



United Nations
Educational, Scientific and
Cultural Organization

**Arab States Workshop on
Capacity-Building and Mobilisation of Resources
for HIV and AIDS Programmes**

Cairo, Egypt, 11-13 February 2008

Final Report

**UNESCO Regional Office for Education in the Arab States
Beirut, Lebanon, March 2008**

ED/UNP/HIV/EDUCAIDS/WP/5

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1. INTRODUCTION

1.1 Background

The Arab States Workshop on Capacity-Building and Mobilisation of Resources for HIV and AIDS Programmes was held in Cairo, Egypt , 11-13 February 2008. The workshop was part of the OPEC Fund for International Development/UNESCO Programme on Mitigating the AIDS Crisis in Asia through Education.

The Arab States Workshop on Capacity-Building and Mobilisation of Resources for HIV and AIDS Programmes provided participating professionals with tools and means for expanding HIV and AIDS programmes at both regional and national levels (see Appendix A). The workshop focused on:

- Sharing of experiences and success stories on current programme activities and approaches;
- Aligning HIV and AIDS projects and programmes with national responses, UNESCO Strategies and the EDUCAIDS Framework for Action, UNGASS targets and other international frameworks; and
- Identifying desirable and feasible next steps to deepen UNESCO-supported strategic action on education and HIV and AIDS prevention in the region, including, where relevant, the development of resource mobilisation strategies.

During the workshop, summaries of activities held by the different UNESCO field offices and country counterparts were presented. Furthermore, the workshop centered around two main themes: advocacy and resource mobilisation. Highlights of presentations, discussions and general recommendations can be found in this report.

Several resources were used at the workshop. These included: UNESCO Draft Regional Strategy on HIV/AIDS Prevention through Education for the Arab Region (2008-2013), the forthcoming EDUCAIDS implementation support tools, and other relevant training modules such as UNESCO/IIEP's "Educational Planning and Management in a World with AIDS." A list of materials shared during the workshop from the different field offices and country counterparts is currently under production.

1.2 Objectives

The objectives of the workshop included the following:

- Build understanding of UNESCO's Strategy for Responding to HIV and AIDS; EDUCAIDS, the UNAIDS Global Initiative on Education and HIV & AIDS led by UNESCO; and UNESCO's regional and national roles and contributions to universal access and UNGASS commitments;
- Share experiences, achievements and lessons learned in HIV and AIDS programmes in the region, including UNESCO and OPEC Fund-supported activities;

- Share all available educational and resource materials on HIV and AIDS, especially those in Arabic;
- Increase capacity for effective future implementation and resource mobilisation;
- Identify future next steps for HIV & AIDS programmes at both regional and national levels; and
- Improve cooperation among partners for the implementation of joint activities and programmes.

1.3 Participants

Twenty participants attended the workshop, including professionals from UNESCO, UNAIDS Cosponsors, and national counterparts (see Appendix B).

UNESCO participants included the main staff person working on HIV and AIDS from the following UNESCO Field Offices:

- Amman
- Beirut
- Cairo
- Doha
- Rabat

The workshop was organised by the Section on HIV and AIDS (ED/UNP/HIV) at UNESCO Headquarters, Paris, France and UNESCO Offices in Beirut and Cairo.

1.4 Programme and Agenda

The first day of the workshop was for UNESCO professionals only, followed by two days in which partners from UN Cosponsors and Member States (MOEs, MOHs, and NGOs) joined the meeting (see Appendix C).

Day 1 (UNESCO professionals only)

- Welcome, introductions and expectations
- Regional and global updates and discussion (UNESCO's Strategy for Responding to HIV/AIDS, EDUCAIDS)
- Discussion on future directions

Day 2 (All participants: UNESCO and Partners)

- Synthesis presentations on HIV and AIDS programmes and activities (UNESCO and UN agencies)
- Country presentations (national counterparts)
- Joint cooperation and planning

Day 3 (All participants: UNESCO and Partners)

- Thematic skills-sharing and capacity-building
- Advocacy and resource mobilisation

- Conclusions and next steps

2. SHARING PERSPECTIVES and EXCHANGE OF EXPERIENCES

2.1 General Overview

Professionals at the workshop included representatives from UNESCO, UNAIDS Co-sponsor agencies, regional and national counterparts. The workshop consisted of sharing of experiences, mainly through presentations and discussions, sharing of resource materials, brainstorming sessions on two main themes: advocacy and resource mobilisation, and identification of general recommendations on key issues and future steps.

The workshop opened with welcoming words from workshop organisers:

UNESCO Cairo (Dr. Ghada Gholam)

Dr. Gholam opened the workshop by welcoming all of the participants. She reviewed the meeting objectives and spoke about the necessity of highlighting achievements in the region, such as the OPEC Fund, and the value of sharing experiences. She thanked all of the participants for their attendance and the organising committee for their dedication and effort in planning for the workshop.

UNESCO Headquarters, Section on HIV and AIDS (Mr. Ted Nierras)

Mr. Nierras went over the provisional agenda. He noted that the workshop included participants coming with 4 different perspectives: government, international organisations and civil society, UN agencies, and UNESCO. He emphasised the importance of the “centre of gravity for the workshop”, that being the diversity of the different experiences, achievements and perspectives from the various counterparts.

Mr. Nierras discussed two thematic priorities: advancing advocacy and resource mobilisation. He noted that he looked forward to all of the presentations.

UNESCO Beirut (Dr. Sulieman Sulieman)

Dr. Sulieman asked the participants to introduce themselves. He then welcomed them again and went on to nominate the Chairpersons for the workshops. The nominations were as follows:

- ***Tuesday February 12***
 - Morning Session: Dr. Basma Khraisat, USAID, Jordan
 - Afternoon Session: Dr. Salih Saad Ansari, MOE, KSA
- ***Wednesday February 13***
 - Morning Session: Dr Abdalla Sid Ahmed Osman, UNAIDS, Egypt
 - Afternoon Session: Dr. Chahrazed Borhoumi, NATCOM, Tunisia

Miss Danielle El-Khoury, National AIDS Programme-Lebanon and Miss Sherine Meshad, UNESCO Cairo Office had been assigned the responsibility of Rapporteurs for the workshop and prepared the final report in cooperation with the Organizing Committee (Mr. S. Sulieman, Mr. T. Nierras, and Mrs. G. Gholam).

2.2 Global and Regional Perspectives

UNESCO's Response to HIV and AIDS: Mr. Eduardo (Ted) Nierras

Mr. Nierras began by discussing UNESCO's Strategy on HIV and AIDS. It was last revised in 2007. It situates UNESCO action within the global move to universal access in terms of prevention, treatment, care and support. It basically situates the resources within the global move to universal access. Mr. Nierras discussed the different focus areas of UNESCO including the sciences, culture, communication and education sector. He emphasised that as part of UNESCO's strategy, there is a global priority on Africa and gender equality. He mentioned that the Strategy is a general blueprint that clarifies the role of UNESCO. UNESCO is not an "implementing" agency but stresses more on advocacy, policy, guidance, programmatic and technical support, and harmonisation. He said that UNESCO leads EDUCAIDS, the UNAIDS multi-country initiative on education and HIV and AIDS. EDUCAIDS is not a programme or funding mechanism, but rather a way of thinking about, approaching, mobilising and supporting the education sector's response to HIV and AIDS. Key components of a comprehensive education sector response are outlined in the EDUCAIDS Framework for Action, which include the need for quality education; educator training and support; accurate and culturally appropriate content, curriculum and learning material; policy, management, and systems; and the use of various approaches and entry points. EDUCAIDS has been designated by UNESCO as one of three core initiatives for Education for all. He then presented the "EDUCAIDS Resource Pack," containing the Framework for Action, Overviews of Practical Resources, and Technical Briefs, which correspond to the components of a comprehensive education sector response.

Mr. Nierras also showed the participants another resource folder with additional materials. Also, Mr. Nierras raised several issues: What is it that Ministries of Education can do on HIV education? He emphasised the importance of a general framework with a planning and prioritisation response. In turn, what is it that UNESCO can do to better assist Ministries to address HIV and contribute to the response on HIV?

Mr. Nierras ended his speech by stating to the participants that UNESCO was not going to respond to HIV alone, and that there needed to be mobilisation of a full range of partners.

A general discussion with the participants highlighted the following issues:

- UNESCO needs to emphasise the sector wide approach so as to maximise benefits.
- The role of the participants in terms of application and utilisation of resource materials relies not only on a regional strategy and approach but also on individual countries' contexts and strategies.
- All material presented by UNESCO has been field tested but not necessarily in each and every country or in all contexts. All material was developed with at least one partner. Each was field tested in some way. Very little of the material

presented in the Resource Pack was developed by UNESCO; most was developed by other agencies.

- The regional office will disseminate a resource kit that includes material from 2006-7 mainly focusing on the FRESH initiative.
- HIV is a taboo subject in most areas of the region, and hence, it's still early to describe how to integrate information on HIV. It is very difficult to penetrate the education sector, therefore UNESCO is working on needs assessment on the different ways in which the education sector is responding and hence integrating HIV. Technical back up for field offices is slowly evolving now with the development of a new department at HQ working on HIV and AIDS.
- In contrast to the above, the Ministries of Education in both Tunisia and Morocco had established their own response mechanism to HIV.
- Jordan is currently working on finalisation of a needs assessment.

UNAIDS Regional Support Team: Dr. Abdalla Osman

Dr. Osman began by discussing the current situation in the region from the UNAIDS perspective. The following issues were raised:

- Diversity of the epidemic itself – Sudan, Djibouti, Somalia (1 – 3% HIV) while other countries have less than 1%, and still others have a concentrated epidemic among certain groups.
- Diversity in vulnerability due to inequity, marginalised populations and gender
- Political unrest with many conflicts, war and displaced people – Sudan, Iraq, and Lebanon in particular
- Social issues – difficulty addressing issue, difficulties to integrate in curricula, difficulty of communication with MOE
- High levels of stigma and discrimination
- High mobility – displaced people because of conflict and war, lots of migrants.
- Drug cultivation and trade in certain areas
- Weak infrastructure (health and education) in most of the countries in the region
- High risk behavior – injecting drug use and unprotected sex

Dr. Osman went on to say that all of these factors are presenting a structure of the epidemic and responses to it from interested partners. Issues are diverse and thus a focus is needed. He emphasised that all of the partners and stakeholders need to be results-oriented. He also spoke about ways in which the different stakeholders could collaborate and work together.

There is a division of labour but this doesn't mean that everyone should work separately. A clear differentiation between the role of UNAIDS and the role of other partners is essential to the HIV response. Modality is the use of a lead agency acting as entry point into a certain area. UNESCO, for instance, is the entry point for education. UNESCO plays the role of leadership and coordinates activities in this area. The work must be done in partnership so as to provide unified action against HIV.

Dr. Osman stressed that the education sector's role in the response to the epidemic. He noted the need for a wider regional framework which would include all partners, a united response, regional forums, and bilateral meetings at the regional level and country level so as to develop a coherent response to the different issues on HIV and AIDS.

A general discussion with the participants highlighted the following issues:

- When there exists overlapping programmes between WHO and UNESCO, UNESCO will be the leading organisation, the entry point, the coordinating body for education. This is why synergy and division of labour have to be clear.
- UNAIDS and other partners are stressing a multi-sectoral response. Advocacy for the role of education is very important. CCM is one of the mechanisms so is the dual track which are placed by the Global Fund. Civil society now has the chance to directly make proposals. Once a proposal has been approved it would be very difficult to change except through CCM. Also, regional proposals can be developed using a multi-sectoral approach for submission of projects for the Global Fund.
- There is a lack of expertise in the region, UNESCO is working on it and regional experience is now growing. UNAIDS and WHO are trying to work on this in expertise with institutions.
- There needs to be more acceptability of HIV education in the region
- HIV and AIDS education should be tailored to the region linking with religious, cultural and social issues. UNAIDS needs to be identified as the lead agency in HIV and AIDS prevention through education.

UNESCO Beirut and the Ministry of Education in Jordan: Dr. Sulieman and Dr. Daglas

Dr. Sulieman presented the process used to develop the draft “UNESCO’s Regional Strategy on HIV and AIDS Prevention through Education in the Arab Region (2008-2013)”. Many resources were used to generate the Strategy. Member States had several meetings, some of which were held in the Gulf and another in Yemen. Collaborating partners included WHO and UNICEF, and donor agencies included the World Bank. Dr. Sulieman stressed the importance of resource materials and the FRESH initiative.

Dr. Daglas presented the content of the draft regional strategy. She stressed that not only did we need to address schools more, but that we specifically need to work on the headmasters and school principals.

