

A UNAIDS Initiative led by UNESCO

EDUCAIDS

Towards A Comprehensive
Education Sector Response

A FRAMEWORK FOR ACTION



United Nations
Educational, Scientific and
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CONTENTS

Acronyms	5
The Need for Strong Education Sector Engagement in HIV and AIDS	7
• Improved coordination	8
What is EDUCAIDS?	10
• An emphasis on partnership	10
• EDUCAIDS at the country level	10
• The role of EDUCAIDS partners	12
Comprehensive Education Sector Responses to HIV and AIDS	13
• Box 1: Five essential components	14
EDUCAIDS in Context: Linkages to EFA and other Key Initiatives	16
Support for the Implementation of EDUCAIDS	19
• Implementation support tools	19
• Technical support and capacity-building	20
• Resource mobilisation	20
Notes	22
References	23
Appendices	
1. UN Theme Groups and EDUCAIDS	25
2. List of countries involved in EDUCAIDS	27

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome	TTISSA	Teacher Training Initiative for sub-Saharan Africa
CCO	Committee of Cosponsoring Organizations	UK	United Kingdom
DAC	Development Assistance Committee (of OECD)	UN	United Nations
DESD	Decade of Education for Sustainable Development	UN-ISP	United Nations Implementation Support Plan
EDUCAIDS	The Global Initiative on Education and HIV & AIDS	UNAIDS	Joint United Nations Programme on HIV/AIDS
EFA	Education for All	UNDAF	United Nations Development Assistance Framework
FTI	Fast Track Initiative	UNESCO	United Nations Educational, Scientific and Cultural Organization
GIPA	Greater Involvement of People living with HIV and AIDS	UNFPA	United Nations Population Fund
GMR	Global Monitoring Report (EFA)	UNGASS	United Nations General Assembly Special Session on AIDS
GTT	Global Task Team	UNDP	United Nations Development Programme
HIV	Human Immunodeficiency Virus	UNHCR	United Nations High Commissioner for Refugees
IATT	Inter-Agency Task Team	UNICEF	United Nations Children's Fund
ILO	International Labour Organization	UNITWIN	University Twinning and Networking Scheme
LIFE	Literacy Initiative for Empowerment	UNLD	United Nations Literacy Decade
MDG	Millennium Development Goal	USA	United States of America
NGO	Non-governmental Organization	WHO	World Health Organization
OECD	Organisation for Economic Co-operation and Development	WFP	World Food Programme
PRSP	Poverty Reduction Strategy Paper		
TSF	Technical Support Facility		

THE NEED FOR STRONG EDUCATION SECTOR ENGAGEMENT IN HIV AND AIDS



Unless strong action is taken [...] the epidemic will continue to spread and threaten sustainable development, including progress towards achieving EFA

Steady progress has been made in recent years in efforts to achieve Education for All (EFA), but about 100 million children are still not enrolled in primary school, 55 percent of them girls.¹ HIV and AIDS are among the key factors exerting pressure on education systems and students in the regions with the greatest EFA challenges. Halting the spread of HIV is not only a Millennium Development Goal (MDG) in itself (Goal 6), but is a prerequisite for reaching the others including Goal 2 (achieving universal primary education) and Goal 3 (promoting gender equality and the empowerment of women).

The AIDS epidemic is increasingly recognised to be one of the most serious threats to global stability and progress. Adult HIV prevalence has reached 40 percent in parts of Southern Africa, and the virus is spreading rapidly in a number of regions, from West and Central Africa to Eastern Europe, from Asia (notably China and India) to Latin America and the Caribbean. The impact of AIDS is also magnified because the disease primarily strikes adults, particularly young adults, who drive economic growth and raise the next generation. Close to 39 million people are estimated to be living with HIV, and the global AIDS epidemic is responsible for the deaths of 25 million, 2.8 million in the last year alone.² HIV is unravelling hard-won development gains and is having a crippling effect on future prospects. Unless strong action is taken, particularly in massively expanded and intensified prevention efforts, the epidemic will continue to spread and threaten sustainable development, including progress towards achieving EFA.³

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Education has a critical role to play both in preventing HIV and in building capacity to respond to the effects of HIV and AIDS on individuals, families and communities. But how well is the education sector doing with regard to these key tasks? The first ever global survey on the readiness of the education sector to respond to HIV and AIDS⁴ found that ministries of education and civil society were making progress toward institutionalising effective responses. For example, most ministries of education participating in the review have HIV and AIDS management structures in place, senior officials have publicly discussed HIV and AIDS, progress has been made in mainstreaming HIV and AIDS through the development of national education sector HIV and AIDS plans, and information addressing HIV and AIDS has been integrated into school curricula at the primary and secondary levels. Yet despite encouraging efforts, including a tripling of the number of secondary school students receiving AIDS education since 2001, coverage remains uneven.⁵

Areas needing attention as highlighted in the findings of the global readiness survey include:

- Policies that address HIV impact on supply and demand, quality and outcomes of the sector
- Workplace policies to reduce vulnerability, and address prevention, treatment and support
- The lack of sector-wide strategic plans to implement, monitor and enforce policy
- Better quality data and evidence on what works
- More holistic and comprehensive responses
- Capacity-building for planning, budgeting, management and data use.

