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Belize Case Example
The education sector response to HIV and AIDS is a key component of any national multi-sectoral programme. This response is emerging from lessons learned through implementation in the Caribbean, sub-Saharan Africa, and Asia. Ministries of Education in these regions have found that they can benefit considerably from engaging in structured partnerships with international, national, and community-based non-governmental organisations (from here on referred to as NGOs) and other partners to improve both the coverage and quality of programme interventions. There is a wide range of partners that Ministries of Education can work with, such as donors and other government ministries. This document specifically speaks to Ministry of Education-NGO partnerships in the Caribbean, as this is a growing trend.

NGO involvement in the education sector's response to HIV and AIDS currently includes policy and public advocacy; providing a voice for people living with HIV; piloting innovative curricula; and providing services to hard-to-reach and marginalised target groups, such as out-of-school youth, orphans, and vulnerable children.

There are three main levels at which NGOs can work with the education sector in responding to HIV and AIDS:

- **NGO support of the education sector response** to HIV and AIDS
- **NGO involvement in the education sector response** to HIV and AIDS
- **NGO work in partnership with the education sector to respond** to HIV and AIDS

The nature of relationships between the NGO and the education sector will be different depending on the focus.
NGO contributions to the education sector response are likely to be more effective where the policy and strategic environment favour a well co-ordinated, monitored, and scaled-up approach. Too often, the effectiveness of NGO involvement is constrained by a lack of policy guidance, coordination mechanisms, funding, and monitoring and evaluation. It is not uncommon to find that the NGO participation is ad hoc, with limited coverage and hence limited programme impact. The literature today that speaks to NGOs and the education sector reveals a chronic shortage of evaluated programmes that can serve as the basis for learning lessons and best practice guidance.1

Health and Human Development Programs (HHD), a division of Education Development Center has designed this toolkit to assist Ministries of Education in developing quality assurance procedures as the Ministry and local schools coordinate with NGOs to implement a comprehensive response to HIV and AIDS. In a comprehensive approach, the education sector uses all means at its disposal to promote and protect the health of learners and staff and to mitigate the impact on the system itself. The education sector can do this by developing the following elements: an overarching education sector policy that reaches out to inform, protect, and support learners and teachers; a skills-based Health and Family Life Education curriculum with a strong focus on HIV and AIDS prevention; a healthy psycho-social and physical educational environment; and information about and links to resources, services, care, and support.

This toolkit has five main components:

**Part one** provides a conceptual framework for educators and administrators to understand the four components of a comprehensive approach and what schools need to do to develop such a response to HIV and AIDS. This section also explains important ways in which NGOs can work with the education sector.

**Part two** describes the types of NGOs that currently work with the education sector. This section presents a typology of NGOs and describes the different functions, geographic coverage, focus, approach, and governing structures that distinguish NGOs.

**Part three** provides a set of tools that will assist with service delivery in schools. The tools will provide a series of questions that will help the Ministry of Education better assess its current response to HIV and AIDS and enhance these interventions. The tools will help identify funding resources.

**Parts four and five** provide details and sample tools for quality assurance to maximise the benefits of working with NGOs and sustain interventions developed with their assistance.

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A comprehensive approach goes beyond implementing an HIV and AIDS prevention curriculum in the classroom. To have a real impact on HIV and AIDS, the education sector must address other challenges posed by the disease, including the need for workplace policies and training programmes for teachers and staff, a safe and secure learning environment, and links to services for those infected with and affected by HIV and AIDS. Adopting a comprehensive approach involves using all means at the education sector’s disposal to promote and protect the health of students and staff and to mitigate the impact of HIV and AIDS on the system itself.

A comprehensive approach to addressing HIV and AIDS in the education sector involves four main components:

- Workplace policy and education programmes on HIV and AIDS
- Skills-based HIV and AIDS prevention curriculum
- HIV and AIDS services, care, and support
- Healthy psycho-social and physical educational environment

Details for this section have been adapted from the Leadership and Advocacy Campaign Toolkit designed by EDC and UNESCO for senior level staff of the Ministries of Education in the Caribbean (EDC and UNESCO, 2005).
PART ONE: CONCEPTUAL FRAMEWORK

FIGURE 1: A Comprehensive Education Sector Approach to HIV and AIDS

Creating a school environment that is free from stigma, discrimination, gender inequity, sexual harassment, homophobia, and violence which includes a zero-tolerance policy for these elements

Training teachers to implement skill-based curricula using participatory learning to enhance students’ ability to translate knowledge into positive behaviours

Workplace policy on HIV and AIDS

Healthy psycho–social and physical educational environment

Skills-based HIV and AIDS curriculum

Providing treatment education, links to voluntary testing and counselling, mental health and nutrition services, access to medical care, housing, vocational support, case management, and adherence support

Involvement

Students
Teachers
Parents
Community

Offering workplace education programmes to teachers and staff, protecting employees’ rights, and adopting fair personnel policies for infected and affected individuals

Skills-based HIV and AIDS Prevention Curriculum

A skills-based HIV and AIDS prevention curriculum includes effective strategies for behaviour change, skill development, and participatory learning. It not only increases students’ knowledge but also enhances their ability to translate that knowledge into specific positive behaviours. It must be culturally relevant and gender sensitive and include activities that target skills in communication, refusal, decision-making, and emotional coping using interactive teaching and learning methods.

This type of skills-based curriculum has been shown to promote numerous positive attitudes and behaviours while preventing negative and high-risk behaviours associated with HIV and AIDS, including unsafe sex, violence, and use of tobacco, alcohol, and other drugs. Because skills-based education provides many opportunities for student input into the learning activities, the skills that students build and practice in the classroom are easily transferable to their lives outside the classroom.

In order to implement this type of curriculum, teachers need training in the content and methods as well as how to manage classroom behaviour given the sensitive nature of the topic. They also need to learn how to incorporate HIV and AIDS prevention education into Health and Family Life Education (HFLE) that includes many aspects of healthy lifestyles and communication skills.

HIV and AIDS Services, Care, and Support

The education sector has the potential to reach and support hundreds of thousands of individuals infected with or affected by HIV and AIDS. It can provide education about the types of services available, where to go to obtain them, and the potential outcomes. The sector can also work with the local medical community and NGOs to coordinate access to the services. These services include voluntary counselling and

Workplace Policy and Education Programmes on HIV and AIDS

It is important for the education sector to adopt an HIV and AIDS policy for several reasons. The education sector is a workplace that must support and protect the hundreds of individuals working there. That means addressing the impact of the HIV and AIDS epidemic on its employees and curbing unfair employment practices such as mandatory HIV testing and discrimination against individuals regarding conditions of service. A workplace policy informs employees about their rights, responsibilities, and expected behaviour while creating an environment conducive to prevention, treatment, care, and support.