A discussion followed on the draft of the regional strategy and on the role of the regional bureau in general. A key recommendation was that the regional bureau would continue engaging with regional and national partners to develop understanding, ownership and commitment to the strategy. However, the discussion was not conclusive. Also, since the strategy is still in draft format, it was recommended not to further disseminate the strategy until it had been finalised.

2.3 UNESCO Field Offices and National Commissions

Participants shared experiences and approaches working on HIV and AIDS with the purpose of identifying key issues in order to better articulate a shared direction and goals for UNESCO in the Arab States region. The following section provides a summary of presentations from UNESCO field offices. PowerPoint presentation slides are included in Appendix E.

UNESCO Amman (Mr. Robert Parua and Ms. Hanan Al Omari)

The UNESCO Amman team discussed the current situation and response to HIV and AIDS in Jordan. They presented data on the Jordanian population and talked about their different partners which include governmental and non-governmental organisations, academic institutions, the UN Theme Group, FHI, USAID, and other partners. They presented the main objectives for UNESCO Amman, which include strengthening school-based HIV and AIDS prevention and empowering educators and teachers. An HIV and AIDS education task force had been recently set up by the Ministry of Education and the Ministry of Health. UNESCO considered this endeavour a key instrument in effective coordination.

UNESCO Cairo (Ms. Sherine Meshad)

Ms. Meshad discussed the World AIDS Campaign (WAC). She described the objectives, activities, theme and slogan for WAC 2007. Ms. Meshad shared an eight-minute documentary on the different collaborative activities organised for World AIDS Day 2007 and distributed IEC materials.

UNESCO Rabat (Ms. Leila Firdawcy)

Ms. Firdawcy discussed the following five activities:

1. Theatre-based techniques for Youth peer Education- A UNFPA/UNESCO Project for 2006-2007 to adapt the UNFPA training manual on theatre techniques for youth peer education to the Maghreb region. The adaptation process involved experts from Maghreb countries (Algeria, Mauritania, Morocco, and Tunisia). A consultation meeting with the experts was held in Rabat in December 2006. A sub-regional training workshop was organised (March 2007) to validate the Arabic version of the adapted manual by a group of youth peer educators from the Maghreb countries. The training manual was produced in French and Arabic in December 2007. A multimedia DVD with video sequences was produced in January 2008. Regional training sessions will be organised in selected regions in Morocco with UNFPA Morocco and the Moroccan National Commission. The training programme will eventually be expanded to other Maghreb countries.

2. Intangible and Oral Cultural Heritage for HIV/AIDS prevention - A project with the Moroccan Association against HIV and STIs using a socio-cultural approach for HIV and AIDS prevention and awareness raising. Use of « storytellers » talents in « Jamaa El Fna » (famous place in Marrakech). The storytellers will be trained on HIV and AIDS to raise awareness of the public and include prevention in their “Halqa” (traditional mode of oral transmission).

3. Human rights-based approach (HRBA) - UNAIDS fund (PAF: 2006-2007) with Ministry of Health in Morocco as the implementing national partner. Preparation and organisation of training sessions on HRBA adapted and applied to the domain of HIV and AIDS. Production of a training material (guide and practical exercises on the HRBA for HIV and AIDS). Ministry of Health employees (doctors, decision-makers and managers) are the targets. A pilot training session will be organised in the Souss-Massa region (Agadir). Following project evaluation, the programme will be extended to other regions and beneficiaries in Morocco.

4. Empowering women capacity of negotiations in rural areas - UNAIDS fund (PAF:2006-2007) with Ministry of Agriculture in Morocco as the implementing national partner. The project aims to introduce and implement the manual on empowering women capacity of negotiations (produced by UNESCO and UNIFEM in September 2006) to women in rural areas. Training materials will be produced to train facilitators and educators from the Ministry of Agriculture to sensitise and empower women in rural areas around HIV and AIDS. A pilot training session for the facilitators will be organised in June 2008, followed by project evaluation and extension of the training programme.

5. Raising awareness of/by youth through social communication - A project for 2008/2009 with the partnership of UNFPA/UNICEF/UNESCO offices in the Maghreb. The project will raise awareness of youth in the Maghreb through arts and media. Young people will be trained to use the UNESCO interactive platform « digi-art » to create drawings and artistic figures on HIV and AIDS and elaborate radio messages (Arabic/French/local dialects) on HIV and AIDS to be broadcasted on national and regional radios.

Tunisia National Commission for UNESCO (Ms. Chahrazed Borhoumi)

Ms. Borhoumi discussed the NATCOM's involvement in the response to HIV and AIDS. She highlighted their involvement in the youth forum, their role in facilitating corporation with different NGOs, the role of the National Commission in facilitating communication and dissemination of information in North Africa including Algeria, Libya, Mauritania and Morocco.

UNESCO Doha (Ms. Gihane El Gewely)

Ms. El Gewely highlighted points and experiences from the UNESCO Doha perspective. She noted the need to strengthen the role of schools in the promotion of education for the prevention of HIV and AIDS. Two sub-regional workshops were organised in Kuwait and Oman to review the UNESCO produced life skills guide for HIV and AIDS from a culturally sensitive perspective. UNESCO Doha was involved in the school health forum in Oman on health promoting schools. An expert has been recruited to contribute to the formulation of a National Strategy for the Prevention of HIV and AIDS in Qatar in the Educational fields.

Egypt National Commission for UNESCO (Ms. Fathia Abd El-Moniem and Mr. Shawky A. Fattah)

EGNATCOM discussed their involvement in their response to HIV and AIDS. They addressed the fact that in Egypt it has been difficult to establish memorandums of understanding between UNESCO and national counterparts; therefore, since most Arab States encounter difficulties to penetrate the education sector with material on HIV and AIDS, perhaps the presence of an assessment report would help point out gaps present in the country in response.

2.4 Counterparts

In addition to the series of programmatic experiences that UNESCO colleagues shared, counterparts representing other organisations shared their national perspectives. PowerPoint slides are included in the Appendix F.

Ministry of Education, Egypt (Ms. Elham Mohamed Abou Elkhair)

Ms. Abou Elkhair discussed the prevention efforts by the Ministry of Education in HIV and AIDS. They are currently targeting several sectors in collaboration with civil society, different governmental and non-governmental agencies and international organisations. They are working the field of school curricula; they are conducting several training workshops with teachers; they are producing IEC material; they are developing outreach and peer education programmes; they are supporting creative and artistic competitions related to HIV awareness. Ms. Abou Elkhair concluded by stating that the main goal for the coming years would be to increase the number of schools participating in the national strategy response to HIV and AIDS.

Ministry of Education, Saudi Arabia (Dr. Salih Al-Ansari)

Dr. Ansari presented the national response to HIV and AIDS from the perspective of the Ministry of Culture and Education. He said that the KSA targeted several areas in response to HIV; those included Jeddah, Western Province, and the Northern Region. He mentioned the availability of approximately 450 health clubs which help in promoting awareness and focus on harm reduction. He mentioned the engagement of the MOH as a guidance and counselling centre. Specifically, HIV is addressed through central programmes and in schools. He said that when conducting trainings, the audience needs to be teachers and not medical doctors, since experience has shown that teachers, if given the right tools, are better apt to address the subject of HIV and AIDS. He also stressed the importance of looking at the response to HIV in a comprehensive way, and through active learning.

National AIDS Programme, Lebanon (Ms. Danielle El-Khoury)

Danielle talked about the establishment of the National AIDS Programme in Lebanon. She spoke about its strategy and its operational plan. Danielle went on to describe the current projects that the NAP was undertaking with the UN Theme Group and UNESCO. Danielle then presented some of the current available data on HIV and AIDS for Lebanon.

USAID, Jordan (Dr. Bhasma Khraisat) and FHI, Jordan (Dr. Lina Al-Hadid)

The team from Jordan showed the different IEC material produced in Jordan. The team went over the following:

Since June 2000, USAID has funded HIV and AIDS prevention activities through the IMPACT and YouthNet Projects implemented by Family Health International (FHI) in partnership with the Jordanian Ministry of Health and the National AIDS Program. USAID's accomplishments include assisting the government with development of the first National Strategy for HIV and AIDS, supporting the first National STD and HIV & AIDS Hotline and Counselling Center, and working with young people so they can educate their peers about HIV and AIDS. In addition, USAID has assisted NGOs successfully reach out to vulnerable populations while building the capacity of these local organisations. In addition, USAID has consistently played a key leadership role with the MOH, NAP, and UNAIDS Theme Group in strategy development, policy dialogue, planning, monitoring and evaluation, surveillance, and implementation of HIV and AIDS interventions in Jordan. Sensitivity to cultural norms guides USAID's work in Jordan. Gradual inroads are being made in promoting HIV and AIDS awareness and in reducing stigma and discrimination in Jordan through a thoughtful approach adapted to the local context.

With USAID funding, FHI has provided technical assistance and training in the areas of voluntary counselling and testing, strategic behavioral change, STI prevention, strategic planning and M&E, gender, quality assurance and quality control.

Jordan's population is young: approximately 37 percent of Jordanians are under the age of 15, and 60 percent are 15–64, with an annual growth rate of 2.3 percent (dos.gov.jo–2005) and the youth are vulnerable to HIV due to the conservative culture, the lack of access to reliable information and guidance about family planning and sexually transmitted infections in addition to the high unemployment.

1. Challenges to Working with Youth

- Misconceptions about the transmission and prevention of HIV;
- Limited and often low quality health and information services for HIV/STI;
- Very high stigma
- No systematic access to most groups at risk
- Lack of understanding of risk behaviors
- Cultural barriers
- Need for evidence-based decision making
- Need to shift from expert-driven thinking (medical) to broadly participatory approaches
- Few NGOs willing to work with risk groups

2. USAID/FHI's Overall Approach to Working with Youth

- Adaptation and innovation of approaches to suit cultural, social and religious realities of Jordan
- Patience: a slow careful participatory process is needed

- Increase knowledge about how HIV is and is not transmitted and ways to prevent HIV transmission, focusing on A,B,C.
- Increase decision-making skills that directly contribute to healthy lifestyle.
- Increase awareness of behaviors that put youth at risk for HIV transmission.
- Change attitude of youth associated with S&D for PLWH

3. **Best Practice: using a gradual approach to reach youth**

- Qualitative assessments were done to inform the approaches that need to be adopted for HI/AIDS prevention in Jordan.
- Stakeholder support was nurtured and they were encouraged to support and become involved in HIV/AIDS programmes.
- HIV/AIDS/STIs introduced through diverse interventions:
 - *Training of student peer educators*
 - *“Health Talks”*
 - *Information presented in schedule of classes*
 - *Support for events (World AIDS Day, etc.)*
 - *Providing culturally appropriate resources in Arabic (Youth Participation Guide, HIV Counselling and testing for Youth, Theatre Based Techniques for youth peer education, etc.)*
- Interventions increased demand for information, requests for collaboration and scale up were made from other partners and the programmes expand from 1 to 6 universities in 1 year.
- Programme Innovations:
 - *Accredited hours by community service office at University of Jordan*
 - *Best Peer Leader Annual Award at the graduation ceremony*
 - *Counselling for new university students*
- Peer Education proved to be a triumph approach in discussing sexuality, HIV/AIDS, stigma and discrimination by increasing youth access to hotline/counselling centres, trained university peer educators scaled up the PE to reach community and school students with HIV/AIDS prevention activities, the peer education was linked to students extracurricular activities and resulted in unexpectedly enthusiastic involvement of young volunteers and hundreds of youth peer educators were trained and thousands of youth were reached.

4. **Partnership and Cooperation**

- Ministry of Health
- Ministry of Education
- Higher Youth Council
- UNAIDS Theme Group
- UNESCO:
 - *Training workshop for ASPnet Coordinators and Teachers on Life Skills and School Health Education within FRESH initiative,*
 - *Training of Journalist on reporting HIV/AIDS Media using the developed manual for Jordan,*
 - *Technical Review of the Media Manual in Reporting HIV/AIDS.*

5. Lessons Learned

- There is a high demand among young Jordanians for reliable information about sexuality and gender
- By including key stakeholders -- including religious and academic leaders – in a careful, participatory process, a solid base for expanded peer education activities can be built, even in a conservative country
- A gradual culturally sensitive approach can create an enabling environment for HIV/AIDS programmes and young Jordanians can become comfortable enough to openly discuss sensitive issues related to HIV/AIDS
- Innovation and flexibility are essential to the success of new and unique projects.
- Increase the role of youth in the national level response to HIV is essential. As they have already made a huge impact in decreasing stigma and bringing HIV into the mainstream through their peer education and outreach activities, and their involvement in World AIDS Day activities.
- Active participation of the target population is critical to develop effective programmes and services and to lead to active volunteerism
- Peer education programmes must be supported by tools culturally appropriate yet innovative.
- Incentives for peer educators are necessary to motivate and sustain their work and to demonstrate the value of their contribution to the country's response to HIV/AIDS.

