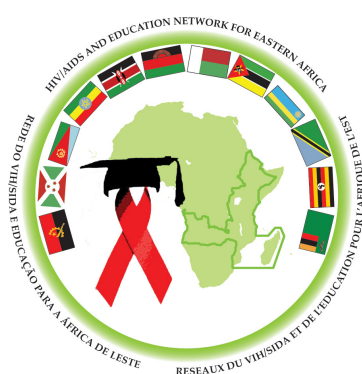


Proceedings of the 2nd Annual Meeting of the African Networks of Education Sector HIV & AIDS Focal Points

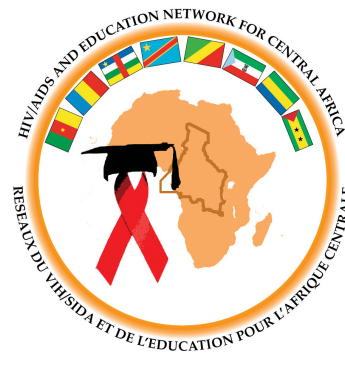
27th November – 1st December 2007
Nairobi, Kenya



The Education Sector
HIV&AIDS Network for
Eastern Africa



The Ministry of Education
Network of HIV&AIDS Focal
Points for the Economic
Community of West African
States and Mauritania



The Ministry of Education
Network of HIV&AIDS
Focal Points for Central
Africa

**Proceedings of the 2nd Annual Meeting of
the
African Networks of Education Sector HIV
& AIDS Focal Points**

The Education sector HIV&AIDS Network for Eastern Africa
Burundi, Eritrea, Ethiopia, Kenya, Malawi, Mozambique, Rwanda, Uganda,
United Republic of Tanzania and Zambia

**The Ministry of Education Network of HIV&AIDS Focal Points for
Central Africa**
Cameroon, Central African Republic (CAR), Chad, Congo, Democratic
Republic of the Congo (DRC), Equatorial Guinea and Gabon

**The Ministry of Education Network of HIV&AIDS Focal Points for
the Economic Community of West African States and Mauritania**
Benin, Burkina Faso, Cape Verde, Cote d'Ivoire, The Gambia, Ghana,
Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Senegal, Sierra
Leone and Togo

Support for this meeting was provided by the Partnership for Child
Development (PCD), the United Nations Educational, Scientific and
Cultural Organization (UNESCO) and The World Bank.

Table of Contents

ABBREVIATIONS AND ACRONYMS.....	IV
BACKGROUND.....	1
HIV AND EDUCATION	1
ACCELERATING THE EDUCATION SECTOR RESPONSE TO HIV&AIDS	1
AFRICAN NETWORKS OF MINISTRY OF EDUCATION HIV&AIDS FOCAL POINTS	2
THE ANNUAL MEETING	4
ATTENDANCE	4
PURPOSE OF THE MEETING	4
DAY 1: WEDNESDAY 28 TH NOVEMBER 2007.....	5
<i>Welcome messages.....</i>	5
<i>Current situation in the sub-regions</i>	5
<i>Discussion of good practice examples in the sub-regions</i>	5
DAY 2: THURSDAY 29 TH NOVEMBER 2007.....	6
<i>Panel discussion on mainstreaming HIV&AIDS in the education sector</i>	6
<i>Roles of Focal Points and Networks</i>	7
<i>Development of Network action plans</i>	7
<i>Strengthening Network links with development partners.....</i>	8
<i>Meeting of Officers responsible for the multi-sectoral response in National AIDS Commissions..</i>	8
DAY 3: FRIDAY 30 TH NOVEMBER 2007	8
<i>Teachers Living With HIV&AIDS.....</i>	8
THE WAY FORWARD.....	10
RECOMMENDED ACTIONS	11
<i>Development partners.....</i>	11
<i>The Ministry of Education Focal Points</i>	11
REFERENCES	12
APPENDICES	13
APPENDIX 1: AGENDA	13
APPENDIX 2: LIST OF PARTICIPANTS	16
APPENDIX 3: FOCAL POINT AND NETWORK ROLES AND RESPONSIBILITIES.....	27
APPENDIX 4: NETWORK WORK PLANS	30
APPENDIX 5: THE EASTERN AFRICA NETWORK PLAN FOR TEACHERS LIVING WITH HIV&AIDS	35

Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
BIE	Bureau International des Expositions
C.N.L.S	Commission Nationale de Lutte contre le Sida
CAR	Central African Republic
CEDEAO	La Communauté Economique Des Etats de l’Afrique de l’Ouest
CEMAC	Commission de la Communauté Economique et Monétaire de l’Afrique
DRC	Democratic Republic of the Congo
EAC	East African Community
ECCAS	Economic Community of Central African States
ECOWAS	Economic Community of West African States
EDC	Education Development Center, Inc.
EFA	Education for All
EI	Education International
ERNWACA	Educational Research Network for West and Central Africa
FAWE	Forum for African Women Educationalists
HIV	Human Immunodeficiency Virus
IATT	Inter-Agency Task Team
ICASA	International Conference on AIDS and Sexually Transmitted Infections in Africa
IIEP	International Institute for Educational Planning
ILO	International Labour Organization
KNUT	Kenya National Union of Teachers
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MOU	Memorandum Of Understanding
MTEF	Medium Term Expenditure Framework
MTT	Mobile Task Team on the Impact of HIV/AIDS on Education
NAC	National AIDS Commission
NACC	National AIDS Control Commission
NGO	Non-Governmental Organization
PALOPS	Países Africanos de Língua Oficial Portuguesa
PCD	Partnership for Child Development
FPs	Focal Points
ROCARE	Réseau Ouest et Centre Africain de Recherche en Education
SADC	Southern African Development Community
SHN	School health and nutrition
Sida	Swedish International Development Cooperation Agency
SITAN	Situation Analysis
STDs	Sexually Transmitted Diseases
TOR	Terms of Reference
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
WACIPAC	West Africa Centre for International Parasite Control
WB	The World Bank

Background

HIV and education

In recent years, a strong body of evidence has progressively emerged highlighting the importance the education sector plays in increasing knowledge on HIV and in preventing the kinds of behaviors that promote it. Children of school-age have the lowest HIV infection rates of any population sector. Even in the worst affected countries, the vast majority of schoolchildren are not infected. For these children, there is a **window of hope**, a chance to live a life free from AIDS, if they can acquire knowledge, skills, and values that will help protect them as they grow up. Providing young people, especially girls, with the **social vaccine** of education offers them a real chance of a productive life (Bundy, 2002). The Global Campaign for Education has estimated that some 7 million cases of HIV could be avoided by the achievement of Education for All (EFA) (GCE, 2004). Studies in South Africa (Hargreaves *et al.* 2007; Bärnighausen *et al.* 2007) and Uganda (de Walque 2002; and de Walque *et al.* 2005) have shown that one additional year of schooling can lead to a 7% and 6.7% reduction in the risk of infection respectively. In Uganda this reduction in risk was particularly evident among young women.

