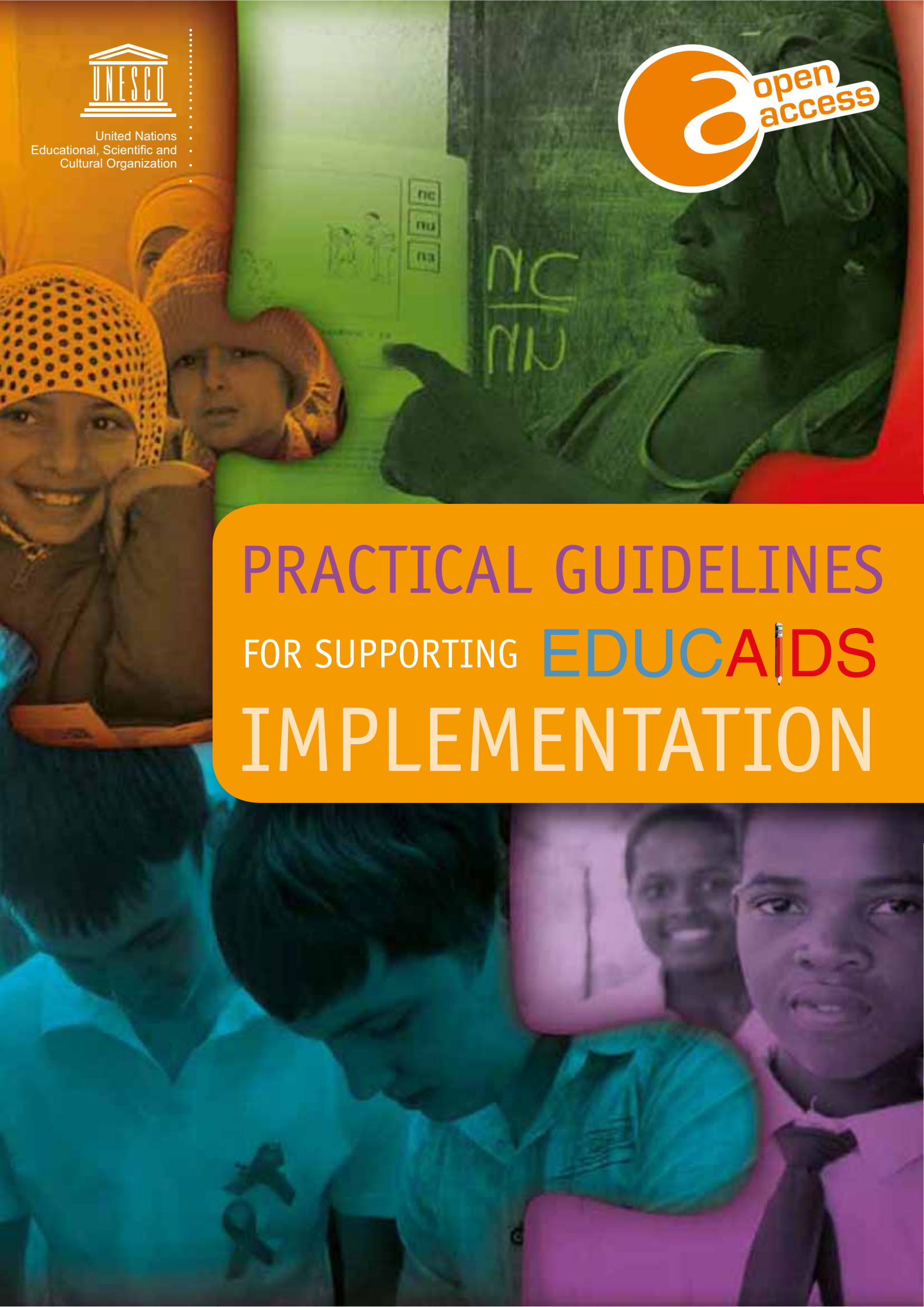
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PRACTICAL GUIDELINES
FOR SUPPORTING EDUCAIDS
IMPLEMENTATION

PRACTICAL GUIDELINES FOR SUPPORTING EDUCAIDS IMPLEMENTATION

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ABBREVIATIONS

AAA	Accra Agenda for Action
ACU	AIDS Coordinating Units
AIDS	Acquired Immunodeficiency Syndrome
ART	Antiretroviral Therapy
CCA	Common country assessment
CCM	Country Coordinating Mechanism
CDC	Centers for Disease Control
CF	Catalytic Fund
CHAT	Country Harmonization and Alignment Tool
CSO	Civil society organization
CV	Curriculum Vitae
DP	Development partner
EDCC	Education Donor Coordination Committee
EDPG	Education Development Partners Group
EFA	Education for All
EMIS	Education Management Information Systems
EPDF	Education Programme Development Fund
FTI	Fast Track Initiative (for education sector funding)
GBS	General budget support
GIPA	Greater involvement of people living with or affected by HIV and AIDS
GRS	Education Sector Global HIV & AIDS Readiness Survey
HAMU	HIV/AIDS management unit
HIV	Human Immunodeficiency Virus
HQ	Headquarters
IATT	Inter-Agency Task Team
IBRD	International Bank for Reconstruction and Development
IDA	International Development Association
IDU	Injection drug users
ILO	International Labour Organization
INGO	International non-governmental organization
JFIT	Japanese Funds-in-Trust
JICA	Japan International Cooperation Agency
JUNTA	Joint UN Teams on HIV and AIDS
JURTA	Joint UN Regional Teams on HIV and AIDS
MAP	Multi-Country AIDS Programmes
MDGs	Millennium Development Goals
M&E	Monitoring and evaluation
MOE	Ministry of Education
MOH	Ministry of Health
MOT	Modes of transmission
MOW	Ministry of Women
MOY	Ministry of Youth
MSM	Men who have sex with men
MTT	Mobile Task Team
NAA	National AIDS Authority
NAC	National AIDS Council
NGO	Non-governmental organization
NSA	National Strategy Applications
OVC	Orphans and vulnerable children
PAF	Programme Acceleration Funds
PEPFAR	President's Emergency Plan for AIDS Relief
PLHIV	People living with HIV
PMTCT	Preventing mother-to-child transmission
PS	Permanent Secretary
SRH	Sexual and reproductive health
STI	Sexually transmitted infection
SWAp	Sector-wide approaches
TSF	Technical Support Facilities
UBRAF	United Budget, Results and Accountability Framework
UBW	Unified Budget and Work Plan
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNCT	United Nations Country Teams
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESS	UNESCO National Education Sector Strategy
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNODC	United Nations Office on Drugs and Crime
UNTG	United Nations Theme Groups
WFP	World Food Programme
WHO	World Health Organization

INTRODUCTION

BACKGROUND

The education sector, HIV and AIDS

The education sector has a significant role to play in the response to HIV and AIDS. The sector can help to prevent the spread of HIV through education, and, in countries that are highly affected by HIV, by taking steps to protect itself from the effects of the epidemic. It can also make a significant contribution by supporting health improvement more generally and by helping to improve the sexual and reproductive health of young people in particular.

Many stakeholders are involved in the education sector response to HIV and AIDS at global and country level. Some of them, such as ministries of education, directly implement that response at country level, while other international partners support the efforts of national implementers. Table 1.1 lists most stakeholders that play a role in implementing or supporting the education sector response to HIV and AIDS at country level.

TABLE I.1

STAKEHOLDERS INVOLVED IN THE EDUCATION SECTOR RESPONSE TO HIV AND AIDS AT COUNTRY LEVEL

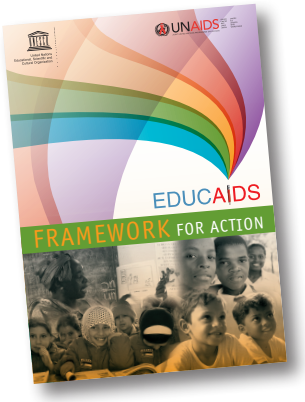
	Stakeholders	
Direct implementation of the education sector response to HIV and AIDS at country level	**Government** ■ Ministry of education (MOE) with a coordination role ■ Teachers ■ Other ministries ■ Training institutions ■ Research institutions	**Civil society** ■ Learners ■ Associations and networks of People Living with HIV (PLHIV), including associations of HIV-positive teachers ■ Professional associations, including teachers' unions ■ Parents and parents' associations ■ Youth associations ■ Religious groups/faith-based organizations ■ AIDS organizations ■ Private sector
Support to the implementation of the education sector response to HIV and AIDS at country level	■ United Nations (UN) agencies: UNAIDS office; UNAIDS co-sponsors, namely : International Labour Organization (ILO); United Nations Development Programme (UNDP); UNESCO; United Nations Population Fund (UNFPA); United Nations High Commissioner for Refugees (UNHCR); United Nations Children's Fund (UNICEF); United Nations Office on Drugs and Crime (UNODC); World Food Programme (WFP); World Health Organization (WHO); and the World Bank. Support from UN agencies is coordinated through United Nations Country Teams (UNCTs) and UN Joint Teams on AIDS (JUNTAs) at country level, and UN Regional Joint Teams on AIDS (JURTAs) at regional level. ■ Bilateral partners ■ International non-governmental organizations (INGOs)	

Under the UNAIDS Division of Labour revised in 2010, 15 priority areas of action were identified. Of these, UNESCO is the convening agency for the priority area on ensuring good quality education for a more effective HIV response. UNESCO is also a partner agency in eight more priority areas including the empowerment of young people to protect themselves from HIV.

UNESCO leads the global UNAIDS initiative on education and HIV and AIDS, called EDUCAIDS. This initiative seeks to promote, support and develop comprehensive education sector responses to HIV and AIDS at the national level. This means mobilizing the different components and entities that comprise the education sector to address the spread of HIV and the impact of AIDS.

The EDUCAIDS approach is described in the *EDUCAIDS Framework for action* (UNESCO, UNAIDS, 2008), which provides five essential components of a comprehensive education sector response to HIV and AIDS:

- quality education
- content, curriculum and learning materials
- educator training and support
- policy, management and systems
- approaches and illustrative entry points.



This *Framework* is designed to enable the education sector at a national level to understand the need for a robust response to HIV and AIDS in order to achieve Education for All (EFA) and the education-related Millennium Development Goals (MDGs)[1]. It also highlights the education sector's role in providing a unique and critical contribution to national responses to HIV and AIDS in the context of universal access to HIV and AIDS prevention, treatment, care and support. Rather than providing a blueprint or a programme for education sector action on HIV and AIDS, the *Framework* provides an approach that the education sector can use to mainstream HIV and AIDS in ways that are adapted to each national context.

Who are the *Guidelines* for?

A 2009 evaluation of EDUCAIDS found that, despite progress in education sector responses to AIDS in many countries, there is still a need for improved practical guidance for the staff of UNESCO and other UNAIDS co-sponsors involved in promoting the implementation of EDUCAIDS. There is also a need to strengthen the capacity, both of staff supporting EDUCAIDS and of education sector stakeholders at country level. These priorities are reflected in the *Global strategic plan for promoting and supporting the implementation of EDUCAIDS*, developed in 2010 (UNESCO, 2010a).

In order to meet these needs, UNESCO has developed these *Practical guidelines for supporting EDUCAIDS implementation*, which provide guidance on supporting country-level efforts to organize, develop and implement a comprehensive education sector response to HIV and AIDS.

The *Guidelines* were originally designed by UNESCO for UNESCO staff involved in supporting the implementation of EDUCAIDS at country level. The first two chapters – 'Getting started' and 'Coordination' – specifically target UNESCO staff, particularly new staff. However, most chapters can be adapted and used

1 Goal 2 of the Millennium Development Goals is to achieve universal primary education. Education also plays a key role in ensuring progress on the other MDGs.

by the staff of other international development partners that support education sector responses to HIV and AIDS at national level, including other UNAIDS co-sponsors, bilateral agencies and INGOs.

This first edition of the *Guidelines* was produced in early 2010. It was field-tested during an induction workshop in May 2010 for newly appointed UNESCO National Programme Officers working in sub-Saharan Africa. It was also reviewed by UNESCO staff from different regions. The *Guidelines* will continue to be updated as more is learnt and understood about best practices in supporting comprehensive education sector responses to HIV and AIDS.

The role of development partners in supporting the implementation of EDUCAIDS at country level

UNESCO's role, under the UNAIDS partnership, is to lead on the promotion of, and support to, comprehensive education sector responses to AIDS using the *EDUCAIDS Framework*, among other things. Other important reference documents include all the resources produced by the UNAIDS Inter-Agency Task Team (IATT) on Education and strategic resources published by UNESCO and other UNAIDS co-sponsors, such as the *International technical guidance on sexuality education* (UNESCO et al, 2009).[2] UNESCO's work on EDUCAIDS takes place at global, regional and national levels. At a national level, UNESCO promotes education sector responses to HIV and AIDS by means of the following broad strategies:

- Supporting planning of comprehensive education sector responses to AIDS, coordinated by the ministry of education (MOE) and based on solid situation analyses.
- Supporting efforts of countries to mobilize resources for comprehensive education sector responses to AIDS, and mobilizing resources to support UNESCO's work on EDUCAIDS.
- Supporting national efforts to coordinate the education sector response to AIDS; and proactively promoting coordination of support on HIV and AIDS from international development partners to the education sector.
- Strengthening the capacity of national stakeholders for an adequate monitoring and evaluation (M&E) of the education sector response.
- Using all the data generated by situation analyses, M&E and research to advocate for evidence-informed education sector responses to AIDS.

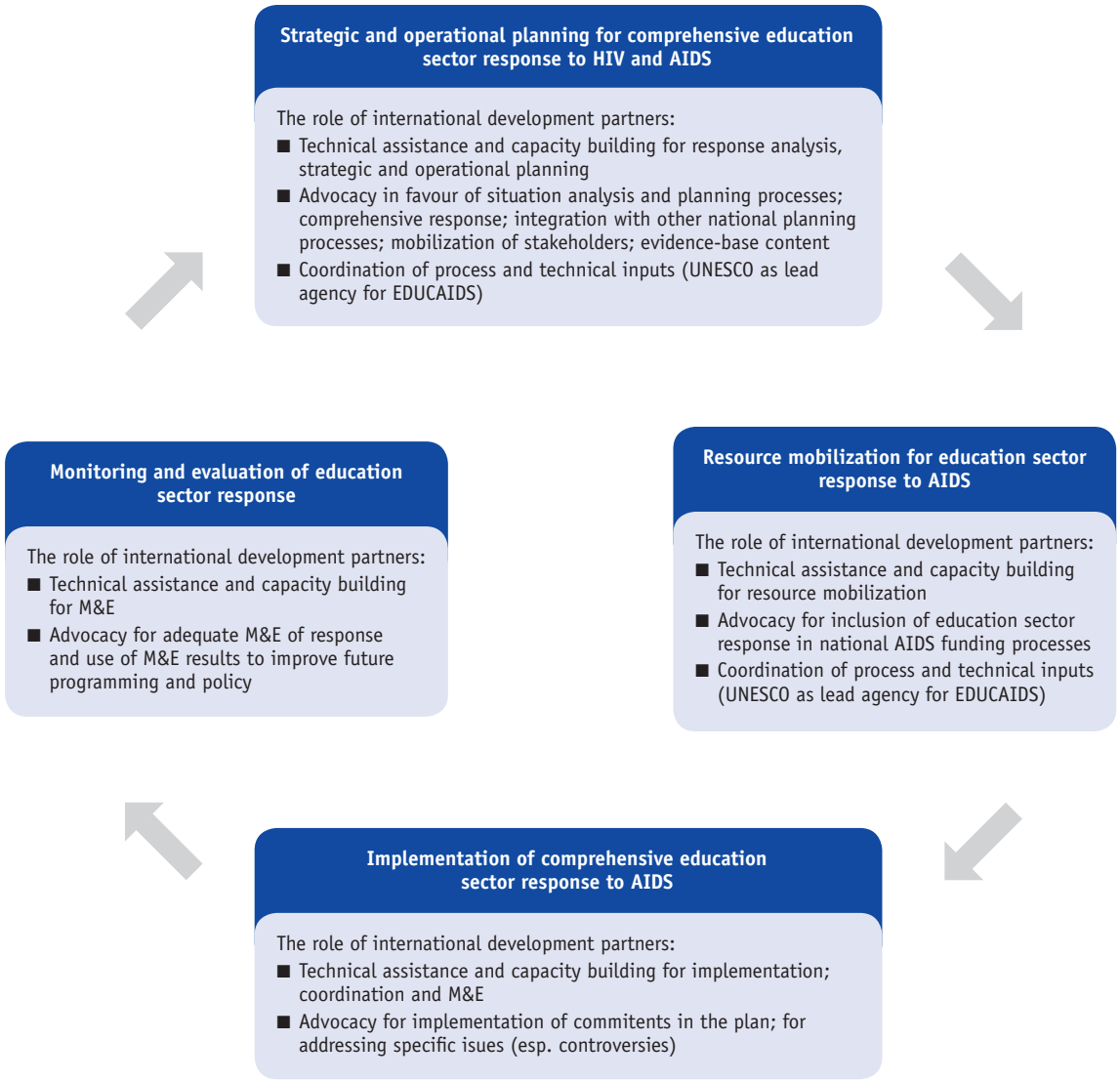
However, in many countries UNESCO does not have an office or staff and therefore other UNAIDS co-sponsors or development partners actually lead on the support provided to national education sector stakeholders in their efforts to respond to HIV and AIDS. Whatever the context and agency leading on the support to a national response to HIV and AIDS, it is crucial that all development partners coordinate their actions in order to facilitate, strengthen and support national-level processes effectively.

Figure I.1 provides one way of understanding how the work of international development partners that support EDUCAIDS implementation should function at national level.

2 All resources are referenced in the relevant chapters.

FIGURE I.1

THE ROLE OF INTERNATIONAL DEVELOPMENT PARTNERS IN PROMOTING AND SUPPORTING EDUCATION SECTOR RESPONSES AT NATIONAL LEVEL



The dark blue sections of the boxes in the diagram represent four distinct stages of a national programme process, from planning, to resource mobilization, to implementation, to monitoring and evaluation, and back to planning. This is, of course, a simplified portrait since all of these steps are continuous, to a certain extent. At the same time, however, the diagram shows the interdependence of each step, since the programme must be implemented in order to carry out monitoring and evaluation; to implement the programme, resources and a plan are needed; to obtain resources, a plan is needed; and effective planning is necessarily based on a good understanding of what has happened before and what the priorities are.

The light blue sections of the boxes represent the roles that staff supporting EDUCAIDS should play at national level. As the diagram shows, the different functions of development partners apply at every stage of the national programme process. In other words, the role of development partners, including UNESCO, is to support the national process at every stage, by advocating for comprehensive education sector responses, and by providing support for national planning, resource mobilization, coordination and M&E processes. In addition, a core underlying strategy that will help to ensure that support from development

partners is appropriate and effective is to promote and actively participate in the different coordinating mechanisms that operate at country level.

The diagram also makes it clear that the role of development partners is to facilitate and support national-level processes, but not to become involved in the direct implementation of education sector responses to AIDS.

A more detailed breakdown of the role of development partners in each of these four areas is as follows:

SITUATION ANALYSIS AND PLANNING

- Work with partners to ensure that roles, responsibilities and timelines for the planning process are clearly articulated and communicated to partners.
- Work with partners to ensure that funding is available for the planning exercise and, in particular, to ensure broad participation of the actors that make up the sector.
- Actively participate on any committees that have been put in place for the exercise (national steering committee, national task force, technical working groups, etc.).
- Link education HIV and AIDS planning processes to broader national planning processes – in particular, planning processes for the education sector, and HIV and AIDS strategic planning. Discuss with national AIDS authorities how the education sector can participate in, and contribute to, national strategic planning efforts, and coordinate the input of the education sector accordingly.

As the lead agency for EDUCAIDS, UNESCO's role is to coordinate UN technical inputs into planning processes, which may include policy development, technical guidelines and resource mobilization exercises.

RESOURCE MOBILIZATION

- Actors are often reluctant to share information on programming, and particularly on funding sources and levels. Use the sectoral strategic plan for HIV and AIDS to emphasize the different organizations that form the education sector and the importance of sharing information with them. This will form a basis for developing a resource mobilization strategy that will fill the gaps and ensure that programmes will cover all those that are not currently reached. Explain that sharing this information is also an important way of validating the contribution of each actor.
- UNESCO, as the lead agency for EDUCAIDS, can play a particularly important role in terms of advocating with UN agencies, and other development partners (many of which are members of the IATT on Education, which is convened by UNESCO), to share information in a transparent way about current and future funding and technical assistance. Start by working with other UNAIDS co-sponsors, and broadening to other partners, to make this information available; present the argument that this will be an effective way of using their support to leverage additional funds for the education sector response.
- The CCM (Country Coordinating Mechanism) is the national coordinating body for submitting grant proposals to the Global Fund to Fight AIDS, Tuberculosis and Malaria and overseeing the implementation of the grants. In some countries, its mandate extends to dealing with other major donor partners as well. Having high-level education sector representation in the CCM is critical; moreover, CCM members from UNESCO or elsewhere in the UN system should use their position to provide strong, coordinated advocacy on behalf of the education sector.

IMPLEMENTATION OF THE EDUCATION SECTOR RESPONSE TO HIV AND AIDS

- Support MOE efforts to devise coordination mechanisms that enable ongoing sharing of information on the implementation of different parts of the education sector response to HIV and AIDS; this will help to maintain focus on coverage and complementarity, as well as avoiding duplication of efforts.
- Promote and participate in joint supervision missions related to the education sector response to periodically assess implementation and provide supportive supervision. If joint supervision within the education sector is not yet in place, recommend to the MOE and other actors that it takes place as it enhances learning and coordination. Make the links between efforts to supervise education sector implementation and supervision of implementation in other sectors. For instance, if you work in a high-prevalence country and you review programmes on workplace support for teachers living with HIV and AIDS, this review should also take into account the extent to which teachers living with HIV and AIDS have adequate access to care and clinical services.
- Work with the MOE and all implementers within the sector to identify what type of UN system support is required for implementation – in particular, in relation to capacity-building and documentation of lessons learned and mobilize support as required.

MONITORING AND EVALUATION

The coordination of M&E processes and activities around HIV and AIDS is of critical importance. Staff supporting EDUCAIDS should:

- Work with the MOE and other sector stakeholders to develop one, coordinated M&E plan reflecting the overall aims of the sectoral plan and the specific reporting needs of each actor and donor. Moreover, this plan should be well integrated with the 'one' national M&E plan for HIV and AIDS in the country, in the same way that the education sector HIV and AIDS plan should be integrated with the 'one' national AIDS strategy.
- Advocate with education sector stakeholders for joint M&E activities – where partners work together to develop, fund, implement and interpret M&E plans, reviews, evaluations, etc. Similarly, advocate with the national AIDS authority to ensure that education sector actors are involved in review processes related to the overall national response to HIV and AIDS.
- Provide technical support to the MOE to strengthen monitoring and evaluation – support can be provided to organize and conduct joint review meetings, to integrate HIV- and AIDS-related data (for instance on teacher absenteeism and school attendance among orphans and vulnerable children (OVCs) in hyper-endemic countries) in Education Management Information Systems (EMIS), and to align EMIS with the national M&E framework on HIV and AIDS, and to disseminate data.
- Work with the MOE and other stakeholders to disseminate M&E findings as a basis for future planning, and to ensure that lessons are learned about the strengths and weaknesses of the education sector response, and its ongoing role in the national response to HIV and AIDS.

Note: This edition of these *Guidelines* does not contain a separate chapter on M&E, but this chapter will be developed in the near future.

ABOUT THE *PRACTICAL GUIDELINES FOR SUPPORTING EDUCAIDS IMPLEMENTATION*

Structure of the *Guidelines*

The *Guidelines* are currently organized in five chapters. The first, 'Getting started', describes ways in which UNESCO staff can obtain a basic understanding of current education sector action on HIV and AIDS in the countries where they work and provide guidance on how to identify priorities for UNESCO support at country level.

Each of the remaining chapters covers one of the five core functions of support to education sector responses to HIV and AIDS provided by development partners, as described above:

- Supporting national efforts to *coordinate* the education sector response to AIDS; and proactively promoting coordination of support on HIV and AIDS from partners to the education sector.
- Using *advocacy* to achieve comprehensive, evidence-based education sector responses to AIDS.
- Supporting *planning* of comprehensive, evidence-based education sector responses to AIDS.
- Supporting national efforts to *mobilize resources* for comprehensive education sector responses to AIDS, and mobilizing resources to support UNESCO's work on EDUCAIDS.

Each chapter of the *Guidelines* follows a similar structure:

- The **first section** of each chapter contains a **discussion of the different aspects of the topic** and its relevance to education sector responses to HIV and AIDS.
- The **second section** of each chapter describes **strategies and activities** that staff supporting EDUCAIDS can use to carry out their work, as well as providing **tips and advice** in areas where they might face the greatest challenges.
- Throughout each chapter, **references** are made to **additional resources** that users should consult in order to obtain more in-depth information and advice on the topic.
- **Essential characteristics** of education sector responses to HIV and AIDS: **gender responsiveness** and **greater involvement of people living with or affected by HIV and AIDS and members of key populations at higher risk (GIPA).** According to the *EDUCAIDS Framework for Action*, for education sector responses to HIV and AIDS to be efficient and effective, they have to use approaches that are "grounded upon available and emerging evidence, approaches that are holistic, rights-based, culturally-appropriate, age-specific, scientifically accurate, seek to meaningfully involve people with HIV and other key stakeholders, promote and foster gender equality" (UNESCO, UNAIDS, 2008). Each chapter of

the *Guidelines* pays particular attention to two of these characteristics that are critical to comprehensive education sector responses to HIV and AIDS: **gender responsiveness** and the **greater involvement of people living with or affected by HIV and AIDS[3] and members of key populations at higher risk[4] (GIPA).**[5] Specific advice is provided in each chapter about how to ensure that these core issues should be reinforced and put into practice. In 2010, UNESCO also developed a practical resource entitled *UNESCO's short guide to the essential characteristics of effective HIV prevention* (UNESCO, 2010c). It provides further information on gender responsiveness and GIPA and on the other characteristics of efficient and effective education sector responses to HIV and AIDS mentioned above.

Finally, **each chapter** concludes under the heading **'Monitoring and evaluation'** with **some suggestions about ways in which you can assess your own progress** in each area of work. It is important to emphasize that these sections on monitoring and evaluation are designed to help you assess progress in your own work. A forthcoming additional chapter to these *Guidelines* will deal with the broader issue of monitoring and evaluating progress of the education sector response to HIV and AIDS as a whole.

GENDER RESPONSIVENESS

Education sector responses to HIV and AIDS must be gender responsive; in other words, they must not only address the needs of each gender but also challenge and change policies, practices, ideas and beliefs that are biased and discriminatory on gender grounds – including discrimination against sexual minorities such as men who have sex with men (MSM) and transgender people.

GREATER INVOLVEMENT OF PEOPLE LIVING WITH OR AFFECTED BY HIV AND AIDS (GIPA)

The principle of GIPA stresses the importance of involving people living with or affected by HIV, and members of key populations at higher risk, at all stages of the response to HIV and AIDS: development and planning, implementation, and M&E of programmes from their inception. GIPA is essential to help realize their rights and responsibilities and to enhance the quality and effectiveness of the response to HIV and AIDS.

How to use the *Guidelines*

The *Practical guidelines for supporting EDUCAIDS implementation* will provide all staff involved in supporting EDUCAIDS with a good sense of their roles and of the tools and approaches that they should use in their work. To begin with, interested staff should read through the first sections of each chapter – the discussions of each topic – in order to obtain an overall understanding of the *Guidelines*, before looking at the second sections of each chapter, which provide practical advice on each topic. For a first reading, the *Guidelines* are useful when approached as a whole, since there are considerable linkages between the topics covered in each chapter.

3 By affected people we mean the relatives and loved ones of people living with HIV.

4 Key populations at higher risk refer to populations that are both key to the epidemic's dynamics and key to the response. Key populations differ in every country, but often include groups that are additionally stigmatized, such as men who have sex with men (MSM), transgender people, sex workers and injecting drug users.

5 In low-prevalence countries and countries with a concentrated epidemic, most people living with HIV actually belong to key populations at higher risk.

However, not all of the activities in the *Guidelines* will be relevant all of the time. They are therefore also intended to be used as a reference document that can be called on as and when issues arise. For this purpose, each of the chapters was designed as a stand-alone chapter and can be used alone or together with the other chapters. Thus, information that is applicable for more than one chapter is repeated in all the relevant chapters.

In addition, the *Guidelines* should also be used by those involved in supporting country staff working on EDUCAIDS – for instance, regional teams and head office staff and others involved in training and supervising country staff.

A training kit has been developed alongside the *Guidelines*. The kit provides tools for training UNESCO and other UNAIDS co-sponsor staff involved in supporting education sector responses to HIV and AIDS. The training modules focus on developing the skills and processes involved in promoting and supporting comprehensive education sector responses to HIV and AIDS, rather than on the actual content of the *EDUCAIDS Framework*. The chapters of the training kit modules are structured along the same lines as the chapters of the *Guidelines*, and participants in any training should therefore be provided with a copy of the *Guidelines* to use as their workbook during training.

CHAPTER 1:
GETTING STARTED: PLANNING YOUR SUPPORT TO EDUCAIDS IMPLEMENTATION

Chapter overview

UNESCO and other UNAIDS staff working to support the education sector response to HIV and AIDS should be familiar with the *EDUCAIDS Framework for action* developed by UNAIDS co-sponsors in collaboration with other education stakeholders (UNESCO, UNAIDS, 2008). In order to focus their work most effectively at country level, they should take stock of the current education sector response in their country to identify priorities in the country, and develop a plan for the advocacy and support work they need to carry out. This chapter describes how UNESCO staff working on EDUCAIDS can 'get started'. Staff from other organizations can adapt the chapter to meet their own needs.

The first part of the chapter ('Concepts and definitions') discusses education sector responses to AIDS and the *EDUCAIDS Framework* in more detail. It provides a matrix showing how the components of the *Framework* are relevant in different epidemiological contexts, and outlines the draft *Global strategic plan for supporting and promoting EDUCAIDS* recently developed by UNESCO (UNESCO, 2010a). The second part of the chapter ('What you need to do') suggests practical activities and tips for 'getting started'.

1.1 CONCEPTS AND DEFINITIONS

1.1.1 Why is the education sector essential to the response against HIV and AIDS?

The global impact of the AIDS epidemic is well-recognized. Unless robust action is taken to tackle HIV and AIDS, the epidemic will continue to spread and threaten sustainable development in many regions and countries, including progress being made towards achieving Education for All and the Millennium Development Goals (MDGs). In countries with a generalized epidemic or with a hyper-endemic situation, HIV affects both the most productive and the most vulnerable sectors of society. It is particularly damaging to the education sector, as it undermines the sector's capacity and marginalizes those who most need access to learning.

As the UNAIDS IATT *Toolkit for mainstreaming HIV and AIDS in the education sector* states, "Education is critical to a country's development: it contributes to the empowerment of the individual, as well as to a country's economic wellbeing" (UNAIDS IATT on Education, 2008a). Education is one of the most powerful tools for tackling HIV and AIDS, playing a crucial role in preventing the spread of HIV among learners and educators. Studies have shown the positive effect of primary and secondary schooling in protecting young people from HIV infection, particularly girls. Moreover the education sector can be pivotal in ensuring that learners and educators with HIV and AIDS receive effective treatment, care and support, and in tackling the stigma and marginalization faced by some of the groups most affected by HIV and AIDS and key populations at higher risk.

In addition, HIV is of course broadly linked to sexual and reproductive health more generally. Evidence shows that good HIV prevention education is more effective when given in the context of sexuality education. It helps to address issues related to the sexual and reproductive health of young people, such as prevention of other sexually transmitted infections (STIs) and unwanted pregnancies, and prevention of gender-based violence. In some contexts HIV education is the only entry point to integrate some form of sexuality education in educational curricula.

The education sector, sexual and reproductive health, and the response to HIV and AIDS, are therefore closely intertwined. A stronger education sector is crucial to the success of the fight against HIV and AIDS, and effective responses to HIV and AIDS mitigate the impact of the epidemic on the education sector in high-prevalence countries. To respond to the spread and the impact of HIV and AIDS and depending on the epidemiological context, the education sector should consider the following as core components of its role:

- *Preventing HIV transmission*: Sexuality education and life skills-based education on HIV and AIDS can promote responsible and safe behaviours and impart the comprehensive knowledge about HIV and AIDS that is required for learners and education personnel to take informed decisions. For instance, it has proved to have some positive impact on delaying the initiation of sex, decreasing the number of sexual partners and promoting condom use, as well as ensuring better sexual and reproductive health more generally.

- *Mitigating the impact of HIV and AIDS on the education sector (particularly relevant for countries with generalized HIV epidemics)*:
  - Increasing awareness of HIV-related issues among education staff.
  - Improving access to care, treatment and support for education staff who are living with HIV.
  - Improved access to (and retention in) education for learners who are affected by HIV, by ensuring access to care and treatment and through other targeted measures (e.g. education grants/removal of school fees for OVCs).
- *Eradicating stigma and discrimination* towards people living with or affected by HIV and AIDS, including education staff and learners.

The rationale for comprehensive education sector responses to HIV and AIDS is endorsed by more than 30 international organizations, universities, donor agencies and non-governmental organizations (NGOs) that comprise the UNAIDS Inter-Agency Task Team (IATT) on Education. However, as the next section shows, there are still considerable gaps in education sector responses to HIV and AIDS.

1.1.2 The current state of education sector responses to HIV and AIDS

In 2004, the first-ever global survey on the readiness of the education sector to respond to HIV and AIDS – the Global Readiness Survey (GRS) – found that most ministries of education (MOEs) were making progress toward institutionalizing effective responses (UNAIDS, 2006). In the 53 countries included in the survey, 72 per cent of the MOEs had HIV and AIDS management structures in place. Just under half of the MOEs had dedicated staff for HIV and AIDS, with the proportion reaching 95 per cent in countries with high HIV prevalence. Most MOEs (79 per cent) had an education sector HIV and AIDS strategic plan, and of these, 90 per cent stated that they also had an action plan for implementation.

On the other hand, only 43 per cent of MOEs responding to the survey had dedicated resources to HIV. In most cases the budgets that had been allocated were underspent, suggesting that there are problems with implementation even in countries where there is strong strategic and policy commitment behind education sector responses to AIDS. The survey also revealed somewhat uneven achievements in a number of areas, including workplace policies to address prevention, treatment, care and support for the education workforce, and programmes aimed at meeting the prevention, treatment, care and support needs of learners. While this study was conducted several years ago, the results and issues represent many of the challenges still being faced today.[6] More recent studies, such as a 2008 study by the IATT of lessons learned in education responses to AIDS in four countries (UNAIDS IATT, 2008b), and the first evaluation of EDUCAIDS, conducted in 2009 (Visser-Valfrey, 2009), suggests that many of the challenges identified in the GRS remain. Although it focuses primarily on EDUCAIDS implementation, the EDUCAIDS evaluation completed in 2009 finds that, in many countries, education sector responses to AIDS are generally limited in their scope and scale. The IATT study identifies "a number of common challenges" faced in education sector responses in the four countries, including:

> **"…the lack of commitment to policy dissemination, enforcement and monitoring; an absence of clear priority agendas; continued negotiable and non-compulsory nature of curricula; the diffuse nature of prevention efforts and the existence of conflicting messages; the limited scope of teacher training and support; weak links to non-**

6 In 2010–11, the IATT is in the process of conducting the Global Progress Survey (GPS), which will assess the progress made in developing and implementing education sector responses to HIV and AIDS since the first GRS. The study is expected to play an important role in informing the development of further policies and strategies in the HIV and AIDS response in general, and in the education response in particular.

> **education actors, services and support; inadequate funding and resources; and the absence of accountability mechanisms." (Visser-Valfrey, 2009)**

The study concludes that the role of the education sector in the response to HIV and AIDS is "not always recognized". It states that the complex nature of coordination and harmonization on the one hand, and lack of appropriate levels of commitment, funding and in-house expertise on the other hand, often detract from the actual implementation of education sector responses and from effective monitoring of their impact.

The IATT study also suggests that some components of education sector responses to HIV and AIDS are better established and accepted than others. Integration of HIV and life skills training into educational curricula are more frequently implemented than other components. However, even in countries with a high HIV prevalence, many MOEs fail to include in their responses to HIV and AIDS components such as workplace policies to deal with the spread and impact of HIV on the education sector, or programmes to ensure that OVCs receive additional, targeted support to access and stay in education. This reveals the lack of a comprehensive or evidence-based approach.

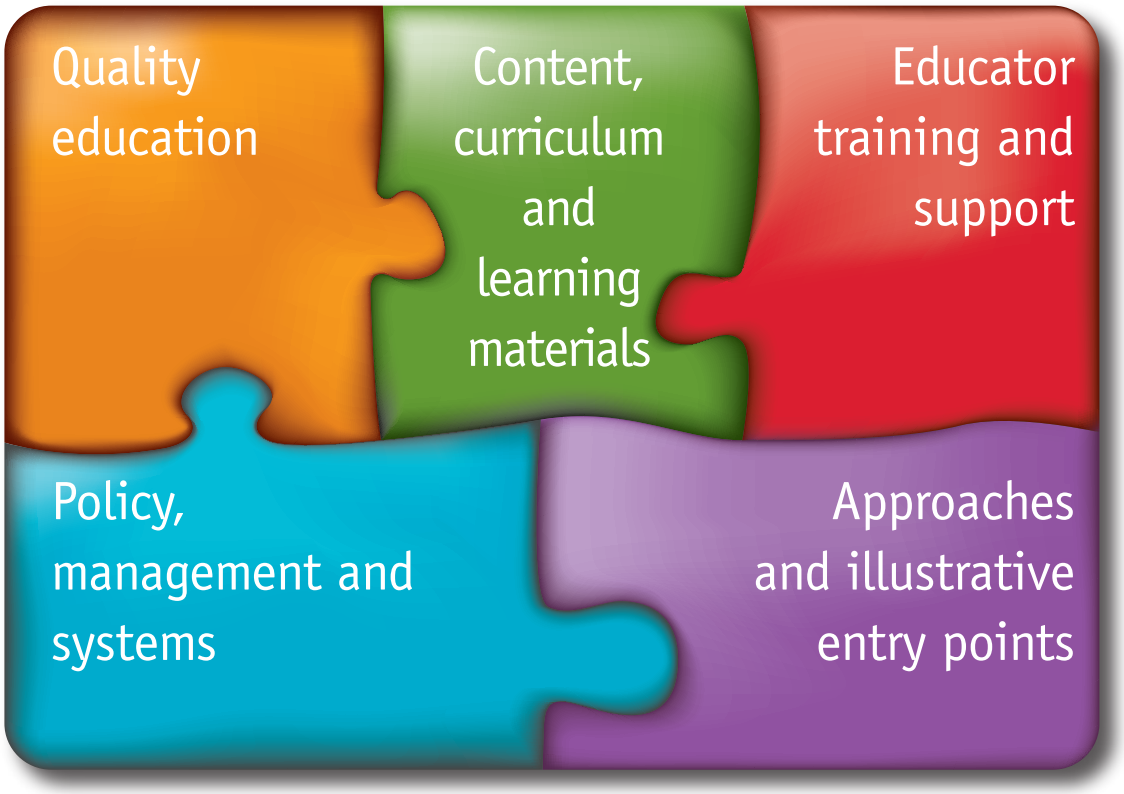
In summary, efforts to implement comprehensive education sector responses to HIV and AIDS face challenges at a number of levels: in particular, in terms of commitment from within the sector and on the part of national AIDS authorities; in terms of strategic vision; in terms of technical know-how, monitoring and evaluation; and in terms of resources. It is the role of international development partners that support EDUCAIDS implementation to help countries to address and resolve these challenges.

1.1.3 The *EDUCAIDS Framework for Action*

The *EDUCAIDS Framework for Action* was developed in 2006 and was revised in 2008 to reflect recent learning on building and implementing comprehensive education sector responses to HIV and AIDS. Available in all six UN working languages plus Portuguese, it provides five essential and interdependent components for comprehensive responses, illustrated in Figure 1.1. The development and implementation of education sector responses that comprise these five components ensure effective mainstreaming of HIV and AIDS in the education sector. In other words, it ensures that HIV and AIDS are not seen as a 'project' or a separate issue, but as part of overall educational plans and priorities, including those related to life skills, social skills, health and nutrition.