Ministry of Education, Jordan (Dr. Aisha Daglas)

Dr. Daglas discussed the role of the Ministry of Education in its response to HIV and AIDS. She highlighted the following points:

- Cooperation and collaboration with the National Programme in conducting specialised workshops for training medical staff at the Ministry of Health, and the responsible staff for health at the Ministry of Education about awareness of HIV and AIDS concepts.
- Cooperation with UN AGENCIES (UNESCO, WHO, UNAIDS, UNICEF, UNFPA, FHI and NGOs) in conducting specialised workshops for training of curricula members, field supervisors, teachers, head teachers, and students in order to raise the awareness of HIV and AIDS concepts.
- Integrate HIV and AIDS concepts and activities about awareness of HIV and AIDS concepts within the text books and curricula.
- Training all teachers for various subjects during Integration HIV and AIDS concepts and activities within the text books and curricula (ERfKE) Programme.
- Participating in preparing the National Strategy for awareness of HIV and AIDS.
- Preparing and producing and distributing brochures and posters, about awareness of HIV and AIDS concepts, activities and attitudes.

- Preparing awareness guideline for Teachers and Students of HIV and AIDS concepts activities and attitudes.
- Preparing the Academy Electronic Programme and applying it in 20 Schools in the year 2004, and applying it now in 100 Schools with WHO support.
- Forming steering committee from the UNESCO, Ministry of Health, Ministry of Education, and Jordanian Universities, to deal with the strategic plan for dealing with the Responding of the Education system to the HIV and AIDS concepts.

Several comments were made after the Jordanian team finished their presentations. The Team said that after the needs assessment results they would be better able to revise the current curricula. They said that the most efficient and effective training anyone could participate in was with the youth, especially if interactive learning is utilised. They emphasised the importance of adapting all trainings and activities to the local context.

Arab Scouts Organization (Mr. Fathy Mahmoud Farghali)

Mr. Farghali discussed the involvement of the Scouts Movement in response to the HIV and AIDS epidemic. He highlighted the following points:

Why Scouting?

Scouting aims at the preparing the good, beneficial and helpful citizen who provides voluntary services for his/her community. The scout movement has an extensive network at the local, regional and work levels, including well-equipped scout centers and premises. There are 28 scout members worldwide, of which 2.5 million scout members are in the Arab countries.

Scouting has extensive experience in the field of community service and development. WOSM has concluded partnership agreements with more than 25 regional and international organisations. Programmes and events assumed by WOSM acquire the necessary support and encouragement of Arab governments and NGO's. Scouting also has an effective network represented in the Arab Scout Parliamentary Union (ASPU).

Methodology of fighting AIDS:

The Scouting method in fighting and preventing AIDS is based on three main pillars; namely:

- Increasing awareness of scout members and their families about AIDS.
- Increasing awareness of peers and surrounding people to control the spread of AIDS.
- Providing services to AIDS-infected persons.

Salient Achievements (1989 to date):

- Translating the AIDS Awareness Guide issued by the International Union of Crescent and Red Cross in 1990 (2,000 copies).

- Organising 3 workshops at the national level for the experimental application of the said guide in Tunisia, Egypt and Sudan in 1991 with the attendance of 63 participants.
- Organising 4 workshops at the Arab regional level in co-operation with WHO attended by 108 participants (1992-1995).
- Signing co-organisation agreements at the Arab level with the Regional Office of WHO (1996-2005)
- Signing 9 Co-operation Agreements at the national level between WHO and Morocco, Algeria, Tunisia, Libya, Egypt, Sudan, Yemen and Lebanon (1996-2000).
- Integrating activities of increasing awareness of STD's and AIDS into the Youth for Youth Project (1994-until now).
- Holding 7 Gatherings for preparing leaders capable of spreading awareness about AIDS including production of messages, awareness techniques and planning and following-up activities (180 leaders representing 13 countries).
- Organising 5 Arab and African Youth Forums with the attendance of 480 young people (14-20 years old) representing 14 countries.
- Integrating STD and AIDS awareness activities and programmes into the Arab Project on Reproductive health which is implemented in co-operation with UNFPA.
- Co-operating with the Regional Office of UNESCO Beirut in implementing 10 seminars and courses through using "learning for life" guide.
- Participating in the organisation of the 1st and 2nd Arab Youth Forums which held in Syria and Tunisia in 2007.

Several comments were made by the participants on the above presentations. Those included:

- Culture, not religion, makes it difficult to address HIV
- Need to involve the Ministry of Sports
- Need to emphasise both formal and non-formal education
- Utilise the tool created by FHI on Strategic Behavioral Change.
- Egypt created a "Menu for the Private Sector" in order to deal with the communication problem in the private sector. This helped identify areas that needed to be addressed.
- Need to focus more on monitoring and evaluation.
- Important to frame actions within EFA

The power point presentations for this section have been included in Appendices D, E, and F of the report.

3. ADDRESSING CAPACITY AROUND KEY THEMATIC ISSUES

Participants identified 2 areas for in-depth discussion during the workshop: advocacy and resource mobilisation. They broke into 2 discussion groups and used an EDUCAIDS

Technical Brief on each topic as a springboard for discussion. Both groups then presented recommendations for action by governments (Ministries of Education), civil society organisations, and UNESCO.

3.1 Advocacy

Question for Discussion:

HIV and AIDS present a threat to the region's young people, and as guardians of the youth, the education sector has a responsibility to protect and empower them to prevent HIV, reduce stigma, and lead healthy lives. In carrying out this responsibility, the education sector has a unique opportunity to contribute to regional and national responses to HIV and AIDS in a way that is consistent with expanding its own sector's efforts towards health promotion (such as the FRESH initiative) and quality education for all.

What are the priority follow-up actions for resource mobilisation at regional and country levels? For each action, please list who are the key partners who need to be involved.

Recommendations:

- Advocate for a culturally sensitive approach at the national level
- Develop and disseminate advocacy educational material
- Ensure the role of the ministries of education and culture in the implementation of national campaigns and policies
- Show continuous media spots
- Engage media as a partner
- Promote partnerships with the private sector
- Develop simple and attractive educational awareness material
- Encourage cultural events including exhibitions and festivals
- Develop national skills for teachers
- Utilise FRESH Initiative and other UN initiatives with focus on HIV and AIDS
- UNESCO should advocate that the education sector needs to be a part of the national strategic plan
- UNESCO should lead and support the exchange and dissemination of Arabic advocacy material in the region

3.2 Resource Mobilisation

Question for Discussion:

In order to contribute meaningfully to national AIDS programmes, the education sector needs to use all available existing human, technical and financial resources, as well as to mobilise additional resources. The Key additional resource at the country level includes the Global Fund, and the education sector needs to engage Country Coordinating

Mechanisms in order to access Global Fund support. International supporters can work with education sector stakeholders to improve capacity in doing this.

Existing education sector efforts in HIV and AIDS need to be better-documented and disseminated. This is valuable in and of itself in order to share good practice lessons; in addition, it is essential to build visibility and credibility in order to mobilise additional resources.

What are the priority follow-up actions for resource mobilisation at regional and country levels? For each action, please list who are the key partners who need to be involved.

Recommendations:

The group highlighted the following points:

Current Context: HIV and AIDS funds such as the Global Fund are coming through the Ministry of Health and, in turn, the education sector does not get enough funds to implement programmes. Problems of coordination exist between MOE and MOH

Funding resources at national level:

- Global Fund
- UNAIDS – including UBW
- World Bank
- UNFPA
- UNICEF
- Global NGOs (FHI, CARE, OXFAM, Save the Children, Ford Foundation, Islamic Relief Fund)
- Donor Countries (USAID, CIDA, SIDA, Japanese Government, EU, GTZ)
- Regional Donors (ISESCO, ALECSO, AGFUND)
- Government
- Private Sector (communication companies, global banks, oil companies, insurance companies, hospitals)

Key Partners:

- Government – Ministries
- UN Agencies
- Donor agencies (multilateral, bilateral)
- Regional organisations
- International organisations
- Private Sector
- Civil Societies

Steps for Mobilisation of Funds:

- Identification of needs with the MOE
- Create clear vision, strategic plan

- Development of Memorandum of Understanding between MOE and MOH on health education (UNESCO led initiative)??
- Set up of an institutional mechanism to ensure implementation and accountability
- Identification of partners
- Improving systems for communication, feedback and follow-up as well as sustainability of project
- Preparation of proposals
- Sending out proposals at national, regional and international levels
- Production of promotional material
- Capacity-building on resource mobilisation

Documentation:

- Development of database for educational resources led by UNESCO
- Documentation should have different forms:
 - Multimedia- CDs, DVDs, Videos
 - Databases
 - Websites
 - Printed material- publications, brochures, reports
 - Photography
- Dissemination:
 - Electronic
 - Hard copies
 - Meetings

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Based on a “Note for the record” by Mr. Nierras summarises the main points of the workshop, may be summarised as follows.

The objectives of the workshop were to build understanding of UNESCO and education sector partners’ regional and national roles and contributions towards efforts towards universal access to HIV and AIDS prevention, treatment, care and support; to share experiences, achievements, challenges and lessons from education sector HIV and AIDS programmes in the region; and to increase capacity for future implementation of HIV and AIDS –related programmes.

The workshop participants discussed UNESCO’s global approach to HIV and AIDS coordinated by its headquarters Section on HIV and AIDS, including UNESCO ‘s global strategy and the EDUCAIDS framework for action and resources; the UNAIDS regional support team’s analysis of the regional epidemics and responses, and suggestions for

working better together; and UNESCO's regional perspective, including work on the FRESH school health initiative, and the draft regional strategy on HIV and AIDS.

Some key issues discussed included the following:

- Cultural and religious contexts are very strong in the region. Cultural norms may have kept epidemics low (of what we know of these epidemics to date), but at the same time, these norms have kept knowledge levels low and stigma very high in the general population, and particularly among young people
- The country contexts in the region are very diverse, i.e., we had colleagues from Rabat on one hand, and Doha on the other, dealing with markedly different socio-cultural contexts
- Teachers are just like the population at large; even if our sector provides them curricula, training, and support, it will take time before they have the skills and confidence to teach effectively about HIV and AIDS to increase prevention and to reduce stigma and discrimination
- There are many existing interventions in school health and school-based health promotion in the region; in many situations, these are the best ways to address HIV and AIDS in school. In other situations, non-formal education may be the best way to address HIV and AIDS
- UNESCO itself needs to build its capacity in order to be able to advocate with national partners such as Ministries of Education, and to be able to contribute as a valued partner in joint UN processes in support of national programmes

There was a lot of discussion about previous and ongoing programming in the education sector on HIV and AIDS by country and agency. For example, the UNESCO Amman office are currently preparing an adaptation of UNESCO's language guidelines on HIV and AIDS into Arabic; the UNESCO Cairo office, with modest financial resources, has worked with UNAIDS Cosponsors and various civil society groups to develop successful partnerships and programming during the recent World AIDS Campaign.

During the course of discussions about previous and ongoing programming, participants realised that there are already many materials in relation to education and HIV & AIDS that are available in Arabic; some of these were shared by UNESCO Rabat, USAID / FHI Jordan, and others. Participants agreed that a good role for UNESCO to play regionally will be to build a database of such materials and to analyse and present them in an overview as a regionally-available resource.

Participants identified 2 areas for in-depth discussion during the workshop: advocacy and resource mobilisation. They broke into 2 discussion groups, using as a springboard for each discussion an EDUCAIDS Technical Brief on the topic. Both groups then presented recommendations for action by governments (Ministries of Education), civil society organisations, and UNESCO. (These recommendations are available as PowerPoint presentations separately.)

Taking into account inputs from regional and national partners as well as the 2 thematic discussion groups, UNESCO charted the following follow-up directions for its work on HIV and AIDS:

- At country level: to continue and to increase participation in country-level joint UN planning processes on HIV and AIDS; to advocate that MoEs continue and increase participation in similar processes; to ensure that MoEs and MoCs play a role in national responses to HIV and AIDS; and to advocate for and facilitate increased collaboration between MoEs and MoHs
- At regional level: to continue to develop the draft regional strategy and articulate UNESCO's regional role and contribution; to coordinate the collection and sharing of available materials on education and HIV & AIDS in Arabic; and to use and disseminate training material on FRESH and EDUCAIDS in Arabic
- At global level: to continue to support regional and national strategy development, partnerships and coordination; to ensure relevant regional participation in global dissemination and training of EDUCAIDS and other materials and technical meetings and consultations.

