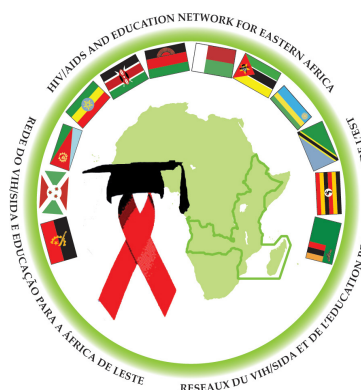


# Proceedings of the 3<sup>rd</sup> Annual Meeting of the African Networks of Education Sector HIV Focal Points

3<sup>rd</sup> – 6<sup>th</sup> December 2008  
Dakar, Senegal

May 2009



# **Proceedings of the 3<sup>rd</sup> Annual Meeting of the African Networks of Education Sector HIV Focal Points**

## **The Education Sector HIV 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 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 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, Nigeria, Senegal,  
Sierra Leone and Togo

Support for this meeting was provided by Deworm the World (DtW), the  
Partnership for Child Development (PCD), the United Nations Children's  
Fund (UNICEF), United Nations Educational, Scientific and Cultural  
Organization (UNESCO) and The World Bank.



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## Abbreviations and Acronyms

ADEA	Association for the Development of Education in Africa
AIDS	Acquired Immune Deficiency Syndrome
ART	Antiretroviral therapy
ARV	Antiretroviral
BCC	Behavior Change Communication
CAR	Central African Republic
CAS	Country Assistance Strategy
CCM	Country Coordinating Mechanism
CEMAC	Commission de la Communauté Economique et Monétaire de l'Afrique
COSSEL	Senegalese Committee of Education Unions against HIV/AIDS
DFID	Department for International Development – United Kingdom
DRC	Democratic Republic of the Congo
EAC	East African Community
ECCAS	Economic Community of Central African States
ECOWAS	Economic Community of West African States
EFA	Education for All
EI	Education International
EPDF	Education Program Development Fund
ESP	Education Sector Plan
FRESH	Focusing Resources on Effective School Health
FTI	Fast Track Initiative
HIV	Human Immunodeficiency Virus
IATT	Inter-Agency Task Team
IBE	International Bureau of Education – UNESCO
ICASA	International Conference on AIDS and STIs in Africa
IDA	International Development Association
IIEP	International Institute for Educational Planning
ILO	International Labour Organization
JICA	Japan International Cooperation Agency
KABP	Knowledge, Attitude Behavior and Practice
KENEPOTE	Kenya Network of Positive Teachers
KESSP	Kenya Education Sector Support Program
MDGs	Millennium Development Goals
MOU	Memorandum Of Understanding
MTEF	Medium Term Expenditure Framework
NAC	National AIDS Commission
NGO	Non-governmental organization
NUT	National Union of Teachers
PALOPS	Países Africanos de Língua Oficial Portuguesa
PCD	Partnership for Child Development
PPET	Post-Primary Education and Training
PRSP	Poverty Reduction Strategy Paper
REC	Regional Economic Community
RRI	Rapid Results Initiative
SADC	Southern African Development Community
SCI	Sara Communication Initiative
SHN	School health and nutrition
SIDA	Swedish International Development Cooperation Agency
STDs	Sexually transmitted diseases
STIs	Sexually transmitted infections

TOR	Terms of Reference
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VCT	Voluntary counselling and testing
WFP	World Food Programme
WHO	The World Health Organization



## 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 behavior that promote its spread. 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 (World Bank, 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). As governments have responded at the national level to HIV, adult HIV prevalence in many countries in East Africa have either stabilized or begun to decline. In West and Central African countries, a similar trend is witnessed where adult HIV prevalence has remained stable overall with signs of declining HIV prevalence in an increasing number of countries. Notwithstanding the above encouraging trends, HIV which has affected supply, demand, and quality of education in many countries has also limited 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**

The role of the education sector in the multi-sectoral response to HIV was given new impetus by some key events in Africa around the millennium, in particular the 1999 Lusaka International Congress on HIV 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 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 Focal Points. The Networks are made up of members who have been officially appointed by the different Ministers of Education to serve as HIV Focal Points, providing a framework for consultation, exchange, and sharing of experiences and expertise among actors in the field of HIV.

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 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 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; The Gambia; Ghana; Guinea; Guinea-Bissau; Liberia; Mali; Mauritania; Niger; Nigeria; Senegal; Sierra Leone; and Togo.
- ii. ***Education Sector Network of Bifocal 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 Community (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 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; Gabon; and São Tomé and Príncipe.
- iv. ***Education Sector Network of HIV Focal Points for Lusophone Africa:*** Established in 2004 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 launching, these Networks of Ministry of Education HIV 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 Regional Economic Communities of the African Union. 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 Africa-wide inter-Network meeting has taken place where all the Networks come together 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 3<sup>rd</sup> Annual Meeting was conducted from the 3<sup>rd</sup> to 6<sup>th</sup> December 2008, a period that coincided with the International Conference on AIDS and STIs in Africa (ICASA) 2008. This meeting was hosted by the Senegal Ministry of Education (Appendix 1). The meeting was attended by over 50 participants from over 30 countries from all three of the geographically defined Focal Point Networks (Appendix 2). They included the Ministry of Education Focal Points for HIV, Teacher Unions and Associations of Teachers Living with HIV. For the first time there was specific representation from the Southern African countries (i.e. Swaziland and South Africa) that were present as observers to exchange experiences and explore possibilities of forming similar Networks in their sub-region.

Representatives also participated from: the Kenya Network of Positive Teachers (KENEPOTE); the Regional Economic Communities of ECOWAS and the East Africa Community; UNAIDS; the United Nations Educational, Scientific and Cultural Organization (UNESCO – Paris, BREDA, and Africa region); the World Health Organization (WHO – Geneva, and AFRO); the United Nations Children’s Fund (UNICEF); the UNAIDS IATT on Education; the Fast Track Initiative (FTI) Secretariat; the Federation of Teachers Unions (Education International – EI); the London School of Hygiene and Tropical Medicine (malaria in schools program, and school health promotion program); Deworm the World; the Partnership for Child Development (PCD); and the World Bank (AIDS Campaign Team for Africa, and Education Network Team).

### **Purpose of the Meeting**

The goal of this meeting was to promote the role of the Networks within their respective sub-regions, strengthen their relationship with their respective Regional Economic Communities (RECs) as well as strengthen the education sector response to HIV throughout sub-Saharan Africa.

Six specific objectives for the meeting were agreed:

- i) To provide a forum for Focal Points from the different sub-regions to share their experiences and lessons learnt from their programs in relation to the general response of the education sector to the HIV epidemic.

- ii) To provide a forum for the RECs to highlight their strategies to supporting and maintaining the Networks.
- iii) To launch a book and film about teachers living positively with HIV.
- iv) To promote an understanding of how HIV can be integrated into Education Sector Plans within the EFA/FII framework.
- v) To explore ways of improving existing Networks and linkages for improved access to information, resources and technical assistance.
- vi) To provide recommendations and the way forward especially the priorities for future action to strengthen the role of the Networks.
- vii) To strengthen the sub-regional Networks and facilitate the development of a sub-regional Network for the hyper-endemic countries of Southern Africa.

## **Day 1: Wednesday 3<sup>rd</sup> December 2008**

The role of some 122,000 teachers in sub-Saharan Africa living with HIV in addressing stigma was highlighted on screen on December 3<sup>rd</sup>, 2008, with the launching of *Courage and Hope: African Teachers Living Positively With HIV*. The documentary film is a collaborative project of the African Ministries of Education Networks of HIV Focal Points and the World Bank, produced by PCD and inspired by the World Bank-produced book, *Courage and Hope: Stories from teachers living with HIV in sub-Saharan Africa*. The film was launched in a satellite session at the 2008 ICASA in Dakar, Senegal, and was simultaneously launched in Geneva at the UNAIDS Film Festival as part of UNAIDS activities for World AIDS Day 2008.

All of the Focal Points attended ICASA sessions and the vast majority were present for the launching of *Courage and Hope*. The four teachers who appeared in the film were also present at the ICASA launch. The launch panel was chaired by Donald Bundy of the World Bank and Executive Producer of the film, with a panel including: M. Adama Diop, Ministry of Secondary and Higher Education, Senegal; Debrework Zewdie, Global HIV Program; Elizabeth Lule, ACTAfrica; Barbara de Zaluondo, UNAIDS; and Insa Diallo, representing EI and the Senegalese Committee of Education Unions against HIV/AIDS (COSSEL). Also present was Edouard Gueye, a Senegalese teacher living positively with HIV featured in the *Courage and Hope* book.