Improved coordination

Governments across the world committed themselves to accelerating their responses to the epidemic at the 2001 United Nations General Assembly Special Session on AIDS (UNGASS), reaffirmed at the UN World Summit in 2005, and again at the June 2006 High-Level Meeting on HIV and AIDS. As part of this effort, and resulting from a March 2005 meeting in London hosted by the United Kingdom (UK), the United States of America (USA) and France called “Making the Money Work”, a Global Task Team (GTT) was established in recognition that the world must do more to tackle AIDS effectively in the years to come. Strengthening coordination, alignment and harmonisation, in the context of the “Three Ones” principles,⁶ UN re-

form, the MDGs, and the Paris Declaration on Aid Effectiveness (Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC)),⁷ is essential for rapid scale-up of the AIDS response. The GTT established recommendations to improve coordination, particularly within the multilateral system; to resolve areas of duplication and gaps in programming; to propose ways to streamline, simplify and harmonise procedures and practices to improve country effectiveness in the response to AIDS; and to ultimately support the scale-up of prevention and treatment programmes.⁸

Key among the GTT recommendations was the establishment of a UNAIDS division of labour, comprised of 17 technical support areas with a “lead organization” for each, and with the involvement of “main partners”.⁹ UNESCO is designated as the lead organization for HIV prevention with young people in educational institutions and “main partner” in 8 other areas, with the International Labour Organization (ILO), the United Nations Population Fund (UNFPA), the United Nations Children’s Fund (UNICEF), and the World Health Organization (WHO) as main partners for this area. In addition, UNESCO is a “main partner” in the areas of:

- HIV & AIDS and development, governance and mainstreaming, including instruments such as poverty reduction strategy papers (PRSPs), and enabling legislation, human rights and gender (lead organization: United Nations Development Programme (UNDP))
- Support to strategic, prioritised and costed national plans; financial management; human resources; capacity and infrastructure development; impact alleviation and sectoral work (lead organization: World Bank)

- HIV and AIDS workplace policy and programmes, private sector mobilisation (lead organization: ILO)
- Provision of information and education, condom programming, prevention for young people outside schools and prevention efforts targeting vulnerable groups (except injecting drug users, prisoners and refugee populations) (lead organization: UNFPA)
- Overall policy, monitoring and coordination on prevention (lead organization: UNAIDS Secretariat)
- Dietary/nutrition support (lead organization: World Food Programme (WFP));
- Addressing HIV among displaced populations (refugees and internally displaced persons) (lead organization: United Nations High Commissioner for Refugees (UNHCR))
- Strategic information, knowledge sharing and accountability, coordination of national efforts, partnership building, advocacy, and monitoring and evaluation, including estimation of national prevalence and projection of demographic impact (lead organization: UNAIDS Secretariat).

The executive boards of nearly all of the UN-AIDS Cosponsors have now endorsed the GTT recommendations, including the UNAIDS division of labour.

Recognising the vital role of the education sector in the national response to AIDS, the UNAIDS Committee of Cosponsoring Organizations (CCO) launched EDUCAIDS, the Global Initiative on Education and HIV & AIDS, in March 2004. Led by UNESCO, EDUCAIDS seeks to focus and intensify the engagement of the education sector in the national response to HIV and AIDS, providing a framework for coordinated action at the country level, in the context of efforts to improve cooperation.

EDUCAIDS has two primary aims: to prevent the spread of HIV through education and to protect the core functions of the education system from the worst effects of the epidemic. EDUCAIDS seeks to support the overall national effort on HIV and AIDS by assisting governments and other key stakeholders to implement comprehensive, scaled-up education programmes on HIV and AIDS, ensuring that the education sector is fully engaged and contributing to the national response to the epidemic. It also includes the establishment of good HIV and AIDS policies and programmes for education sector personnel.

A comprehensive national education sector response is vital because education, especially education on prevention, is critical to stemming the spread of HIV. At the same time, achieving EFA, UNESCO's main education priority, will not be possible without addressing HIV and AIDS.

Recognising the importance of education in efforts on HIV and AIDS, particularly to reach young people, UNESCO's General Conference and Executive Board have adopted EDUCAIDS as one of three core initiatives for EFA, the other two focusing on literacy and teacher education.¹⁰ EDUCAIDS links with these core initiatives for maximum synergy and impact.

WHAT IS EDUCAIDS?

EDUCAIDS is a multi-country initiative to support the implementation of comprehensive national education sector responses to the AIDS epidemic

An emphasis on partnership

EDUCAIDS is a partnership to assist countries to put in place and implement a comprehensive education sector response: one that uses all educational modalities (formal, non-formal and informal), and all elements and components of an education system to address the epidemic in an effective and efficient way.


EDUCAIDS is part of a broader effort organized by UNAIDS to move towards Universal Access to prevention, care, treatment and support. Its aims are promoted through greater collaboration among UNAIDS Cosponsors, working closely with national authorities, ministries of education and other key education sector stakeholders, other ministries and sectors, and including bilateral agencies and civil society groups at the country level. The country level UN Theme Groups on HIV and

AIDS and Joint Country Teams on AIDS are key partners in coordination efforts.