Evidence further shows that education also has a role to play in reducing stigma and discrimination even if it is purely the provision of knowledge rather than skills-based health education.

Not only is education important for preventing HIV; preventing HIV is also essential for education (Kelly, 2000). The impact of the epidemic means some countries are beginning to experience a reversal of hard-won educational gains; affecting supply, demand, and the quality of education. HIV&AIDS limits the capacity of education sectors to achieve EFA, and of countries to achieve their targets towards the Millennium Development Goals (MDGs).

Accelerating the education sector response to HIV&AIDS

The role of the education sector in the multi-sectoral response to HIV&AIDS was given new impetus by some key events in Africa around the millennium, in particular the 1999 Lusaka International Congress on HIV&AIDS and STDs in Africa, the EFA Regional Meeting in Johannesburg, and the Dakar World Education Forum. The sector became increasingly recognized as playing a key 'external' role in prevention and in reducing stigma and discrimination, and an important 'internal' role in providing access to care, treatment and support for teachers and staff, a group that in many countries represents more than 60% of the public sector workforce.

In 2002, the Joint United Nations Programme on HIV/AIDS (UNAIDS) Inter-Agency Task Team (IATT) on Education established a Working Group – known as the 'Accelerate Initiative Working Group' – to address these challenges and support

countries in sub-Saharan Africa as they ‘accelerate the education sector response to HIV&AIDS’. The philosophy of the Accelerate Initiative has always been to promote country-led planning and implementation, informed by regional and national, proven examples of good practice. This is intended to lead to the establishment of programs with strong local ownership, capable of accessing suitable funding and implementation at all levels of the education sector.

African Networks of Ministry of Education HIV&AIDS Focal Points

In response to an expressed demand at the national and regional levels for the establishment of concrete mechanisms for exchanging information and experiences among neighboring countries facing similar operational challenges, the Accelerate Initiative has facilitated the formation of regional Networks for HIV&AIDS Focal Points. The Networks are made up of members who have been officially appointed by the different Ministers of Education to serve as HIV&AIDS Focal Points, providing a framework for consultation, exchange, and sharing of experiences and expertise among actors in the field of HIV&AIDS.

The Networks have become not only conduits for sharing information, but also political structures that now determine the sub-regional sectoral agenda. Over the past 5 years, four Networks for HIV&AIDS Focal Points have been successfully established under the auspices of the various Regional Economic Communities of the African Union. These Networks are:

- (i) ***Education Sector Network of HIV&AIDS Focal Points for the Economic Community of Western African States and Mauritania:*** Established and launched in December 2004 under the auspices of the Economic Community of West African States (ECOWAS). The participating countries are: Benin, Burkina Faso, Cape Verde, Côte d’Ivoire, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Senegal, Sierra Leone, The Gambia, and Togo.
- (ii) ***Education Sector Network of HIV&AIDS Focal Points for Eastern Africa:*** Established and launched in December 2005 under the auspices of sub-Regional Economic Communities such as the East African Community (EAC) and the Southern African Development Council (SADC). The participating countries are: Burundi, Eritrea, Ethiopia, Kenya, Malawi, Mozambique, Rwanda, Uganda, United Republic of Tanzania and Zambia.
- (iii) ***Education Sector Network of HIV&AIDS Focal Points for Central Africa:*** Established and launched in October 2006 under the auspices of the Economic Community of Central African States (ECCAS). The participating countries are: Cameroon, Central African Republic (CAR), Chad, Congo, Democratic Republic of the Congo (DRC), Equatorial Guinea and Gabon.
- (iv) ***Education Sector Network of HIV&AIDS Focal Points for Lusophone Africa:*** Established in 2003 under the auspices of the *Países Africanos de Língua Oficial Portuguesa*, the Portuguese-speaking African Countries (PALOPS). The composition of this Network is based on language and because of this, these countries also belong to other Networks based on their geographical locations. The participating countries are: Angola, Cape Verde, Guinea-Bissau, Mozambique and São Tomé and Príncipe.

Since 2002, these Networks of Ministry of Education HIV&AIDS Focal Points have rapidly taken ownership of the Accelerate Initiative such that the term ‘Accelerate Initiative’ is now taken to refer to the activities at regional, sub-regional and national levels that the Focal Points initiate within their Networks under the auspices of the Africa Union Regional Economic Communities. Dialogue between the Networks and development partners is emerging as an important determinant for the way forward.

The 37 countries within these Networks are responsible for 200.2 million school-age children and 2.6 million teachers. If effective, the Accelerate efforts to date have the potential to benefit 85.5% of school-age children and 74.3% of primary and secondary schoolteachers in sub-Saharan Africa.

The Annual Meeting

Attendance

The Accelerate process has been facilitated by a number of inter- and intra-Network information sharing meetings and activities that have been organized since 2002. Since 2005, an annual inter-Network meeting was formalized where all the Networks come together once a year to advocate; share information about country-level responses and promising practices; identify available opportunities for resources and partnerships, and review and develop annual plans for Network-led activities.

The 2007 meeting was attended by over 100 participants from 34 countries from all four of the Focal Point Networks. They included the Ministry of Education Focal Points for HIV&AIDS, representatives of National AIDS Commissions (NACs), Teacher Unions and Associations of Teachers Living With HIV. As part of the inter-regional peer learning process, Focal Points from Guyana, St. Lucia and Jamaica represented the Caribbean Education Sector HIV&AIDS Coordinator Network (EduCan).

Purpose of the Meeting

The overall goal of the meeting was to further strengthen the role of the Networks in accelerating the education sector response to school health, nutrition and HIV&AIDS.

In order to achieve their goal, the Networks identified three key objectives that were to:

1. Provide an opportunity for the Ministry of Education HIV&AIDS Focal Points to network, exchange experiences, assess progress and identify gaps and areas needing improvement.
2. Facilitate the development of an annual action plan for each of the Networks.
3. Explore the situation of Teachers Living With HIV, in particular the challenges that they face, their needs, and the coping mechanisms that the education sector can support as teachers deliver their services.

As part of the Kenya World AIDS Day celebrations, the final day of the meeting provided a forum for the launch of the book *Courage and Hope* – which provides personal stories from teachers living positively with HIV&AIDS in sub-Saharan African countries.