4.2 General Recommendations

There were many recommendations during the workshop. Some general recommendations included the following:

- UNESCO needs to document all IEC material produced in the Arab region on HIV and AIDS and generate a resource pack
- Through EDUCAIDS, UNESCO needs to promote needs assessment for countries in the region, for HIV and AIDS education, after which gaps can be better identified
- There is a need to identify human experts and resources in the region
- Donors should replicate best practices
- "FRESH" should be used as an entry point for addressing HIV and AIDS in our society
- UNESCO needs to provide technical support as needed
- UNESCO needs to be the contributing agency in the promotion of partnerships between Ministries of Health and Ministries of Education
- UNESCO should be the coordinating body for the dissemination of educational material

**Arab States Workshop on
Capacity-Building and Mobilisation of Resources
for HIV and AIDS Programmes**

Cairo, Egypt, 11-13 February 2008

Appendices

- Appendix A: Information Note
- Appendix B: Participants Contact Information
- Appendix C: Agenda
- Appendix D: Global and Regional Perspectives Power Point Slides
- Appendix E: UNESCO Field Offices and National Commissions Power Point Slides
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APPENDIX A: Information Note

Arab States Workshop on Capacity-Building and Mobilisation of Resources for HIV and AIDS Programmes (Cairo, Egypt, 11-14 February 2008)

Information Note

Background

This inter-regional workshop is part of the OPEC Fund for International Development/UNESCO Programme on Mitigating the AIDS Crisis in Asia through Education. It has a special emphasis on the Arab States, as well as on selected countries in Africa and Asia. It will serve the following purposes within UNESCO, UNAIDS Cosponsors and Member States:

For UNESCO:

- Articulation of UNESCO's Strategy on HIV and AIDS and EDUCAIDS (the UNAIDS initiative on education and HIV & AIDS led by UNESCO), within UN priorities in education and the global movement towards Education for All;
- Sharing of experiences and lessons learnt on HIV and AIDS projects in the region, including those supported by the OPEC Fund.

For UNAIDS Cosponsors:

- Understanding of UNESCO's contribution to and partnerships for universal access to prevention, treatment, care and support, the UNAIDS technical support division of labour and joint programming on HIV and AIDS.

For Member States:

- Greater focus on the effects of regional and national HIV and AIDS activities;
- Capacity-building and mobilisation of human and financial resources for HIV and AIDS programmes.

The objective of the OPEC Fund/UNESCO Programme has been to mitigate AIDS in Asia and the Arab States, focusing on HIV prevention among young people, both in- and out-of-school, through activities in advocacy, capacity-building, school- and media-based prevention education, and monitoring and evaluation, implemented in 12 countries (9 in Asia-Pacific and 3 in the Arab States). A lessons-sharing workshop took place in Bangkok in October-November 2006, with 7 of the countries participating. A similar lessons-sharing workshop was held in Tashkent in December 2006, with 2 of the countries participating. More recently in September 2007, a resource mobilization workshop was held in Bangkok with representatives from 7 countries. The opportunity now exists to use resources from the OPEC Fund Programme to conduct a capacity-building and mobilization of resources workshop in the Arab States. This has not previously been possible, in large part due to the war in Lebanon last year.

During the development of the workshop programme, it is important to recognize:

- Specific, strong, and diverse socio-cultural contexts surrounding HIV/AIDS issues in the Arab States/MENA region;
- A wide range of existing partners and responses to HIV/AIDS prevention in Arab States/MENA region (UN agencies, governments, and NGOs), programming according to the UNGASS Declaration of Commitment;

- Contributions to these responses from UNESCO, through the OPEC Fund-supported projects as well as other resources; and
- Previous work completed and future plans developed by UNESCO in cooperation with national counterparts.

The workshop is expected to provide participating professionals with tools and means for expanding HIV and AIDS programmes at both regional and national levels, which include:

- Sharing of experiences and success stories on current programme activities;
- Aligning HIV and AIDS projects and programmes with national responses, UNESCO Strategies and the EDUCAIDS Framework for Action, UNGASS targets and other international frameworks; and
- Identifying desirable and feasible next steps to deepen UNESCO-supported strategic action on education and HIV and AIDS prevention in the region, including, where relevant, the development of resource mobilisation strategies.

Resources to be used at the workshop will include: UNESCO Draft Regional Strategy on HIV/AIDS Prevention through Education for the Arab Region (2008-2013), the forthcoming EDUCAIDS implementation support tools, and other relevant training modules such as UNESCO/IIEP's "Educational Planning and Management in a World with AIDS."

Objectives

The objectives of the workshop are to:

1. Improve understanding and communication of achievements and lessons learned in HIV and AIDS programmes in the region, including OPEC Fund-supported activities;
2. Share all available educational and resource materials on HIV and AIDS, especially those produced recently in Arabic;
3. Improve cooperation among partners for the implementation of joint activities and programmes; and
4. Identify future next steps for HIV & AIDS programmes at both regional and national levels.

Participants and resource persons

The estimated number of participants in the workshop is 20 professionals from UNESCO, UNAIDS Cosponsors, and national counterparts.

UNESCO participants will include the main staff person working on HIV and AIDS from the following UNESCO Field Offices: Amman, Baghdad, Beirut, Cairo, Doha, and Rabat. Other Offices in the region will be considered upon availability of funds (i.e. Khartoum and Rammallah Offices).

The workshop will be supported by both the Section on HIV and AIDS (ED/UNP/HIV) and UNESCO Regional Offices in Beirut and Cairo. There will a need for external facilitators (resource persons) from the region, as well as participants from the earlier capacity-building workshops conducted in Bangkok and Tashkent.

Venue and date

Given the relative costs of various possible locations and the need to choose a venue with as many direct flights as possible, as well as having a special offer and rates on hotels, it has been suggested by UNESCO Offices in Beirut and Cairo to hold such meeting in Cairo, Egypt (11-14 February 2008) at Shepherd Hotel-Cairo, Tel: +202-7792 1000, Fax: +202-7792 1010.

Programme and Agenda

The duration of the workshop will be four days. The first day will be for UNESCO professionals, followed by two days when partners from UN Cosponsors and Member States (MOEs, MOHs, and NGOs) will join the meeting. The last day will again be for UNESCO staff, and will include technical revision and future planning. A field visit to a site or a national institution involved in HIV and AIDS programming will be arranged, in coordination with the UNESCO Cairo Office.

Day 1 - UNESCO Professionals Only

- Welcome, introductions and expectations
- Regional and global updates and discussion (UNESCO's Strategy for Responding to HIV/AIDS, EDUCAIDS)
- Discussion on future directions

Day 2 - UNESCO and Partners

- Synthesis presentations on HIV and AIDS programme and activities (UNESCO and UN agencies)
- Country presentations (national counterparts)
- Joint Cooperation and Planning
- Field visit (to be organized by UNESCO Cairo Office and NAP-Egypt)

Day 3 - UNESCO and Partners

- Thematic skills-sharing / capacity-building (UNESCO and UN)
- Advocacy
- Conclusions and next steps

Day 4 - UNESCO Only (wrap-up)

- Review and debriefing on regional and national cooperation
- Discussion on future directions and plans
- Identification of individual follow-up actions
- Reflections, conclusions, and wrap-up

Rapid Assessment

Prior to the workshop, the Section on HIV and AIDS and the UNESCO Beirut Office will develop and conduct a rapid assessment activity to refine the meeting's conceptual framework and content. This will consist of quick e-mail and phone contacts with identified participants from UNESCO field offices to assess existing skills and training needs.

Contact Persons

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APPENDIX B : PARTICIPANTS CONTACT INFORMATION

	NAME	COUNTRY	ORGANISATION	TITLE	ADDRESS	WORK PHONE	MOBILE (Optional)	FAX	E-MAIL
UNAIDS Cosponsors									
1	Abdalla sid Ahmed Osman	Egypt	UNAIDS	Policy Adviser	Abdulrazzak ElSanhori.St. Nasr City, Egypt	2022765338		2022765427	osman@emro.who.int
2	Karim Bayoumy	Egypt	UNIFEM	Programme Assistant	1113,Cornish ElNil, Tahrir	20225748494 (Ext.224)		20225759472	karim_bayoumy@unife
UNESCO									
3	Robert Parua	Jordan	UNESCO Amman	Education Programme Specialist	P.O Box 2270, 1181 Amman, Jordan	96265516559		96265532183	r.parua@unesco.org.jo
4	Hanan Al Omari	Jordan	UNESCO Amman	HIV/AIDS Project Assistant	49 Al -Sharif Nasser Bin Jamil St.Wadi saqra P.O Box 2270 Amman 11181 Jordan	96265516559	96265516537	96265532183	h.alomari@unesco.org.j
5	Sulieman Sulieman	Lebanon	UNESCO Beirut	Pprogramme Specialist: STV	P.O. Box 11-5244, Beirut-Lebanon	9611850013		9611824854	s.sulieman@unesco.org

6	Ghada Gholam	Egypt	UNESCO Cairo	Education Programme Specialist	8 Abdel Rahman Fahmy St. Garden City, Cairo	20227945599		20227945296	g.gholam@unesco.org
7	Sherine Meshad	Egypt	UNESCO Cairo	Education Programme Assistant	8 Abdel Rahman Fahmy St. Garden City, Cairo	20227945599		20227945296	s.meshad@unesco-cairo
8	Gilane El Gewely	Qatar	UNESCO Doha	Assistant Programme Specialist: Education	P.O Box 3945, Doha, Qatar	9744113216 - 9744113036 (ext. 226)		9744113015	g.elgewely@unesco.org
9	Leila Firdawcy	Morocco	UNESCO Rabat	HIV/AIDS Focal Point	35, avenue du 18 November Agdal, Rabat, Maroc	21237670372 - 21237670374		21237610375	l.firdawcy@unesco.org
10	Ted Nierras	France	UNESCO HQ	Programme Specialist on HIV/AIDS	7 Place Fontenoy, 75007 Paris. France	33145680917			t.nierras@unesco.org
Counterparts									
11	Elham Mohamed Abulkhair	Egypt	Ministry of Education	Director-General, Department for Environment and Population	12, Falaky St., Cairo, Egypt	20227921392	20121176810	20227921392	elhamaboelkair@hotmail.com
12	Fathia Abd El-Moniem	Egypt	Egyptian National Commission	Director, Department of Commission Affairs	17, Kuwait st., Venni Dokki	20233357731 - 20233356659	20121487438	20233356947	totta_mona2007@yahoo.com

13	Shawky A. Fattah	Egypt	Egyptian National Commission	HIV/AIDS Specialist	17, Kuwait st., Venni Dokki	20233357731 - 20233356659		20233356 947	egnatcom@egynatcom.c
14	Fathy Mahmoud Farghali	Arab Region	Arab Scouts Organisation	Deputy Regional Director	P.O Box.1384 Cairo	20222610234		20222633 314	fathy@scout.org
15	Aisha Saleem Daglas	Jordan	Ministry of Education	Secretary of Board of Education	Ministry of Education, Amman, Jordan	9620795441111		96265666 019	aisha_daglas@yahoo.co
16	Danielle El-Khoury	Lebanon	Ministry of Health	Project Coordinator	National AIDS Programme - MOH, Beirut, Lebanon	9611566100/101	9613723723	96115661 02	wholeb@inco.com.lb daniellelebanon@yahoo
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18	Chahrazed Borhoumi	Tunisia	NATCOM Tunisia	Chief, Education Section	17, Iraq St., 1000 Tunis	21671794110 - 21671794724		21671734 631	chahrazedbarhoumi@yacomnatu@edunet.tn
19	Basma Kharaisat	Jordan	USAID-Jordan	Project Management Specialist, CTO of HIV/AIDS programme	Amman 1151 Jordan, P.O Box 510648	96265906622	96279584444 6	96265920 143	basma@yahoocom; l
20	Lina Al- Hadid	Jordan	Family Health International- Jordan	Acting country director	P.O Box 830567 Amman, 11183 Jordan	96265817253	96279620009 9 - 96279637701 1	96265824 958	linahadid@wanadoo.jo

APPENDIX C: AGENDA

Arab States Workshop on Capacity-Building and Mobilisation of Resources for HIV and AIDS Programmes (Shepard Hotel, Cairo, 11-13 February 2008)

The whole workshop will consist of four (4) days. The first day (*Monday, 11 February 2008*) will be an internal coordination meeting for UNESCO Staff only. The main workshop will consist of the following two days (*Tuesday – Wednesday, 12-13 February 2008*), with participants from UNAIDS Co-Sponsor agencies, regional and national counterparts. The last day (Thursday 14 February 2008) will consist of a technical meeting for UNESCO Staff only.