*Courage and Hope* captures the candid stories of Beldina Atieno, Martin Mkung Ptoch, Jemimah Nindo, and Margaret Wambete of KENEPOTE. The stories of these four courageous teachers detail the challenges they faced once their positive status became public. These ranged from stigmatization to shunning and discrimination against them and their families. Yet, despite the hurdles the teachers faced, the film showed that by accessing effective care, support and antiretroviral (ARV) medicines, they were able to live, and to enjoy full and healthy lives.

An estimated 200 participants attended the launch, with representatives of partner agencies and civil society groups including UNAIDS, UNESCO-BREDA, UNICEF, EI, the UNAIDS IATT on Education, and members of the local press and media sources. The launch included an audience-led Question-and-Answer session following the film screening. A press conference involving the teachers and panelists followed the launch. Feedback was overwhelmingly positive. Participants praised the teachers for their courageous actions in highlighting the need for teachers to get tested, know their status and seek counseling and treatment if needed. By raising awareness of the challenges

faced by teachers and others living with HIV, these teachers can help reduce the stigma of living positively.

Following discussions initiated at the launch between the Kenyan teachers, Senegalese teachers and World Bank staff, a Working Group made up of seven volunteers was established for the creation of the Senegal Network for Teachers Living with HIV with support from UNESCO-BREDA, COSSEL, EI, KENEPOTE and the World Bank on 8<sup>th</sup> December 2008. At the founding of the Working Group, the soon-to-be-established Network already had a membership of some 60 teachers living positively.

## **Day 2: Thursday 4<sup>th</sup> December 2008**

On the second day of the meeting, the Networks held separate meetings for area-specific discussions. The day started with an opening ceremony followed by the Networks breaking up to discuss their specific issues.

### **Opening Ceremony**

The meeting was officially opened by the Secretary General, Mr. Adama Aidara, of the Ministry of Education sitting in for the Senegal Minister of Education responsible for Maternal, Primary and Middle Education. Welcome remarks were also made by: Rachel Ogbe (Representative of the ECOWAS Commission); Aloysius Chebet (Representative of the EAC); Vigdis Cristofoli (UNICEF Regional office: Dakar); Dr Abdoulaye Diarra (WHO-AFRO: Libreville, Gabon); Donald Bundy (World Bank: Washington D.C.); Insa Diallo (Education International); and Michael Beasley (PCD: UK).

The following documents were also launched:

- ***The 2007 Focal Point Survey:*** A survey, conducted in 2007 by 34<sup>1</sup> Focal Points within the Central, Eastern and West Africa Networks, looks at: the implementation of school health and nutrition (SHN) and HIV&AIDS programming in the education sectors within the sub-regions; compares situational changes at regional levels; and views how countries have moved forward in their plans since their participation in the Accelerate Initiative.
- ***Accelerating the Education Sector Response to HIV&AIDS in sub-Saharan Africa: Five Years of Experience 2002 – 2007:*** A Review on the school health and HIV&AIDS activities undertaken by the sub-Saharan African Ministries of Education Focal Points with representatives from stakeholders and partners who participate in the Accelerate Initiative, to accelerate the education sector response to HIV&AIDS.
- ***Courage and Hope: Stories from teachers living with HIV in sub-Saharan Africa:*** A book and documentary on the real life stories of 12 HIV-positive teachers recounting their experiences on discovering their HIV status and the impact imposed on their families, the community and to their professional lives. (See page 5 for further details.)

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

- ***Malaria Control in Schools: A toolkit on effective education sector response to malaria:*** A toolkit designed to provide sector professionals, policymakers, and implementers of school health programs with practical up-to-date information to aid the effective implementation of country-led plans for school malaria programs. The toolkit helps educationalists, researchers, donors and non-governmental organizations (NGOs), to determine priorities for funding and implementation. (See page 16 for further details.)
- ***Toolkit for Mainstreaming HIV and AIDS in the Education Sector: Guidelines for Development Cooperation Agencies:*** A toolkit designed to provide support to educational staff from development cooperation agencies to assess the progress of countries towards HIV&AIDS mainstreaming within the education sector; to identify entry points; and to establish priorities for advocacy and action.

### **Current Situation at the Sub-Regional Level**

The Networks met separately in order to discuss the current situation in each country, but more importantly, to review their 2008 Action Plans, elaborate their 2009 Action Plans and to discuss progress made so far as a Network.

#### *The Central Africa Network*

Country presentations were made by Cameroon, Chad, Congo, DRC, and Gabon.

In general, nearly all the countries in the sub-region have integrated HIV into their curricula at the Early Child Development, primary, and secondary levels as well as within Teacher Training Colleges. This has been done within the framework of a CEMAC (Commission de la Communauté Economique et Monétaire de l'Afrique) project, supported financially by the Japan International Cooperation Agency (JICA) and implemented by UNESCO-Yaoundé office. Though DRC is not part of CEMAC, it has been able to integrate HIV into the curricula for primary, secondary and Teacher Training Colleges with support from the World Bank which made it possible for them to attend the project workshop. Not all the countries have teachers trained to use the HIV curricula.

In most of the countries within the sub-region, there are strategic plans but few, if any, sectoral HIV policy documents. Additionally, there are no clear policies for out-of-school school-age children.

Further information on activities being implemented and also planned/deemed necessary at country level, can be found in Appendix 3. A presentation of region-specific HIV prevention education materials was also made.

At a Network level, a review of the 2008 Network Plan of Action (developed during the 2<sup>nd</sup> Annual meeting) was undertaken. Network members noted that not many of the proposed activities had been implemented; mostly due to the absence of financial resources for Network level activities. Notwithstanding the above, the commitment of the Ministries of Education to certain common initiatives across the sub-region is notable (e.g. the formal, written agreement to integrate HIV in all curricula signed by the Ministers of Education in the sub-region).

The Network members reported having shared the Proceedings of the 2<sup>nd</sup> Network Meeting with the hierarchy of the Ministry of Education; particularly due to the inclusion of the Focal Point and Network Terms of Reference (TOR) (Appendix 4). None of the Focal Points had so far received feedback (although not much time had elapsed).

The TOR has not been shared with ECCAS but there was a representative of ECCAS present at the 2007 meeting where the TOR were elaborated and discussed. A meeting that had been planned to take place in DRC with ECCAS in attendance did not materialize due to a lack of resources.

#### *The Eastern Africa Network*

Following recommendations made during the 2<sup>nd</sup> Annual Meeting, efforts were made to more strongly engage with the countries of Southern Africa. To this end, and in order to increase both the depth and the breadth of activities of the Eastern Africa Network, Focal Points from Southern Africa were invited to participate in discussions of the Eastern Africa Network.

Country presentations were made by Ethiopia, Kenya, Malawi, Mozambique, Rwanda, Tanzania, Zambia, and Zanzibar. Presentations were also made by South Africa and Swaziland.

A number of common issues were raised. Key among these was the integration of HIV and SHN and the subsequent mainstreaming of both issues into the education sector plans and strategies.

Access to quality education for orphans and vulnerable children was also raised as being significant for a number of countries in the sub-region and, in particular, the issue of scale was a concern (e.g. in Kenya, Malawi and Tanzania). Conditional cash transfers and their role in facilitating access to education were discussed.

Stigma and issues of voluntary counseling and testing (VCT) for young people were also discussed as was the introduction of life skills into school curricula. In general, life skills are yet to be taught (and learnt) in a sustainable fashion. Some countries mentioned a need to introduce life skills as a stand alone subject and some preferred an integrated approach. In all cases, there was an agreed need to harmonize SHN and HIV within life skills and ensure that they are age-appropriate and complemented with parental/community education on the messages.

All Network members (with the exception of Southern Africa) reported that they do not hold decision making positions within their ministries and, for this reason, are not always successful in negotiating for the inclusion of HIV and SHN in the education sector plans and budgets. In the case of South Africa where the Focal Points did have decision making authority, activities appeared to move faster.

Various levels of support were reported at national, regional and district level HIV-related activities.

The Network has started to work within the RECs framework for sustainability, and there continues to be a need to catalyze linkages with the development partners in order to benefit from their different comparative advantages such as: expertise, knowledge and resources.

#### *The West Africa Network*

Country presentations were made by Burkina Faso, Cote d'Ivoire, The Gambia, Ghana, Guinea, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo.

Across the Network, HIV is increasingly mainstreamed at scale into basic education systems and also other parts of the education sector. The response of the education sector is increasingly systematic; most countries now have policies, strategic plans and curricula that are printed and disseminated. Increasingly HIV responses are occurring holistically in the context of wider SHN activities. Across the Network, teacher training

is being prioritized and comprehensive curricular and co-curricular interventions are occurring in all countries.