Day 1: Wednesday 28th November 2007

Welcome messages

The Meeting was opened by Mr Joshua Ng'elu, Director, Special Programmes, National AIDS Coordination Council, Kenya. Welcome messages were also given by the representatives of the Regional Economic Communities: Dr. Malonga-Mouelet Gabriel spoke on behalf of ECCAS; Dr. Balla Camara read the note from Mr Gueye Mamadou responsible for education in ECOWAS; and Mr Aloysius Chebet, an Education Specialist spoke on behalf of the EAC.

Current situation in the sub-regions

The results of a survey conducted by 34¹ Focal Points within the Western, Eastern and Central Africa Networks in 2007 were presented on the first day as a summary of the current situation within each sub-region. The results of this survey provided an opportunity to compare how the situation had changed at the regional levels, but also specific examples of how countries had taken their plans forward, since their participation in Accelerate activities. See Appendix 3 for detailed results of the Survey.

Key findings of the survey were:

- Percentage of countries with a National HIV&AIDS Strategy.....100
- Percentage of countries with an Education Sector HIV&AIDS Strategy.....79
- Percentage of countries with an Education Sector HIV&AIDS Strategy and an HIV&AIDS Plan.....76
- Percentage of countries offering HIV&AIDS counseling to teachers.....62
- Percentage of countries training teachers to protect themselves.....91
- Percentage of countries having an HIV&AIDS Focal Point within the Ministry of Education.....94
- Percentage of countries having an interdepartmental committee within the Ministry of Education.....74
- Percentage of countries having a health education curriculum.....59
- Percentage of countries providing HIV&AIDS prevention education in some form.....100
- Percentage of countries initiating HIV prevention activities before puberty.....82
- Percentage of countries training teachers in a life skills approach.....74
- Percentage of countries where orphans and vulnerable children do not have to pay school fees.....71

Action: The 2007 Focal Point Survey will be published in time for the 2008 Meeting of the International Conference on AIDS and Sexually Transmitted Infections in Africa (ICASA) in Senegal.

Discussion of good practice examples in the sub-regions

The 2007 Focal Point Survey revealed that a significant amount of activity around contemporary and comprehensive school health, nutrition and HIV&AIDS programming had already been successfully implemented in the education sectors of the sub-regions. A panel discussion and a group work session were held on the first day to look in more detail at some of these examples. The panel discussion included presentations of good practice from five countries:

¹ The countries included in the survey are: Benin, Botswana, Burkina Faso, Burundi, Cameroon, Central African Republic (CAR), Chad, Congo, Cote d'Ivoire, Democratic Republic of the Congo (DRC), Eritrea, Ethiopia, Gabon, Ghana, Guinea-Bissau, Kenya, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Niger, Nigeria, Republic of Guinea, Rwanda, São Tomé & Príncipe, Senegal, Sierra Leone, The Gambia, Togo, Uganda, the United Republic of Tanzania (mainland and Zanzibar) and Zambia.

1. **Nigeria:** Institutional and sectoral HIV&AIDS policies.
2. **Senegal:** Integration of HIV&AIDS into a broader school health and nutrition (SHN) programme.
3. **Ghana:** Scaled teacher training strategies for the delivery of a comprehensive SHN programme.
4. **Zambia:** Scaled access to voluntary counseling and testing (VCT), care and support for teachers.
5. **Kenya:** Strategies for ensuring access to education for orphans and vulnerable children.

Recognizing the opportunity afforded to learn from these examples of good practice within the region, all those present at the meeting agreed that it would be useful to document the good practice within a report. The report informs practitioners on how school health, nutrition and HIV&AIDS prevention activities and initiatives have been sustainably implemented at all levels. By doing so, it aims to share experiences across the region and further the establishment of a sound community of regionally-specific good practice. The report may also be utilized by development partners who recognize the need to harmonize school health, nutrition and HIV&AIDS programs and to better align assistance behind recognized good practice.

The process of compiling the report was begun during the Nairobi meeting and has continued since that time.

Action: Work on the report continues in collaboration with Education International (EI).

Day 2: Thursday 29th November 2007

Panel discussion on mainstreaming HIV&AIDS in the education sector

A panel discussion on issues associated with mainstreaming focused on ‘Mainstreaming of Responses to HIV&AIDS by the Education Sector in Eastern and Southern Africa’ and ‘Mainstreaming of Gender in the Education Sector: FAWE’s activities’.

Mainstreaming of HIV&AIDS within the education sector was defined as:

“...the articulation of HIV&AIDS as a development agenda in the national and education sector plans, allocation of resources, creation of enabling environment for implementation, M&E and cascading to devolved levels”.

This mainstreaming should be done for the purposes of realizing education outcomes namely: access, equity, transition and quality of education. To this end, HIV&AIDS responses should not be as an add-on but should be infused in the entire education system. The importance of internal and external mainstreaming was emphasized in the context of the internal and external role of the education sector in mitigating the impact of HIV&AIDS on the sector. It was highlighted that mainstreaming of all aspects of HIV&AIDS within the education sector should be done within national planning and budgeting frameworks, for example, the Medium Term Expenditure Framework (MTEF).

Mainstreaming of gender in the education sector was highlighted as an issue being particularly important to the sector's response to HIV&AIDS. The different dimensions of gender disparities in the education sector in sub-Saharan Africa were examined as well as the impact that HIV&AIDS has on the education sector by further aggravating these disparities. The role of the Forum for African Women Educationalists (FAWE) in the region is to promote gender equity and equality in the education sector, by fostering societal attitudes to support girls' access, retention and performance through gender responsive policies and practices. Given that girls are five times more susceptible to HIV infection than boys, FAWE has initiated empowering interventions to address girls' sexuality including the TUSEME (Let Us Speak) initiative. This initiative seeks to empower youth (especially girls) to identify problems within their educational development, formulate solutions and take action. The intervention also provides life skills education pertaining to HIV&AIDS prevention.

The panel discussion was concluded by emphasizing the importance of mainstreaming gender issues in parallel to broader HIV&AIDS issues in order to further accelerate the education sector response to the pandemic.

Action: To support the development of a toolkit on mainstreaming HIV in the education sector. A workshop on this is to be included in the Agenda for the ICASA 2008 Meeting in Senegal.

Roles of Focal Points and Networks

The Focal Points worked within their Networks to clarify their roles as individuals as well as the roles of their Networks. Each of the Networks then presented their proposed roles during a plenary discussion session. The proposed roles were then synthesized into two separate documents; one document for the roles of the Focal Points and another document for the roles of the Networks. From these documents, it was clearly indicated that the Focal Points had an important role to play in mainstreaming HIV&AIDS in their Ministry of Education and in developing partnership with stakeholders among other roles. The roles agreed are presented in Appendix 3.