FIGURE 1.1

THE FIVE COMPONENTS OF THE EDUCAIDS FRAMEWORK



This section briefly discusses the content of each of these components and the main actions they entail.

A commitment to **Quality education** means ensuring that the education system goes beyond the provision of information and empowers learners in ways that reduce their vulnerability to HIV and is a system that is supportive of people living with or affected by HIV and key populations at higher risk. It also means ensuring that education is:[7]

- *Rights-based*: respectful of the human rights of both learners and educators, for instance by ensuring people are not discriminated against or prevented from accessing education on any grounds.
- *Learner-centred*: responsive to the needs of different learners, both in relation to the content of curricula and in relation to the ways they can access learning.
- *Gender responsive*: actively encourages learners to identify, discuss and confront gender dynamics that affect HIV vulnerability and risk; and takes steps to redress any imbalances in access to education on the grounds of gender.
- *Inclusive*: paying particular attention to addressing the different barriers – e.g. linguistic, geographic, social, cultural and economic – that can stand in the way of some minorities accessing education and other services.

7 More information can be found in the publication *UNESCO's short guide to the essential characteristics of effective HIV Prevention* (UNESCO, 2010c). Available online at: http://unesdoc.unesco.org/images/0018/001885/188528e.pdf

1.1 CONCEPTS AND DEFINITIONS

- *Culturally sensitive*: using culturally appropriate mediums and reference points, promoting cultural resources that support the goals of quality education, and identifying and addressing culturally sensitive issues and cultural factors that underlie stigma, discrimination and vulnerability.
- *Age-specific*: adapted to the needs of different age groups.
- *Scientifically accurate*: avoiding the prejudices and biases that often surround issues of sexuality and morality and based on the wealth of available evidence of what works.
- *Delivered in safe and secure learning environments*: responding to the needs of all learners, in particular women, girls and members of stigmatized groups.
- *Focused on and tailored to the needs of different groups, including vulnerable populations*: particularly relevant in settings where the epidemic is concentrated in certain groups.
- *Ensures the involvement of both teachers and learners living with HIV and AIDS*: by providing training and opportunities for the involvement of people living with HIV and AIDS (PLHIV) in designing and delivering education programmes, and ensuring this takes place in a safe environment.

The **Content, curriculum and learning materials** component:

- It emphasizes the importance of evidence-based content for curricula on HIV and AIDS, and of addressing not just HIV prevention but also care, treatment and support as well as stigma and discrimination, whether they are directly related to HIV or related to issues such as ethnicity, gender identity or sexual orientation.
- Curricula should be adapted to the ages and specific needs of learners, whether education is delivered in formal educational institutions or in informal settings – and indeed it is important that education sector responses to HIV and AIDS address all of these different educational settings.
- Curriculum development should be carried out with the involvement of young people, teachers, community representatives and people living with or affected by HIV.
- HIV and AIDS curricula should be fully integrated into national education curricula to ensure that adequate time and resources are allocated, rather than HIV simply being considered an 'add-on'.

Educator training and support:

- It is essential for ensuring that quality HIV and AIDS education is effectively provided, to address the vulnerability of educators to HIV infection and to support educators living with HIV to live with the virus.
- Delivering quality HIV and AIDS education requires specific skills, since it entails the ability to discuss sensitive issues openly, such as sexuality, gender, drugs, illness and death. This in turn may require new skills and attitudes on the part of educators, which need to be supported through stronger mentoring and supervision, as well as the provision of materials and equipment.
- Teachers should also benefit from workplace programmes that address vulnerability to HIV infection as well as ensuring that HIV-positive teachers have access to care, treatment and support and are not subjected to stigma and discrimination.

Policy, management and systems:

- They need to be in place to ensure that the education sector's response to HIV and AIDS is planned based on a sound understanding of the needs and capacities of the sector, and to ensure that it is well coordinated with the broader national response to HIV and AIDS, both at strategic and implementation level.
- They are also necessary for the implementation of the education sector's response – for instance, workplace policies, inclusion policies and HIV-related curricula need to be developed on the one hand. In addition, leadership, resources and systems need to be in place to ensure that policies are enacted. Examples of systems include committees to guide the various aspects of the HIV and AIDS response within the education sector and to coordinate the work of the different entities that make up the education sector, as well as ensuring that job descriptions of education sector staff at all levels reflect activities related to HIV and AIDS.
- Another particularly important example is to ensure that there is effective monitoring of the impact of HIV and AIDS on the sector on the one hand, and of the degree to which HIV and AIDS plans have been implemented and their effectiveness on the other hand.

The final component of the *EDUCAIDS Framework* is **Approaches and illustrative entry points**, which emphasizes the importance of identifying and using the most appropriate opportunities for introducing HIV and AIDS programming in the education sector. The choice of entry points is highly dependent on the epidemiological context, on the beneficiaries being targeted by a given intervention, and on the capacities of the education sector itself. This component essentially concerns the ways in which HIV-related services and programmes are delivered within the education sector, taking into particular account the needs of marginalized groups and of teachers and learners affected by HIV and AIDS.

1.1.4 Adapting the *EDUCAIDS Framework* to different contexts

Comprehensive education sector responses to HIV and AIDS are not the same in every context. They should be adapted to the specific needs and priorities of each country, that are dictated by factors such as the roles of other sectors in the response to HIV and AIDS, and the capacities of the education sector itself. Just as important, each country has different epidemiological priorities, which have a major bearing on the response that is required from the education sector. The tables in Figure 1.2 provide an illustration of how the five components of the *Framework* can be interpreted in the four broad epidemiological categories identified by UNAIDS (UNESCO, UNAIDS, 2008). It shows on the one hand which types of processes and policies are most important in each context, and which types of programmes and services it is essential for the education sector to provide in each context. It is based on the framework provided in the UNAIDS/IATT document, *A strategic approach: HIV & AIDS and education* (UNAIDS IATT, 2009).

Although the national epidemiological profile of a country is an important guide to deciding on the priorities and strategies for the education sector's response to HIV and AIDS, it is also important to note that many countries – especially larger countries – have 'heterogeneous' epidemics. This means that there are wide variations in HIV prevalence, in the determinants of the spread of HIV, and in the impact of the epidemic within the country. In particular, it means that countries that have low-level or concentrated epidemics at national level should not necessarily rule out the services required in higher prevalence settings, since they may well have certain regions or locations where these services are needed. Robust epidemiological analyses normally identify these variations, which should be taken into consideration in national AIDS strategies and of course, in educational sector strategies.

FIGURE 1.2

THE *EDUCAIDS FRAMEWORK* IN DIFFERENT EPIDEMIOLOGICAL CONTEXTS

1.2.1: Low-level epidemics

Low-level epidemics
HIV prevalence is below 1% in the general population and has not spread to significant levels within any sub-population group

EDUCAIDS Components

Quality education	■ Integrating basic HIV and comprehensive sexuality education into teaching, including on gender inequalities ■ Integrating education on drug use and risks to prevent both drug use and HIV infection, including information on harm reduction strategies for young people who might already be injecting drug users ■ Ensuring that education promotes an environment of tolerance and respect for all children, young people and adults, regardless of their sexual orientation, and that it contributes to reducing stigma and discrimination, to reducing gender and other inequalities, and to promoting human rights ■ Ensuring access to education for those affected by HIV and AIDS
Content, curriculum and learning materials	■ Integrating HIV and AIDS information and skills across school and teacher curricula to ensure young people are aware of their sexual and reproductive health rights and to empower them to make good choices about their health ■ Ensuring curricula address issues of rights, stigma and discrimination ■ Ensuring life-skills education approaches are included in curricula
Educator training and support	■ Ensuring teachers have correct information on HIV and skills to deliver sensitive information on HIV-related issues to learners. They should also be trained to address the needs of vulnerable groups and most at risk populations (these depend on the specific epidemic dynamics in the country, but often include sex workers, injecting drug users, men who have sex with men and transgender groups)
Policy, management and systems	■ Collaborating/staying informed about strategic information (i.e. research and surveillance data) related to the progression and impact of HIV and AIDS
Approaches and illustrative entry points	■ Focusing on children and young people with specific vulnerabilities and/or at higher risk, with particular attention to early prevention of risky behaviours ■ Facilitating free and equitable access to youth-friendly services such as counselling, testing, referrals, for young people including for those at higher risk

1.2.2: Concentrated epidemics

Concentrated epidemics
HIV prevalence is higher than 5% in one or more sub-populations but not in the general population

EDUCAIDS Components

Quality education	■ Integrating basic HIV and comprehensive sexuality education into teaching ■ Integrating education on drug use and risks to prevent both drug use and HIV infection, including information on harm reduction strategies for young people who might already be injecting drug users ■ Ensuring that education promotes an environment of tolerance and respect for all children, young people and adults, regardless of their sexual orientation, and that it contributes to reducing stigma and discrimination, to reducing gender and other inequalities, and to promoting human rights ■ Ensuring access to education for those affected by HIV and AIDS
Content, curriculum and learning materials	■ Integrating HIV and AIDS information and skills across school and teacher curricula to ensure young people are aware of their sexual and reproductive health rights and to empower them to make good choices about their health ■ Ensuring curricula address issues of rights, stigma and discrimination ■ Ensuring life-skills education approaches are included in curricula
Educator training and support	■ Ensuring teachers have correct information on HIV and skills to deliver sensitive information on HIV-related issues to learners. They should also be trained to address the needs of vulnerable groups and key populations at higher risk (these depend on the specific epidemic dynamics in the country but often include sex workers, injecting drug users, men who have sex with men and transgender people) ■ Ensuring teachers are trained to address human rights issues for vulnerable groups as well as providing empowering, life-skills based HIV education
Policy, management and systems	■ Collaborating/staying informed about strategic information (i.e. research and surveillance data) related to the progression and impact of HIV and AIDS ■ Monitoring and constantly strengthening the links of the education sector with other service providers ■ Ensuring education is an integral part of the national response to HIV and AIDS ■ Supporting HIV and AIDS mainstreaming into national education plans ■ Targeting managers and other leaders with advocacy to strengthen commitment to addressing the issue ■ Gathering and analysing data to understand drivers of risk behaviours and ensuring this feeds into decision-making
Approaches and illustrative entry points	■ Focusing on children and young people with specific vulnerabilities and/or at higher risk, with particular attention to early prevention of risky behaviours ■ Facilitating free and equitable access to youth-friendly services such as counselling, testing, referrals, for young people including for those at higher risk

1.2.3: Generalized epidemics

Generalized epidemics
HIV prevalence is between 1–15% in pregnant women attending antenatal clinics

EDUCAIDS Components

Quality education	■ Integrating basic HIV and comprehensive sexuality education into teaching ■ Integrating education on drug use and risks to prevent both drug use and HIV infection, including information on harm reduction strategies for young people who might already be injecting drug users ■ Ensuring that education promotes an environment of tolerance and respect for all children, young people and adults, regardless of their sexual orientation and gender, and that it contributes to reducing stigma and discrimination, to reducing gender and other inequalities, and to promoting human rights ■ Ensuring access to education for those affected by HIV and AIDS
Content, curriculum and learning materials	■ Integrating HIV and AIDS information and skills across school and teacher curricula to ensure young people are aware of their sexual and reproductive health rights and to empower them to make good choices about their health. ■ Ensuring curricula address issues of rights, stigma and discrimination ■ Ensuring life-skills education approaches are included in curricula ■ Ensuring treatment education is integrated into curricula
Educator training and support	■ Ensuring teachers have correct information on HIV and skills to deliver sensitive information on HIV-related issues to learners. They should also be trained to address the needs of vulnerable groups and key populations at higher risk (these depend on the specific epidemic dynamics in the country but often include sex workers, injecting drug users, men who have sex with men and transgender people) ■ Ensuring teachers are trained to address human rights issues for vulnerable groups, as well as providing empowering, life-skills based HIV education ■ Ensuring that teachers are aware of their own vulnerability and are provided with knowledge and skills to adopt less risky behaviour ■ Actively encouraging community and parental involvement in actions aimed at reducing vulnerability & promoting social change including on gender-related issues and reducing stigma and discrimination ■ Establishing or linking to services and support for teachers and other education sector staff, including supporting networks of teachers living with HIV
Policy, management and systems	■ Collaborating/staying informed about strategic information (i.e. research and surveillance data) related to the progression and impact of HIV and AIDS ■ Monitoring and constantly strengthening the links of the education sector with other service providers ■ Ensuring education is an integral part of the national response to HIV and AIDS ■ Supporting HIV and AIDS mainstreaming into national education plans ■ Targeting managers and other leaders with advocacy to strengthen commitment to addressing the issue ■ Gathering and analysing data to understand drivers of risk behaviours and ensuring this feeds into decision-making ■ Ensuring a comprehensive approach that encompasses attention to prevention, care, support, treatment, impact mitigation, workplace issues and management of the response ■ Working with other sectors to meet the demand for care and protection for children and young people ■ Collaborating with health systems to make sexual and reproductive health (SRH) services available to learners and staff ■ Monitoring longer term impact and planning for maintaining human capacity in the sector
Approaches and illustrative entry points	■ Facilitating free and equitable access to youth-friendly services such as counselling, testing, referrals, for young people including for those at higher risk ■ Ensuring comprehensive education on HIV prevention, treatment and care is available to all learners in all settings ■ Ensuring universal access to treatment, care and support for all learners in all settings ■ Targeting support for education access to those affected by HIV and AIDS and those most at risk ■ Providing psycho-social support from educational establishments and referrals to support and treatment

1.2.4: Hyper-endemic epidemics

EDUCAIDS Components

Hyper-endemic epidemics *HIV prevalence exceeds 15% in the adult population*	
Quality education	■ Integrating basic HIV and comprehensive sexuality education into teaching, including on options for preventing mother-to-child transmission (PMTCT), male circumcision etc. ■ Integrating education on drug use and risks to prevent both drug use and HIV infection, including information on harm reduction strategies for young people who might already be injecting drug users ■ Ensuring that education promotes an environment of tolerance and respect for all children, young people and adults, regardless of their sexual orientation, and that it contributes to reducing stigma and discrimination, to reducing gender and other inequalities, and to promoting human rights ■ Ensuring access to education for those affected by HIV and AIDS
Content, curriculum and learning materials	■ Integrating HIV and AIDS information and skills across school and teacher curricula to ensure young people are aware of their sexual and reproductive health rights and to empower them to make good choices about their health ■ Ensuring curricula address issues of rights, stigma and discrimination ■ Ensuring life-skills education approaches are included in curricula ■ Ensuring treatment education is integrated into curricula
Educator training and support	■ Ensuring teachers have correct information on HIV and skills to deliver sensitive information on HIV-related issues to learners. They should also be trained to address the needs of vulnerable groups and most at-risk populations (these depend on the specific epidemic dynamics in the country but often include sex workers, injecting drug users, men who have sex with men and transgender people) ■ Ensuring teachers are trained to address human rights issues for vulnerable groups, as well as providing empowering, life-skills based HIV education ■ Ensuring that teachers are aware of their own vulnerability and are provided with knowledge and skills to adopt less risky behaviour ■ Ensuring that education personnel have the skills to support children infected and affected by HIV ■ Actively encouraging community and parental involvement in actions aimed at reducing vulnerability & promoting social change, including on gender-related issues and reducing stigma and discrimination ■ Establishing or linking to services and support for teachers and other education sector staff, including supporting networks of teachers living with HIV ■ Sustaining and deepening efforts to address the impact of AIDS on education systems including expanded training and support for new educators
Policy, management and systems	■ Collaborating/staying informed about strategic information (i.e. research and surveillance data) related to the progression and impact of HIV and AIDS ■ Monitoring and constantly strengthening the links of the education sector with other service providers ■ Ensuring education is an integral part of the national response to HIV and AIDS ■ Supporting HIV and AIDS mainstreaming into national education plans ■ Targeting managers and other leaders with advocacy to strengthen commitment to addressing the issue ■ Gathering and analysing data to understand drivers of risk behaviours and ensuring this feeds into decision-making ■ Ensuring a comprehensive approach that encompasses attention to prevention, care, support, treatment, impact mitigation, workplace issues and management of the response ■ Working with other sectors to meet the demand for care and protection for children and young people ■ Collaborating with health systems to make SRH services available to learners and staff ■ Monitoring longer term impact and planning for maintaining human capacity in the sector ■ Taking exceptional action to mobilize predictable and sustainable financing ■ Giving priority to effective coordination, harmonization and alignment ■ Intensifying intersectoral actions to address drivers of the epidemic
Approaches and illustrative entry points	■ Facilitating free and equitable access to youth-friendly services such as counselling, testing, referrals, for young people including for those at higher risk ■ Ensuring comprehensive education on HIV prevention, treatment and care is available to all learners in all settings ■ Ensuring universal access to treatment, care and support for all learners in all settings ■ Targeting support for education access to those affected by HIV and AIDS and those at higher risk ■ Providing psycho-social support from educational establishments and referrals to support and treatment

1.1.5 *Global strategic plan for promoting and supporting EDUCAIDS implementation*

The *Global strategic plan for promoting and supporting EDUCAIDS implementation* (UNESCO, 2010a) is designed to guide the work of UNESCO to support EDUCAIDS implementation. However, it can also be used as a reference by other UNAIDS co-sponsors and agencies that promote and support EDUCAIDS implementation. According to the plan, the mission of EDUCAIDS is to "support Member States to deliver comprehensive and scaled-up education responses as part of national multi-sectoral responses to HIV and AIDS, and the goals are to support member states to prevent the spread of HIV through education, and to protect the functions of the education system from the worst effects of the epidemic."

The plan is designed to achieve three overall objectives:

1. *Strategic information and advocacy*: To advocate for comprehensive education responses to HIV and AIDS through supporting the dissemination of evidence-based information generated by research, and monitoring and evaluation.
2. *Capacity-building*: To enhance our internal capacity and the capacity of other key stakeholders to advocate for and implement comprehensive and scaled-up education responses to HIV and AIDS.
3. *Mobilization of resources and partnerships*: To mobilize resources and build strategic partnerships for comprehensive education responses to HIV and AIDS at global, regional and country levels.

For each objective, a number of strategies have been defined in a collaborative process with global, regional and country UNESCO staff. Figure 1.3 lists the strategies per objective. These strategies should be the reference for the development of regional and country level plans for UNESCO support to EDUCAIDS implementation. Annex 1b provides a template for EDUCAIDS work plans that identifies sample activities per strategy given below.

FIGURE 1.3

OBJECTIVES AND STRATEGIES FOR SUPPORTING EDUCAIDS IMPLEMENTATION

Objectives	Strategies
Objective 1 – Strategic information and advocacy: To advocate for comprehensive education responses to HIV and AIDS through supporting the dissemination of evidence-based information generated by research, and monitoring and evaluation	1.1. Develop a global monitoring and evaluation framework for EDUCAIDS and support its implementation
	1.2. Support the implementation of coherent and coordinated research agendas
	1.3. Support the publication, dissemination and use of the research findings where appropriate
	1.4. Support the documentation and dissemination of good practices on comprehensive education responses to HIV and AIDS
	1.5. Advocate to mainstream HIV and AIDS data in the existing M&E systems and tools
Objective 2 – Capacity-building: To enhance our internal capacity and the capacity of other key stakeholders to advocate for and implement comprehensive and scaled-up education responses to HIV and AIDS	2.1. Provide strategic guidance on the implementation of EDUCAIDS
	2.2. Develop training materials for capacity-building in the five key areas of technical support to EDUCAIDS implementation: advocacy, coordination, M&E, planning and resource mobilization
	2.3. Build the technical capacity of UNESCO staff and consultants in the five key areas of technical support to EDUCAIDS implementation and the *EDUCAIDS Framework*
	2.4. Provide key stakeholders at country level with technical support to advocate for and implement comprehensive education responses
Objective 3 – Mobilization of resources and partnerships: To mobilize resources and build strategic partnerships for comprehensive education responses to HIV and AIDS at global, regional and country levels	3.1. Promote and support joint processes for comprehensive education responses to HIV and AIDS
	3.2. Use Joint UN Teams on HIV and AIDS (JUNTA) and other coordination mechanisms to coordinate and/or mobilize UN inputs related to education for the national response to HIV and AIDS
	3.3. Promote collaboration between EDUCAIDS and other global initiatives on education and HIV and AIDS
	3.4. Develop and implement resource mobilization plans at all levels
	3.5. Support the development of proposals for mobilizing resources for funding comprehensive education responses to HIV and AIDS

1.1.6 Two essential characteristics of effective education sector responses to HIV and AIDS: gender responsiveness and involvement of people living with and affected by HIV and AIDS (GIPA)

GENDER RESPONSIVENESS

Gender refers to the socially constructed roles of women and men. Gender inequalities are at the root of many social, economic and political factors contributing to the spread of HIV. They influence sexual decision-making of men and women, the extent to which men and women have access to information, and the power and skills they need to protect themselves from HIV. In many countries, young women are disproportionately affected by HIV and AIDS. In sub-Saharan Africa, women aged between 15–24 years are three times more likely than their male peers to be infected; and women are more likely to be burdened with caring for sick relatives.

Gender inequalities also play a significant role in women's and girls' access to formal and non-formal education. Globally, two-thirds of illiterate people are women. Girls have less access to schooling than boys, and drop-out rates for girls after primary school are considerably higher than for boys. And yet, education for women and girls plays a critical role both in reducing vulnerability to the spread and impact of HIV and in development more generally. Educated girls marry later, have fewer children, are more likely

to access formal employment and play an active role in decision-making at family level and in wider society.

Women's and girls' education and effective responses to HIV and AIDS are therefore inextricably linked. Education levels are often correlated with factors that lower the risk of becoming HIV-infected, and educational settings provide entry points for HIV prevention, care and treatment initiatives. Educational settings are also ideal for challenging damaging gender norms, including stigma and discrimination related not only to HIV but also to sexuality and sexual identity.

Understanding sexual minorities as part of the gender equality perspective is also important, because sexual minorities including men who have sex with men, women who have sex with women and transgender people are often stigmatized and discriminated against. In some cases, they are additionally vulnerable to HIV and AIDS – both because of this marginalization and because of other behavioural risk factors.

Promoting gender equality in access to education, and addressing gender inequalities in education-based HIV programmes should therefore be fundamental components of education sector responses to HIV and AIDS – and indeed of national responses to HIV and AIDS more generally. At the same time, it is also important to acknowledge that educational settings can be associated with increased risk, for instance in relation to discrimination against sexual minorities, gender-based violence and transactional sex. Education sector plans to tackle HIV and AIDS and gender-related issues should also identify whether these situations exist and should develop policies and systems to reduce and respond to these situations.

GREATER INVOLVEMENT OF PEOPLE LIVING WITH OR AFFECTED BY HIV AND AIDS AND MEMBERS OF KEY POPULATIONS AT HIGHER RISK (GIPA)

The importance of the GIPA principle in responding to HIV and AIDS has been established since the declaration of GIPA principles was adopted at the Paris AIDS Summit in 1994 (Paris AIDS Summit, 1994). The principle is based on the recognition that people living with or affected by HIV and AIDS have a personal understanding of the importance and urgency of the issue and of the types of responses that are needed and effective. GIPA is also central to efforts to fight HIV-related stigma and discrimination, and to helping people to cope HIV and AIDS. It is a principle that applies at all levels of the response to HIV and AIDS – from the development of national-level strategies to the delivery of services and information in communities. GIPA has particular resonance in the education sector, since HIV and AIDS can be a cause of school drop-outs, and since the teaching profession itself is affected by HIV in many countries. Education sector responses to HIV and AIDS therefore need to promote the rights and involvement both of educators and learners with HIV.

It is important to note that GIPA is applicable both to people living with HIV or affected by HIV and AIDS, and to members of populations at higher risk. This means that the same GIPA principles can and should be used in regard to marginalized or highly affected populations. The greater involvement of groups such as injection drug users (IDU), men who have sex with men (MSM), transgender people and sex workers is also critical to ensuring that programmes are appropriately focused, designed and delivered.

An important part of applying the GIPA principle is to build the capacity of people to participate in the ways that are expected – people should not be "thrown in at the deep end" without support, and UNESCO therefore has an important role to support capacity-building in this area.[8]

8 Further essential characteristics can be found in *UNESCO's short guide to the essential characteristics of effective HIV prevention* (UNESCO, 2010c).

1.2 WHAT YOU NEED TO DO TO GET STARTED

It is recommended that staff working at country level should think strategically about how best to channel their efforts. You need to:

a) introduce yourself to people more closely involved with the national education sector response to HIV and AIDS and relevant agency staff ("making contact with key stakeholders");

b) get a broad understanding of the current education sector response to HIV and AIDS in the country ('rapid assessment'); and

c) identify some work priority areas and plan how you will engage with the education sector and other partners ('work planning'). You should also take time to familiarize yourself with some of the main global documents dealing with education sector responses to HIV, and with the situation of the broader national response to HIV and AIDS ('further reading').

TIPS

- When introducing yourself to stakeholders, provide copies of the EDUCAIDS Resource Pack, and be ready to give them an overview of how you can support EDUCAIDS. Always be clear that your role is to support, not to implement.
- Attend meetings of the Joint United Nations Team on AIDS (JUNTA) and identify your partners – the UNAIDS country office can advise you of the schedule of meetings. Also identify your partners within the Joint United Nations Regional Teams on AIDS (JURTA) if you are based in a non-resident country (i.e. countries with UNESCO staff but no UNESCO office).
- Discuss your plans with the stakeholders. For instance, any plans you have to carry out a rapid assessment.
- Always ask for documents – such as strategies, policies and evaluations – of relevance to the education sector response to HIV and AIDS.
- If any of the stakeholders that you need to meet are very senior within their institutions, ask for a manager from your own organization or from other UNAIDS organizations to request the meeting and to accompany you. The latter is particularly critical for staff in non-resident countries.
- Find out if any UN organizations are represented on the CCM (the CCM or Country Coordinating Mechanism is a national committee in charge of overseeing Global Fund programmes at national level. More information is provided in the Resource mobilization chapter).

1.2 WHAT YOU NEED TO DO TO GET STARTED

1.2.1 Identify and make contact with the key stakeholders

If you have not already done so, you should introduce yourself to the people most closely involved with the national education sector response to HIV and AIDS. As well as making yourself known, meeting these stakeholders will also allow you to assess how committed and interested they are in education sector responses to HIV and AIDS. UNESCO country staff should also introduce themselves to relevant UNESCO colleagues such as regional AIDS advisors or regional coordinators and the EDUCAIDS staff at UNESCO Paris.

UN SYSTEM AND OTHER DEVELOPMENT PARTNERS

UNAIDS is the Joint United Nations Programme on HIV and AIDS, and is made up of 10 UN system 'co-sponsor' agencies. Keep in mind that EDUCAIDS is a UNAIDS initiative, and should therefore be supported in collaboration with all of the UNAIDS co-sponsors. Many of the co-sponsors have a particular interest in the education sector. This is specifically the case for the following agencies:[9]

- The United Nations Children's Fund (UNICEF) and the United Nations Population Fund (UNFPA), given their mandates for working with young people and in supporting school programmes.
- The United Nations Development Programme (UNDP), which has a mandate to support multi-sectoral responses to HIV and AIDS and the mainstreaming of HIV in broader poverty reduction and development programmes, as well as in leading UNAIDS' work on gender, sexual minorities and human rights.
- The International Labour Organization (ILO), given its interest in workplace programming.
- The World Food Programme (WFP), which often works with school feeding and nutrition programmes.
- The World Bank, which is often a major education sector funder.
- The United Nations Office on Drugs and Crime (UNODC), whose mandate includes a focus on prevention of drug abuse, harm reduction and the development of education programmes for prisoners (including young prisoners).

The UNAIDS country office is also a very important actor, since it coordinates UN support on AIDS at country level and has close contact with the national AIDS programme. The country office, as well as regional offices and the secretariat of UNAIDS, have an important coordination role to play since EDUCAIDS is a UNAIDS initiative.

Many other development partners have an interest in supporting education sector responses to HIV and AIDS; you should work with your UN system colleagues to identify these agencies.

NATIONAL STAKEHOLDERS

National stakeholders that you should contact may include:

- Officials from the national AIDS programme or commission. It may be that there is a focal point for education. If so, you should try to meet this person.

9 The UNAIDS Division of Labour is currently under discussion and revision.

- Officials from the ministry of education: in particular any officials who work either part- or full-time as HIV and AIDS focal points.
- Civil society organizations – particularly NGOs or NGO networks that are focused on HIV and AIDS and/or education, or work with marginalized and key populations at higher risk. The UNAIDS country office should be able to help you identify the HIV and AIDS networks, and UNESCO colleagues should be aware of networks that are working on education.

1.2.2 Conduct a rapid assessment

WHAT IS THE AIM OF THE RAPID ASSESSMENT?

As the first part of this chapter shows, the education sector is already involved in the response to HIV and AIDS in most countries. Before starting to engage directly with the different stakeholders, it is useful to find out what the education sector has done to date. This need not be an in-depth exercise: the aim of the rapid assessment is to assess the current education sector response according to a small number of key indicators. The rapid assessment should not be confused with a situation analysis, an in-depth national process that is discussed in Chapter 4. While a situation analysis will look in-depth at the content of the education sector's response, the rapid assessment is designed simply to gain an overview of commitments, gaps and opportunities.

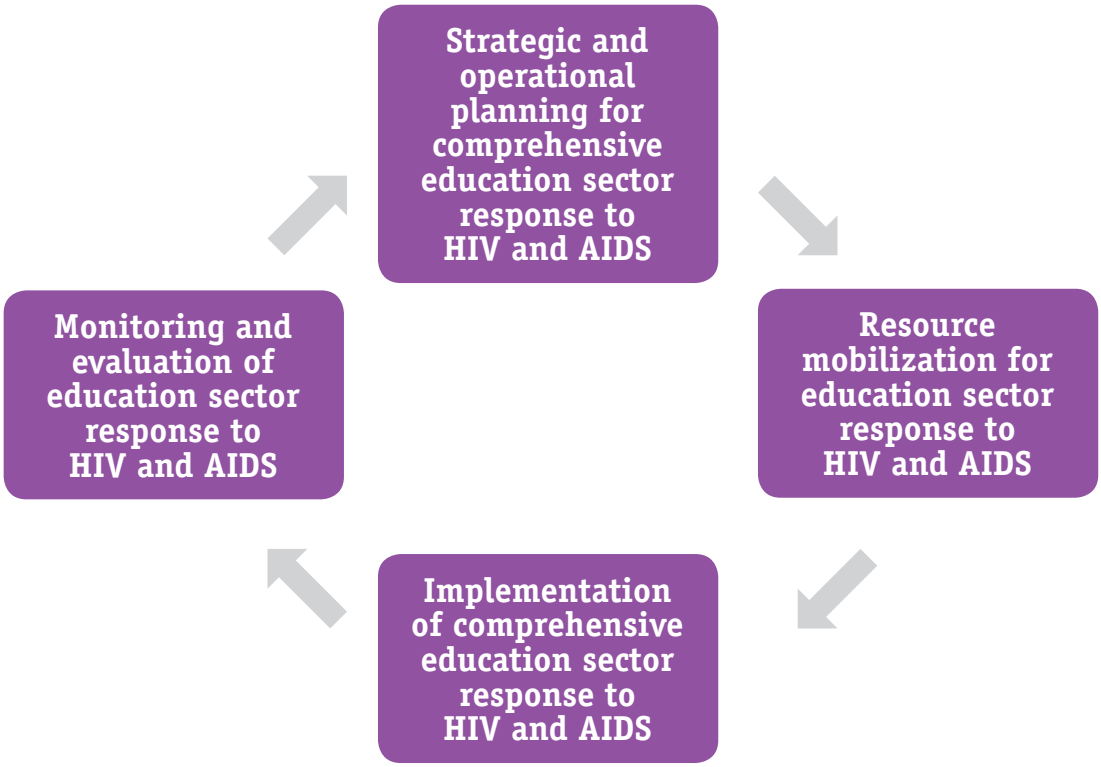
Among other things, the rapid assessment should help you to identify:

- Which stage of the programme process the education sector response is currently at (the main steps are outlined in the introduction to these *Guidelines* and shown in Figure 1.4).
- The current status of the national education sector response to HIV and AIDS and to the sexual and reproductive health of young people, in particular the main achievements, gaps and barriers to a comprehensive education sector response.
- What forms of support (technical, financial, human resources, etc.) the UNAIDS co-sponsors and other development partners are currently providing for education sector responses to AIDS.
- The range of actors that make up the education sector – the sector is not just limited to the MOE but comprises all actors involved in promoting and providing education, whether formal or informal, including teachers' unions, teacher training colleges, education NGOs, etc.
- The extent to which gender equality issues are addressed in the education sector's response to HIV and AIDS, sexual and reproductive health, and the level of involvement of people living with or affected by HIV and AIDS and members of key populations at higher risk.

1.2 WHAT YOU NEED TO DO TO GET STARTED

FIGURE 1.4

KEY STEPS OF THE PROGRAMME PROCESS



WHO SHOULD CONDUCT THE RAPID ASSESSMENT?

The rapid assessment is a process that UNESCO, other UNAIDS co-sponsors and secretariat staff, bilateral agencies and civil society organizations working on education responses to HIV and AIDS can conduct on their own. However, you are encouraged to work with other officers from within the UN family, and other key stakeholders (see previous section). UNAIDS country offices are well informed about the state of the overall response to HIV and AIDS and will likely be able to provide you with some of the answers you are looking for.

TIPS

- Before designing or conducting a rapid assessment, find out from the key stakeholders whether any similar activity has recently been carried out – if a good assessment already exists, you don't need to reinvent the wheel.
- Ask the UNESCO regional AIDS advisor if any officers in neighbouring countries have carried out a rapid assessment recently, and if so what lessons and materials (such as TORs) they can share about the process.

In countries where there is very little commitment from the education sector or other actors, it may be difficult to find people to work with you. If this is the case, you should contact the Regional AIDS Advisor, your Regional Office or the Section of Education and HIV & AIDS at UNESCO HQ to

discuss the issue and how best to proceed. You should also consider consulting with other UN agencies' colleagues, in particular UNICEF, UNFPA and UNAIDS country and regional offices.

HOW SHOULD THE RAPID ASSESSMENT BE CARRIED OUT?

Although there are many different ways to carry out such an assessment, a basic rapid assessment tool is provided in Annex 1a. The tool is designed to help you find answers to the main points outlined above, by means of document reviews and interviews with some stakeholders. Ideally, you should develop a short report to summarize the findings of the rapid assessment. Annex 1a also provides advice on how to write the report. You should share the report with officers from other UNAIDS co-sponsors, and for UNESCO country staff, with your UNESCO regional AIDS advisor, regional coordinator or other UNESCO colleagues who work on HIV, as they can advise you about how to use the findings.

Once the rapid assessment has been carried out, the findings should be discussed with key stakeholders and used to make a work plan for your support to the education sector response. This is addressed in the next section.

1.2.3 Develop a work plan

WHAT IS THE AIM OF MAKING A WORK PLAN?

The support that you provide to the education sector response will depend on the current status of the response, the type of support that is already being provided, and the specific opportunities for support that currently exist. It will also depend on what your partners in the education sector and within other UNAIDS co-sponsors believe to be the priorities. Developing a work plan will enable you to build consensus with these partners, to map out your activities, and to establish what additional resources or support you may need. Having a work plan with specific aims will make it easier for you to assess the progress you are making.

TIPS

- If you plan to present the findings of a rapid assessment, try to discuss the main findings with some of the key stakeholders beforehand, to ensure that others agree with your conclusions.
- If you have already been able to identify specific opportunities for your support – for instance, a forthcoming evaluation of the national response to AIDS, or a forthcoming Global Fund funding round – identify these and offer to provide support in relation to them.
- As far as possible, try to plan activities that you can carry out jointly with UN system partners or other development partners – cooperation will increase the chances of your support having an impact. Please bear in mind that UNESCO and other UN agencies are usually providers of technical support and not implementing partners.
- If the MOE, or the national AIDS authority, is committed to working to develop the education sector response, consider developing an agreement with them that outlines the support you will provide.

1.2 WHAT YOU NEED TO DO TO GET STARTED

It is important to note that this is just your own internal work plan. It is different from the plan for the education sector response to HIV and AIDS, which is the subject of Chapter 4.

WHO SHOULD DEVELOP THE WORK PLAN?

The work plan is primarily a plan for yourself. However, you will almost certainly benefit from getting input from your colleagues, the national-level education stakeholders, and – for UNESCO country staff – from the UNESCO regional AIDS advisor, your regional office or the Section of Education and HIV & AIDS at UNESCO headquarters HQ. You can involve these people either by simply asking them for feedback on the plan you develop, or by organizing a meeting where you work together to develop the plan.

As with the rapid assessment, in countries where there is very little commitment from the education sector or other actors, it may be difficult to find people to work with you on developing the work plan. In this case, the main focus of your work is likely to be advocacy to bring the issue of the education sector response to HIV and AIDS to the attention of the education sector and other stakeholders. If this is the case, UNESCO country staff should contact the regional AIDS advisor, your regional office or the Section of Education and HIV & AIDS at UNESCO HQ to discuss the issue and how best to proceed.

HOW SHOULD THE WORK PLAN BE DEVELOPED?

The work plan should be based on the main priorities that you have identified as a result of the rapid assessment. If possible, you should arrange a meeting with education sector stakeholders and UNAIDS and other partners involved in supporting the education sector response. The meeting can be used to present and discuss the findings of your assessment, and to agree on the priorities for UNESCO's support.

The work plan itself should be developed using the framework of the *Global strategic plan for promoting and supporting EDUCAIDS* (UNESCO, 2010a). Using this framework will make it easier for you to explain your work, to get support from other UNESCO staff, and ultimately to assess your progress.

Annex 1b provides tools that you can use to identify the priority areas and to develop your work plan, and to assess the resources that you will need to implement the plan.

IMPLEMENTING THE PLAN

The remaining chapters of these *Guidelines* provide tips and advice to help you implement your plan.

1.2.4 Familiarize yourself further with the issues

RESOURCES ON EDUCATION SECTOR RESPONSES TO HIV AND AIDS

The main reference document for your work is the EDUCAIDS Resource Pack. The pack is available in all UN languages[10] and includes:

- The *EDUCAIDS Framework for action* (UNESCO, UNAIDS, 2008), which explains what EDUCAIDS is and why it needs to be at the very heart of country efforts to meet EFA targets and the MDGs.
- *EDUCAIDS Technical Briefs* (UNESCO, 2008b), for officials in ministries of education and other organizations supporting the development and implementation of policies, determining resource allocations, and implementing programmes for education sector staff and learners. Each brief can be used as a standalone reference, and together they offer comprehensive and flexible guidelines on the continuum of activities required to respond to the epidemic at the country level.
- *Overviews of practical resources* (UNESCO, 2008a), which provide technical staff, programme implementers and managers in MOEs and CSOs with an analysis of the most useful published resources on the five essential components of the *EDUCAIDS Framework*.
- The draft *Global strategic plan for promoting and supporting the implementation of EDUCAIDS* (UNESCO, 2010a), which outlines the work UNESCO and other UNAIDS co-sponsors will undertake to support comprehensive education sector responses to AIDS at global, regional and country levels.

For the purposes of familiarizing yourself with EDUCAIDS, it is recommended that you read at a minimum the *EDUCAIDS Framework for Action* and the *Global strategic plan*, and refer to the other documents as and when you need them.

Hard copies and CD-ROMs of the EDUCAIDS Resource Pack should be available in your office; if they are not, please contact your UNESCO regional office or headquarters. The resource pack is also available online at: www.educaids.org.

Other documents that may be of interest include:

- *Good policy and practice in HIV & AIDS and education*. (UNAIDS IATT on Education, 2009). This series of booklets on the following six topics: Overview; HIV & AIDS and Safe, Secure and Supportive Learning Environments; HIV & AIDS and Educator Development, Conduct and Support; Partnerships in Practice; Effective Learning and Pre-service Teacher Training, are intended for a wide audience and are based on a review of published and unpublished literature, programme activities (undertaken primarily but not exclusively by UNESCO) and case studies. They aim to highlight issues and lessons learned from HIV and AIDS programme implementation by the education sector and suggest policy and programming strategies and actions in less developed countries. Available online at http://portal.unesco.org/en/ev.php-URL_ID=35444&URL_DO=DO_TOPIC&URL_SECTION=201.html.
- *Education sector Global HIV and AIDS Readiness Survey 2004: policy implications for education and development* (UNAIDS IATT on Education, 2006). This report documents the outcomes of the first international survey of education sector readiness to manage and mitigate the impact of HIV and AIDS. The executive summary, conclusions and recommendations provide good background on the rationales

10 EDUCAIDS has been translated into all six UN languages (Arabic, Chinese, English, French, Russian and Spanish), as well as into Portuguese.