A number of activities occurred in 2008 in support of the Network's objectives agreed at the 2nd Annual Meeting of the African Networks of Education Sector HIV Focal Points held in Nairobi, Kenya, in November 2007. Amongst these, the upgrading and strengthening of the Network's website has acted to strengthen the Network's ability to exchange experience and information (objective 1) and to promote best practice (objective 2). The Network's objectives of promoting good practice (objective 2), providing information to the ECOWAS Conference of Ministers of Education (objective 3) and enabling advocacy for the education sector's role in responding to HIV (objective 4) had been supported by the production of a number of publications during the year including a "Review of the Education Sector Response to HIV in Nigeria" and also inclusion of a number of West African case studies (i.e. from Nigeria and The Gambia) in the new "Sourcebook of HIV Prevention Programs Vol. 2". The objective of reinforcing the capacity of Focal Points (objective 5) had been supported by attendance of Focal Points at a meeting held in Abuja in September, 2008 (see below) and also through participation of countries (i.e. Liberia and The Gambia) in the '4<sup>th</sup> Annual International Short Course on School Health, Nutrition and HIV Prevention' held in Nairobi, Kenya in July, 2008.

### **Highlights of the 2009 Network Work Plans**

After reviewing their 2008 Action Plans, the Networks met separately to develop their Work Plans for 2009. Key in these discussions was the formulation of a strategy on the way forward for each Network. The complete 2009 Work Plans for each Network can be found in Appendix 3. The following key actions were agreed within each Network for 2009:

#### *The Central Africa Network*

- Produce and widely disseminate the minutes of the 2<sup>nd</sup> and 3<sup>rd</sup> Africa-Wide Annual Network Meetings.
- More widely disseminate the Focal Point TOR developed in 2008 within Ministries of Education and stakeholder communities in order to support their adoption; especially concerning the response of the education sector to HIV, and strengthening care and support structures for learners and educators (particularly those living positively with HIV).
- Share the Network TOR with ECCAS and CEMAC in order to support formal adoption of the TOR and elaboration of a sub-regional Work Plan to assist member States in responding to the pandemic (with a focus on sharing of information, development of technical skills, promotion of partnership, and mobilization of resources).
- Strengthen the capacities of the Network members to better support the information sharing and exchange. As a first step, members will provide monthly updates on education sector HIV activities to the Network Coordinator.
- Facilitate formation of a sub-regional Network of teachers living positively with HIV.
- Effectively integrate Equatorial Guinea and São Tomé and Príncipe into the Network.
- Advocate to Governments in the sub-region for the elaboration of sectoral HIV policies.
- Organize an Annual Central Africa Focal Point Network Meeting.
- Participate in the organization of an Africa-Wide Ministry of Education HIV Focal Point Network Meeting once every 2 years.

#### *The Eastern Africa Network*

- Work towards the finalization of the sub-regional EAC led Situation Analysis Consultancy Report for presentation at the Technical Committee Meeting to be convened by the EAC Secretariat (Arusha) in March 2009.
- Work with SADC towards an initial consultative meeting for member States of SADC by March 2009 to explore options for the development of a Southern Africa Ministry of Education HIV Focal Point Network.
- Convene a meeting of sub-regional Development Partners by June 2009.
- Liaise with the Association for the Development of Education in Africa (ADEA) Secretariat (Tunis) on the possibility of linking the Network activities/reporting to the ADEA Structures and processes in order to enable multi-REC support and involvement in Network activities. A Concept Paper to be prepared and submitted to the ADEA Secretariat by April 2009.
- Form thematic groups to facilitate more effective conduct of Network business, namely:
  - Teachers living positively with HIV.
  - Ensuring access to education for orphans and vulnerable children.
  - Life skills design, teaching, monitoring and evaluation.
  - Integration of HIV and SHN.
- Convene an Annual Focal Point Network meeting to be preceded and guided by a one day meeting of the thematic groups listed above.
- Arrange video-conferencing meetings for the Network with the support of the World Bank Country Offices.
- Participate in the organization of an Africa-Wide Ministry of Education HIV Focal Point Network Meeting once every 2 years. Members proposed that this meeting be held 2 days before ICASA in order to enable Network members to attend ICASA and promote the education agenda there.

#### The West Africa Network

- Establish a Network Coordinating Committee and develop a TOR for its operation.
- Explore options for more official/legal recognition of the Network and its Coordinating Committee.
- Establish stronger linkages with ECOWAS by more widely sharing the Focal Point and Network TORs developed during the 2008 Annual Meeting.
- Explore options for sub-regional level funding including potential EFA/FTI resources.

### **Good Practices in the Sub-Regions**

The Networks identified a number of examples of good practice in their sub-regions.

#### The Central Africa Network

**Cameroon:** Integration of HIV into curricula at primary, secondary and teacher training levels.

**Chad:** Elaboration of SHN and HIV Policy.

**Congo:** Integration of HIV into curricula at primary, secondary and teacher training levels and teacher training in place to use the newly elaborated curricula.

**DRC:** Elaboration of Sectoral HIV Policy.

#### The Eastern Africa Network

**Eritrea:** Situational Analysis of the health conditions of schoolchildren in Eritrea conducted (2002); A strategic plan for school-based delivery of health and nutrition services has been developed based on the situational analysis (2004); A training manual for teachers, supervisors, Parent Teacher Association (PTA) members has been developed (2004); Training of all school focal persons has been conducted at national,

regional and school levels; All schools in Eritrea have trained school health focal persons. Others are: Communication strategies like Behavior Change Communication (BCC), Rapid Results Initiative (RRI), and the Sara Communication Initiative (SCI) are practiced in schools; The life skills curriculum has been infused in the curriculum as a separate subject and is operational in upper elementary and beyond, up to Grade 12; and the Knowledge, Attitude, Behavior and Practice (KABP) survey on HIV&AIDS and life skills has been developed and is ready for sharing.

**Ethiopia:** Development of an education national HIV&AIDS policy which comprises five strategic themes: Prevention; Mitigation, Care and Support of learners and teachers and staff living with HIV; Tertiary Education; Mainstreaming the Sector's Response; and Research. The existing school curriculum which has been in place 15 years ago has been revised to include the HIV response content. In the previous curriculum, HIV education was integrated from Grades 3 to 12, but in the revised curriculum HIV education is now mainstreamed starting from Grade 1 up to Grade 12. School/community dialogue activities have been initiated to enhance the knowledge and skills of both the community and youths in school. This is facilitated by two teachers and two students.

**Kenya:** Mainstreaming of HIV responses into the 23 investment programs of the Kenya Education Sector Support Program (KESSP); support to the education needs of 'most vulnerable children' (i.e. orphans and other vulnerable children) by providing: grants; developing a pertinent management handbook; providing uniforms; desks; shoes and sanitary towels for girls; establishing a databank of primary schools with high prevalent rates of 'most vulnerable children'; and training of all managing the initiative. The government is also supporting an NGO of teachers living with HIV – KENEPOTE. The government has also made HIV life skills education an independent subject and is working towards making it an examinable subject.

**Malawi:** The Ministry of Education, the Department for International Development (DFID) and the World Bank, jointly carried out an assessment on the HIV prevention and mitigation response in the education sector; the Ministry of Education has put in place HIV Focal Point persons in all the 34 education districts and 6 divisions complete with the TOR. The Ministry is also managing a contact directory for all Focal Point persons, and has trained all Focal Points in: proposal and report writing; resource mobilization; program implementation; and partnerships. The Malawi association of teachers living positively with HIV&AIDS - T<sup>2</sup>LIPO, is taking a lead in sensitizing other personnel in the education sector on the importance of VCT and positive living and behavior change. In addition, the Ministry has established a database of teachers living positively for efficient support to T<sup>2</sup>LIPO members with food and farm inputs for their gardens. The Ministry has made life skills education, a mandatory and compulsory subject at all levels. The Ministry has also developed a monitoring tool for HIV&AIDS to track the impact of HIV&AIDS on the education sector alongside the interventions and resources.

**Mozambique:** Mozambique declared free primary education a move which will see an increase in 'most vulnerable children' in schools. A functional intra-education ministerial working group has been set up comprising of all the departmental Focal Points for HIV responses at national and provincial levels. These working groups are also attended by the development partners. There is the presence of a functional care and support arrangement for orphans and vulnerable children within the education sector. There is also the presence of a primary school curriculum that integrates SHN and HIV education – pacheto basico. The Ministry is also implementing '*Mundo Sem Segredos*' literally meaning the 'world without secrets', a radio programme for school-age children imparting HIV prevention education.

**Rwanda:** The Ministry of Education conducted a study on impact assessment of HIV&AIDS in schools; trained PTA members and local leaders on school health; directors of secondary schools were trained on trauma counseling. Further, the Ministry appointed and trained district school health Focal Points. The ministry also produced a training module for the teachers training colleges and provided access to all primary and secondary teachers. The Ministry of Education has initiated a radio program for pupils and students on HIV prevention education and has undertaken a capacity assessment for anti-AIDS clubs.