Action: Roles of Focal Points and their Networks to be shared with education sector stakeholders in their respective countries.

Development of Network action plans

On the basis of the roles identified, the Focal Points then went on to identify activities for the Networks to implement in 2008. This discussion was followed by elaboration of draft action plans for the Eastern, Western and Central Africa Networks. The action plan for each of the Networks was then presented in a plenary session for comments by all the participants. The plans were also reviewed by the participants for consistency. The action plans developed by the Networks are presented in Appendix 4.

Action: Network action plans to be shared with education sector stakeholders in their respective countries.

Strengthening Network links with development partners

The Accelerate Initiative was created out of the UNAIDS IATT on Education. Given that dialogue between the Networks and development partners is an important

determinant for the way forward, a session was organized between members of the IATT and the Networks to develop a common understanding on how to strengthen collaboration and harmonization at regional, sub-regional and country levels, as well as to expand access to resources for education sector responses to HIV.

Action: Key agreements reached during this session were that there was a need for a formal mechanism for contact between Focal Points, Networks and the IATT and also for harmonization and streamlining of activities and plans at all levels. Strategies to achieve this are proposed in the next section ‘The Way Forward’.

Meeting of Officers responsible for the multi-sectoral response in National AIDS Commissions

The officers responsible for the multi-sectoral response within the NACs met with development partners from ActAfrica and the World Bank during the meeting. The purpose of the discussion was to explore the support needed by education sectors from their respective NACs towards implementation of their action plans.

During the meeting it became clear that although the NACs were successfully supporting education sectors to implement their activities, request for this support tended to be initiated by the Ministry of Education Focal Points rather than by the NACs. That said, the NAC representatives present at the meeting found the information to be particularly insightful and were very positive about the current activities of the education sectors present.

Action: ActAfrica to investigate providing support to NACs to enable them to form a functional network (similar to that of the Focal Points), as well as develop a mailing list for communication.

Day 3: Friday 30th November 2007

Teachers Living With HIV & AIDS

On the final day of the workshop, the Focal Points worked with Teachers Living With HIV and representatives of Teacher Unions, NACs and development partners to consider the education sector support needed for the estimated 122,000 HIV-positive teachers in sub-Saharan Africa.

Two panel discussions took place:

1. **A UNESCO led panel:** Focused on the technical aspects of the response, including insights from the technical consultation ‘Supporting HIV-Positive Teachers in East and Southern Africa, 30th November – 1st December 2006’ and from the EI and Education Development Center Inc. (EDC) toolkit *Inclusion is the answer: Unions involving and educators living with HIV*.
2. **A World Bank led panel (consisting of teachers):** Focused on the personal and professional experiences of Teachers Living With HIV, based on the book *Courage and Hope: Stories from teacher’s living with HIV & AIDS in sub-Saharan Africa*.

Following the lively panel discussions, the Focal Points worked within their Networks to identify the elements involved in comprehensive care and support for HIV-positive

teachers and to discuss the support that the government and the Teacher Unions could provide to Teachers Living With HIV. From the discussions, education sector action plans were developed responding to the needs of HIV-positive teachers (see Appendix 5).

Following the meeting, the launch of the book *Courage and Hope: Stories from teacher's living with HIV&AIDS in sub-Saharan Africa* marked the climax of Kenya's National World AIDS day celebration. The book was launched by the Kenya National AIDS Council, the Kenyan Ministry of Education and the African Networks of Ministry of Education HIV & AIDS Focal Points in collaboration with the Partnership for Child Development (PCD), the World Bank and UNESCO-BREDA.

Action 1: Network action plan to be shared with education sector stakeholders in their respective countries.

Action 2: Publish the book *Courage and Hope: Stories from teacher's living with HIV&AIDS in sub-Saharan Africa*.

The Way Forward

The landscape has changed over the last 5 years. A majority of countries have developed or have begun to develop education sector responses. The issue has shifted from a focus on advocacy at the regional and sub-regional levels to an emphasis on effective implementation at the country level, where Ministries of Education across Africa are now playing an increasingly active role in the national multi-sectoral response to HIV&AIDS.

At least as importantly, decisions and actions by the participating countries have completely changed the political economy of the sectoral response to HIV&AIDS in sub-Saharan Africa. The Networks established within the sub-regional communities of the African Union have become not only conduits for sharing information, but also political structures that now determine the sub-regional sectoral agenda. Over the past 5 years these locally owned Networks have taken full ownership of the Accelerate Initiative and have emerged as the drivers of both regional and national level change. Dialogue between the Networks and the development partners is emerging as an important determinant for the way forward.

During the Meeting, those present developed a number of positive conclusions based on their experiences in the sub-region to date:

- Education sectors have accelerated their responses to HIV&AIDS.
- Education sector responses to HIV are now being implemented by a majority of countries.
- More effective links with development partners have emerged.
- More and better quality information is available to education sectors on HIV&AIDS.

In addition, the countries participating in the Accelerate Initiative also identified the following challenges in moving forward into the next phase of the Initiative:

- Not all sectors implement HIV&AIDS responses that are mainstream activities.
- Effective monitoring and evaluation (M&E) remains a major challenge.
- Investment in regional coordination and knowledge sharing shows benefits at the country level but difficult to sustain without external inputs.
- EFA-Fast Track Initiative (FTI) processes are strengthening HIV&AIDS responses within education sectors, but development of technical capacity to enable the effective development of plans is necessary.
- The hyper-endemic countries of the Southern Cone of Africa are yet to engage in the Accelerate Initiative.

Recommended actions

The meeting recommended that the following actions are to be implemented:

Development partners

- i) Provide guidance to the countries for a common M&E strategy and indicators by ICASA 2008. Considering the aforementioned, it is particularly important that development partners reach consensus among themselves to streamline the reporting procedures at the country level.
- ii) Initiate a dialogue with education sectors of hyper-endemic countries in Southern Africa to promote their engagement with the regional Network
- iii) Develop mechanisms to strengthen technical capacities of education sectors in the Networks especially with regards to strengthening the abilities of Focal Points to develop effective education sector plans, especially in the context of EFA-FTI.