1.2 WHAT YOU NEED TO DO TO GET STARTED

and challenges related to education sector responses to HIV and AIDS. It is available online at http://unesdoc.unesco.org/images/0014/001446/144625e.pdf.

- *Improving the education sector response to HIV and AIDS: lessons of partner efforts in coordination, harmonisation, alignment, information sharing and monitoring in Jamaica, Kenya, Thailand and Zambia* (UNAIDS IATT on Education, 2008b). This set of case studies provides insights into the quality and effectiveness of collaboration among partners involved in the HIV and AIDS response in the education sector in these four countries. It is available online at http://unesdoc.unesco.org/images/0015/001586/158683E.pdf.
- *EDUCAIDS Evaluation* (Visser-Valfrey, 2009). This report of a recent evaluation outlines some of the major achievements and continuing challenges in supporting and promoting comprehensive education sector responses to HIV and AIDS. It is available online at http://unesdoc.unesco.org/images/0018/001871/187113e.pdf.
- *A strategic approach: HIV & AIDS and education* (UNAIDS IATT on Education, 2009). This document explains the key principles and rationales for education sector responses to HIV and AIDS and describes the different strategic areas where education sectors can make a real difference in the national response to HIV and AIDS. UNAIDS and UNESCO country offices should be able to provide you with copies of this resource. It is also available online at http://unesdoc.unesco.org/images/0016/001627/162723e.pdf.
- *Educational planning and management in a world with AIDS* (UNESCO, IIEP, ESART, 2007). This resource covers a range of issues related to education sector responses to HIV and AIDS, and includes a number of resources covering each topic. Of particular interest when you are getting started is the first chapter, 'Setting the scene'. Available online at http://www.iiep.unesco.org/fileadmin/user_upload/Research_Highlights_HIV_AIDS/HIV_CD_ROM/home.pdf and as a CD-ROM from hiv-aids-clearinghouse@iiep.unesco.org.
- *Toolkit for mainstreaming HIV and AIDS in the education sector: guidelines for development cooperation agencies* (UNAIDS IATT on Education, 2008a). This toolkit aims to help education staff from development cooperation agencies to support the process of mainstreaming HIV and AIDS into education sector planning and implementation. Available online at http://unesdoc.unesco.org/images/0015/001566/156673E.pdf. See also the *Users' Guide* for the toolkit http://unesdoc.unesco.org/images/0018/001875/187551e.pdf.
- Two comprehensive website resources are the UNESCO web AIDS portal at www.unesco.org/en/aids and the *UNESCO HIV and AIDS Education Clearinghouse* at http://hivaidsclearinghouse.unesco.org/.

NATIONAL-LEVEL DOCUMENTS

In order to familiarize yourself with the current epidemiological situation and the response to HIV and AIDS, you should also read national-level documents. UNAIDS country offices and national AIDS programmes/commissions should be able to provide you with most of these.

- For epidemiological context, national HIV survey data and epidemiological analysis, including 'Know your epidemic' and 'Modes of Transmission (MOT)' studies, should be available at national level. Many national organizations, such as the National AIDS Council, the ministry of health and the ministry of education, have specific websites dedicated to HIV and AIDS that provide useful national information on the epidemic. Basic country information is available on the UNAIDS website: http://www.unaids.org/en/CountryResponses/Countries/default.asp.
- National AIDS strategy/strategic plans.
- Education sector strategic plans on HIV and AIDS.
- National and education sector policies on HIV and AIDS.
- Evaluations of the response to HIV and AIDS in general and of the education sector response in particular.
- Studies or reports that examine inequalities in access to education on the grounds of gender or HIV status, and that examine how gender influences the spread and impact of HIV and AIDS.
- National index on HIV-related stigma (this should be available – for countries that have undertaken this exercise – from national PLHIV networks and the UNAIDS country office).

1.2 WHAT YOU NEED TO DO TO GET STARTED

1.2.5 Gender and GIPA checklists

This section provides you with checklists that will help you to assess whether you are on the right track regarding the gender responsiveness of the activities you support and the involvement of people living with or affected by HIV and AIDS and members of key populations at higher risk in those activities. Try to answer the questions below. If the answer is negative to some of those questions, this means that you still need to take the appropriate actions to address the situation.

GENDER RESPONSIVENESS

- What do national and education HIV and AIDS strategies say about issues relating to gender and gender equality? Do they:
  - Analyse how gender dynamics affect the spread and impact of HIV?
  - Analyse whether girls and women are disadvantaged in access to educational opportunities?
  - Analyse issues related to gender-based violence, including violence and discrimination against sexual minorities?
  - Incorporate concrete strategies to tackle these issues?
- Has your rapid assessment enabled you to identify the individual and systemic barriers to addressing gender equality issues?
- Does your work plan include specific measures aimed at strengthening the analysis of and response to gender equality issues in the education sector responses to HIV and AIDS?
- Have you identified partners that can help support your efforts to promote a gender analysis – for instance, women's affairs ministries, organizations supporting the rights of women, girls and sexual minorities, UNAIDS co-sponsors paying attention to gender issues?

GIPA

- What do national and education HIV and AIDS strategies say about involving people living with or affected by HIV and AIDS as well as key populations at higher risk? Do they:
  - Involve people living with or affected by HIV and AIDS and members of key populations in strategy development? How?
  - Involve people living with or affected by HIV and AIDS and members of key populations in programme implementation? How?
- Is there any evidence of education sector discrimination against HIV-positive teachers or learners? (This information may be contained in national HIV stigma index studies).
- Do the following groups exist in the country where you work: associations or networks of people living with or affected by HIV and AIDS; in particular, networks of HIV-positive teachers; NGOs that represent or work with key populations at higher risk? Have you involved them in your rapid assessment and work planning?
- Does your work plan include specific measures aimed at strengthening the involvement of people living with or affected by HIV and AIDS in education sector responses to HIV and AIDS?
- If you work on sexuality education, does your work plan consider the involvement of members of sexual minorities such as men who have sex with men and transgender?
- Have you identified partners who can help support your efforts to promote GIPA – for instance, associations or networks of people living with or affected by HIV and AIDS, including networks of HIV-positive teachers; NGOs that represent or work with key populations at higher risk; national teacher associations; organizations supporting the rights of children affected by AIDS, UNAIDS co-sponsors?
- Participating in high-level forums and initiatives can be demanding and requires technical skills and experience that many people do not have, including people living with or affected by HIV and AIDS and members of key populations. Do you work with other co-sponsors to ensure that people living with or affected by HIV and AIDS (and member of key populations involved in these mechanisms) are provided with any support that they require to participate effectively, including capacity-building?

1.2.6 Monitoring and evaluation

HOW DO YOU KNOW WHAT YOU ARE ACHIEVING IN YOUR WORK TO SUPPORT EDUCAIDS IMPLEMENTATION?

The main purpose of this chapter is to 'Get started'. The remaining chapters deal with continuous or ongoing processes. This explains why there are not many ways of assessing progress on this activity.

Nonetheless, once you have conducted your rapid assessment and developed a work plan, it is worth reviewing the work you have done to get started and to identify whether any of the activities you carried out were particularly useful, and whether any were redundant.

Providing this feedback to your supervisor and/or other staff that support you will help refine the content of these *Guidelines*. In the case of UNESCO, this would include your regional AIDS advisor or coordinator, and the Section of Education and HIV & AIDS at UNESCO HQ.

CHAPTER 2:
SUPPORTING COORDINATION IN THE EDUCATION SECTOR RESPONSE TO HIV AND AIDS

Chapter overview

Effective coordination is critical to effective responses to HIV and AIDS, as it helps to minimize duplication and maximize coverage, to ensure strong links between different components of the response, and to ensure complementarity between different sources of support.

The first part of this chapter discusses these different types of coordination, and UNESCO's role within them. The second part provides advice on how to engage in coordinating mechanisms and how to show leadership in the coordination of UN system support to the education sector response to HIV and AIDS.

This chapter, like 'Getting started', is targeted primarily at UNESCO staff because of the specificities of the coordination role UNESCO plays as the lead agency for ensuring good quality education for a more effective HIV response, and also for promoting and supporting EDUCAIDS implementation as per the UNAIDS division of labour. However, much of the advice and many of the tips are also useful for other international development partners supporting EDUCAIDS.

2.1 CONCEPTS AND DEFINITIONS

2.1.1 Overview: what is coordination?

The coordination of the education sector response to HIV and AIDS comprises all activities to promote harmonization and alignment of processes (such as planning, resource mobilization, implementation, monitoring and evaluation) and resources (partners, programmes, money, etc.) to deliver a response that is efficient and effective. Coordination is not a goal in and of itself, but it is essential to ensuring the effectiveness of education sector responses to HIV and AIDS. Effective coordination ensures linkages between the different components of the education sector's response, and ensures that the education sector response is an integrated part of the national response to HIV and AIDS more generally.

The need for coordination applies both at national and local levels. At national level, it is important for ensuring that the main actors – both across relevant sectors and within a specific sector – agree on aims, strategies and resource allocation. At local level, it is particularly important for ensuring that different types of service and intervention are linked up and complementary, and that messages are consistent. Coordination internally among your agency is also important; for example, at UNESCO, it is essential that staff from different sectors (education, culture, science, communication) and from the different institutes (such as the *International Institute for Educational Planning* and the *UNESCO Institute for Statistics*) work together.

As with the other chapters in these guidelines, this chapter focuses on national-level aspects.

2.1.2 UNESCO's role in national-level coordination

As well as being important for the education sector response to HIV and AIDS as a whole, coordination is an important condition for UNESCO's work to support the response. Each of the chapters of these *Guidelines* emphasizes the need for coordination mechanisms: coordination of inputs from the UNAIDS family, coordination of advocacy action, coordination of planning and resource mobilization activities all feature in the advice provided. Activities related to those particular chapters should in and of themselves promote better coordination. In particular, development of an education sector strategic plan for HIV and AIDS constitutes an important tool for coordination, as it involves joint development of aims and a clear allocation of roles and responsibilities of the different actors.

Responsibility for coordinating the education sector's response to HIV and AIDS lies with the ministry of education (MOE), and responsibility for ensuring that the education sector's response is aligned with the national response as a whole lies jointly with the MOE and the national AIDS authority. However, although these coordination roles are not UNESCO's responsibility, UNESCO should participate fully in coordination processes and should support them through advocacy, sharing of good practice and provision of technical support.

UNESCO should also be proactive in promoting coordination of the support provided by UNAIDS agencies and development partners at national level. Under the UNAIDS Division of Labour revised in 2010, 15 priority areas of action were identified. Of these, UNESCO is the convening agency for the priority area on ensuring good quality education for a more effective HIV response. UNESCO is also a partner agency in eight more priority areas including the empowerment of young people to protect themselves from HIV.

Moreover, as the lead agency EDUCAIDS and the convenor of the UNAIDS Inter-Agency Task Team on Education, UNESCO is well placed to lead coordination of UN system support to education sector responses to HIV and AIDS. Ideally, it should work through the coordination mechanisms that exist at country level, and in partnership with relevant UNAIDS co-sponsors such as UNICEF and UNFPA.

2.1.3 Experiences in coordination at global and national level

COMMITMENTS AND MECHANISMS

Stakeholders generally agree in principle on the importance of coordination. It has been endorsed by a number of high-level commitments developed by donors and development partners, and enacted through various mechanisms at country level. These commitments and mechanisms include:

- The Paris Declaration of March 2005 and the follow up Accra Agenda adopted in 2008, through which donors committed to improve the effectiveness of aid through better ownership, alignment, harmonization, results and mutual accountability.
- The 'Three Ones' principles put forward by UNAIDS in 2004, according to which national HIV and AIDS programmes should be structured through one agreed HIV and AIDS Action Framework, which provides the basis for coordinating the work of all partners; one national AIDS coordinating authority, with a broad-based multi-sectoral mandate; and one agreed country-level monitoring and evaluation system for HIV and AIDS.
- The UN system's 'Delivering as One' approach, according to which all UN actors coordinate and align their actions to better reach development goals at country level through a variety of mechanisms.
- The revised UNAIDS Division of Labour strives to enhance efficiency and effectiveness by improving the delivery of results, strengthening joint work and maximizing partnerships towards collectively implementing the UNAIDS Strategy for 2011–2015 and delivering results towards achieving the UNAIDS vision. Building on the Joint Action for Results – UNAIDS Outcome Framework 2009-2011, the revised Division of Labour consolidates UNAIDS support to countries in 15 areas. Each area has a convening agency or two convening agencies – each with relevant mandate and technical expertise – to both facilitate the contributions of broader UNAIDS family partners and ensure the quality of overall results in the respective area.
- SWAps (sector-wide approaches) and joint funding mechanisms, a method of coordinating funding within a given sector at country level.
- HIV and AIDS management units or committees within MOEs, designed to coordinate the sectoral response and ensure it is well linked with the national AIDS response (therefore linking back to the 'Three Ones').
- Inter-ministerial committees/working groups, linked to the national AIDS coordinating authority, and designed to coordinate the action of different sectors.
- Some countries have adapted national coordination plans on HIV and AIDS, some of which are derived from and/or included in the National Strategic Plan on HIV and AIDS.

2.1 CONCEPTS AND DEFINITIONS

- Education Development Partner Groups, usually composed of bilateral and multilateral agencies and development partners that support the education sector in a country through various funding arrangements.
- Mechanisms for coordination between the different sectors of UNESCO.

More information on each of these is provided in Annex 2a.

COUNTRY-LEVEL EXPERIENCES IN COORDINATING EDUCATION SECTOR RESPONSES

A 2008 study by the IATT on education analyses the experiences in coordinating, harmonizing and aligning education sector responses to HIV and AIDS of four countries: Jamaica, Kenya, Thailand and Zambia (UNAIDS IATT, 2008b). The study documented the different coordination mechanisms used by the education sector to coordinate the sectoral response to HIV and AIDS in each country.

As Figure 2.1 shows (from UNAIDS IATT, 2008b), countries use a combination of mechanisms, each focused in different areas such as strategy, funding and implementation. In some cases, mechanisms also exist for specific issues that require policy direction and coordination across many sectors, such as orphans and vulnerable children (Kenya) and sexuality education (Thailand). It is important to emphasize that some of the information in this figure is out of date, since developments have taken place in each country since the study was conducted.

FIGURE 2.1

EDUCATION SECTOR COORDINATION IN JAMAICA, KENYA, THAILAND IN ZAMBIA (FROM UNAIDS IATT, 2008B)

Jamaica	Kenya	Thailand	Zambia
The **Education Donor Coordination Committee** (EDCC) meets monthly and brings together the MoE and key development partners including UNESCO, the United Nations Children Fund (UNICEF), Japan International Cooperation Agency (JICA) and the NAA. It is responsible for planning the education sector's response and for ensuring that it is funded.	The **Education Development Partners Group** (EDPG) meets monthly. Every third meeting of the group takes place with the Permanent Secretary (PS) of the MoE. The EDPG establishes working groups on thematic issues. However, a thematic group has not been established to address HIV and AIDS.	At the national level, the **UN Theme Group on HIV and AIDS** coordinates the UN response under the United Nations Development Assistance Framework (UNDAF). Education is discussed in this meeting when relevant.	Coordination takes place around the **MoE sector plan** to which 12 multilateral and bilateral donors have subscribed. Nine of these donors have committed to providing support through the sector pool in which funds are placed to finance the MoE sector plan. Mechanisms for coordination of the MoE sector plan include monthly meetings, a joint steering committee, and a joint annual review.
The **NAA – Education Sub-Committee** represents a broad group of educational interests and includes representatives from NGOs, the private sector and government.	Under the **education SWAp**, formal coordination structures have been established. This includes joint planning and participatory annual progress reviews, during which progress with respect to HIV and AIDS is also reviewed. A formal committee to review the implementation of the HIV and AIDS sub-programme was established in September 2006.	Within the MoE, HIV and AIDS are coordinated as part of the **sexuality education programme** which involves a structured mechanism that brings together the various units of the ministry contributing to the response.	The PS chairs a **Committee on Special Issues in Education** (also known as the 'Equity' area) which is tasked with HIV and AIDS, among other issues that include gender, OVC, special education, school health and nutrition, and free basic education prerequisite. However, at the time of the study, this committee had not met for some time.
The **NAA – International Development Partners HIV and AIDS** sub-committee looks at the education sector's response in addition to other issues.	There is an **inter-ministerial working group on OVC** which involves all major partners. However, the MoE's participation in the group to date has been limited.	UNESCO is currently working on plans to assist the MoE in **establishing an HIV and AIDS Education Committee** with representatives from each office of the MoE.	The DPs meet in the monthly **Cooperating Partners Coordination Committee** where HIV and AIDS are added as an agenda point when necessary.
	Three **AIDS Coordinating Units (ACUs)** oversee the response in the education sector and link with other partners.		The MoE is represented on a number of the **NAA technical working groups, namely, the working groups** on Information; on Education; on Care and Support; and on ART.

CHALLENGES FOR COORDINATION

Despite the commitments, effective coordination is almost always challenging in practice, for a number of reasons. The range of actors and partners is very broad: it includes ministries and government sectors, civil society organizations (CSOs), the private sector, faith-based organizations, as well as development and technical assistance partners. These different entities are not always used to trusting each other or working together; moreover, their ways of working are very different. CSOs, for example, are highly heterogeneous and are not hierarchically supervised in the way that educational establishments are. Development and technical assistance partners often have specific thematic or geographical focuses and

priorities that overlap in some places, and leave gaps in others. Moreover, donors tend to have different requirements for allocating funds and for reporting and monitoring.

Perhaps the greatest challenge is that approaches to the HIV response differ according to technical considerations and different religious and ideological viewpoints. Disagreements (for example, on the role of condom promotion or sexuality education) can undermine partnerships and coordination, resulting in programmes working in isolation and/or in the provision of inconsistent or incomplete messages and services to communities.

The IATT four-country study (UNAIDS IATT, 2008b) illustrates some of these problems. For instance, it states that:

> **"According to a substantial number of stakeholders (including DPs[11] themselves), DPs still push for specific agendas in spite of the commitments made to the 'Three Ones' and to national priorities. As one stakeholder in Kenya lamented, *'They – the development partners – are still very selective in what they will fund, when, where and how.'*..." (p.22)**

> **"...Most partners are of the opinion that HIV and AIDS have fallen outside of the harmonisation agenda. Similarly, with exception of the pooled funding arrangements, partners continue to have their own procedures for approval and reporting, rather than having common arrangements." (p.25)**

The study also provides a reminder that better coordination is not an end in itself: in countries with sector-wide approaches (SWAps) for education, it finds that there has been progress in alignment on education sector plans. However, "this has not resulted in increased funding or enhanced priority for HIV and AIDS" (p.26). Moreover, one respondent from Thailand states that, "*Improved coordination is not always linked to improved implementation*" (p.20); this concern is also reflected in the case studies from the other countries. Improved coordination and harmonization, then, needs to be judged in terms of its impact on the overall response, not just on the existence of mechanisms.

2.1.4 Issues to consider in coordination: Gender responsiveness and GIPA

GENDER RESPONSIVENESS

As a quality criterion for EDUCAIDS, and indeed an issue that cuts across all of the government's sectors, gender equality is an important issue that requires inter-sectoral coordination. Resolving the challenges of gender inequality requires not only action from the education sector, but also from the health sector and other sectors involved in the provision of social services. Efforts to develop coordination on action against gender inequality and related issues can help to maximize impact. Involving departments and NGOs that have a specific mandate in relation to gender equality, women and girls and sexual minorities in coordination mechanisms is also an important way of ensuring that gender equality issues are addressed across the board in the education sector's response to HIV and AIDS.

11 Development partners.

GREATER INVOLVEMENT OF PEOPLE LIVING WITH OR AFFECTED BY HIV AND AIDS AND MEMBERS OF KEY POPULATIONS AT HIGHER RISK (GIPA)

Coordination mechanisms should be broad-based, whether they apply to strategy, funding or implementation issues. They provide a good opportunity to ensure the principle of GIPA, by involving people living with and affected by HIV and AIDS and key populations at higher risk as members who can ensure that the specific needs of people living with or affected by HIV and AIDS and key populations at higher risk are being addressed. Actively involving people living with or affected by HIV and AIDS, and key populations at higher risk in structures at national level, also sends a strong message to implementers at local level, but also to the global headquarters of donors and technical assistance partners about the importance of taking practical measures on GIPA, and of the positive impact GIPA has on programming.

2.2 WHAT YOU NEED TO DO

2.2.1 Support coordination of the education sector response to HIV and AIDS

ADVISE THE CREATION OF MANAGEMENT AND COORDINATION STRUCTURES FOR THE RESPONSE

As the examples in the first half of this chapter show, most education sectors that have become engaged in the response to HIV and AIDS have set up a management or coordination structure within the MOE that is dedicated to the response to HIV and AIDS. These structures have to address a range of different roles: advocacy, resource mobilization, coordination of the response within the sector, and coordination of the sectoral response within the broader national response to HIV and AIDS.

Growing evidence has confirmed the importance of mainstreaming education sector HIV and AIDS response management into the routine functions of ministries of education at every level, especially in countries with a generalized epidemic. This recognizes that HIV and AIDS impact on the education system in those countries has the effect of exacerbating existing sectoral problems and must be seen as a systemic management problem in the first instance. To facilitate an effective HIV and AIDS response, its management must be mainstreamed into education sector policy and strategy to ensure that this becomes the routine business of officials and educators throughout the system.

This also implies that separate education sector HIV and AIDS policies should be re-integrated into national education policies to ensure that response strategies are no longer marginalized or isolated. This approach should also facilitate the repositioning of HIV and AIDS response as a system-wide ministry of education activity, no longer assumed to be confined to HIV and AIDS programme or project management. Simply put, HIV and AIDS response management should become everyone's business.

In countries with a low HIV prevalence and a concentrated epidemic, HIV and AIDS should clearly be integrated in policies related to sexual and reproductive health, and/or in policies related to drug use prevention and harm reduction where one of the main routes of transmission is injecting drug use.

For mainstreaming to work, direction, coordination, monitoring and reporting are required at the highest levels within ministries of education. This implies that the role of HIV and AIDS management units must be redefined and elevated within these structures.

PROMOTE COORDINATION AT KEY STEPS IN THE PROCESS OF THE EDUCATION SECTOR RESPONSE

The importance of coordination at different steps of the education sector response is fairly self-explanatory, and the other chapters of this guide provide advice on exactly how to promote coordination at each stage. Some of the most important tips are provided here.

Situation analysis and planning

- Work with partners to ensure that roles, responsibilities and timelines for the planning process are clearly articulated and communicated to partners.

- Work with partners to ensure that funding is available for the planning exercise and, in particular, to ensure broad participation of the actors that make up the sector.
- Actively participate on any committees that have been put in place for the exercise (national steering committee, national task force, technical working groups, etc).
- Coordinate UN technical inputs into planning processes that may include but not be limited to policy development, technical guidelines and resource mobilization exercises.
- Link education HIV and AIDS planning processes to broader national planning processes – in particular, planning processes for the education sector, and HIV and AIDS strategic planning. Discuss with national AIDS authorities how the education sector can participate in and contribute to national strategic planning efforts, and coordinate the input of the education sector accordingly.

Resource mobilization

- Actors are often reluctant to share information on programming, and particularly on funding sources and levels. Use the sectoral strategic plan for HIV and AIDS to emphasize to the different organizations that form the education sector the importance of sharing information, as a basis for developing a resource mobilization strategy that will fill the gaps and ensure that programmes will cover all those that are not currently reached. Explain that sharing this information is also an important way of validating the contribution of each actor. This is particularly important for UNESCO since its input is primarily technical and in the form of human resources, unlike other co-sponsors that provide major financial inputs as well.
- As the lead agency for EDUCAIDS, UNESCO can play a particularly important role as an advocate with UN agencies and other development partners (many of which are members of the IATT on Education, which is convened by UNESCO), to share information transparently about current and future funding and technical assistance. Start by working with other UNAIDS co-sponsors, and broadening to other partners, to make this information available; present the argument that this will be an effective way of using their support to leverage additional funds for the education sector response.
- The CCM (Country Coordinating Mechanism) is the national coordinating body for submitting grant proposals to the Global Fund to Fight AIDS, Tuberculosis and Malaria. In some countries its mandate extends to dealing with other major donor partners as well. Having high-level education sector representation in the CCM is critical; moreover, CCM members from UNESCO or elsewhere in the UN system should use their position to provide strong, coordinated advocacy on behalf of the education sector.

Implementation of the education sector response to HIV and AIDS

- Support MOE efforts to devise coordination mechanisms that enable ongoing sharing of information on the implementation of different parts of the education sector response to HIV and AIDS; this will help maintain focus on coverage and complementarity and avoid duplication of efforts.
- Promote and participate in joint supervision missions related to the education sector response to periodically assess implementation and provide supportive supervision. If joint supervision within the education sector is not yet in place, recommend to the MOE and other actors that it should take place, as it enhances learning and coordination. Make the links between efforts to supervise education sector implementation and supervision of implementation in other sectors. For instance, if you are reviewing programmes on workplace support for teachers living with HIV and AIDS, this review should also take

into account the extent to which teachers living with HIV and AIDS have adequate care and clinical services.

- Work with the MOE and all implementers within the sector to identify what type of UN system support is required for implementation – in particular, in relation to capacity-building and documentation of lessons learned and to mobilize support as required.

Monitoring and evaluation

Although the first edition of these *Guidelines* does not address monitoring and evaluation (M&E) of the education sector response overall,[12] the coordination of M&E processes and activities around HIV and AIDS is of critical importance. The EDUCAIDS focal point should:

- Work with the MOE and other sector stakeholders to develop one, coordinated M&E plan reflecting the overall aims of the sectoral plan and the specific reporting needs of each actor and donor. Moreover, this plan should be well integrated with the 'one' national M&E plan for HIV and AIDS in the country, in the same way that the education sector HIV and AIDS plan should be integrated with the 'one' national AIDS strategy.
- Advocate with education sector stakeholders for joint M&E activities – where partners work together to develop, fund, implement and interpret M&E plans, reviews, evaluations, etc. Similarly, advocate with the national AIDS authority to ensure that education sector actors are involved in review processes related to the overall national response to HIV and AIDS.
- Provide technical support to the MOE to strengthen monitoring and evaluation – for instance, support can be provided to organize and conduct joint review meetings, to build M&E capacity, and to disseminate data as a basis for future planning.
- Work with the MOE and other stakeholders to disseminate M&E findings to partners, so that lessons are learned about the strengths and weaknesses of the education sector response, and its ongoing role in the national response to HIV and AIDS.

PROVIDE TECHNICAL ASSISTANCE TO THE MOE ON COORDINATION, AS REQUIRED

UNAIDS and its co-sponsors constitute a large network that is very frequently involved in identifying and managing consultants with specific areas of expertise. This means that your colleagues should be able to provide personal recommendations of consultants they have worked with successfully. Begin by asking your UNESCO colleagues, including the regional AIDS advisor, regional coordinator or the EDUCAIDS and Country Implementation Team at UNESCO HQ, if they can recommend anyone. The UNAIDS country office in your country will also be able to point you toward organizations that manage and broker consultancy services in your region, such as the Technical Support Facilities (TSFs). Most keep databases of consultants and their curriculum vitae (CVs).

When deciding to use consultants or selecting them, keep in mind the following issues:

- While international consultants often have a lot of expertise and the ability to share experiences and problem-solving from other countries, keep in mind that they may not be familiar with your country, and that their involvement in working with you will be short-term. Often, combining an international and a national consultant can be a way of ensuring that both the technical experience and the country knowledge are present.

12 As already noted, a monitoring and evaluation chapter to accompany these guidelines will be developed at a later stage.

- Good consultants are normally booked several months ahead, so if possible, start looking for consultants at least two or three months before you intend to start.
- As part of the selection process, ask candidates to comment on the draft TOR and to provide their opinions on how to clarify it and how to carry out proposal development. This way you can both improve the TOR and get a good sense of the skills of the candidates.

2.2.2 Coordinate the provision of UN support to the education sector's response to HIV and AIDS

UNESCO is well placed to play a leadership role in coordinating support from the UN system at country level. This is particularly important since many of the UNAIDS co-sponsors have an interest in education sector responses to HIV and AIDS, particularly ILO, UNDP, UNFPA, and UNICEF.

For coordination to be effective, however, UNESCO does not necessarily have to be 'in charge' of convening coordination; indeed coordination mechanisms for UN system action on AIDS already exist in most countries, through the JUNTA (Joint UN Team on AIDS). You should use such existing mechanisms rather than trying to set up new approaches.

Indicative roles and responsibilities of the UN Country Team:

Joint UN Team on AIDS

- Leads a situational analisis and finalizes selection of prority areas
- Ensures alignment of priority areas to national prorities
- Identifies opportunities for communication around Outcome Framework among partners
- Identifies core actions required to translate operational areas into results
- Leads the integration of the priority areas into Joint Programme of Support and individual agency annual work plans
- Contributes to the implementation of the Joint Programme of Support
- Links with priority area conveners and Principals of the global level working group or Inter-Agency Task Team on each of the priority areas

Practical steps that UNESCO can lead on include:

- Convening the relevant UN partners so as to agree principles of coordinated support, and to agree on a way of leading coordination (e.g. could be by rotation).
- Informing and briefing UN partners on a regular basis of education sector plans, publications progress, upcoming events, important dates to remember, etc.
- Ensuring UN partners are informed when inputs are needed (technical, financial, other).
- Jointly planning with other UN partners what sort of support the UN system can provide to education sector responses to HIV and AIDS.
- Consolidating UN technical inputs and submit to MOE and other education sector stakeholders on behalf of the UN as part of the UN Joint Programme of Support.

2.2 WHAT YOU NEED TO DO

- Disseminating news on the education sector response to UN partners, for instance through contributing an update to the Joint Team Newsletter.
- Volunteering to join relevant coordinating mechanisms whether they are related only to the UN or to education sector responses to HIV and AIDS more broadly, and participating actively. At the same time be aware that you may not be able to join every coordinating group as they require considerable investments of time. Speak to UNESCO colleagues at country and regional level for advice on this.
- Ensuring UN system representatives to the CCM or to national partner forums on education or HIV and AIDS are well briefed about UNESCO's work, and the importance of education sector responses to HIV and AIDS. Providing briefing materials or presentations to your UN colleagues will help them support the issues at stake, even if you yourself do not attend these high-level national forums.
- Developing coordinated strategies for advocacy on education sector responses to HIV and AIDS. As Chapter 3 of these *Guidelines* shows, advocacy coalitions are very useful since different 'allies' have different levels of access with advocacy 'targets' or 'audiences', and successful advocacy often requires a combination of strategies in the form of a campaign.

In addition, you can propose bringing other development partners and donors into the UN system coordination mechanism, as this has proved an effective way of coordinating action in a number of countries.

2.2.3 Familiarize yourself further with the issues

PRINCIPLES RELATED TO COORDINATION

- *EDUCAIDS Technical Briefs* "Coordination and strategic partnerships in HIV and AIDS education" (UNESCO, 2008b). This brief outlines the main global funding opportunities, provides some tips on key partners, and advice on further references. Available at http://unesdoc.unesco.org/images/0015/001584/158436E.pdf (English version).
- *'Three Ones' key principles* (UNAIDS, 2004). This brief document outlines the original overall vision and principles for the Three Ones. Keep in mind that the Three Ones relate to the national response to HIV and AIDS as a whole, not just the education sector response. However, the principles can be applied within the education sector, and the Three Ones also illustrate the ways in which the education sector response should be integrated with the national response. Available at http://data.unaids.org/UNAdocs/ Three-Ones_KeyPrinciples_en.pdf (English version).
- *Second Guidance Paper: joint UN programmes and teams on AIDS* (UNAIDS, 2008). This document is written for UN country teams and all country- and regional-level staff responsible for the establishment of joint UN teams on AIDS and the development and monitoring of joint programmes on AIDS. It addresses issues of definition of joint programmes, leadership, capacity of staff and coordination. Available online at: http://data.unaids.org/pub/Manual/2008/JC1512_second_guidance_paper_ en.pdf.
- *UNAIDS 2011-2015 Strategy: Getting to Zero* (UNAIDS, 2010). Adopted by the Programme Committee Board in December 2010, the strategy works to position the HIV response in the new global environment. It outlines the UNAIDS vision of zero new infections, zero AIDS-related deaths and zero discrimination and specifically lays out the ten major goals of the strategy. Available online at: http://www.unaids.org/en/media/unaids/contentassets/documents/unaidspublication/2010/JC2034_UNAIDS_Strategy_en.pdf
- *UNAIDS Division of Labour 2010. Summary: Division of Labour Guidance Note* (UNAIDS, 2010). This document lays out the revised UNAIDS Division of Labour, which strives to enhance efficiency and effectiveness by improving the delivery of results, strengthening joint work and maximizing partnerships towards collectively implementing the UNAIDS Strategy for 2011–2015 and delivering results towards achieving the UNAIDS vision. The revised Division of Labour consolidates UNAIDS support to countries in 15 areas. Each area has a convening agency or two convening agencies – each with relevant mandate and technical expertise – to both facilitate the contributions of broader UNAIDS family partners and ensure the quality of overall results in the respective area. Available online at: http://www.unaids.org/en/media/unaids/contentassets/documents/document/2011/20110304_DoL_GuidanceNote_Summary_en.pdf
- *UNAIDS 2012-2015 United Budget, Results and Accountability Framework. Part I: Overview* (UNAIDS, 2011). The UBRAF is the successor to the Unified Budget and Workplan (UBW), the Joint Programme's instrument to maximize the coherence, coordination and impact of the UN's response to AIDS by combining the effort of 10 UN Cosponsors and the Secretariat. The UBRAF operationalizes the UNAIDS 2011-2015 Strategy vision of "getting to zero", linking the budget to the achievement of clearly defined results and demonstrating strong accountability. The UBRAF includes a results and accountability framework to measure the achievements of the Joint Programme. This framework includes joint outcomes and outputs, against which cosponsors have been required to place budget allocations, with breakdowns at global and regional + country level, including a separate envelope for the 31 priority countries of the UNAIDS Strategy. The Part I document provides an overview of the UBRAF. Available online at: http://www.unaids.org/en/media/unaids/contentassets/documents/pcb/2011/20110526_UBRAF%20Part%201_final.pdf
- UNAIDS 2012-2015 United Budget, Results and Accountability Framework. Part II: Results, accountability and budget matrix. (UNAIDS, 2011). The UBRAF Part II document presents the UBRAF results, accountability and budget matrix per each of the 10 strategic goals and provides a summary of resource allocation among the 10 Cosponsors and the UNAIDS Secretariat. Available online at: http://www.unaids.org/en/media/unaids/contentassets/documents/pcb/2011/20110511_UBRAF%20Part%202_final_en.pdf

2.2 WHAT YOU NEED TO DO

CASE STUDIES AND LESSONS LEARNED IN COORDINATION

- *The 'Three Ones' in action: where we are and where we go from here* (UNAIDS, 2005). This report looks at progress on applying the 'Three Ones' principles to the end of 2004, and identifies the challenges ahead, as well as opportunities for overcoming these challenges. Available at http://data.unaids.org/publications/irc-pub06/jc935-3onesinaction_en.pdf

- *Improving the education sector response to HIV and AIDS: Lessons of partner efforts in coordination, harmonisation, alignment, information sharing and monitoring in Jamaica, Kenya, Thailand and Zambia* (UNAIDS IATT, 2008b). This set of case studies provides insights into the quality and effectiveness of collaboration among partners involved in the HIV and AIDS response in the education sector in these four countries. It is available online at http://unesdoc.unesco.org/images/0015/001586/158683E.pdf.

TOOLS FOR IMPROVING COORDINATION

- *Educational planning and management in a world with AIDS* (UNESCO, International Institute for Educational Planning, EduSector AIDS Response Trust, 2007). Of particular interest is Module 2.2 "HIV/AIDS Management Structures in Education", which outlines roles and responsibilities of an HIV/AIDS management unit (HAMU), which it recommends should be set up within the MOE to manage and coordinate the response to HIV and AIDS. It is available online at http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Training/pdf/2_2.pdf and as a CD-ROM from hiv-aids-clearinghouse@iiep.unesco.org. This module covers a range of issues related to managing and coordinating education sector responses to HIV and AIDS.

- *Good policy and practice in HIV & AIDS and education* (UNAIDS IATT, 2009). TThis series of booklets on the following six topics: Overview; HIV & AIDS and Safe, Secure and Supportive Learning Environments; HIV & AIDS and Educator Development, Conduct and Support; Partnerships in Practice; Effective Learning and Pre-service Teacher Training, are intended for a wide audience and are based on a review of published and unpublished literature, programme activities (undertaken primarily but not exclusively by UNESCO) and case studies. They aim to highlight issues and lessons learned from HIV and AIDS programme implementation by the education sector and suggest policy and programming strategies and actions in less developed countries. The booklet most relevant to coordination, "Partnerships in Practice", is available online at: http://unesdoc.unesco.org/images/0017/001797/179715E.pdf.

- *Country Harmonization and Alignment Tool (CHAT)* (UNAIDS, 2007). CHAT is a comprehensive assessment tool, with a specific focus on harmonization, alignment and coordination between international- and national-level actors in the response to HIV and AIDS. It was designed to help in the implementation of the Three Ones and the Paris Declaration principles. CHAT is related to the national response as a whole, and it is essential if a CHAT assessment takes place in your country that the education sector is fully part of this. In addition, many of the tools in CHAT can be adapted to assess the degree of coordination and alignment within the education sector response to HIV and AIDS. Available online at: http://data.unaids.org/pub/Report/2007/jc1321_chat_en.pdf.

2.2.4 Gender and GIPA checklists

This section provides you with checklists that will help you to assess whether you are on the right track regarding the gender responsiveness of the activities you support and the involvement of people living with or affected by HIV and AIDS and members of key populations at higher risk in those activities. Try to answer the questions below. If the answer is negative to some of those questions, this means that you still need to take the appropriate actions to address the situation.

GENDER RESPONSIVENESS

- Does the MOE and other education sector actors meet and coordinate with ministries and other organizations – including community based organizations – involved in women's rights and gender equality issues and issues related to sexual minorities?
- Are there high-level forums at country level dealing with issues such as gender equality, gender and HIV and AIDS, gender-based violence and sexual minority rights?
- Do you advocate for education sector actors to attend the above forums so as to share their own actions and learn what else they can do to tackle gender inequality?
- Do you work closely with the other UN co-sponsors who are most active on women's rights and gender equality issues, including sexual minority rights – particularly UNDP, UNFPA , UNICEF and the new UN agency for women – to ensure that their work informs your work in the education sector, and vice versa?

GIPA

Given that much of the work on coordination is based around the creation and maintenance of effective coordination mechanisms, there are many opportunities for promoting GIPA.

- Are people living with or affected by HIV and AIDS and representatives from key populations at higher risk involved in coordination mechanisms, both at the operational and advisory level?
- Is the inclusion of people living with or affected by HIV and AIDS – including teachers – and key populations at higher risk promoted in other periodic, coordinated or joint activities such as situation analysis, planning, reviews and M&E?
- Do you advocate for and promote the harmonization, simplification and flexibility in donor procedures to facilitate access to technical and financial resources for PLHIV organizations and networks, as well as representatives of key populations at higher risk?
- Participating in high-level forums and initiatives can be demanding and requires technical skills and experience that most people in general do not have, including people living with or affected by HIV and AIDS and representatives of key populations at higher risk. Do you work with other co-sponsors to ensure that people living with or affected by HIV and AIDS and representatives of key populations at higher risk who are involved in these mechanisms are provided with any support, including capacity-building, that they require to participate effectively?