**Tanzania Mainland:** The Tanzania Institute of Education has revised the curriculum to include HIV&AIDS Education from pre-primary to tertiary education level; training teaching on the HIV response content to secondary schoolteachers teaching subjects which include HIV&AIDS topics (i.e. Biology, Civics and General Studies); training of teachers for the visually impaired primary and secondary learners on teaching HIV prevention education; training of heads of secondary schools on effective monitoring of the implementation of the HIV response activities in their schools; and training of the Teacher Training Colleges' tutors of subjects where HIV prevention education is included: in Civics and General Studies and similar training of all principals of the Teacher Training Colleges.

**Uganda:** Integration of HIV responses into the Post-Primary Education and Training (PPET); development of PPET resource books for teachers and age-appropriate handbooks. Other practices include: the conduct of and HIV responsiveness audit of the secondary school curriculum; implementation of a pilot project on the Education Sector Work Place HIV/AIDS and the roll-out of the Work Place Program; and inclusion into the education sector's main goals that guide programing and budgeting, accelerated responses to HIV and appointed Focal Point officers for each of the education sector's departments.

**Zambia:** The Ministry of Education has initiated to promote VCT, where teachers and their families in one particular district are brought together to access various health services in addition to VCT. Services offered include blood pressure checks, diabetes checks, dental checks, malaria checks and VCT among others. Furthermore, the Ministry initiated an antiretroviral therapy (ART) scheme with public hospitals where 5,000 teachers are on ART and more than 140 teachers have been trained in ART education. The Ministry also formed support groups consisting of teachers living with HIV&AIDS who provide psychosocial support to one another and implement income-generation projects such as vegetable gardens and drama groups. The Ministry further provides food supplements to teachers who are living with HIV and has implemented a home-based care training program for teachers and other Ministry of Education staff.

**Zanzibar:** The development of the education sector HIV strategy; inclusion of HIV content in the Zanzibar secondary school project; and appointment of HIV Focal Points at the district level.

*The West Africa Network*

**Burkina Faso:** Integration of emerging issues into the school curriculum (i.e. environmental education, water, sanitation and hygiene, and HIV).

**Cote d'Ivoire:** HIV has been mainstreamed into primary education.

**The Gambia:** Monitoring and evaluation indicators have been established for cluster schools to track the teaching of HIV.

**Ghana:** The HIV/AIDS Alert School Model framework ensures that schools are meeting a government approved list of “minimum standards”; a reproductive health certificate and diploma has been established at one Teacher Training College.

**Guinea:** In-service training for classroom implementation of HIV-related activities in four regions have been set up where 15,432 teachers have already been trained.

**Liberia:** Training of peer educators where 386 peer educators have been trained in the last year.

**Mali:** An age-appropriate HIV communication strategy for students has been developed.

**Niger:** Integration of HIV into the Teacher Training College Curriculum, and technical and vocational institutions.

**Nigeria:** The establishment of support groups for teachers living positively with HIV in collaboration with the National Union of Teachers (NUT).

**Senegal:** An operational plan and related assessment tool have been developed for the monitoring and evaluation of HIV teaching.

**Sierra Leone:** The development of a peer education manual on HIV.

**Togo:** HIV has been mainstreamed into selected subjects (i.e. biology and social science) within the secondary level curriculum.

### **Day 3: Friday 5<sup>th</sup> December 2008**

On this day, all the Networks came together to share experiences and lessons learned. Issues common to all the Networks were identified and discussed. Learning sessions were about SHN, HIV mainstreaming, financing of education sector HIV activities, EFA/FTI, as well as the role of development partners in the development of the Networks.

#### **Network Coordination and Communication**

It has been agreed that effective coordination is necessary for the Networks to function well. In addition, a key component of the Network TORs is to enable effective sub-regional communication and information sharing. In light of this, Networks spent a significant time in exploring opportunities to better coordinate and communicate between their own members but also between different Networks.

#### *The Central Africa Network*

Two members (i.e. the Focal Points from Cameroon and DRC) were elected to informally coordinate the activities of the Network and to work with ECCAS to explore ways that ECCAS might support the Network. At the same time, Network members stressed the need for the Network to be recognized as a legal entity in some way.

In order to enable more effective intra-Network communication and coordination the following activities were agreed upon:

- Creation and dissemination of a biannual journal (hard and soft copy).
- Conduction of study tours to better share information.
- Strengthen internet communication between members where possible.
- Use the Network sub-site on [www.schoolsandhealth.org](http://www.schoolsandhealth.org) more effectively including the creation of a database of country activities.

- Adoption of a common framework for collection of information and data available (c.f. 2008 survey questionnaire).
- Maintain a database on member country education sector responses to HIV within ECCAS.

It was agreed by the Network that an annual meeting would be preferred with the Africa-Wide Meeting taking place once every 2 years, to coincide with ICASA meetings.

#### The Eastern Africa Network

To provide for sustained inter-country engagement, the Network members decided that they would join various sub-groups, arranged by themes, within the Network. Each group will be led by one of the members, and all information will be shared across the entire Network. Thematic team leaders will be coordinated by the overall Network coordinator. The proposed themes include:

- i) SHN/HIV mainstreaming.
- ii) Strengthening multi-sectoral support to teachers living with HIV and orphans and vulnerable children.
- iii) Exploring life skills including: scope; position in the curriculum; and ensuring and assessing effective learning and teaching.

The members proposed that the Network have an annual meeting, to be preceded by a one day meeting to enable the thematic sub-groups to meet first. Beginning in 2009, the Network meeting will run back-to-back with a meeting of Permanent Secretaries to sustain their awareness on the work and needs of the Network. It was proposed that an Africa-Wide Network Meeting be held once every 2 years in the context of ICASA.

The countries of Southern Africa agreed to continue as part of the Eastern Africa Network until such time as a clear way forward is established for their participation in an independent Southern Africa Network.

The Eastern Africa Network will use informal communication channels such as emails, phones etc. The website [www.schoolsandhealth.org](http://www.schoolsandhealth.org) will continue to be the main virtual channel of communication for the sub-region and the Network members will conduct virtual meetings thrice yearly. In addition to the use of informal communication channels, Network members agreed to use more formal channels of communication available within the framework of the RECs.

#### The West Africa Network

Members of the Network decided that their activities would be strengthened and enabled considerably by the formation of a coordinating committee. It was decided that the formation of such a committee should be the first priority of the 2009 Action Plan.

The aims of the committee would be to:

- Oversee coordination and monitoring of the Network's activities.
- Provide leadership and support for the implementation of Network programs in the region.

It was agreed that the committee should serve for 2 years and that a new committee should be elected at the next ECOWAS meeting.

The main activities of the committee will be to collaborate and work closely with Network members and sub-regional development partners in order to:

- Coordinate and monitor the preparation and implementation of the Network's annual Work Plan.

- Assist in the preparation of policies related to the Network.
- Serve as a resource and referral for members of the Network.
- Organize and supervise meetings of the Network in collaboration with partners.
- Coordinate and mobilize support (i.e financial and technical) from development partners for the implementation of Network activities.
- Prepare and submit quarterly/annual comprehensive progress reports to Network members and partners.
- Encourage the effective utilization of Network websites by members.

In all these activities, the committee will collaborate most closely with the partners that particularly support the Network including PCD, UNESCO-BREDA and the World Bank, and that these partners would serve as advisors to the committee.

It was agreed that the following people would now serve on the committee:

<i>Chairperson:</i>	Nigeria
<i>Vice Chairperson:</i>	Republic of Guinea
<i>Treasurer:</i>	Senegal
<i>Secretary General:</i>	The Gambia

### **Relationships between the Networks and their Donors and Regional Economic Communities**

As a follow-up to the joint IATT-Network meeting within the 2<sup>nd</sup> Annual Africa-Wide Network Meeting, Network members discussed their relationship with development partners and how development partners and RECs might better support the activities of the Networks.

#### *The Central Africa Network*

The relationship between the Network and development partners was reported to have been minimal due to the fact that development partners work at country level and not at regional level. It was agreed however, that development partners have an important role to play; particularly concerning technical, material and financial support. In order to better facilitate development partners and Network interaction, it was agreed that the Network would need to be officially recognized as a legal entity.

#### *The Eastern Africa Network*

The Network members discussed the benefits of strengthening their linkages with development partners; in particular, the comparative advantage that partners would be able to provide to sustain the processes and the structure of the Network. These include: their capacities to generate innovative ideas, information, experiences and expertise; their ability to generate and/or to mobilize human, material and financial resources to address the impact of HIV; and their capacity to sustain communication channels that are necessary for sustaining the Network.