The Ministry of Education Focal Points

- i) Produce and disseminate a record of the Nairobi Meeting of Networks of Ministry of Education Focal Points from sub-Saharan African countries.
- ii) Produce, publish and disseminate a report on the work of the participating countries over the last 5 years. A Network Editorial Board with representatives from each Network has been established for this purpose. The people on the Board are: Gabrielle Bandre (Ministry of Education, Burkina Faso); Balla Camara (Ministry of Education, Republic of Guinea); Aroga Désiré (Ministry of Education, Cameroon); Maybelle A. Gamanga (Ministry of Education, Sierra Leone); Aggrey Kibenge (Ministry of Education and Sports, Uganda); Amicoleh Mbaye (Ministry of Education and Sports, The Gambia); and Malick Sembene (Ministry of Education, Senegal).
- iii) Share the Terms of Reference (TOR) for Focal Points with their Ministries of Education with the view to adopting and implementing them, especially with regards to mainstreaming the HIV&AIDS response within the education sector; strengthening care and support systems for learners and educators; and responding to the needs of Teachers Living With HIV.
- iv) Share the TOR for the roles of Networks with the Regional Economic Communities with the view to adopting the TOR and developing a plan of action that supports their member countries in implementing effective education sector responses at country level, especially with respect to sharing information; developing technical capacities; promoting partnerships (i.e. with development partners, Teacher Unions, and networks of people living with HIV&AIDS); and mobilizing resources.

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Appendices

Appendix 1: Agenda

The Ministry of Education HIV&AIDS Focal Point Meeting (Meeting of Networks of Focal Points), Nairobi Safari Club, 27th – 30th November 2007

Agenda

Time	Date & Activities	Responsible Person
Day 0	Monday, 26 November 2007	
Throughout	Arrival of participants (Focal Points) Meeting of the organizers of meeting	Fahma/Betty/Leah Fahma
Day 1	Tuesday, 27 November 2007	
08.00 – 19.00	NGO Symposium	Ford Foundation/Leah
Throughout	Arrival of participants (Teachers Living With HIV, NAC Representatives, Teacher Unions, Economic Community Representatives)	Fahma/Leah/Betty
Day 2	Wednesday, 28 November 2007	
	CHAIR OF SESSION: KENYA Rapporteur: SENEGAL	
08.00 – 08.30	Registration	Leah/Betty
08.30 – 09.00	Introduction of Participants	Participants
09.00 – 10.30	Opening Session: <ul style="list-style-type: none"> • Welcome from WB Country Representative • Greetings from the Eastern and Southern Africa Network - Representative from EAC • Greetings from the Central Africa Network - Representative from ECCAS • Greetings from the West Africa Network - Representative from ECOWAS • Greetings from the Chair, Education Donor Coordination Group, Kenya Official opening of meeting by Minister of Education, Kenya	Fahma/Leah/Betty
10.30 – 11.00	Group photograph and Coffee break	Leah
	CHAIR OF SESSION: NIGERIA Rapporteur: ZAMBIA	
11.00 – 11.15	Overview and objectives of the meeting	Andy Tembon
11.15 – 12.15	Plenary: <ul style="list-style-type: none"> • Presentation and discussion of situation in Countries since Abuja 2005 and from Questionnaire responses • Benchmarks of development and agreement on Indicators • Presentation of additional new situations of countries by participants (Max: 3 minutes per country) 	Bachir Sarr Focal Points
12.15 – 13.30	Introduction to Group Work Group Work: The roles of the focal points and networks in relation to development partners - <i>Funding, Institutional arrangements and Regional network.</i>	Stella/Tara Focal Points
13.30 – 14.30	<i>Lunch Break</i>	Hotel/Leah/Betty
14.30 – 15.15	Plenary: Roles of Focal Points and Networks in relation to development partners and consolidated of reports of groups into one report	Focal Points
	CHAIR OF SESSION: GUINEA	

Time	Date & Activities	Responsible Person
	Rapporteur: DRC	
15.15 – 15.45	<i>Coffee Break</i>	Hotel/Leah/Betty
15.45 – 16.10	Panel Discussion on good practice examples at country level <ul style="list-style-type: none"> • Institutional and sectoral HIV&AIDS policies – Nigeria • Access to VCT, care and support to teachers – Zambia • Teacher training – Ghana • Orphans and vulnerable children access to education – Kenya • Integration of HIV&AIDS into SHN programs – Senegal 	Anthi Patrikios
16.10 – 17.45	Group Work by Thematic Group (Prevention and teacher training; Access to VCT; Care and support to orphans and vulnerable children access to education; Sectoral policy including workplace policy).	
17.45 – 18.30	Plenary: Presentation and Discussion on Thematic Group Work	Focal Points
18.30	Meeting of Facilitators	
Day 3	Thursday, 29 November 2007	
	CHAIR OF SESSION: REPUBLIC OF CONGO Rapporteur: ETHIOPIA	
08.00 – 08.30	Registration and feedback from yesterday	Betty/Leah
08.30 – 10.00	Report back on funding, institutional arrangements and Network issues discussed on Day 2. (<i>Joint Meeting with IATT members</i>) <ul style="list-style-type: none"> • Presentation • Discussion 	Focal Points
10.00 – 11.00	Mainstreaming of HIV&AIDS in the Ministry of Education - How to and why? <ul style="list-style-type: none"> • Presentation of feedback from the mainstreaming Think Tank Meeting and Discussion - Eastern/Southern Africa. • Gender mainstreaming (FAWE). • Plenary presentation and discussions of a country case – Tanzania. 	Stella Manda Codou Diaw Focal Point (Tz)
11.00 – 11.30	<i>Coffee Break</i>	Hotel/Leah/Betty
11.30 – 13.30	Reporting back to the Networks about what they have achieved for the past 5 years and discussions of the report.	Don Bundy
13:30 – 14.30	Lunch break	Hotel/Leah/Betty
	CHAIR OF SESSION: GHANA Rapporteur: CHAD	
14.30 – 16.00	Planning Phase 1: 2006/2007 Work plan review and development for 2007/2008 (work by Networks) - What do we want to achieve by the next meeting? What are the key activities? How can development partners support the next steps?	Networks Stella Manda/ Andy Tembon
16.00 – 16.30	Coffee break	Hotel/Leah/Betty
16.30 – 17.15	Presentation of tentative plans (3 Networks)	Networks
17.30	Meeting of Facilitators	
Day 4	Friday, 30 November 2007	
	CHAIR OF SESSION: GHANA Rapporteur: TANZANIA	
08.15 – 08.30	Feedback from yesterday	Leah Ochola, Feedback Representative
08.30 – 09.30	Panel Discussion 1 Teachers Living With HIV testimonies (teachers from Southern, Eastern, Western and Central Africa along with a Kenyan representative). Moderator: The Teachers Services Commission. Discussant: Journalist, The Daily Nation & KNUT	Stella Manda/ Alice Woolnough
09.30 – 10.30	Panel Discussion 2	Susan Nkinyangi

