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**UNAIDS**  
JOINT UNITED NATIONS PROGRAMME ON HIV/AIDS

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# EDUCAIDS

## FRAMEWORK FOR ACTION



EDUCAIDS

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# ACRONYMS

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ASAP</b>	AIDS Strategy and Action Plan
<b>CCO</b>	Committee of Cosponsoring Organizations
<b>EFA</b>	Education for All
<b>EMIS</b>	Education Management Information System
<b>FTI</b>	Fast Track Initiative
<b>GIPA</b>	Greater Involvement of People living with HIV and AIDS
<b>HIV</b>	Human Immunodeficiency Virus
<b>IATT</b>	Inter-Agency Task Team
<b>ICT</b>	Information and communication technology
<b>ILO</b>	International Labour Organization
<b>JICA</b>	Japan International Cooperation Agency
<b>LIFE</b>	Literacy Initiative for Empowerment
<b>MDG</b>	Millennium Development Goal
<b>NGO</b>	Non-governmental Organization
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PRSP</b>	Poverty Reduction Strategy Paper
<b>TSF</b>	Technical Support Facility
<b>TTISSA</b>	Teacher Training Initiative for sub-Saharan Africa
<b>UN</b>	United Nations
<b>UNAIDS</b>	Joint United Nations Programme on HIV/AIDS
<b>UNDAF</b>	United Nations Development Assistance Framework
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFPA</b>	United Nations Population Fund
<b>UNGASS</b>	United Nations General Assembly Special Session on HIV/AIDS
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Fund
<b>UNLD</b>	United Nations Literacy Decade
<b>WFP</b>	World Food Programme
<b>WHO</b>	World Health Organization

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# THE NEED FOR STRONG EDUCATION SECTOR ENGAGEMENT IN HIV AND AIDS

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

**I**n recent years, steady progress has been made in efforts to achieve Education for All<sup>1</sup> (EFA). And yet over 70 million children are still not enrolled in primary school.<sup>2</sup> There are many factors exerting pressure on education systems worldwide – among them is the present and growing threat of HIV and AIDS. It has become increasingly clear that in order to achieve EFA and the education-related Millennium Development Goals<sup>3</sup> (MDGs) – MDG 2 on achieving universal primary education and MDG 3 on promoting gender equality and the empowerment of women – it is essential for the education sector to address HIV and AIDS. In addition, halting the spread of HIV is a Millennium Development Goal in itself (Goal 6), one towards which the education sector has a unique contribution to make.

The AIDS epidemic is one of the most serious threats to global progress. At the end of 2007, more than 33 million people were estimated to be living with HIV, with more than 2 million deaths and around 2.5 million new infections occurring in that year alone.<sup>4</sup> The impact of AIDS is unusually severe because it primarily strikes adults, particularly young adults, who drive economic growth and raise the next generation. Because of this, HIV is unravelling hard-won development gains and is having a crippling effect on future prospects. Unless strong action is taken, through expanded and intensified efforts towards universal access to prevention programmes, treatment, care and support<sup>5</sup>, the epidemic will continue to spread and threaten sustainable development, including progress being made towards achieving EFA, the MDGs and other international commitments.


# The education sector has a critical role to play both in preventing HIV and in building capacity to respond

The education sector has a critical role to play both in preventing HIV and in building capacity to respond – by promoting human rights, gender equality, knowledge and skills, the participation of young people and people living with HIV, and by reducing stigma and discrimination. But how well is the education sector doing with regard to these key tasks? The first-ever global survey on the readiness of the education sector to respond to HIV and AIDS<sup>6</sup> found that ministries of education and civil society were making progress toward institutionalising effective responses. For example:

- Most ministries of education that participated in the review have HIV and AIDS management structures in place;
- Senior officials have publicly discussed HIV and AIDS;
- National education sector HIV and AIDS plans have been developed; and
- Information on HIV and AIDS has been integrated into school curricula.

Yet despite these encouraging efforts, the survey highlighted that coverage remains uneven and a range of areas require attention. These include:

- Education sector policies that address the impact of HIV and AIDS on the supply, demand, quality and outcomes of the sector;
- Education workplace policies to reduce vulnerability and address prevention, treatment, care and support for teachers and other education workers;
- Sector-wide strategic plans to implement, enforce and monitor policies;
- Better-quality data and evidence on what works;
- Capacity-building for planning, budgeting, management and data use; and
- More holistic and comprehensive responses.



*EDUCAIDS is a multi-country initiative to support the implementation of comprehensive national education sector responses to the AIDS epidemic – led by UNESCO with the collaboration of key stakeholders*

# WHAT IS EDUCAIDS?

**R**ecognising the vital role of the education sector in national responses to HIV and AIDS, the UNAIDS Committee of Cosponsoring Organizations (CCO) launched EDUCAIDS, the Global Initiative on Education and HIV & AIDS, in March 2004. A UNAIDS initiative led by UNESCO with the collaboration of key stakeholders, EDUCAIDS seeks to promote, develop and support comprehensive education sector responses to HIV and AIDS.

EDUCAIDS provides a framework for action for the education sector to:

- understand the need for strong engagement in HIV and AIDS in order to achieve EFA and education-related MDGs, as well as to
- provide a unique and critical contribution to national responses to HIV and AIDS, in the context of universal access to prevention programmes, treatment, care and support, and efforts to improve coordination and cooperation.

As countries put in place and implement comprehensive, scaled-up responses towards universal access to prevention programmes, treatment, care and support, EDUCAIDS aims to mobilise the education sector, using all components and elements of an education system, and all educational modalities – formal, non-formal and informal.