Monday 11 February	Activity	Method	Chairperson/ Facilitator- Speaker
0830-0900	Registration		UNESCO Cairo
0900-0930	Welcome, introductions, expectations		UNESCO Cairo, UNESCO Beirut, UNESCO HQ NATCOM Egypt
0930-1030	UNESCO Field Offices updates on HIV/AIDS Programme and Activities	15-min presentation per UNESCO Office, followed by discussion. Presentations should address: What are the country education and HIV & AIDS contexts? What have been UNESCO's achievements, challenges and lessons in HIV & AIDS programming in the country?	1 person per UNESCO Office (Amman, Beirut, Cairo)
1030-1100	<i>Break</i>		
1100-1230	UNESCO Field Offices updates (continued)		(Doha, Rabat)
1230-1330	<i>Lunch</i>		
1330-1500	Regional, Cluster, and National Cooperation on programme implementation (RP and EXB Projects)	1 Cluster Office update followed by 1 regional & 1 global presentation, 15-mins each, followed by discussion. Presentations should address: What is UNESCO's strategy on HIV & AIDS at regional and global levels? What is EDUCAIDS and how can it be used at country level? What have been lessons learned	UNESCO Field Offices

		from OPEC Fund-supported project implementation in Asia in 2005-2007?	
1500-1530	<i>Break</i>		
1530- 1700	Continue of afternoon session, and discussion on Workshop Programme on 12-13 February 2008		Participants
Tuesday 12 February			
0830-0900	Registration		UNESCO Cairo
0900-1000	Welcome, Introductions and expectations Adoption of Programme Nomination of Chair(s), and General Rapporteur		UNESCO Cairo, UNESCO Beirut, UNESCO HQ,
1000-1030	<i>Break</i>		
1030- 1100	UNESCO Global Strategy on HIV/AIDS	Global strategy on HIV/AIDS, linkage with EDU AIDS	UNESCO HQ
1100 - 1230	Cooperation between UNAIDS Co-Sponsor Agencies on HIV/AIDS Programmes (Regional and Country Levels)	Review of UNAIDS division of labour. 15-min presentation per country or regional partner (1 per agency). Presentations should address: What are the country or regional education and HIV & AIDS contexts, strategies (universal access / UNGASS), current challenges? How can UNESCO and UNAIDS Co-Sponsor Agencies work better as a partner in the national and regional responses to HIV and AIDS?	UNAIDS UNICEF UNFPA
1230-1330	<i>Lunch</i>		
1330-1500	Overall regional perspective including HIV/AIDS Regional Strategy in the Arab Region (2008-2013)	The draft regional strategy will be presented and discussed; participants will provide feedback	UNESCO Beirut
1500-1530	<i>Break</i>		
1530-1700	National experiences	National Counterparts will share achievements and lessons learned from HIV/AIDS	Egypt (3 ppt – NC/MOHP/ASO)

		programmes, followed by discussion	
Wednesday 13 February			
0900-1030	Cont. discussions on national experiences	National Counterparts will share achievements and lessons learned from HIV/AIDS programmes, followed by discussion (Continued)	Jordan (2 ppt FHI/USAID) Lebanon
1030-1100	<i>Break</i>		
1100-1230	Cont. discussions on national experiences	National Counterparts will share achievements and lessons learned from HIV/AIDS programmes, followed by discussion (Continued)	Saudi Arabia Tunisia
1230-1330	<i>Lunch</i>		
1330-1500	<i>Thematic discussion :</i> Advocacy and Resource mobilisation, partnerships and cooperation	Regional and national counterparts and NGOs will focus on the themes of advocacy and resource mobilisation	Participants
1500-1530	<i>Break</i>		
1530-1700	Conclusions, evaluation and next steps	Participants will review workshop outcomes and suggest further development of HIV/AIDS Programme in the region.	

APPENDIX D: Global and Regional Perspectives Power Point Slides

UNESCO's Strategy on HIV and AIDS

**Ted Nierras
Programme Specialist
Section on HIV & AIDS
UNESCO Headquarters**

Strategy on HIV & AIDS:

- Universal access to HIV & AIDS prevention, treatment, care & support
- UNAIDS technical support division of labour
- All of UNESCO's Sectors, with an emphasis on Education
- Reflecting UNESCO's global priorities on Africa & gender
- In addition, emphasis on young people & involvement of people living with HIV & AIDS.

Core Actions of the Strategy:

- Advocacy & support for evidence-informed policies & practices
- Policy & programmatic guidance
- Technical support & capacity enhancement
- Coordination & harmonization
- Monitoring, assessment & evaluation

EDUCAIDS:

- UNAIDS Initiative on Education and HIV & AIDS
- UNESCO core initiative for Education for All
- Framework for Action and Resources
- Comprehensive education sector-wide responses to HIV & AIDS
- Planned & executed in partnerships

Essential components of a comprehensive education sector response:

- Quality education – learner-centered, rights-based
- Content, curriculum & learning materials
- Educator training & support
- Policy, management & systems
- Approaches & entry points

How can it be used?

- To plan & priorities actions
- To build partnerships & promote coordination

UNESCO HQ at this workshop:

- Communicate UNESCO's strategy & directions
- Learn from regional & country contexts, achievements & lessons
- Help to clarify UNESCO's contribution to UNAIDS-led support to regional & national responses to HIV and AIDS
- Help to clarify roles & responsibilities of UNESCO regional, cluster and country offices
- Work with you to identify key issues & priority next steps for the future

Some key issues:

- Advocacy: how to work with our partners to increase attention on the issue, while respecting cultural context
- Resource mobilization: how to raise funds to enable UNESCO & our partners to increase our contribution to the national response

Shared Experiences on HIV and AIDS
Program in the Arab Region:
UNESCO Beirut Office

UNESCO Regional Office - Beirut
www.unesco.org/beirut
Sulieman A. Sulieman
Programme Specialist: STV
UNESCO Regional Office – Beirut

Guiding Principles for UNESCO Actions:

- UNESCO Global Strategy on HIV and AIDS and Education (Paris 2007): HQ, Institutions, and Field Offices;
- Regional Strategies on HIV and AIDS Prevention through Education (i.e. Africa, Asia, Europe, Arab States);
- Goals: EFA, MDGs, DESD and FRESH Initiative Workplans;
- UNESCO-UNAIDS EDUCAIDS Initiative;
- WHO/EMRO Action Oriented School Health Curricula in Basic Education (September 2007).

UNESCO and UN Priorities:

- Education for All (EFA) Framework of Action (2000-2015);
- Millennium Development Goals (MDGs) – one UN system at the country level;
- CCA/UNDAF Mechanisms;
- UN Decade of Education for Sustainable Development - DESD (2005-2014).

School Health, EFA, MDGs and ESD:

- UN Decade of Education for Sustainable Development 2005 - 2014
- EFA Goals and Actions 2000 – 2015
- MDG
- Focusing Resources on Effective School Health Initiative
- (FRESH) – New Phase (2008 – 2009)

FRESH Initiative Partners:

- UNAIDS Co-sponsor agencies: (i.e. UNESCO, WHO, UNICEF, UNFPA, WFP/ILO);
- International Organizations: ISESCO, USAIDS, FHI, FPA, RCC;
- Private Sector Contributions: Several private companies, mainly working in the food industry (i.e. Jordan, Oman and Saudi Arabia).

Phases of Implementation:

- Phase one (2002-2003): Egypt, Jordan, Lebanon, Oman, Sudan and Yemen;
- Phase two (2004-2005): Qatar, Morocco, Palestine, Saudi Arabia, Syria, and Tunisia;
- Phase three (2006-2007): All Arab countries;
- A New Phase is under preparation as part of 34C/5 work plan (2008-2009), and UNESCO Mid-Term Strategy (2008-2013).

EDUCAIDS Components:

- Quality education, including cross-cutting principles;
- Content, curriculum and learning materials;
- Educator training and support;
- Policy, management and systems;
- Approaches and illustrative entry points.

Strategic Approaches for UNESCO Work plan: 2008-2009:

- EDUCAIDS' objectives supported by participating countries and agreed actions taken to a national scale;
- EDUCAIDS effectively implemented in selective countries of the region;
- Leading the Global Initiative on HIV and AIDS and Education (GIHAE); and
- Supporting Comprehensive Responses to HIV and AIDS through Education.

Main Achievements:

Knowledge Sharing and Resource Materials:

- Curriculum Guides and Manuals in Arabic:
 - Life Skills Manual (UNESCO/UNICEF, 2005);
 - Peer Education Manual (UNICEF 2007);
 - Model Curriculum Guidelines in Basic Education, (WHO/EMRO2007);
 - Reproductive Health Manual (UNFPA, 2006);
 - FRESH CD-ROM in Arabic: a compilation of case studies on national/regional school health strategies and activities in the Arab region.

Capacity Building and Training:

- Regional and National training workshops for school health teachers/supervisors, and students in several Arab countries (Lebanon, Syria, Oman, Tunisia, Yemen);
- Two Regional Forums on the Role of Youth in Community Development and Health Awareness (Damascus, January 2007) and (Tunis, August 2007);

- Regional Workshop for Media Professionals on the development of media scripts and manuals on health awareness and HIV and AIDS prevention (Sana'a, Yemen, May 2007).

Cooperation with Universities and Research Institutions:

- Training Programmes for 50 health care professionals and curriculum specialists from the region on “Needs Assessment for School Health Curricula Development” (Beirut, June 2006 and February 2008);

The Way Forward – Next Steps / Workplans for 2008 – 2009:

- Public and private partnerships (PPP);
- Knowledge sharing and life skills development through education and learning on health issues and HIV and AIDS prevention;
- Development and joint strategies between health, education, and social services sectors within FRESH Initiative;
- Regional Strategy on HIV and AIDS Prevention through Education in the Arab Region (2008-2013).

**Regional Strategy on HIV and AIDS Prevention through Education
in the Arab Region (2008 – 2013)**
The Process

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Outline:

- Identification of resources, strengths and weaknesses;
- Identification of target groups and partners;
- What are the expected results of the strategy?
- How we are going to achieve such results?
- Monitoring, evaluation and follow-up.

Resources for the Strategy:

- UNESCO Field Offices in the region;
- UNESCO HQ- Publications and materials;
- Other UNESCO Field Offices (i.e. Bangkok and Dakar Offices);
- Member States;
- UN Agencies;
- Donors.

Strengths and Weaknesses:

- Strengths:
 - Linkages with other educational fields and sectors;
 - Speaking the same language (i.e. Arabic);
 - Availability of human and financial resources;
- Weaknesses:
 - No. of UNESCO staff working on involved in HIV and AIDS programmes;
 - Connectivity and networking with partners (Member States and UN agencies);
 - How can we get feedback on the results and impact

Target Groups and Partners:

- Target Groups:
 - Teachers and students (formal and non-formal education);
 - Youth and youth leaders;
 - Parents;
 - Other groups of the society.
- Partners:

- Government institutions (MOE, MOH, MOSA, MOL);
- Non-government organizations (NGOs);
- Private sector;
- UN agencies;
- Donors.

Expected Results:

- Improve students and teachers perception to health education and HIV/AIDS issues (knowledge and skills);
- Develop healthy life styles among learners (young and adults);
- Advocacy between selective groups of society on health education and HIV/AIDS prevention;
- Building of regional / sub-regional networks on Health Education and HIV/AIDS prevention (i.e. FRESH Initiative Network).

Mechanisms of Implementation:

- Regular Programme work plan (34C/5, 35C/5, 36C/5);
- Extra-Budgetary projects (UBW, OPEC, others);
- International, regional and National partnerships (MS-FOs).

Monitoring and Evaluation:

- UN theme group on HIV/AIDS;
- CCA/UNDAF cooperation;
- Universities and research institutions.

**Regional Strategy on HIV and AIDS Prevention through Education
in the Arab Region(2008 – 2013)**
The Content

Dr. Aisha Daglas
Ministry of Education - Jordan

Content:

- First: Background
- Second: Responses for the regional requirement and Needs
- Third: The role of UNESCO, its bureaus and partners in the Arab region.
- Fourth: The Role of international and regional organizations, civil society institutions and stakeholders
- Fifth: Regional cooperation in response for HIV/AIDS through Education (EDUCAIDS)
- Sixth: Preparing and improving the executive plan

Responding to regional requirements and needs:

- [Promoting] the role of education, particularly at a national level and with ministries of education, in awareness raising, accrediting safe practices, and targeting young people.
- Behavioral research into [and support in developing] curricula [that address] appropriate skills and values such as gender, illiteracy, care and support.
- Achieving the ‘Education for All’ goals, working through relevant initiatives where possible.