Time	Date & Activities	Responsible Person
	Positive Teachers Consultation: UNESCO; EI, Teacher Unions (Zambia & Ghana), HIV-Positive Teacher Network, EDC)	
	CHAIR OF SESSION: UGANDA Rapporteur: BENIN	
10.30 – 11.00	- Introduction of the Group Work - Planning Phase 2: Group Work by Network – What should Focal Points (i.e. governments) do to respond to the situation of Teachers Living With HIV (review the Network action plans)?	Andy Tembon / Stella Manda /Susan Nkinyangi / Wouter Van der Schaaf / Scott Pulizzi Participants
11:30 – 12:00	Coffee break	
12:00 – 01:00	Continuation of Group Work	Participants
13.00 – 14.00	Lunch break	Leah Ochola
14.00 – 15.00	Plenary: Presentation of Group Work	Participants
15.00 – 16.00	Session on <i>Courage and Hope: Stories from teachers living with HIV&AIDS in sub-Saharan Africa</i>	Stella Manda
16.00 – 16.30	Closing ceremony (NACC Kenya)	
16.30	Coffee break followed by departure of participants	

Appendix 2: List of Participants

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Appendix 3: Focal Point and Network roles and responsibilities

Terms of Reference

A) Roles of the Focal Points

In most of the Ministries of Education in sub-Saharan Africa, there is a unit that has been created to be responsible for the education sector response to the HIV&AIDS epidemic. In some countries, it is a unit by itself while in others it is part of the school health unit or subsumed by the *'Family Life Health Education'* unit.

In the unit that is responsible for the education sector response to the HIV&AIDS epidemic, there is usually an appointed ministerial staff that is either a full or part time member of staff to coordinate work on HIV&AIDS. This person appointed by the Minister of Education is called a Focal Point person or a coordinator in some countries. Though the situation is gradually improving, the unit has in many countries been the responsibility of a single individual. In any case, the existence of a unit and a Focal Point person within a Ministry of Education is evidence that the Ministry of Education is taking responsibility for the response to the HIV&AIDS epidemic.

After 5 years of the *'Accelerate Initiative'*, this is an appropriate time to review the Terms of Reference for the Focal Points. After a discussion with the four Networks of the Ministry of Education Focal Points (i.e. Eastern and Southern Network, Western and Central Africa Networks), the role of the Focal Points can be summarized as follows:

Coordination, planning and management

- Participate in the inter-ministerial HIV&AIDS Committee (taskforce) put in place within the Ministry of Education for the better coordination and implementation of HIV&AIDS activities and programs within the education sector.
- Coordinate HIV&AIDS work between the Ministry of Education, other stakeholders, Teacher Unions and the Ministry of Health by establishing channels of communication with the aim of effective collaboration.
- Work with Teacher Unions and other associations including those for Teachers Living With HIV to identify priority activities, proposals and projects for HIV prevention that can be submitted for funding by either the Ministry or by other stakeholders within the sector.
- Prepare Ministerial sector strategic and action plans with inputs from sub-national levels.
- Identify areas that need technical assistance for a successful response of the education sector to the epidemic.
- Coordinate sub-national responses to the HIV&AIDS epidemic and lead the process of developing indicators for monitoring at the schools level.
- Create/maintain strong partnerships with all stakeholders within the sector.
- Participate in the design and implementation of M&E on HIV&AIDS education activities and interventions in the education sector.
- Serve as the interface between the Ministry of Education and the National AIDS Authority as well as with the national and international stakeholders.

- Facilitate the mainstreaming of HIV&AIDS into the education sector plan and enhance mainstreaming HIV&AIDS in sub-sectors of the Ministry of Education.
- Identify strategies and actions that will enable other stakeholders to integrate HIV&AIDS concerns in their different areas of work.

Mobilizing of resources

- Advocate for funding from both national and international stakeholders.
- Mobilize resources and where possible harmonize donor funding to sector priorities.

Care and support

- Ensure care and support for educators and learners by the Ministry of Education.
- Work with Teacher Unions and other stakeholders to ensure that Voluntary Counseling and Testing (VCT) is readily available and accessible to teachers in both urban and rural areas.

Information and research

- Collect, analyze and disseminate data on HIV&AIDS activities within the education sector to stakeholders on a regular basis, such as bi-annually, quarterly or annually.
- Propose and participate in operational research on the response of the education sector to the HIV&AIDS epidemic.
- Provide information to the public on a regular basis to increase awareness of the impact of HIV&AIDS on supply, demand and quality of education and on what the education sector is doing in response to the impacts identified.
- Establish and maintain up-to-date databases on HIV&AIDS and education (e.g. organizations; inventory of experts involved in HIV&AIDS and education activities in different parts of the country; resource persons; training materials; audiovisuals; and bibliographic references).
- Advocate for the organization of a national workshop to accelerate the education sector response to the HIV&AIDS epidemic, if this has already not been done.
- Develop and share instructive materials with and about experiences of HIV-positive teachers.
- Document and disseminate good practices.

Network

- Develop work plans for the Network.
- Elaborate periodic reports of activities which should be shared with the Network on a bi-annual basis.
- Participate in the management and coordination of the Network.
- Propose and participate in operational research on the response of the education sector to the HIV&AIDS epidemic.

B) Roles of the Network

- Provide a framework through which to share information, experiences and promote good practices.
- Provide technical guidance and progress updates through Focal Points to the Ministers of Education.
- Advocate for a broad-based commitment and support to the education sector response to the HIV&AIDS epidemic at the sub-regional level.
- Provide proposition of guidelines for education sector policy, planning and management of HIV&AIDS with respect to achieving the EFA goals.
- Provide task guidelines on HIV&AIDS Focal Points and to build capacity of the HIV&AIDS Focal Points.
- Monitor the progress of the response in the countries that make up the Network.
- Strengthen communication between member countries of the Network.

