By: 

John Haigh
Chief Accountant