Coordination of EDUCAIDS is taking place through advocacy and partnership-building, through the joint development of technical materials, through UNAIDS, through coordination with national AIDS authorities, and in consultation with the UNAIDS Inter-Agency Task Team (IATT) on Education, convened by UNESCO.¹¹

EDUCAIDS at the country level

EDUCAIDS is country-led and country-driven while being globally coherent. As central partners in EDUCAIDS, countries are supported to assess the difference between what they have in place and what is needed in order to make progress towards a comprehensive education



EDUCAIDS is a multi-country initiative to support the implementation of comprehensive national education sector responses to the AIDS epidemic – led by UNESCO with the collaboration of key stakeholders and in full compliance with the agreed-upon UN division of labour

sector response. They then determine priorities for action. The next step is to find the ways and means to meet these priorities through a coordinated, “value added” approach, drawing on the full range of available resources, particularly through resource mobilisation at the country level.

A needs or gap analysis is conducted at the country level under the umbrella of the UN Country Team. The national HIV and AIDS team and/or national authorities set the priorities for meeting these needs or closing the gaps. UNESCO then supports national partners, along with other identified partners, particularly those active at the country level (e.g., multilateral and bilateral agencies, NGOs) to set in place the necessary actions to meet the priorities in a timely manner. There is no single “one size fits all” approach for undertaking this process of gap analysis, prioritisation and action work planning. What is

essential, however, is the commitment to work through an inclusive process, ensuring opportunities for building ownership and buy-in by key stakeholders in the education sector.

In order to ensure that EDUCAIDS is an integral part of national strategies, it is important to embed it into existing frameworks, such as the United Nations Development Assistance Framework (UNDAF) and the UN Implementation Support Plan (UN-ISP), and as part of the “Three Ones”.

Any country can participate. What is essential is a commitment to moving towards a national comprehensive education sector response to the epidemic. A list of countries currently involved is included in Appendix 2, and is growing all the time.

The role of EDUCAIDS partners

UNESCO provides leadership and effective coordination of global resources that can be brought to bear to assist Member States to address HIV and AIDS through education, relying on UNAIDS and other mechanisms. Through EDUCAIDS, UNESCO contributes to linking the work of many partners into a cohesive and coherent set of actions, programmes, and policies at the national level, supporting the country assessments and plans for action.

The UN Theme Groups play a significant role in assisting countries to determine priorities and strategies for tackling development chal-

lenges, and present a logical intervention point for introducing EDUCAIDS within the context of the UN Country Team. More information about the Theme Groups and how EDUCAIDS can link with them is included in Appendix 1.

The central focus of EDUCAIDS is to support countries to find the best ways to fill gaps identified in the delivery of a comprehensive response to HIV and AIDS. Thus, ongoing work would be expected to continue and perhaps increase in scale or scope. New work would be complementary and would be introduced according to the priorities of the country. Depending on these priorities, the expertise, skills and resources of other partners would

be brought to bear, including other UN-AIDS Cosponsors, bilateral agencies and civil society organizations.





COMPREHENSIVE EDUCATION SECTOR RESPONSES TO HIV AND AIDS

UNESCO brings to the table the strengths of all its sectors and this is particularly important in addressing HIV and AIDS

UNESCO has made HIV and AIDS a significant priority. The Director-General has defined education on prevention broadly as *“offering learning opportunities for all to develop the knowledge, skills, competencies, values and attitudes that will limit the transmission and impact of the epidemic, including through access to care and counselling and education for treatment. UNESCO also seeks, through improved prevention and planning, to limit the impact of HIV and AIDS on the education sector, thereby preserving the core functions of the education systems”*.¹² These dual aims form the core of EDUCAIDS.

It is important to highlight that as the specialised agency for education within the UN, UNESCO brings to the table the strengths of all its sectors and this is particularly important in addressing HIV and AIDS. Every sector of UNESCO has contributed and continues to strengthen educational responses through EDUCAIDS. To give just a few examples: UNESCO’s Communication and Information sector is involved in work with the media and in non-formal education; its Culture sector advocates

for the consideration of socio-cultural issues within HIV and AIDS responses and has developed practical tools including language guidelines; its Bureau of Strategic Planning contributes particularly in the areas of gender and youth; and its Social Sciences sector is active in tools development and with young people, focusing on discrimination and human rights and addressing the structural causes of vulnerability in and around the learning environment. UNESCO’s Science sector has a growing role in strengthening scientific knowledge about HIV and AIDS through ensuring that scientific content of programmes is accurate and up-to-date, and in fully engaging institutions of higher learning to integrate HIV and AIDS, particularly in partnership with African scholars and scientists. UNESCO institutes also make important contributions, for example through the International Bureau of Education’s work on integrating HIV and AIDS into curricula and training. Recognising the important role of tertiary education institutions, EDUCAIDS will also establish and strengthen linkages with the University Twinning and Networking Scheme (UNITWIN) on HIV and AIDS, as well as with the UNESCO Chairs on HIV and AIDS.