The education sector needs to provide a workplace policy on HIV and AIDS and educational programmes about the policy in order to protect employees’ rights, adopt fair personnel practices for infected and affected individuals, and help the workplace plan and manage the impact of HIV and AIDS. Such a policy needs to include training for all school personnel; prevention programmes at all levels; standards of behaviour for all employees; access to treatment, care, and support for all employees; provisions for confidentiality and infection control; and coordination between health and education authorities to provide services across the spectrum of prevention, treatment, care, and support.
testing for individuals at risk of infection; mental health (e.g., psycho-social counselling) and nutrition services for those who are infected with or affected by HIV and AIDS; access to medical care, including antiretroviral treatment; housing; vocational support; case management; and adherence support.

To improve access to HIV and AIDS services, the education sector can train all education personnel in HIV and AIDS prevention and awareness as well as HIV testing and counselling. It can also provide training and professional development to guidance counsellors and school staff so that they can address HIV and AIDS-related psycho-social issues that students, staff and educators may face. Collaboration with the medical community can ensure that educators, staff and students receive services in a timely and confidential manner.

Healthy Psycho-Social and Physical Educational Environment

A healthy educational environment comprises a positive psycho-social environment and a safe and secure physical environment where everyone is treated with respect and cared for equally. It is free from any form of stigma, discrimination, gender inequity, homophobia, sexual harassment, bullying, exploitation, and violence. It includes a zero-tolerance policy for these actions alongside codes of conduct for teachers and students.

There are several steps that the education sector can take to create a healthy educational environment. Clear policies and regulations need to be established to address stigma, discrimination, confidentiality, gender equity and equality, homophobia, exploitation, bullying, sexual harassment, and violence. Schools need to strengthen HFLE curricula and create a welcoming atmosphere for individuals infected with and affected by HIV and AIDS. They can also ensure that the physical school environment is safe and consistently monitored.

Activity 1: Use the template provided in the Activities and Worksheet Section to assess and plan a comprehensive approach.

NGO Roles in the Education Response to HIV and AIDS

As the Ministry prepares to develop more programmes and links to services it will need to develop greater coordination and partnership with other government bodies and NGOs. Both local and international NGOs, can support the Ministry of Education in addressing the needs of the people who are most vulnerable to and affected by HIV and AIDS. NGOs can also play an important role in assisting the education sector at the national, regional, and local school levels to develop various components of a comprehensive approach.

We have provided summaries on page 10, of the common strengths, weaknesses, opportunities, and threats that emerge from reviewing current partnerships between Ministries of Education and NGOs. The table of strengths illustrates multiple possibilities for NGOs to become involved in the education sector response to address HIV and AIDS.

Often, the main constraint to achieving a strong partnership with government is the readiness of the NGO sector to collaborate, rather than compete, and the capacity of NGOs to manage, monitor, and evaluate programmes effectively. Long-established NGOs with skills in areas such as reproductive and sexual health, gender, child rights, and edutainment appear to have a strong comparative advantage in working on HIV and AIDS in the education sector. Acquiring and sustaining these skills requires that NGOs pay attention to long-term strategic capacity building. Funding is a key issue for NGO involvement and the sustainability of programme interventions. In the absence of such funding, voluntarism becomes a strategy for civil society participation.

There are emerging opportunities for stronger involvement of NGOs in the education sector response to HIV and AIDS, including international agencies such as UNESCO, USAID, and DFID. For example, UNESCO involves NGOs, along with many other partners, in its EDUCAIDS programme that

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3 Details for this section have been adapted from the Leadership and Advocacy Campaign Toolkit designed by EDC and UNESCO for senior level staff of the Ministries of Education in the Caribbean (EDC and UNESCO, 2005).
seeks to promote, develop and support comprehensive education sector responses to HIV and AIDS.

The emphasis on a multi-sectoral national response means that all sectors including the Ministry of Education and Health, as well as civil society organisations have to work together. Throughout the Caribbean, the national response to HIV and AIDS remains fragmented but it seems clear that NGOs are playing a key role especially in HIV prevention and providing support to children infected and affected by HIV and AIDS.

Given the above analysis of partnerships between NGOs and the Ministry of Education, we have provided several ways in which NGOs can contribute to service delivery below. In evaluating potential NGOs, you may want to consider their strengths and experience in these areas.

1. **Policy Development and Implementation**: NGOs can assist in policy formulation by advocating and participating in policy development and implementation at all levels of the education sector. At the school level, NGOs can provide recommendations on which components of the education sector programme they can support related to their experience and areas of expertise.

2. **Strategic Planning**: Once a policy is developed, NGOs can participate in developing a strategic plan to implement the policy at the regional and local levels.

3. **Institutional Capacity**: NGOs can use the expertise they have developed through specific interventions to ensure that the HIV and AIDS unit or team within the Ministry of Education can carry out programmes effectively by providing training and technical assistance.

4. **Monitor Coverage**: NGOs often work in a specific geographic area or topic area. However, by working with the Ministries of Education and leveraging additional resources, the coverage of NGOs can be expanded.

5. **HIV Prevention**: Around the world, schools provide an important setting to teach HIV and AIDS prevention education, which includes teaching life skills. Many NGOs have created innovative and adaptable programmes that can be implemented in the school setting through HFLE, for example, through teacher training, materials development, and assistance with in-class facilitation.

6. **HIV Impact**: If the Ministry has established clear policy guidelines for NGOs providing support to HIV and AIDS-affected and other vulnerable children, the NGOs are an important vehicle through which to reach marginalised and vulnerable populations.

7. **Inclusive Partnership Forum**: Ministries of Education can provide an important forum for NGOs to exchange information with other stakeholders, allowing for the exchange of good practices and lessons learned.

8. **Encourage NGO Coalition Building**: In the interest of maximising limited resources, NGOs can form a coalition or association on education and HIV and AIDS, allowing them to come together under one platform to set priorities and a shared common agenda.

9. **Teachers’ Unions**: Teachers’ unions are an important organisation that can provide a collective voice for teachers on issues related to HIV and AIDS. Through effective lobbying and advocacy, this group can articulate a shared vision of conditions for service that the Ministry must provide for work standards.

10. **National Networks of People Living with HIV**: Over the last few decades, the voice of people living with HIV has become stronger and much clearer with regards to the rights and needs of all those living with and affected by HIV and AIDS. Local groups have linked up with national and international groups to give one voice to the demands of people living with HIV. Involving national networks of people living with HIV and AIDS in policy formulation and implementation is important to ensure that the programmes designed for people living with HIV truly meet their needs.