2.2.5 Monitoring and evaluation

QUALITATIVE COUNTRY-LEVEL M&E

Try to assess at country level what the positive impact of improved coordination has been. Questions to ask include:

- **Were any conflicts resolved thanks to improved coordination?**
- **Were any partners or stakeholders initially reluctant to embrace coordination but persuaded of the logic of doing so?**
- **Has the stature of the education sector in the response to HIV and AIDS evolved over time, thanks to improved coordination?**

CHAPTER 3:
ADVOCATING FOR COMPREHENSIVE, EVIDENCE-BASED EDUCATION SECTOR RESPONSES TO HIV AND AIDS

Chapter overview

Advocacy is the process of promoting change – for example, the removal of the barriers that are found in laws and policies, or changes to the way resources are allocated and services are provided. By implication, advocacy is therefore targeted at people in positions of influence, or decision-makers: those who have the power to change things positively, or those who may be blocking progress. You will always need to be engaged in some form of advocacy in your work to promote and support EDUCAIDS.

The first part of this chapter discusses these issues in more detail. The second part provides advice on how to recognize situations where you need to carry out advocacy, some of the key messages that you are likely to find relevant to your work, and other tips on how to plan and conduct effective advocacy.

3.1 CONCEPTS AND DEFINITIONS

3.1.1 Barriers to education sector responses to HIV and AIDS

In most countries there are barriers that interfere with the education sector response to HIV and AIDS. It is important to understand these barriers – where they come from, why they exist, and how they manifest themselves – in order to be able to advocate effectively.

Perhaps the first barrier to address is the fact that, in many countries with low-level or concentrated HIV epidemics, HIV is still not seen as a public health priority and may not even be on the agenda of the ministry of health, let alone the ministry of education. Clearly in these contexts considerable advocacy is required, in collaboration with UNAIDS and other partners.

One of the most common barriers is opposition to the overall idea of a comprehensive education sector response to HIV and AIDS. Although the need to address the pandemic not just as a health issue but also from a multi-sectoral perspective is long-established, responses outside of the health sector have been slow to evolve, for a number of reasons. On the one hand, HIV and AIDS have taken on some of the characteristics of a sector in its own right in many countries, with strategies and resources essentially remaining under the control of national AIDS authorities or ministries of health. Meanwhile the remaining sectors – including the education sector – are at best receiving support to respond to HIV and AIDS in the form of projects. On the other hand, non-health sectors have not always recognized the potential contribution they can make to the response, or the impact that HIV and AIDS can have on their productivity and sustainability; it can also be the case that non-health sectors do not accept that HIV and AIDS are an issue, or they are reluctant to engage with the difficult issues surrounding HIV and AIDS. Even when the importance of responding is understood in principle, sectors that do not have a lot of experience or capacity in HIV and AIDS programming do not always know how to turn the principle into a mainstreamed education sector response – in other words, treating HIV and AIDS as part of the core business of the education sector, rather than just running individual activities or projects.

Other common barriers are related to the scope of the education sector's mandate in responding to HIV and AIDS. The idea of integrating HIV prevention messaging into school curricula is a fairly straightforward one. Less obvious components are prevention programming for the education workforce; targeted support to enable people affected by HIV and AIDS to have access to education; linkages with the provision of care and treatment for people living with HIV and AIDS; and planning to mitigate the impact of HIV on the sector. Not all these components are relevant to all settings. In countries with a low HIV prevalence or a concentrated epidemic, the impact of HIV on the education sector is clearly not an issue. However, in countries with a high HIV prevalence the main reason why these components are not included in education sector responses is often not so much due to opposition or lack of commitment but rather a lack of understanding of the different interactions between education and HIV and AIDS.

A third common barrier relates specifically to the content of education on HIV and AIDS, particularly when it is targeted towards children. Using school curricula to address the prevention of drug use, and to provide information on reducing the risks of HIV transmission linked to drug injection, can be controversial as it can be perceived as encouraging young people to engage in drug use. Sexuality education for young people and children can be similarly controversial because in many cultures there is unease around open discussions of sexuality. It is a commonly-held misperception that such education encourages sexual activity. In reality, there is overwhelming evidence that this is not the case, and that properly designed

and delivered sexuality education can contribute to delaying and decreasing sexual behaviour, as well as to reducing the risk of unwanted pregnancies and sexually transmitted infections (STIs). Much of this evidence is presented in a systematic review of evidence on HIV prevention in young people in the *International technical guidance on sexuality education* published by UNESCO, UNAIDS, UNFPA, UNICEF and WHO in 2009 (UNESCO et al, 2009).

Objections to sexuality education can come from many different sources: from within the education sector itself, including from the sector's top administrators or from those responsible for curriculum development; or from outside the education sector, either from government officials, parents and parents' associations, or religious leaders and other opinion leaders. The issue of sexuality education is often highly politicized, which means that decision-makers may be reluctant to take the political risk of supporting it even if they believe it to be the right approach. The issue is further complicated by the fact that opposition to sexuality education often occurs both at national and local level – so even if national policy supports the delivery of sexuality education, individual school principals or communities might resist it.[13]

Another category of barriers relates to denial and prejudices. The importance of identifying and confronting negative gender norms, homophobia, gender-based violence, and HIV-related stigma and discrimination is well recognized. However, these barriers often have their origins in deep-seated attitudes and practices. Many countries have laws that perpetuate gender inequality or that criminalize certain sexual behaviours; others are still in the process of introducing such laws or modifying their laws to make them more stringent. Responding effectively to these barriers, whatever their origin, requires bold and sometimes unpopular action. As with sexuality education, this type of barrier appears both within the education sector and outside of it, and addressing it requires change both at national and local levels.

As the examples above show, the range of barriers that you might come across in your work is very broad: barriers may appear from different sources, at different times, and in relation to different issues. Some barriers originate with one key stakeholder (or 'gate-keeper'), whereas others are far more generalized. The nature of the barriers you may come across is also diverse. In some cases, they are the result of lack of knowledge or capacity, whereas in others they are the result of denial, stigma or prejudice, or discriminatory laws.

The examples given above also show that barriers appear at different levels: at the national policy and decision-making level, but also at the local level, since community leaders, school principals and teachers may have the same objections as national decision-makers. Although this chapter focuses on national-level advocacy, it is worth remembering that ultimately, advocacy efforts may well also be needed at local level. Barriers to education sector responses to HIV and AIDS can come both from within and from outside of the sector. Consequently, achieving a comprehensive education sector response to HIV and AIDS requires the active support of decision-makers with the sector (the top officials of the MOE) and of those outside the sector (in particular, the top officials of the national AIDS authority and of the ministry of health, and key development partners and funders).

Finally, it is important to emphasize that each country context is different: the different types of barriers do not appear in the same way in every country. Moreover, whether a barrier is important to address or not will depend partly on the epidemiological context of the country, as that determines the type of response needed from the education sector. For instance, in countries with low-level or concentrated epidemics, it will be important to focus on the issues that affect key populations at higher risk, such as stigma and discrimination, as well as challenging the lack of awareness of the education sector's role; it will also

13 In 2010 UNESCO published *Levers of success – Case studies of national sexuality education programmes* (UNESCO, 2010b), which describes some of the barriers to the integration of sexuality education into educational curricula, as well as conditions and actions that have been found to overcome those barriers.

be necessary to provide HIV education in schools as part of a broader package related to the sexual and reproductive health of young people. In countries with very high HIV prevalence, it will be necessary to focus on issues related to scaling up the education sector's response.

3.1.2 Understanding advocacy: the need to be both strategic and opportunistic

A major role for UNESCO and other development partners that promote and support EDUCAIDS implementation involves addressing the different barriers that stand in the way of comprehensive education sector responses to HIV and AIDS:

- by identifying where they exist
- by building partnerships with allies
- by developing a position on the basis of evidence
- by presenting the evidence and arguments that can convince the relevant decision-makers or 'gate-keepers' to move forward
- and by supporting follow-up actions.

The term 'advocacy' can be used to describe the process of mobilizing broad community or popular support for a given issue – an example is "advocacy against stigma at community level". However, given that UNESCO's role involves a focus on the national policy level, in this guide we use the term advocacy exclusively in the sense of actions targeting decision-makers and other influential people.

This process is what we refer to as *advocacy*. As far as possible, you should try to plan and conduct advocacy in partnership with other institutions that share your aims, since alliances are key to strengthening arguments and support for change. Ensure that you also liaise first with staff at UNESCO headquarters and with your Regional AIDS Advisor as they play key roles in formulating media advice and message guidance particularly on potentially sensitive topics such as sexuality education and others. Furthermore, you should consult with your head of office on appropriate advocacy messages and strategies, channels for conveying the message, and, allies and targets for the advocacy.

Because of the diversity of issues that might need to be addressed, as well as the many different ways in which they originate and manifest themselves, it is crucial to have a well thought-out advocacy strategy. Clearly, some of the issues that you need to take on will not be particularly controversial. In these cases, your advocacy effort may simply be a case of presenting new evidence and arguments to the relevant stakeholder, and this will be enough to convince them to take on the issue. On the other hand, addressing other issues will require a much more complex, long-term strategy, requiring you to work with allies to affect change among a range of different stakeholders. You may need to accept that you will only be able to partially resolve some issues; it may be necessary to accept progress on one barrier at the expense of another, in the short term.

You will also need to pay attention to how issues evolve, since some new barriers or challenges may appear. A good example of this is when there are staffing changes in senior posts within the MOE or the national AIDS authority, or when countries go through processes to revise their penal code, and include proposals that jeopardize human rights and the response to HIV and AIDS. There is often a risk that the progress made on a given issue will be reversed. This is particularly the case for politically controversial or sensitive issues. While it is good to plan your advocacy in a proactive way, there is also a reactive element to being an effective advocate.

This means that it is essential to understand the barriers in your country: recognizing the issues that are most relevant in the context where you are working, where they originate, and what it will take to resolve them. You will almost certainly not be able to resolve them all. Often, activities will merely enable you to open a door that reveals other barriers that you need to address. This is certainly the case for barriers that exist both at national and local levels: achieving change at national level may be a necessary condition for achieving change at local level, but it is probably not a sufficient one.

To summarize: advocacy is rarely a straightforward, linear process where a single activity directly results in resolving a single problem. Nonetheless, it is advisable to identify and use opportunities for advocacy that will give the best chance of making progress.

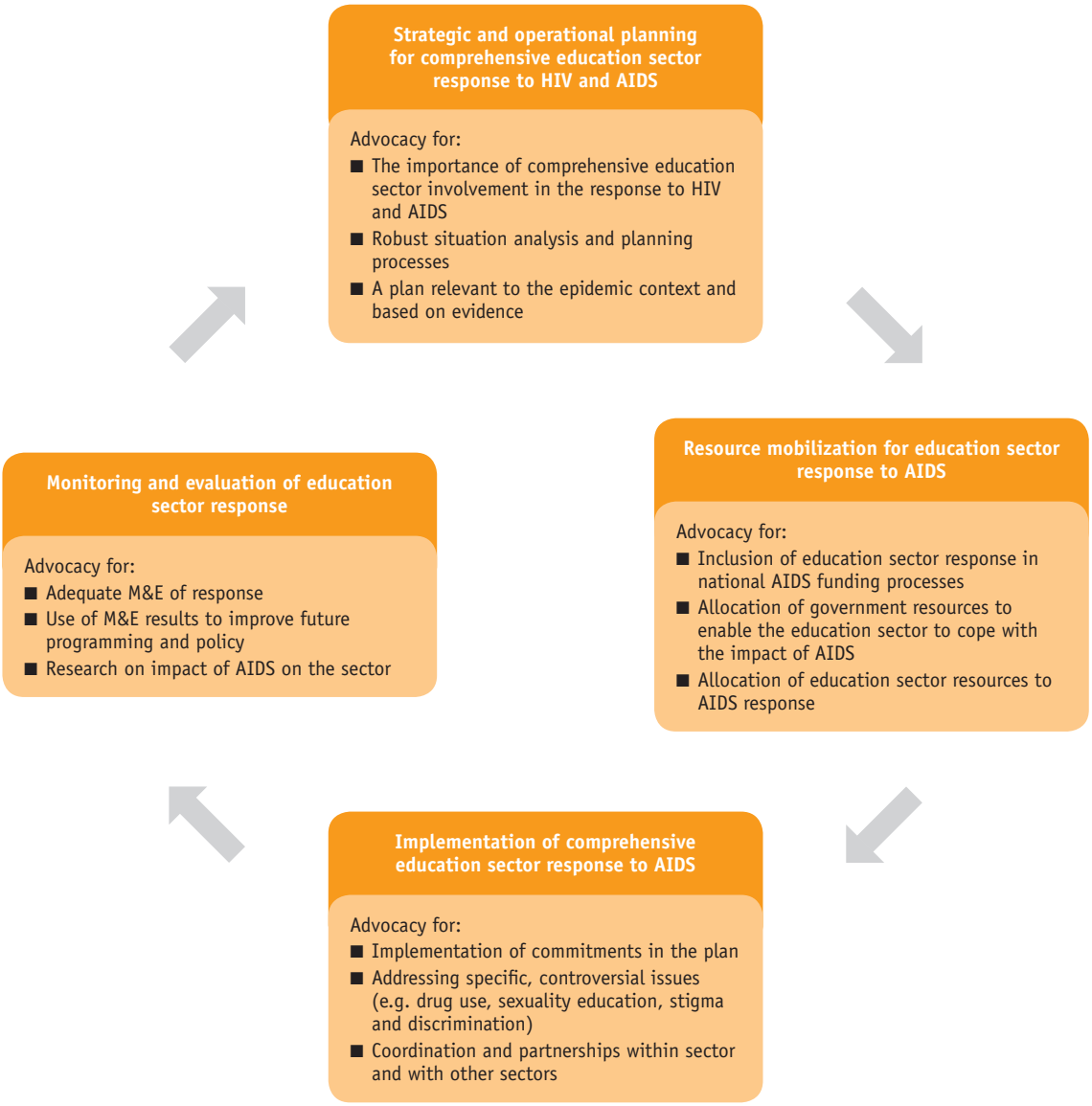
3.1.3 When to carry out advocacy

The descriptions above of the types of barriers, and of the need to be opportunistic and responsive in your advocacy, illustrate that you will almost always need to be engaged in some form of advocacy in your work to promote and support education sector responses to HIV and AIDS. Advocacy cannot be seen simply as a step in the process of UNESCO's support. The diagram representing the national programme process, which was introduced in the Introduction to these *Guidelines*, suggests how advocacy can be relevant at different stages. An adapted version of the diagram, in Figure 3.1, illustrates this point further.

3.1 CONCEPTS AND DEFINITIONS

FIGURE 3.1

THE RELEVANCE OF ADVOCACY AT DIFFERENT STAGES OF THE PROGRAMME CYCLE



For each of the issues and each of the stages of the programme cycle illustrated in Figure 3.1, there will be a range of potential opportunities for carrying out advocacy. Various formal processes may provide these opportunities. For instance, national processes such as education sector strategic planning, AIDS strategic planning, or even processes to develop a national poverty reduction strategy, may provide a suitable opportunity to conduct advocacy aimed at promoting the idea of a specific education sector plan on HIV and AIDS. National AIDS authorities are often involved in conducting evaluations and reviews of the national AIDS programme, and these also provide opportunities to advocate for the role of the education sector, or to advocate for attention to be paid to neglected areas of the education sector response.

One of the major advocacy 'spaces' in relation to resource mobilization at national level is the Country Coordinating Mechanism (CCM). Most countries have put in place a CCM, whose primary role is to submit national funding requests to the Global Fund to Fight AIDS, Tuberculosis and Malaria (referred to hereinafter as the Global Fund) and

to monitor grants given by the Global Fund – although increasingly, CCMs are taking on a remit that goes beyond the Global Fund. Either way, because most of the key stakeholders in national AIDS responses are represented on CCMs, they represent a powerful space for advocacy efforts. Additionally in some countries there may already be working groups or committees focused on issues of education sector responses to HIV and AIDS; where this is the case they may provide a useful starting point for advocacy. National conferences related to the response to HIV and AIDS or the education sector may also provide useful opportunities.

However, advocacy does not only need to be conducted in the context of existing processes. Indeed, these processes may not be appropriate for what you are trying to do. Therefore you may find it more appropriate to take the initiative of 'creating' opportunities for advocacy. Nor does advocacy need to take place in the context of formal, 'open' meetings, such as those described above. Sometimes, the most effective tactic is to work informally. This informal approach may be a more effective way of bringing up sensitive or politicized issues, since the decision-makers you are targeting may not respond well if they feel they are being targeted or pressured in public. As a general rule, you should always try first to achieve progress in ways that do not undermine decision-makers or risk causing them to lose face. Of course, for some issues you may have no option but to take a more confrontational or direct approach.

It is worth repeating that, as far as possible, you should try to plan and conduct advocacy in partnership with other institutions that share your aims. Since EDUCAIDS is a UNAIDS framework, in principle the UNAIDS country office and other co-sponsor offices will all be supportive of your efforts to promote comprehensive education sector responses to HIV and AIDS. You should also receive guidance from your head of office, Regional AIDS Advisors and UNESCO's Section of Education and HIV & AIDS at headquarters. The UN Joint Teams on HIV and AIDS (JUNTA at country level and JURTA at regional level) provide opportunities for advocating with other UNAIDS co-sponsors and for creating common advocacy messages on education and HIV and AIDS. Many of the co-sponsors may have good contacts and relationships with the decision-makers who you need to target, and may also know how best to approach them. Collaboration should not be limited to the UNAIDS family, however. Civil society organizations, other development partners and government officials can all be strong allies for your advocacy efforts.

3.1.4 Advocacy methods and campaigns

The range of potential advocacy methods is as broad as the range of potential opportunities for carrying out advocacy work described above. In essence, almost any form of communication can be used in the context of advocacy work. Your case can be made using formal approaches, such as a presentation or a speech, press articles and broadcast interviews; using phone calls, teleconferences, or written communications (including disseminating evidence and policy positions); by taking the initiative to speak during meetings of working groups; or by arranging meetings specifically aimed at generating dialogue on a given issue. The specific methods that you choose for conducting advocacy should be largely determined by: the issue you are addressing and the way it is currently perceived; by your audience (i.e. the decision-makers that you are trying to influence); by your aims; and by the opportunities that exist. For instance, using the media can be an important strategy for transmitting advocacy messages when you are dealing with an issue like sexuality education that requires broad popular support.

As the previous sections show, many of the issues you will come across are complex, involving different stakeholders at different levels. It is therefore unlikely that you will be able to make progress by simply presenting your case in one forum. More often than not you will need to use a combination of different advocacy methods, and to develop advocacy 'campaigns' with a specific aim, and which target different audiences in different ways over a period of time, in order to achieve this aim.

3.1.5 Issues to address through advocacy: Gender responsiveness and GIPA

GENDER RESPONSIVENESS

As the examples above show, gender inequality and its links with education and HIV and AIDS may well be one of the issues that you need to address through your advocacy. Increasingly, governments are formally recognizing the problems caused by gender inequality and making commitments to address it. However, making good on these commitments can be challenging, particularly since gender inequalities are often a manifestation of long-established norms and traditions related to the roles of men and women – and the treatment of sexual minorities. Strengthening action on gender inequality and discrimination against sexual minorities may therefore be one of your primary advocacy aims.

Even if the barrier you are advocating on is not primarily linked to gender, it may well have important gender dimensions. For instance, data on gender inequalities in HIV risk and access to education may indicate the importance of increased commitment to education sector responses to HIV and AIDS. If you are advocating for the inclusion of sexuality education in school curricula, it is important to emphasize the importance of these curricula addressing broader gender equality issues, and of ensuring that boys and girls have access to this learning. Similarly, if you are working on ensuring access to education for young people involved in caring for people living with HIV and AIDS, it is important to ensure that, where the care burden falls disproportionately on girls, this is addressed in policies. Working with organizations that have a strong focus on gender and sexual minorities is a good way of ensuring your advocacy work is informed by and promotes a gender equality perspective.

As noted in the 'Getting started' chapter, gender analysis should also incorporate analyses of the ways vulnerability, stigma and discrimination affect sexual minorities such as men who have sex with men and transgendered people.

GREATER INVOLVEMENT OF PEOPLE LIVING WITH OR AFFECTED BY HIV AND AIDS AND MEMBERS OF KEY POPULATIONS AT HIGHER RISK (GIPA)

Achieving greater involvement of people living with or affected by HIV and AIDS in education sector HIV and AIDS responses may be an advocacy aim in and of itself, if you have established that the education sector has not effectively adopted the principle. If your advocacy aim relates to fighting stigma and discrimination through the education sector, it is clear that data on the involvement of people living with or affected by HIV and AIDS should inform your aim, and that GIPA should be one of the recommendations you make to help resolve the issue.

As with gender, even if GIPA is not the primary aim of your advocacy work, it is likely that GIPA will be relevant in some way to the issue. As well as partnering with people living with or affected by HIV and members of key populations at higher risk to carry out your advocacy work (thereby leading on the GIPA principle by example), you can ensure that any presentations or documents that you produce include an analysis of the needs of people living with or affected by HIV and AIDS and key populations and articulate how GIPA should be adopted in future.

3.2 WHAT YOU NEED TO DO

3.2.1 Consider different methods for conducting advocacy

As described in the first part of this chapter, an advocacy method is any method or approach that you can use to effectively influence the decision-makers you are targeting. Some methods, and the ways they can be used are discussed here. However, you should be creative in how you use these, and if you can think of other approaches that will achieve the aims you have set, you should use those. The methods you choose will depend very much on the individuals you are targeting, and on the 'entry points' that you are using for your advocacy work.

PARTICIPATING IN REGULAR MEETINGS AND ONLINE CONSULTATIONS

Use any of these opportunities to mainstream the concept of a comprehensive education sector response to HIV and AIDS, or to defend specific components of an education sector response. For instance, raising the issue of sexuality education in a general way during meetings can be a good way of you ascertaining how the different stakeholders feel about the issue. Are they your allies or your targets? Regular meetings can also be a way of achieving progress on non-controversial issues that simply need to be put on the agenda of relevant stakeholders. Opportunities for bringing up issues in this way include: national World AIDS Day events (1 December); the UN Joint Team on HIV and AIDS (JUNTA) meetings; the development of joint proposals for funding, e.g. CCM meetings, or UNAIDS Programme Acceleration Funds (PAF) discussions; the formulation and review of national education sector policies and plans (especially on HIV and AIDS); the national AIDS strategy; your agency or other organizations' country plan (e.g. the UNESCO National Education Sector Strategy (UNESS)); Common Country Assessment (CCA)/United Nations Development Assistance Framework (UNDAF) documents, etc. Keep in mind that your advocacy efforts may need to start at an 'internal' level within the UNAIDS family: you should try to get support from other cosponsors before moving on to influencing national officials.

LOBBYING AND FACE-TO-FACE MEETINGS

These meetings can be either informal (e.g. when you already have a direct connection with the person concerned, in a follow-up discussion after a meeting) or can be arranged with a request for an appointment to meet whether informally or formally. They usually offer the opportunity to present the 'human face' of the issue, to explain the case directly, and to build a personal relationship with the person you hope to influence. This method may be most appropriate when you are only trying to lobby a small number of influential people, since it may not be diplomatic to call their views into question in a more public setting.

Summary: your advocacy action plan or campaign plan should include the following elements:

- Identification and analysis of the barriers you wish to address
- Specific, realistic advocacy aims
- Advocacy allies (or partners)
- Advocacy targets (or audiences)
- Identification of resources
- Identification of methods and entry points
- Timeline.

3.2 WHAT YOU NEED TO DO TO

POLICY PAPERS OR POLICY BRIEFS

A position paper can clearly state the position or opinion of UNESCO (and any other allies that wish to endorse the position) on a particular issue. It is a useful tool for contributing to decision-making processes, by way of delivering your analysis of policies or legislation to people in positions of influence. The position paper should capture what is thought on the issue and what is recommended – using the *EDUCAIDS Framework for action* (UNESCO, UNAIDS, 2008) and the technical briefs included in the EDUCAIDS resource pack as a starting point, since the *Framework* is based on global evidence. You can strengthen your position paper by adding data and evidence from the country where you work. You can also use a position paper in conjunction with informal or formal meetings with decision-makers, as a way of summarizing and reinforcing the message you have delivered in a meeting. The "Joint Agency Position Paper on HIV & AIDS and Education", developed by the IATT on Education, is a good example of a position paper. The statement is included in the IATT *Toolkit for mainstreaming HIV and AIDS in the education sector* (UNAIDS IATT on Education, 2008a). You should always talk to senior staff within your agency and the UNAIDS family when developing and releasing policy papers or briefs, as it is often important to have them validated and signed off.

PRESS RELEASES

Press releases target a wider audience, and should be considered if your advocacy aims depend on broader public support. Just like position papers, they should outline your aims and the evidence supporting them. However, it is important to recognize that journalists and the general public may not have the same level of experience and expertise as the technical audience targeted by a position paper. Particular attention should be paid to providing clear, unambiguous recommendations. Again, work with senior staff in your agency and with other UNAIDS co-sponsors so as to avoid working in isolation and to maximize impact.

DELIVERING A PRESENTATION OR PUBLIC SPEECH AT A MEETING OF DECISION-MAKERS

This provides the opportunity to present the issue in a controlled manner, direct to decision-makers. It is a particularly appropriate method for your advocacy strategy to influence a large number of decision-makers. It can vary from a brief talk to a small group, to a formal presentation or public speech to hundreds of people at a conference or stakeholders' consultation. When planning your presentation, make sure to review the factors that will affect the presentation: who is the audience? What is their interest in and knowledge of the topic? How much time has been allocated to your presentation? How formal will it be? What is the broader context of the event? How will the presentation fit in the meeting agenda? Is there time for a question and answer session? Do you risk undermining or offending the decision-makers you are targeting by sharing your views in a public setting?

When writing your presentation, pay particular attention to the structure of your intervention, making sure that it starts with an introduction, followed by the bulk of your intervention and a conclusion; catch the audience's attention at the start with a quotation or story to make the situation human and real for the audience; make and select visual aids that support your presentation but also add some value (e.g. a 'human angle').

DISSEMINATING KEY PUBLICATIONS ACCOMPANIED BY AN OFFICIAL CORRESPONDENCE

A relevant study or publication of any other nature developed by your agency or a partner organization can be a pretext for advocacy. This is a good way of introducing an issue if you do not yet know exactly how the decision-makers feel about it. You can send publications to decision-makers and other key stakeholders along with official correspondence signed by the head of your agency highlighting the key points that support your advocacy aims. Examples include the dissemination of the *EDUCAIDS Framework for action* (UNESCO, UNAIDS, 2008), the EDUCAIDS resource pack, or a comparative study such as *Improving the education response to HIV and AIDS: Lessons of partner efforts in coordination, harmonisation, alignment, information sharing and monitoring in Jamaica, Kenya, Thailand and Zambia* (UNAIDS IATT, 2008b), and the *International technical guidance on sexuality education* (UNESCO et al, 2009). Correspondence accompanying such documents should highlight key findings and implications for your country, and possible action points. Make sure that you follow up with emails and phone calls after sending these correspondences in order to reach your ultimate objective efficiently. This can be a good opportunity to propose a face-to-face meeting to discuss the issue in person and in more depth.

TIPS

- Think carefully about which methods can help you achieve your aims: work with your allies to establish whether it makes more sense to take a public or a private approach.
- Discuss how to combine different methods over time to create an advocacy campaign, aimed at influencing different decision-makers.

ORGANIZING A STAKEHOLDER CONSULTATION OR A HIGH-LEVEL MEETING

Sometimes the best approach is to take the initiative – particularly when you are dealing with issues that are not well understood or are not on the national agenda. If you are organizing a formal public event, you should try to gain support or patronage of senior officials to give such an event legitimacy, and to ensure wide participation, as well as media coverage. Consultations of this sort can also be 'low-key' or private, allowing a frank exchange of views on the issue at stake.

3.2.2 Make an advocacy plan

Although there is often a reactive element to advocacy, as explained in the previous section, you should try as far as possible to be strategic and to plan how you will use advocacy to improve the education sector response to HIV and AIDS. The framework presented here provides advice on the main issues you

TIPS

- When prioritizing issues, think about the extent to which the issues you have selected are interdependent. In other words, does progress on one issue depend on resolving any of the other issues? This will help you to decide the order in which you need to address the issues.
- Make sure your analysis includes analysis of the extent to which gender norms and inequality affect or are affected by each issue; also consider how involving people living with HIV and AIDS can help resolve the issue.

should take into consideration when developing a plan. The principles of the planning framework apply whether you are addressing relatively straightforward issues, or issues that are complex and require a lengthy campaign targeting a range of decision-makers.

You do not need to use the steps of the framework in the precise order they are presented here. Indeed, many of the steps influence and depend on each other, so you may find you need to go back and revise some of the work in the earlier steps. For instance, even if you begin by analysing and prioritizing the issues you wish to advocate on, you should revise this analysis and prioritization with your allies once you have identified them. Also, as you progress in your advocacy campaigns, you will almost certainly need to revise your analyses and aims based on the reactions to your efforts.

IDENTIFY, ANALYSE AND PRIORITIZE THE MAIN BARRIERS

If you have already carried out a rapid assessment of the education sector response to HIV and AIDS in your country (see Chapter 1, 'Getting started'), you will already have a good sense of the main elements that are missing from the education sector's response to HIV and AIDS in your country and of the barriers to resolving this situation. The assessment should also have identified the priorities that are most relevant to the epidemiological context in your country.

Barriers might also be identified by other sources, for instance evaluations or reviews of the education sector response to HIV and AIDS, or analyses carried out by actors such as the MOE, the national AIDS authority, UNAIDS partners, development partners and civil society organizations interested in the education sector's response. If you have already established good relationships with any of these actors then you should work with them to identify, analyse and prioritize barriers (see also the next subsection: Identify your advocacy allies and your advocacy targets).

You should take time to analyse these issues and to ascertain what would help to resolve them. If resolving them requires greater commitment or even a change of attitude or policy on the part of decision-makers and other influential people, then they are appropriate subjects for your advocacy work. You should consider on the one hand whether resolving the issues is critical to an effective education sector response to HIV and AIDS in your country, and on the other hand what changes would be required in order to have a realistic chance of resolving them. Some barriers may appear very difficult to resolve fully, at least in the near future. This does not mean that you should ignore them. Indeed, you should try to address them.

There are numerous tools for carrying out analysis and prioritization of issues to be addressed by advocacy. One good example is the toolkit *Advocacy in action* by the International HIV/AIDS Alliance (International HIV/AIDS Alliance, 2003). In particular, see Section 2.1 (Select an issue or problem you want to address) and Section 2.2 (Analyse and gather information on the issue or problem).

DEFINE YOUR ADVOCACY AIMS

It is important to define aims for your advocacy work, in respect of each issue that you have prioritized. Aims should be both specific and realistic, and based on a good understanding of how easy or difficult a given barrier will be to resolve. As noted above, you should not drop issues that seem very challenging, but you should be realistic about the changes you can achieve, at least in the short term. For complex or controversial issues, a realistic short-term aim might be simply to raise the issue and to generate dialogue in policy circles or the press, thereby providing a platform for more fundamental change in the future.

The *Advocacy in action* toolkit also provides a useful tool for defining aims and objectives of advocacy work in Section 2.3 (Develop an aim and objectives for your advocacy work). To help you consider whether your aims are realistic, you should in particular consider the resources that you and your 'allies' have for carrying out advocacy work (see also the next subsection: Identify your advocacy allies and your advocacy targets).

A NOTE ON TERMINOLOGY

The terms 'allies' and 'targets' are a convenient way of describing the individuals and institutions that you will interact with in your advocacy work. These terms are commonly used in the advocacy literature. However, you might prefer to use different terms, such as 'partners' (instead of allies) and 'audience' (instead of targets). What is most important is that you make a distinction between the individuals you are working with and who share your aims, and the individuals who you are trying to inform and influence and who have the power to help resolve the barriers you have identified.

As you progress through the different steps of this planning framework, you should keep coming back to your aims and revise them as necessary. Once you have a good analysis of the issues and some clearly defined aims, you should also be in a position to define an advocacy message. Message development is discussed in the separate subsection below, 'Define advocacy messages'.

IDENTIFY YOUR ADVOCACY ALLIES AND YOUR ADVOCACY TARGETS

Advocacy allies are the individuals or organizations that share your aims and that can help you be more effective in your advocacy efforts. Advocacy targets are the influential individuals or decision-makers whose opinions or attitudes you are trying to change, so that progress can be made on the issues you identify.

Your advocacy allies and targets are determined by the issue or barrier you are trying to address, and by our advocacy aims. In other words, an individual might be an ally with respect to one of your aims, and a target with respect to another. An example might be a situation where the Minister of Education is convinced of the need for a stronger education sector response to HIV and AIDS, and requires you to become an ally in lobbying the national AIDS authorities to increase funding for the sector's response. At the same time, the minister may be unconvinced about the importance of addressing gender or sexuality education in schools. For this issue, you would target the minister to provide evidence with the aim of changing their mind. You need to think about who your allies and targets are for each of the barriers that you are trying to tackle. If you discover that your 'targets' actually agree with you, then they should no longer be considered targets for your advocacy on that issue. Similarly, if some of your allies do not agree with the evidence-based EDUCAIDS policies you are promoting, you may also need to 'target' them with some form of advocacy.

When identifying your advocacy allies and advocacy targets, it is also important to be strategic: in other words, you should focus on identifying the individuals or organizations that you are most able to influence. Continuing with the example in the previous paragraph, even though there may be many people opposed to sexuality education, you may come to the conclusion that you should target the minister, on the basis that once he or she is convinced of the importance of the issue, he or she will be able to influence others. Alternatively you may decide that you should first of all target others, such as national

3.2 WHAT YOU NEED TO DO TO

AIDS authority officials or AIDS officials within the MOE, so that once they are convinced they can work in turn with you to advocate with the minister.

The same goes for choosing your allies. Even if you have widespread support for the advocacy issue you have selected, it may not be a good strategy to involve large numbers of individuals or organizations in your advocacy work, especially if you think it will be more effective to approach your targets in a 'subtle' or more discreet way. Consequently, you should also carry out some analysis to better understand your advocacy allies and targets. For your targets, you should try to find out exactly what they think of the issue, how they take decisions, and whose advice or suggestions they pay most attention to. Consider whether you will be able to communicate directly with the targets, or whether you may need to enlist a more senior colleague to do so. For allies, think about how each of them can help you to reach your advocacy targets or strengthen your arguments.

Annex 3a provides a list of types of individuals and organizations that you should consider when working to identify your allies and targets. The *Advocacy in action* toolkit provides tools that you can use to help identify and analyse both your advocacy targets (Section 2.4: Identify your targets) and your advocacy allies (Section 2.5: Identify your allies).

DRAW UP AN ACTION OR CAMPAIGN PLAN

Once you have addressed the elements described above, you should be in a position to develop a plan for your advocacy work. It usually makes sense to have a plan for each of the aims that you have selected – although this should not preclude you from linking your plans. For instance, if you decide that one of your methods should be to organize a meeting, you may be able to address several issues during the same meeting. Section 3.2.1 (Consider different methods for conducting advocacy), above, provides ideas on some of the different activities you can consider using in your advocacy work.

As noted above, it is unlikely that you will achieve your advocacy aims through just one activity. You should consider a 'campaign' approach, whereby you combine several activities, aimed at different targets, over a period of time – based on your best estimate of what is required to achieve your aims. If you succeed in achieving your aims before completing all the activities in your campaign then you can stop your campaign, or reorient it toward different aims.

Your plan should also include any steps you have to take before conducting advocacy – for instance, you may need to spend time gathering data that are relevant to your work, and developing messages tailored to your targets. There is a strong global evidence base for all of the principles and components of the *EDUCAIDS Framework for Action* (UNESCO, UNAIDS, 2008), and you should refer to the EDUCAIDS documentation to find references to this evidence base, as it will strengthen your arguments.

Other aspects that will influence how you design your plan are the resources that you and your allies have available to allocate to advocacy efforts and the identification of entry points or opportunities that you can use to conduct advocacy. Resources may include technical resources – such as results of research or expertise to conduct data analysis – but may also include financial resources, in particular if your strategy requires you to organize a meeting or event. Time is also an important resource. If you conduct advocacy activities, you need to ensure you are available to follow them up and correct any misunderstandings if they arise. For instance, if one of your strategies is to work with the media, you should ensure that you have time to monitor press coverage and to respond to negative coverage if it appears. As noted above, there is a significant 'responsive' component to most advocacy work.

There are a number of entry points for you to conduct advocacy work, as the first part of this chapter outlines. It is important to ensure that UNESCO or another UNAIDS co-sponsor has access to national policymaking structures, such as the national AIDS coordinating authority and the CCM, and uses the opportunity to address the issues you have identified.

As long as your plan addresses these different elements, it should be adequate. The different resources described in the 'Familiarize yourself further' section below provide additional explanations on the components you should address in your plan. The *Advocacy in action* toolkit provides a simple planning format that you may consider using in Section 2.7 (Create an action plan).

3.2.3 Define advocacy messages

Whatever issue you are advocating on, it is important to have a clear message that outlines the change you want to see, the reasons why it is important, and what steps need to be taken for the change to take place. When we talk about messages we do not mean slogans or jingles of the type used in awareness-raising campaigns, but rather a set of arguments and suggestions that encapsulate what we are trying to achieve. Similarly, an advocacy message does not have to be delivered verbatim. Rather, it is something that should provide you with ideas about the main points you need to make when advocating. Advocacy messages should contain a clear, focused and compelling argument; they should include examples that are relevant in the context where you are working and that address the interest of your target or audience; and they should have a clear expression of what is needed to resolve the issues or barriers identified.

The IATT *Toolkit for mainstreaming HIV and AIDS in the education sector* (UNAIDS IATT on Education, 2008a) contains detailed advice on message development (Tool 8: Communication and advocacy for HIV and AIDS mainstreaming), some of which is repeated in Annex 3b of these guidelines in the form of tips on message development, and a tool that you can use to develop clear, compelling advocacy messages using the following four-point framework:

- Action statement: What needs to be done?
- Action rationale: Why do we need to do it?
- Call to action: How do we do it?
- Possible objections and responses to them.

Experience shows that certain barriers arise frequently in different countries. Annex 3c therefore provides sample messages that you can adapt for use in your own context. They cover the following issues:

- Advocating for comprehensive education sector responses to HIV and AIDS in a concentrated epidemic setting.
- Advocating for comprehensive education sector responses to HIV and AIDS in a generalized HIV epidemic.
- Advocating for inclusion of sexuality education in school curricula.
- Advocating for particular attention to increasing girls' access to education.
- Advocating for attention to the needs of teachers living with HIV and AIDS.

3.2.4 Familiarize yourself further with advocacy techniques and the key advocacy issues

DOCUMENTS PROVIDING TOOLS AND TIPS ON HOW TO PLAN AND CONDUCT ADVOCACY

- *EDUCAIDS Technical Briefs* – Advocacy for a comprehensive education sector response (UNESCO, 2008b). This brief outlines the rationale for the need for advocacy in promoting and supporting education sector responses to HIV and AIDS and some of the core approaches. Available at http://unesdoc.unesco.org/images/0015/001584/158436E.pdf#53 (English version).
- *Toolkit for mainstreaming HIV and AIDS in the education sector* (UNAIDS IATT on Education, 2008a). In particular Tool 8: Communication and Advocacy for HIV and AIDS Mainstreaming. Available at http://unesdoc.unesco.org/images/0015/001566/156673e.pdf. See also the *Users' Guide* for the toolkit http://unesdoc.unesco.org/images/0018/001875/187551e.pdf.
- *Advocacy workbook – Leading the way in the education sector: Advocating for a comprehensive approach to HIV and AIDS in the Caribbean* (UNESCO, EDC, 2005).
- *HIV & AIDS and education: An advocacy toolkit for ministries of education* (UNESCO, UNAIDS, 2003). Available at http://www2.unescobkk.org/elib/publications/aids_toolkits/Toolkit.pdf
- *Advocacy in action: a toolkit to support NGOs and CBOs responding to HIV/AIDS* (International HIV/AIDS Alliance, 2003). Although this toolkit was designed for NGOs and CBOs, many of the tools and advice are applicable to your work, including tips on planning, issue analysis, developing press releases and position papers, and other advocacy methods. The toolkit is primarily designed as a training manual, but can still be used by ignoring the detailed instructions for facilitators. Available at http://www.hivpolicy.org/Library/HPP001465.pdf.

DOCUMENTS ON SOME OF THE KEY ISSUES YOU MAY NEED TO ADDRESS WITH ADVOCACY

As well as addressing the key issues, many of these documents also provide references to studies and other data that support the policies recommended in the *EDUCAIDS Framework*.