Several key elements must be in place, as part of a sector-wide approach, in order for the education sector to fulfil its maximum potential as a full partner in the national response to HIV and AIDS. These include coverage, intensity, quality, inclusiveness, impact and sustainability. The implementation support tools¹³ and this framework document together define each of the elements, and include suggestions for how to achieve them in practice. Comprehensive education sector responses can be grouped into five essential components: 1) quality education (including cross-cutting principles); 2) content, curriculum and learning materials; 3) educator training and support; 4) policy, management and systems; and 5) approaches and illustrative entry points. Key topics in each of these components are listed in Box 1.

BOX 1: Five Essential Components for a Comprehensive Education Sector Response

1. QUALITY EDUCATION, INCLUDING CROSS-CUTTING PRINCIPLES

- Rights-based, proactive and inclusive
- Gender responsive
- Culturally sensitive
- Age specific
- Scientifically accurate

2. CONTENT, CURRICULUM AND LEARNING MATERIALS

- Specifically adapted and appropriate for various levels - primary/secondary/tertiary, vocational, formal and non-formal
- Focused and tailored to various groups including children/orphans and vulnerable children (OVC), young people out of school, people with HIV, minorities, refugees and internally displaced persons, men who have sex with men, sex workers, injecting drug users, prisoners
- Prevention knowledge, attitudes, and behaviours covering sexual transmission, drug use including injecting, and other risk factors
- Focused on stigma and discrimination as well as care, treatment and support

3. EDUCATOR TRAINING AND SUPPORT

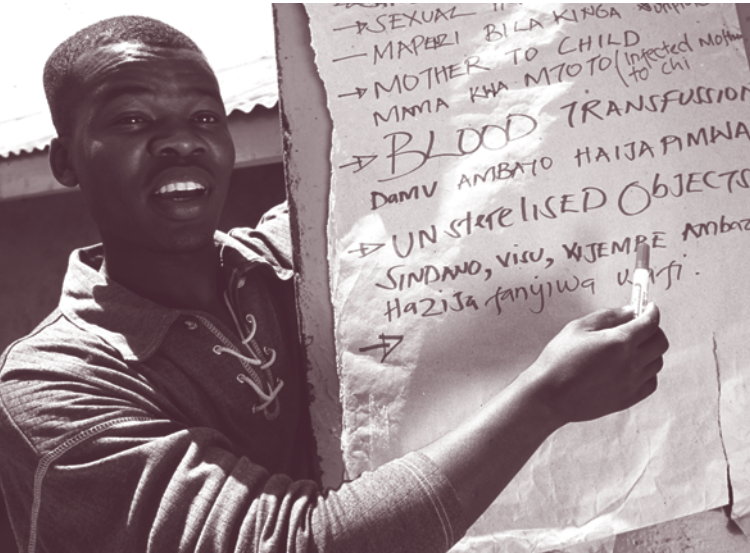
- Teacher education, pre- and in-service, including modern and interactive methods
- Non-formal educators, including youth leaders, religious leaders, traditional healers
- Support groups - mentoring, supervision, positive teachers, etc.
- School and community linkages
- Educational support materials

4. POLICY, MANAGEMENT AND SYSTEMS

- Workplace policies
- Situation analysis/needs assessment
- Planning for human capacity, assessment and projection models
- Strategic partnerships, including coordination, advocacy and resource mobilisation
- Monitoring, evaluating and assessing outcomes

5. APPROACHES AND ILLUSTRATIVE ENTRY POINTS

- School health
- Life skills
- Peer education
- Counselling and referral
- Communications and media
- Community-based learning and outreach
- School feeding
- Adult education and literacy
- Greater involvement of people living with HIV and AIDS (GIPA)



EDUCAIDS begins with a careful assessment of what already exists and what needs to be done, in order to agree on a plan of action to attain a comprehensive response

A **comprehensive** education sector response is critical, and provides the basis for guiding the work of EDUCAIDS at the country level. All of these five components need to be in place and working well to ensure optimal success in the response to the epidemic.

EDUCAIDS recognises that every country is different, and each will therefore be approaching work on EDUCAIDS from a different starting point. Many countries will already have certain elements of a strong and vibrant education sector response to HIV and AIDS, allowing them to prioritise efforts in other areas. This is why EDUCAIDS begins with a careful assessment of what already exists and what needs to be done, in order to agree on a plan of action to attain a comprehensive response. Ministries of Education, civil society organizations and others working in the education sector including UN and bilateral agencies, donors, and other sectors are key partners in the assessment and eventual implementation effort. Other ministries that intersect with the education sector, including health and social welfare, should also be integrally involved in the process as should National AIDS Commissions.

A primary aim of EDUCAIDS is to achieve coverage of education on HIV and AIDS at a national scale, ensuring that all learners are reached with relevant and appropriate learning opportunities of good quality. Projects of limited scope that fail to reach large numbers of learners are difficult to justify. Smaller experimental approaches may be useful to test new ways of delivering quality education on HIV and AIDS, but these must be carefully assessed and then scaled up within the context of national education plans and linked to the national AIDS strategy in order to ensure sustainable and effective responses.

Experiences from many countries show that coverage on its own, while important, is not enough. We must ensure that learners are reached with good quality education in order to have an impact. Implementation support tools developed as part of EDUCAIDS contain examples and suggestions to assist countries as they plan for increasing coverage and intensity, and for

ensuring the quality of education on HIV and AIDS. Education on HIV and AIDS is an ongoing process. One-off input is not sufficient, and learning must be reinforced at regular intervals and through multiple channels (including non-formal learning and community-based structures) to build the understanding necessary to develop and sustain appropriate knowledge, attitudes and behaviours.