**EDUCAIDS has two primary aims: to prevent the spread of HIV through education and to protect the core functions of the education system from the worst effects of the epidemic**

EDUCAIDS efforts at the country level therefore focus on: promoting comprehensive education sector responses to HIV and AIDS; planning and prioritising actions; and building partnerships and promoting coordination. Agencies and persons involved in EDUCAIDS include UNESCO staff in the education sector and all other sectors, ministries of education, UNAIDS Cosponsors, civil society organizations including groups working on EFA and groups of people living with HIV. Countries that have recently been involved in EDUCAIDS are listed in Appendix 1; an up-to-date list along with EDUCAIDS Country Snapshots, which provide progress and lessons learned at the country level at a particular point in time, are available on the EDUCAIDS website, <http://www.educaids.org>

# PROMOTING COMPREHENSIVE EDUCATION

## 1. Quality education

- Rights-based, learner-centred and inclusive
- Gender-responsive
- Scientifically accurate
- Culturally sensitive
- Age-specific
- Delivered in safe and secure learning environments
- Focused on and tailored to various groups, including vulnerable populations
- Promoting the involvement of people living with HIV and AIDS

## 2. Content, curriculum and learning materials

- Adapted and appropriate for various ages, levels and settings (including formal and non-formal)
- Integrated into the national curriculum
- Beginning early, before the onset of sexual activity
- Building knowledge and skills to adopt protective behaviours (i.e. delaying the onset of sexual activity, reducing the number of sexual partners, and increasing condom use) and reduce vulnerabilities
- Focused on prevention, while also including relevant care, treatment and support issues
- Addressing stigma and discrimination, gender inequality and other structural drivers of the epidemic
- Involving communities in curriculum development and revision to ensure ownership and support

## 4. Policy, management and systems

- Inclusion of the education sector response in the national HIV and AIDS strategy
- Sectoral policies and strategies on HIV and AIDS integrated into the national education plan
- HIV and AIDS workplace policies that ensure supportive and safe environments for educators and learners
- HIV and AIDS management structures or committees to guide and monitor the sector's response
- Education management information systems, situation analyses and needs assessments
- Planning for human capacity, impact assessment and projection models
- Strategic partnerships for coordination, advocacy and resource mobilisation
- Monitoring, evaluating and assessing outcomes and impact



### 3. Educator training and support

- Pre- and in-service programmes for teachers and support for non-formal educators
- Deepening educators' technical knowledge on HIV and AIDS, confidence and experience in interactive and participatory learning methodologies
- Addressing educators' own vulnerability to HIV infection and the impact of HIV and AIDS
- Complemented by appropriate learning and teaching materials and aids
- Reinforced through supervision, peer coaching and mentoring by experienced teachers
- Involving communities to share knowledge, build support and encourage dialogue
- Support for HIV-positive educators through teachers unions' and positive teacher networks

A **comprehensive** education sector response is at the heart of EDUCAIDS at the country level. This means a move away from programming on HIV and AIDS on a project-by-project basis, and towards a holistic, sector-wide view of the impacts and challenges of HIV, and the deployment of all components, modalities and capacities of the education system to address and mitigate those impacts.

Comprehensive education sector responses comprise **five essential components**:

- 1) quality education;
- 2) content, curriculum and learning materials;
- 3) educator training and support;
- 4) policy, management and systems;
- 5) approaches and illustrative entry points.

All of these five components need to be in place and working well to ensure optimal success in the response to the epidemic.

### 5. Approaches and illustrative entry points

- Sex, HIV and relationships education
- School health and school feeding programmes
- Peer education
- Communications and media
- Community-based learning and outreach, including for out-of-school young people
- Life skills education
- Adult education and literacy
- HIV and AIDS treatment education



## QUALITY EDUCATION

Access to educational opportunities is widely recognised as an effective means for reducing the vulnerability of children and young people to HIV. Education empowers children and young people by building their knowledge and skills and by promoting values and behaviours that enable them to secure their future. In line with the MDGs and EFA commitments, UNESCO supports efforts to ensure that all learners are reached with relevant and appropriate learning opportunities of good quality.<sup>7</sup> This includes education that displays a number of cross-cutting principles, including being rights-based, learner-centred, gender-responsive, inclusive, culturally sensitive, age-specific and scientifically accurate.

A primary aim of EDUCAIDS is to achieve coverage of quality education on HIV and AIDS at a national scale. Quality HIV and AIDS education embodies the above cross-cutting principles, while also addressing specific vulnerabilities arising from gender inequality, and mobilising boys and men as well as girls and women in redressing and transforming such inequities. It is delivered in safe and secure learning environments that are free from stigma, discrimination, gender inequity, homophobia, sexual harassment, exploitation and violence. It is focused on and tailored to various groups such as HIV-positive learners, orphans and vulnerable children, young people out of school, minorities, refugees and internally displaced persons, people in sex work, men who have sex with men, injecting drug users, and prisoners. Finally, it promotes the involvement of people living with HIV in education sector responses to break down myths, combat stigma and discrimination, and educate about their rights, needs and important contributions.



## CONTENT, CURRICULUM AND LEARNING MATERIALS

The second essential component concerns content, curriculum and learning materials for HIV and AIDS education. The content of HIV and AIDS curricula and learning materials must be evidence-based, building knowledge and skills to adopt protective behaviours (i.e. delaying the onset of sexual activity, reducing the number of sexual partners, and increasing condom use). Approaches that also address the structural drivers of the epidemic, including poverty, gender inequality, stigma and discrimination and violations of human rights, are also essential to producing a lasting and meaningful impact.<sup>8</sup> Finally, the content must not only focus on prevention but also issues related to care, treatment and support, particularly in highly affected countries.

HIV and AIDS curricula must begin early, before the onset of sexual activity, and be adapted to the age and development stage of the learner. As well as being age-specific and culturally appropriate, curriculum and learning materials must be sequenced through primary, secondary and higher education levels and appropriate for different settings. This includes formal settings (such as schools, colleges, universities or other educational or training institutions) and non-formal settings aimed at, for example, developing literacy, basic education or technical and vocational skills education and training.

Successful HIV and AIDS curricula and programmes are developed and implemented with the involvement of young people, teachers, community leaders and other community members, including those who are affected or infected by HIV, to ensure ownership, relevance and support. They are based on interactive education methodologies that focus on specific protective behaviours (i.e. delaying the onset of sexual activity, using condoms after sexual initiation).<sup>9</sup> HIV curricula are most successful when integrated into the national curricula along with specified content standards and minimum time allocation.