EDUCAIDS resource pack documents include:

- The *EDUCAIDS Framework for action* (UNESCO, UNAIDS, 2008), which explains what EDUCAIDS is and why it needs to be at the very heart of country efforts to meet the EFA targets and the MDGs.
- *EDUCAIDS Technical Briefs* (UNESCO, 2008b). Each brief can be used as a standalone reference, and together they offer comprehensive and flexible guidelines on the continuum of activities required to respond to the epidemic at the country level. These briefs offer guidance in relation to some key advocacy themes and issues pertaining to the five essential components of a comprehensive education sector response. The briefs are formulated using a template articulating the following questions: (1) what is the issue; (2) why does it matter; (3) what needs to be done.
- *EDUCAIDS overviews of practical resources* (UNESCO, 2008a), which provide technical staff, programme implementers and managers in MOEs and CSOs with an analysis of the most useful published resources on the five essential components of the *EDUCAIDS Framework*.

Hard copies and CD-ROMs of the EDUCAIDS resource pack should be available in your office. If they are not, please contact your UNESCO regional office or headquarters. The resource pack is also available online at: www.educaids.org.

Other documents that provide useful data to back up policy and advocacy work include:

- *Education sector Global HIV and AIDS Readiness Survey 2004: Policy implications for education and development* (UNAIDS IATT, 2006). This report documents the outcomes of the first international survey of education sector readiness to manage and mitigate the impact of HIV and AIDS. The executive summary, conclusions and recommendations provide good background on the rationales and challenges related to education sector responses to HIV and AIDS. Although this study is somewhat dated, much of the information is valuable as a quality checklist. A further GRS study is currently being planned. The 2004 study is available online at http://unesdoc.unesco.org/images/0014/001446/144625e.pdf.
- *Improving the education sector response to HIV and AIDS: Lessons of partner efforts in coordination, harmonisation, alignment, information sharing and monitoring in Jamaica, Kenya, Thailand and Zambia* (UNAIDS IATT, 2008b). This set of case studies provides insights into the quality and effectiveness of collaboration among partners involved in the HIV and AIDS response in the education sector in these four countries. Some of the data in these studies is outdated but the methods and conclusions described are useful. It is available online at http://unesdoc.unesco.org/images/0015/001586/158683E.pdf.
- *UNAIDS IATT on Education Advocacy Briefing Notes* (UNAIDS IATT, 2008c). These four notes cover the following topics: 1) girls' education and HIV prevention; 2) HIV and AIDS education in emergencies; 3) mainstreaming HIV in education; 4) teachers living with HIV. They are designed to assist education professionals in advocating for key thematic issues related to education sector responses to HIV and AIDS. They are available online at http://portal.unesco.org/en/ev.php-URL_ID=42135&URL_DO=DO_TOPIC&URL_SECTION=201.html.
- *International technical guidance on sexuality education. Volume 1: The rationale for sexuality education* and *Volume 2: Topics and learning objectives* (UNESCO et al, 2009). Volume 1 is informed by a specially commissioned review of the literature on the impact of sexuality education on sexual behaviour, and therefore presents and references the best existing evidence on why and how to conduct sexuality education, providing sound technical advice on characteristics of effective programmes. Volume 2 presents a 'basic minimum package' of topics and learning objectives for a sexuality education programme for children and young people from 5 to 18+ years of age and includes a bibliography of useful resources. (Summaries based on introductions in the original documents). This guidance therefore provides the evidence base for any advocacy work you conduct on sexuality education. It is available online at: http://unesdoc.unesco.org/images/0018/001832/183281e.pdf.

3.2.5 Gender and GIPA checklists

This section provides you with checklists that will help you to assess whether you are on the right track regarding the gender responsiveness of the activities you support and the involvement of people living with or affected by HIV and AIDS and members of key populations at higher risk in those activities. Try to answer the questions below. If the answer is negative to some of those questions, this means that you still need to take the appropriate actions to address the situation.

GENDER RESPONSIVENESS

- Are any of your selected advocacy issues primarily related to gender inequality or discrimination against sexual minorities?
- Have you investigated the gender equality dimensions of each of the barriers you are advocating on? Have you included rationales related to these gender equality dimensions in your advocacy messages?
- Do your advocacy aims reflect the gender equality issues you have identified?
- Have you identified advocacy allies who have expertise on gender issues, including the rights of women, girls and sexual minorities? Have you ensured their perspectives inform your advocacy plans?
- Have you considered making the promotion of gender analysis and gender equality programming an advocacy theme in and of itself?

GREATER INVOLVEMENT OF PEOPLE LIVING WITH OR AFFECTED BY HIV AND AIDS (GIPA)

- Are any of your selected advocacy issues primarily related to people living with or affected by HIV and AIDS – for instance, key populations at higher risk, teachers living with HIV and AIDS – or discrimination against students living with or affected by HIV and AIDS?
- Do your advocacy aims reflect the GIPA dimensions you have identified? Do your advocacy recommendations include specific actions to further promote GIPA?
- Have you proactively involved people living with or affected by HIV and AIDS, including teachers, and key populations at higher risk as allies for your advocacy work? Have you ensured their perspectives inform your advocacy plans?
- Have you considered making the needs and the promotion of the involvement of people living with or affected by HIV and AIDS and key populations at higher risk an advocacy theme in and of itself?
- Participating in high-level forums and initiatives can be demanding and requires technical skills and experience that most people in general do not have, and this includes people living with or affected by HIV and AIDS and key populations at higher risk. Do you work with other co-sponsors to ensure that people living with or affected by HIV and AIDS and other members of key populations at higher risk who are involved in these mechanisms are provided with any support, including capacity-building, that they require to participate effectively?

3.2.6 Monitoring and evaluation

QUALITATIVE COUNTRY-LEVEL M&E

At country level, it is important to monitor your advocacy efforts in order to ensure they are working, to make mid-course corrections if necessary, and to review the results of the efforts. If you have made advocacy plans as recommended earlier in this chapter, you should have a set of clear, prioritized aims for your advocacy work. When assessing your progress, you should therefore consider the following questions for each of your advocacy aims:

To what extent have you achieved your advocacy aim – not at all, partially or fully?

- If not at all:
  - Why is this the case?
  - Did you implement your advocacy plan for this aim? (If not, why not?)
  - What has not worked in your plan? (e.g. more time needed; did not identify all of the necessary influential targets; did not have sufficient support from allies; failed to convince your targets).
  - Do you still think that achieving this aim is realistic and a priority? What changes do you need to make to your plan to achieve this aim?
- If you have partially achieved your aim:
  - Why is this the case?
  - Did you implement your advocacy plan for this aim? (If not, why not?)
  - What worked well – where were you successful?
  - What has not worked in your plan? (e.g. more time needed; did not identify all of the necessary influential targets; did not have sufficient support from allies; failed to convince your targets; made progress on some issues but not others).
  - Do you still think that fully achieving this aim is realistic and a priority? What changes do you need to make to your plan to achieve this aim?
- If you have fully achieved your aim:
  - Did you implement your advocacy plan for this aim? (If not, why not?)
  - What worked well – why were you successful?
  - What types of approach did you include in your advocacy plan for this aim?

CHAPTER 4:
SUPPORTING PLANNING OF COMPREHENSIVE, EVIDENCE-BASED EDUCATION SECTOR RESPONSES TO HIV AND AIDS

Chapter overview

At the heart of comprehensive education sector responses to HIV and AIDS is effective planning; and to plan properly, it is essential to know more about the response to date, what has worked and what has not, and what the epidemiological context requires of the education sector in the future.

The first part of this chapter discusses the different processes and opportunities for planning at country level, the need for a thorough situation analysis and the importance of a plan that effectively mainstreams the issue of HIV and AIDS into education sector thinking. The second part provides advice on how to support national situation analysis exercises, providing references to some key tools for situation analysis. It also provides advice on how to support planning, and how to recognize and make the most of opportunities for strengthening education sector HIV and AIDS plans.

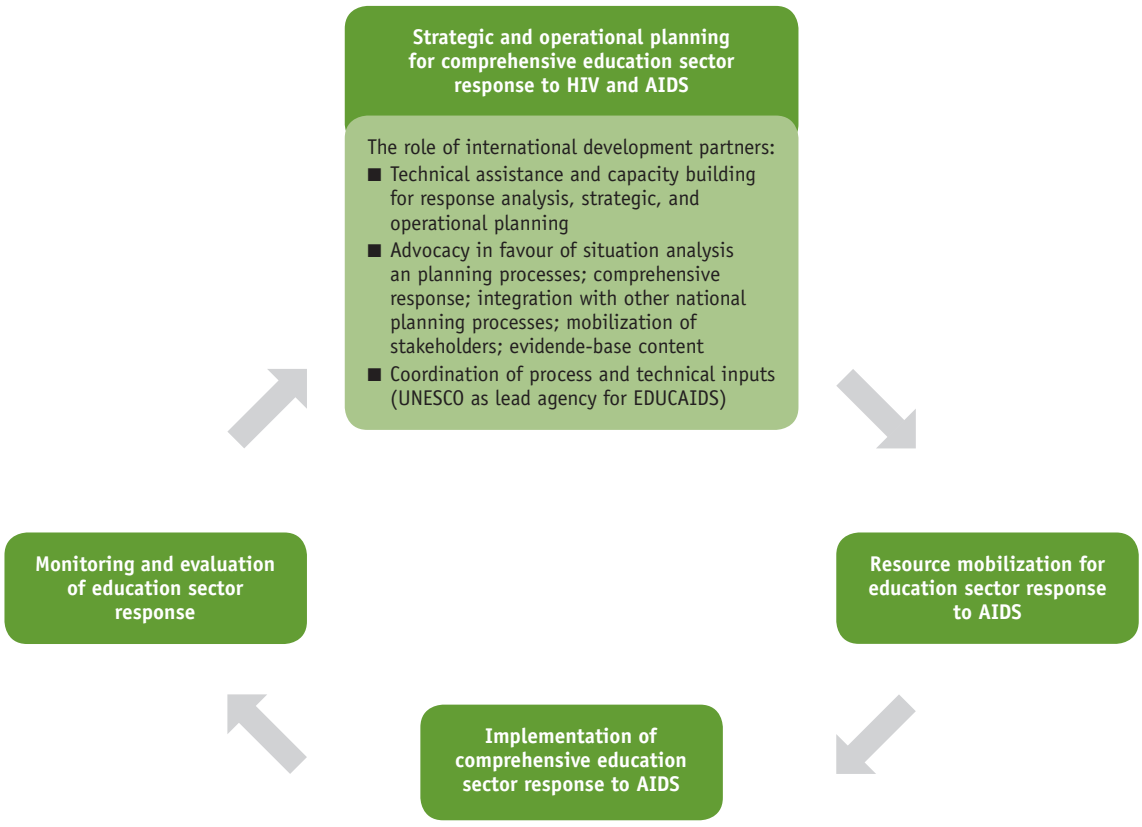
4.1 CONCEPTS AND DEFINITIONS

4.1.1 Overview: The role of international development partners in supporting planning

As the *EDUCAIDS Framework for action* illustrates (UNESCO, UNAIDS 2008), a comprehensive education sector response to HIV and AIDS requires a complex set of actions at many different levels of the education system. The diagram in Figure 4.1 shows how planning represents one of the key steps in the 'cycle' of an education sector response to HIV and AIDS.

FIGURE 4.1

THE ROLE OF INTERNATIONAL DEVELOPMENT PARTNERS IN SUPPORTING PLANNING OF EDUCATION SECTOR RESPONSES TO HIV AND AIDS



In supporting EDUCAIDS implementation, international development partners have a number of roles to play in terms of planning. The main areas where stakeholders should contribute to the process are:

- Facilitating the provision of technical assistance and capacity-building for situation analysis, and for planning – for instance, by identifying consultants and funding the provision of technical support, or by obtaining funds to support the process. UNESCO, or the relevant development partner, should essentially mentor and support the planning process so as to ensure that it produces good results.

- Advocating for robust situation analysis and planning processes, for a comprehensive education sector response, and for effective articulation between the education sector and the national response to HIV and AIDS. (Advocacy is described in more detail in Chapter 3 of these *Guidelines*).
- Ensuring coordination of support to the planning process, since support is often provided from different sources; and also ensuring that the education sector HIV and AIDS planning process is well coordinated with other relevant planning processes at national level. (Coordination is described in more detail in Chapter 2 of these *Guidelines*).

The role of UNESCO and other international development partners is therefore *not* to conduct national situation analysis and planning, but to promote, facilitate and participate in these processes. Because advocacy and coordination are covered in different chapters of these guidelines, the primary focus of this chapter is on the national planning process and on what you can do to support the process.

4.1.2 Principles for planning education sector responses to HIV and AIDS

SITUATION ANALYSIS

Planning comprehensive education sector responses to HIV and AIDS processes needs to rest on a sound situation analysis.[14] This is a process of reviewing the situation and trends in a given environment, aimed at ensuring that plans respond to the needs and realities of those they are trying to reach – in the case of the education sector, this means teachers, learners and the wider community. As part of developing or revising a comprehensive education sector response to HIV and AIDS in your country, it is important to understand what has taken place to date and what is needed based on trends in both the education and HIV and AIDS arenas. This will mean looking at what education-related HIV and AIDS activities have taken place; how these activities relate to the national HIV and AIDS response; what the epidemic looks like; what trends are taking place nationally, locally and internationally; and what gaps exist; with a view to planning and prioritizing a comprehensive education sector response.

A well-conducted situation analysis helps to achieve the following:

- Clarify the issues that need to be addressed by the education sector response – for instance, the impacts that HIV and AIDS are having on the sector, especially in high- prevalence countries.
- Identify causal factors, e.g. those that make the sector more vulnerable to impact or that encourage risky behaviour among students.
- Pinpoint policy, programmatic and information gaps within the sector's response.
- Identify existing strengths and capacities in the sector's response, as well as potential interventions and partners.
- Avoid duplication in the response, and make it possible to draw lessons and build on existing efforts.
- Strengthen the case for and generate commitment to the education sector response to HIV and AIDS.
- Provide a guide for monitoring and evaluation.

14 Situation analysis should not be confused with the rapid assessment that UNESCO staff are recommended to conduct when developing their own EDUCAIDS support plan.

4.1 CONCEPTS AND DEFINITIONS

- Provide a tool for mobilizing resources for the response.

The *EDUCAIDS Framework for action* (UNESCO, UNAIDS, 2008) can be used as a tool for assessing the current response during the situation analysis. The situation analysis can also be used to identify the specific sub-components of the *EDUCAIDS Framework* that are relevant to your epidemic context.

In most cases it is ideal to collect data from a variety of sources and stakeholders using different methodologies, including qualitative and quantitative approaches. Data collection methods may include, but are not limited to, a review of relevant published and unpublished literature, behavioural surveillance, surveys, individual interviews, focus group discussions, stakeholder analysis and resource mapping. Although a good amount of data should already be available, it may well be necessary to collect additional data, particularly in relation to issues that have not been addressed in the sector's response to date.

The situation analysis process will be enhanced by the involvement of a broad range of stakeholders, both from within the education sector and from the broader response to HIV and AIDS. This should include civil society organizations, in particular those involved in education, in gender equality issues, in working with key populations at higher risk, and associations and networks of people living with HIV and AIDS. As well as including the range of stakeholders in conducting the process, it is important to remember to include their actions in the analysis. The education sector is not just the MOE, but is made up of *all* actors involved in education.

NATIONAL EDUCATION SECTOR HIV AND AIDS PLANNING

As with the situation analysis, the actual planning process needs to be carefully coordinated, managed and reviewed, and should involve a broad range of stakeholders.[15] The *EDUCAIDS Framework for Action* can be used as a tool within the planning process to ensure that all the possible components of an education sector response are being considered.

A truly comprehensive education sector response to HIV and AIDS is one that is mainstreamed throughout the sector, so that HIV and AIDS become part of the core business of the sector, rather than simply a set of 'add-on' activities. It therefore has considerable implications both for how the education sector functions, and for how the national response to HIV and AIDS functions. The education sector's response to HIV and AIDS should be clearly articulated as a major component of the national AIDS strategy, and should also be evident throughout the national education strategy. Moreover, the national AIDS and education strategies are normally themselves part of broader national strategies – for instance, a poverty reduction strategic plan and/or a national development plan. Figure 4.2 illustrates how an education sector HIV and AIDS plan links with these other strategic plans and processes.

The MOE should lead on the development of its HIV and AIDS plan. However, in some countries, the national AIDS authority takes the lead on 'multi-sectoral' planning, or on supporting ministries to undertake HIV and AIDS planning. In low-prevalence countries where the education sector is not directly impacted by the HIV epidemic, it is more likely to be the case.

Although all aspects of the education sector's HIV and AIDS plan should appear in the national education strategy and in the national AIDS strategy, if your country has a national AIDS strategy, we suggest that countries produce a specific document that presents the sector HIV and AIDS plan. This approach facilitates management, resource allocation, and monitoring and evaluation of the education sector's response to HIV and AIDS.

15 This should not be confused with your own internal work planning for EDUCAIDS support.

The interaction between the education sector HIV and AIDS plan and other national plans has implications for coordination and collaboration, and illustrates the importance of the education sector engaging on HIV and AIDS at the highest level, and of working with other sectors to develop the plan. However, it also means that there are several opportunities for education sector HIV and AIDS and planning. Particularly in countries that do not yet have a well-developed education sector response to HIV and AIDS, national strategy planning processes for poverty reduction, economic development, education, or HIV and AIDS are all potential starting points for education sector HIV and AIDS mainstreaming.

As with the situation analysis, it is essential to make sure that the plan is not just a plan for the MOE's action. The education sector comprises *all* actors, whether from the state, NGOs, or others that are involved in education. They all have a role to play in the education sector's response to HIV and AIDS.

FIGURE 4.2

LINKS BETWEEN THE EDUCATION SECTOR HIV AND AIDS PLAN AND OTHER NATIONAL PLANS

National Education Strategy	
Results	Strategies
Result 1 e.g Education for all	Strategies, including actions relevant to the response to HIV and AIDS
Result 2 e.g. Quality education	Strategies, including actions relevant to the response to HIV and AIDS
Etc.	

National Education Strategy

National HIV/AIDS Strategy

National HIV/AIDS Strategy		
Results	Strategies	Implementers
Result 1 e.g Education for all	i.	(including education sector role)
	ii.	"
	iii.	"
Result 2 e.g reduce mortality	i.	"
	ii.	"
	iii.	"
Result 3 e.g mitigate impact	i.	"
	ii.	"
	iii.	"

National poverty reduction/economic development strategy

EVIDENCE-BASED AND COMPREHENSIVE PLANNING

Although many countries already have some of the elements of a strong education sector response to HIV and AIDS, few have a response that is based on an in-depth analysis of the epidemiological situation and the capacities of the sector, and few have explicit policies and strategies to enable the response to be implemented across the entire sector. In addition, experience shows that, while some aspects of what education sectors can do are well understood, others are relatively neglected. Planning is therefore an essential step to achieving comprehensive education sector responses to HIV and AIDS. Through the

4.1 CONCEPTS AND DEFINITIONS

EDUCAIDS Framework for action, UNAIDS co-sponsors promote the development of evidence-based and comprehensive education sector plans for HIV and AIDS. Being *evidence-based* means:

- Responding to the epidemiological priorities of the country. (It is therefore important that the country 'knows its epidemic', which will be discussed further later in this chapter).
- Including strategies and interventions that have been proven to be effective. (The components, strategies and interventions described in the *EDUCAIDS Framework for action* are all based on global evidence of what works).

Being *comprehensive* means:

- Addressing all five of the key components of the *EDUCAIDS Framework for Action,* in ways that are adapted to the specific needs of the country.
- Covering the entire sector – in other words, all of the entities and institutions that make up the sector, and across the whole country.

MAINSTREAMING HIV AND AIDS

Mainstreaming is a term commonly used in the context of multi-sectoral responses to HIV and AIDS, so it is important to clarify how it is being used in these *Guidelines*. Mainstreaming is the process of making HIV and AIDS part of the work a sector does – in this case, the education sector.

Mainstreaming requires a comprehensive, in-depth examination of the sector, and of the relevance of HIV and AIDS – for instance, the ways in which HIV transmission is either facilitated or prevented within the sector, the ways in which HIV and AIDS impacts the sector, and the ways in which the sector can mitigate that impact. The analysis must take into account both internal aspects (for instance, the personnel and the institutions that make up the sector), and external aspects (learners, and the broader community served by the sector). The analysis is closely linked to the epidemiological context of the country, which should form the basis for the country's response to HIV and AIDS as a whole.

The analysis should then be used as a basis for planning a comprehensive response that is fully integrated within the sector's 'core business'. The *EDUCAIDS Framework* is essentially a mainstreaming tool, and this chapter provides advice on how to conduct the mainstreaming process.

4.1.3 Two essential characteristics of planning: Gender responsiveness and GIPA

GENDER RESPONSIVENESS

The planning process is an extremely important opportunity for ensuring that gender-related issues are addressed in the education sector, not only because of their relevance to the response to HIV and AIDS but because they are important in their own right.

Situation analysis activities should include in-depth assessments of the gender dynamics affecting the spread and impact of HIV and AIDS within the education sector. A wide range of issues should be investigated including:

- Gender inequalities in access to education, as well as access to HIV, sexual and reproductive health information and services prevention;
- Ways in which gender norms affect vulnerability and risk for HIV and AIDS for women, and sexual minorities including young MSM and transgender people; and,
- Barriers to addressing these problems. Similar care should be taken to ensure that the education sector HIV and AIDS plan is designed to address these issues.

GREATER INVOLVEMENT OF PEOPLE LIVING WITH OR AFFECTED BY HIV AND AIDS AND MEMBERS OF KEY POPULATIONS AT HIGHER RISK (GIPA)

The education sector's HIV and AIDS planning process should pay particular attention to the needs of people living with or affected by HIV and AIDS and key populations at higher risk. In many countries, education sectors have focused primarily on the provision of education for HIV prevention, and have paid less attention to education on issues such as HIV-related stigma and discrimination and AIDS treatment, or to the importance of providing support to teachers and learners affected by HIV and AIDS. The situation analysis and planning process provide an excellent opportunity to show why and how the education sector should address these issues. They also provide an opportunity to enact the GIPA principle, by actively involving people living with or affected by HIV and AIDS and key populations at higher risk – including teachers and learners – in the analyses and in the design of the policies and services required to address their needs, and in the establishment of GIPA as a core principle for the education sector's response in the future.

4.2 WHAT YOU NEED TO DO

As noted in the previous section, it is not the role of UNESCO and other international development partners to take the lead on conducting any of the planning processes described in this chapter. However, UNESCO and other agencies have a crucial role to play in encouraging stakeholders to undertake planning, and in advising on good practice for carrying out the process. The content of this section therefore focuses on providing you with principles and suggestions that you can use to support the process in your country.

4.2.1 Understand the existing situation analysis and planning processes

FIND OUT WHAT SITUATION ANALYSIS WORK HAS ALREADY BEEN DONE

If you have already carried out a rapid assessment (see Chapter 1, 'Getting started'), you should already know whether a situation analysis of the education sector response to HIV and AIDS has been carried out, and whether an education sector HIV and AIDS plan currently exists. If you are not sure, contact the relevant focal points in the MOE or the national AIDS authority to ask if they know.

If there is a recent situation analysis (for instance, conducted within the past three years), take some time to evaluate its quality, and the extent to which it can form a strong basis for a comprehensive education sector HIV and AIDS plan. Questions to consider include:

- Who participated in the situation analysis process? Did it involve a wide range of stakeholders, including national AIDS programme officials?
- Did the situation analysis cover the five components included in the *EDUCAIDS Framework for action* or did it focus on certain areas (e.g. HIV and AIDS education)?
- Did the situation analysis cover both issues related to HIV transmission and issues related to the impact of HIV and AIDS?
- Did the situation analysis examine both internal aspects (e.g. education staff, establishments) and external aspects (e.g. learners, broader communities)?
- Did the situation analysis take into consideration the epidemiological context of the country?
- Did the situation analysis provide concrete recommendations for action in the future education sector response?
- Did the situation analysis cover the whole education sector or just the MOE?
- Did the situation analysis identify the importance of issues related to gender equality, and the extent to which gender issues are specifically addressed in the response?
- Did the situation analysis identify the extent to which people living with or affected by HIV and AIDS and members of key populations at higher risk are actively involved in designing and implementing the response? Were people living with or affected by HIV and AIDS and members of key populations actively involved in conducting the situation analysis?

If the answer to one or more of these questions is no, it is possible that the situation assessment is missing some of the principles or components that are important to a comprehensive education sector response.

ASSESS CURRENT EDUCATION SECTOR HIV AND AIDS PLANS

It is likely that some form of education sector HIV and AIDS plan already exists. There may not be a standalone plan, but there may well be HIV and AIDS content within the education sector strategic plan, or a clearly identified role for the education sector within the national HIV and AIDS strategy. If you have carried out a rapid assessment (see Chapter 1, 'Getting started') you will already have established this. Obtain copies of the relevant documents and take some time to evaluate the extent to which current education sector HIV and AIDS plans reflect a comprehensive response. Questions to consider include:

- Is the plan based on a comprehensive situation analysis?
- Is the plan guided by (and making appropriate references to) relevant national and sector policies, as well as the national strategic plan on HIV and AIDS?
- Does the plan address the five components included in the *EDUCAIDS Framework for action*?
- Who participated in the planning process? Did it involve a wide range of stakeholders, including national AIDS programme officials?
- Does the plan cover all aspects of the education sector response to HIV and AIDS or does it focus on certain areas (e.g. HIV/AIDS education)?
- Does the plan cover both issues related to HIV transmission and issues related to the impact of HIV and AIDS?
- Does the plan address both internal aspects (e.g. education staff, establishments) and external aspects (e.g. learners, broader communities)?
- Does the plan take into consideration the epidemiological context of the country?
- Does the plan take into consideration and include the whole education sector or just the MOE?
- Does the plan include specific actions related to resolving gender inequalities in HIV and AIDS vulnerability and in access to education?
- Does the plan include specific actions aimed at improving the involvement of people living with or affected by HIV and AIDS and key populations at higher risk in implementing and monitoring the response?
- Are plans for the education sector response to HIV and AIDS consistent – in other words, do education sector HIV and AIDS plans appear in the same way in different documents (e.g. in the education strategic plan and the national AIDS strategy)?
- When are plans due to be revised – are they coming to the end of their term soon (e.g. within the next year)?

4.2 WHAT YOU NEED TO DO TO

FIND OUT WHAT NATIONAL PROCESSES ARE CURRENT OR UPCOMING

Given the links between review and planning processes for the education sector, HIV and AIDS, and other national processes, it is important to identify whether any processes are currently underway or planned in the near future (within the next year). There are various ways to obtain this information. However, some initial suggestions include:

- Education sector reviews and strategic planning – UNESCO, other UNAIDS co-sponsors (e.g. UNICEF or UNFPA) or MOE officials.
- HIV and AIDS reviews and strategic planning (including sectoral AIDS planning) – UNAIDS or national AIDS authority officials.
- Economic development/poverty reduction reviews and strategic planning – UNDP or ministry of planning officials.
- UNESCO National Education Support Strategies (UNESS) that define UNESCO's programme priorities and implementation strategies in each country – UNESCO country offices.

Once you have established which processes are underway or are planned in the near future, try to find out whether or not each process is linked to the others, and if so, how they are linked. Also try to find out which institution or decision-maker is leading on these processes, and whether any of your UN system colleagues are involved. Often, major national processes such as education sector or AIDS strategic planning are led by a steering committee or task force. If this is the case in your country, it is quite likely that other UN system colleagues will be involved. For instance, UNESCO education sector staff are likely to be involved in supporting education sector planning, and UNAIDS staff (or other co-sponsor staff) are likely to be involved in national AIDS planning processes.

In 2009–2010, the UNAIDS secretariat and co-sponsors have developed the Outcome Framework (UNAIDS, 2010a) to mark a new focus on the way the UN family works on HIV and AIDS. The Outcome Framework builds on previous efforts to provide clear deliverables, produce maximum results, use co-sponsors' comparative strengths, and support national priorities. Under the Outcome Framework, UNAIDS co-sponsors will focus their efforts to support countries to achieve results in ten priority areas:

Outcome Framework Priority Areas

- We can reduce sexual transmission of HIV
- We can prevent mothers from dying and babies from becominf infected with HIV
- We can ensure that peaople living with HIV receive treatment
- We can prevent people living with HIV from dying of tuberculosis
- We can protect drug users from becoming infected with HIV
- We can empower men who have sex with men, sex workers and transgender people to protect themwelves from HIV infection and to fully access antiretroviral therapy
- We can remove punitive laws, policies, pratices, stigma and discrimination that block effective responses to AIDS
- We can meet the HIV needs of women and girls and can stop sexual and gender-base violence
- We can empower young people to protect themselves from HIV
- We can enhance social protection for people affected by HIV

For each priority area, business cases have been developed by UNAIDS co-sponsors:

- Business cases explain why these are priority areas by providing evidence on the international situation.
- They also describe briefly what needs to be done by setting bold results to achieve the proposed goal.
- They describe how UNAIDS co-sponsors will move forward for the period 2010–2015, by listing a series of countries that will receive specific support for the priority area for which they were selected.

In 2010, as part of the revision process of the Division of Labour, UNAIDS co-sponsors identified five additional areas:

- We can address HIV in humanitarian emergencies
- We can integrate food and nutrition within the HIV response
- We can scale up HIV workplace policies and programmes and mobilize the private sector
- We can ensure good quality education for a more effective HIV response
- We can support strategic, prioritized, and costed multisectoral national plans

UNESCO is the convening agency for the priority area on ensuring good quality education for a more effective HIV response. UNESCO is also a partner agency in eight more priority areas:

- We can reduce sexual transmission of HIV
- We can protect drug users from becoming infected with HIV
- We can empower men who have sex with men, sex workers and transgender people to protect themselves from HIV infection and to fully access antiretroviral therapy
- We can remove punitive laws, policies, practices, stigma and discrimination that block effective responses to AIDS
- We can meet the HIV needs of women and girls and can stop sexual and gender-based violence
- We can empower young people to protect themselves from HIV.
- We can scale up HIV workplace policies and programmes and mobilize the private sector
- We can support strategic, prioritized, and costed multisectoral national plans

One of the ten Outcome Framework Priority Areas particularly related to the role of the education sector is the priority area on the empowerment of young people to protect themselves from HIV. The business case for this priority area has identified three bold results (UNAIDS, 2010b).

4.2 WHAT YOU NEED TO DO TO

'We can empower young people to protect themselves from HIV' – Goal and bold results

The goal of this priority area is a 30% reduction in new HIV infections among young people (aged 15–24 years), contributing to UNAIDS's overall goal of achieving a 50% reduction in sexual transmission of HIV by 2015.

In order to move towards achieving the proposed goal, it is necessary to:

- Provide comprehensive sexual and reproductive information, skills, services and commodities in a safe and supportive environment tailored to the specific country and epidemic context.
- Revitalize HIV prevention efforts, particularly in quality and scale, in order to reach young people more effectively for better results.
- Plan HIV prevention programmes to target relevant subgroups of young people within different epidemic scenarios ('know your epidemic and know your response').
- Support implementation of target-specific combination prevention (biomedical, behavioural and structural) programmes that account for the heterogeneity of young people.

Support will be provided to at least nine of the 17 selected countries to achieve three bold results by the end of 2011 in the worst affected regions of each country.

- At least 80% of young people in and out of school will have comprehensive knowledge of HIV.
- Young people's use of condoms during their last sexual intercourse will double.
- Young people's use of HIV testing and counselling services will double.

Achieving these results will require the mobilization and meaningful engagement of young people, communities and service providers; improved collection and use of strategic information; revision and enforcement of policies that meet human rights standards; and the scaling up of cost-effective strategies that ensure the accessibility and sustainability of essential quality services.

The countries selected to intensify UNAIDS' efforts to support the empowerment of young people to protect themselves have been divided into two groups: nine are first-wave countries for 2010–2011 and eight are second-wave countries for the period 2011–2015.

First-wave countries: Brazil, Côte d'Ivoire, Ghana, Lesotho, Malawi, Namibia, Swaziland, Ukraine and Viet Nam.

Second wave countries: Botswana, India, Kenya, Mozambique, South Africa, United Republic of Tanzania, Zambia and Zimbabwe.

In other countries, it will be also important to keep in mind the ten Outcome Framework Priority areas and the bold results for each area as they are the international strategic framework for the UN family until 2015.

The most important framework you will need to refer to for planning activities is the Unified Budget, Results and Accountability Framework (UBRAF). The UBRAF replaces the UBW and maximises coherence, coordination and impact of the UN's response to AIDS by combining the efforts of the 10 UNAIDS Cosponsoring agencies and the UNAIDS Secretariat. It operationalizes the UNAIDS 2011-2015 Strategy vision of « getting to zero". Unlike the UBW, the UBRAF is focused, with all deliverables contributing to

the achievement of the UNAIDS Strategy goals. In addition, it is results-driven and impact focused, with support directed to countries where greatest impact can be achieved through a separate budget envelope for 31 priority countries. In addition, the UBRAF features enhanced accountability (focus on measuring progress towards achieving outputs, outcomes and goals), is reflective of regional priorities, targets and needs and follows a four-year framework with two-year budget cycles. The 31 priority countries are as follows:

- Asia and Pacific: Cambodia, China, India, Indonesia, Iran, Myanmar, Thailand
- East and Southern Africa: Botswana, Djibouti, Ethiopia, Kenya, Lesotho, Malawi, Mozambique, Namibia, Rwanda, South Africa, Swaziland, Uganda, Tanzania, Zambia, Zimbabwe
- Eastern Europe and Central Asia: Russian Federation, Ukraine
- West and Central Africa: Cameroon, DRC, Nigeria
- Latin America and the Caribbean: Brazil, Guatemala, Haiti, Jamaica

These countries were selected for their potential to change the trajectory of the global HIV epidemic. There is also a recognition that some goals call for focus on a different subset of priority countries and that there must be balance between provision of some degree of support to a larger group of countries with a recognized HIV problem and with expectation of continuing support from the Joint Programme.

The new UBRAF structure has a number of implications for programming. For one, there is less flexibility than in the UBW in that UNESCO must now programme its core allocation to ensure that delivery on its commitments as per the results and accountability framework. As a reminder, UNESCO is the convening agency for the priority area on ensuring good quality education for a more effective HIV response but is also a partner agency in eight more priority areas. UNESCO's commitments vis-à-vis the results and accountability matrix of the UBRAF can be found in Annex 5.

As UNESCO moves towards programming this core allocation, it should be noted that the majority of funding continues to be programmed at country level. National Programme Officers (NPOs) and HIV and AIDS Focal Points work with RAAs and the Section of Education and HIV & AIDS to develop country and regional work plans to deliver on UNESCO's commitments. These are developed through initial workshops (at regional level) to define priorities and broad activities. Workplans are then elaborated using a similar format to the UBW template. An intersectoral planning workshop held at Headquarters provides the forum to review the regional workplans and to reflect on how to support emerging needs at regional and country levels.

4.2 WHAT YOU NEED TO DO TO

DEVELOP RECOMMENDATIONS FOR FUTURE SITUATION ANALYSIS AND PLANNING ON EDUCATION AND HIV AND AIDS

Based on the information you have collected, you should be able to develop recommendations on how to introduce or improve education sector HIV and AIDS planning. Clearly, if you establish that a comprehensive plan has recently been developed based on a strong situation analysis, there is no need for you to recommend anything additional. However, if existing situation analyses or plans appear to have major gaps, it may be appropriate to look for ways of revising them so as to redress these gaps. For instance, an existing plan may be relatively comprehensive except for the omission of policies to protect HIV-positive teachers (this applies mostly to countries with a generalised epidemic). In this case, rather than revising the whole plan, you should consider recommending some analysis work and minor revisions to the plan in order to correct this omission.

If the current plan is nearing the end of its term, or if other review or planning processes that are relevant to HIV and AIDS or education are about to be initiated, this will provide an excellent opportunity for introducing the *EDUCAIDS Framework for Action* for a more comprehensive response. You should look for ways of building education sector HIV and AIDS concerns into these processes. For instance, if a review or evaluation of the national AIDS programme is planned, you can try to ensure that a specific focus on the education sector response to HIV and AIDS is included in the terms of reference of the evaluation. For instance, you could advocate for the inclusion of MOE staff in the review or evaluation process. In a similar way, if the education sector itself is developing a new strategic plan, you can advocate for the inclusion of items related to HIV and AIDS in the terms of reference of the review, and for the inclusion of national AIDS experts in the review team. An effective way of influencing the content of current or planned processes is to participate in their design and implementation. Try to identify and work through any task forces or steering committees that have been established to manage national review and planning processes.

In both cases, you are encouraged to use the five components of the *EDUCAIDS Framework for Action* to evaluate whether situation analyses and plans have been comprehensive, and to help you identify any gaps.

Various people will be well placed to discuss the different issues with you and to help you to decide what to recommend:

- Colleagues within the UNAIDS system
- World Bank-supported HIV focal points in MOE
- For UNESCO staff, your regional AIDS advisor or regional HIV coordinator and the UNESCO HQ team on EDUCAIDS.

Once you have developed clear recommendations, you should present them to the relevant decision-makers, and advocate for their adoption (see Chapter 3 for more information about advocacy).

DEFINE THE SUPPORT YOU WILL PROVIDE TO NATIONAL ANALYSIS AND PLANNING PROCESSES

Once you have developed recommendations, you should also think about the type of support that you, as staff of an organization that supports EDUCAIDS, can provide to these processes. The most basic form of support you can provide is to ensure that those responsible for the processes are aware of the different tools and frameworks for comprehensive education sector responses. The most relevant ones are

referenced in the section below 'Familiarize yourself further with the process'. You should also make sure copies of the EDUCAIDS resource pack are provided.

If you can join the relevant task forces or steering committees that are mandated to coordinate or manage the national analysis and planning processes, then this will be very useful, as you will be kept informed of the processes and you will be in a good position to advise on how they should be conducted (based on the contents of this chapter). However, if you are not able to join the groups, you may be able to influence them by working through UN colleagues who are members. EDUCAIDS is a UNAIDS framework, so all of the co-sponsors have an interest in promoting the approach.

The other major contribution UNESCO or other development partners can make is by providing direct support to the process, for instance by providing consultants with the relevant expertise, or by obtaining funding. If you provide a consultant you should ensure they are well briefed on the current situation and on the *EDUCAIDS Framework for action*. You should also provide ongoing support and advice to them during their assignment. More information on obtaining funding to support national processes is provided in Chapter 5 (Resource mobilization).

4.2.2 Support best practice for conducting a situation analysis

This section provides tips on the advice and support you should provide to decision-makers if a decision is taken to conduct a situation analysis.

AIM OF THE SITUATION ANALYSIS

The discussion in the first half of this chapter provides some of the main rationales for conducting a situation analysis. You should use these, as well as the information you have collected about what is already known about the education sector and HIV and AIDS, to develop a clear aim for the situation analysis you are recommending. The aim should also make clear the link between this situation analysis and any previous analyses, and any forthcoming HIV and AIDS or education planning processes.

A clear aim and rationale will make it easier to convince stakeholders to get involved in and support the process.

Remember, the education sector is not just the MOE. The situation analysis should therefore cover all actors that make up the sector.

WHO SHOULD CONDUCT AND COORDINATE THE SITUATION ANALYSIS?

The situation analysis may be coordinated and conducted internally by the MOE. However, as has been discussed in other sections and chapters of these guidelines, there is particular value in working in collaboration with other institutions and sectors. At a minimum, the MOE should work with the national AIDS authority to conduct situation analyses. Involving other relevant ministries may also be valuable, in particular those that deal with labour, young people, women's rights and gender issues. Ideally, civil society organizations – including teachers' unions – should also be involved, in particular organizations dealing with education and gender equality, organizations of people living with or affected by HIV and AIDS, including any organizations representing or working with key populations at higher risk (reflecting our commitment to GIPA).

4.2 WHAT YOU NEED TO DO TO

If a national steering committee, task force or working group on education and HIV and AIDS does not already exist, the situation analysis process may provide a good opportunity to set one up. The role of this group need not be limited to the situation analysis. It could continue to provide valuable support and advice for the other steps in the process: planning, resource mobilization, implementing the education sector response, and monitoring and evaluation.