The Network identified key thematic areas that could be strengthened through linking with development partners. These include: support for the education needs of orphans and vulnerable children; integrating HIV into SHN and mainstreaming both in the education sector plans, budget, activities and monitoring and evaluation frameworks; strengthening multi-sectorality in support of orphans and vulnerable children, learners and teachers affected/infected with HIV; capacity building in the education sector; harmonization and strengthening the teaching and learning of life skills; sustaining community mobilization; strengthening the sub-regional Networks; conducting impact assessments; and strengthening knowledge generation for supporting country level FTI processes.

Finally, the members proposed that partnership between development partners and the Network could be sustained within the RECs frameworks; through formal and informal consultations and negotiations; by obtaining resources (i.e. financial, human and material); and by replicating the global UNAIDS IATT and FTI arrangements at the sub-regional level, to be coordinated by the RECs.

#### The West Africa Network

Network members reported that in the past, ECOWAS has sought to provide support for the Network of Focal Points; for example the organization enabled a meeting of the ECOWAS Ministry of Education HIV Focal Points in Abuja, Nigeria, from 17<sup>th</sup> –19<sup>th</sup> September, 2008. Unfortunately, no budget is available to support Network activities in the current financial year. Members of the Network strongly invited ECOWAS to play a greater role in education sector-based efforts to prevent and mitigate the impact of HIV in the ECOWAS sub-region. In particular, it was felt that ECOWAS could play a critical role in enabling partnerships, and in the collection and dissemination of data and good practice.

With respect to other development partners, members of the Network said that partners could play an important role in building the capacity of the Network, in enabling countries to develop budget lines for the activities of the Network and could also assist in enabling meetings of the regional and inter-regional Networks.

#### **Learning Sessions During the Meeting of All the Networks**

When all Networks met as a group, learning sessions about: integrating SHN; HIV within the education sector response; deworming; school-based malaria prevention; monitoring and evaluation of SHN activities; financing of education sector HIV activities; EFA/FTI; as well as about the role of development partners in the development of the Networks, were undertaken. These sessions were followed by discussions.

#### **Integrating SHN and HIV within the Education Sector Response**

Interventions that enable children to access, attend and stay at school are critical components of the education sector's response to HIV. Amongst the most cost-effective of such interventions are SHN programs that include school-based delivery of health services, skills-based health education, provision of clean water and sanitation and health-related school policies. For more information, please refer to the Focusing Resources on Effective School Health (FRESH) framework. As well as helping children stay in school, interventions on health and nutrition also play a direct role in enabling young people to remain uninfected by HIV – improved nutrition, acquisition of life skills, improved knowledge about health – all can play their part. In light of this, Network members requested that a portion of the 3<sup>rd</sup> Annual Meeting be devoted to learning more about SHN and a session be conducted on this subject.

***Malaria:*** Infection from malaria affects children's ability to access and benefit from education. Until recently, the ability of the education sector to address malaria issues was thought to be limited. Dr. Simon Brooker of the London School of Hygiene and Tropical Medicine introduced to Focal Points a draft "*Schools Malaria Toolkit*" that details a wide range of different interventions and approaches that schools can employ to address the infection. A number of Focal Points agreed to review and comment on the draft toolkit.

***Deworming:*** Worm infections affect children's ability to enroll, attend and stay at school, their cognitive function and IQ. Dr. Lesley Drake of Imperial College, London, spoke about a new initiative "*Deworm the World*" that is facilitating many sub-Saharan

African Ministry of Education countries<sup>2</sup> to access drugs, technical expertise and training that can enable simple, highly effective deworming programs at national scale.

In 2000, the FRESH framework was launched at the World Education Forum in Dakar, Senegal, with UNESCO, UNICEF, the World Food Programme (WFP), WHO and the World Bank among the early partners. The expanded commentary on the Dakar Framework for Action, which describes health as *an input and condition necessary for learning*, and the FRESH framework promoted a core group of cost-effective activities, including deworming, to deliver on the promise of EFA.

Deworm the World is a global coalition of partners launched by the Young Global Leaders of the World Economic Forum, which has promoted understanding of the remarkable cost-effectiveness of school-based deworming as an education intervention. It is committed to WHO's target of *regular administration of chemotherapy to at least 75% of all school-age children at risk of morbidity by 2010*.

Deworm the World is currently helping countries to develop large-scale, sustainable education sector-led deworming programs. During the Annual Meeting of the African Networks of Education Sector HIV Focal Points, a number of countries, including The Gambia, Ghana, Guinea, Liberia, Nigeria, Senegal, and Sierra Leone expressed an interest in engaging with Deworm the World to support the implementation of school-based deworming programs in their regions.

Deworm the World will lend technical assistance to Focal Points and their country teams to develop plans, including:

- i. As a first step for identifying geographic areas of concern – to use the ‘sub-Saharan African map of worm prevalence’ developed by Dr. Simon Brooker;
- ii. the donation of pills; and
- iii. technical capacity and training.

Dr. Lesley Drake's message was supported by Dr. Antonio Montessoro from WHO, who spoke of the impact worms can have on children's health and education and the support that WHO can provide to countries wishing to institute such programs. For further information please go to: <http://www.dewormtheworld.org>.

***Monitoring and Evaluation of SHN programs:*** This is often difficult for countries and agencies to achieve. Dr. Michael Beasley of PCD spoke about an initiative of more than 20 FRESH partner agencies to produce a *Generic Monitoring and Evaluation Framework for School Health and Nutrition*. The aim of the framework will be to provide countries with a simple menu of tools that will enable effective assessment of programs implemented. This session was in response to the wish of Focal Points during the 2007 annual meeting of Networks that requested that development partners as a group should propose suitable indicators for monitoring and evaluation of SHN.

The need for effective evaluation of programs was underlined by Dr. David Ross of the London School of Hygiene and Tropical Medicine who spoke about an impact evaluation undertaken of a school-based HIV prevention program conducted in

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<sup>2</sup> Ethiopia; The Gambia; Ghana; Guinea; Kenya; Liberia; Mozambique; Nigeria; Senegal; Sierra Leone; Tanzania; and Zambia.

Tanzania “*Mema kwa vijana*”. The study underlined the fact that interventions cannot be presumed to have a positive impact on young people’s attitudes and behavior and that if resources are to be employed well, careful evaluation of activities are vital.

### **Assessing World Bank Financing for Education Sector Initiatives on HIV**

This session was presented by ActAfrica. It was noted that 39% of World Bank financed projects that addressed HIV as a component was within the education sector. The roles of the different Ministers of Finance and the Country Directors were important in the allocation of World Bank resources - the Minister of Finance proposed that the World Bank financing and the Country Directors negotiate with the Ministers of Finance within the frameworks of: the Country Assistance Strategy (CAS); the Medium Term Expenditure Framework (MTEF); and the Poverty Reduction Strategy Paper (PRSP).

The processes that the Ministry of Education Focal Points could use to access the World Bank funds included the following:

- The Focal Points can take part in the preparation of new World Bank financed education projects to ensure that HIV is mainstreamed into the project.
- The Focal Points and the Ministry of Education authorities can review existing education sector projects, PRSP and justify to the Ministry of Finance why there should be reallocation of funds to take care of HIV (i.e. to convince the Ministry of Finance on the strategic importance of addressing HIV&AIDS in the education sector).
- The Focal Points can also take part in the preparation of new national HIV projects by either the World Bank (i.e. the National AIDS Commission -NAC), the Global fund (i.e. Country Coordinating Mechanism - CCM), the Ministry of Health, as well as with partners like UNAIDS.

### **The EFA/FTI Process**

Robert Prouty, the Head of the EFA/FTI Secretariat gave a presentation on how countries can access FTI resources to strengthen their SHN and HIV programs. He noted the need and interest in working across sectoral boundaries and in ensuring country level demand, since the FTI partnership emphasizes country level responsibility for defining financing and policy priorities. This is of particular interest as recent analysis indicates that few governments have developed education sector plans with well-elaborated components on HIV&AIDS.

The importance of liaison with the Local Education Group for both financial and technical support was stressed.

Funds available to the education sector through the FTI partnership include the following:

- (i) Domestic resources;
- (ii) bilateral and multilateral donors (including the International Development Association – IDA);
- (iii) donors (including private sector donors) and foundations; and
- (iv) the FTI Catalytic Fund.

## **Day 4: Saturday 6<sup>th</sup> December 2008**

As a follow-up to discussions on day 3, this day was devoted to the exploration of the role that EFA/FTI funds can play in accelerating the education sector responses to HIV and strengthening SHN within sub-Saharan Africa.

The Head of the EFA/FII Secretariat explained the three FII-managed Trust Funds through which the Africa region may receive support: the Education Program Development Fund (EPDF) which provides capacity development and knowledge sharing support; the Catalytic Fund which provides substantive long-term support for program implementation; and the Education Transition Fund, a new source of funding to be managed by UNICEF for countries emerging from conflict or presenting other challenges preventing development of a fully-fledged education sector planning process.