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**Activity 2**: Use the template provided in the Activities and Worksheet Section to conduct your own SWOT (strengths, weaknesses, opportunities, and threats) analysis.
### Table 1: Strengths and Weaknesses of Working with NGOs

#### Strengths of Working with NGOs

- Advocating and lobbying to influence policy and strategy
- Creating positive working relationships with government ministries
- Representing sections of civil society, including people living with HIV, faith communities, etc.
- Credibility with community
- Reaching marginalised and hard-to-reach groups
- Engaging young people (e.g., edutainment NGOs that involve youth in providing prevention education)
- Piloting innovation
- Specialised skills, e.g., edutainment, reproductive and sexual health
- Community mobilisation
- Capacity building of local organisations
- Improving accountability to communities/civil society

#### Weaknesses of Working with NGOs

- NGOs competitive rather than collaborative
- Small-scale coverage, never scaling up
- Lack of financial and programme management competence
- NGO autonomy that can undermine programme consistency
- Reliance on donor funding
- Lack of mechanisms to channel funds from government to NGOs
- Lack of coordination among disparate NGOs
- Programme data gaps that hinder broader monitoring and evaluation efforts
- Lack of experience in HIV and education issues
- Lack of guidance on good or promising practices

#### Opportunities

- Coalition building and networking
- Need for non-traditional partners and new ways of working
- Emphasis on stronger involvement of people living with HIV and civil society
- Multi-sectoral and mainstreaming approach
- New funding opportunities for NGOs (MAP, PEPFAR, etc.)
- National AIDS Committees enabling NGO participation

#### Threats

- Lack of clear government policy on NGO involvement in education sector
- Lack of clear specifications for NGO involvement in education strategies on HIV and AIDS
- Lack of Ministry of Education capacity to coordinate NGO programmes
- Lack of monitoring and evaluation capacity
- Lack of Ministry of Education awareness of how NGOs can play a constructive role in the HIV and AIDS response
- Lack of NGO coalition/association on HIV and AIDS in the education sector
In order to develop meaningful partnerships with NGOs, it is helpful to have an understanding of the types of NGOs that exist and the best ways to interact and work with them. These categories are not mutually exclusive since organisations will often fall within more than one of the categories. There are three characteristics of NGOs that are most relevant to HIV and AIDS work: (1) Area of Focus, (2) Geographic Region, and (3) Approach. Below, we provide examples of each of these characteristics and explain how they are relevant to effective service delivery.

**NGOs Typology by Area of Focus**

**HIV Prevention:** Most NGOs working in the education sector are focused on HIV prevention work. Their expertise has been used in the following ways:

- Curriculum development
- Piloting of new curricula
- Community participation and support for HIV education
- Delivery of co-curricular peer education, edutainment programmes
- Delivery of supplementary learning materials
- Undertaking monitoring and evaluation
- Health service delivery (youth friendly clinics)
- HIV education outreach programmes for out-of-school youth

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4 Details for this section have been adapted from the Leadership and Advocacy Campaign Toolkit designed by EDC and UNESCO for senior level staff of the Ministries of Education in the Caribbean (EDC and UNESCO, 2005).
Examples of NGOs involvement by area of focus

1. **Teacher Education**: NGOs that focus on teacher education provide materials and training to assist in-service training on HIV-related materials development and classroom delivery.

2. **Service Delivery (Treatment and Counselling)**: NGOs play an important role in linking schools to services to assist with responding to HIV and AIDS. NGOs can often help with providing important public messages through posters and information sheets. They can also provide psychosocial support through counselling services, as well as links to medical providers for general medical care and specialty HIV services. NGOs can also provide services that are important for those infected and affected, such as free lunch programmes.

3. **Addressing Stigma and Discrimination**: NGOs, particularly HIV and AIDS support groups, can play an important role in helping the Ministry of Education address stigma and discrimination. For example, networks of people living with HIV can support policy development, dissemination and training activities by ensuring that they adequately address stigma and discrimination against those infected or affected by HIV and AIDS.

4. **Care and Support**: One emerging area for NGO involvement is the provision of care and support for children infected with and affected by HIV, the so-called orphans and vulnerable children (OVCs), especially in sub-Saharan Africa, but also in Southeast Asia and the Caribbean. Hand in Hand Ministries in Belize is an example of an organisation that provides a comprehensive package to OVCs from birth to nine years of age. It includes medication, education, meals, and low-income housing for very poor families.

5. **NGOs with Edutainment (e.g., music, drama, and dance)**: Such skills are well-placed to engage young people in HIV and health issues whether they are in or out of school. Examples of promising practices can be found in the Pacific Region (e.g., Wan Smolbag Theatre) as well as in the Caribbean (e.g., ASHE Caribbean Performing Arts http://asheperforms.com).

### NGOs Typology by Geographic Region

1. **International NGOs**: INGOs often influence national and donor policies in areas such as social marketing, behaviour change communication, and access to treatment and support for OVCs. However, INGOs with an education portfolio, such as Oxfam, Action Aid International, and Save the Children, appear to have played a very limited role to date in the education sector in relation to HIV and AIDS, either internationally or nationally.

2. **National NGOs**: National NGOs play a variety of roles, as they are based in the country and must tap into local knowledge and skills. They appear to have been most active in policy advocacy in the fields of human rights regarding stigma and discrimination, access to treatment, and orphans and vulnerable children. These organisations can sometimes be dependent on funding from international sources. National NGOs can vary from working in a limited geographic area to having multiple offices across the nation.

3. **Regional Coalitions of NGOs**: The establishment of NGO coalitions is a recent phenomenon in the education sector. National NGO coalitions are usually formed with international development funding to promote the right to free, quality primary education for all children. Some of these...
coalitions have begun to address HIV and AIDS issues. Functions of these NGO coalitions include:

- Influencing government and donor policies
- Capacity building of local organisations
- Promoting accountability to communities
- Promoting grass-roots participation
- Creating more effective partnerships between government and civil society
- Monitoring the implementation of education policies and programmes
- Promoting HIV and AIDS awareness in the education sector

4. Community-based Organisations: (CBOs) are often known for their in-depth knowledge of the local community, working particularly for those who might be underserved because of linguistic, cultural, racial, and economic barriers. Faith-based organisations and networks of people living with HIV have been active in focusing government attention and bringing resources to communities and individuals infected with and affected by HIV and AIDS. However, there seems to have been little advocacy done by them on HIV prevention to be delivered within the education sector.

NGOs Typology Approach

1. Single Issue NGOs: Some NGOs work on a single issue, such as girls’ access to education. Perhaps the best-known example of this is the Forum for African Women Educationalists (FAWE). It is interesting to note that there appear to be few, if any, NGOs that are focused solely on a comprehensive education response to HIV and AIDS. This appears to be a gap in NGO coverage of educational issues.

2. Support Groups: In addressing HIV and AIDS-related stigma and discrimination, national networks of people living with HIV and AIDS have played a significant role in many countries in influencing government policies and programmes. To date, they seem generally to have played a limited role in the education sector policy.

3. Unions: Unions, of specific interest groups in the education sector, play an important role in advocating for the needs of their constituencies. For example, teachers’ unions and student unions can assist with presenting the viewpoints of their members through their structure. Unions can also help to disseminate important messages to all their members.