# 3

## EDUCATOR TRAINING AND SUPPORT

As EDUCAIDS aims not only to mobilise the education system to respond to HIV and AIDS but also to protect the education system from the negative impacts of HIV and AIDS, support for educators and education personnel, including relevant policy support, is also essential (see component four). Educator training and support includes both pre- and in-service training for teachers in the formal education system as well as opportunities for professional development for non-formal educators such as youth leaders, religious leaders and traditional healers. In both formal and non-formal settings, effective educator training builds technical knowledge on HIV and AIDS as well as confidence and experience in interactive and participatory learning methodologies and in discussing sensitive issues such as sexuality, gender, drugs, illness and death. Educator training must not only focus on learners but also address educators' own vulnerabilities to HIV and acknowledge how HIV and AIDS have affected teachers, their families and communities, and their institutions and the education systems of which they are a part.

Effective teacher education programmes are reinforced by supervision, ongoing encouragement, coaching and mentoring by experienced teachers, and complemented by appropriate resources, such as teaching equipment, teaching aids, and the use of information and communication technologies (ICTs). Programmes that link schools with communities offer important opportunities to share knowledge, encourage dialogue, and strengthen parental and community support for HIV and AIDS education. Finally, for teachers living with HIV, networks of HIV-positive teachers and teachers' unions play pivotal roles in supporting teachers' rights to access HIV and AIDS prevention, treatment, care and support services, as well as to work in environments free from stigma and discrimination.<sup>10</sup>

### Box 1: EDUCAIDS in Action – Chile

In Chile, although a sex education policy was adopted in 1992 that established the principles and goals of sex education, there has been no agreement about the content or the methodologies for implementation. The Ministry of Education has launched at least three National Plans in the past decade, but all efforts have been interrupted with changes in government, in part due to the strong opposition by conservative sectors.

Michelle Bachelet, the Chilean President elected in 2006, has given priority to sex education as an inter-sectorial concern between the education and health sectors. Under her leadership, the ministries of education, health, and women's affairs have recently launched a new National Plan on Sex Education.

In the context of this National Plan, UNESCO Santiago will be supporting the integration of a component on HIV and AIDS education in the next biennium. This programme, designed in collaboration with the National AIDS Commission (CONASIDA) and the Chilean Minister of Education, will support teacher training, curriculum design, and the active participation of HIV-positive teachers throughout the process. Through the EDUCAIDS partnership framework, this effort will include coordination with UNESCO Brasilia, UNAIDS (Southern Cone sub-region), GTZ/Brazil and the Brazilian Center for the Horizontal Cooperation on HIV/AIDS.



## POLICY, MANAGEMENT AND SYSTEMS

Systems must be in place to provide guidance and oversight of the education sector's response to HIV and AIDS. This includes supporting the inclusion of the education sector's HIV and AIDS policies and plans in national development frameworks and strategies, including national education strategies and plans, and encouraging and participating in the development of multisectoral strategies to address HIV and AIDS. Education sector policies on HIV and AIDS are best developed in consultation with key stakeholders, including teachers' unions, networks of people living with HIV, and other civil society and community-based organizations.

Similarly, education workplace policies are critical to addressing the impact of HIV and AIDS on teachers, non-teaching staff, and all other staff at the Ministry of Education and to ensure zero tolerance for violence, abuse and discrimination. Strategic plans that are costed and funded are needed to implement, enforce, and monitor policies, and should be understood and used at all levels.

HIV and AIDS management structures, such as ministry committees on HIV and AIDS, are essential to guide and monitor the sector's response, to ensure a supportive environment, and to provide visibility and importance to the issue. To be effective, these structures must be adequately resourced. Staff, including those at district and lower levels, must have job descriptions that explicitly state that they will work on HIV and AIDS activities. They must have access to adequate training, supervision and support for the implementation and coordination of their activities. Management structures should ensure representation across various departments in order to include attention to the range of issues needed for a coordinated response. These include, for example, planning, human resources, finance, curriculum development, teacher training, and education management information systems (EMIS).

Evidence-based planning requires the collection and use of HIV- and AIDS-sensitive indicators such as teacher morbidity, mortality, attrition and absenteeism and attendance of orphans and other vulnerable children from EMIS, school surveys or other situation analyses and needs assessments. Monitoring of longer-term impact and human capacity needs can also be undertaken through impact assessments and projection models. At all stages, monitoring and evaluation are essential to successful implementation, to build cohesion among partners about objectives and their achievement, to demonstrate the results of financial support and to ensure adequate resources for successful outcomes. Strategic partnerships can contribute to resource mobilisation efforts and advocacy for strengthened education sector responses.

### Box 2: EDUCAIDS in Action – Lesotho

*"Let's look at a comprehensive response. These small pieces are not helping us at the end of the day."*  
-HIV and AIDS Coordinator for the Ministry of Education, EDUCAIDS Focal Point, Lesotho<sup>11</sup>

Initial efforts in the context of EDUCAIDS focused on advocacy to promote the need for a comprehensive education sector response. An EDUCAIDS focal point, based in the Ministry of Education, has facilitated action at the country level and contributed to experience-sharing and capacity development across the other cluster countries (Namibia and Swaziland) coordinated by the UNESCO Windhoek office.

Achievements to date include: training local government counselors in psychosocial care and support for orphans and vulnerable children, support to teacher training institutions to implement the life skills curriculum, improved coordination through the establishment of an Education Sector HIV and AIDS Forum, and training on EMIS to ensure that data are available to inform decision-making.

# 5

## APPROACHES AND ILLUSTRATIVE ENTRY POINTS

A holistic approach which maximises the use of various opportunities and entry points in different contexts is essential. School health can be an effective entry point for teaching about HIV and AIDS at schools, especially in contexts where teaching about HIV and AIDS through sex education is considered problematic. Peer education can reinforce active learning by and among young people. Communications and media interventions and community-based learning and outreach can reach a wide audience, including the socially excluded and those who drop out of the formal education system. Life skills education for HIV prevention is also an important approach for providing young people with the skills they need to reduce vulnerability to HIV infection. This approach has been shown useful in developing various skills: personal – how to make better decisions; interpersonal – how to communicate more effectively, how to be more assertive, how to negotiate condom use or refuse sex; and practical – how to use a condom.