The role of UNESCO and Field Offices in the Arab region is:

[Draw upon relevant] evidence and help develop policies [that provide] a comprehensive education sector response which:

- Informs and directs educational planners, policy designers and teachers to ensure protection against HIV, and [deliver] care and support through educational systems.
- Creates supportive environments to facilitate obtaining information, and work with religious and cultural values to change behavior and reduce stigma and discrimination [against people affected and infected by HIV]
- [Ensures everyone who needs it has access to universal access to treatment, care and support].
- Through the EDUCAIDS framework, support curriculum issues, teacher training, policy and sector management, quality education – in both formal and non-formal education

Include all UNESCO Sectors, international and regional partners, and civil society and other partners in the response:

- Including WHO, UNAIDS, UNICEF, UNFPA, ILO, the World Bank, NGOs and ABCAR

Regional cooperation in response to HIV and AIDS through education (EDUCAIDS):

- Ensuring commitment and making partnerships
- Expanding research and the evidence base
- Developing, shaping and reinforcing the message
- Focusing on most vulnerable groups
- Linking education opportunities to care, including school health

EDUCATION:

- Ensure individuals have the capacity to avoid HIV infection, including HIV/AIDS preventive education.
- Build government capacities, particularly ministries of education, through developing materials that are culturally accepted and ensuring education sector staff receive appropriate training.
- Link to poverty reduction, with a special focus on less-developed countries such as Sudan and Yemen.
- [Pay special attention] to workplace policies
- Address the five essential components for a Comprehensive Education Sector Response {[those from EDUCAIDS]:
 - POLICY, MANAGEMENT AND SYSTEMS
 - QUALITATIVE EDUCATION, INCLUDING NETWORKING PRINCIPLES
 - LEARNING MATERIALS, CURRICULUM AND CONTENT
 - TEACHER'S TRAINING (TRAINERS) AND SUPPORT
 - APPROACHES AND ILLUSTRATIVE ENTRY POINTS

CULTURE:

- Integrate knowledge and original beliefs, drawing on the wisdom of communities and rich cultural Arab systems, to respond to the epidemic.
- Expand “the understanding of the relationship between culture on one side and teaching it on the other side”.
- Ensure implementation respects cultural and religious approaches (including lifestyles, values, traditions, beliefs and human rights)
- Conduct research with UNAIDS on “The Cultural Approach to HIV/AIDS Prevention and Care”.

ADOLESCENTS AND YOUTH:

- Consolidate information collection on young people and adolescents, analyzing reasons for risk susceptibility (e.g. sexual behavior, drug use and other lifestyles).
- Reinforcing services to encourage young peoples' participation in peer education, life skills programmes, youth symposiums, and networks.
- Inaugurate projects for out-of-school youth.

Start from [the Universal Access framework of] prevention, treatment, care and support:

- Provide support at all levels – individual, society, education system and policies
- Letter detailing
- Change behavior that leads to danger
- Give care for people infected and affected by HIV
- Acclimatize with HIV/AIDS effect on different institution

Preparing and developing an action plan:

(a) Directory principles:

- Focus on links between education and HIV & AIDS and poverty reduction; discrimination of women and girls; and human rights and the cultural context.
- Support regional and national institutions involved in capacity building.
- Work within national financial and administrative

(b) Regional and national cooperation and coordination, focus on:

- Workplace policies
- [Developing] strategic plans at the sector level
- Ensuring high quality data, information and evidence
- A comprehensive response
- Institutional Capacity building in planning, budgeting and using data

(c) (EDUCAIDS) action plan to follow up internationality in the field of AIDS comprehensive prevention:

- Implementation mechanisms.
- Uniting all efforts in dealing with HIV and AIDS.
- Monitoring, assessment and follow – up, Setting up consultative groups for HIV and AIDS in each country to facilitate data exchange and dialogue.

(d) Activities and fields:

- The school (teachers and students)
- Formal education programmes
- Non-formal education (extra curricula activities)
- Learning communities and private sector

Regional and National Cooperation and Coordination:

- Benefit from good practice and success stories.
- Necessity to prioritize research agendas.
- Necessity to prepare guidebook for the action plan.
- Capacity building on different levels continuously.
- Create positive atmosphere for implementation.
- Financial support required to carry out the strategy.
- Need assessment to determine starting point.

**APPENDIX E: UNESCO FIELD OFFICES and NATIONAL COMMISSIONS
Power Point Slides**

HIV and AIDS ED PROJECT IN JORDAN
HIV and AIDS EDUCATION AND PREVENTION IN JORDAN

Presented by
Robert Parua and
Hanan Al Omari

I. HIV & AIDS situation and response in Jordan:

➤ **As of 31 December 2007, 550 cases living with HIV&AIDS in Jordan :**

- 185 Jordanians , 365 non Jordanians
- (485 females ,193 Males)
- 80 Deaths

➤ **Mode of transmission:**

- Blood/Blood products 31.35%
- Sexual contact 52.43%,
- IVDUs 2.16%,
- vertical transmission from mother to child 3.78%
- Unknown 10.27%

II. Jordanian cases according to case classification:

- HIV Cases 87
- AIDS Cases 13
- Death 85

➤ **Jordanian cases according to place of infection:**

- **Outside Jordan 138**
- **Inside Jordan 42**
- **Unknown 5**

III. Jordanian cases according to Age group:

- Less than 5 years 5 cases, percentage 2.70%
- 5-15 years 14 cases , percentage 7.03%
- 15-24 years 17 cases , percentage 9,19%
- 25-34 years 65 cases , percentage 35.14%
- + 35 years 85 cases , percentage 44.23%
- Unknown 3 cases, percentage 1.62%

IV. HIV and AIDS Situation and Response:

- Jordan has low prevalence rate reaching 0.01% in the adult population.
- Prevalence is low in general population, youth and vulnerable groups.
- Policy & Regulatory framework :
- National AIDS Strategy has been adopted by the government
- National AIDS committee is responsible for national AIDS response
- And National AIDS Programme.
- Country monitoring and evaluation system is established.
- Access to treatment is free for the infected cases.
- Government has established surveillance system.
- Support to the STDs & HIV&AIDS hotline and counseling center with participation of people living with HIV&AIDS

V. Main Partners

- Ministry of Education(Curriculum Directorate & School Health Education Unit)
- Ministry of Health (National AIDS Council, Health Education Directorate(MOH)
- University of Jordan.
- UNAIDS Theme group (UNESCO, UNAIDS, UNICEF, UNDP, WHO).
- Family Health International and USAID
- Quest scope (NGO for School Leavers & Dropouts and Literacy.
- Petra News Agency (PNA) in Jordan.
- LOCAL NGOs

VI. UNESCO HIV&AIDS Programme Objectives:

- **Major Objectives:**
 - Strengthening school-based HIV/AIDS prevention programme in Jordan.
 - To empower the educators, teachers with the necessary knowledge, Skills and attitudes to HIV&AIDS.

- **Specific Objectives:**

- To ensure integration of HIV/AIDS into education at all level Consistent with the National AIDS strategy
- Enhance universal access to prevention, treatment, care and support and stigma, discrimination and human rights

- Strengthen education sector responses to HIV & AIDS within the context of EDUCAIDS and UN CCA/UNDAF.
- To ensure integration of HIV/AIDS at all levels of the education system consistent with the National AIDS strategy.
- Raising awareness among secondary teachers, educators, Counselors, TOTs, university students, academics to share Responsibility in HIV&AIDS education.
- To develop effective and institutionalized In-service training for Teachers at secondary level on HIV&AIDS.
- Promote positive attitudes and behaviors among vulnerable groups
- Production of culturally acceptable HIV&AIDS materials.

ACHIEVEMENTS:

➤ **HIV and AIDS Resource Manuals in Arabic**

- Revised and completed resource educational manuals on HIV and AIDS for teachers, supervisors, curricula planners, school counselors, students, the resource manuals are:
 - Life skills manual for HIV and AIDS for school teachers and students
 - Resource package manual for counselors & teachers,
 - UNESCO guidelines on language and content in HIV and AIDS.
 - Arabic draft of teachers training manual in HIV and AIDS
 - HIV&AIDS Media Reporting manual for Journalists and media personnel.
 - manuals revised by expert committee (MOE ,MOH ,NAP ,UOJ), All draft Arabic versions are completed and all being proof read moment going into print

➤ **Capacity Building**

1. Finalizing and printing of media workshop report, the training workshop was held in May 2006 for journalists and media personnel in reporting skills of HIV and AIDS, raising awareness on HIV and AIDS issues and introducing the resource media manual to receive journalist's feedback to be used as resource Material at national level. Copies of the final report distributed to all partners and stakeholders.

- Completion of training workshop for ASP net school teachers and Coordinators in FRESH initiative for school health to raise awareness among teachers, educators, and policy makers at MOE, MOH, to address school health education and to implement Fresh initiative at national level. Jointly supported by WHO, Family Health International (FHI) USAID. Using **FRESH as entry point to implement HIV/AIDS educational programmes**. Over 50 Teachers from ASP net schools participated. Final report of the FRESH workshop is being finalized and copies distributed to all partners and stakeholders. ASP net as an Entry Point for HIV/AIDS.

➤ **Surveys and Studies:**

- Completion in the printing of the Global School Health Survey (GSHS) Final Report for Jordan in collaboration with the Ministry of Health. Financial Support given to the School health directorate of Ministry of Health to finalize the GSHS report. The report has a component on students' knowledge about HIV/AIDS in primary and secondary school.
- Situational Analysis in the integration of HIV/AIDS in the Curriculum.
- Feasibility study and needs assessment study in introducing HIV and AIDS in teacher's education curriculum and other faculties at the University of Jordan, UOJ undertakes this study and assessing student's knowledge on HIV and AIDS. Study is in progress. Draft study being reviewed at the moment , final report to finalize
- Follow up in finalizing final report of a study assessing in cultural approach HIV and AIDS prevention and PWLA in different contexts in Jordan to identify Cultural factors of HIV and AIDS epidemic, and identifying needs of the risk group.

➤ **Awareness Raising and Advocacy:**

Printing of 1,000 Poster on World AIDS day 1st December 2006 ,
Printing and design 1000 poster calendar on World AIDS dayb2007 Several documentation and materials distributed during the launching of the World AIDS day 2006 &2007.

WORLD AIDS CAMPAIGN 2007-Egypt

Sherine Meshad
UNESCO Cairo Office

UNESCO Cairo Office Activities:

- Annual staff trainings
- Questionnaire on staff knowledge
- Condom dispensers
- Joint UN programme of Support
- Participation in all UNJT and ETG meetings

2007 Theme and Slogan:

- Theme for WAC 2007:
 - Leadership promoted along with the campaign slogan "Stop AIDS. Keep the promise".
- WAC 2007 slogan in Egypt
 - Positive Live= Positive Action in confronting AIDS "الحياة إيجابية كن في مواجهة الإيدز إيجابياً"

Objectives of the Campaign:

- Tackle stigma and discrimination against people infected and affected by HIV and AIDS
- Raise the perception of risk among the general population through the promotion of the HOTLINE, the VCCT and the other HIV-related services offered by governmental and non-governmental institutions

Basis of the WAC 2007 in Egypt

- Reached almost all governorates of Egypt either directly (through activities implemented in the governorates) or indirectly (through the participation of local youth in other governorates)
- Peer-led in some of its main features, like the Ismailia Youth Camp
- Decentralized with activities organized directly by local NGOs based in the various governorates.

UNESCO Cluster Office in Rabat
Activities in HIV/AIDS

Leila Ferdawcy
UNESCO Rabat Office

Theatre based techniques for Y peer Education:

- Adaptation to the Maghreb region of UNFPA training manual on theatre techniques for youth peer education.
- UNFPA/UNESCO Project (2006-2007)

Theatre based techniques for Y peer education:

- Process of adaptation:
 - 4 experts from Maghreb countries (Algeria, Mauritania, Morocco, and Tunisia) worked on the adaptation.
 - A consultation meeting was held in Rabat on December 06.
 - A sub regional training workshop was organized (Rabat.27-31, March 2007) to validate the adapted manual by a group of youth peer educators (trainers) from Maghreb countries.

