

USAID Ethiopia
HIV/AIDS and the Education Sector Briefing Paper
Programmatic Linkages within USAID and PEPFAR
Update February 28, 2006

1. Government of Ethiopia Context

The **HIV/AIDS Prevention and Control Office (HAPCO)** has been responsible for the coordination of multi-sectoral HIV/AIDS programming at the national and regional levels in Ethiopia since its inception in 2000. To date, the HIV/AIDS response across ministries and their regional bureaus has been quite limited. This is due to a number of factors; the varying capacity of HAPCO across the regions and at the national level, the ambiguous role of HAPCO in terms of accountability and reporting (it is not a ministerial level body); limited human, financial and institutional capacity to implement multisectoral programs and a range of competing priorities.

In January 2005, HAPCO and the Ministry of Health launched the Strategic Plan and Management (2005 -2008), the strategic framework for the response to HIV/AIDS in Ethiopia. The expected response of the Ministry of Education is outlined in this document. Key points include;

- Include HIV/AIDS education in teaching curricula
- Promote peer education
- Use effective communication and appropriate technology
- Strengthen civic education
- Mainstream HIV/AIDS into education

The anticipated budget to meet these needs was estimated as Birr 211,800,000.

In July 2005, HAPCO launched a Monitoring and Evaluation Network with the aim of linking M&E / planning professionals from key government sectors, civil society, and international agencies. The network will support the mainstreaming of HIV/AIDS across all sectors through the strengthening of planning, implementation and M&E skills of key personnel and sectors at all levels.

Under the Government of Ethiopia's Plan for Accelerated and Sustained Development to End Poverty (PASDEP, previously SDPRP II), it is stated that every Government Ministry is expected to allocate 2% of its budget to HIV/AIDS programs.

The Ministry of Education (MoE) is responsible for addressing HIV/AIDS throughout the education sector. The MoE has established a high level Task Force where the different departments of the Ministry are represented. There is also an HIV/AIDS focal person at the MoE. In July 2005, an MoE-Donor Group Task Force on HIV/AIDS and Education was established to promote and coordinate efforts to reduce the impact of HIV/AIDS on the education system; to promote HIV/AIDS prevention programming through the school structure; and to support the MoE in the development and implementation of clear, action-oriented, targeted education sector strategy/plan on HIV/AIDS and education.

HIV/AIDS is addressed in the formal school curricula in a number of ways; in lower primary school in Environmental Science; in Grades 5 and 6 in the Basic Sciences and Social Studies; and from Grade 7 onwards in core subjects like Biology, Civic Education Social Studies, and languages.

At present, about 10,000 schools (primary, secondary, Technical Vocational Education and Training, preparatory and Teacher Education Institutes-TEIs) have extra-curricular Anti-AIDS clubs. The World Bank is also establishing HIV/AIDS Information Centers in 100 government and private secondary schools, 18 Teacher Education Institutions, and six universities. However, the strength of the school extra-curricular Anti-AIDS clubs varies according to the individual

commitment of the teachers delegated to organize and run them. The Ministry of Education and the Regional Education Bureaux stipulate their existence, but their extra-curricular nature means that often limited priority is given to them in the face of many competing demands.

In 2003, MoE commissioned a study on the impact of HIV/AIDS on Education. The report indicated that attrition of educational professionals due to HIV and AIDS had been substantial, although there was little quantitative data with which to support this. Other issues identified included the increased absenteeism and drop out of students.

In February-March 2004, the Ministry of Education hosted a national seminar on *Accelerating the Education Sector Response to HIV/AIDS*, with financial and technical support from USAID and the Interagency Secretariat; the South Africa based Mobile Task Team (MTT), which resulted in improving regional plans of action to be implemented by the Regional Education Bureaux. During the seminar regional education bureaux together with the Regional Teachers Associations and HAPCO staff developed a regional "Plan of Action" which addressed Planning and mitigation; prevention; OVCs; and Workplace Policy. The MOE is working on the adaptation of the generic HIV/AIDS Work Place Policy formulated by the Civil Service Commission. However, as evidenced during the 2004 Government-Donor Joint Review Mission (JRM 2004) the progress in implementation after the February-March 2004 seminar appears to have been slow.

There appears to be little coordination of HIV/AIDS higher education initiatives in or between the seven universities in Ethiopia. A recent meeting called by UNFPA and WFP revealed that there were 26 separate initiatives happening at the Addis Ababa and Mekele Universities with many of the implementers being unaware of the activities of the others. It was agreed that work should be done with administration of the universities to improve this, and this will be further developed after the summer break.