Schools and other learning environments must also adapt and develop systems to support infected and affected teachers and learners, and to act as resources for their communities. This includes, for example, establishing school feeding programmes, whether an ‘on-site’ meal or snack eaten in school during school hours, or ‘take-home,’ distributed in school for consumption at home. School meals act as an incentive for children, including orphans and vulnerable children, to stay in school, besides of course addressing some of their nutritional needs. Psycho-social counselling and referral to HIV and AIDS services, care and support can assist learners and teachers to deal with trauma and loss and ensure that their health and other social needs are met. Social grants offering subsidies through schools for informal levies (i.e. for textbooks and other programmes) or school fees can help overcome financial barriers to school enrolment. Technical and vocational education to build life and livelihood skills can also assist in encouraging young people to make informed decisions about leading healthy lives.



## Planning and prioritising actions

**There is no single “one size fits all” approach for undertaking this process of needs analysis, prioritisation and work planning**

EDUCAIDS recognises that epidemics and response contexts differ from country to country, and each country will therefore approach the development of a comprehensive education sector response to HIV and AIDS from a different starting point. Many countries will already have certain elements of a strong and vibrant education sector response to HIV and AIDS. This ongoing work would be expected to continue and perhaps increase in scale or scope. New work would be complementary and would be introduced according to the priorities of the country.

### Box 3: EDUCAIDS in Action – Jamaica

EDUCAIDS in Jamaica began with an assessment of the actual and planned response to HIV and AIDS by the education sector, highlighting strengths and critical gaps and making recommendations for priority areas of action.

This assessment guided EDUCAIDS programming, with initial efforts focusing on research, policy and strategic plan formulation, course design, training, and knowledge sharing.

In implementing EDUCAIDS, UNESCO is working with several development partners including the Japan International Cooperation Agency (JICA), UNFPA, UNICEF and the World Bank, and liaising with key partners such as the Education Development Center, Inc. This partnership framework has been useful in mobilising funding from various sources including the Global Fund to Fight AIDS, Tuberculosis and Malaria, JICA, UNESCO/Japanese-Funds-in-Trust, UNICEF and the World Bank.

Determining the best way to move ahead with the intensification of HIV and AIDS education efforts will depend on country priorities and context, and must be country-led. Within EDUCAIDS, this is determined by a participatory assessment with key stakeholders including ministries of education, teachers unions, civil society organizations and others working in the education sector including UN and bilateral agencies, donors, and other sectors.

The assessment considers what already exists and what is needed in order to make progress towards a comprehensive education sector response. Other ministries that interact with the

education sector, including health and social welfare, should also be integrally involved in the process as should the national AIDS programme. Obviously, this approach is flexible and country-specific, taking into account possible inventories and other mapping exercises that have been done already.

The assessment results in prioritisation and action planning for a phased response which takes into account the existing capacity and current and potential partners. There are many approaches that can be used alone or in combination to help achieve a strong and comprehensive response to the epidemic by the education sector. Deciding which of these makes the most sense in light of the country’s circumstances is an important part of the action planning process.

In the planning process, it is important to consider a balance between what is acceptable at a minimum, and what is feasible, in terms of key elements such as coverage, intensity, quality, inclusiveness, impact and sustainability. Smaller, more innovative approaches may be useful to test new ways of delivering quality education on HIV and AIDS, but these must be assessed and then rapidly taken to scale to ensure that they make a difference. Similarly, coverage on its own is not enough. An educational input on HIV and AIDS that is a one-off is not sufficient; learning must be reinforced at regular intervals and through multiple channels in order to develop and sustain appropriate knowledge, attitudes and behaviours.

The national education and HIV & AIDS authorities set the priorities for meeting these needs through a coordinated approach, drawing on the full range of available resources, including financial resource mobilisation at the country level. UNESCO then supports national partners in carrying out priority actions. There is no single “one size fits all” approach for undertaking this process of needs analysis, prioritisation and work planning. What is essential, however, is the commitment to work through an inclusive process, ensuring opportunities for building ownership of the HIV and AIDS response across the education sector.

## Building partnerships and promoting coordination

Through EDUCAIDS, UNESCO contributes to linking the work of many partners into a cohesive and coherent set of actions, programmes, and policies at the national level.

As part of a broader effort organized by UNAIDS to move towards universal access to prevention programmes, care, treatment and support, the aims of EDUCAIDS are promoted through greater collaboration among UNAIDS Cosponsors, working closely with national authorities, ministries of education and other key education sector stakeholders, other ministries and sectors, and including bilateral agencies and civil society groups at the country level. The country level UN Theme Groups on HIV and AIDS and Joint Country Teams on AIDS are key partners in coordination efforts.

Coordination of EDUCAIDS takes place through advocacy and partnership-building, the joint development of technical materials, and in consultation with the UNAIDS Inter-Agency Task Team (IATT) on Education, convened by UNESCO. IATT members, consisting of UNAIDS Cosponsors, bilateral agencies, private donors and civil society organizations, bring a wealth of experience that can be channelled towards supporting strengthened country-level responses. The IATT itself serves as a forum for information-sharing, discussion and coordination around the need for a comprehensive education sector approach to HIV and AIDS. The IATT is also a key reference group for EDUCAIDS, ensuring opportunities for collaboration and the integration into country-level approaches of emerging policy trends.<sup>12</sup>

In order to ensure that EDUCAIDS is an integral part of national strategies, it is important to embed it into existing frameworks. This includes the United Nations Development Assistance Framework (UNDAF) and Joint Programmes of Support established through Joint UN Teams or UN Theme Groups on HIV and AIDS, which support partnerships to provide an effective and sustained response to HIV and AIDS as “One UN”, consistent with government priorities as expressed in national strategies. This has happened, for example, in Kenya, Lesotho and Zimbabwe. Similarly, efforts to engage the Education Development Partners Group are also essential at the country level to ensure the active engagement of all education partners in the response to HIV and AIDS.

### Box 4: EDUCAIDS in Action – Burundi

EDUCAIDS has helped align key partners and deepen collaboration among agencies and programmes addressing HIV and AIDS and young people. In collaboration with the Ministry of Education and Culture, the Ministry of Youth and Sports, as well as with community-based organizations and local authorities, UNESCO Bujumbura has:

- Organised a regional youth workshop on HIV and AIDS, gender and human rights for the Great Lakes countries of Burundi, Rwanda and the Democratic Republic of the Congo. ROADSIGN, a regional youth network, was launched at the workshop and will implement activities throughout the three Great Lakes countries;
- Strengthened the skills of key personnel from education ministries of the above three Great Lakes countries, through a sub-regional capacity-building workshop addressing education sector responses to HIV and AIDS.
- Supported the design of a comprehensive module on life skills and HIV and AIDS under UNICEF’s lead and in close partnership with UNFPA, UNAIDS, civil society organizations and the National AIDS Council.