DECIDE ON THE FOCUS OF THE SITUATION ANALYSIS

The precise focus of a situation analysis will depend on the existence of previous analyses. If there has been a recent analysis that covered some issues well, but that omitted other important issues, it will probably not be necessary or desirable to conduct a new, comprehensive situation analysis. As noted above, you should use the *EDUCAIDS Framework for action* to identify gaps, and then work with colleagues and the relevant stakeholders to decide what issues the situation analysis should cover.

If you design a situation analysis that focuses on some specific issues that were not included in previous analyses, make a plan to compile the results of the different analyses so as to form a 'comprehensive' picture. This is important because the different components and issues are often interrelated and inter-dependent.

DEVELOP A PROCESS FOR THE SITUATION ANALYSIS

Regardless of the approach selected, it is useful to map out a process for planning and conducting the situation analysis. The process usually involves some combination of the following activities:

- Agree on the scope and on the Terms of Reference (TOR) – this will be determined by identifying what information already exists and what is outstanding/needs to be collected.
- Agree on the process – how will it be conducted? How will it be validated? How will the information be used?
- Finalize the schedule – ensuring that it fits with timelines for any other processes that the situation analysis needs to fit in with.
- Decide who will be responsible for conducting the situation analysis – will independent researchers or consultants be required?
- Determine the funding source. Can UNESCO help to obtain funding for the activity?
- Work with partners (e.g. through a steering committee) to develop and finalize the TOR for the situation analysis.
- If consultants are being used, determine the profile of the person(s) needed and identify them.
- Conduct the situation analysis, under supervision of the steering committee.

DEVELOP THE TERMS OF REFERENCE FOR THE SITUATION ANALYSIS

The precise approach to adopt will also depend on whether previous situation analyses have been carried out and on the type of information that is already available. There is no 'one best way' to coordinate or conduct a situation analysis. If studies are available on different aspects of the education sector in relation to HIV and AIDS, it may be possible to base the analysis primarily on a review of these documents.

However, if studies have not been conducted and there are major gaps in information on certain topics, the situation analysis should include collection of primary data – for instance, by means of surveys of educational institutions, learners or teachers.

Once the focus of the situation analysis has been established, the detailed TOR can be developed. As well as specifying the aims of the situation analysis, and providing an explanation of the context and how the analysis will contribute to broader planning processes, the TOR should provide specific questions that the situation analysis needs to answer. If the situation analysis includes collection of primary data, the TOR should also specify the extent of such data collection. For instance, if a survey of school teachers needs to be carried out, the TOR should specify approximately how many teachers, schools, districts and regions should be covered by the survey.

A number of model TORs or tools for situation analysis exist. A typical TOR for a comprehensive, sector-wide situation analysis is provided in Annex 4 of these *Guidelines*. The EDUCAIDS technical brief: *Situation analysis and effective education sector responses to HIV and AIDS* (UNESCO, 2008b) provides references to additional tools, as does the EDUCAIDS publication *Overviews of practical resources* (UNESCO, 2008a) and the IATT *Toolkit for mainstreaming HIV and AIDS in the education sector* (UNAIDS IATT, 2008a), which provides a number of tools that you can combine to build a situation analysis. Another possible approach is to use the five main components of the *EDUCAIDS Framework for action* as the main headings for the TOR.

Once the TORs have been developed, you should also estimate the cost. Items that should be costed include:

- Consultancy fees
- Meeting costs (for feedback meetings with stakeholders)
- Communication costs
- Transportation and accommodation costs (in particular if the situation analysis requires fieldwork).

SELECT CONSULTANTS

If it has been decided to recruit one or more consultants to conduct the situation analysis, UNAIDS and its co-sponsors constitute a large network that is very frequently involved in identifying and managing consultants with specific areas of expertise. This means that your colleagues should be able to provide personal recommendations of consultants they have successfully worked with. For UNESCO country staff, begin by asking your UNESCO colleagues, including the regional AIDS advisor, regional coordinator or EDUCAIDS team and UNESCO HQ if they can recommend anyone. The UNAIDS country office in your country will also be able to point you toward organizations that manage and broker consultancy services in your region, such as the Technical Support Facilities (TSFs). Most keep databases of consultants and their CVs.

When deciding to use consultants or selecting them, keep in mind the following issues:[16]

- While international consultants often have a lot of expertise and the ability to share experiences and problem-solving from other countries, bear in mind that they may not be familiar with your country, and that their involvement in working with you will be short term. Often, combining an international and a national consultant can be a way of ensuring that both the technical experience and the country knowledge are present.

16 The advice on using consultants is the same as that provided in Chapter 2 on Coordination.

- Good consultants are normally booked several months ahead, so if possible, start looking for consultants at least two or three months before you intend to start.
- As part of the selection process, ask candidates to comment on the draft TOR and to provide their opinions about how to clarify it and how to carry out the situation analysis. This way you can both improve the TOR and get a good sense of the skills of the candidates.

VALIDATE AND PROMOTE THE RESULTS OF THE SITUATION ANALYSIS

Once a first draft of the situation analysis has been completed, disseminate it to the relevant stakeholders, and if possible hold a meeting with them to discuss the results. One technique is not to include recommendations in the first draft, but rather to use the feedback meeting as a way of developing the recommendations with the participation of all of the relevant stakeholders. This will ensure that they have ownership of the work, and greater engagement in taking the recommendations forward. At the same time, it is worth noting that it can be very difficult to get all stakeholders together to discuss a piece of work in depth, or for them to agree on a set of recommendations. In all cases, a clear timeline needs to be set and adhered to so that the findings of the situation analysis do not get dated or that the consultant(s) are no longer available to work on the final draft by the time the stakeholders have agreed. If the stakeholders are involved from the start of this process and have been requested to block a certain time to do this review, this might be easier to ensure.

Once the final version of the report is ready, complete with recommendations, disseminate it to the relevant stakeholders, and follow up with them to ensure action is taken. If you have designed the situation analysis to link with national AIDS planning processes, ask those responsible for those processes to provide space to present and discuss the situation analysis results.

4.2.3 Support best practice for planning

As the first part of this chapter suggests, there are various ways in which planning can be conducted, and various planning processes. For this reason, these guidelines do not provide a suggested framework for developing and presenting the plan. However, a number of resources and tools related to planning can be found in the next section ('Familiarize yourself further…'), and the remaining subsections provide some key tips.

FITTING EDUCATION SECTOR HIV AND AIDS PLANNING WITH OTHER PLANNING PROCESSES

The education sector does not necessarily have to conduct a planning process solely for its HIV and AIDS response. The sector's HIV and AIDS plan may also emanate from the national AIDS strategic planning process, from the national education sector planning process, or even from the national poverty reduction and economic development strategic planning process. Indeed, doing it this way may be preferable as they will enable a more integrated or mainstreamed HIV and AIDS sectoral plan.

If you do take the approach of using broader planning processes as a basis for education sector HIV and AIDS planning, it may still be worthwhile to conduct meetings with the education sector HIV and AIDS stakeholders to help coordinate their views and their input, and to decide on the essential components that will need to be included in the education sector's HIV and AIDS mandate. If the education sector's role within the HIV and AIDS response is still not clear in your country, these meetings can also be a way

of working with your 'allies' to decide how you will advocate for the education sector during the planning process.

Remember, the education sector is not just the MOE. The plan should therefore be for the whole sector.

GOOD PRACTICE FOR PLANNING

The principles and tips related to the situation analysis process also apply to the planning process. It is just as important in planning to ensure that there is a clear aim for the planning process and that it is led by the MOE, ideally with the involvement of key stakeholders including people living with or affected by HIV and AIDS and members of key populations at higher risk. As with the situation analysis, those in charge of leading the process should develop a timeline that takes into account the other processes taking place at national level. The principles outlined above in relation to the development of TORs and the selection of consultants are also equally important for a planning process.

RESULTS-BASED PLANNING

With the shift in emphasis in the global AIDS response to universal access to AIDS treatment and HIV prevention, countries have increasingly adopted a results-based approach to planning their responses to HIV and AIDS. UNAIDS has taken the same approach by developing its new Strategy, Outcome Framework and UBRAF.

A results-based approach shifts the emphasis from activities and services to an emphasis on goals – especially coverage. This approach ensures not only that action is more strategic, but also helps to ensure that neglected areas are identified and that action is taken to ensure these areas are no longer neglected. It is recommended that education sector plans, national AIDS strategies, and education sector HIV and AIDS plans should be developed using a results-based approach.

The results-based approach, by definition, also gives a major emphasis to developing a framework for monitoring and evaluation. Although the overall impact of education sector action on HIV and AIDS is hard to measure, since impact is the product not only of the education sector's action but also of the action of other sectors, robust systems for tracking programme coverage and quality are essential. It is therefore important that you emphasize the need to develop an M&E framework as a central component of the planning process.

Linked to results-based planning is the importance of costing the education sector HIV and AIDS plan. Proper costing is essential to ensuring that the plan seeks and obtains the resources necessary to achieve the planned results.

4.2 WHAT YOU NEED TO DO TO

4.2.4 Familiarize yourself further with the issues

RESOURCES RELATED TO THE CONTENT OF EDUCATION SECTOR RESPONSES TO HIV AND AIDS

- The *EDUCAIDS Framework for action* (UNESCO, UNAIDS, 2008) explains what EDUCAIDS is and why it needs to be at the very heart of country efforts to meet EFA targets and the MDGs.
- *EDUCAIDS Technical Briefs* (UNESCO, 2008b), for officials in ministries of education and other organizations supporting the development and implementation of policies, determining resource allocations, and implementing programmes for education sector staff and learners. The briefs can provide you with ideas about the sorts of questions that should be included in the situation analysis, and about the range of action that education sectors can take on HIV and AIDS. Available at http://unesdoc.unesco.org/images/0015/001584/158436E.pdf#53 (English version).
- *EDUCAIDS Overviews of practical resources* (UNESCO, 2008a), which provide technical staff, programme implementers and managers in MOEs and CSOs with an analysis of the most useful published resources on the five essential components of the *EDUCAIDS Framework*.

Hard copies and CD-ROMs of the EDUCAIDS resource pack should be available in your office. If they are not, please contact your UNESCO regional office or headquarters. The resource pack is also available online at: www.educaids.org.

RESOURCES RELATED TO THE PLANNING OF THE RESPONSE TO HIV AND AIDS

- UNAIDS. (2010). *Joint Action for Results: UNAIDS Outcome Framework 2009-2011*. Available online at http://www.unaids.org/en/media/unaids/contentassets/dataimport/pub/basedocument/2010/jc1713_joint_action_en.pdf
- UNAIDS. (2010). *We can empower young people to protect themselves from HIV: Joint Action for Results: UNAIDS Outcome Framework Business Case 2009-2011*. Available online at: http://www.unaids.org/en/media/unaids/contentassets/documents/unaidspublication/2010/20100801_JC2087_Young-People.en.pdf

RESOURCES RELATED TO SITUATION ANALYSIS, STRATEGIC PLANNING AND MAINSTREAMING PROCESSES

- *EDUCAIDS Technical Briefs* (UNESCO, 2008b), specifically the following briefs: Situation analysis and effective education sector responses to HIV and AIDS; Projection models for HIV and AIDS in the education sector; Monitoring and evaluation of HIV and AIDS education responses. Available at http://unesdoc.unesco.org/images/0015/001584/158436E.pdf#53 (English version).
- *EDUCAIDS Overviews of practical resources* (UNESCO, 2008a), specifically the section on 'Policy, Management and Systems' (pp.50–63) provides additional resources to support situation analysis and strategic planning processes. Available at: http://portal.unesco.org/en/ev.php-URL_ID=36412&URL_DO=DO_TOPIC&URL_SECTION=201.html.
- *Toolkit for mainstreaming HIV and AIDS in the education sector* (UNAIDS IATT on Education, 2008a). The toolkit contains many tools that can help develop understanding the current situation, the process of mainstreaming, and for analysing partners and opportunities for mainstreaming. There are also

tools and checklists specifically focused on mainstreaming of gender equality, sexual and reproductive health, and issues of children affected by HIV and AIDS. Available at http://unesdoc.unesco.org/images/0015/001566/156673e.pdf. See also the *Users' Guide* for the toolkit http://unesdoc.unesco.org/images/0018/001875/187551e.pdf.

- *HIV & AIDS and education: an advocacy toolkit for ministries of education*. (UNESCO, UNAIDS, 2003). Contains a checklist for assessing the current education sector response to HIV and AIDS. Available at http://www2.unescobkk.org/elib/publications/aids_toolkits/Toolkit.pdf.
- *Results based management*: *concepts and methodology* (UNDP, 2000). This technical note outlines the main principles for results based planning. Available at http://www.undp.org/evaluation/documents/RBMConceptsMethodgyjuly2002.pdf.
- *Educational planning and management in a world with AIDS* (UNESCO, International Institute for Educational Planning, EduSector AIDS Response Trust, 2007a). Of particular interest for situation analysis and planning are Module 3.1 (Analyzing the impact of HIV/AIDS in the education sector); Modules 4.1–4.6 on different areas of the education sector's response; Module 5.1 (Costing the implications of HIV/AIDS in education); and Module 5.3 (Project design and monitoring). Available online at http://www.iiep.unesco.org/fileadmin/user_upload/Research_Highlights_HIV_AIDS/HIV_CD_ROM/home.pdf and as a CD-ROM from hiv-aids-clearinghouse@iiep.unesco.org.
- *Guide to the strategic planning process for a national response to HIV/AIDS* (UNAIDS, 1998). This is a comprehensive guide on strategic planning for HIV and AIDS responses, and is not specific to the education sector. However, the introduction and the sections covering situation analysis, response analysis and strategic planning include tools and ideas that can be applied to education sector planning, as well as some information that is directly relevant to schools and education. This resource may be available from your UNAIDS country office. Each section is also available online:
  - Introduction: http://data.unaids.org/Publications/IRC-pub05/jc441-stratplan-intro_en.pdf
  - Situation analysis: http://data.unaids.org/Publications/IRC-pub01/jc267-stratplan1_en.pdf
  - Response analysis: http://data.unaids.org/Publications/IRC-pub01/jc268-stratplan2_en.pdf
  - Strategic plan formulation: http://data.unaids.org/Publications/IRC-pub01/jc269-stratplan3_en.pdf

4.2 WHAT YOU NEED TO DO TO

4.2.5 Gender and GIPA checklists

This section provides you with checklists that will help you assess whether you are on the right track regarding the gender responsiveness of the activities you support and the involvement of people living with or affected by HIV and AIDS and members of key populations at higher risk in those activities. Try to answer the questions below. If the answer is negative to some of those questions, this means that you still need to take the appropriate actions to address the situation.

GENDER RESPONSIVENESS

- Are there specific questions on gender equality included in the situation analysis, such as:
  - An analysis of how gender inequality affects the spread and impact of HIV.
  - An analysis of whether and how women and girls are disadvantaged in access to education (formal and non-formal).
  - An analysis of issues related to gender-based violence, including violence and discrimination against sexual minorities in and around learning institutions.
- Does the strategic plan include specific measures to tackle the gender equality issues identified during the situation analysis, e.g. to promote empowering sexuality education for both girls and boys, access to education for girls and to tackle negative gender norms or discrimination against sexual minorities in HIV education?
- Have you identified partners who can help support your efforts to promote a gender analysis – for instance women's affairs ministries, organizations supporting the rights of women, girls and sexual minorities, UNAIDS co-sponsors paying attention to gender issues?

GREATER INVOLVEMENT OF PEOPLE LIVING WITH OR AFFECTED BY HIV AND AIDS AND MEMBERS OF KEY POPULATIONS AT HIGHER RISK (GIPA)

- Have you included people living with or affected by HIV and AIDS (including teachers) and key populations at higher risk in the design, coordination of the situation analysis, and in the feedback/validation process?
- Have specific questions on GIPA been included in the situation analysis, such as:
  - An analysis of how GIPA is currently applied in the education sector, both in terms of teachers and learners.
  - Is there evidence of education sector discrimination against HIV-positive teachers or learners? (This information may be contained in national HIV stigma index studies).
  - How are key populations at higher risk treated in the education system?
  - Do networks of HIV-positive teachers exist?
- Does the strategic plan for the education sector response to HIV and AIDS include specific measures aimed at strengthening the involvement of people living with or affected by HIV and AIDS and key populations at higher risk in education sector responses to HIV and AIDS? For instance:

- Funding for associations of teachers living with HIV and AIDS.
- Involving teachers and others living with or affected by HIV and AIDS and members of key populations in HIV sensitization training for other education personnel?

- Have you identified partners who can help support your efforts to promote GIPA – for instance, networks of people living with or affected by HIV and AIDS and key populations at higher risk (including networks of teachers living with HIV and AIDS) or organizations supporting the rights of children affected by AIDS, UNAIDS co-sponsors?
- Participating in high-level forums and initiatives can be demanding and requires technical skills and experience that in general most people do not have, including people living with or affected by HIV and AIDS and key populations at higher risk. Do you work with other co-sponsors to ensure that people living with or affected by HIV and AIDS, and key populations at higher risk who are involved in these mechanisms, are provided with any support, including capacity-building, that they require to participate effectively?

4.2.6 Monitoring and evaluation

QUALITATIVE COUNTRY-LEVEL M&E

It is important to monitor and evaluate in a qualitative way what you have achieved in your support to national-level planning for the education sector response to HIV and AIDS. Suggestions include:

- If you are involved in supporting a national situation analysis and/or planning process, once they have been completed, work with your partners (especially other UNAIDS co-sponsors) to review the process and the support that was provided. Questions include:
  - Did the national stakeholders follow the advice provided in the framework of EDUCAIDS?
  - Was the process well integrated with other national review/planning processes?
  - If you provided technical support in the form of a consultant, was the consultant's performance satisfactory? What lessons can be drawn?
  - Did you need to advocate with/persuade decision-makers to conduct these processes? How effective was your advocacy work?
  - Were gender equality issues adequately addressed and were people living with or affected by HIV and AIDS and key populations at higher risk meaningfully involved in the process?
- If a situation analysis was conducted:
  - Was UNESCO's support instrumental in this taking place?
  - Were all five components of the *EDUCAIDS Framework for action* addressed?
  - What would you do differently next time?
- If a new plan for the education sector response to HIV and AIDS was developed:
  - Was UNESCO's support instrumental in this taking place?
  - Were all five components of the ***EDUCAIDS Framework for action*** included in the plan?
  - What would you do differently next time?

CHAPTER 5:
RESOURCE MOBILIZATION FOR COMPREHENSIVE EDUCATION SECTOR RESPONSES TO HIV AND AIDS

Chapter overview

One of the main challenges education sectors face is the difficulty in obtaining resources to implement a comprehensive response to HIV and AIDS. This is often due to a lack of commitment to the idea that the education sector needs to respond to HIV and AIDS, and to a lack of capacity for resource mobilization within the sector.

The first part of this chapter discusses the principles of resource mobilization and how the education sector should approach resource mobilization for its response to HIV and AIDS. The second part provides advice on developing a resource mobilization plan, as well as specific advice on some common funding mechanisms.

This chapter focuses on resource mobilization for the sector's response as a whole, rather than for specific projects or organizations within the sector. However, many of the principles and tips also apply for project- and organization-level resource mobilization.

5.1 CONCEPTS AND DEFINITIONS

5.1.1 Overview: what is resource mobilization?

Implementing any HIV and AIDS response, programme or activity requires resources (financial, human and technical). In most countries, sectors, organizations and communities, the cost of the planned response exceeds the funds available. As the *EDUCAIDS Framework for action* shows, there is a strong rationale for allocating resources to the education sector's response to HIV and AIDS, as this will both increase the impact of efforts to combat HIV, and in high-prevalence countries decrease the negative impact AIDS has on the education sector. Although resource mobilization in this chapter is solely related to mobilizing financial resources, remember that there are other types of resources, in particular the support that organizations and individuals can provide – including UNESCO, other co-sponsors and UNAIDS secretariat staff.

One of the strengths of the education sector is that it already has considerable resources that can contribute to the response to HIV and AIDS: institutions, teachers and continuous access to a large proportion of the population. In addition, education institutions mobilize a range of resources at local level (e.g. volunteers, contributions from businesses, small donor-funded projects). However, in most cases additional financial resources are needed to ensure the sector's response is maximized and that the impact of AIDS on the sector is minimized. There are a number of global funding mechanisms that exist and may be accessed at the country level. Resource mobilization is about ensuring that existing education sector resources are used in a way that is supportive of the response to HIV and AIDS, and about obtaining additional resources to cover the additional needs.

Although this chapter focuses on resource mobilization at the national level, in relation to the education sector's response to HIV and AIDS as a whole, resource mobilization at local level is also important. Individual educational establishments, for instance, can themselves mobilize resources such as volunteers from the community, or contributions in cash or in kind from local businesses, so as to strengthen their work on education and on HIV and AIDS.

5.1.2 The role of international development partners in resource mobilization

SUPPORTING RESOURCE MOBILIZATION FOR THE EDUCATION SECTOR'S RESPONSE TO HIV AND AIDS

In many countries, the importance of responding to HIV and AIDS through the education sector has been relatively neglected. On the one hand, those responsible for developing national HIV and AIDS strategies and for taking decisions on funding allocation do not always have a good understanding of the role the education sector can play. Also, as the forthcoming monitoring and evaluation chapter[17] will show, it can be difficult to demonstrate the impact that the education sector has, even though there is also plenty

17 A chapter on Monitoring and Evaluation (M&E) of the education sector responses to HIV and AIDS is planned to be included in future editions of these Practical Guidelines.

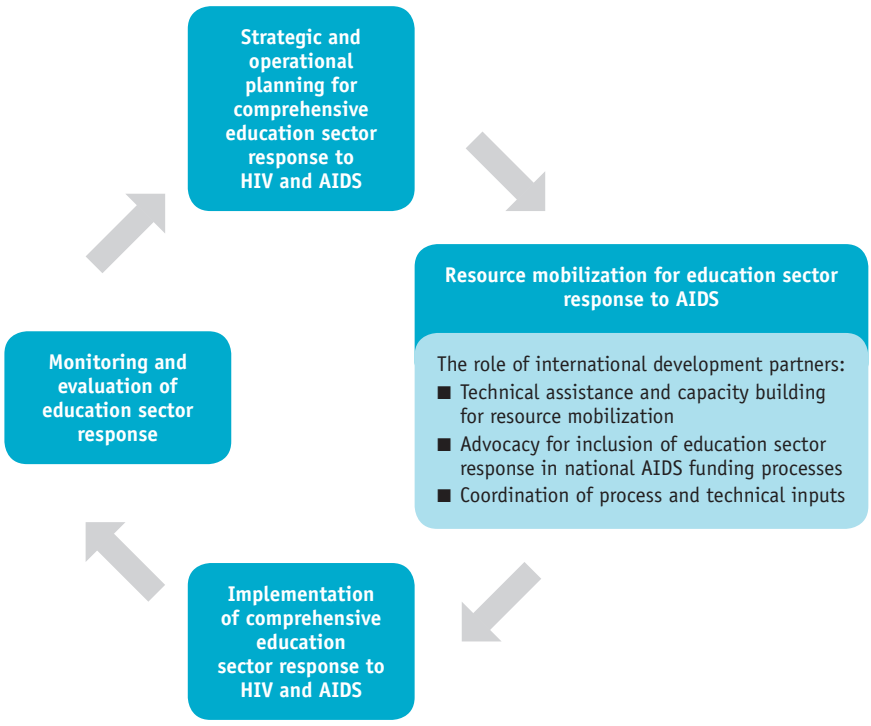
of evidence to show that the sector can play an important role. Much of this evidence is included in the *International technical guidelines on sexuality education* (UNESCO et al, 2009).

On the other hand, in many countries the education sector itself has been slow to develop its responses to HIV and AIDS. The reasons for this are discussed in Chapters 1 and 3 of these *Guidelines*. Indeed, one of the key roles in supporting EDUCAIDS, through advocacy and support to national situation analysis and planning, is to build greater understanding of and commitment to education sector responses.

However, even when the education sector's role in responding to HIV and AIDS is well understood, MOEs and other education sector actors often lack the capacity to mobilize resources for this area of work. Leaders at all levels in the education sector need to be familiar with how to access funding mechanisms that can support education sector responses to HIV and AIDS. It is therefore important that you work with national partners to support coordinated resource mobilization efforts to ensure that national HIV and AIDS education sector responses are funded. As Figure 5.1 shows, the role of staff supporting EDUCAIDS is to provide technical assistance for resource mobilization, to advocate for funding for the education sector, and to provide other technical inputs to the process.

FIGURE 5.1

THE ROLE OF INTERNATIONAL DEVELOPMENT PARTNERS IN SUPPORTING RESOURCE MOBILIZATION



MOBILIZING RESOURCES FOR WORK ON SUPPORTING EDUCAIDS IMPLEMENTATION

It is likely that you will need to find additional resources to carry out your own work more effectively. Many of the activities that you will be undertaking cost money: engaging consultants, producing and disseminating reports and other documentation and meetings are all activities that you may need to take the lead on and for which you will need to find resources. Often, the amount of financial support needed is relatively small (when compared with national HIV and AIDS programme budgets), since a lot of the work

in supporting EDUCAIDS implementation is about training and advocacy work at national level, rather than funding the implementation of whole programmes.

Raising funds for a national education sector response to HIV and AIDS and raising funds for advocacy work or consultancy fees are, of course, very different in terms of the amounts involved and in terms of the sources of funding you can access. However, many of the basic principles of resource mobilization are the same, whatever the size of the budget or type of activity. The tips in this chapter should therefore also be of use for your own internal resource mobilization work. The Annex 5 also provides specific advice on the sources of funding that are relevant in each case.

Keep in mind that fundraising can be time-consuming and once funds are made available, absorption and implementation of them can also be challenging and can add to administrative work (preparing budget codes, reports, implementation status updates, etc.). If you decide on raising funds, you need to factor this in and plan for implementation in advance.

5.1.3 Principles for resource mobilization

RESOURCE MOBILIZATION SHOULD BE BASED ON A ROBUST SITUATION ANALYSIS AND STRATEGIC PLAN FOR THE EDUCATION SECTOR'S RESPONSE

As well as being important for framing the education sector's response, strategic plans are also the basis for successful resource mobilization. Plans that are clearly focused on results, by definition include an estimation of the scope and scale of the required response, and of the resources needed to implement that response. Another important component of the strategic plan, as underlined in Chapter 4, is the costing of the plan. A good plan therefore provides the main justification for allocating resources to the response.

Moreover, the situation analysis should also provide valuable information on the different actors currently involved in supporting or implementing the education sector response to HIV and AIDS, the levels of funding available currently and over the next few years, and therefore on the gaps that need to be filled. As well as helping to ensure that resources are allocated in the right way to achieve results, having a detailed gap analysis will increase the credibility of any funding proposals or any other types of funding request. It is also helpful in funding proposals to demonstrate that the sector has already allocated resources to its response to HIV and AIDS, as this indicates commitment and increases the chances of sustainability.

MAXIMIZE RESOURCES THAT ALREADY EXIST

As noted above, the education sector already has considerable resources at its disposal. Although it is clear that additional resources will be needed to support a comprehensive education sector response to HIV and AIDS, it is also important not to make all HIV and AIDS interventions conditional on the sector receiving additional resources or funds. Many of the interventions within an education sector response require minimal resources, relying for instance on the provision of teaching materials or the implementation of policies. Part of your advocacy work should be aimed at ensuring that the MOE mainstreams this sort of activity rather than making it contingent on funding.

BUILD CONSENSUS AND COLLABORATION FOR RESOURCE MOBILIZATION

As we have seen, education sector responses to HIV and AIDS are the responsibility of all organizations and institutions that make up the sector, not just the MOE. The education sector response also needs to be part of the overall national AIDS strategy and should therefore be closely integrated with other sectors. It follows that resource mobilization activities should be planned and carried out in collaboration with all of the actors within the sector and all of the other key stakeholders. Coordination within the sector will help to minimize overlaps in funding requests, and to ensure that requests are all aligned to the sector plan. Coordination with the other stakeholders, particularly the national AIDS authorities, will help to ensure that the education sector's response is taken into consideration when decisions are made in relation to resource allocation and proposal development.

RESOURCE NEEDS SHOULD BE PRIORITIZED

Although the ultimate aim is to ensure that the education sector response to HIV and AIDS is fully resourced, the reality is that existing resources are insufficient, and that donors providing resources very often have preferences for funding certain types of intervention, or for funding work in certain geographic locations or that targets certain population groups. In addition, each funding source tends to have its own cycle or calendar, meaning that some resources are likely to become available sooner than others. As a result, it is necessary to prioritize resource needs, so that some gaps can be filled as a matter of urgency, and the remainder as soon as opportunities arise.

RESOURCE MOBILIZATION ACTIVITIES SHOULD THEMSELVES BE PLANNED

As noted above, the education sector response to HIV and AIDS is likely to require resources from many different sources, each with different modalities and funding cycles. In addition, some of the main sources of funding at country level such as the major HIV and AIDS programme funders are likely to be called upon not just by the education sector but by other components of the national response to HIV and AIDS. As a result, the education sector needs to be aware not only of the cycles and deadlines of donors, but also of the cycles and deadlines relevant to the in-country processes that determine what is going to be included in proposals to each donor.

It therefore makes sense for the education sector to make a resource mobilization plan that sets out the different opportunities, so that actors within the sector know when to act on which opportunity.

5.1.4 Addressing Gender responsiveness and GIPA in resource mobilization

GENDER RESPONSIVENESS

Increasingly, donors require that proposals capture and address gender inequalities. If your situation analysis and strategic plan contain strong gender analysis, you should have the basis for responding to this. In addition, some donors earmark funding specifically for gender and HIV and AIDS activities. Some donors earmark specific funding for activities on the rights of sexual minorities. These are very good opportunities for ensuring that funding is obtained for the gender-related aspects of the education sector response to HIV and AIDS.

5.1 CONCEPTS AND DEFINITIONS

Through your work on the education sector response, you can also help to influence the gender-responsiveness of programmes (and proposals) that are not directly related to the education sector, since the gender analysis of HIV within education sectors often provides very clear and convincing data on how these inequalities affect vulnerability and risk.

GREATER INVOLVEMENT OF PEOPLE LIVING WITH OR AFFECTED BY HIV AND AIDS AND MEMBERS OF KEY POPULATIONS AT HIGHER RISK (GIPA)

Again, providing that GIPA is adequately recognized in the situation analysis and plan, including it in resource mobilization activities should be straightforward. Nonetheless, you should continue to emphasize the importance of the principle so as to ensure that GIPA projects do not 'fall through the cracks' when it comes to developing funding proposals. As with the other areas of EDUCAIDS support, an important practical step you can and should take is to involve representatives of people living with or affected by HIV and AIDS and key populations in developing resource mobilization strategies and funding proposals.

5.2 WHAT YOU NEED TO DO

5.2.1 Support development of a resource mobilization plan for the sector

If there has been a process of situation analysis and strategic planning for the education sector response to HIV and AIDS, there should already be some momentum behind the idea of the education sector response. You should also have a good idea of the main stakeholders within the sector and within the broader response to HIV and AIDS.

Assuming there are gaps in the resources available for implementing the plan, the next step is to try to fill those gaps. As discussed in the first section of this chapter, it is useful to develop a plan so that the different opportunities can be identified and approached in a strategic and systematic way. The main steps for developing the plan are outlined in this section.

COORDINATE THE DIFFERENT ACTORS

As the situation analysis will have shown, the education sector is made up of a range of different actors, not just the MOE. They should all be reflected in the strategic plan for the education sector response to HIV and AIDS.

Each actor will have their own principal sources of funding and other resources, and their own programming cycles, so it is essential that they work together to keep each other informed. The advantages of doing this are as follows:

- All of the actors within the sector will benefit from resource mobilization opportunities.
- The sector as a whole will be able to present a clear picture of what resources already exist, something that donors are keen to see.
- Duplication of work can be resolved.
- Estimates of resource gaps will be more accurate.
- Partnerships can be developed that will make programmes more efficient.
- All of the stakeholders will be able to have a say in how to prioritize resource mobilization efforts.

Ideally, coordination is the role of the MOE, and so you should work with the ministry to support it in developing the most appropriate structure. At the same time, coordination mechanisms set up within the UN system, such as the UN Theme Group, have been expanded in some countries to coordinate all actors. The best mechanism for coordination will depend on the context in your country. UN Theme Groups primarily composed of UN agencies make a major contribution in supporting country processes, in particular in relation to resource mobilization and technical support provision. Coordination is dealt with in more detail in Chapter 2 of these *Guidelines*.

5.2 WHAT YOU NEED TO DO TO

ANALYSE RESOURCE GAPS

The situation analysis exercise should have provided information on existing programmes and on the resources available for the education sector's response. If it did not, you should consider conducting an analysis to obtain this information, as it will be very hard to justify requests for funding otherwise. This gap analysis exercise should use the strategic plan as a framework to map out:

- Which actor(s) are involved in implementing which interventions?
- What the coverage of their work is – for instance, which districts or schools are covered by a given intervention.
- What level of resources they currently expend on these interventions.
- The main sources of funding, disaggregated by actor, intervention, geographical region etc.
- What their plans are in future:
  - Do they currently have resources to expand coverage? If so, when and where to?
  - Are any of their interventions currently likely to scale down or cease? If so, when and where?

Based on the information above, it should be possible to identify both the gaps that exist now and those that will appear in the near future. It should also be possible to assess the approximate cost of filling those gaps, assuming the strategic plan has been costed already. If it has not been costed, this is something else you should consider doing.

As noted in the first half of this chapter, it is also important to recognize that some components of the education sector response do not necessarily need additional funding. It may be possible to find resources within the education sector. Once you have identified the gaps, try to identify the ones that require significant additional resources and those that might be addressed using existing education sector resources.

DEFINE RESOURCE MOBILIZATION PRIORITIES

As noted in the first section of this chapter, it is unlikely that you will be able to fill all of the resource gaps in one go – it is more likely that resources will need to be found from multiple sources to cover different interventions within the plan. Many donors focus on specific types of intervention or geographic locations, and to an extent this will determine what you will be able to request in each case. However, it is still useful to prioritize your needs, for two main reasons. Firstly, many of the activities in your plan may depend on others happening first. For example, if one of the interventions in the plan is to implement a new HIV and AIDS prevention module within school curricula, clearly it will be necessary to develop and disseminate the curriculum and to train teachers beforehand. Secondly, you may not immediately be able to obtain the levels of resources that you need for a given intervention. For example, if there is an opportunity to receive funding to implement the new curriculum in half of all secondary schools, you will need to decide how to choose which schools to target first.

Prioritization should be conducted in collaboration with as many of the different actors in the sector as possible, rather than being decided by a small group and imposed on the sector. It will be important to involve groups concerned with women's empowerment and gender equality issues, as well as groups of people living with or affected by HIV and AIDS and organizations representing or working with key populations at higher risk, to ensure that these perspectives are not ignored.

Key questions to guide prioritization include:

- For each programme area or component that is currently unfunded, what are the 'first step' interventions – in other words, which interventions are essential in order for the others to take place?
- Comparing the different underfunded programmes or components: given the epidemiological situation, which is most important to implement first? (For instance in concentrated epidemics, targeted interventions with key populations at higher risk may be of higher priority than HIV education in schools).
- Which geographical regions are most underserved by the education sector response and by the response to HIV and AIDS in general?

MAP POTENTIAL FUNDING SOURCES

The aim of this activity is to identify the possible funding sources that should be pursued, since other existing resources have already been mapped in the analysis of resource gaps. As with the other steps outlined above, this activity is best carried out in collaboration with the key actors in the education sector response. This will help to ensure that your mapping is as exhaustive as possible.

Start by brainstorming all of the sources of funding for education and HIV and AIDS programmes that are currently active in the country. Then, for each one, ask the following questions:

- What types of organization do they fund (e.g. national/international; governmental/non-governmental; certain ministries or directorates only)?
- What is the funding process and cycle?
  - Calls for proposals, or invitations to apply for funding?
  - How often are proposals accepted? When is the next opportunity?
  - How often are funding decisions taken?
  - Are the funding decisions taken at country level or outside?
  - How do you apply – direct to the funder or through another entity (e.g. a ministry, a UN agency, or the CCM)?
  - Do you have to be involved in any processes in order to get an opportunity (e.g. being part of National AIDS Strategy planning processes is an important precursor to being able to obtain Global Fund funding)?
- What levels/amounts of funding are available? Do they have minimum and/or maximum funding amounts?
- Do they have specific technical priorities for funding? If so, which?
- Do they have restrictions on what they fund – for instance, some donors do not fund equipment or building projects, others fund only these things?
- Have they funded education sector responses to HIV and AIDS in the past?
- What other important information can you obtain about this funder?

5.2 WHAT YOU NEED TO DO TO

Although this activity should begin with a brainstorming session, it is important that the answers to these questions should be as specific and accurate as possible. Therefore, if you are unsure about any of the answers, do not guess but try to find out by contacting the institution directly.

Annex 5 provides some initial information on some of the available funding sources.

DEVELOP A PLAN

The information obtained in the previous sections should be sufficient for you to develop a resource mobilization plan for the sector's response to HIV and AIDS. The plan should:

- Outline the main resource gaps at present and anticipated ones in the near future
- State the aims of the plan, and how the plan will support the education sector response to HIV and AIDS and the national response
- State the prioritization of gaps/needs
- Map out the opportunities for filling each gap or need, identifying:
  - The source of resources (including from within the sector itself)
  - Timings – when the opportunities arise
  - Roles and responsibilities among different actors for taking up the opportunity, including identifying where additional resources and support may be needed (e.g. consultants)
  - Strategies – e.g. getting to know donors, advocacy for inclusion in resource allocation processes, proposal development etc.
  - Contingencies/second options if the first opportunity is unsuccessful.

KEEP THE PLAN UPDATED

The nature of funding opportunities is that existing opportunities can disappear and new ones can arrive, as and when funding agencies change their strategies and approaches. The resource mobilization plan should therefore not be seen as a static, and should be continually updated to reflect changes in the environment.

5.2.2 Support the implementation of the sector's resource mobilization plan

You can make a significant contribution to national resource mobilization for the education sector response to HIV and AIDS by supporting its implementation. As the suggested plan outline shows (above), there are various types of activity that you can contribute to.

ENHANCE PARTICIPATION OF THE EDUCATION SECTOR IN PROCESSES THAT ARE RELEVANT TO RESOURCE MOBILIZATION

A key source of funding for UNAIDS co-sponsors is the UNAIDS Unified Budget, Results and Accountability Framework (UBRAF).

The UBRAF is the successor to the Unified Budget and Workplan (UBW), the Joint Programme's instrument to maximise the coherence, coordination and impact of the UN's response to AIDS by combining the effort of 10 cosponsoring agencies and the Secretariat - and UNESCO's principal source of funding for its work on HIV and AIDS. There are a number of key differences between the UBRAF and the UBW.

As a results framework, rather than a workplan, the UBRAF is more focused and results-driven than the UBW, with particular emphasis on delivering on the vision and goals of the UNAIDS 2011-2015 Strategy. There is also greater focus on achieving results at country level, particularly through directing support to countries where there is the potential for the greatest impact. Finally, greater emphasis has been placed on accountability and measuring our progress towards achieving those results.

All Cosponsors have had to make up-front commitments to show how they will allocate funds, placing them against joint outputs in the results and accountability framework, providing breakdowns for global, regional and country levels, and a separate budgetary envelope for priority countries. Joint and individual deliverables show how Cosponsors will contribute concretely to achievement of the outputs. The framework and the commitments that UNESCO has made mean that there is considerably less flexibility than in previous biennia to programme UNESCO's allocation. This means that it is no longer feasible to continue with a competitive bid process as in previous years (the list of joint and individual deliverables for which UNESCO has made commitments are listed in Annex 5).

In place of the competitive bid process, a workplanning approach has been adopted for programming UNESCO's allocation. UNESCO's RAAs and the Section of Education and HIV & AIDS work in close cooperation with the Sector HIV focal points to support NPOs and HIV focal points to develop regional and country workplans to deliver on UNESCO's commitments. After priorities and broad activities are defined by NPOs/ HIV focal points in collaboration with RAAs and the Section of Education and HIV & AIDS, country workplans are developed which are aligned with the UBRAF. The workplans for each region are then submitted to headquarters for review by an intersectoral task team and for final approval.