Appendix 4: Network Work Plans

Work Plan – NETWORK of Ministry of Education HIV&AIDS Focal Persons for Eastern Africa

OVERALL OBJECTIVE	To accelerate the education sector response to HIV&AIDS in the Eastern African Region through stronger and better quality actions at the national levels			
<i>Specific Objective # 1: The Network of HIV&AIDS Focal Points in Eastern Africa strengthened</i>				
Activities	Responsible	Timeline	Expected Results	Technical Assistance
Set up a coordination structure	The EAC and the World Bank	End of January 2008	A concept note of the proposed structure in	TBD
Elaborate and validate a framework for the functioning of the Network	The EAC and the World Bank	April 2008	Elaborate a Memorandum Of Understanding (MOU) with country Ministries of Education, that commits Focal Points to the Network.	The World Bank
Facilitate a regional consultative forum of Teachers Living With HIV	The EAC and the Network	October 2008	Formation of a satellite Network of Teachers Living With HIV in Eastern Africa	The World Bank, the ILO and UNESCO
<i>Specific Objective # 2: HIV&AIDS responses mainstreamed in the EAC education functions and framework</i>				
A rapid SITAN of HIV&AIDS responses in the education sector of the 05 EAC partner states	The EAC, Partnership for Child Development (PCD) and the World Bank	March 2008	Documentation of good practices. Recommendations to the EAC Council of Ministers on specific roles of the EAC Secretariats in supporting partner states	The World Bank and PCD
Conduct needs assessment for mainstreaming HIV&AIDS in the education sub-sectors	The EAC, the World Bank and bilateral partners to be identified.	August 2008	Guidelines for mainstreaming HIV and AIDS Responses in different subsectors	TBD
<i>Specific Objective # 3: Capacities of the Ministry of Education Focal Points to support the mainstreaming of HIV&AIDS responses developed</i>				
Organize one training session on the role of the Focal Point in supporting the mainstreaming of HIV&AIDS responses in the education sector	The EAC, the World Bank, UNAIDS	December 2008	Simple home grown guidelines.	TBD
<i>Specific Objective # 4: Database of key indicators on the impact of and responses to HIV&AIDS in the region initiated and maintained at the EAC</i>				
Maintain a database of state of the education sector response in the ECOWAS countries and Mauritania	As above	December 2008	A functional and accessible database at/ with the EAC	TBD

WORK PLAN – WESTERN AFRICA NETWORK

OVERALL OBJECTIVE	To accelerate the education sector response to HIV & AIDS through stronger and better quality targeted actions at the national levels			
<i>SPECIFIC OBJECTIVE # 1: Strengthen the framework for sharing experiences and information</i>				
Activities	Responsible	Timeline	Expected results	Technical Assistance
Set up a coordination structure for the network activities	UNESCO BREDA and Senegal FP (representing all FPs)	30 Nov. 07	Members of Coordination Committee are designated	UNESCO BREDA
Elaborate and validate a framework for the functioning of the network	UNESCO BREDA and Senegal FP (representing all FPs)	1 st half 2008	Framework is validated	UNESCO BREDA
Improve production and dissemination of the newsletter (twice a year) (electronic and paper versions)	UNESCO BREDA	March 2008	Newsletter is disseminated	IIEP: creation Dissemination: UNICEF, World Bank Office, etc.
Organize study trips to exchange information	FPs	Jan-Dec. 2008	Report on trip	NAC (or equivalent) or other partners
<u>Feed</u> the Website and create a common database	PCD	1 st half 2008: identifying needs and possible solutions	Functional website	IIEP, IBE, PCD, ECOWAS
Conduct and/or disseminate national or cross-countries studies on the education sector response	FPs or FPs Networks	By end 2008	Studies are disseminated	ERNWACA, universities, PCD, IIEP, IBE, UNICEF, MTT, WB, etc.
Conduct an annual meeting in 2008 to share information and experiences	UNESCO BREDA	Dec. 2008	Report on annual meeting	FPs and all development partners
<i>SPECIFIC OBJECTIVE # 2: Promote best practices</i>				
Document and disseminate good practices - Sectorial strategy - Voluntary testing - Mainstreaming HIV in curricula - Teachers training (written and audiovisual materials)	FPs BREDA/WB: elaborate a work plan/strategy	2008	Document of available good practices	Development partners, IBE, IIEP, UNICEF, PCD...

<i>SPECIFIC OBJECTIVE # 3: Inform the ECOWAS and Mauritania MoE Conference about the progress of the response to HIV & AIDS from the education sector in the region</i>					
Activities	Responsible	Timeline	Expected results	Technical Assistance	
Prepare and disseminate report on 5 last years to MoE and MoH in ECOWAS countries and Mauritania	Network coordination structure	2008	Report transmitted to MoE and MoH in ECOWAS countries and Mauritania	PCD, IIEP, IBE, WB, NAC, UNICEF, ERNWACA, etc.	
Participate to all meetings of ECOWAS MoEs	Network coordination structure	2008	Report on meetings		
<i>SPECIFIC OBJECTIVE # 4: Advocacy for a general commitment and support to the response sector to HIV & AIDS from the education (ECOWAS and Mauritania)</i>					
Develop advocacy approaches and tools for priority targets (NACs and development/financial partners, etc.)	Coordination structure and all focal points	2008	Advocacy tools available	UNESCO BREDIA, IIEP, IBE, PCD, etc.	
Identify key issues for advocacy (i.e. importance of the education sector role in the fight against HIV & AIDS, strengthening of human resources available to FPs, etc.)	Coordination structure and all focal points	1 st half 2008	Key advocacy issues are identified	UNESCO BREDIA, IIEP, IBE, PCD, etc.	
<i>SPECIFIC OBJECTIVE # 5: Strengthening Focal Points capacities</i>					
Activities	Responsible	Timeline	Expected results	Technical Assistance	
Organize training sessions on specific themes according to current needs (i.e. advocacy, planning, coordination, assessment, etc.)	Coordination structure and all focal points	2008	Training sessions are organized	UNESCO BREDIA, IIEP, IBE, PCD, MTT West, WB, UNICEF, etc.	
<i>SPECIFIC OBJECTIVE # 6: Following the progress</i>					
Activities	Responsible	Timeline	Expected results	Technical Assistance	
Adopt a common framework to collect available information and data	Coordination structure and all focal points	First draft : 1 st quarter 2008	Common framework is available	UNESCO BREDIA, IIEP, IBE, PCD, MTT West, WB, UNICEF, etc.	
Maintain a database on the status of the response from the education sector in ECOWAS countries and Mauritania	Coordination structure and all focal points	2008	Database is available	UNESCO BREDIA, IIEP, IBE, PCD, MTT West, WB, UNICEF, etc.	