Access to a good quality education on its own, apart from anything else, is widely recognised as an effective means of reducing the vulnerability of learners to HIV and AIDS. Education has a key role to play both in preventing HIV and in building capacity to respond to its effects on individuals, families and communities, and for this reason is a foundation for effective national responses to the epidemic.

The second aim of EDUCAIDS, protecting the core functions of the education system, will similarly require support for all educators and education personnel, including training, support and workplace policies. Many suggestions for strengthening this work are included in the implementation support tools contained in the component on policy, management and systems. This component also includes suggestions for addressing sustainability, focusing mainly on ways to mainstream education on HIV and AIDS by linking with existing national plans and development mechanisms and within the context of the “Three Ones”.

Determining the best way to move ahead with the intensification of HIV and AIDS education efforts will depend on country priorities and context, and must be country-led. Within EDUCAIDS, this is determined by a participatory assessment with key stakeholders that results in setting a few priority actions, phased in over time, taking account of existing capacity and current and potential partners. There are many approaches that can be used alone or in combination to help achieve a strong and comprehensive response to the epidemic by the education sector. Deciding which of these makes the most sense in light of the country’s circumstances is an important part of the action planning process.

EDUCAIDS IN CONTEXT: LINKAGES TO EFA AND OTHER KEY INITIATIVES

EDUCAIDS represents an important opportunity to improve the coherence as well as the level and nature of the support from UNESCO and other international partners

EDUCAIDS represents an important opportunity to improve the coherence as well as the level and nature of the support from UNESCO and other international EDUCAIDS partners to country education processes and actions through an understanding of HIV and AIDS. The global strategy for EDUCAIDS, reflected in this framework, as well as implementation support tools will be available to all countries to facilitate a comprehensive, full-scale education sector response to the epidemic.

Central to the EDUCAIDS approach is the implementation of a broad partnership strategy, within the UNAIDS framework, to link closely to EFA, the EFA Fast Track Initiative (FTI), the MDGs, the United Nations Literacy Decade (UNLD), the Teacher Training Initiative for sub-Saharan Africa (TTISSA), the Decade of Education for Sustainable Development (DESD), the UNAIDS IATT on Education, and other relevant efforts.

To help clarify the linkages between EDUCAIDS and these important initiatives and partnerships, UNESCO has undertaken an analysis to help identify where connections and partnerships can be specifically strengthened to help maximise synergy and cooperation among the key partners and relevant efforts.¹⁴ In general, the findings of this study are that EDUCAIDS is seen as a useful and worthwhile initiative, that its overall focus in many ways complements the work that is being done through other initiatives, and that it can fill important gaps that are currently not being addressed in efforts against HIV and AIDS. Some of the activities that EDUCAIDS is developing, in particular the “briefs for decision makers” and other resource materials, are seen as very positive developments by partners who have successfully used or adapted these in the context of their initiatives.

The study highlighted the need for a wider dissemination and dialogue around the specific



objectives that EDUCAIDS seeks to achieve, as well as for periodic updates on what progress has been made so far. It will also be necessary for EDUCAIDS to continue to strive for a flexible and country-specific approach that takes into account possible inventories and other mapping exercises that have been done already. In this context, the study also brought out the importance of ensuring that EDUCAIDS fully explores some of the lessons learnt in the context of other initiatives.

An important challenge for EDUCAIDS will be to put in place a sufficiently sustained and in-depth response. The review highlighted the problematic “thinness” of approaches and commitment, and the subsequent lack of results. As the recent global MDG report¹⁵ underscores, impact will be made where there is consistent and long-term intervention.

The study identified various areas that are currently “missing” or insufficiently addressed in the approach to HIV & AIDS and education and where it is felt that UNESCO’s expertise and added value would be particularly useful through its leadership on EDUCAIDS.

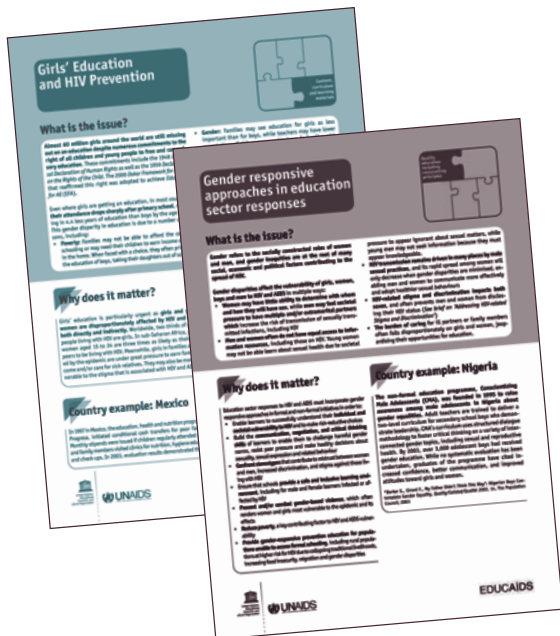
Some of these areas are already part of the EDUCAIDS framework, while others are new or at least currently receive less emphasis. These areas include:

- **A strong advocacy role for the importance of education in response to HIV and AIDS** to ensure improved coordination with national responses to HIV & AIDS and adequate resource mobilisation. Various levels of mobilisation were identified including: within UNESCO and the UN system itself, and at the international, regional, and country levels. Various partners interviewed over the course of the review mentioned mainstreaming HIV and AIDS in EFA as a particularly critical priority. Advocacy is part of the EDUCAIDS strategy but various partners felt the focus on advocacy would need to be even stronger and clearly implied that this is where EDUCAIDS could make the biggest difference to HIV and AIDS in education.
- **Lesson learning and good practice** were identified as an important area which is not receiving sufficient attention in current education and HIV & AIDS initiatives and which is critical both to improved country level action and to effective advocacy.

- **Research and country-specific priority research agendas** to bring evidence to the table about education and HIV & AIDS. It was felt that EDUCAIDS should play a key role in developing priority research agendas at the country and regional levels, and in disseminating and promoting discussion around research results.
- **Complementary capacity-building in key areas** to address areas of unmet need. EDUCAIDS was felt to play a role either by engaging in direct capacity-building or by “lobbying” others to give priority to these areas. One example of such an area includes making ministries of education more research “savvy” as clients and users of research.
- **Developing consensus around key education and HIV & AIDS indicators** and ensuring that capacity is created to use available (and new) information to feed into the design and improvement of HIV and AIDS-related programmes.

Through EDUCAIDS, UNESCO will lead a global research agenda for better planning, more effective resource management, and improved practice through such approaches as the FTI. This will take account of existing research efforts and seek complementarity, addressing key unanswered questions concerning comprehensive education sector responses to the epidemic.

Monitoring and evaluation of EDUCAIDS will be undertaken using established monitoring mechanisms at country level, within the context of the “Three Ones” and linking with the annual EFA Global Monitoring Report (GMR). Reporting on EDUCAIDS through both EFA and UNAIDS mechanisms will seek to contribute to an expanded knowledge base on HIV and AIDS and the education sector response.



SUPPORT FOR THE IMPLEMENTATION OF EDUCAIDS

EDUCAIDS is supporting the development and dissemination of practical implementation support tools that provide guidance on the technical and operational aspects of a comprehensive approach

Implementation support for EDUCAIDS is available in the areas of implementation support tools, technical support and capacity-building, and resource mobilisation.

Implementation support tools

Through collaboration and consultation with EDUCAIDS partners, UNESCO is supporting the development and dissemination of practical implementation support tools that provide guidance on the technical and operational aspects of a comprehensive approach. These tools address the information and capacity needs of different audiences and are based on the existing global knowledge base in relation to education, HIV and AIDS.

Among the implementation support tools are the following:

Briefs, which are two-page summaries of key issues related to the essential components of a comprehensive education sector response to HIV and AIDS. Grouped into one of the five essential components of the comprehensive response, each brief is intended to reach high-level officials in the ministries of education and other organizations that are charged with supporting the development and implementation of policies, determining resource allocations, and implementing programmes for education sector staff and learners. There are currently thirty-five briefs and new ones are in development and will be added as appropriate. Each brief can be used as a stand-alone 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, which provide technical staff, programme implementers and managers in ministries of education and civil society organizations with an analysis of the most useful resources on different components of education sector policy and programmatic responses to HIV and AIDS (e.g., teacher education on HIV and AIDS, education for orphans and children made vulnerable by HIV and AIDS). Each Overview includes a brief synopsis of each resource, its purpose and content, and how to access it. The Overviews also identify crucial resource gaps and needs for further research.

Practical Resources, which are developed if the Overviews reveal a dearth of practical technical or informational resources on a particular thematic area. These could include, for example, manuals, technical guidelines, wall-charts, or CD-ROMs for use by decision-makers and operational staff implementing policies and programmes at the country level.



The briefs, overviews and practical resources will be available in English, French and Spanish (and other languages depending on expressed need and available resources). These will be accessible from the UNESCO website, in hardcopy, and on a CD-ROM, and will be periodically updated as new materials become available.

Technical support and capacity-building

With other EDUCAIDS partners, UNESCO is working to facilitate access to technical support required to assist the implementation of activities at the country level. To improve the availability of human resources in education and to strengthen complementarities with the newly launched UNAIDS Regional Technical Support Facilities (TSFs) and other regional knowledge hubs and networks, UNESCO is establishing a database of people and institutions around the world with significant expertise in educational responses to HIV and AIDS. This database will be periodically updated to ensure relevant and rapid responses to country requests for technical support.

UNESCO is also using its network of regional and country offices, other UNAIDS Cosponsors, and its relationship with members of the UNAIDS IATT on Education to expand the base of technical assistance in support of country efforts towards comprehensive education sector responses to HIV and AIDS. IATT members, consisting of UNAIDS cosponsors, bilateral agencies, private donors and civil society organizations, bring a wealth of experience that can be tapped into to support strengthened responses at the country level.