Systematic pre-service training in HIV and AIDS for teachers is limited, although a number of NGOs are working to support the extra-curricular programmes that many teacher training colleges and institutes have incorporated. Programmatic focus needs to be on both personal knowledge and behavior of the trainee teachers and also how to teach the subject to students.

There are a number of policy and structural issues that are not unique to the education sector. Newly trained staff are in most cases assigned to schools away from their families, which has been shown in other countries to increase personal risk behavior. In the case of young female teachers, it also leads to increased vulnerability. There is anecdotal evidence that some teachers exploit their position and pressurize female students to have sex with them.

Under the Government of Ethiopia's PASDEP (2006), the Ministry of Education prioritises the following areas of HIV/AIDS and Education integration:

- A workplace policy and implementation guidelines will be in place for teachers, students and other employees at all levels.
- HIV/AIDS shall be integrated into all aspects of educational planning and management including projection of demand for teachers.
- Focal persons and co-coordinating committees shall be established at Federal, regional, woreda and school/institution levels for effective management and co-ordination of HIV/AIDS activities in the education sector.
- Including HIV/AIDS prevention education at all levels to promote behavioral changes shall strengthen existing curriculum.
- All teachers' training will incorporate HIV/AIDS messages and preventive measures.
- Situation analysis of orphans and vulnerable children (OVC) in each region will be conducted to address and ensure access to schooling.
- Systematic data collection will be in place to understand the scope and effect of HIV/AIDS on students, teachers and administrative staff.

The **school feeding program** shall be expanded, in partnership with development partners, in food insecure and vulnerable areas so that the feeding program will serve as an incentive to go to schools and continue their education without dropping out. Special attention shall be given to the pastoral and chronic food deficit areas as well as motivating girls to come to school.

The Ministry of Youth Sports and Culture (MYSC) is responsible for the coordinating the work of all ministries working in the areas of youth, sports and culture. It works closely with the MoE in developing and implementing youth programs. For example, the MYSC and MoE worked together to bring PE teachers from all the regions to be trained in a program called "Sports for Life" which uses sports to teach children about HIV/AIDS and helps them develop life skills.

The Ministry of Labour and Social Affairs (MoLSA) has responsibility for managing the response for orphans and vulnerable children. The National OVC Taskforce has members from civil society and the Government, including the Ministry of Education and one of the priority actions for 2005 is improving the access of vulnerable children to education. Regional OVC Taskforces are in the process of being developed in the 11 regions of Ethiopia.

The multisectoral response in Ethiopia has improved since its inception but more could be done, for example, in the fields of policy development AND implementation, government employment practices (assigning workers away from their families for long periods) and programmatic responses that go beyond HIV prevention training for ministry and regional government workers.

2. USAID Context

USAID works in partnership with CDC, the Department of Defense and the Department of State in Ethiopia towards achieving the prevention, care and treatment targets of the President's Emergency Plan for AIDS Relief. For programs to be funded, they must make a direct contribution towards the achievement of the targets, which has made the funding of multi-sectoral programs more challenging.

Prior to the beginning of PEPFAR (2004), the USAID Education team, working in partnership with the MoE, utilized HIV/AIDS funds to develop an age-appropriate HIV/AIDS syllabus. Social awareness of HIV/AIDS was promoted with activities focused around the community schools program.

3. Current Programs (2004 – 2005)

HIV Funding to Education:

2004	Youth Action Kit (YAK), Sports for Life (SFL):	\$1.5	million
2005	YAK, SFL, and Beacon Schools:	\$1.17	million
2006	projected: YAK, SFL and Beacon Schools	\$1.3	million
	Kokeb Keble	\$.3	million
	OVC/school retention	\$1.0	million

A. HCP/ BESO

In 2004, the USAID-funded Health Communications Partnership (HCP) worked with MYSC and the MoE in the development and implementation of the "Sports for Life" program and with the national youth network in the development and implementation of the Youth Action Toolkit (YAK). These programs were reviewed and materials revised in 2005 and the programs will continue in 2006.