4. Faith-based Organisations (FBOs): Many religions set up a service arm referred to as faith-based organisations. Such organisations have missions that are guided by the tenets of their faith with the goal of serving humanity. Faith-based groups can reach out to their constituencies to both serve and recruit people who are willing to dedicate time to serve. In many countries, FBOs are service providers and also conduct a number of HIV and AIDS prevention programmes. Conflicts may arise when FBOs proselytise.

5. Social Justice Organisations: These organisations are often non-sectarian and secular with a strong mission of working toward justice and equality. They can be important advocates and emphasise a rights-based approach to developing programmes.

Activity 3: Using the worksheet for Activity 3 in the Activities and Worksheet Section, identify NGOs in your country that would be potential partners in addressing HIV and AIDS.
Part one provided an understanding of the types of actions the Ministry of Education must take to address HIV and AIDS. Part two has provided a brief environmental scan of the types of NGOs that might be able to assist the Ministry as it begins or strengthens its response to HIV and AIDS.

The next step in this toolkit will help the Ministry to develop an assessment of the current success and gaps that exist in its response to HIV and AIDS. The rapid appraisal tool in Activity 4 will help answer the following questions: (1) What is the Ministry of Education currently doing? (2) Are there ways to improve the current activities? If so, how might they be improved? (3) Does the Ministry have the internal capacity and resources to make these improvements? If not, how might NGOs be engaged in the process in the short, medium, and long term?

**Activity 4:** The Rapid Appraisal Framework (Activity 4 in the Activities and Worksheet Section) should be completed by a team of people within the Ministry who are responsible for implementing an HIV and AIDS response. This tool is designed to address the four components of the comprehensive approach.
When completing Activity 4, identify the most appropriate next steps for each of the content areas. Then describe what resources (human, financial, material, etc.) might be needed to implement the activities. The template provides two columns, one to review internal resources and the other for external resources. The external resources can often be provided by NGOs. Being specific about the resources that will be needed from external sources will assist in finding the best suited NGO to help accomplish the task.

An important first step is to consider what no-cost solutions might be applied to provide the resources that are needed. For example, a strategy can be to increase awareness by incorporating messages regarding HIV and AIDS in previously scheduled events, as this can be achieved with little or no additional costs.

Next, consider what resources can be engaged and generated from within the Ministry of Education’s budget. As you are well aware, raising the money through the Ministry’s budget and strategic plan will increase the possibility that the activity can be mainstreamed and sustained within the Ministry.

Finally, use the column on the far right to describe resources that will be needed from an external source. When possible, try to be as detailed as possible since this will help in identifying the best fit to meet these needs.

Once the Rapid Appraisal Framework has been completed, there will be a clear sense of the activities that the Ministry can do to begin or increase its response to HIV and AIDS. Next, develop a better understanding of the resource that will be required from external sources.

We recommend reviewing the typology of NGOs to get a better sense of which would be best suited to assist with the needs of the Ministry. The NGOs will then need to be approached regarding their work with the Ministry. The next section will review some important quality assurance measures to keep in mind when contracting with NGOs. Such measures will help provide clear policies and communication for working with the Ministry of Education.
Part four: Quality assurance

Parts one to three are designed to assist the Ministry of Education in understanding the needs within the education sector to address HIV and AIDS and how NGOs might be able to assist in meeting those needs. This section will suggest ways you might want to solicit interest from NGOs to work with the Ministry. It will then describe some aspects of a sound contract that will help meet your needs. Finally, we will review basic aspects of monitoring and evaluation to make sure the NGOs accomplish the expected tasks.

Engaging NGOs

In an effort to engage NGOs, it is a good idea to consider two main ways of soliciting their interest in working with the Ministry. One way is to have an open invitation for NGOs to submit their areas of expertise and then select the most fitting for an approved list of organisations. Alternatively, there may be a specific task for which proposals are requested. In the latter case, a request for proposals may be sent out. Below, we present recommendations to help with both of these options.

Developing an Approved List of Organisations

An approved list of organisations is a good way for the Ministry to invite NGOs working in a country to submit details about their organisation and how they can assist the Ministry in addressing HIV and AIDS. Such a list would provide the Ministry with a ready source of NGOs that are able to produce the work needed to complement the work of the Ministry. When gathering such information, it would be helpful for the Ministry to request details on contact information, geographic location, experience, size of staff, quality/level of work, sample of past work, and references who can provide details on past work.
Request for Proposals

When the Ministry has a very specific task it would like to invite NGOs to bid for, it would be helpful for the Ministry to design a Request for Proposals (RFP). This document would allow the Ministry to state the parameters for the time, work, geographic area, and expected outcomes.

Often, the two main sections of an RFP are a technical section and a time-cost section. In the technical section, the NGOs are asked to include timelines, projected required personnel, and schedules for how they would complete the project. In the time-cost section, the organisations provide detail on the time and costs that are required to complete the project. The Ministry should set out deadlines for submitting proposals and notifying applicants.

Activity 5: Use the checklist in the Activities and Worksheet Section to guide you through the process of developing a Request for Proposals (RFP).

Contracting with NGOs

An important way to ensure that the NGOs will deliver the services that the Ministry needs and requests is for the Ministry to develop a sound contract with the NGO. As we have seen earlier, sometimes the Ministry of Education does not have control over payment to the NGOs because the costs are borne by international funders. These funders often pay NGOs directly and so the accountability link to payment does not involve the Ministry. When the Ministry has a clear contract with the NGOs, it has increased oversight to make sure the work is in line with its policies and programmes. A contract with the NGO for specific pieces of work must clearly state the expectations of the Ministry so that all parties clearly understand the nature of the expected deliverables and the legal and policy frameworks in which to operate. Your Ministry might already have mechanisms for contracting with outside organisations. We recommend that you review the contract guidelines on the right.

Contract Guidelines

1. **Written and Signed Document:** The Ministry should make every effort to have contracts in writing that are signed by authorised representatives of the Ministry and the NGO. This will serve as an important document that can be referred to at any point during the work.

2. **Specific Point Persons:** If possible, the contract should indicate specific point persons at both the Ministry and the NGO who will be responsible for the task. These people will be responsible and accountable for the agreed upon aspects of the contract.

3. **Fit within the Ministry’s Policies:** When writing the contract, the Ministry should pay careful attention that the defined work falls within the Ministry’s policies and furthers the overall goals of the Ministry.

4. **Time-bound:** The contract should have specific start and end dates with the option of extending the time if necessary. Agreeing to specific dates of delivery allows for greater accountability.

5. **Clear Objectives and Description of Roles:** The contract should state clear objectives and roles for the Ministry and the contracting NGO. Stating these clearly provides an opportunity for the NGO to clarify specifics and results in a clear statement of work. The Ministry should also clarify who will be responsible for providing materials and supplies.

6. **Link Payment to Specific Deliverables:** The Ministry should discuss, and then write down, the specifics of a delivery schedule with the NGO to be sure that the work is completed on time. Payment to the NGO might be linked to the deliverables, making it clear what aspects of the work must be completed before the transfer of funds.