Theatre based techniques for Y peer education:

- Production of a training manual in French and Arabic.
(December 2007)
- Production of a multimedia DVD ROM.
(January 2008)

Theatre based techniques for Y peer education: For 2008/2009:

- Regional training sessions will be organized in selected regions in Morocco. (UNFPA Morocco and Moroccan National Commission)
- Target: Youth peer educators from health clubs in high schools (MEN), youth clubs and houses (UNFPA/Ministry in charge of youth), and regional associations (HIV/AIDS, Youth).
- Extension of the training session's programme in Morocco and other Maghreb countries

Intangible and Oral Cultural Heritage for HIV/AIDS prevention:

- Socio-cultural approach for HIV/AIDS prevention and awareness rising.
- Use of « storytellers » talents in Marrakech famous place
« Jamaa El Fna »

- Project 2007/2008 with the Moroccan association against HIV and STIs.

Intangible and Oral Cultural Heritage for HIV/AIDS prevention:

- Training workshop was held in Marrakech for the tellers. (September 07)
- Presentation of stories in selected schools in Marrakech and « Jamaa EL Fna Place ».

Human right based approach in HIV/AIDS:

-] UNAIDS Project (PAF:2006-2007)
-] Executing UN partner agency: UNESCO Office in Rabat
- Implementing national Partner : Ministry of Health in Morocco
- Prepare and organize training sessions on HRBA adapted and applied to HIV/AIDS.
- Target: ministry of health employees (doctors, decision takers, managers...)
- Training materiel produced (guide and practical exercises on the HRBA and HIV/AIDS)
- A pilot training session will be organized in Souss-Massa region (Agadir)
- Project evaluation and extension of the training programme to other regions and beneficiaries in Morocco.

Empowering women capacity of negotiations in rural areas:

- UNAIDS project (PAF:2006-2007)
- Executing UN partner agency: UNESCO Office in Rabat
- Implementing national Partner : Ministry of Agriculture in Morocco
- Production of a national manual on empowering women capacity of negotiations (HIV/AIDS, violence) (UNESCO, UNIFEM. September 2006)
- Project aim to adapt the manual for women in rural areas
- Produce a training material (from the manual) to be used by facilitators/educators (from ministry of agriculture)
- HIV/AIDS and methods of empowering capacity of negotiations for women in rural areas
- Pilot training session will be organized.
- Project evaluation and extension of the training programme

Raising awareness of/by youth through social communication”

- Project for 2008/2009
- ED/SHS/CI
- Partners: UNFPA/UNICEF/UNESCO Offices in Maghreb
- Raising awareness of youth in the Maghreb (acquisition of life skills, HIV/AIDS prevention)

- Two communication approaches to be used: artistic and media approaches

Artistic approach:

- Use of « digit-art » interactive platform
- creation and production of artistic figures (posters , postal cards, brochures...

Raising awareness of/by youth through social communication:

Media approach:

- Elaboration of radio messages (Arabic /French/local dialects)
- Broadcasting radio messages in national and regional radios

وزارة التربية والتعليم
قطاع التعليم العام
الإدارة المركزية للتعليم الثانوى
الإدارة العامة للتربية البيئية والسكانية

جهود وزارة التربية والتعليم
فى مجال الوقاية من مرض نقص المناعة البشري (الإيدز)

تقوم وزارة التربية والتعليم بدور كبير وهام فى مجال الوقاية من مرض نقص المناعة البشري (الإيدز) من خلال توعية أكثر من 15 مليون طالب وطالبة بمختلف مراحل التعليم من خلال الأنشطة التي تم تنفيذها خلال الفترة 2006, 2007م :-

- * أولاً : فى مجال المناهج الدراسية :-
- * تم دمج مفاهيم مرض نقص المناعة البشري (الإيدز) داخل جميع المقررات الدراسية فى المرحلة الثانوية [العام والفنى] .
- * ثانياً: فى مجال التدريب :-
- * تنفيذ برنامج حول مرض نقص المناعة البشري (الإيدز) بين طلاب المرحلة الثانوية .
- * يشمل البرنامج دورات تدريبية للمعلمين وكوادر التربية البيئية والسكانية فى جميع المديرات التعليمية ومشرفى نشاط التربية البيئية والسكانية بالمدارس (تدريب مباشر)
- * تدريب المعلمين والموجهين وكوادر التربية البيئية والسكانية (تدريب غير مباشر) عن طريق الفيديو كونفراس
- * أيام إعلامية لطلاب المدارس الثانوية .
- * برنامج صحة المراهقين بالتعاون مع المجلس القومى للطفولة والأمومة لتدريب أخصائى التربية البيئية والسكانية والأخصائيين النفسيين والاجتماعيين لعدد 12 محافظة [القاهرة – الجيزة – الإسماعيلية – الشرقية – الفيوم – بنى سويف – المنيا – سوهاج – أسيوط – قنا – أسوان – مرسى مطروح] .

يهدف البرنامج إلى :-

تدريب أخصائى التربية السكانية و الأخصائيين النفسيين والاجتماعيين على تناول معلومات حول مرض نقص المناعة البشري (الإيدز) للمراهقين من منظور شامل بهدف إكساب طلاب المدارس [المراهقين والمراهقات] المهارات والمعارف والاتجاهات التي تساعد على تغيير سلوكياتهم وتبنى سلوكيات صحية و تقويم السلوكيات الخاطئة بين شريحة المراهقين من الجنسين التي تؤثر على النشاط الصحية والبدنية والاجتماعية للشباب حول مرض نقص المناعة البشري (الإيدز) .

ثالثاً فى مجال التعاون مع الوزارات والهيئات والمنظمات الدولية والمراكز البحثية .

(1) تنفيذ البرنامج القومى للمدارس المعززة للصحة والبيئة بالتعاون مع منظمة الصحة العالمية فى عدد 15 محافظة (250 مدرسة) بهدف نشر الوعى الصحى والبيئى بين تلاميذ المدارس والمجتمع المدرسى والمجتمع المحيط .

(2) تنفيذ برنامج للتثقيف الصحي لطلاب المرحلتين الإعدادية والثانوية بالتعاون مع وزارة الصحة والسكان ممثلة في الهيئة العامة للتأمين الصحي .

رابعاً في مجال الكتب

إثرانية : -

* إنتاج دليل للمعلم يحتوى على دروس نموذجية مدمج بها المفاهيم الخاصة مرض نقص المناعة البشري (الإيدز) مثل: ماهو مرض نقص المناعة المكتسبة (الإيدز AIDS) - ماهى فترة الحضانة للمرض؟ - ماهى اعراض المرض ؟ هل يوجد لقاح ضد فيروس الإيدز ؟ - ماهو اختبار الإيدز ؟ - كيف ينتقل الإيدز؟ - ماهى الطرق التي لا ينتقل بها المرض ؟ - ماهى طرق الوقاية عن

* إنتاج أفلام فيديو حول مرض نقص المناعة البشري (الإيدز).

* إنتاج أفلام فيديو لدروس نموذجية عن مرض نقص المناعة البشري (الإيدز)

* إنتاج برامج الوسائط المتعددة أو المدمجات (C. D) حول مرض نقص المناعة البشري (الإيدز).

* قضايا سكانية [رسالة إلى ولى الأمر / رسالة إلى الطالب بها معلومات عن مرض نقص المناعة البشري (الإيدز)] .

خامساً: فى مجال المسابقات الثقافية والفنية : -

* يتم طرح مسابقات ثقافية وفنية تتناول مرض نقص المناعة البشري (الإيدز) بهدف توعية الطلاب والطالبات حول مرض نقص المناعة البشري (الإيدز)

الخطة المستقبلية (2008):

- سوف يتم تناول طرق الوقاية من مرض نقص المناعة البشري (الإيدز) من خلال البرنامج القومي للمدارس المعززة للصحة والبيئة .

- سوف يستمر مع وزارة الصحة والسكان لتنفيذ برامج حول الوقاية من مرض نقص المناعة البشري (الإيدز).

- سوف يتم طرح مسابقات ثقافية وفنية تتناول مرض نقص المناعة البشري (الإيدز) بهدف توعية الطلاب والطالبات حول مرض نقص المناعة البشري (الإيدز).

- زيادة التعاون مع صندوق الأمم المتحدة للسكان و المجلس القومي للطفولة والأمومة في هذا المجال.

- الاستمرار في تنفيذ ندوات وأيام اعلامية ولقاءات مع أولياء الأمور تتناول طرق الوقاية من مرض نقص المناعة البشري (الإيدز)

- إعداد استراتيجيات وبرامج فاعلة تهدف الى تثقيف الطلاب وتوعيتهم في مجال الرعاية الصحية بما فيها خدمات الصحة الانجابية.

APPENDIX F: COUNTERPARTS Power Point Slides

Efforts of Ministry Of Education on AIDS control Egypt

**Elham Mohamed Abou Elkhair
Ministry of Education-Egypt**

The Ministry Of Education in Egypt plays an important role to combat AIDS through raising the students awareness to preventive AIDS diseases by conducting many programmes in co-operation with the many national and international partners which include Ministry of Health and Population, WHO/EMRO, USAID and also many activities have been coordinated with Non – Governmental Organizations (NGOs) working in Egypt.

The MOE actively participates and engages itself in proposing, planning and implementing activities combating HIV/ AIDS to prevent further spread of HIV/ AIDS in Egypt.

I. In the field of the school curricula:

- Integrating AIDS control concepts and aspects in schools curricula (3rd grade in preparatory school, 2nd grade in secondary school).
- Combating risky behaviors constitutes the main mode of transmission of HIV/ AIDS

II. In the field of training programmes for teachers conducted during 2006 and 2007:

- For Capacity building to ensure overall policy coordination to increase awareness on HIV/ AIDS among students
- Conducting many programmes on HIV/ AIDS to increase awareness about HIV/ AIDS among students such as national programme for health and environmental promoting schools
- Participating in the national strategic plan 2006-2010

III. Developing outreach and peer education programmes:

Through national programme for health and environmental promoting schools to motivate students, schools, and the surrounding environment to shoulder the responsibility of health and environment improvement which could be done through the co-operation of all individuals.

Cont.

- Development Goals, to maintain the low prevalence of HIV/ AIDS in Egypt.
- Seminars for students at schools and summer camps

IV. Producing health guides and booklets on HIV/ AIDS to increase awareness about HIV/ AIDS among students and deliver proper information for students and teachers.

Future vision (2008):

Increasing number of schools participating in national programme for health and environmental promoting schools.

Cont.

- In fields such as : personal hygiene , combating drug abuse.
- Promote quality of life for students and teachers through infection control programme through education and awareness
- Distribution of national guideline for HIV/ AIDS.-
- HIV/ AIDS in programme on -supporting and participating

الورشة الإقليمية عن بناء القدرات واستقطاب الموارد لبرامج الوقاية من فيروس نقص المناعة والإيدز

د. صالح بن سعد الأنصاري
مدير عام الصحة المدرسية (بنين)
وزارة التربية والتعليم
المملكة العربية السعودية

مقدمات:

- دولة قليلة الانتشار بالإيدز.
- الخلفية الثقافية والدينية والاجتماعية.
- إدارة عامة للصحة المدرسية في وزارة التربية والتعليم.
- 164 وحدة، 400 طبيب، 800 فني، 12000 مدرسة، 2.5 مليون طالب
- دور محدود للمنظمات الدولية المتخصصة.
- قطاع موازي (بنات) بالتنسيق.
- إشراك القطاع الخاص.
- اللجنة الوطنية للصحة المدرسية.
- نتعامل مع فئة 6 – 18 سنة.
- الرؤية والرسالة والاستراتيجيات وقائية.
- اعتماد على دور التربويين.
- الأولويات الصحية (الأمراض المزمنة، الحوادث، صحة الفم والأسنان،)
- التوعية في الإيدز بين الأولويات الصحية.

أوليات اللجنة الوطنية:

- المدارس المعززة للصحة.
- المرشد الصحي.
- ممرضة لكل مدرسة.
- تدريب التربويين.
- الأمراض المزمنة.

التوعية بالإيدز في مدارسنا:

- الأنشطة غير الصفية
- يتناول من خلال (المراهقة، الإدمان، الأمراض المنقولة جنسياً).
- تفعيل محتوى المناهج (العلوم، الشرعية..)
- منتدى المعارف.
- التوجيه والإرشاد

الآليات التدريبية:

- المرشدين الطلابيين.
- البرامج المركزية.
- البرامج الطرفية.
- المدارس المعززة للصحة.
- تدريب التربويين.
- المرشد الصحي.
- منتدى المعارف.

تجارب:

- برنامج تدريب التربويين حول الأمراض المنقولة جنسياً.
- تجربة تعليم الرياض.

مدخل للتوعية بالإيدز يمكن للتربويين تناولها:

- التغييرات الجسمية.
- التغييرات النفسية.
- التغييرات السلوكية والاجتماعية.
- التغييرات المعلوماتية والفكرية.
- السلوكيات الغذائية.