### Box 5: Maximising Opportunities for Synergy: EDUCAIDS and Other Key HIV & AIDS Initiatives

Because EDUCAIDS relies strongly on principles of joint action, UNESCO commissioned a review in 2006 to identify opportunities for collaboration and coordination (nationally and globally) between various initiatives that currently address HIV and AIDS in the education sector and the EDUCAIDS initiative.

The review found that EDUCAIDS complements the work of a number of other initiatives and that it can fill important gaps found in existing efforts. EDUCAIDS was also identified as an important framework to move forward on collective priorities and areas of action. UNESCO remains committed to strengthening synergies and linkages between initiatives to maximise opportunities and impact at the country level.<sup>13</sup>

**Coordination of EDUCAIDS takes place through advocacy and partnership-building, the joint development of technical materials, and in consultation with the UNAIDS IATT on Education**



# EDUCAIDS: CENTRAL TO UNESCO'S RESPONSE TO HIV AND AIDS

**A**s the UN specialised agency for education, UNESCO has been designated within the UNAIDS technical support division of labour<sup>14</sup> as the lead organization for HIV prevention with young people in educational institutions, with several other UNAIDS Cosponsors as main partners for this area. UNESCO has also been designated a main partner in eight other technical support areas, such as development, planning, workplace programmes, nutrition support, and displaced populations (see Table 1).

**Table 1: Technical Support Areas in which UNESCO is Identified as a Lead Organization and Main Partner<sup>15</sup>**

Technical Support Area	Lead Organization(s)	Main Partners
HIV prevention with young people in educational institutions	UNESCO	ILO, UNFPA, UNICEF, WHO
HIV and AIDS, development, governance and mainstreaming, including instruments such as poverty reduction strategy papers (PRSPs), and enabling legislation, human rights and gender	UNDP	ILO, UNAIDS Secretariat, UNESCO, UNICEF, WHO, World Bank, UNHCR
Support to strategic, prioritised and costed national plans; financial management; human resources; capacity and infrastructure development; impact alleviation and sectoral work	World Bank	ILO, UNAIDS Secretariat, UNDP, UNESCO, UNICEF, WHO
HIV and AIDS workplace policy and programmes, private sector mobilisation	ILO	UNESCO, UNDP
Provision of information and education, condom programming, prevention for young people outside schools and prevention efforts targeting vulnerable groups (except injecting drug users, prisoners and refugee populations)	UNFPA	ILO, UNAIDS Secretariat, UNESCO, UNICEF, UNODC, WHO
Overall policy, monitoring and coordination on prevention	UNAIDS Secretariat	All UNAIDS Cosponsors
Dietary/nutrition support	WFP	UNESCO, UNICEF, WHO
Addressing HIV among displaced populations (refugees and internally displaced persons)	UNHCR	UNESCO, UNFPA, UNICEF, WFP, WHO, UNDP
Strategic information, knowledge sharing and accountability, coordination of national efforts, partnership building, advocacy, and monitoring and evaluation, including estimation of national prevalence and projection of demographic impact	UNAIDS Secretariat	ILO, UNDP, UNESCO, UNFPA, UNHCR, UNICEF, UNODC, WFP, WHO, World Bank



All of the UNAIDS Cosponsors' Executive Boards have endorsed the UNAIDS division of labour and other recommendations put forward in the Global Task Team Recommendations to improve coordination.<sup>16</sup> UNESCO's Executive Board has recognised that EDUCAIDS not only contributes to fulfilling UNESCO's mandate as outlined in the UNAIDS division of labour, but that it also makes important contributions to the achievement of EFA. As such, EDUCAIDS has been designated by UNESCO's Executive Board as one of three core initiatives for EFA, the other two focusing on literacy and teacher education.<sup>17</sup> EDUCAIDS also provides an opportunity to identify and reinforce synergies across other identified UN priorities in education, such as literacy, education for sustainable development, and EFA coordination.

EDUCAIDS is given a central role in the *UNESCO's Strategy for Responding to HIV and AIDS*.<sup>18</sup> The Strategy describes how UNESCO undertakes its work in the context of the global move towards universal access to prevention programmes, treatment, care and support. It articulates how UNESCO brings the strengths of all of its sectors – education, culture, natural science, social and human sciences, and communication

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

and information – in addressing HIV and AIDS, while providing an emphasis on education, and positioning EDUCAIDS as a framework to support education systems to understand, address, and respond to the epidemic in a comprehensive manner.

UNESCO brings to the table the strengths of all its sectors and this is particularly important in addressing HIV and AIDS. UNESCO's sectors, institutes, and field offices are contributing and continue to strengthen educational responses through strategic and complementary approaches (some examples are highlighted in Box 6).

## Box 6: Contribution by UNESCO Sectors, Institutes and Field Offices

While EDUCAIDS implementation is guided by UNESCO's Education Sector, and led at the country level by UNESCO regional, cluster and country offices, UNESCO's sectors and institutes are contributing to and strengthening the response. For example:

**Natural Science Sector** supports scientific content that is accurate and up-to-date and engages institutions of higher learning to integrate HIV and AIDS in their scientific programmes.

**Social and Human Sciences Sector** supports research and policy development addressing discrimination and human rights and the structural causes of vulnerability, particularly among young people.

**Culture Sector** advocates for the consideration of socio-cultural issues and the use of arts and creativity in HIV and AIDS responses.

**Communication and Information Sector** builds the capacity of the media, communication and information professionals and vulnerable groups to produce, disseminate and use accurate content.

**Bureau of Strategic Planning** supports the integration of gender equality and youth perspectives into all stages of the programme cycle, from conceptualisation to evaluation.

UNESCO institutes also make important contributions, for example through the International Bureau of Education's work on integrating HIV and AIDS into curricula and teacher training and the International Institute for Educational Planning's efforts to build capacities of educational planners, managers and trainers to integrate HIV and AIDS into educational plans.