Work Plan - Education Sector Focal Points Network from Central Africa States

OVERALL OBJECTIVE:	To support the efforts of the Central Africa countries in order to accelerate the education sector response to the HIV & AIDS epidemic				
SPECIFIC OBJECTIVE # 1: Create a framework for sharing experiences and information and proposing guidelines					
Activities	Responsible	Timeline	Expected results	Technical Assistance	Cost (USD)
Set up a coordination committee for the network activities	UNESCO and FPs Coordinator	1 st half 2008	Coordination Committee is established	UNESCO, REC ⁵	
Elaborate and validate a framework for the functioning of the network	Network coordination	1 st half 2008	Document is validated	FPs	1000
Produce and disseminate a newsletter (4/year) (electronic and paper versions)	UNESCO YAOUNDE, Network coordination	1 st half 2008	Newsletter is disseminated	IIEP : creation Dissemination : UNICEF, World Bank Office, etc.	1000
Study trips to exchange information	FPs			NAC (or equivalent) or other partners	?
Create online communities	PCD		Website	PCD, WB, IBE, IIEP	TBD
Create a website and a common database. FEED THE SITE	PCD and Network Coordination	1 st half 2008: identifying needs and possible solutions	Website	IIEP, IBE, PCD, CEMAC	TBD
Conduct and/or disseminate national or cross-countries studies on the education sector response	FCs Network Coordinator	By end 2008	Studies are disseminated	ERNWACA, universités, PCD, IIEP, IBE, UNICEF, MTT, WB, etc.	N/A
Conduct an annual meeting to share information and experiences	IATT and Network Coordination	Dec. 2008	Annual meeting organized	FPs and all development partners	25 000

⁵ Regional Economic Community

<i>SPECIFIC OBJECTIVE # 2: Promote best practices</i>					
Activities	Responsible	Approximate timeline	Expected results	Technical and Financial Assistance	Cost
Document and disseminate good practices, for example on: - Sectorial strategy - Voluntary testing - Mainstreaming HIV in curricula - Teachers training (written and audiovisual materials)	Network coordination	2008	Document of good practices	Development partners, IBE, IIEP, UNICEF, PCD...	2 000
Develop instruments for transfer of good practices	Network coordination	2008	Website	Development partners, IBE, IIEP, UNICEF, PCD...	N/A
<i>SPECIFIC OBJECTIVE # 3: Inform the MoE Council about the progress of the response to HIV & AIDS from the education sector in the region</i>					
Prepare and disseminate report on 5 last years to MoE and MoH in CAEMC countries	Network coordination	2008	Report disseminated	PCD, IIEP, IBE, WB, NAC, UNICEF, ERNWACA, etc.	500
Participate to the CAEMC MoE meeting in 2008	Network coordination	2008	Report on meeting		5,000
Include the HIV & AIDS issue in all information and press medias	Network coordination and country focal points	2008	HIV in press		5,000
<i>SPECIFIC OBJECTIVE # 4: Advocacy for a general commitment for an effective response from education sector to HIV & AIDS</i>					
Promote the network	Network coordination and all focal points	2008	Number of promotion materials produced	WACIPAC, UNESCO BRED, IIEP, IBE, PCD, UNESCO YAOUNDE etc.	5,000
Develop advocacy approaches and tools for priority targets (NACs and development/financial partners, etc.)	Coordination structure and all focal points	1 st half 2008	Advocacy tools available	UNESCO BRED, IIEP, IBE, PCD, UNESCO YAOUNDE etc.	N/A
Identify key issues for advocacy (i.e. importance of the education sector role in the fight against HIV & AIDS, strengthening of human resources available to FPs, etc.)	Coordination structure and all focal points	1 st half 2008	Documents about identified themes	UNESCO BRED, IIEP, IBE, PCD, UNESCO YAOUNDE etc.	N/A

SPECIFIC OBJECTIVE # 5: Strengthening Focal Points capacities

Activities	Responsible	Approximate timeline	Expected results	Technical and Financial Assistance	Cost
Organize training sessions on specific themes according to current needs (i.e. advocacy, planning, coordination, assessment, etc.)	Coordination structure and all focal points	2008	Training sessions are organized	UNESCO BRED, IIEP, IBE, PCD, MTT West, WB, UNICEF, UNESCO YAOUNDE etc.	5 000
Continuous assessment of priority needs for strengthening FPs capacities	Coordination structure and all focal points	2008	Report on assessment	UNESCO BRED, IIEP, IBE, PCD, MTT West, WB, UNICEF, UNESCO YAOUNDE etc.	N/A

SPECIFIC OBJECTIVE # 6: Ensuring follow-up of response

Adopt a common framework to collect available information and data	Coordination structure and all focal points	First draft : 1 st half 2008	Common framework adopted	UNESCO BRED, IIEP, IBE, PCD, MTT West, WB, UNICEF, UNESCO YAOUNDE etc.	N/A
Maintain a database on the status of the response from the education sector in the CAEMC	Coordination structure and all focal points	1 ^{er} half 2008	Database is available	UNESCO BRED, IIEP, IBE, PCD, MTT West, WB, UNICEF, UNESCO YAOUNDE etc.	N/A

SPECIFIC OBJECTIVE # 7: Developing regional and cross-regional partnerships

Identify and list partners at all levels	Coordination structure and all focal points	2008	Listing of available partners	UNESCO BRED, IIEP, IBE, PCD, MTT West, WB, UNICEF, UNESCO YAOUNDE etc.	N/A
Total cost					

Appendix 5: The Eastern Africa Network Plan for Teachers Living With HIV&AIDS

Work Plan – For supporting teachers living with HIV&AIDS in sub-Saharan Africa

OVERALL OBJECTIVE		Stronger and better quality actions and services forged and maintained for Teachers Living With HIV&AIDS at the regional and the national levels		
Specific Objective # 1: A satellite Network of teachers living positively with HIV&AIDS Focal Points in Eastern Africa initiated				
Activities	Responsible	Timeline	Expected Results	Technical Assistance
Set up sub-regional coordination structure s	ILO, EI, UNESCO, UNICEF, UNAIDS, World Bank, Trade Unions Teachers Living With HIV Associations.	April 2008	A concept note of the proposed structure n	TBD
Elaborate and validate a framework for the functioning of the Network	ILO, EI, UNESCO, UNICEF, UNAIDS, World Bank, Trade Unions Teachers Living With HIV Associations.	June 2008	Elaborate a Memorandum Of Understanding (MOU) with country Ministries of Education, that commits them to provide basic frameworks for supporting Teachers Living With HIV	TBD
Specific Objective # 2: Support to Teachers Living With HIV incorporated in the Regional Economic Communities and the corresponding Trade Union Movements				
A rapid needs assessment for and SITAN of HIV&AIDS impact on and support to Teachers Living With HIV	ILO, EI, UNESCO, UNICEF, UNAIDS, World Bank, Trade Unions Teachers Living With HIV Associations.	October 2008	Documentation of good practices. Recommendations to the RECs and Trade Union regional bodies on their specific roles Teachers Living With HIV	TBD
Specific Objective # 3: Capacities of the Teachers Living With HIV Associations to advocate for Teachers Living With HIV in their countries				
Organize one training session on the role of the Teachers Living With HIV Associations in advocating for their members	ILO, EI, UNESCO, UNICEF, UNAIDS, World Bank, Trade Unions Teachers Living With HIV Associations.	December 2008	Simple home grown guidelines.	TBD