7. **Reporting Mechanisms:** The Ministry must provide the NGO with clear, specific instructions on how the Ministry would like it to report back on the work that it has done (e.g., in writing, format, evaluations, and other specifics).

8. **Standard Language Related to HIV and AIDS:** Finally, we highly recommend that the Ministry include in all contracts specific clauses that will protect its staff and learners on issues that are of particular importance when addressing HIV and AIDS. Such issues include protecting individual’s confidentiality and providing a safe environment free from stigma and discrimination.
Monitoring and Evaluation

The Ministry of Education must develop ways to monitor and evaluate the work of NGOs in its schools to achieve consistency, accuracy, and well-implemented programmes. Often, conducting a detailed monitoring and evaluation process can be very expensive and time-consuming. At the very minimum, the Ministry must consider ongoing monitoring activities to make sure that the deliverables meet the objectives laid out. Monitoring progress can help the Ministry assess whether NGOs complete the agreed upon scope of work efficiently and effectively.

Process Evaluation

As resources and time permit, evaluating the process and outcomes of programmes run by NGOs will provide the Ministry with important feedback on their impact. Process evaluation looks at programme activities and how well they are being implemented. This evaluation is focused on the process intended to bring about change more than on the change itself.

Outcome Evaluation

Outcome evaluation measures the change the activities are designed to achieve in knowledge, attitudes, practices, and behaviours of the population of interest. Impact evaluation measures the long-term effect of the outcomes on the target population. One of the common ways of measuring change in knowledge, attitudes, and behaviours is to gather baseline data at the outset and then measure the same factors at a later point and compare the two sets of data. Measuring impact on the population, such as a reduction in the number of new cases of HIV, often requires a longer period of time.

Activity 6: Consider the list of guiding questions provided in the Activities and Worksheet Section to help you design a monitoring and evaluation plan.
It is important for the education sector to think about how it can sustain and scale-up programmes that were begun with the help of NGOs. This is important because NGOs have limited resources in terms of funding, staff time, and geographic reach. Programme sustainability and scale-up are achieved through strategic planning, working with leaders, building internal capacity, institutionalising good practices, building the support of broad constituencies, including involving parents and the community, and determining how to continue the costs of the programme. Evaluation is also a key component because programmes need data to show their effectiveness and value to gain credibility, partners, and additional funding. Below are brief descriptions of some of the issues involved in sustainability and scale-up for programmes in schools.
PART FIVE: SUSTAINABILITY AND SCALE-UP

One significant area of sustaining and scaling up a programme is continuing to obtain funding. Although some aspects of a programme may not need additional funding in order to continue, some aspects are likely to, such as staff time, materials, and administrative costs. Well-tested, good practices that emerge from work done by NGOs in schools will benefit greatly from inclusion in the regular Ministry of Education budget. Having the government include these programmes in its budget can allow the programmes to go to scale more quickly and also allow for more uniform coverage.

If the Ministry budget does not allow for the inclusion of programme costs, additional funding may be needed. Possible sources include the government, other NGOs, foundations, and businesses or corporations. Another approach is to develop alternative revenue strategies. These may include strategising with partners within your project or finding other partners who provide related services to see if they can take on some of your activities. If you are not able to continue covering the costs of all aspects of the programme, focus on the specific functions you want to sustain. Ask yourself, what is it that makes this program a success.

Involving Parents and the Community

The goal of involving parents and the community is to encourage ownership of the programme at the local level so that parents and other community members have a stake in it. To help achieve sustained participation, provide incentives, such as activities in which parents and other community members can contribute in a tangible way and take leadership if they want to. Ask them what they can do well and enjoy doing and then find ways to use those skills. Let them know the benefits they will gain from being involved. Be sure to address their needs, such as scheduling, location, transportation, and child care, and to develop communication strategies and messages that are likely to reach them. You may need to take a different approach with groups such as families, young adults, local business owners, and community leaders. To broaden your scope, try to reach people that do not know about your programme but might be interested in it.

It is very important to present the results and benefits of your programme in ways that each group can relate to. Use positive evaluation results, including personal testimonials and success stories, to show how effective the programme is and why it is worth continuing and scaling up. Communicating your success is essential.

Building Internal Capacity and Institutionalising Good Practices

In order to sustain and scale-up a programme, try to do the following:

- Build capacity within the school and institutionalise certain practises. These may include developing infrastructure, policies, or procedures in the Ministry or school to sustain and scale-up the programme; training school staff or partners in skills so they can continue the programme on their own; and adjusting school schedules, space allocations, and budgets so that the programme can continue and grow.

- In this process, you may have to change the programme somewhat in order to sustain and scale-up its most important goals and outcomes.

- Consider how current staff and activities could incorporate practises from your programme. Work with them to obtain support for your programme. Discuss your project's goals and positive outcomes and how they might help sustain and further develop them.

For more information on all aspects of the sustainability of programmes, refer to the resources available through the National Center for Mental Health Promotion and Violence Prevention at www.promoteprevent.org/resources/legacy_wheel/index.html.
ACTIVITY 1:
TOWARDS A COMPREHENSIVE APPROACH TO HIV AND AIDS EDUCATION

Use the template below to assess your Ministry’s comprehensive approach to HIV and AIDS.

Consider the components of a comprehensive approach to HIV and AIDS prevention and answer the questions below to assess your Ministry’s needs:

- Education Sector HIV and AIDS Policy, (Including Workplace Policy)
- Skills-based HIV and AIDS Education Curriculum
- HIV and AIDS Services, Care, and Support
- Healthy Psycho-Social and Physical Educational Environment

1. What component(s) of the comprehensive approach are thoroughly addressed (this refers to the education system as a whole and not isolated programmes)? Explain.

2. What component(s) needs to be addressed better? Where are the gaps? Explain.

3. Explain what changes (revisions, additions, or subtractions) your group would make to strengthen your Ministry’s comprehensive approach to HIV and AIDS.
ACTIVITY 2:
SWOT ANALYSIS

Use the template below to list potential strengths, weaknesses, opportunities, and threats that your Ministry faces when working with NGOs to address HIV and AIDS. Use one copy of this template for each NGO.

**Name of NGO**

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Given the above analysis, what are three suggestions that your group will make to strengthen partnerships between this NGO and the education sector?

1. 

2. 

3. 

Remarks (comments, conditions, caveats, etc.)

If possible, ask some NGOs to conduct a similar analysis. Their analysis can be helpful to further inform your own analysis.
**ACTIVITY 3: ENVIRONMENTAL SCAN**

*Please use the template below and fill in the names of NGOs in your country that could collaborate with the Ministry of Education in HIV and AIDS related work.*

Collaboration with NGOs might happen at the regional, national, or local level. Develop a list that should be updated often to reflect new NGOs and changes that might occur within the existing NGOs. If your Ministry does not have a current list of NGOs working on HIV and AIDS, below are some suggestions for how to begin gathering this information:

1. Contact school principals to gather the names of NGOs that work with their teachers and learners, especially those focused on HIV and AIDS.
2. Contact your local National AIDS Commission (NAC), which often provides such a list.
3. Contact a regional organization, such as the Caribbean Regional Network Plus (CRN*) or PANCAP, to learn more about their local partners.
4. Check with the UN organisations that service your country (UNAIDS, UNESCO, UNFPA, UNICEF).
5. Solicit information from NGOs to identify themselves to your Ministry by sending out a public notice requesting specific details on the NGOs (name, types of services provided, geographic coverage, brief description, etc.)