# SUPPORT FOR THE IMPLEMENTATION OF EDUCAIDS

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

## Implementation support tools

UNESCO, in consultation and collaboration with key partners, has developed practical implementation support tools that provide guidance on the technical and operational aspects of a comprehensive approach. These tools, based on what is known globally in relation to education and HIV & AIDS, address the information and capacity needs of various audiences. They include:

**Technical Briefs**<sup>19</sup>, which are two-page summaries of key issues related to the five essential components of a comprehensive education sector response to HIV and AIDS. Each brief is intended to reach officials in ministries of education and other organizations that are charged with supporting the development and implementation of policies, determining resource allocations, and implementing programmes for education sector staff and learners. There are currently 35 briefs (see Appendix 2 for the list of briefs to date) and new ones will be added as appropriate. Each brief can be used as a stand-alone reference, and together they offer comprehensive and flexible guidelines on the continuum of activities required to respond to the epidemic at the country level.



**Overviews of Practical Resources**<sup>20</sup>, which provide technical staff, programme implementers and managers in ministries of education and civil society organizations with an analysis of the most useful published resources on the five essential components of a comprehensive education sector response to HIV and AIDS. Each Overview contains an analysis of around 20 of the most useful resources on the subject, including an identification of crucial resource gaps and needs for



further research. Each of the individual resources is then annotated with a brief synopsis, the material's purpose and content, and how to access it.

**Practical Resources** will be developed in the future for areas where practical technical or informational resources are limited. These could include, for example, manuals, technical guidelines, wall-charts, or CD-ROMs for use by decision-makers and operational staff implementing policies and programmes at the country level.

The briefs, overviews, practical resources and other EDUCAIDS materials are available in multiple languages and accessible from the UNESCO (<http://www.unesco.org/aids>) and EDUCAIDS (<http://www.educaids.org>) websites, in hardcopy, and on a CD-ROM, and will be periodically updated as new materials become available.

## Technical support and capacity-building

UNESCO and EDUCAIDS partners are also working to expand opportunities for capacity-building and skills-development, essential requirements for implementing actions in support of strong education sector responses to the epidemic. UNESCO organized capacity-building meetings and workshops in every region in 2007 – six events involving 39 countries in order to:

- Orient country partners on EDUCAIDS;
- Improve capacity, skills and teamwork among UNESCO and its partners in the HIV and AIDS response;
- Review and further develop comprehensive national education sector responses to HIV and AIDS;
- Build awareness and understanding of EDUCAIDS and identify and prioritise follow-up action; and
- Refresh and strengthen participants' skills in particular technical thematic areas relevant to universal access.

Participants included UNESCO and other UNAIDS Cosponsor staff, from global, regional and country offices, Ministry of Education personnel and representatives from civil society organizations, including groups of people living with HIV. South-South collaboration was prioritised (see Box 7).

UNESCO is also expanding its capacity to support implementation at the regional level. Four regional AIDS advisor posts will be established from the beginning of 2008 for:

- Latin America and the Caribbean, based in UNESCO's Santiago office;
- East and Southern Africa, based in the UNAIDS Regional Support Team in Johannesburg;
- Asia-Pacific, based in UNESCO's Bangkok office; and
- Eastern Europe and Central Asia, based in UNESCO's Moscow office.

These posts will assist in strategy and policy development, coordination for HIV programming, and resource mobilisation related to UNESCO's lead and main partner responsibilities under the UNAIDS Division of Labour.

The UNAIDS Regional Technical Support Facilities (TSFs) and other regional knowledge hubs and networks will also be approached to strengthen coordination and capacity for effective responses at the country level. Five TSFs have been established to date in Southeast Asia and the Pacific, Eastern Africa, West and Central Africa, Southern Africa and Brazil to provide quality-assured technical assistance in agreed priority areas. These include: planning, monitoring and evaluation, implementation and management, and thematic areas as identified in collaboration with countries in the region.<sup>21</sup> The TSFs maintain extensive databases of national and regional expertise and/or consultants who can provide a harmonised and collaborative approach to the delivery of

technical assistance in support of country partner-owned and partner-led action plans.

UNESCO is also working with its network of regional and country offices, other UNAIDS Cosponsors, and its relationship with members of the UNAIDS IATT on Education to expand the base of technical assistance in support of country efforts towards comprehensive education sector responses to HIV and AIDS. As mentioned above, IATT member agencies can further support strengthened responses at the country level. In addition, the Accelerate Initiative, a Working Group of the IATT on Education, is a useful resource for capacity enhancement as it supports sub-regional and national workshops that bring together education, health and AIDS teams to share good practices and develop strategies for implementation.<sup>22</sup>

### Box 7: EDUCAIDS Capacity Enhancement through South-South Collaboration

To share its extensive experience in HIV and AIDS, along with lessons learned, the UNESCO Brasilia office helped to organise and conduct a Lusophone workshop in Maputo, Mozambique in May 2007. The workshop aimed to build ties with and among Portuguese-speaking countries in Africa in the field of HIV and AIDS education.

More pertinently, as Portuguese-speaking countries in Africa lack materials and expertise in Portuguese, the Brasilia office staff prepared Portuguese versions of key documents such as UNESCO's Strategy for Responding to HIV and AIDS and the EDUCAIDS Framework for Action. They also brought copies of Portuguese-language HIV and AIDS education materials to the workshop to share and discuss with participants.

This example of South-South cooperation is encouraged and supported through EDUCAIDS.





## Resource mobilisation

While funding for the global response to HIV and AIDS responses has escalated dramatically in recent years, a higher proportion of this funding is now available at the country level – a significant shift that requires changes in the way agencies like UNESCO and other partners in EDUCAIDS mobilise resources. This is a primary reason why EDUCAIDS is not designed to be a funding mechanism, and why emphasis within EDUCAIDS is to support resource mobilisation and coordination through strategic partnerships at the country level.

The imperative of country-level resource mobilisation underscores the importance of starting with an assessment of existing strengths and needs in the country, through a participatory and inclusive process, and then moving to a multi-year action workplan that can be used as the basis for resource mobilisation in support of implementation. UNESCO is on the Advisory Group for the AIDS Strategy and Action Plan (ASAP)<sup>23</sup>, a service to help countries develop well-prioritised, evidence-based, results-focused and costed AIDS strategies and action plans. ASAP operations, which are hosted by the World Bank on behalf of UNAIDS, are done in consultation with the UNAIDS Secretariat, other partners and the TSFs. A key stakeholder in this process, UNESCO supports the peer review of draft strategies and action plans, promoting the full involvement of the education sector in the AIDS response.