UNESCO and EDUCAIDS partners are also working to expand opportunities for capacity-building and skills-development, essential requirements for implementing actions in support of strong education sector responses to the epidemic. The three UNESCO EFA core initiatives - LIFE, TTISSA and EDUCAIDS - all require a solid base of human capacity to enable the effective implementation of actions in support of the specific initiatives and of EFA. UNESCO is organising a series of regional training workshops to orient country partners on EDUCAIDS; to support the undertaking of needs assessments and the establishment of solid action plans; to set up monitoring, evaluation and reporting processes; and to support the development of strategies for successful resource mobilisation so that action plans can be fully implemented.

Resource mobilisation

EDUCAIDS is not a funding mechanism. It is designed to assist countries to access available funding, particularly at the country level, through well-designed, practical actions, to ensure a comprehensive educational response to HIV and AIDS.

An estimated US\$ 8.3 billion was available globally for AIDS in 2005, reflecting a dramatic increase in support that constitutes an unprecedented response

of the world to the epidemic. Funding is increasingly directed in support of intensified action at the country level, in line with development assistance reform efforts, and in keeping with the UN reform process stemming from a push to “make the money work.”¹⁶ In addition, national government expenditure on HIV and AIDS programmes is reportedly increasing, signalling stronger commitment by national authorities to take responsibility for country responses to the epidemic.

These trends are resulting in higher proportions of funding at the country level, a significant shift that requires changes in the way support is mobilised. This is a primary reason why EDUCAIDS is not designed to be a funding mechanism, and why emphasis within EDUCAIDS is to support resource mobilisation at the country level.

At the global level, limited funds have been identified to help “jump start” some of the initial activities for EDUCAIDS in selected countries. These funds should not be confused with resources required to implement country actions in support of the comprehensive education sector response that lies at the heart of EDUCAIDS. Nor is it realistic to expect that global fundraising for EDUCAIDS will be successful to the point of enabling the hiring and sustaining of full-

time country staff. Instead, examples are emerging of countries that are succeeding with the implementation of EDUCAIDS by:

- Incorporating the coordination function of EDUCAIDS into the existing work of a UNESCO education specialist, mainstreaming this as part of the core functions of what must occur within broader efforts to achieve EFA
- Taking steps to build a comprehensive education sector response within existing national development frameworks and country plans, thus assuring the likelihood of longer-term sustainability and success
- Linking activities identified as necessary in the country as part of EDUCAIDS within wider funding frameworks; for example, as part of funding proposals to the Global Fund to Fight AIDS, Tuberculosis and Malaria.

The imperative of country-level resource mobilisation underscores the importance of starting with an assessment of existing strengths and needs in the country, through an inclusive process, and then moving to a multi-year action workplan that can be used as the basis for resource mobilisation in support of implementation. Several countries have reprogrammed existing budgets to support this process.



NOTES

- 1) *EFA Global Monitoring Report 2006: Literacy for Life*, 2005, Paris, UNESCO.
- 2) *2006 Report on the Global AIDS Epidemic*, 2006, Geneva, UNAIDS.
- 3) *UNESCO's Response to HIV and AIDS*, 2005, Paris, UNESCO.
- 4) *Education Sector Global HIV & AIDS Readiness Survey 2004: Policy Implications For Education & Development*, 2006, Paris, UNESCO, UNAIDS Inter Agency Task Team on Education.
- 5) *UNESCO's Response to HIV and AIDS*, 2005, Paris, UNESCO.
- 6) One national AIDS coordinating authority, one national strategic plan for HIV and AIDS, and one monitoring and evaluation system.
- 7) *Paris Declaration on Aid Effectiveness: Ownership, Harmonisation, Alignment, Results, and Mutual Accountability*, 2005, Paris, OECD/DAC.
- 8) *Global Task Team on Improving AIDS Coordination Among Multilateral Institutions and International Donors*, Final Report, 14 June 2005, Geneva, UNAIDS.
- 9) *UNAIDS Technical Support Division of Labour: Summary & Rationale*, 2005, Geneva, UNAIDS.
- 10) The other two EFA initiatives are the Literacy Initiative for Empowerment (LIFE) and the Teacher Training Initiative for sub-Saharan Africa (TTISSA).
- 11) For more information on the UNAIDS IATT on Education, visit www.unesco.org/aids/iatt
- 12) Koïchiro Matsuura, Director-General of UNESCO, from *UNESCO's Strategy for HIV/AIDS Prevention Education*, April 2004, Paris, UNESCO.
- 13) Explained in greater detail in "What is EDUCAIDS?", comprised of 2-page briefs on specific topics, backed up by an overview of the most relevant and useful existing practical materials.
- 14) *An Overview of Opportunities: An Assessment of Challenges. Linking EDUCAIDS with Other Ongoing Initiatives*, forthcoming 2006, Paris, UNESCO.
- 15) *The Millennium Development Goals Report*, 2005, New York, United Nations.
- 16) Report from the March 2005 conference "Making the Money Work", and the subsequent Global Task Team recommendations.

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APPENDIX 1:

UN THEME GROUPS AND EDUCAIDS

The UN Theme Groups play a significant role in assisting countries to determine priorities and strategies for tackling development challenges. UN Country Teams may establish a wide variety of Theme Groups depending on individual country needs. The Theme Groups, in addition to providing guidance, offer a forum for facilitating coordination between actors at the country level to ensure a comprehensive, non-duplicative approach to problems, like HIV and AIDS.