Distribution of some of the major funding sources, such as the Global Fund, the Education for All – Fast Track Initiative (FTI), and the World Bank, is often determined by negotiations between a structure and the funder. For instance, the Global Fund requires that all proposals should be submitted by a Country Coordinating Mechanism (CCM), a committee made up of representatives of different sectors. Given the importance of the education sector to the response to HIV and AIDS, it is appropriate for the education sector to have a seat on the CCM, although in many countries this has not happened. This is something you should advocate for, directly with the CCM. One or more UNAIDS co-sponsors are often already members of the CCM, and you should consider advocating for education sector involvement through them. You should also work to support the MOE before and after CCM meetings to help them participate and follow up effectively.

Other donors like the World Bank, and bilateral funders, often work directly with national AIDS authorities, or with ministries (including the MOE). The EFA-FTI is a global initiative to help low-income countries meet the education MDGs and the EFA goal that all children complete a full cycle of primary education by 2015. The FTI's two main trust funds are the Education Programme Development Fund (EPDF) and the Catalytic Fund (CF). The EDPF was created to enable more low-income countries to access the FTI and to accelerate progress towards universal primary education while the Catalytic Fund was established to provide transitional short-term funding (two to three years) to help close the financing gap for countries

5.2 WHAT YOU NEED TO DO TO

with too few donors. Both these funds can be accessed by national government through committees composed of donors to the fund. Again, you should find out how these mechanisms work in the country where you are based, and advocate for involvement of the education sector in them, in order to increase access to funding.

You should also continue to advocate with the sector itself, particularly the MOE, to adopt actions that do not necessarily require additional funds but that are essential to an effective response to HIV and AIDS and to broader development goals. For instance, most MOEs already have programmes to improve access to education: a key area for you to advocate on is the issue of prioritizing girls' access to education, which in and of itself is a key strategy for HIV prevention.

PROVIDE TECHNICAL SUPPORT FOR PROPOSAL DEVELOPMENT, IN THE FORM OF CONSULTANTS

The advice on using consultants is the same as that provided in Chapter 2 on Coordination and Chapter 4 on Planning.

UNAIDS and its co-sponsors constitute a large network that is very frequently involved in identifying and managing consultants with specific areas of expertise. This means that your colleagues should be able to provide personal recommendations of consultants they have successfully worked with. For UNESCO country staff, begin by asking your UNESCO colleagues, including the regional AIDS advisor, regional coordinator or EDUCAIDS staff at UNESCO HQ, if they can recommend anyone. The UNAIDS country office in your country will also be able to point you toward organizations that manage and broker consultancy services in your region, such as the Technical Support Facilities (TSFs). Most keep databases of consultants and their CVs.

When deciding to use consultants or selecting them, keep in mind the following issues:

- While international consultants often have a lot of expertise and the ability to share experiences and problem-solving from other countries, bear in mind that they may not be familiar with your country, and that their involvement in working with you will be short term. Often, combining an international and a national consultant can be a way of ensuring that both the technical experience and the country knowledge are present.
- Good consultants are normally booked several months ahead, so if possible, start looking for consultants at least two to three months before you intend to start.
- As part of the selection process, ask candidates to comment on the draft TOR and to provide their opinions on how to clarify it and how to carry out proposal development. This way you can both improve the TOR and get a good sense of the skills of the candidates.

ADVISE ON BEST PRACTICE FOR PROPOSAL DEVELOPMENT

Many of the resources referenced in the next section provide advice on how to develop funding proposals. Providing there is a strategic plan for the education sector response, based on a robust situation analysis and if you have carried out the steps outlined above in developing a resource mobilization plan, you will already have acted on much of the recognized 'best practice'. Good proposal writing depends above all on having a clear, credible vision and a well-defined plan. In other words, proposal development should not be about developing new plans. It should be about seeking funding for your existing plans. You should also always ensure that proposals:

- Explain in a specific, clear way the results that will be achieved.
- Respond clearly and concisely to the questions being posed. Proposal forms often have many questions covering a range of topics, so focus on answering each question well rather than overloading it with information.
- Present what has been accomplished so far, while articulating why continued or additional support is needed.
- Explain clearly how the submitting organization and any organizations that will be involved in implementation will manage the funds, providing adequate information on their systems and track record.
- Show how the different elements or components work together and complement each other.
- Emphasize the resources that are already in place, and that will complement the funds being asked for.
- Show how different organizations within the sector will work together, in a coordinated fashion.
- Explain clearly how the project will be monitored and evaluated, both in terms of activities and impact.
- Respond to gender-related inequalities and their effect on vulnerability, as well as their effect on the sector's ability to implement the programme.
- Are developed in collaboration with people living with or affected by HIV and AIDS and show clearly how people living with or affected by HIV and AIDS will be involved in their implementation.

An important role you can play is to review and provide feedback on funding proposals for education sector responses to HIV and AIDS.

5.2.3 Mobilize resources for your own work

As previously noted, you may also find it necessary to mobilize resources to support your own work, particularly your advocacy and coordination work, as well as the costs of technical support that you arrange for the education sector. The good practices discussed in this chapter and in the referenced resources all apply to efforts to fundraise for your own work. Of course, the amounts you will need are considerably smaller than those needed by the sector as a whole, and may well be for shorter periods of time. Keep in mind that you yourself are a resource, although you may need to mobilize funds to strengthen your support – e.g. funds for meetings or disseminating publications. For example, at UNESCO, you need to ensure that funding proposals for UNESCO support include your own salary costs. Contact your regional AIDS advisor, regional coordinator or the EDUCAIDS and Country Implementation team at UNESCO HQ for support in doing this.

Many of the funding sources presented in Annex 5 are potential sources of funding for your work. In the same way, you should work with the education sector to clarify your needs and to map opportunities. In addition, for UNESCO staff, the regional AIDS advisor, regional coordinator or the EDUCAIDS team at UNESCO HQ will inform you when new opportunities arise. They can also advise you and support you in proposal development, and help you to include important elements such as UNESCO's own salary costs and overheads, which are essential for UNESCO's ongoing engagement.[18]

18 UNESCO usually includes a 13 per cent programme support cost on all UNESCO funding proposals. It is important to ensure this is taken into account, especially in joint UN proposals. Ask your regional AIDS advisor for advice on doing this.

5.2.4 Familiarize yourself further with resource mobilization techniques and opportunities

- *EDUCAIDS Technical Briefs*: International funding for the education sector responses to HIV and AIDS (UNESCO, 2008b). This brief outlines the main global funding opportunities, provides some tips on key partners, and advice on further references. Available at http://unesdoc.unesco.org/images/0015/001584/158436E.pdf (English version).
- *EDUCAIDS Overviews of practical resources* (UNESCO, 2008a), which provide technical staff, programme implementers and managers in MOEs and CSOs with an analysis of the most useful published resources on the five essential components of the EDUCAIDS Framework. Resources 8–12 on pages 57–59 are of particular relevance. Hard copies and CD-ROMs of the EDUCAIDS Resource Pack should be available in your office. If they are not, please contact your UNESCO regional office or headquarters. The resource pack is also available online at: www.educaids.org.
- *Educational planning and management in a world with AIDS* (UNESCO, International Institute for Educational Planning, EduSector AIDS Response Trust, 2007a). Of particular interest are Module 5.1 (Costing the implications of HIV/AIDs in education) available at http://www.iiep.unesco.org/fileadmin/user_upload/Research_Highlights_HIV_AIDS/HIV_CD_ROM/Volumes/Modules/Modules_5/5.pdf and Module 5.2 (Funding the response to HIV/AIDS in education) available at http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Training/pdf/5_2.pdf and as a CD-ROM from hiv-aids-clearinghouse@iiep.unesco.org. This module covers a range of issues related to education sector responses to HIV and AIDS.
- *Guide to the strategic planning process for a national response to HIV/AIDS* (UNAIDS, 1998). This is a comprehensive guide on strategic planning for HIV and AIDS responses, and is not specific to the education sector. However, the introduction and the sections covering situation analysis, response analysis and strategic planning include tools and ideas that can be applied to education sector planning, as well as some information that is directly relevant to schools and education. This resource may be available from your UNAIDS country office. The resource mobilization section is available online at: http://data.unaids.org/Publications/IRC-pub05/JC431-StratPlan4_en.pdf
- *Financial and technical resources available to the education sector in Senegal, Mali, Guinea and Ghana* (Mobile Task Team/MTT West, 2005). Although this report primarily focuses on four countries, and is five years old, much of the material and many of the descriptions of the main funding sources are generic and may be of use. Available at: http://hivaidsclearinghouse.unesco.org/search/resources/ResourceMappingEnglishversion.pdf
- *Asia regional training workshop for UNESCO staff on regional and country-level resource mobilization for HIV and AIDS* (UNESCO, 2007b). This is a report from a training workshop on resource mobilization, for UNESCO staff. Although much of the information is specific to the Asian region, there are many generic tips on resource mobilization, as well as advice on global funding sources. It is more relevant for internal UNESCO fundraising efforts than to obtaining funding for national education sector responses as a whole. Available at http://unesdoc.unesco.org/images/0015/001563/156329e.pdf.
- UNAIDS. (2011). *UNAIDS 2012-2015 United Budget, Results and Accountability Framework. Part I: Overview*. The UBRAF is the successor to the Unified Budget and Workplan (UBW), the Joint Programme's instrument to maximize the coherence, coordination and impact of the UN's response to AIDS by combining the effort of 10 UN Cosponsors and the Secretariat. The UBRAF operationalizes the UNAIDS 2011-2015 Strategy vision of "getting to zero", linking the budget to the achievement of clearly defined results and demonstrating strong accountability. The UBRAF includes a results and accountability framework to measure the achievements of the Joint Programme. This framework includes joint outcomes and outputs, against which cosponsors have been required to place budget allocations, with breakdowns at global and regional + country level, including a separate envelope for the 31 priority countries of the UNAIDS Strategy. The Part I document provides an overview of the UBRAF. Available online at: http://www.unaids.org/en/media/unaids/contentassets/documents/pcb/2011/20110526_UBRAF%20Part%201_final.pdf
- UNAIDS. (2011). UNAIDS 2012-2015 *United Budget, Results and Accountability Framework. Part II: Results, accountability and budget matrix*. The UBRAF Part II document presents the UBRAF results, accountability and budget matrix per each of the 10 strategic goals and provides a summary of resource allocation among the 10 Cosponsors and the UNAIDS Secretariat. Available online at: http://www.unaids.org/en/media/unaids/contentassets/documents/pcb/2011/2

5.2.5 Gender and GIPA checklists

This section provides you with checklists that will help you to assess whether you are on the right track regarding the gender responsiveness of the activities you support and the involvement of people living with or affected by HIV and AIDS, and members of key populations at higher risk in those activities. Try to answer the questions below. If the answer is negative to some of those questions, this means that you still need to take the appropriate actions to address the situation.

GENDER RESPONSIVENESS

- Do you advocate with the MOE and other stakeholders for the promotion of gender equality in access to schooling; women's and girls' access to empowering quality education; girl-friendly schooling; tackling discrimination against sexual minorities; and other gender equality related actions that are not specific to HIV but are highly relevant?
- Are the gender analyses and plans for addressing gender-related issues that appear in the education sector strategic plan carried through to resource mobilization?
- Do funding proposals include clear resource allocations to these issues as well as indicators to track progress on them?
- Are organizations focused on gender and women's rights included in your work to prioritize the gaps and needs, in order to ensure that gender equality perspectives are included in planning for resource mobilization? Remember that gender equality perspectives include the perspectives of sexual minorities such as MSM and transgender people.
- Have you identified and pursued funding opportunities that are gender-focused and that will enable the sector to learn and develop its work in this area?

GIPA

- Do you advocate with the MOE and other stakeholders on the importance of involving people living with or affected by HIV and AIDS, in particular teachers, and key populations at higher risk in education and in the response to HIV and AIDS?
- Are the analyses on the needs of people living with or affected by HIV and AIDS and key populations at higher risk that appear in the strategic plan carried through to resource mobilization?
- Do you involve associations of people living with or affected by HIV and AIDS – teachers in particular – and representatives of key populations at higher risk in your work to prioritize and develop funding proposals?
- Participating in high-level forums and initiatives can be demanding and requires technical skills and experience that most people do not have, including people living with or affected by HIV and AIDS. Do you work with other co-sponsors to ensure that people living with or affected by HIV and AIDS, and members of key populations at higher risk who are involved in these mechanisms, are provided with any support, including capacity-building, that they require to participate effectively?

5.2.6 Monitoring and evaluation

QUALITATIVE COUNTRY-LEVEL M&E

At country level, you should also assess in a qualitative way the impact of your support work on resource mobilization. Key questions to assess periodically with your colleagues and with your counterparts in the MOE include:

- How successful have we been in filling the funding gap for the education sector response? What was the gap at the beginning and what is it now?
- Have you been successful in your advocacy with the MOE to increase the proportion of its own resources that are used to support HIV and AIDS responses?
- Have any requests for funding for education sector responses to HIV and AIDS been rejected? If so, why?
- Have any requests been successful? If so, what do you think were the key ingredients of success?
- Have you successfully ensured that funding addresses gender equality issues?
- Are there barriers to obtaining funding for education sector responses to HIV and AIDS? What are they? If your efforts to bring down these barriers have not been successful, why is this?

ANNEXES

ANNEX 1A: Tool for conducting rapid assessments of education sector responses to AIDS

AIM OF THE RAPID ASSESSMENT

The aim of the rapid assessment is to assess the current education sector response according to a small number of key indicators. The rapid assessment should not be confused with the situation analysis. Whereas a situation analysis will look in-depth at the content of the education sector response, the rapid assessment is designed simply to gain an overview of commitments, gaps and opportunities.

Among other things, the rapid assessment should help you to identify:

- Which stage of the programme process the education sector response has currently reached (the main steps are outlined in the introduction to these *Guidelines*).
- The current status of the national education sector response to HIV and AIDS, in particular the main achievements, gaps, and barriers to a comprehensive education sector response.
- What forms of support the UNAIDS co-sponsors and other development partners are currently providing for education sector responses to AIDS.
- The extent to which gender equality is addressed in the education sector response to HIV and AIDS, and the level of involvement of people living with or affected by HIV and AIDS in the response.

WHO SHOULD CONDUCT THE RAPID ASSESSMENT?

Try to conduct the assessment in collaboration with other officers from within the UN family and other key stakeholders. UNAIDS country offices are well-informed about the state of the overall response to HIV and AIDS and will likely be able to provide you with some of the answers you are looking for.

SAMPLE RAPID ASSESSMENT TOOL

There follows a list of questions which the rapid assessment should aim to answer, as well as suggested sources from which the information can be obtained.

QUESTION	SUGGESTED SOURCES OF INFORMATION
A. OVERVIEW OF THE EPIDEMIOLOGY AND RESPONSE TO HIV AND AIDS IN YOUR COUNTRY	
1. What is the epidemic category: low-level, concentrated, generalized or hyper-endemic? ■ Is there a lot of diversity in the character of the epidemic between different regions in the country? ■ What are the main drivers of the epidemic?	UNAIDS country office; national AIDS commission or programme; recent 'know your epidemic' report
2. Does the country have a national strategic plan to fight AIDS/or a national AIDS strategy? If so: ■ What period does it cover? When is it due to be evaluated and when is the next one due to be developed? ■ Is the strategy based on a robust analysis of the epidemic in your country (e.g. a 'know your epidemic' approach)? ■ Is the role of the education sector clearly articulated?	UNAIDS country office; national AIDS commission or programme; national AIDS strategy or strategic plan
B. EDUCATION SYSTEM	
1. Is there a single education ministry in your country or two (e.g. Ministry of Basic Education and Ministry of Higher Education)	UNESCO education officers
2. Which other ministries have a key role in providing education (e.g. Ministry of Health, Ministry for Professional Training)	UNESCO education officers
3. How does school enrolment for girls compare with school enrolment for boys: ■ At primary, secondary and tertiary levels? ■ What are the literacy rates for women and men?	UNESCO education officers; MOE gender officers
4. Are people living with or affected by HIV and AIDS currently disadvantaged in terms of school enrolment?	PLHIV groups; UNAIDS country office; National Stigma Index Study
C. EDUCATION SECTOR HIV AND AIDS SYSTEMS AND PLANS	
1. Is there a dedicated committee or unit for coordinating the education sector response to HIV and AIDS at national level? ■ Does the MoE have staff working only on HIV and AIDS issues at national level? ■ Does the MoE have staff/focal points for HIV and AIDS at regional/district level?	Ministry of Education; UNAIDS country office
2. Is there an education sector strategy or plan for HIV and AIDS? ■ If so, what period does it cover? ■ When is it due to be evaluated and when is the next one due to be developed? ■ Does it include sexuality education for schools?	Ministry of Education; UNAIDS country office
3. Are there any education sector workplace HIV and AIDS policies? ■ What do they cover? ■ Do they include measures to combat discrimination against people living with or affected by HIV and AIDS?	Ministry of Education; UNAIDS country office
4. Are any other major evaluations, strategy or policy development activities relating to the education sector response to HIV and AIDS being conducted or planned? ■ Which ones and when for? ■ Who is responsible for these activities?	Ministry of Education; UNAIDS country office
5. Do existing HIV and AIDS strategies and policies within the education sector: ■ Address gender issues? ■ Promote the involvement of people living with or affected by HIV and AIDS?	Read policies and strategies
D. FUNDING THE EDUCATION SECTOR RESPONSE TO HIV AND AIDS	
1. Does the education sector have a specific budget or budgets for HIV and AIDS programming? If so: ■ What is the source of funding (education budget, donors, etc.) ■ What types of action/programme are funded?	Ministry of Education
2. Are there any forthcoming opportunities for obtaining funding for the education sector response to HIV and AIDS? e.g. Global Fund rounds, or major education sector grants?	Ministry of Education; UNAIDS country office
3. Is the education sector represented on the CCM for Global Fund grants? ■ Who is/are the education sector representative(s)?	Ministry of Education; CCM secretariat; UNAIDS country office
E. OTHER INFORMATION RELEVANT TO THE EDUCATION SECTOR RESPONSE	
1. Have any studies been conducted in relation to : ■ The impact of HIV and AIDS on the education sector? ■ Evaluations of education sector programmes on HIV and AIDS ■ The relationship between education and HIV risk ■ Do these studies provide reliable information on the gender equality dimensions of the education sector's response?	Ministry of Education; UNAIDS country office; other UNAIDS co-sponsors

QUESTION	SUGGESTED SOURCES OF INFORMATION
2. Which financial and technical support is currently being provided for the development of a comprehensive education sector response to HIV and AIDS: ■ Which UN agencies and other development partners? ■ What types of support are provided? (Funding? Technical?)	UNAIDS country office; other UNAIDS co-sponsors; development partners
3. Referring to any strategy documents, studies or evaluations identified above: ■ What are the main achievements of the education sector response to HIV and AIDS to date? ■ What are the key challenges faced in the education sector's response to HIV and AIDS? (e.g. could relate to commitment, funding, technical capacity, etc.) ■ What are the main gaps in the education sector's response?	Work with officers from other UNAIDS co-sponsors to conduct this analysis

RAPID ASSESSMENT REPORT

Ideally you should synthesize the findings of this rapid assessment in a report. The report can be shared with other colleagues within the UN system, and for UNESCO country staff with the UNESCO regional AIDS advisor, regional coordinator or the EDUCAIDS team at UNESCO HQ. This is to get feedback and advice on your next task, which is to develop a work plan. The report will also be useful as a baseline when you come to look back on the impact your support has had on promoting education sector responses to HIV and AIDS.

The simplest approach is to structure the report in the same way as the questions above are structured. Once you have done this, synthesize the key findings of your rapid assessment by using the following broader questions:

- Which stage of the programme process is the education sector response currently at (the main steps are outlined in the diagram in the introduction to these *Guidelines*)?
- What are the main achievements, gaps and challenges for the education sector response?
- What forms of support are the UNAIDS co-sponsors and other development partners currently providing for education sector responses to AIDS?
- To what extent is gender equality addressed in the education sector's response to HIV and AIDS, and what is the level of involvement of people living with or affected by HIV and AIDS in the response?

ANNEX 1B: Prioritizing needs and developing a work plan for the technical support provided by UNESCO in collaboration with other stakeholders supporting EDUCAIDS implementation

PRIORITIZING NEEDS

As with the rapid assessment, you are encouraged to work with other officers from within the UN family and other key stakeholders.

Step 1. Whether you have carried out a rapid assessment yourself or you are using the results of another recent assessment, you should synthesize what you know about the current education sector response using the four questions outlined in the rapid assessment tool:

- Which stage of the programme process is the education sector response currently at (the main steps are outlined in the diagram in the introduction to these *Guidelines*)?
- What are the main achievements, gaps and challenges for the education sector response?
- What forms of support are the UNAIDS co-sponsors and other development partners currently providing for education sector responses to AIDS?
- To what extent is gender equality addressed in the education sector's response to HIV and AIDS, and what is the level of involvement of people living with or affected by HIV and AIDS – including most at-risk populations – in the response?

Step 2. Given the answers to these questions, list the gaps and challenges and try to come to agreement on the gaps or challenges that are the biggest priority for UNESCO support. The following questions can be used to guide the discussion:

- Is the gap or challenge of major relevance to the HIV epidemic in the country? Which of the gaps or challenges is it most important to resolve given the epidemic context?
- Of the 'most important' gaps and challenges that you have identified, which are being addressed already by UNAIDS co-sponsors or other development partners? Are any of them being neglected?
- Would it be beneficial for UNESCO to work on the neglected gaps or challenges too, or to work on those that are already getting attention?

Step 3. Once the priority gaps or challenges for UNESCO have been identified, consider once more what 'stage' of the programme process the education sector is currently in. Does this stage provide opportunities for UNESCO to introduce support in relation to the gaps or challenges that you have prioritized? For instance, if the main challenge is related to commitment to education sector responses to HIV and AIDS,

and there is soon going to be an evaluation of the education sector response, does that provide an opportunity for you to address the challenge?

Step 4. Finally, taking into account your assessment of the extent to which gender equality is addressed and the GIPA principle is applied, discuss how gender inequalities can be tackled and GIPA can be promoted in relation to the gaps or challenges you have prioritized. Ask the following questions:

- What are the likely gender-equality issues in relation to the gap or challenge?
- How can we ensure that, in addressing the gap or challenge, we are dealing with these issues?
- What opportunities will there be for promoting the involvement of people living with or affected by HIV and key populations at higher risk in addressing these gaps or challenges?

DEVELOPING A PLAN

Step 1. You can use the framework of the *Global strategic plan for supporting and promoting EDUCAIDS* (see Table II.1), and decide how you are going to address the priority gaps or challenges you have identified. Specify the activities you will conduct, and when they will take place. You should also give some thought to the partners you will work with and note if you will need any resources that you do not already have to help you conduct the activities. You can use the tables as a template.

Make sure that for every activity, you have given thought to how to address gender equality issues and how to involve people living with or affected by HIV and AIDS and members of key populations at higher risk.

Step 2. Once the plan is developed, ask your partners, and for UNESCO country staff UNESCO colleagues, the regional AIDS advisor, regional coordinator or the EDUCAIDS team at UNESCO HQ to give you feedback, and discuss with them whether the plan is realistic. If your plan requires resources that you do not already have (e.g. funds for meetings or consultants), you should also discuss how to mobilize these resources.

Table II.1 presents a series of activities that you can implement at country level to support EDUCAIDS implementation. All activities are linked to the three main objectives identified by the *Global strategic plan for supporting and promoting EDUCAIDS* and the respective strategies.

TABLE II.1

COUNTRY-LEVEL ACTIVITIES TO ACHIEVE OBJECTIVE 1: STRATEGIC INFORMATION AND ADVOCACY

Objective 1 – Strategic information and advocacy: To advocate for comprehensive education responses to HIV and AIDS through supporting the dissemination of evidence-based information generated by research, and monitoring and evaluation.	
Strategies	**Activities**
1.1. Develop a global monitoring and evaluation framework for EDUCAIDS and support its implementation	*Most activities are led by regional and global levels. However selected countries are involved in the piloting of the monitoring and evaluation framework, in particular indicators*
1.2. Support the implementation of coherent and coordinated research agendas	1.2.1 Support the development of research TOR
	1.2.2 Commission studies on HIV and AIDS and education
	1.2.3 Provide technical inputs for study reports
1.3. Support the publication, dissemination and use of the research findings where appropriate	1.3.1 Support the dissemination of research findings
	1.3.2 Support the monitoring of the use of research findings at country level
1.4. Support the documentation and dissemination of good practices on comprehensive education responses to HIV and AIDS	1.4.1 Identify good practices to be documented
	1.4.2 Develop a documentation and dissemination plan
	1.4.3 Commission the documentation of good practices
	1.4.4 Disseminate good practices
1.5 Advocate to mainstream HIV and AIDS data in the existing M&E systems and tools	1.5.1 Identify existing M&E systems and tools at all levels
	1.5.2 Conduct gap analysis
	1.5.3 Advocate for the integration of HIV and AIDS in M&E systems and tools at all levels through participation in relevant committees and reviews of M&E tools

TABLE II.2

COUNTRY-LEVEL ACTIVITIES TO ACHIEVE OBJECTIVE 2: CAPACITY-BUILDING

Objective 2 – Capacity-building: To enhance our internal capacity and the capacity of other key stakeholders to advocate for and implement comprehensive and scaled up education responses to HIV and AIDS.	
Strategies	**Activities**
2.1. Provide strategic guidance on the implementation of EDUCAIDS	*Not applicable at country level: led by regional and global levels*
2.2. Develop training materials for capacity-building in the five key areas of technical support to EDUCAIDS Implementation: Advocacy, Coordination, M&E, Planning and Resource mobilization	*Not applicable at country level: led by regional and global levels*
2.3. Build the technical capacity of UNESCO staff and consultants in the five key areas of technical support to EDUCAIDS Implementation and the *EDUCAIDS Framework*	*Not applicable at country level: led by regional and global levels*
2.4. Provide key stakeholders at country level with technical support to advocate for and implement comprehensive education responses	2.4.1 Conduct needs assessments on partners and their training needs (if requested)
	2.4.2 Develop consolidated technical support plans for partners
	2.4.3 Adapt appropriate existing training materials
	2.4.5 Organize and conduct training (national and regional workshops, skill building sessions, etc.)
	2.4.6 Provide technical support for the implementation of the five components of the *EDUCAIDS Framework* relevant to the context

TABLE II.3

COUNTRY-LEVEL ACTIVITIES TO ACHIEVE OBJECTIVE 3: MOBILIZATION OF RESOURCES AND PARTNERSHIPS

Objective 3 – Mobilization of resources and partnerships: To mobilize resources and build strategic partnerships for comprehensive education responses to HIV and AIDS at global, regional and country levels.	
Strategies	**Activities**
3.1. Promote and support joint processes for comprehensive education responses to HIV and AIDS	3.1.1 Identify and analyse available information on education responses to HIV and AIDS to date (situation and response analysis, studies and/or research conducted, M&E plans, etc.)
	3.1.2 If there are critical information gaps, advocate for and/or support situation analysis
	3.1.3 Actively participate on relevant committees related to education and HIV and AIDS (national steering committee, national task force, technical working groups, etc.)
	3.1.4 Promote and participate in joint monitoring/supervision missions to assess implementation periodically and to provide supportive supervision
	3.1.5 Work with the MOE to identify what type of UN support is required for planning, implementation, M&E and research activities related to HIV and AIDS
	3.1.6 Encourage and support MOE to actively participate in national HIV and AIDS planning and M&E activities
	3.1.7 Work with MOE to disseminate M&E findings to partners
3.2. Use JUNTA and other coordination mechanisms to coordinate and/or mobilize UN inputs related to education for the national response to HIV and AIDS	3.2.1 Inform and brief UN partners on a regular basis of education sector plans, progress, upcoming events, important dates to remember, etc.
	3.2.2 Ensure UN partners are informed when inputs are needed (technical, financial, other)
	3.2.3 Consolidate UN technical inputs and submit to partner(s) on behalf of UN as part of the UN Joint Programme of Support
	3.2.4 Ensure country/regional staff are regularly informed of programmatic, technical and financial decisions affecting their areas of responsibility
	3.2.5 Actively participate in donor meetings and coordination fora
3.3 Promote collaboration between EDUCAIDS and other global initiatives on education and HIV and AIDS	*Not applicable at country level: led by regional and global levels*
3.4 Develop and implement resource mobilization plans at all levels	3.4.1 Develop costed work plans with identified funding gaps and other resource needs
	3.4.2 Develop comprehensive resource mobilization plans (including clear budget and timeline, donor history, potential sources, etc.)
	3.4.3 Maintain donor relations with prior donors through regular reporting and meetings
	3.4.4 Identify and approach new donors to discuss their interest and UNESCO's work
3.5 Support the development of proposals for mobilizing resources for funding comprehensive education responses to HIV and AIDS	3.5.1 Draft proposals for funding from regular sources (UNAIDS United Budget, Results and Accountability Framework (UBRAF)
	3.5.2 Draft proposals to meet identified resource needs (from new donors)
	3.5.3 Provide technical support to MOE for its activities to be costed and integrated in national proposals and plans

ANNEX 2A: Coordination commitments and mechanisms

The need for a well-coordinated response to HIV and AIDS has been fully recognized and articulated in a number of significant operatives that promote greater coordination of activities at the country level. These include:

1. THE PARIS DECLARATION AND THE ACCRA AGENDA FOR ACTION

The Paris Declaration, endorsed on 2 March 2005, is a significant set of donor commitments to improve the effectiveness of aid in meeting the 2015 MDGs through better harmonization, coordination, alignment, managing for results and mutual accountability. It is an international agreement to which 22 donors and 57 partner country governments adhered and committed their countries and organizations. The Accra Agenda for Action (AAA) was drawn up in 2008 and builds on the commitments agreed in the Paris Declaration.

2. THE THREE ONES

In 2004, UNAIDS, the UK and the USA co-hosted a high-level meeting at which key donors reaffirmed their commitment to strengthening national AIDS responses led by affected countries themselves. They endorsed the "Three Ones" principles to achieve the most effective and efficient use of resources, and to ensure rapid action and results-based management:

- **One** agreed HIV and AIDS Action Framework that provides the basis for coordinating the work of all partners.
- **One** National AIDS Coordinating Authority, with a broad-based multi-sectoral mandate.
- **One** agreed country-level Monitoring and Evaluation system.

3. DELIVERING AS ONE UN – UNDAF, JUTA, UNCT, UNTG

The UN system has made concerted efforts to coordinate and align their actions to better reach development goals with reduced duplication of efforts and resources. A number of UN coordination mechanisms have emerged from these efforts. These include the United Nations Country Team (UNCT), which is usually comprised of the Head of UN Agencies in a country and which is guided by the United Nations Development Assistance Framework (UNDAF).

The UNDAF is the strategic programme framework for the UNCT. It describes the collective response of the UNCT to the priorities in the national development framework. Its high-level expected results are called UNDAF outcomes. These show where the UNCT can bring its unique comparative advantages to bear in advocacy, capacity development, policy advice and programming for the achievement of MDG-related national priorities.

There are also a number of United Nations Theme Groups (UNTG) or Joint Teams in country that are usually focused around thematic areas of work such as HIV and AIDS, gender etc. In accordance with the CCA/UNDAF guidelines for UN country teams (2004), theme groups are an integral part of the UNDAF support structure and the UNCTs are required to clearly define and support the purpose and role of each theme group. UN Theme Groups on HIV and AIDS, in particular, are supposed to be composed of resident representatives of all UNAIDS co-sponsors and other UN agencies working on AIDS-related activities. In some cases, national government representatives are invited to join the theme groups. The main tasks of the Theme Group on HIV and AIDS include information collection, analysis and exchange; advocacy and promotion; and joint action and coordination. These Theme Groups often oversee Working Groups or Joint Teams that comprise of the technical staff working on HIV within each UN agency.

4. THE UNAIDS DIVISION OF LABOUR

The UNAIDS Division of Labour came out of a need to plan and coordinate technical support and scale up delivery through a unified, coordinated UNAIDS-sourced technical support plan based on a division of labour among the ten UNAIDS co-sponsors depending on their comparative advantage.

In 2005, a UN interagency working group was convened to agree on the first Division of Labour. It was revised in 2010 based on the UNAIDS Outcome Framework approved for 2009–2011. 15 priority areas of UNAIDS technical support were identified. For each priority area there is one convenor or up to two co-convenors, as well as partner agencies.

As the UN specialized agency for education, UNESCO has been designated as the convening agency for the priority area on ensuring good quality education for a more effective HIV response, with several other UNAIDS co-sponsors as main partners for this area. Amongst other activities, UNESCO uses this mandate to coordinate the response through education among co-sponsors and important stakeholders such as MOE and National AIDS Councils (or Commissions).

UNESCO is also a partner agency in eight more priority areas including the empowerment of young people to protect themselves from HIV.

5. SWAPS AND JOINT FUNDING MECHANISMS

A Sector-Wide Approach (SWAp) to planning and programming processes is one method of promoting coordination and harmonization of efforts among stakeholders within a given sector at country-level. The definition most commonly used in development cooperation for a SWAp is significant public funding for a sector that supports a single sector policy and expenditure programme under government leadership. A common approach is adopted across the sector by all funding parties. Donors rely on government procedures to disburse and account for all public expenditure. The reasoning behind adoption of SWAps at country-level was a push towards greater recipient country 'ownership' of the process through a unified sectoral plan. General budget support (GBS), that entails directly funding the government's general budget (not specific sector plans), is another form of joint funding. It is a method of financing a developing country's budget through a transfer of un-earmarked resources from a donor agency to the recipient government's national treasury.

6. HIV AND AIDS MANAGEMENT UNITS OR COMMITTEES

HIV and AIDS activities in the education sector, in some countries, are managed through an HIV and AIDS Management Unit or Committee (or similarly named entity) at the MOE. The HIV and AIDS response in a MOE is usually an internal HIV and AIDS structure, coordinated by education sector officials from different offices of the MOE. In some countries there is an education unit or committee situated in the Ministry of Health, whose main function is to coordinate the HIV response through both non-formal and formal education.

7. INTERMINISTERIAL COMMITTEES/WORKING GROUPS

The HIV and AIDS Committee is a broad consultative body that includes both education sector officials and other stakeholders. An HIV and AIDS committee is normally member-owned and jointly developed with shared responsibility and shared action. It should be representative and involve all relevant stakeholders including people living with or affected by HIV.

8. EDUCATION DEVELOPMENT PARTNER GROUPS

These groups are usually composed of bilateral and multilateral agencies and development partners that can support the education sector in a country through pooled funding arrangements, direct budget support, SWAp support or project support. These groups are open to major national and international NGOs in some countries.

ANNEX 3A: List of potential advocacy targets and allies

As noted in the chapter on advocacy, a given individual or organization can be your ally with regards to one advocacy issue and your target with regards to another. In this Annex we present a broad list of the types of individual or institution that you may be able to work with, or influence, to make progress on the issues you have identified.

It is worth noting that, even within institutions such as ministries of education or national AIDS authorities, there can be individuals with different opinions, and different abilities to influence policies and decisions. When identifying your allies and targets, try to be as specific as possible and to identify the individuals you will work with.

POTENTIAL ADVOCACY ALLIES AND TARGETS

- United Nations system, in particular the UNAIDS country office, UNAIDS co-sponsors, heads of mission and the UN resident representative.
- Minister/Permanent Secretary of Education and/or Training.
- Ministry of Education/Training officials dealing with relevant portfolios such as HIV and AIDS, sector planning, curriculum development, recruitment and training of human resources, access to education, etc.
- National AIDS authority.
- Office of the head of government (Prime Minister/President).
- Other potentially relevant ministries include those responsible for: health, youth, women's affairs, gender equality, social inclusion and welfare, rural development, culture and labour.
- Members of parliament, in particular the speaker/chair and members involved in education or HIV and AIDS committees.
- Teachers' associations and unions.
- Parents' associations.
- Higher education institutions, in particular those responsible for teacher training.
- National religious or traditional leaders.
- Youth and women's networks.
- Networks and associations of people living with HIV, including positive teachers' associations.
- NGOs that represent or work with key populations at higher risk, including MSM and transgender people, sex workers and injection drug users (IDUs).

- National civil society organizations with a particular focus on HIV and AIDS and/or education and women's rights.
- National media, in particular journalists with an interest in HIV and AIDS and/or education.
- Political parties.
- Academics.
- Nationally based donor agencies and development partners involved in funding HIV and AIDS and/or education.
- Country Coordinating Mechanism (CCM) (specifically related to Global Fund programmes).

ANNEX 3B: Developing advocacy messages

TIPS FOR CREATING A CLEAR MESSAGE (ADAPTED FROM TOOL 8 OF THE IATT MAINSTREAMING TOOLKIT – UNAIDS IATT, 2008)

A successful message targets the concerns, issues, needs and interests of your audience. Your message will be effective if you can answer three key questions:

- What difference does your issue make to the person or people you are addressing?
- Why should they care?
- What action do you want them to take?

Additional tips:

- **Clarify** the issue. Convey the problem you are addressing, the change you want, why the change is important and who will benefit from it.
- Stay focused on **key points**. If your message is too complex, your audience will get confused and tune it out.
- Make your **message immediate and persuasive**. Convey a level of urgency that the audience can identify with. Support your case with facts as well as the consequences of not taking action.
- Be **compelling**. Balance facts with stories that show the human side of the issue. Highlight the vital aspect of comprehensive education sector responses for individuals involved in educational institutions, relate your issue to human rights and sustainable development, to the responsibility of your audience and to the commitments it has made at national and international levels.
- Use **specific examples** from your own or your audiences' experience.
- Use **vivid language and images** that your audience will be able to picture easily.
- **Avoid jargon and complex data**. Break down necessary data into terms that are easier for your audience to grasp (e.g. *"The number of new HIV infections continues to outstrip the advances made in treatment numbers – for every two people put on treatment, another five become newly infected"* or *"[the country] has the capacity to train 3,000 teachers annually, but already 4,000 teachers have died from AIDS-related illness this year"*).
- **Focus on the audience's interests** that relate to your approach. Begin with what your audience knows and believes. Then build on these points and show how a change can create a win-win situation for everyone.
- Be prepared to **address negative perceptions** your audience may have.

FOUR-POINT TOOL FOR DEVELOPING ADVOCACY MESSAGES (ADAPTED FROM TOOL 8 OF THE IATT MAINSTREAMING TOOLKIT)

Advocacy messages should focus on a specific issue (rather than multiple issues) and should contain four main points:

- **Action statement: What needs to be done?** The action statement should state exactly what action you want to be taken on the issue.
- **Action rationale: Why do we need to do it?** Should explain why you are calling for the action, providing compelling reasons that the audience will be able to understand.
- **Call to action: How do we do it?** Should provide practical next steps that your targets or audience can take to solve the problem. Steps should be clear, focused and realistic.
- **Possible objections and responses:** List the most likely objections to the action you are recommending, and think of ways to respond to these objections, using the evidence you have and the principles in the *EDUCAIDS Framework*.

The first three points are described in more detail in the IATT *Toolkit for mainstreaming HIV and AIDS in the education sector* (Tool 8) (UNAIDS IATT, 2008a). However, it is also recommended when developing advocacy messages to anticipate the possible objections that your advocacy targets may raise. The fourth part of your message should therefore comprise a set of responses that you can use when confronted with the most common objections to the action you are calling for. You will only need to 'deliver' this fourth part if your target audience raises objections to your call to action.

ANNEX 3C: Sample messages for some of the most common issues faced at country level

MESSAGE EXAMPLE: ADVOCATING FOR COMPREHENSIVE EDUCATION SECTOR RESPONSES TO HIV AND AIDS IN A CONCENTRATED EPIDEMIC SETTING

When HIV prevalence is concentrated in specific risk groups, the need to mainstream HIV and AIDS in the education sector and to allocate resources may not be evident to decision-makers. This message therefore focuses on introducing the concept of comprehensive education sector response.

Action statement: What needs to be done? The education sector should conduct a review of its current action on HIV and AIDS, with a view to planning a comprehensive response.

Action rationale: Why do we need to do it?

- Opportunities for HIV and AIDS prevention programming within educational settings are not being fully used.
- A robust situation assessment will provide a strong rationale for the education sector response and will indicate the priorities for education sector action.

Call to action: How do we do it?

- Gain buy-in from stakeholders within the education sector and the HIV and AIDS response – both governmental and civil society actors.
- Mobilize resources to design and conduct a situation assessment.
- Link with other assessment and planning processes related to HIV and AIDS and education.