Focal Points were then given a chance to ask practical questions. The discussions that followed the presentation focused on how countries and the Networks could access FII support and funds.

The following actions were recommended:

- For FII endorsed countries, Focal Points should obtain a copy of their Education Sector Plan (ESP), review it for SHN and HIV components, and ensure that current implementation of the ESP is effective. If there is no SHN and HIV component, Focal Points should meet with relevant authorities to discuss inclusion of such a component during the yearly review which takes place in all FII partner countries.
- For countries not FII endorsed, – Focal Points should inform relevant authorities of the FII, and encourage them to consider requesting FII support. In a situation where there is no ESP, the country could apply for EPDF to assist with the elaboration of an ESP and subsequent endorsement. Focal Points should consult the World Bank sub-regional SHN and HIV Coordinators for guidance on relevant World Bank processes.
- Regarding provision of support to the Networks as independent entities, it was agreed that the World Bank sub-regional SHN and HIV Coordinators would further discuss and explore possibilities on how to approach FII for support and funding at sub-regional levels given that the FII process is country-based.
- The FII Secretariat will send to the participants, through the World Bank regional SHN, HIV Coordinators, the list of FII coordinating agencies in the different countries.

## The Way Forward for 2009

### **Conclusions**

Since the 2<sup>nd</sup> Africa-Wide Annual Focal Point Network Meeting significant steps forward have been made in the communication and coordination strategies employed by the Networks. Establishment of Coordinating Committees (e.g. West Africa and Mauritania Networks) and closer engagement with RECs (e.g. the sub-regional Situation Analysis of education sector activities in the member States of the EAC) are good practices that, ultimately, will lead to the more formal establishment and independent functioning of the Focal Point Networks.

Issues common across the Networks remain. These include issues of organization and coordination where relationships with RECs are not always established but where informal coordinating mechanisms are observed. Informal communication pathways have been strengthened through the redevelopment of the Network sub-sites within the website: [www.schoolsandhealth.org](http://www.schoolsandhealth.org); however technology issues such as internet access still hamper some Focal Points in their efforts to more effectively network with their counterparts across their Network (e.g. Central Africa). Further interaction of the Focal Points via their Network sites (e.g. posting materials and updates) would cement informal communication pathways and support more formal communication.

Ministries of Education have taken great strides in strengthening their response to HIV as demonstrated in *Accelerating the Education Sector Response to HIV & AIDS in sub-Saharan Africa: Five Years of Experience, 2002 - 2007* and there is now a movement towards mainstreaming of HIV and SHN activities. Some Network members have made greater progress in this area than others. Guidance on how best to facilitate this process may be available at a sub-regional level and the model of the EAC member States Situation Analysis on education sector responses to HIV and SHN may be replicated further across the Eastern Network or in other Networks.

Education sectors are now better accessing national HIV funding to accelerate their responses to the pandemic; however some funding streams are still not being fully accessed and throughout 2009, development partners have committed to work with Ministries of Education to explore these avenues. A significant step towards the formal establishment of the Networks would be availability of funding to better enable sub-regional level activities. Discussion with the EFA/FTE Secretariat will be key in 2009 to exploring potential sources of funding to support sub-regional level activities.

### **Recommendations Proposed and Adopted by the Focal Points**

The following recommendations were proposed and adopted by the Focal Points at the All-Africa Network Meeting held in Dakar, Senegal from 3<sup>rd</sup> to 6<sup>th</sup> December 2008.

#### **Networks**

- Networks should organize meetings to have a formal dialogue with the REC about the support required by the Network from the REC, as has recently been achieved by the ECOWAS Network.
- The Accelerate facilitation team will work with the countries of Southern African and SADC to develop a discuss opportunities and options for the development of a similar Network of Focal Points in Southern Africa. The first step towards this should be the arrangement of an all-stakeholder meeting. To facilitate discussions

with member States of Southern Africa, the World Bank will engage in-country through its relevant Task Team Leaders.

### **Focal Points**

- Review ESPs for SHN and HIV components, and ensure that current implementation of the ESP is effective. If there are no SHN and HIV components, Focal Points should meet with relevant authorities to discuss the inclusion of such components during the yearly review which takes place in all FTI partner countries.
- In each country, Focal Points should meet with the development partner currently acting as the FTI coordinating agency for the education sector donor group to explain to the partner the existence of the Network, what it does, and seek for assistance. Share the Focal Point and Network TOR as well as publications with the Local Education Group. For those countries that are not FTI endorsed, meet with the lead donor.
- In each country, Focal Points should meet with the UNAIDS Country Coordinator to provide them with a detailed explanation of what the Network and Focal Points are doing within the education sector to respond to HIV. Share the Focal Point and Network TOR as well as publications with the UNAIDS Country Coordinator.
- Share the TOR for Focal Points with the Ministries of Education authorities.
- Based on the successful consequence of sharing the *Courage and Hope* film in Senegal during ICASA 2008 – the creation of a support network for positive teachers in Senegal – some of the Focal Points suggested using the *Courage and Hope* film to stimulate discussions in their countries. Focal Points should therefore use the film in their countries to advocate with the Ministry of Education for the formation of support networks. For a copy of the film, please contact the World Bank’s Education Advisory Services at [eservice@worldbank.org](mailto:eservice@worldbank.org).
- Focal Points should share this report with Ministry of Education authorities to be used in advocacy efforts for greater financial support from the Ministry of Finance for school health, nutrition and HIV.

### **Ministries of Education**

- In many countries, the education sector is not always recognized as playing an important role in health and HIV. Ministry of Education authorities should use this report to aid in advocacy efforts and requests to the Ministry of Finance for larger financial allocations to school health, nutrition and HIV.

### **Regional Economic Communities**

- Representatives from the RECs who attended the meeting should facilitate dialogue with Networks, which can include the hosting of meetings of the Network Coordinating Committee.

### **Development Partners**

- Support the dialogue between the Networks and the RECs by providing financial and material resources.
- Work with the EFA/FTI Secretariat to explore the potential of funding supra-national activities, including the role of the EPDF and the Catalytic Fund.
- Provide technical and financial support to the Networks for annual and bi-annual Network meetings.

- To be responsive to national and regional dialogue between Focal Points and Networks.
- The World Bank is requested to publish the report entitled *Accelerating the Education Sector Response to HIV&AIDS in sub-Saharan Africa: Five Years of Experience, 2002 - 2007* on behalf of the three Networks and to include the logos of the Networks, and to liaise with other development partners to include the logos of PCD, UNAIDS, UNESCO-BREDA, UNICEF, and the World Bank on the report.
- Deworm the World will lend technical assistance to Focal Points and their country teams to develop plans to support the implementation of school-based deworming programs in their regions.

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## Appendices

### Appendix 1: Agenda and Timetable

#### The Ministry of Education HIV Focal Points Meeting (Meeting of Networks of Focal Points): Hotel Ngor Diarama, 3<sup>rd</sup> – 6<sup>th</sup> December 2008

Time	Date and Activities	Responsible Person
<b>Day 0: Tuesday 2 December, 2008</b>		
Throughout	Arrival of participants (Focal Points, TLWH, NAC Representatives, Teacher Unions, and Economic Community Representatives) Meeting for the organizers of the meeting	Fahma
<b>Day 1: Wednesday 3 December, 2008</b>		
8.00 – 11.30	Participation at ICASA sessions of choice	
11.30 – 12.30	Registration and preparation for satellite session	Fahma
13.00 – 16.00	Launch and Press Conference: <i>Courage and Hope</i>	Anthi, Tara, Lucy
Throughout	Arrival of participants (TLWH, NAC Representatives, Teacher Unions, and Economic Community Representatives)	Fahma
<b>Day 2: Thursday 4 December, 2008</b>		
	<b>CHAIR OF SESSION: SENEGAL</b> <b>Rapporteurs: NIGERIA and SIERRA LEONE</b>	
08.00 – 8.30	Welcome and introduction of participants	PCD/ECOWAS/UNE SCO/UNICEF/World Bank/Ministry of Education: Senegal
08.30 – 8.45	Opening Ceremony	Minister of Education
08.45 – 9.00	Group photograph	Anthi/Fahma
	<i>Networks move to their rooms for meetings</i>	
09.00 – 9.15	Report from the Network Coordinator	Network Coordinator
09.15 – 10.15	Brief Country presentations (5 minutes per country) and discussions for clarifications <ul style="list-style-type: none"> <li>- Response to the Recommendations</li> <li>- New activities within the education sector</li> <li>- Achievements: ECOWAS Report</li> </ul>	Focal Points
10.15 – 10.30	<i>Coffee Break</i>	<i>Hotel</i>
	<b>CHAIR OF SESSION: GAMBIA</b> <b>Rapporteurs: BURKINA FASO &amp; NIGER</b>	
10.30 – 10.40	Review of 2008 Plan of Actions	Coordinator
10.40 – 11.45	Development of the Action Plan of the Network for 2009	Facilitators
11.45 – 12.15	Report and consolidation of the 2009 Work Plan	Facilitators/Reporters
12.15 – 12.30	Amending and adoption of Work Plan	Participants
12.30 – 13.00	Implementation of the 2009 Work Plan – Funding etc.	Participants
13.00 – 14.00	<i>Lunch Break</i>	<i>Hotel</i>
	<b>CHAIR OF SESSION: GUINEA</b> <b>Rapporteurs: LIBERIA &amp; GHANA</b>	
14.00 – 15.00	Presentation by the REC – The regional situation of the support to the education sector. <ul style="list-style-type: none"> <li>– Roles and responsibilities of the key development partners (presentation and discussions)</li> </ul>	ECOWAS