UNESCO has also facilitated, and will expand to other regions, capacity-building workshops on regional- and country-level resource mobilisation. These workshops aim to strengthen UNESCO and EDUCAIDS partners' capacities in strategic programme development, donor engagement, partnership management and

proposal development and presentation. Through donor roundtable and panel discussions, exercises, and peer review sessions, participants prioritise resource needs with appropriate target donors, develop project concept notes or proposals that articulate identified needs and partnership opportunities, and prepare presentations of proposals to donor partners.

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

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

# NOTES

- 1) There are six EFA goals including those related to early childcare and education, universal primary education, learning and life skills programmes for young people and adults, adult literacy, gender equality in education and quality education (see the Dakar Framework for Action: [http://www.unesco.org/education/efa/ed\\_for\\_all/dakfram\\_eng.shtml](http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml))
- 2) *EFA Global Monitoring Report 2008: Education for All by 2015: Will we make it?*, 2007, Paris, UNESCO.
- 3) The Millennium Development Goals are a compact for development comprised of 8 goals, including those related to universal primary education, gender equality and the reduction of HIV prevalence (see <http://www.un.org/millenniumgoals>).
- 4) *2007 AIDS Epidemic Update*. Geneva: UNAIDS and WHO, 2007. For up-to-date data on the AIDS epidemic, see <http://www.unaids.org>
- 5) See *Towards Universal Access*. Prepared for the 27th meeting of the Committee of Cosponsoring Organizations (CCO) at Madrid, 20 March 2006, Geneva, UNAIDS, 2006; and *Practical Guidelines for Intensifying HIV Prevention – Towards Universal Access*. Geneva, UNAIDS, 2006.
- 6) *Education Sector Global HIV & AIDS Readiness Survey 2004: Policy Implications For Education & Development*, 2006, Paris, UNAIDS Inter Agency Task Team (IATT) on Education, UNESCO.
- 7) *Quality Education and HIV & AIDS*, 2006, Paris, UNAIDS Inter-Agency Task Team (IATT) on Education, UNESCO.
- 8) *Practical Guidelines for Intensifying HIV Prevention. Towards Universal Access*, Geneva, UNAIDS, 2007.
- 9) See “Characteristics of Effective Curriculum-Based Programmes” in Kirby, Laris and Roller, *The Impact of Sex and HIV Education Programs in Schools and Communities on Sexual Behaviours among Young Adults*, Arlington, Family Health International (FHI), 2006.
- 10) See *Supporting HIV-Positive Teachers in East and Southern Africa: Technical Consultation Report*, Paris, UNESCO and Education International, 2007.
- 11) Comment made at meeting at UNESCO Headquarters with the Section on HIV and AIDS, Division for the Coordination of UN Priorities in Education, 5 September 2007.
- 12) For more information, including a list of current members of the UNAIDS IATT on Education, visit <http://www.unesco.org/aids/iatt>
- 13) These opportunities for synergies and linkages with the UNAIDS IATT on Education were identified in *An Overview of Opportunities: An Assessment of Challenges. Linking EDUCAIDS with Other Ongoing Initiatives*, 2006, Paris, UNESCO. See also Box 5 for more information.
- 14) *UNAIDS Technical Support Division of Labour: Summary & Rationale*, 2005, Geneva, UNAIDS.
- 15) All 17 areas of the UNAIDS Division of Labour can be found in Appendix 3.
- 16) *Global Task Team on Improving AIDS Coordination Among Multilateral Institutions and International Donors*, Final Report, 14 June 2005, Geneva, UNAIDS.
- 17) The other two EFA initiatives are the Literacy Initiative for Empowerment (LIFE) and the Teacher Training Initiative for sub-Saharan Africa (TTISSA).
- 18) *UNESCO’s Strategy for Responding to HIV and AIDS*, Paris, UNESCO, 2007.
- 19) *EDUCAIDS Technical Briefs: Towards a Comprehensive Education Sector Response to HIV and AIDS*, Paris, UNESCO, 2008.
- 20) *EDUCAIDS Overviews of Practical Resources: Towards a Comprehensive Education Sector Response to HIV and AIDS*, Paris, UNESCO, 2008.
- 21) Information provided by Pradeep Kakkatil from the UNAIDS Secretariat’s Technical Support and Capacity Development team in July 2007 at an information meeting on the TSFs.
- 22) For more information, see <http://www.schoolsandhealth.org/HIV-AIDS&Education-Accelerate/HIV-AIDS&Education-Accelerate.htm>
- 23) For more information, visit the World Bank website: <http://www.worldbank.org>

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# APPENDIX 1: COUNTRIES INVOLVED IN EDUCAIDS

The level of engagement of countries in EDUCAIDS varies and evolves over time, depending on their starting point in developing a response, the stage of the epidemic, the mechanisms in place for coordination, the priorities within the sector, and other factors. As of December 2007, national authorities and civil society partners from the countries below have demonstrated an interest in and a commitment to a comprehensive education sector response to HIV and AIDS, which lies at the core of EDUCAIDS. In the coming period, UNESCO and its EDUCAIDS partners will continue to engage ministries of education, teachers' unions, civil society organizations and other development partners to scale up actions, deepen engagement and expand EDUCAIDS efforts in additional countries, based on evidence and lessons learned to date.