Possible objections and responses:

- Ministry of Health and/or national AIDS authorities may not be convinced of the role of the education sector, in particular in concentrated epidemic countries where resources for HIV programming are limited. You can respond in a number of ways:

  1) integrating sexuality education is not just about HIV and AIDS but also about better reproductive and sexual health, including reduced STIs and unwanted pregnancies;

  2) the EDUCAIDS resource pack contains information on how to adapt EDUCAIDS in low-prevalence settings;

  3) even if HIV prevalence is currently low, it is important to be prepared for a possible shift in the epidemic profile;

  4) many education sector responses are highly cost-effective.

- Ministry of Education sector officials may not see HIV and AIDS as part of their role, or may deny the existence of HIV and AIDS in the country. You should use the EDUCAIDS resource pack to show why HIV is not simply a health problem, but is intricately linked to other sectors, especially the education sector. Responding to HIV and AIDS can also strengthen the capacity of the education sector by improving human resource systems and policies; introducing new teaching skills focused on participation and experience; improving access to education for marginalized groups. Working with groups of people living with or affected by HIV and AIDS and key populations at higher risk can help support your advocacy work, in particular by helping confront denial of the reality of HIV and AIDS.
- Stakeholders may say that HIV is concentrated among key populations that are not in educational institutions, and that therefore the education sector need not play a big role. However, there is evidence that risk groups such young MSM and in many countries young injecting drug users are in educational institutions. You can explain that the situation assessment will help establish the extent of the phenomenon; and that a key contribution of the education sector is to ensure better access to education for key populations as a way of preventing future high-risk behaviour.
- Stakeholders may lean toward a stigmatizing and discriminatory response to HIV and AIDS. One way of responding is to work with groups of people affected by HIV and AIDS and representatives of key populations at higher risk to conduct your advocacy, and illustrating your arguments with examples of the ways in which stigma and discrimination aggravate the problem. You should also refer to the government's legal commitments to non-discrimination and to human rights and point out where policies are inconsistent with these commitments.

MESSAGE EXAMPLE: ADVOCATING FOR COMPREHENSIVE EDUCATION SECTOR RESPONSES TO HIV AND AIDS IN A GENERALIZED HIV EPIDEMIC

In generalized epidemics the education sector is likely to already have gone a long way toward mainstreaming HIV and AIDS. This example considers a situation where the sector has addressed many components but has not yet achieved adequate coverage.

Action statement: What needs to be done? The education sector should develop a strategic plan for a comprehensive education sector response to HIV and AIDS.

Action rationale: Why do we need to do it?

- Although the education sector response at present covers many of the core components of a comprehensive response, some aspects are underserved either due to lack of capacity or lack of resources.
- A strategic plan will help to identify the main gaps and enable the sector to systematically address them.

Call to action: How do we do it?

- Conduct an in-depth assessment of the current response, and of the gaps both in the education sector response and in the national response to HIV and AIDS.
- Mobilize a broad range of stakeholders to develop a strategic plan aimed at addressing the gaps in the current education sector response.
- Pay particular attention to capacity development needs and to the importance of linkages with other aspects of the HIV and AIDS response.

Possible objections and responses:

- Non-education sector stakeholders may not understand the relevance of education sector responses. The rationales in the EDUCAIDS resource pack should be used to support the case for a comprehensive education sector response.
- Education sector officials may argue that there are insufficient resources to expand the response to HIV and AIDS. One way of responding to this is to point out that the existence of a robust plan will constitute a firm platform for mobilizing additional resources.

MESSAGE EXAMPLE: ADVOCATING FOR INCLUSION OF SEXUALITY EDUCATION IN SCHOOL CURRICULA

This message focuses on one specific component that is often controversial: inclusion of sexuality education in school curricula. This is important in all epidemiological contexts.[19]

Action statement: What needs to be done? We need to integrate sexuality education, using a 'life-skills' training approach, into existing school curricula for all age groups, as a primary means for HIV prevention. HIV prevention is most effective when it is set within a broad perspective on sexuality and sexual health.

Action rationale: Why do we need to do it?

- Sexuality education is not just about HIV – it is essential for improving the overall sexual and reproductive health of young people, including STI prevention and prevention of unwanted pregnancies.
- All children and young people need to learn basic information about HIV and AIDS and skills on how to protect themselves and prevent HIV infection.
- For those attending school this is one of the best channels for providing this training.
- Integrating this topic into the existing curriculum is a cost-effective way of reaching young people in school.

Call to action: How do we do it?

- Examine the extent to which sexuality education is addressed in existing sexual reproductive health, HIV and AIDS and life skills curriculum.
- Introduce incentives to ensure these new components are taught, e.g. by including adherence to the curriculum in teacher performance reviews.

Possible objections and responses:

- A common objection to integrating sexuality education into school curricula is that teaching young people about condoms makes them promiscuous. There is a wealth of global evidence to show that comprehensive education actually helps reduce early sexual behaviour among young people, as well as reducing infections and unwanted pregnancies among those who are sexually active. EDUCAIDS *Technical Briefs* (UNESCO, 2008b) and the EDUCAIDS *Guide to practical resources* (UNESCO, 2008a) provide references to this evidence; the UNESCO/UNAIDS *International technical guidance on sexuality education* (UNESCO et al, 2009) also provides a thorough review of the evidence.

19 This example is largely based on the example given in the IATT *Toolkit for Mainstreaming HIV and AIDS in the Education Sector* (UNAIDS IATT, 2008a) (p.49).

- Officials may also be concerned about the public reaction to the introduction of sexuality education. In this case you should agree with the ministry to develop a strategy for educating and advocating with the public to generate support for the policy. One approach may be to introduce sexuality education gradually over time, starting with the older age groups.
- Another objection might be that the education budget is constrained and cannot cover the additional costs. You can respond that if the ministry agrees with curriculum mainstreaming in principle it will form a good basis for seeking funding for this work.

MESSAGE EXAMPLE: ADVOCATING FOR PARTICULAR ATTENTION TO INCREASING GIRLS' ACCESS TO EDUCATION

This message focuses on the importance of addressing girls' vulnerability by increasing their access to education and to HIV and AIDS services through the education sector.[20]

Action statement: What needs to be done? Achieving gender parity in access to education as a matter of urgency.

Action rationale: Why do we need to do it?

- Only 59 countries had achieved gender parity in primary and secondary education by 2005. In sub-Saharan Africa, only 17 per cent of girls are enrolled in secondary school.
- Educating girls is a global priority, especially as two-thirds of young people living with HIV around the world are female. Recent research has shown that educating girls dramatically reduces their vulnerability to HIV.
- The global community is lagging behind in achieving gender parity, despite numerous commitments and initiatives in relation to the issue.

Call to action: How do we do it?

- National governments should implement and monitor their national EFA plans of action (or equivalents) to ensure that girls' education is a priority. National education plans should work towards the removal of financial barriers to education, particularly direct and indirect costs of education and ensure these are part of well-planned education reform strategies to encourage girls to attend school. Plans should also consider providing appropriate safety nets such as school feeding options, cash transfers, etc. to ensure that the most vulnerable and marginalized are not excluded from school.
- Action by a variety of ministries, not only education ministries. (For example, safe water and adequate sanitation are as crucial to getting and keeping girls in school as desks, books and pencils).
- Non-formal education programmes can ensure basic literacy, numeracy and life skills for girls and young women outside of formal school systems and transition them back into schools through equivalency or 'second chance' programmes.

Possible objections and responses:

- At national level, a significant barrier may be the lack of resources to ensure free education or to provide specific opportunities for girls. However, global initiatives such as EFA and FTI, as well as certain HIV and AIDS funding mechanisms, can be used to support access to education for girls.

20 This message is largely based on the IATT *Advocacy Briefing Note* 'Girls' Education and HIV Prevention' (UNAIDS IATT, 2008c).

- Some of the most important barriers to girls' education are found at community level. In many poor countries, parents prioritize their sons' education over that of their daughters; in other cases, parents are afraid that if girls go to school they will be at risk of violence or abuse. Rather than accept this as the status quo, you should convince decision-makers to try to address these problems through community advocacy in support of girls' education, financial support, and programmes to ensure schools are safer for girls and boys.

MESSAGE EXAMPLE: ADVOCATING FOR ATTENTION TO THE NEEDS OF TEACHERS LIVING WITH HIV

This message focuses on the importance of ensuring adequate support is provided to teachers living with HIV, as a means of protecting the education sector from the impact of AIDS and of fighting stigma and discrimination. It is particularly relevant for countries with generalized HIV epidemics.[21]

Action statement: What needs to be done? The education sector needs to respond comprehensively to the needs of those of their workforce who are affected with HIV and AIDS, fulfilling their right to access HIV prevention, treatment, care and support services as well as their right to work without discrimination.

Action rationale: Why do we need to do it?

- Like all members of the population, teachers are susceptible to HIV. In countries with high HIV infection rates, most notably in sub-Saharan Africa, this susceptibility is increasingly noticeable. As more and more teachers die, an already weakened education system is left with the dual challenge of increasing numbers of pupils and decreasing numbers of teachers. HIV and AIDS are reported to account for up to 77 per cent of teacher absenteeism in countries with high prevalence rates.
- Stigma and discrimination continue to hinder effective responses to HIV and AIDS. In this respect, HIV-positive teachers have not been exempt, especially in communities where HIV is incorrectly seen as an indication of improper behaviour.
- A robust response will help to ensure that the rights of teachers living with HIV are protected, as well as protecting the sector as a whole from the impact of HIV and AIDS.

Call to action: How do we do it?

- Identify and address the varying needs of HIV-positive teachers. A comprehensive response for supporting and involving teachers with HIV must recognize and target teachers at several levels: the individual (e.g. health and emotional well-being); the occupational (i.e. discrimination and absenteeism); the community (such as stigma); and the systemic (e.g. undermining of provision of education).
- Tackle stigma and discrimination. Advocacy is required at the community level to better understand stigma and discrimination and their harmful effects, and workplace policies established and reinforced to protect the rights of those infected with HIV (right to employment, right to education, right to health).
- Ensure early access to prevention programmes, treatment, care and support.

21 This message is largely based on the IATT *Advocacy Briefing Note* 'Teachers Living with HIV' (UNAIDS IATT, 2008c).

- Build links between teachers' unions and networks of HIV-positive teachers. Networks of HIV-positive teachers are active in many countries and have been vocal in promoting the needs of their members. However, some unions have been unsure of how to support HIV-positive teachers.
- Engage HIV-positive teachers in the education sector response to HIV and AIDS – their active engagement in advocacy, identification of needs and design of effective programmes is vital and should be supported at all levels (i.e. provincial, district and national levels).

Possible objections and responses:

- A common barrier to planning support for teachers living with HIV is systematic HIV-related stigma and ignorance. Decision-makers may see HIV and AIDS as indicators of improper behaviour, or as presenting a risk to students and other teachers, and in this case they may advocate dismissal of HIV-positive teachers rather than support. You should support your point with considerable evidence on the negative impact of HIV-related stigma, as well as pointing out that such discrimination would almost certainly contradict constitutional commitments to equality.

Use data on absenteeism and impact of HIV and AIDS on the education sector, as well as on the positive effects of access to treatment and care, to support your arguments.

ANNEX 4: Sample TOR for a comprehensive situation analysis of the education sector response to HIV and AIDS

The following is a sample TOR for an HIV and AIDS-related situation analysis in the education sector. It is important to remember that this is illustrative and is meant to be a sample to guide in-country development. As such, it should be adapted in consultation with in-country partners to develop a relevant TOR for the country in question, and you should also consider additional questions and different approaches provided in these *Guidelines* and in the EDUCAIDS resource pack.

This sample TOR is structured according to the sections you should consider including in your TOR.

BACKGROUND

This section should provide the context for the situation analysis. Include the following information:

- Overview of the country epidemiological context and of the current national response to HIV and AIDS.
- Overview of what is already known about the education sector's response.
- Explanation of the importance of comprehensive education sector responses to HIV and AIDS.
- Purpose of the situation analysis, and explanation of how it fits into any other processes.

OBJECTIVES

This section should present the specific objectives to be achieved by the situation analysis. For a broad situation analysis covering the whole sector, such as the one covered in these sample TOR, the objectives might be as follows:

- To provide an overview of current HIV and AIDS activities in the education sector.
- To provide information for future education sector HIV and AIDS planning and prioritization.

However, your TOR can of course cover other objectives, for instance "assess the impact of HIV and AIDS on the education sector to date".

METHODOLOGY

This section should explain specifically how the consultant should carry out the review.

The consultant will conduct a comprehensive HIV and AIDS-related situation analysis in the education sector through desk review of key documents and focus groups; in-depth interviews with key stakeholders identified in conjunction with the MOE; and other data collection methods as appropriate.

Key documents to be reviewed include:

- Education Sector Policy, Strategy and/or Action Plans.
- Education Sector HIV and AIDS progress reports, EMIS reports.
- National Strategic Plan for HIV and AIDS in country.
- National AIDS Council (NAC) progress reports.
- Others as identified by the consultant.

Key stakeholders to be interviewed include:

- Government partners: MOE, Ministry of Health (MOH), Ministry of Youth (MOY), Ministry of Women (MOW).
- National AIDS authority.
- UN Partners (UNAIDS, UNFPA, UNICEF, World Bank, UNCT, etc).
- Development partners.
- Civil society.
- Others as identified by the consultant.

The consultant will develop a preliminary report, which will be presented during a stakeholder meeting, and revised based on the feedback received during this meeting.

SPECIFIC ACTIVITIES AND ESTIMATED LEVEL OF EFFORT

This section should outline the amount of time required for each task as well as key deadlines.

1. Provide inception report outlining detailed schedule of work and data collection tools: 3 days. Deadline: xxx.
2. Conduct a desk review of current programme and documents: 5 days.
3. Interview key stakeholders: 5 days.
4. Prepare a draft report: 3 days.
5. Share the draft report with key stakeholders for feedback – 1 day meeting. Date: xxx.
6. Prepare final report: 2 days.
7. Share final report with partners for dissemination and buy-in – 1 day meeting. Deadline: xxx.

Total number of consultancy days: 20 days

DELIVERABLES

Outline the specific deliverables required of the consultant(s).

- Copies of data collection tools.
- Final report.

CONSULTANT'S PROFILE

Outline the profile of the consultant(s) being sought: previous experience, qualifications, etc.

QUESTIONS FOR INVESTIGATION

This section of the TOR provides specific instructions on the questions that the situation analysis should seek to answer. Keep in mind that some of these questions are not relevant in every context – they should be adapted accordingly.

I. POLICY, PLANNING AND LEADERSHIP ENVIRONMENT

Policy and strategic planning

- Is there an HIV and AIDS policy for the education sector? If yes, to what extent is it linked to the National AIDS policy?
- Is there an education strategy and/or action plan for addressing HIV and AIDS? If so, how is this linked to the National Strategic Plan for HIV and AIDS?
- Is there an operational HIV and AIDS workplace policy in the education sector? If so, to what extent is it compliant with ILO guidance (ILO, 2001)?
- What other policies and plans exist in relation to education sector responses to HIV and AIDS?
- Were people living with or affected by HIV and AIDS and key populations at higher risk involved in the development of policies and plans – if so, how?
- What, if any, are the major barriers to education sector responses to HIV and AIDS? (In relation to education sector responses in general or to specific components of education sector responses).
- Are the policies and other strategic documents gender-responsive and designed using the GIPA principle?

Leadership and management

- To what extent is there political leadership to support the education sector response to HIV and AIDS (at national, regional, sub-regional, community levels)?
- To what extent is the MOE showing leadership around HIV and AIDS?
- To what extent is the management of the education sector response to HIV and AIDS being decentralized (to regional, sub-regional, community levels)?

Capacity-building

- To what extent is capacity-building at different levels included as a component of the education sector response to HIV and AIDS?
- What are the main themes dealt with in capacity-building, and what is the coverage of these efforts?

II. PARTNERSHIP, COORDINATION AND MAINSTREAMING

Partnerships

- To what extent does the MOE participate in the national AIDS architecture (NAC, National HIV and AIDS management boards, National Partnership Forums, etc.)?
- What kind of HIV and AIDS education partnerships exist among the various actors (i.e. government, PLHIV, UN, donor partners, civil society, etc.)?
- How are UN co-sponsors involved in the education sector response to HIV and AIDS?

Coordination

- How is the national HIV and AIDS response being coordinated within the education sector?
- How does the education sector response to HIV and AIDS feed into the national response?
- What mechanisms are in place to coordinate the different entities that make up the education sector at national level (e.g. different ministries, funders and advisors etc.) and at community level (e.g. different educational establishments, and the need for linkages between educational establishments and other service providers such as health and social welfare)?

Mainstreaming

- To what extent is the HIV and AIDS response being institutionalized (i.e. are there dedicated, senior committees/management units at national level responsible for coordinating the education sector response to HIV and AIDS)?
- Are HIV and AIDS-related activities included as core elements of departments and job descriptions in the education sector? Do performance measurement processes in the sector include measures of performance on HIV and AIDS-related activities?

III. PROGRAMMATIC RESPONSE

Evidence of risk and vulnerability

- Is there knowledge at country level on HIV-related vulnerability and risks that children and young people face? How and to what extent is this information used?
- Is there knowledge of how education interacts with HIV and AIDS vulnerability – the ways in which it protects and the ways in which it increases risk? How and to what extent is this information used?

Vulnerability reduction

- To what extent are efforts made to maximize young people's participation in good quality education?
- To what extent is gender inequality being addressed in the education sector?
- What efforts are being made to address the vulnerability of education personnel to HIV?
- To what extent are schools safe and healthy places for students and staff?
- What figures/data are there on learner and teacher mortality, and on numbers infected and affected by the epidemic?
- What actions have been taken to mitigate the impact of AIDS on the education system?
- To what extent are efforts being taken to reduce the vulnerability of out-of-school children/youth through non-formal education programmes?
- Are there effective linkages between the education and health services system (i.e. are health services considered youth-friendly and is treatment and care available to education personnel and children)?

Curriculum development and delivery of HIV and AIDS education

- Is there a skills-based curriculum on HIV and AIDS at primary, secondary and tertiary levels?
- Is sexuality education included in the school curriculum at any level? Which levels?
- Is education on drug use and risks to prevent both drug use and HIV infection, including information on harm reduction strategies for young people who might already be injecting drug users, included in the school curriculum at any level? Which levels?
- Is there an HIV prevention curriculum that is consistent with the UNAIDS benchmarks for skills-based health education and the characteristics of an effective HIV prevention programme? To what extent is the curriculum used?
- To what extent was the curriculum development process participatory (planning, implementation, evaluation and redesign)?
- To what extent does the MOE promote the use of 'edutainment' (the use of media, including theatre for development) for HIV and AIDS education?
- Is there an appropriate HIV and AIDS curriculum for out-of-school children/youth? If yes, to what extent is it being implemented? How is it delivered (who by)?

Teaching and learning materials

- Are there teaching and learning materials for HIV and AIDS that are in use at all levels in the education system, and in all educational establishments? What level of coverage (of establishments), approximately?
- Do materials include content on sexuality education?
- Do materials include content on education on drug use and risks to prevent both drug use and HIV infection, including information on harm reduction strategies for young people who might already be injecting drug users?

- Have non-formal education materials been developed? If yes, are they in use?

Teacher preparation

- To what extent are teachers/educators being trained in HIV and AIDS issues and HIV curriculum implementation?
- Are teachers trained on sexuality education provision?
- Are teachers trained on the provision of education on drug use and risks to prevent both drug use and HIV infection, including information on harm reduction strategies for young people who might already be injecting drug users?
- To what extent are HIV and AIDS being given appropriate priority in initial teacher education?
- To what extent is guidance on HIV and AIDS available for all teachers and educators?
- To what extent are teachers provided with professional support for HIV prevention education?
- To what extent do programmes exist to provide support to teachers affected by HIV and AIDS?

Children infected with HIV and affected by AIDS: orphans and vulnerable children

- Has a comprehensive situational assessment on orphans and vulnerable children (OVCs), including their access to education, been conducted? If so, what were the key results? To what extent was this information used to inform the planning process?
- Is there a national policy framework and plan to respond to the special needs of the increasing numbers of orphaned and other vulnerable children?
- Are there policies and programmes being developed to ensure access to education for all, including OVCs?
- What are the roles of schools in providing care and support to OVCs?
- Have schools adopted policies and practice to protect orphans and other children made vulnerable by HIV and AIDS?

IV. MONITORING AND EVALUATION, AND RESEARCH

Monitoring and evaluation

- Is there a specific framework for monitoring and evaluating education sector work on HIV and AIDS?
- How are HIV and AIDS activities monitored within the education sector? How is monitoring information used?
- What (if any) programme evaluations have taken place and how were the results used?
- What do the results of M&E tell us about effective or ineffective types of programmes, or about best practice for programme implementation?

Research

- What significant research has been undertaken, is currently underway, and is planned that relates to education sector responses to HIV and AIDS?

- Is there an agreed HIV and AIDS research agenda for the education sector? If yes, is this research informing policy and programme development?
- Has the MOE undertaken an AIDS impact study? If so, what were the key results? To what extent was this information used to inform the planning process?

V. RESOURCE MOBILIZATION

Resource mobilization

- What are the main sources of funding for education sector responses to HIV and AIDS (e.g. core education budget, NAC, donors)? What proportion of the funding comes from each source?
- Is the MOE represented on the Country Coordinating Mechanism (CCM)?
- How adequately funded is the education sector response to HIV and AIDS at present – what is the approximate value and percentage of unmet resource needs, if any?
- What resources are available for the education sector response over the coming years? If these resources are earmarked to specific services or programmes what are they?

ANNEX 5: UNESCO Commitments 2012-2013 – Results and accountability matrix of the UBRAF (Part II)

GOALS	OUTCOMES	OUTPUTS / JOINT AND INDIVIDUAL DELIVERABLES
GOAL A1: Sexual transmission of HIV reduced by half, including among young people, men who have sex with men and transmission in the context of sex work	**Outcome A1.1:** Reduced sexual transmission through evidenced-informed combination prevention policies and programmes prioritized to specific localities, contexts and populations including young people, men who have sex with men, sex workers and transgender people	**Output A1.1.1** *Strengthened capacity of young people, youth-led organizations, key service providers and partners to develop, implement, monitor and evaluate HIV prevention programmes targeting young people in school and in community settings including through comprehensive sexuality education, HIV testing and risk reduction counselling, and comprehensive condom programming.* **POLICIES** **Joint deliverable 1.3 UNFPA, UNESCO** Implement and scale-up evidence-informed, skills-based comprehensive sexuality education addressing HIV and sexual risk behaviours among young people. **Individual deliverable 1.3 UNESCO** a. Support education sector sub-systems and institutions in playing a critical role in HIV prevention through accelerated and effective sector-wide policy, planning and programmatic responses that include sound monitoring and evaluation of education sector efforts as part of the national response. b. Advocate for and expand the evidence base on removing legal, social and cultural barriers to accessing sexual and reproductive health education and services for key populations. **CAPACITY** **Joint deliverable J3.1 UNICEF, UNFPA, UNESCO** a. Strengthen and promote youth participation at all levels in the design, implementation, monitoring & evaluation of HIV prevention, sexuality education programmes & services through institutional mechanisms, with parents & adults in the community as supportive partners. **Joint deliverable J3.3 UNFPA, UNESCO** a. Strengthen national capacity & capacity of service providers, including youth led and youth serving organisations on youth friendly SRH/HIV, to scale up effective prevention programmes & implement age appropriate, gender and rights based sexual reproductive health and HIV education including new prevention approaches and technologies in schools' curricular and community settings including peer education.
		Output A1.1.3 *For men who have sex with men, sex workers and transgender people, major municipalities have:* ■ *Informed vocal and capable organizations engaged as partners to advance universal access to HIV prevention, treatment, care and support;* ■ *at least one comprehensive HIV programme that provides non-judgemental, non-stigmatizing and relevant services;* ■ *at least one robust rights-based programme to inform them about their rights; receive reporting about human rights violations; and ensure positive and appropriate responses from relevant administrative and judicial authorities.* **POLICY** **Joint deliverable J1.1 UNDP, UNFPA, UNESCO, WHO** a. Strengthen and engage informed, vocal & capable organizations of men who sex with men, transgender people, & sex workers as partners to advance universal access and expand comprehensive & linked HIV prevention & SRH services.

GOALS	OUTCOMES	OUTPUTS / JOINT AND INDIVIDUAL DELIVERABLES
		CAPACITY **Joint deliverable J2.1 UNICEF, UNFPA, UNDP, UNODC, UNESCO, WHO** a. Strengthen capacity among UN staff, global, regional & national level partners, including through In Reach Training, to advocate for & programme with people who use drugs, men who have sex with men, sex workers, & transgender people & PLHIV as change agents. **Individual deliverable I2.2 UNESCO** a. Support exchange of good practice and expand evidence base on empowering men who have sex with men, sex workers, & transgender people to claim their human rights & essential HIV services.
GOAL A3: All new HIV infections prevented among people who use drugs	**Outcome A3.2:** a. Expanded needle and syringe programmes to regularly reach people who inject drugs b. Expanded opioid substitution therapy to regularly reach people who inject opioids c. Increased coverage of other evidence based drug dependence treatment services among people who use opioids and/or use stimulant drugs d. Doubled the number of people who use drugs and living with HIV who have access to timely and uninterrupted antiretroviral therapy	**Output A3.2.1** *Provision of HIV prevention, treatment, care and support services including drug dependence treatment, as per UN guidance, for people who use drugs including those living in prisons and other closed settings.* **Joint deliverable J1. UNICEF, UNFPA, UNODC, UNESCO** a. Support countries to implement youth-friendly harm reduction and drug dependence treatment services.
GOAL B1: Universal access to antiretroviral therapy for people living with HIV who are eligible for treatment	**Outcome B1.2:** Increased Access to and availability of affordable HIV-related commodities	**Output B1.2.3** *Demand for treatment increased by mobilising communities (Pillar 5 of Treatment 2.0), promoting policies & engaging them in strategies, service design & delivery, adherence & provision of care & support including nutritional support and ensuring human rights of all affected communities (esp. key populations)* **Individual deliverable I3. UNESCO** a. Strengthen networks of teachers and learners living with HIV to realise their right to Universal Access.
GOAL B3: PLHIV and households affected by HIV are addressed in all national social protection strategies and have access to essential care and support	**Outcome B3.3:** People and households affected by HIV have increased access to care, protection and support	**Output B3.3.2** *Strengthened national care and support systems (both government and non-government).* **Joint deliverable J1. UNICEF, WFP, UNESCO** a. Provide technical assistance for government and civil society to strengthen national care, protection and support systems for HIV affected children, young people & families.

GOALS	OUTCOMES	OUTPUTS / JOINT AND INDIVIDUAL DELIVERABLES
GOAL C1: Countries with punitive laws and practices around HIV transmission, sex work, drug use or homosexuality that block effective responses, reduced by half	**Outcome C1.1:** Inappropriate criminalization of HIV transmission and legal barriers to HIV service utilization reversed, including attention to specific needs of young people and women	**Output C1.1.1** *Movements for HIV related law reform are catalyzed and/or supported* **Joint deliverable J1. UNHCR, UNICEF, UNDP, UNFPA, UNODC, ILO, UNESCO, WHO, World Bank** a. Strengthen and update evidence base on HIV & law reform, & make it available to key stakeholders. b. Facilitate dialogue between parliamentarians, human rights bodies, the judiciary, legal profession, religious leaders, public health leaders, civil society & key populations. c. Advocate for under 18-year-olds to have the right to health, education and full participation in society, including access to anonymous and confidential HIV testing. **Joint deliverable J2. UNICEF, UNDP, UNFPA, UNODC, ILO, UNESCO, WHO, World Bank** a. Build partnerships with PLHIV, civil society & human rights activists in support of advocacy for legal reform & to 'know your rights'. **Output C1.1.2** *Proposals for law reform or removal of legal/ regulatory barriers are approved.* **Joint deliverable J1. UNHCR, UNICEF, UNDP, UNFPA, UNODC, ILO, UNESCO** a. Build capacity in countries to undertake legislative review & reform punitive laws to (1) implement the ILO HIV & AIDS recommendation, (2) address needs of people who use drugs & people living in prisons & other closed settings, (3) address the needs of populations in humanitarian settings, (4) the rights of men having sex with men, sex workers & transgender populations, (5) address age of consent laws and (6) include rights to health, education & access to anonymous, confidential HIV testing & counselling for under 18 year-olds. b. Strengthen country capacity to promote & undertake legislative review, reform punitive laws & practices & take action to deal with their negative consequences.
	Outcome C1.2: Stigma and discrimination reduced and access to justice increased for people living with HIV and other key populations in all countries	**Output C1.2.2** *Evidence on stigma and discrimination and its impact is developed, updated and used to inform programmes and policies in countries.* **Joint deliverable J1. UNDP, UNODC, ILO, UNESCO** a. Strengthen country capacity & evidence strengthened to address stigma & discrimination towards key populations, especially (1) on the needs, rights & responses in the education sector; (2) in key sectors employing vulnerable workers; and (3) among people who use drugs & people in closed settings. **Output C1.2.3** *Access to legal services and legal literacy increased, especially for key populations, especially on laws and practices which impede universal access to HIV and health services for key populations including women.* **Joint deliverable J1. UNDP, ILO, UNESCO** a. Strengthen country capacity to expand access to legal services & legal literacy for PLHIV, other key populations & vulnerable groups.
GOAL C2: HIV-related restrictions on entry, stay and residence eliminated in half of all national HIV responses	**Outcome C2.1:** Parliamentarians and governments in an increasing number of countries with discriminatory HIV travel related restrictions are actively considering proposals for reform	**Output C2.1.1** *National coalitions for relevant law and regulation reform are created including attention to HIV related services for migrants.* **Joint deliverable J1. UNDP, ILO, UNESCO** a. Educate key stakeholders & influencers in countries with restrictions, & facilitate dialogue to build national coalitions for relevant law & regulation reform.

GOALS	OUTCOMES	OUTPUTS / JOINT AND INDIVIDUAL DELIVERABLES
GOAL C3: HIV-specific needs of women and girls are addressed in at least half of all national HIV responses	**Outcome C3.1:** HIV strategies and programmes are gender-transformative and appropriately linked with broader country action on gender equality, sexual and reproductive health, maternal & child health, and human rights	**Output C3.1.2** *Strategic actions on HIV are incorporated into national gender plans, sexual and reproductive & maternal & child health plans, and women's human rights action frameworks, with appropriate budgets for implementation, monitoring and evaluation.* **Joint deliverable J1. UNFPA, UNICEF, WFP, UNDP, UNODC, UNESCO, ILO, WHO** Undertake consultative processes in countries to (1) identify key issues faced by women and girls in the context of HIV; (2) support the implementation of the *UNAIDS agenda for Women and Girls* **Individual deliverable UNESCO** Expand access to & completion of secondary education for girls and young women. **Individual deliverable I5. UNESCO** a. Support countries to ensure that (1) the needs of women and girls in relation to HIV are addressed & monitored in national education sector responses, and (2) comprehensive sexuality education addressing gender inequalities & inequities is delivered. **Output C3.1.3** *Social movements that address HIV-specific needs of women and girls catalyzed and strengthened.* **Joint deliverable J2. UNFPA, UNESCO** a. Strengthen capacity of governments to engage men & boys through gender equality and comprehensive sexuality education programmes challenging traditional gender norms & unequal gender relations.
GOAL C4: Zero tolerance for gender-based violence	**Outcome C4.1:** National responses integrate GBV and HIV at the policy, programme and services level, including actions and resources that address and prevent both pandemics in an integrated manner	**Output C4.1.1** *Evidence on GBV/HIV linkages is collected and shared with all countries reviewing or developing national HIV strategies or GBV strategies.* **Joint deliverable J1. UNHCR, UNICEF, UNDP, UNFPA, UNESCO, WHO** a. Support the consolidation, analysis, promotion and use of country-specific qualitative & quantitative evidence & programmatic guidance on the association of GBV & HIV, including work on the global initiative on violence against women, GBV towards sex workers, transgender people, women who use drugs & marginalized adolescent girls, GBV in populations affected by humanitarian situations, & homophobic bullying in school settings.
	Outcome C4.2: Countries are implementing a comprehensive set of actions to address and prevent violence against women and girls	**Output C4.2.1** *Strategies, policies, services, and resource allocation programming within hyper-endemic countries account for HIV prevention, treatment, care and support, gender equality and gender-based violence.* **Joint deliverable J1. UNHCR, UNICEF, WFP, UNDP, UNFPA, UNODC, ILO, UNESCO, WHO** a. Provide additional resources & technical support (1) to hyper-endemic countries to mainstream gender equity into national AIDS responses; (2) with food assistance to increase awareness of the links between GBV & food insecurity; (3) tailored interventions to address sexual violence; (4) expanding access to comprehensive sexuality education programmes; (5) ensuring inclusion in Global Fund proposals; and (6) addressing vulnerability of female prisoners to GBV.

ANNEX 6: Principal sources of funding for education sector responses to HIV and AIDS

A key source of funding for UNAIDS co-sponsors is the UNAIDS United Budget, Results and Accountability Framework (UBRAF), which is described in chapter 5 on Resource Mobilization. Other key funding mechanisms and partners for HIV and AIDS activities are listed below. This is not an exhaustive list and it is necessary to explore other avenues of resource mobilization within your country. For all the partners listed below, it is normally best to approach contacts at country level in the first instance.

THE GLOBAL FUND TO FIGHT AIDS, TUBERCULOSIS AND MALARIA (THE GLOBAL FUND)

The Global Fund is one of the principal multilateral sources of funding for HIV and AIDS programmes. Activities are coordinated nationally through a CCM. CCMs are country-level partnerships made up of a broad range of stakeholders from public and private sectors, each representing an active constituency with an interest in addressing one or more of the three diseases. The CCMs submit grant proposals to the Global Fund based on priority needs at the national level, in response to calls for proposals that are issued by the Global Fund more or less once a year. Although most Global Fund funding is issued through this process, the Fund is piloting a new process called 'National Strategy Applications' (NSAs). Under the NSA process, countries submit their national disease strategy to the Global Fund, and if the Global Fund assesses the strategy as being robust, it will consider funding some or all of the funding gap.

The Global Fund is therefore a potential major source of funding for the education sector response to HIV and AIDS. Depending on the opportunity that you are pursuing, funding proposals may need to be developed by the education sector itself, or the education sector may need to integrate its own needs into a broader proposal. For instance, funding proposals to the Global Fund almost always cover a range of different sectors. Depending on the process adopted by the CCM in your country, the sector may be invited to submit a 'sub-proposal' that will later be included in the national proposal; or the sector may be invited to participate in a broader process and to insert its own resource needs into the national proposal in this way. Either way, when dealing with Global Fund proposals it is important to have a clear view of what the sector requires, in advance of proposal development.

However, given the way the Global Fund works, it is important for the education sector to be involved *before* the proposal development stage. Firstly, the education sector should aim to be represented on the CCM – ideally through an official from the MOE. This will make it easier for the sector to be aware of the forthcoming opportunities, as well as contributing to the oversight of Global Fund grants more generally. The advocacy, planning and coordination chapters of these guidelines provide more information on CCM membership. Secondly, the nature of Global Fund funding makes it even more important for the education sector's HIV and AIDS plans to be clearly integrated within the national AIDS strategy. This is because the Global Fund places a major emphasis on funding projects that are aligned with the national strategy – and indeed the new NSA process suggests that the Global Fund is moving even further in this direction.

Some tips to support education sector application to the Global Fund

You should collect information on the application process and timeframe.

- Check if the CCM considers submitting a grant proposal for the HIV component in the country where you work. If the answer is positive:
- Raise the awareness of CCM members on the importance of the education sector response to HIV and AIDS.
- Ensure the representation of the MOE in CCM and/or the representation of agencies that will advocate for the role of the education sector response to HIV and AIDS and will provide inputs on this response (UNAIDS country office, UNESCO and/or other UNAIDS co-sponsors).
- If the MOE already sits on the CCM:
  - Raise the awareness of MOE representatives about the importance of the Global Fund and provide technical support for meaningful involvement in the CCM.
  - Make sure that senior MOE officials attend CCM meetings (the same officials should always attend, because of the need for continuity).
  - Make sure that they have access to information related to the application process and help them process the information.
  - Provide them with technical support for their meaningful involvement in the CCM, for example on how to include education sector strategies and activities in proposals submitted by the CCM and for costing those strategies and activities (see chapters on planning and resource mobilization).

More information at www.theglobalfund.org and www.aidspan.org

SPECIAL INITIATIVES ON EDUCATION

The EFA-FTI is a global initiative to help low-income countries meet the education MDGs and the EFA goal that all children should complete a full cycle of primary education by 2015. The FTI's two main trust funds are the Education Programme Development Fund (EPDF) and the Catalytic Fund (CF). The EDPF was created to enable more low-income countries to access the FTI and accelerate progress towards universal primary education while the Catalytic Fund was established to provide transitional short-term funding (two to three years) to help close the financing gap for countries with too few donors. Both these funds can be accessed by national government through committees composed of donors to the fund. Although these initiatives have potential, they have not been used to mobilize support around education sector responses to HIV and AIDS – and indeed, to date analyses of education sector plans endorsed by FTI have not always paid adequate attention to HIV. UNESCO's own global advocacy includes efforts to remedy this.

THE WORLD BANK

The World Bank concentrates its activity in Africa and the Caribbean through its Multi-Country AIDS Programmes (MAP). It also provides assistance for HIV and AIDS through the International Development Association (IDA), which provides grants and interest-free loans; and through the International Bank for Reconstruction and Development (IBRD), which provides loans at commercial rates. The World Bank

system is also a major source of funding for the education sector, and therefore provides opportunities through both HIV and AIDS, and education streams.

The precise way in which the World Bank can fund education sector HIV and AIDS responses is largely depending on your country context, and the ways in which the government of the country works with the bank. Generally, the bank will have a direct relationship with a ministry or department such as the MOE, the national AIDS authority, or the ministry of finance. You should try to identify the officials from the World Bank country office that are responsible for managing HIV and AIDS and education funding, in order to 'scope' the possibilities.

US GOVERNMENT

The President's Emergency Plan for AIDS Relief (PEPFAR) is a key source of funding for HIV and AIDS, especially in sub-Saharan Africa. PEPFAR funds have a variety of different procurement mechanisms, and often work through non-governmental organizations. At country level, PEPFAR is generally managed by the US Embassy, in collaboration with the US Agency for International Development (USAID) and the Centers for Disease Control (CDC). Many countries that are not priority countries for PEPFAR receive US government support for HIV and AIDS programming – in these cases it is most often coordinated by USAID.

The national AIDS authority in your country will be able to inform you of the ways in which the US government funds the response to HIV and AIDS.

OTHER BILATERAL FUNDERS

Other major bilateral funders of HIV/AIDS and education programmes are the French, German, Dutch, Japanese, Canadian and British governments. Their support is provided through different mechanisms, including official development assistance agencies and embassy programmes. In addition, European governments provide considerable amounts of aid for HIV/AIDS and education programmes through the European Commission.

Again, the national AIDS authority and the MOE will be well placed to provide you with more information on how these funding modalities operate.

Japanese Funds-in-Trust (JFIT) for the capacity-building of human resources: The objective of this fund is to contribute, through UNESCO, to the capacity-building of human resources in developing countries within the framework of the Official Development (ODA) of the Government of Japan. The scope of the projects to be financed by the Fund will be in all the fields of UNESCO's competence as outlined in UNESCO's official documents and they will be determined in close consultation between the Government of Japan and UNESCO, upon proposals presented either by UNESCO or by the Government of Japan. Proposals, with corresponding budgets, will be submitted to the Government of Japan via its Permanent delegation to UNESCO.

You will be informed about opportunities for applying to JFIT funding by UNESCO HQ.

FOUNDATIONS

International philanthropic foundations are also a major potential source of funding – some of the biggest foundations funding AIDS or education work are the Bill and Melinda Gates Foundation, Clinton Foundation, Ford Foundation and Hewlett Foundation. Foundations tend to have an interest in funding specific areas

of work and may also have priority countries. In addition, for the most part they will not have a country office in the country where you work. However, it is worth investigating with country stakeholders whether foundations are an opportunity to pursue, in particular whether they allocate funding for education sector responses to HIV and AIDS.

More details will be added in the second edition on levels of funding for prevention/education activities

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