لماذا تدريب المعلمين؟

- الفئة التربوية الأكثر عدداً.
- يقضون مع الطلاب وقتاً أطول.
- يحسنون التواصل ولديهم القدرة على التأثير.
- مهتمون بقضايا الطلاب الصحية.

احتياجات تدريبية ” المعلومات والمفاهيم“:

- من هم المعرضون.
- ”صح“ و”خطأ“ عن الإيدز.
- ”صح“ و”خطأ“ عن البلوغ والجنس.
- الاستخدام الأمثل للأفلام التدريبية.

الاحتياجات التدريبية ”المهارات“:

مهارات تعليمية:

- الإدارة وال ضبط والحزم.

- عصف الذهن.
- التعلم التعاوني.
- إدارة النقاش.
- طرح الأسئلة.
- دراسة الحالة.

الاحتياجات التدريبية "المهارات":

مهارات الحياة:

- التعامل مع ضغوط الأقران.
- حل النزاعات.
- اتخاذ القرار.
- الاتصال الفعال.
- الحزم.
- الاعتذار.
- التعاطف.

(من ندرّب؟ من التجربة السعودية):

- معلمي العلوم.
- معلمي التربية البدنية.
- معلمات التدبير المنزلي.
- المرشدين الطلابيين.
- من هو الأفضل؟ (الحماس. الرغبة. التخصص. المعلومات)

متى يتم التدريب؟

- الأسبوع التحضيري (عودة المعلمين)
- أيام العمل.
- بدايات ونهايات الفصول الدراسية.

المواد التعليمية:

- تعزيز الصحة من خلال المدارس.
- المدخل إلى الصحة المدرسية.
- تعزيز الصحة في مدارسنا.
- حقائق للحياة.
- أطفال للصحة.
- مطبوعات الإدارة العامة للصحة المدرسية

صعوبات وعوائق لدى العاملين الصحيين:

- الانشغال بأولويات أخرى.
- الانشغال بالخدمات العلاجية.
- عدم وضوح الدور الوقائي.

- ضعف مهارات التدريب والتعليم.
- اختلاف التأهيل الطبي عن حاجة المدارس.
- ضعف الشعور بحجم مشكلة الإيدز.

صعوبات وعوائق لدى التربويين:

- ازدحام الجدول الدراسي.
- كثرة الأعباء التربوية.
- نقص موارد التدريب.
- ضعف إعداد المعلمين.

أخير:

- هل نعطي الإيدز حجمه بين أولياتنا؟
- هل نعطيه أكبر من حجمه؟
- يجب ألا نعطيه أقل من حجمه الحقيقي.

Lebanon's Response to HIV

**Danielle El-Khoury
National AIDS Control Programme -Lebanon**

National AIDS control programme (NAP):

- 1988: Lebanese government declared that HIV is a serious Public Health threat
- 1989: National AIDS Control Programme (NAP) founded
- Since 1994: Special yearly budget line to support the NAP action plans

Strategies:

- Impress on the various sectors concerned their implication in HIV, and ensure their cooperation and full participation
- Establish and reinforce the NGO's partnership by expanding and supporting the NGO network, thus ensuring a wide range of country based activities and thus ensuring an important grass root involvement
- Adopt operational research as a basis for planning priority interventions, with a sound monitoring system and evaluation of NAP action plans.

Strategies-Cont:

- Establish and reinforce the participation of the private sector, particularly in the area of media and communication to ensure a wider spread of information and awareness on HIV, as well as to establish and reinforce the role of private sector in Patient Care and Support
- Advocate and adopt the integrated approach to ensure sustained and continued activities on Prevention, Education and Patient Support
- Prevent HIV through sexual transmission, transmission via blood and vertical transmission
- Alleviate the impact of HIV infection on the patient and his family.

OBJECTIVES:

- Promote Prevention measures and Safer Sexual Behavior
- Limit the spread of HIV epidemic and Sexually Transmitted Infections
- Reduce the Health and Social impact of the HIV epidemic

- Identify and mobilize local and external resources to be used in the fight against the HIV epidemic
- Assist in providing care and treatment to people living with HIV and AIDS
- Assist in providing counseling for people living with HIV and AIDS and their families
- Reduce the vulnerability of high risk groups to HIV infection

TARGET GROUPS:

- General population
- Youth (in and out of school)
- Travelers and migrants
- Women
- Sex Workers
- MSM
- Injecting Drug Users (IDU)
- Prisoners
- Armed/Uniformed forces

WHAT HAPPENED AFTER JUNE 2001?

June 2001 was a critical turning point for the world and specifically in HIV- when the UNGASS took place in order to respond to the challenges and identify the areas of weakness or failure, in the process of controlling the epidemic worldwide going beyond the highly infected areas to reach the moderately and lightly affected ones.

LEBANON RESPONSE:

- Development of a national strategic plan for HIV
 - Needed to upgrade the current activities to match the new developments
 - Focus on new or less targeted populations i.e. MARPS
 - Incorporation of the plan into the Ministry of Health's national strategic plan
 - Involvement of the affected groups and participation of all concerned sectors

This strategy was endorsed by all concerned actors including the Ministry of Public Health and the UN Theme Group for HIV.

GUIDING PRINCIPLES:

- Ensuring human rights including gender equality and non-discrimination
- Increased commitment by the government (policies, visibility, and resource mobilization)
- Increased commitment by employers' and workers' organizations

- Increased commitment by professional groups such as media personnel, lawyers, and educators as facilitating agents of change
- Ensuring confidentiality of testing and pretest counseling
- Education, counseling and health care shall be sensitive to the culture, and social circumstances of all people at all times
- Partnership between government and civil society.

PRIORITY AREAS:

- Advocacy, human rights and coordination
- Prevention
- Treatment, care and support
- Monitoring, surveillance, and evaluation

ACHIEVEMENTS:

- 1997: Free provision of drugs by MOH for Lebanese infected and eligible
- Rapid Access to Drugs Initiative
- Provision of counseling services, VCT
- Access to MARPS
- Involvement of private sectors
- Network of 25 NGOs working on HIV
- Universality of Knowledge
- Integration and Linkages with other ministries
- Linkages to regional and international agencies, NGOs...

ACHIEVEMENTS CONT:

- Gentlemen agreement with police on some Harm reduction methods
- Partnership with key religious leaders on advocacy and awareness
- Trainings for uniformed forces
- Care and support for affected prisoners
- Scaled activities targeting in and out of school youth

CURRENT PROJECTS:

- Establishment of an effective Monitoring & Evaluation and Surveillance system
 - Development of M&E System and Operational Plan
 - Integrated bio-behavioral surveillance studies on MARPS
 - Training for more than 20 NGOs on VCT
- Work with Prisoners both adults and juveniles, and prison staff- UNODC
- Work with youth and health supervisors in schools- UNESCO
- Work with MARPS through outreach programmes- UNICEF- UNESCO- UNDP.
 - Work on Harm Reduction Hub- UNAIDS/WHO

- Addressing HIV among uniformed services in Lebanon, with special focus on young recruits-UNAIDS
- Adaptation of the WHO Guidelines for the Syndrome Management of Sexually Transmitted and other Reproductive Tract Infections
- Trainings on HIV in the Workplace- ILO
- Development of IEC Material- UNESCO
- Work with Religious Leaders- UNDP

CUMULATIVE NUMBER OF HIV/AIDS CASES TILL END NOVEMBER 2007 IN LEBANON:

- Total: 1056
 - HIV positive: 444
 - AIDS: 432
 - Unspecified: 180
- Jan. – Dec. 2007: 92 new case.

GENERAL FACTS IN LEBANON- KABP STUDY ON HIV/AIDS- 2004- NATIONAL AIDS PROGRAMME:

- General knowledge about HIV/AIDS: 98.2% of the sample have heard of AIDS, 87% know the modes of prevention, 90.6% feel they can protect themselves.
- 30.8% of the sample have sexual relationships without being married, the majority being between 15 and 34 years old.
- The average age at the first sexual relationship is 15 years old and girls start having sexual relationships at an older age than boys.

GENERAL FACTS IN LEBANON- KABP STUDY ON HIV/AIDS- 2004- NATIONAL AIDS PROGRAMME- Cont'd:

- 24.2% of married men have sexual relationships outside marriage as compared to 7.4% of married women.
- 31.4% have ever offered money or gifts for sex.
- 84% of the sample never used condoms even though 87.3% of them know that the condom is one of the prevention methods against HIV. As for those who use condoms, they constitute 22.9% of the sexually active population.

APPENDIX G: EVALUATION

Evaluation forms were given out on the last day of the workshop.

The evaluation forms were filled out by 10 of the 20 participants attending the workshop (evaluation forms were not distributed to the organisers).

Closed ended questions

Question 1:

	Yes	No	Total number of respondents
First Time attending such workshop	50%	50%	10

Half the respondents have attended such a workshop before, while for the other half, the regional workshop on HIV and AIDS was a new experience.

Question 2: Kindly evaluate the following:

	Excellent	Good	Satisfactory	Not Applicable	No Answer
Workshop over all programme	30%	50%	10%	0%	10%
Day One Sessions	40%	20%	0%	0%	40%
Day Two Sessions	60%	30%	10%	0%	0%
Day Three Sessions	50%	30%	20%	0%	0%
Hotel Accommodations/ Venue	0%	20%	40%	30%	10%
Organisation of Workshop	40%	30%	20%	0%	10%
Length of Workshop	40%	40%	20%	0%	0%

50% of respondents considered the workshop programme to be good while 30% saw it as excellent and 10% considered it satisfactory.

Only 40% of participants commented on Day 1 of the workshop, since it had only involved UNESCO staff; the majority of the attending UNESCO colleagues (67%) considered the session to be excellent (40% of total respondents) while 33% considered it to be good (representing 20% of total participants).

During the two days of the main workshop, participants considered the sessions quite useful: 60% thought the sessions on Day 2 were excellent, and 50% on Day 3.

Hotel accommodations and venue were considered below average with 20% of participants considering them good, while 40% rated them as satisfactory and 30% of those filling out the evaluation did not need hotel accommodations.

Overall organisation of workshop was considered pretty well with 40% of participants rating them as excellent, 30% rating it as good and 20% rating it satisfactory.

The length of the workshop was considered adequate with 40% considering it of excellent length and another 40% considering it good, 20% considered it satisfactory.

Question 5

	Yes	No
Would you attend similar workshops	100%	

It was unanimous that participants would like to attend similar workshops.

Open Ended Questions

Question 1:

Did the Workshop meet expected outcomes?

70% of respondents thought the workshop met the expectations preset for it, these commented on that the workshop:

- Helped clarify and explain how to tackle this topic and who are the concerned bodies in the areas of funding and implementations
- Provided time for discussion of AIDS issue
- Sharing of experiences was very rewarding, but UNESCO regional and country contributions need more clarification

30% of respondents thought the workshop slightly met the expectations and provided the following reasons:

- Role of regional facilitator not clear (in capacity development, technical support and advocacy and awareness)
- More time should have been devoted to mechanisms of fund mobilisation
- Further role definition of UN agencies (UNDP, WHO and UNICEF) to decide on a regional consultation and mechanism

Question 2:

What are the strengths of the workshop?

Participant's comments on strengths of the workshop included

- 20% sharing of countries and partners experiences
- 30% bringing together HQ and UNESCO Offices in the Arab States

- 10% presence of good experiences in HIV and AIDS preventive education
- 20% good documentation presented by HQ and sample material from the country representatives
- 20% good interaction and rich discussions
- 20% presence of rich material
- 10% high level of interest on the subject and the topics raised

Question 3

What are the weaknesses of the workshop?

The drawbacks of the workshop included the following:

- 10% no clear division of labor between partners, regional bureau, cluster and country offices
- 10% lack of sufficient countries and MOEs presentation
- 20% more time needed for discussions
- 10% absence of most partners (including UN agencies) since other meetings planned at the same time
- 30% workshop duration should have been longer to provide time for sharing of experiences
- 10% absence of group work sessions

Question 4

What are the suggestions for improvements?

Participants suggested the following points to make future workshops more effective:

- Focus on education sector and what they are doing
- Conduct more regional workshops
- Presence of IBE would be beneficial
- More time should be allocated for participants to provide their experiences
- More UN representation should be included
- Earlier planning and announcement of the time of the workshop
- Being more result oriented

Question 6

Other Comments

Participant's final comments on the workshop included:

- More representation of MOEs, to insure understanding of UNESCO Focus and support
- Focal points from the field offices should be involved in all activities related to Education for prevention of HIV and AIDS such as media, youth, etc...
- Sharing of the draft report of the meeting is essential