<table>
<thead>
<tr>
<th>ORGANISATION</th>
<th>TYPE BY THEME</th>
<th>PROGRAMMES (INCLUDING FORMAT AND APPROACH OF THE NGO)</th>
<th>COVERAGE-GEOGRAPHIC REGION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Alliance Against AIDS</td>
<td>Direct Service Delivery</td>
<td>Support services for people living with and affected by HIV and AIDS. Advocacy, hotline, positive lives programme, national conference on HIV and AIDS every 2 years.</td>
<td>Belize City</td>
</tr>
<tr>
<td><strong>Example:</strong> Belize Family Life Association (BFLA)</td>
<td>Direct Service Delivery</td>
<td>Comprehensive sexual and reproductive health services to assist communities to devise plans of action and to develop resource capacity to sustain current services. Adolescent Life Skills and Sexual Health Programme, AIDS Education, Youth Advocacy Movement.</td>
<td>National</td>
</tr>
</tbody>
</table>

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24 **ENSURING QUALITY: MINISTRY OF EDUCATION AND NGOs RESPONDING TO THE AIDS PANDEMIC**
## Activity 4: Rapid Appraisal Framework

### Content Area to Address HIV and AIDS in the Ministry of Education

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>DO NOT KNOW</th>
<th>Activities for Improvement</th>
<th>Internal Resources Needed for Implementing the Activity</th>
<th>External Resources Needed for Implementing the Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Staff time and meeting space</td>
<td>1. Sample policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Financial resources for policy drafting process (consultancy, workshop, etc.)</td>
<td>2. Technical expertise</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Participation in policy development</td>
</tr>
</tbody>
</table>

### Policy

<table>
<thead>
<tr>
<th>Is there an HIV and AIDS policy? (Example)</th>
<th>✓</th>
<th></th>
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</tr>
</thead>
</table>

### Does the policy address workplace issues?

### Is the policy comprehensive, covering all areas related to HIV, AIDS, and education?

### Has the policy been disseminated across the sector?

### Does the policy cover the entire education sector?

### Has the policy been implemented?

### Does the policy link with the national AIDS policy?

### Is the policy in accordance with legislation or international agreements?

### Curriculum

<table>
<thead>
<tr>
<th>Is there an HFLE policy?</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is the Ministry using the HFLE Regional Framework Curriculum?</th>
<th></th>
<th></th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Has the Ministry invested in training teachers on HFLE?</th>
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</thead>
</table>

| Has the Ministry trained teachers to teach about HIV and AIDS? |                      |                            |                                                     |

|                                                      |                      |                            |                                                     |

|                                                      |                      |                            |                                                     |

|                                                      |                      |                            |                                                     |

<p>| | | | |
|                                                      |                      |                            |                                                     |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Measuring the Activity</th>
<th>Implementing the Activity</th>
<th>Activities for Improvement</th>
<th>Resources Needed for Improvement</th>
<th>External Resources Needed for Improvement</th>
<th>Yes/No</th>
<th>Ministry of Education and AIDS Responding to the AIDS Pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY 4: RAPID APPRAISAL FRAMEWORK (part 2)</td>
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</tbody>
</table>

**Environment**

- Has an assessment been made of the factors that make learners susceptible to HIV infection?
- Has an assessment been made of the effects that make learners susceptible to HIV infection?
- What are the effects that make learners susceptible to HIV infection?
- Is the curriculum a subject in secondary school?
- Does the curriculum apply to secondary schools?

**Social**

- Are assessment and materials used within the curriculum relevant to messages that learners are expected to communicate (e.g., anti-bullying programs)?
- How effective have they been made to increase awareness?
- Have the curriculum resources been used to increase awareness?
- Does the curriculum provide for skills-based learning in the area of life skills?
- Does the curriculum provide for skills-based learning in the area of life skills?
- Does the curriculum provide for skills-based learning in the area of life skills?

**Activities**

- Are there a policy of zero tolerance for any HIV- and AIDS-related manifestation of stigma?
- Is there a policy on confidentiality?
- Is there a policy on non-discrimination?
- Is there a policy on the provision of HIV and AIDS-related services?
# Activity 4:
## Rapid Appraisal Framework (part 3)

<table>
<thead>
<tr>
<th>Content Area to Address HIV and AIDS in the Ministry of Education</th>
<th>YES</th>
<th>NO</th>
<th>DO NOT KNOW</th>
<th>Activities for Improvement</th>
<th>Internal Resources Needed for Implementing the Activity</th>
<th>External Resources Needed for Implementing the Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have there been efforts to sensitise staff in the Ministry on issues related to stigma and discrimination towards people infected with or affected by HIV and AIDS?</td>
<td></td>
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<tr>
<td>Have there been efforts to actively gain participation from people living with HIV and AIDS in programmes addressing HIV and AIDS?</td>
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<tr>
<td>Do Ministry publications carry articles or news briefs on HIV, AIDS, and education?</td>
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<td></td>
</tr>
</tbody>
</table>

## Services

<table>
<thead>
<tr>
<th>Service</th>
<th>YES</th>
<th>NO</th>
<th>DO NOT KNOW</th>
<th>Activities for Improvement</th>
<th>Internal Resources Needed for Implementing the Activity</th>
<th>External Resources Needed for Implementing the Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the Ministry provide access or links to voluntary counselling and testing services?</td>
<td></td>
<td></td>
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<tr>
<td>Are there youth-based strategies (such as peer education or youth drop-in centres) that address HIV and AIDS?</td>
<td></td>
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<tr>
<td>Are these services friendly to young people? (Do they, for example, provide confidentiality, a non-judgemental atmosphere, and convenient times of operation?)</td>
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<tr>
<td>Do the health service centres have adequate supplies and materials?</td>
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<td></td>
<td></td>
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<tr>
<td>Are there programmes to address the needs of orphaned and vulnerable children?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Note: This framework has been modified from Kelly, M., and Bain, B. (2004); and EDC and UNESCO (2005).*
<table>
<thead>
<tr>
<th>ACTIVITY 5: CHECKLIST FOR CREATING A REQUEST FOR PROPOSALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEPS</strong></td>
</tr>
<tr>
<td>Create Selection Committee &amp; Decision Criteria</td>
</tr>
<tr>
<td>Write the RFP</td>
</tr>
<tr>
<td>Finalize RFP, including terms, conditions, and submission deadline</td>
</tr>
<tr>
<td>Release RFP</td>
</tr>
<tr>
<td>Receive Proposals</td>
</tr>
<tr>
<td>1st Round Proposal Review</td>
</tr>
<tr>
<td>Narrow Down to Finalists</td>
</tr>
<tr>
<td>Finalists Review</td>
</tr>
<tr>
<td>Provide feedback to applicants</td>
</tr>
<tr>
<td>Selection of NGO</td>
</tr>
<tr>
<td>Final Contract Negotiation</td>
</tr>
</tbody>
</table>
ACTIVITY 6:
MONITORING AND EVALUATION CHECKLIST

The Ministry of Education is responsible for the monitoring and evaluation of NGOs’ work with the education sector on HIV and AIDS. Here is a checklist to help all parties involved in this process.