<b>Time</b>	<b>Date and Activities</b>	<b>Responsible Person</b>
15.00 – 15.45	Group work: Redynamisation of Network	Facilitators
15.45 – 16.00	Plenary: Report of Group work (3 groups – 5 minutes each)	Participants
16.00 – 16.30	<i>Coffee Break</i>	<i>Hotel</i>
16.30 – 16.45	Official creation of the coordination team of the Network	Participants
16.45 – 17.45	Group work: Summary: Good practice in Region (4 thematic groups)	Focal Points
17.45 – 18.00	Preparation for next days General Meeting (Report for next day) and Closing for the day	Focal Points
<b>Day 3: Friday 5 December, 2008</b>		
	<b>CHAIR OF SESSION: SENEGAL</b> <b>Rapporteur: CAMEROON and ZAMBIA</b>	
08.00 – 08.30	Registration	
08.30 – 10.00	Plenary: Reporting back <ul style="list-style-type: none"> <li>- Presentation and discussion of situation in countries since Nairobi 2007 (3 Networks - West, Eastern and Central Africa Networks)</li> <li>- Situation from Southern Africa</li> </ul>	Focal Points
10.00 – 10.30	<i>Coffee Break</i>	<i>Hotel</i>
	<b>CHAIR OF SESSION: MALAWI</b> <b>Rapporteur: DRC and BURKINA FASO</b>	
10.30 – 12.30	<b>School Health</b> <ul style="list-style-type: none"> <li>- Malaria toolkit</li> <li>- Deworming the World</li> <li>- Monitoring and evaluation of SHN, and HIV&amp;AIDS</li> <li>- Tanzania - Presentation of results of “Mema kwa vijana”<sup>1</sup> project</li> </ul>	Facilitators
12.30 – 13.30	<i>Lunch Break</i>	<i>Hotel</i>
	<b>CHAIR OF SESSION: GHANA</b> <b>Rapporteur: KENYA and CHAD</b>	
13.30 – 15.00	<b>Discussions with development partners</b> <ul style="list-style-type: none"> <li>- EFA/FTI Secretariat</li> <li>- IATT</li> <li>- ActAfrica</li> <li>- UNESCO/Teacher Training in sub-Saharan Africa (TTISSA)</li> <li>- SADC</li> </ul>	EFA/FTI Secretariat
15.00 – 16.00	<b>Next Steps</b> Group work: <ul style="list-style-type: none"> <li>- Is an African-wide consultation a necessity?</li> <li>- What is needed for proper functioning of the Networks?</li> </ul>	Networks
16.00 – 16.30	<i>Coffee Break</i>	<i>Hotel</i>
16.30 – 17.00	Reporting back from Group work	Focal Points
17.00 – 17.30	- Launching of reports: Accelerate Report; and Focal Point Survey Report	
17.30	Summary and Closing of Meeting	Facilitators
<b>Day 4: Saturday 6 December, 2008</b>		
09.00 – 12.00	Meeting with the EFA/FTI Secretariat	EFA/FTI Secretariat
12.00 – 14.00	Individual country-specific discussions	EFA/FTI Secretariat

<sup>1</sup> An adolescent sexual and reproductive health program, working in schools, health facilities and communities in Mwanza Region, Tanzania.

## Appendix 2: List of Participants

### List of Participants for the Meeting of Networks of Ministry of Education HIV Focal Points: 3<sup>rd</sup> – 6<sup>th</sup> December, 2008, Dakar, Senegal

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### Appendix 3: Network Work Plans

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

<b>OVERALL OBJECTIVE</b>		<b>To accelerate the education sector response to HIV&amp;AIDS in the Eastern African region through stronger and better quality actions at the national levels</b>		
<i>Specific Objective # 1: Strengthen the Network of HIV&amp;AIDS Focal Points in Eastern Africa</i>				
<b>Activities</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Expected Results</b>	<b>Technical Assistance</b>
Set up a coordination structure	The EAC/the World Bank	End of January 2009	A concept note of the proposed structure	To be determined.
Elaborate and validate a framework for the functioning of the Network	The EAC/the World Bank	April 2009	Elaborate a Memorandum Of Understanding (MOU) with country Ministries of Education that commits Focal Points to the Network.	The World Bank
Hold an initial consultative meeting for member States of SADC by March 2009 to explore options for the development of a Southern Africa Ministry of Education HIV&AIDS Focal Point Network.	The EAC/SADC Secretariats	March 2009	Strengthening of the Network for Eastern and Southern Africa.	The World Bank/ILO/ UNESCO
Convene a meeting of sub-Regional EFA/FTI partners by June 2009.	The World Bank	March 2009	Pooling of resources at sub-regional level and exchange of EFA/FTI country knowledge.	The World Bank
Liaise with the ADEA Secretariat (Paris) on the possibility of linking the Network activities/reporting to the ADEA structures and processes in order to enable multi-REC support and involvement in Network activities.	The World Bank/PCD	April 2009	A Concept Paper to be prepared and submitted to the ADEA Secretariat.	The World Bank/PCD
Form Thematic groups to facilitate more effective conduct of Network business, namely: <ul style="list-style-type: none"> <li>• Teachers living positively with HIV&amp;AIDS.</li> <li>• Ensuring access to education for orphans and vulnerable children.</li> <li>• Life skills design, teaching, monitoring and evaluation.</li> <li>• Integration of HIV and SHN.</li> </ul>	The World Bank/PCD	July 2009	A Network broadened to co-opt other members of the education sector relevant to the themes.	The World Bank/PCD

## Work Plan – NETWORK of Ministry of Education HIV Focal Persons for Eastern Africa continued....

Activities	Responsible	Timeline	Expected Results	Technical Assistance
Convene an Annual Focal Point Network Meeting to be preceded and guided by a one day meeting of the Thematic Groups listed above.	The World Bank/PCD/EAC/SADC	December 2009	Exchange of Knowledge	The World Bank/development partners
Arrange Video-Conferencing meetings for the Network with the support of the World Bank Country Offices.	The World Bank	Quarterly	As above	The World Bank
<b><i>Specific Objective # 2: Mainstream the HIV&amp;AIDS education sector response in the EAC functions and framework</i></b>				
Work towards the finalization of the sub-regional EAC-led Situation Analysis Consultancy Report for presentation at the Technical Committee Meeting to be convened by the EAC Secretariat (Arusha) in March 2009.	EAC/PCD/the World Bank	March 2009	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/PCD
Prepare a Draft Country Tool Kit for mainstreaming HIV&AIDS in education sub-sectors.	The World Bank	April 2009	Guidelines for mainstreaming HIV&AIDS responses in different education subsectors.	To be determined.
<b><i>Specific Objective # 3: Develop the capacities of the Ministry of Education Focal Points to support the mainstreaming of the HIV&amp;AIDS response</i></b>				
Organize a meeting and a training session on the role of the Focal Points in supporting the mainstreaming of HIV&AIDS responses in the education sector	The World Bank/EAC/UNAIDS	December 2009	Simple home grown guidelines.	To be determined.
<b><i>Specific Objective # 4: Initiate and maintain a database of key indicators on the impact and responses to HIV&amp;AIDS in the EAC region</i></b>				
Maintain a database of state of the education sector response in the Eastern and Southern African countries.	As above	December 2009	A functional and accessible database at/with the EAC	To be determined.