In December 2005, the UN Secretary-General directed Resident Coordinators to establish joint UN teams on AIDS with one joint programme of support. The joint UN team on AIDS will consist of the operational level staff working on AIDS with one joint programme of support. The UN Theme Group on HIV and AIDS will continue to function focusing on ensuring policy and advocacy.

The UN Theme Groups present a logical intervention point for introducing EDUCAIDS within the context of the UN Country Team. The majority of countries with UN presence have already established UN Theme Groups on HIV and AIDS. Only a handful of countries have Education Theme Groups, so it is important to use the HIV and AIDS Theme Group to highlight the importance of including education in the national strategy. By working with the Theme Groups, UNESCO can ensure that EDUCAIDS is reflected in key documents like Poverty Reduction Strategy Papers (PRSPs) and the UN Implementation Support Plans on HIV and AIDS (UN-ISPs).

The UN Theme Group on HIV and AIDS

The UN Theme Group on HIV and AIDS operates according to the commitment of its members to the guiding principles mentioned earlier, such as the Three Ones. Its members include actors from the national government, UN agencies, bilateral agencies and donors, and civil society representatives. The

Resident Coordinator plays a vital role in guiding the UN's support of country-led HIV and AIDS responses. The importance of country-level coordination is highlighted by the increased role given to the Resident Coordinators by the UN Secretary-General, as well as the introduction of the Common Country Assessment (CCA) and the UNDAF. These documents paved the way for a division of labour at the country level (followed recently by the UNAIDS Technical Support Division of Labour). They focused attention on the need to allow for approaches that follow the strategies and priorities determined by the host countries. The UN-ISP provides a framework for key stakeholders outlining how to support the objectives contained in the national AIDS strategy. Essentially, the Theme Groups help inform and operationalise the UNDAF. Combined with the UNDAF, these documents serve as an important management and accountability tool for the UN Theme Groups on HIV and AIDS to provide coordinated technical support to country-led initiatives.

In addition to the Theme Group on HIV and AIDS, many countries have a Technical Working Group (TWG) on HIV and AIDS to focus on the practical application of technical support. While Director-level staff represent the member organizations on the UN Theme Group, the TWG offers a forum for programme and technical officers to devise actual implementation and support plans. The person designated to work on EDUCAIDS should participate in the TWG.

What is the purpose of a UN Theme Group on HIV and AIDS?

The UN Theme Groups on HIV and AIDS serve several functions, including (but not limited to):

- Devising and implementing integrated strategies
- Scaling up national responses to the AIDS epidemic
- Assisting in the mainstreaming of HIV and AIDS by

integrating consideration of HIV and AIDS within existing structures and programmes

- Sharing results and lessons learned to inform future programming
- Informing and utilising all assessment information
- Coordinating the actions of bilateral, multilateral, government, and civil society actors to ensure that they are in line with national AIDS strategies.

What is UNESCO's Role with the Theme Group?

UNESCO can utilise the Theme Groups to coordinate the rollout and ongoing support needed to ensure the success of EDUCAIDS at the country level. Working through the Theme Groups ensures that key partners are aware of EDUCAIDS and can support its objectives. UNESCO can:

- Coordinate a comprehensive educational response to the epidemic in countries
- Ensure that the UN country leadership, including the Resident Coordinator, the UN Theme Group on HIV and AIDS Chair, and the UNAIDS Country Coordinator understand the objectives of EDUCAIDS

and how it complements the national strategy

- Connect actors within the education sphere with members of the Theme Group
- Use the Theme Group as a springboard for conducting any assessments because often this work will be done during the processes of developing key documents like the UNDAF, the CCA, and the UN-ISP.

These lists are not exhaustive; they merely provide a starting point for UNESCO to consider how it can work with the UN Country Team to ensure the success of EDUCAIDS.

In each country, UNESCO needs to participate with the UN Country Team and to be represented on the UN Theme Groups and Technical Working Groups on HIV and AIDS. By working within this structure, UNESCO adheres to the principles of coordinating and streamlining efforts to provide technical support to countries, while working to meet the goal of implementing a comprehensive response to HIV and AIDS. EDUCAIDS can have a significant impact at the country level if UNESCO can gain the support and buy-in of key stakeholders.

APPENDIX 2: LIST OF COUNTRIES INVOLVED IN EDUCAIDS¹

SUB-SAHARAN AFRICA

Burkina Faso
Burundi
Cameroon
Central African Republic
Ghana
Kenya
Lesotho
Mozambique
Namibia
Nigeria
Swaziland
Zambia
Zimbabwe

ASIA

Afghanistan*
Bangladesh*
Cambodia*
China*
Kazakhstan*
Lao PDR*
Pakistan
Thailand*
Uzbekistan*
Vietnam*

ARAB STATES

Jordan*
Lebanon*
Syria*

EASTERN EUROPE

Moldova

LATIN AMERICA/CARIBBEAN

Jamaica
Mexico

1) *As of June 2006.*

* *These countries are receiving support through the OPEC Fund/UNESCO HIV and AIDS Project.*

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