Checklist for Monitoring
Monitoring is a process of keeping track of the activities and outputs of your programme and how well they are being implemented. You might want to create a specific action plan/logic framework that has specific indicators to monitor as the programme progresses. Below are some indicators to consider:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the activities and tasks planned by the NGO been carried out?</td>
<td></td>
</tr>
<tr>
<td>Were the activities and tasks done in the time allocated?</td>
<td></td>
</tr>
<tr>
<td>Was the NGO able to conduct the intervention within the allocated budget?</td>
<td></td>
</tr>
<tr>
<td>Has the NGO provided the required reports and follow-up action items?</td>
<td></td>
</tr>
<tr>
<td>Did the NGO implement the programme as planned? If not, why?</td>
<td></td>
</tr>
<tr>
<td>Were there unplanned changes made during the course of the activity?</td>
<td></td>
</tr>
<tr>
<td>How can the programme be improved to result in better use of resources?</td>
<td></td>
</tr>
<tr>
<td>If applicable, track the number of materials disseminated (such as copies, posters, pamphlets, TV ads, etc.).</td>
<td></td>
</tr>
<tr>
<td>If applicable, assess the number of trainings or face-to-face activities that took place.</td>
<td></td>
</tr>
</tbody>
</table>

Checklist for Outcome Evaluation
While monitoring focuses on activities, outcome evaluation focuses on the outcomes (impact) of the intervention and whether the goals and objectives have been met. To conduct outcome evaluation, you might use methods such as observations, interviews, focus groups, surveys, and records reviews. Some specific issues to consider follow:

<table>
<thead>
<tr>
<th>Issue</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect quantitative data, such as the number of people reached through the intervention.</td>
<td></td>
</tr>
<tr>
<td>Check data on health status, use of services, and mortality rates to determine the impact of the intervention.</td>
<td></td>
</tr>
<tr>
<td>If possible, gather baseline information so that you can compare it to data collected after the intervention.</td>
<td></td>
</tr>
<tr>
<td>Questions should capture information regarding changes in knowledge, attitudes, beliefs, and behaviours.</td>
<td></td>
</tr>
<tr>
<td>If applicable, assess how persons trained have used their training.</td>
<td></td>
</tr>
<tr>
<td>Determine whether the goals and objectives for the work undertaken by the NGO have been met.</td>
<td></td>
</tr>
<tr>
<td>Qualitative data might be collected by having participants fill out questionnaires with open-ended questions, from conducting focus groups, or from one-on-one interviews with a small sample of key informants.</td>
<td></td>
</tr>
<tr>
<td>Consider how the programme might be improved to result in greater impact.</td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY 7:**
**SUSTAINABILITY PLAN**

### Name of Activity or Program

1. How will your Ministry cover the costs associated with:
   a. Ongoing activities at the current level?
   b. Expanding the programme to other schools?
   c. Expanding the programme to other grade levels?

2. How can parents and communities be more involved in the process and programme?
   a. Are there activities that can be targeted specifically to parents?
   b. Can the community be engaged to provide resources to help continue the programmes?
   c. Can the parents or community members be involved in the planning and evaluation of the programmes?

3. What steps can be taken to institutionalise aspects of the programmes to allow them to be mainstreamed?
   a. Can aspects of the programme (such as materials development or teacher training) be included in the Ministry’s annual budget?
   b. Can the Ministry request that schools provide physical space and time during the school day, or materials to include the programme more extensively?
   c. Can in-school training for staff and teachers be provided for local adaptation of the programme?
BELIZE CASE EXAMPLE

Education Development Center (EDC), Inc. worked closely with the Belize Ministry of Education to test the tools and approaches in this toolkit. The leadership within the ministry and the vibrant NGO sector working in HIV and AIDS education provided a fruitful case example. The lessons and experiences from Belize can benefit education staff throughout the region.

In the sections below we describe the key outputs from the EDC/MOE partnership. A SWOT Analysis (strengths, weaknesses, opportunities, and threats) frames the field of work, the environmental scan maps the various players, and the consultation workshop explains how the partners came together and developed a way forward to advance the AIDS response in the education sector.

SWOT Analysis

Strengths
- Leadership within the MOE to respond to HIV and AIDS
- Active and skilled NGO community addressing a wide range of AIDS-related topics
- Several local NGOs have affiliations to international confederations with its attendant resources and knowledge base

Weaknesses
- Little coordination in the NGO sector or partnership with the MOE
- Duplication of services thus ‘re-inventing the wheel’

Opportunities
- New Ministry planning cycle was underway so the time was right for consultation with NGOs
- Good working relationships with NGOs and MOE as expressed by a strong willingness for systematic and deliberate collaboration
- The Belize National Teachers’ Union had drafted a policy for teachers that may inform policies for other education staff

Threats
- No Education policy on AIDS (as of June 2006)
- Intermittent funding from international sources
BELIZE CASE EXAMPLE

Belize Environmental Scan

From our survey of NGOs in Belize working with the Ministry of Education, there are a number of organisations implementing a variety of HIV and AIDS related intervention activities in schools across the country. Most of these intervention activities are not guided by any strategic plan provided by or developed and coordinated by the Ministry of Education. Some NGOs, such as the Belize Red Cross and the Pan American Social Marketing Organization (PASMO), have developed guidelines for the implementation of intervention activities that they carry out in schools. Nevertheless, the majority of organisations indicated that their HIV and AIDS intervention activities in schools are conducted on an ad hoc basis and are largely based on requests from schools. An important limitation currently is that the Ministry does not have an education sector policy on HIV and AIDS.