## Work Plan – NETWORK of Ministry of Education HIV Focal Persons for ECOWAS and Mauritania

OVERALL OBJECTIVE	To accelerate the education sector response to HIV&AIDS in the ECOWAS and Mauritania 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.	Focal Points	December 2008	Members of Coordination Committee are designated.	World Bank/PCD/ECOWAS/UNESCO-BREDA
Elaborate and validate a framework for the functioning of the Network.	Coordinating Committee	March 2009	Framework validated and Network functional.	World Bank/ PCD/ ECOWAS/ UNESCO-BREDA
Organize three study tours for Network members to share best capacities and to build capacities of Focal Points.	Coordinating Committee/the World Bank/PCD/UNESCO-BREDA	May/December 2009	Study tours conducted, Report produced and disseminated.	World Bank/PCD/ECOWAS/UNESCO-BREDA
Improve production and dissemination of the Newsletter (once a year).	To be determined.	September 2009	Newsletter is published and disseminated.	World Bank/Focal Points/UNESCO/PCD/UNICEF
Share research findings and feed the website regularly.	Coordinating Committee/Focal Points	November/December 2009	Website functional and regular publication.	PCD/UNESCO
Conduct an Annual Meeting for ECOWAS Focal Points in 2009 to share information and experiences.	Coordinating Committee/the World Bank/PCD/UNESCO-BREDA	December 2009	Report on Annual Meeting.	Focal Points/all development partners
<i>Specific Objective # 2: Promote best practices</i>				
Document and disseminate good practices: <ul style="list-style-type: none"> <li>• Sectoral strategy</li> <li>• VCT</li> <li>• Mainstreaming HIV&amp;AIDS in school curricula</li> <li>• Teacher Training</li> <li>• Orphans and vulnerable children</li> <li>• Reproductive health</li> </ul>	Focal Points/UNESCO-BREDA/the World Bank to elaborate a Work Plan/strategy	March/December 2009	Documentation of available good practices.	Ministries of Education/ development partners/UNESCO-IBE/ IIEP/UNICEF/PCD

## Work Plan – NETWORK of Ministry of Education HIV Focal Persons for ECOWAS and Mauritania continued

Activities	Responsible	Timeline	Expected Results	Technical Assistance
<i>Specific Objective # 3: Inform the Ministry of Education Conference about the progress of the education sector response to HIV&amp;AIDS in the region</i>				
Elaborate Annual Report for 2009 implemented activities.	Network Coordination structure	November/ December 2009	Reports from Focal Points collected, synthesized and disseminated.	Focal Points/PCD/the World Bank/ECOWAS
<i>Specific Objective # 4: Advocate for general commitment and support to the education sector response to HIV&amp;AIDS</i>				
Organize 2 day training during the Annual Meeting on resource mobilization and advocacy.	The World Bank/PCD/UNESCO-BREDA/ECOWAS./Coordinating Committee	November/ December 2009	Training Report.	PCD/the World Bank/other development partners
<i>Specific Objective # 5: Monitor and evaluate the activities of the Network</i>				
Monitor and evaluate the activities of the Network.	Coordinating Committee	3 Quarterly - December 2009	4 Reports available.	The World Bank/PCD, ECOWAS/UNESCO

## Work Plan – NETWORK of Ministry of Education HIV Focal Persons for Central Africa

OVERALL OBJECTIVE	Support Central African countries to accelerate the education sector response to HIV&AIDS			
<i>Specific Objective # 1: Create a framework to exchange experiences and information and to propose recommendations</i>				
Activities	Responsible	Timeline	Expected Results	Technical Assistance
Create and disseminate a Journal – 2 per year (electronic and paper versions)	Technical and Financial Partners	2009	Bulletin disseminated.	Technical and Financial Partners
Study tour to share information.	Morocco/Libya	2009		Technical and Financial Partners
Create internet communication.	Network Coordination	To Be Determined	Website	otf
Create a website and a common database. Provide data for the website.	Network Coordination	1 <sup>st</sup> Trimester 2009	Website	Technical and Financial Partners
Organize an Annual Meeting to share and exchange information and experiences.	Technical and Financial Partners	To Be Determined	Annual Meetings organized.	Technical and Financial Partners
Document and disseminate the good practices: <ul style="list-style-type: none"> <li>• Sectoral HIV&amp;AIDS policy</li> <li>• VCT</li> <li>• Integration of HIV into the school curricula</li> <li>• Teacher training</li> </ul> (written and audiovisual documents)	Network Coordination	2009	Documents of good practices.	Technical and Financial Partners
Develop instruments for the transfer of good practices.	Network Coordination	2009	Website	Technical and Financial Partners
Prepare and disseminate the Report of the last 5 years on the situation in the regions to the Ministries of Education and Health in the ECCAS countries.	Network Coordination	2009	Report disseminated.	Technical and Financial Partners

## Work Plan – NETWORK of Ministry of Education HIV Focal Persons for Central Africa continued...

Activities	Responsible	Timeline	Expected Results	Technical Assistance
Put HIV&AIDS in every Press and Information organizations.	Network Coordination/National Focal Points	2009	HIV in Press organizations.	To be determined
Undertake the promotion of the Network.	Network Coordination/National Focal Points	2009	Number of support promotion products produced.	Technical and Financial Partners
Develop advocacy approaches and tools towards priority targets (NAC and development/financial partners etc.)	Coordination Structure/all Focal Points	2009	Instruments available.	Technical and Financial Partners
Identify key advocacy themes (e.g. importance of the role of the education sector in the prevention and control of HIV&AIDS; strengthening of the human resources available to the Focal Points etc.)	Coordination Structure/all Focal Points	2009	Documents concerning the themes identified.	Technical and Financial Partners
<b><i>Specific Objective # 2: Strengthen the capacity of the Focal Points</i></b>				
Organize training sessions on specific themes as a function of the needs of the moment (e.g. advocate, planning, coordination, evaluation, etc.)	Coordination Structure/all Focal Points	2009	Training Sessions organized.	Technical and Financial Partners
<b><i>Specific Objective # 3: Ensure the monitoring of the response</i></b>				
Adopt a common framework for collection of information and data available	Coordination Structure/all Focal Points	2009	Common framework adopted.	Technical and Financial Partners
Maintain a database on the state of the response of the education sector in ECCAS.	Coordination Structure/all Focal Points	2009	Database available.	Technical and Financial Partners
<b><i>Specific Objective # 4: Develop inter and intra-regional partnerships</i></b>				
Identify and list partner structures at all levels.	Coordination Structure/all Focal Points	2009	List of partners available.	Technical and Financial Partners

## Work Plan – Support for Teachers Living With HIV&AIDS

OVERALL OBJECTIVE	Facilitate the creation and maintenance of stronger and better quality actions and services for Teachers Living With HIV&AIDS (TLWHA) at national and regional levels.			
<i>Specific Objective # 1: Launch a satellite Network of TLWHA and HIV Focal Points in sub-Saharan Africa</i>				
Activities	Responsible	Timeline	Expected Results	Technical Assistance
Establish a sub-regional coordination structure.	Technical and Financial Partners	2009	Description of the proposed structure.	To Be Determined
Elaborate and validate a framework for the functioning of the Network.	Technical and Financial Partners	June 2009	MOU with the National Ministries of Education committed to providing the basic frameworks to support TLWHA.	To Be Determined
<i>Specific Objective # 2: Support the integration of TLWHA in RECs and corresponding unions</i>				
Brief evaluation of the needs and systematic analysis of the impact of HIV&AIDS on the teachers and the support that is provided to them.	Technical and Financial Partners	To Be Determined	Document the good practices. Recommendations to the REC and regional union structures on their specific roles towards TLWHA.	To Be Determined
<i>Specific Objective # 3: Strengthen the capacities of the associations of TLWHA to advocate for their members in their different countries</i>				
Organization of training on the role of advocacy by the Associations of TLWHA for their members.	Technical and Financial Partners	To Be Determined	Simple recommendations elaborated.	To Be Determined

## Appendix 4: Focal Points and Network Terms of Reference

### 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 staff to coordinate work on HIV&AIDS. This person appointed by the Minister of Education has been 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 three networks of Ministry of Education Focal Points (Eastern and Southern Network, West 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 an effective collaboration.
- Work with Teacher Unions and other associations including those for teachers living with HIV&AIDS to identify priority activities, proposals and projects for HIV prevention that can be submitted for funding by either the Ministry or by other stakeholders in 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 level of schools.
- Create/maintain strong partnerships with all stakeholders within the sector.
- Participate in the design and implementation of monitoring and evaluation of 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 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 as the case might be.
- Propose and take part in operational research as concerns 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 what the education sector is doing in response to the impacts identified.
- Establish and maintain up-to-date database on HIV&AIDS and education (i.e. organizations, inventory of experts involved in HIV&AIDS and education activities in different parts of the country, resources persons, training materials and audiovisuals, and bibliographic references).
- Advocate for the organization of a National workshop to accelerate the education sector response to HIV&AIDS epidemic, if this has not already 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 Networks.
- 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 take part in operational research as concerns 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 EFA goals.
- Provide task guidelines to, and 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.