YAK: The YAK program targets youth aged 15-20 through in and out of school HIV/AIDS Clubs. The program challenges youth to protect themselves from HIV/AIDS by developing their life skills and aims to encourage behavior change such as:

- Parental involvement in the lives of youth
- Abstinence and delaying of sexual debut

- Secondary abstinence
- Mutual fidelity
- Consistent condom use (for youth 15 years and older)
- HIV testing

The YAK provides goals that youth must attain through participatory, “active learning” activities. HCP trains facilitators, both adults and youth, to run activities within Clubs. The Clubs compete against other to become “Champions”. Once a Champion, a Club is recognized for its work (including through mass media) and moves to the next phase of the program which includes working with and teaching other youth. In 2005, the need to engage with and involve parents and community members was recognized and this is a new component in 2006.

SFL: The SFL program is similar to the YAK program in that it targets youth and builds their skills to protect themselves against HIV/AIDS. However, the program targets in-school youth aged 12-16, through extra-curricular sports clubs. The program has trained 456 PE Teachers from all over the country in the action-oriented methodology and the program has been implemented in schools since late 2004.

Beacon Schools: In 2005, HCP in partnership with BESO partners' Save the Children USA and AED, began the development and pilot implementation of a program called Beacon Schools. HCP has adapted the HIV/AIDS prevention materials it has developed for secondary school students (Youth Action Toolkit and Sports for Life) for primary school students working in collaboration with the BESO partners. The goal is to use the existing community networks that BESO partners have established (including PTAs and Girls Advisory Committees) to reach primary school students with extra-curricular HIV/AIDS materials and activities. HCP will also build on the work AED is conducting in teacher training institutions. The aim is to increase the knowledge and life skills of primary school students so they are able to protect themselves from HIV/AIDS. The aim is the same with trainee teachers with an additional objective of teaching them the skills and giving them the confidence to be able to discuss these topics with their students in an age appropriate manner.

B. Save the Children USA – High Risk Corridor

The High Risk Corridor Initiative works in the communities along the Addis Ababa to Djibouti truck routes with the aim of reducing HIV transmission and improving access to care and treatment. One component of the program is an HIV prevention program with youth in the secondary schools along the transport route as part of the global initiative “Lessons for Life”. The aim is to reach 30,000 students in the 24 towns along the transport route. This program also conducts Abstinence Only programs in selected Anti-AIDS clubs in the schools.

C. Other In-School Prevention Programs

PACT, Samaritan’s Purse, Food for the Hungry and CRS all received funding from Washington to implement HIV prevention programs, of which a key component is working within schools. CRS will work with the Catholic schools in the Catholic Diocese around the country, while PACT will work with a secondary and primary schools nationally. Samaritan’s Purse and Food for the Hungry focus on the communities but also include teachers and students in their approach. One of the aims of these programs, is to work with teachers, community members and the parents, to support the youth in their decision-making processes and to act against harmful social norms or practices that may place people at risk.

D. University Students

CDC is implementing an HIV/AIDS prevention program at Addis Ababa University, based on the concepts of peer education and positive reinforcement through radio drama, media messages and “community” support. The aim of the program is to reach 20,000 students in 2005, with the aim of expanding to an additional six universities in 2006.

E. Orphans and Vulnerable Children Programs

One of the components of the PEPFAR Ethiopia OVC program is increasing access of OVC to education and keeping children in school. PC3 is the major OVC program under PEPFAR Ethiopia with the education component being led by BES partner, World Learning. Other OVC partners focusing on education include Project Concern International, a centrally funded program.

F. Involvement in Government Dialogue

The SO14 team is represented on both the Education Working Group and MoE-Donor Group Task Force on HIV/AIDS and Education and on the National OVC Taskforce.

4. Future Directions

In 2006 (April, 2006 – March, 2007), the PEPFAR/ Ethiopia team plans to build on the lessons learnt in 2005 and expand the education element of the program as appropriate and as funding permits.

Potential additional areas for policy dialogue / programmatic focus include;

- Policy to promote and enforce Professional Standards focusing on areas such as teachers' own personal behavior in reference to relationships with their students, responsibilities as teachers (or indeed many other professions) and gender-biased behavior.
- Alternative education programs that respond to the altered circumstances of the students, such as reduced family finances, the care-giving roles of family members, increased household labor burden for students etc.
- Assessment and advocacy for the removal of educational structures that may exclude orphans and vulnerable children from access to education, such as user fees, school uniform fees etcetera
- Provision of basic education and social and psychological support to vulnerable groups to keep orphans and vulnerable children in the school system.
- In 2006, PEPFAR supplemental funds have been secured to address the issues OVC access to education and staying in-school
- Working with the Global Fund Principal Recipient, HAPCO, to map and collaborate on HIV/AIDS Prevention Initiatives in the education sector to avoid duplication and maximize impact.