<table>
<thead>
<tr>
<th>Organisation</th>
<th>Type</th>
<th>Programmes</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliance Against AIDS</td>
<td>Direct Service Delivery</td>
<td>Support services for people living with and affected by HIV and AIDS. Advocacy, hotline, positive lives programme, national conference on HIV and AIDS every 2 years.</td>
<td>Belize City</td>
</tr>
<tr>
<td>Belize Family Life Association (BFLA)</td>
<td>Direct Service Delivery</td>
<td>Comprehensive sexual and reproductive health services to assist communities to devise plans of action and to develop resource capacity to sustain current services. Adolescent Life Skills and Sexual Health Programme, AIDS Education, Youth Advocacy Movement.</td>
<td>National</td>
</tr>
<tr>
<td>Hand in Hand Ministries</td>
<td>Direct Service Delivery</td>
<td>Service to the poor; food, clothing, shelter, education, and medical care. Feeding programmes. Day care services for children (0–6 years) infected with or affected by HIV and AIDS. High school scholarships.</td>
<td>Belize City and Lucky Strike Village</td>
</tr>
<tr>
<td>Women’s Issues Network of Belize (WIN Belize)</td>
<td>Network of Service-Oriented Organisations</td>
<td>Advocacy, networking, training.</td>
<td>National</td>
</tr>
<tr>
<td>Young Men’s Christian Association (YMCA)</td>
<td>Direct Service Delivery (FBO)</td>
<td>Life skills training to target groups upon request. Y-Club: peer education campaigns on HIV and AIDS</td>
<td>Belize District</td>
</tr>
<tr>
<td>Young Women’s Christian Association (YWCA)</td>
<td>Direct Service Delivery and Advocacy (FBO)</td>
<td>Focus on women and girls. Helping early school learners; English as a second language; pre-school; youth club (NB: no HIV and AIDS programmes)</td>
<td>Belize District</td>
</tr>
<tr>
<td>Youth Enhancement Services</td>
<td>Direct Service Delivery and Advocacy</td>
<td>Girls and young adolescent women. Centre for teenage mothers; outreach and advocacy, life skills.</td>
<td>Belize District</td>
</tr>
<tr>
<td>Belize Red Cross Society</td>
<td>Direct Service Delivery</td>
<td>HIV and AIDS education and support in schools or with school-age children; peer education.</td>
<td>National</td>
</tr>
<tr>
<td>Corner Stone Foundation</td>
<td>Direct Service Delivery</td>
<td>Improve the situation of the vulnerable. Psycho-social impact and assessment training. Capacity building workshops for communities to protect and care for vulnerable children; peer education, training, and HIV and AIDS education.</td>
<td>Cayo District</td>
</tr>
<tr>
<td>PASMO</td>
<td>Direct Service Delivery</td>
<td>Social marketing.</td>
<td></td>
</tr>
</tbody>
</table>
Another factor that stood out as a major weakness in the coordination and management of the education sector response to HIV and AIDS was the duplication and repetition of activities by several organisations over the years. This has led to the response being limited to only certain aspects of HIV and AIDS with the majority of the organisations focusing on prevention education in schools. The cause of this duplication and repetition may be a combination of a weakness in the education sector and the nature of the funding stream from International NGOs. Limited efforts appear to have been made in the areas of stigma and discrimination, orphans and children made vulnerable by HIV and AIDS, and HIV education and awareness for youth who are out of school.

NGOs such as Belize Family Life Association (BFLA), Alliance Against AIDS (AAA), Cornerstone Foundation, and PASMO have established long-term partnerships with international funding agencies, International Planned Parenthood Federation (IPPF), Population Services International (PSI) and USAID. Under these arrangements, these NGOs are able to attract scarce resources for different intervention programs.

The Red Cross programme “Together We Can” and PASMO’s “Life Skills Curriculum” both focus on vulnerability reduction. These programmes are limited to small sections of urban centres. Other organisations, such as BFLA, Cornerstone Foundation, and District AIDS Committees, have also initiated efforts targeting sexual and reproductive health, HIV and AIDS, and life skills. However, these organisations are not structured to deliver interventions on a national scale.

Two years ago, the Belize National Teachers’ Union drafted a policy on HIV and AIDS for teachers. This policy is yet to be ratified by the members due to other competing union issues. The Belize National Teachers’ Union acknowledges that at present it does not have any formal structure in place to specifically address HIV and AIDS in the education sector. The union also acknowledges that it currently has limited knowledge, resources, and capacity to initiate activities independently. The union however noted that plans are underway to establish a committee to coordinate the delivery of services such as training, counselling, etc.

**Consultation Workshop and the Way Forward (June 2007)**

Belize is a country with many NGOs and other partners working in schools. Ministry departments are encouraged to consult key stakeholders when moving forward on programmes. The Ministry was beginning a new planning cycle with regard to HIV and AIDS programming. Therefore, we determined that a formal consultation was in order. Education Development Center (EDC), Inc. was able to assist through facilitating the consultation, which entailed introducing the tool “Ensuring Quality: Ministry of Education and NGOs Responding to the AIDS Pandemic”.

Belize Ministry of Education and EDC held a consultation on 22 June, 2007, at the Radisson Hotel in Belize City. There were a total of 36 persons present for the consultation, including NGOs; representatives from the Ministry of Health, Labour, Youth Organizations, Council of Churches, Union, Teacher Training Institutions, Counsellors; and Peace Corps volunteers.

The agenda for the consultation was as follows:

- Welcome, Introduction, and Overview
- Towards a Comprehensive Approach to HIV and AIDS education
- Strengthening Partnership with the Education System in the Response to HIV and AIDS in Belize
- Sustaining and Scaling up our Success
- The way forward
- Programme closing

The process involved presentation, small group, and synthesis in plenary. In groups, participants discussed and presented on three areas of the tool; 1) a comprehensive approach to HIV and AIDS education; 2) strengthening partnerships; 3) sustaining and scaling up our success. Although there were so many different organizations present at this consultation, they all shared one vision. As a result of this, what we had set out to achieve at the beginning of the day was accomplished.
Participants agreed on the following steps to strengthen partnerships:

1. Formulate a yearly master plan for delivery of programmes and activities in schools through a collaborative effort among all the partners.

2. Establish an umbrella organisation that will help with inter-agency coordination and planning and offer capacity building and institutional strengthening services.

3. Increase participation of youth in the entire process.

4. Map partners to improve programme delivery to specific target groups.

5. Streamline agenda of partners to align activities.

6. Take leadership with donors so that donors are in line with national priorities and not the other way around.

7. Formulate strategies and increase collaboration to meet the needs of out-of-school youth.

8. Get a commitment from all partners to implement a strong monitoring and evaluation system.

9. Ensure that all activities are community-based and involve the community in the project’s life-cycle.

10. Strengthen coordination to dissolve competition among partners.

Following the consultation, the Belize Ministry of Education and EDC staff convened to discuss Next Steps. We resolved that the Ministry of Education needed to do the following:

1. Recapture the HFLE curriculum: establish and implement policy, provide pre- and in-service training, and get materials to schools.

2. Conduct a sensitization campaign for the community.

3. Create a newsletter.

4. Meet with partners to discuss their work plans.

The consultation was productive and the Ministry has the mandate to move its HIV and AIDS programming forward. EDC will stay in contact with MOE and assist in implementing its action plan.
References


Ensuring Quality:

Ministry of Education and NGOs
Responding to the AIDS Pandemic

Caribbean Education Sector HIV and AIDS Capacity Building Programme

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