## ASIA-PACIFIC

Afghanistan  
Bangladesh  
Cambodia  
China  
Indonesia  
Lao PDR  
Nepal  
Pakistan  
Thailand  
Viet Nam

## EASTERN EUROPE AND CENTRAL ASIA

Armenia  
Azerbaijan  
Belarus  
Kazakhstan  
Moldova  
Russia  
Uzbekistan

## ARAB STATES

Jordan  
Lebanon  
Syria

## LATIN AMERICA AND THE CARIBBEAN

Argentina  
Brazil  
Chile  
Costa Rica  
Cuba  
Ecuador  
Jamaica  
Mexico  
Peru  
Uruguay

## SUB-SAHARAN AFRICA

Angola  
Burkina Faso  
Burundi  
Cameroon  
Central African Republic  
Chad  
Cote d'Ivoire  
Ghana  
Guinea  
Guinea-Bissau  
Kenya  
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Namibia  
Niger  
Nigeria  
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Please visit the EDUCAIDS website, <http://www.educaids.org>, for an updated list along with EDUCAIDS "Country Snapshots". EDUCAIDS Country Snapshots report on the progress of EDUCAIDS activities and lessons learned at country level at a particular time. They are intended for a cross-section of audiences: UNESCO offices, education ministries, National Commissions and Permanent Delegations, UNAIDS Cosponsors, and civil society organizations involved in education and HIV & AIDS, including groups of people living with HIV.



# APPENDIX 2:

## LIST OF EDUCAIDS BRIEFS

Component of a Comprehensive Response	Brief Title
Quality education	Quality education and HIV & AIDS
	A rights-based approach to the education sector response to HIV and AIDS
	Gender-responsive approaches in education sector responses
	Providing culturally sensitive education on HIV and AIDS
	Girls' education and HIV prevention
	Education for orphans and children made vulnerable by HIV and AIDS
	HIV and AIDS education for minorities
	HIV and AIDS education for refugees and internally displaced persons
	Focused HIV prevention for key populations
Promoting the greater involvement of people living with HIV in education sector responses	
Content, curriculum and learning materials	Curricula for HIV and AIDS education
	Addressing HIV-related stigma and discrimination
	HIV and AIDS education in primary school
	HIV and AIDS education in secondary school
	Tertiary education responses to HIV and AIDS
Educator training and support	Educator training on HIV and AIDS
	Creating supportive environments for teachers in the context of HIV and AIDS
	Psychosocial support for students affected or infected by HIV
	Strengthening school and community linkages
Policy, management and systems	HIV and AIDS workplace policies for the education sector
	Situation analysis and effective education sector responses to HIV and AIDS
	Projection models for HIV and AIDS in the education sector
	Addressing human capacity in education in the context of HIV and AIDS
	Coordination and strategic partnerships in HIV and AIDS education
	International funding for the education sector responses to HIV and AIDS
	Advocacy for a comprehensive education sector response
	Monitoring and evaluation of HIV and AIDS education responses
Approaches and illustrative entry points	Life skills-based education for HIV prevention
	School health and HIV prevention
	HIV and AIDS education for out-of-school young people
	Drug use prevention in the context of HIV and AIDS education
	School feeding and HIV and AIDS
	HIV and AIDS treatment education
	Communications and media in the education sector response to HIV and AIDS
	HIV prevention with and for people living with HIV

Please visit the EDUCAIDS website, <http://educaids.org>, for updated editions and additional briefs as well as other EDUCAIDS Implementation Support Tools. All resources are available in the six UN languages (Arabic, English, French, Russian and Spanish) and Portuguese, and on CD-Rom.

# APPENDIX 3: UNAIDS TECHNICAL SUPPORT DIVISION OF LABOUR

Technical Support Areas	Lead Organizations	Main Partners
<b>1. STRATEGIC PLANNING, GOVERNANCE AND FINANCIAL MANAGEMENT</b>		
HIV/AIDS, development, governance and mainstreaming, including instruments such as PRSPs, and enabling legislation, human rights and gender	UNDP	ILO, UNAIDS Secretariat, UNESCO, UNICEF, WHO, World Bank, UNFPA; UNHCR
Support to strategic, prioritized and costed national plans; financial management; human resources; capacity and infrastructure development; impact alleviation and sectoral work	World Bank	ILO, UNAIDS Secretariat, UNDP, UNESCO, UNICEF, WHO
Procurement and supply management, including training	UNICEF	UNDP, UNFPA, WHO, World Bank
HIV/AIDS workplace policy and programmes, private-sector mobilization	ILO	UNESCO, UNDP
<b>2. SCALING UP INTERVENTIONS</b>		
<b>Prevention</b>		
Prevention of HIV transmission in healthcare settings, blood safety, counselling and testing, sexually-transmitted infection diagnosis and treatment, and linkage of HIV prevention with AIDS treatment services	WHO	UNICEF, UNFPA, ILO
Provision of information and education, condom programming, prevention for young people outside schools and prevention efforts targeting vulnerable groups (except injecting drug users, prisoners and refugee populations)	UNFPA	ILO, UNAIDS Secretariat, UNESCO, UNICEF, UNODC, WHO
Prevention of mother-to-child transmission (PMTCT)	UNICEF, WHO	UNFPA, WFP
Prevention for young people in education institutions	UNESCO	ILO, UNFPA, UNICEF, WHO, WFP
Prevention of transmission of HIV among injecting drug users and in prisons	UNODC	UNDP, UNICEF, WHO, ILO
Overall policy, monitoring and coordination on prevention	UNAIDS Secretariat	All Cosponsors
<b>Treatment, care and support</b>		
Antiretroviral treatment and monitoring, prophylaxis and treatment for opportunistic infections (adults and children)	WHO	UNICEF
Care and support for people living with HIV, orphans and vulnerable children, and affected households.	UNICEF	WFP, WHO, ILO
Dietary/nutrition support	WFP	UNESCO, UNICEF, WHO
<b>Addressing HIV in emergency, reconstruction and security settings</b>		
Strengthening HIV/AIDS response in context of security, uniformed services and humanitarian crises	UNAIDS Secretariat	UNHCR, UNICEF, WFP, WHO, UNFPA
Addressing HIV among displaced populations (refugees and IDPs)	UNHCR	UNESCO, UNFPA, UNICEF, WFP, WHO, UNDP
<b>3. MONITORING AND EVALUATION, STRATEGIC INFORMATION, KNOWLEDGE SHARING AND ACCOUNTABILITY</b>		
Strategic information, knowledge sharing and accountability, coordination of national efforts, partnership building, advocacy, and monitoring and evaluation, including estimation of national prevalence and projection of demographic impact	UNAIDS Secretariat	ILO, UNDP, UNESCO, UNFPA, UNHCR, UNICEF, UNODC, WFP, WHO, World Bank
Establishment and implementation of surveillance for HIV, through sentinel/population-based surveys	WHO	UNAIDS Secretariat

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