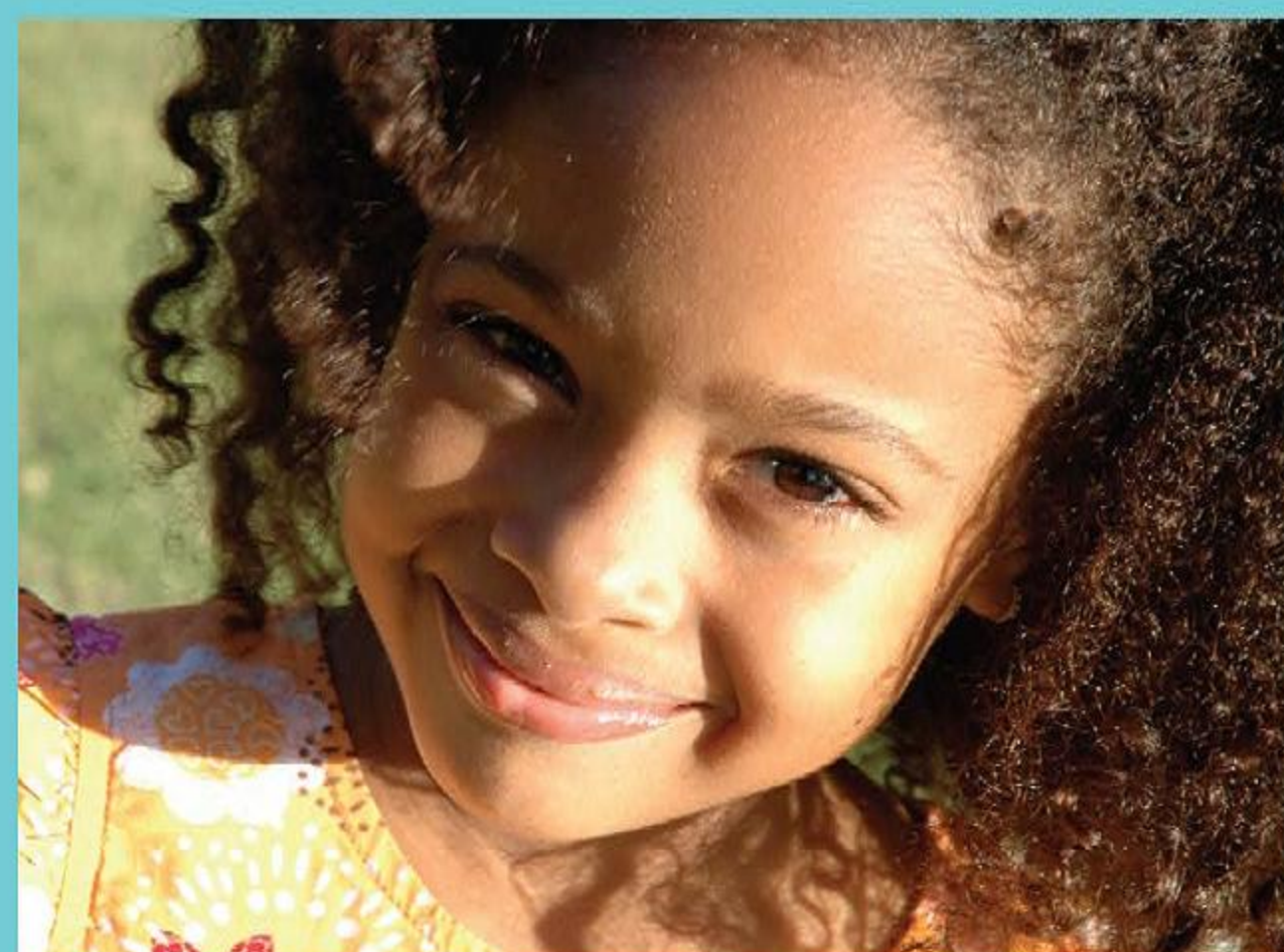


# Ministry of Education and NGO Partnership:

*Service Delivery in Schools*



**MINISTRY OF EDUCATION AND NGO  
PARTNERSHIP FOR SERVICE DELIVERY IN  
SCHOOLS**

# Outline

## Introduction

- A Comprehensive Education Sector Approach to HIV and AIDS

## Part One: Conceptual Framework

- Healthy Psycho-Social and Physical Educational Environment
- Skills-based HIV and AIDS Prevention Curriculum
- HIV and AIDS Services, Care, and Support
- Workplace Policy and Education Programmes on HIV and AIDS
- NGO Roles in the Education Response to HIV and AIDS
  - Table: Strengths and Weaknesses of Working NGOs
  - Table: Opportunities and Threats Related to Working with NGOs
  - Activity 1
  - Activity 2

## Part Two: Environmental Scan of NGOs

- NGOs Typology by Theme
- NGOs Typology by Geographic Region
- NGOs Typology by Format and Approach
- Activity 3
- NGO and Ministry of Education Collaboration in Belize
- NGO and Ministry of Education Collaboration in Guyana

## Part Three: Planning Tools for School Service Delivery

- Activity 4

## Part Four: Quality Assurance

- Engaging NGOs
- Approved List of Organisations
- Request for Proposals
  - Activity 5
- Contracting with NGOs
- Monitoring and Evaluation
  - Activity 6

## Part Five: Sustainability and Scale-Up

- Covering Costs
- Involving Parents and the Community
- Building Internal Capacity and Institutionalising Good Practises
- Activity 7

## Activities and Worksheets

- SWOT (strength, weakness, opportunities, and threats) Analysis
- Collaboration Brainstorm
- NGO Identification
- Rapid Appraisal Framework
- Request for Proposals Checklist
- Monitoring and Evaluation Plan
- Sustainability Plan

## Introduction

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 in implementation in sub-Saharan Africa and Asia. Ministries of Education in these two 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) to improve both the coverage and quality of programme interventions.

NGO involvement in the education sector 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, and 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 *supporting the education sector response* to HIV and AIDS
- NGO *involvement in the education sector response* to HIV and AIDS
- NGO *working in partnership with the education sector to respond* to HIV and AIDS

The nature of relationships between the NGO and the education sector may 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, monitoring and evaluation. It is not uncommon to find that the NGO participation is ad hoc, with limited coverage, and hence limited programme impact. In the literature today on NGOs and the education sector, there is a chronic shortage of evaluated programmes that can serve as the basis for learning lessons and best practice guidance.<sup>1</sup>

This tool is designed 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 students and staff and mitigate the impact on the system itself, as illustrated in Figure 1. The education sector can do this by developing the following elements: an overarching education sector policy that reaches out to inform, protect, and support students *and* teachers; a skills-based curriculum; a healthy psycho-social and physical educational environment; and information about and links to resources, services, care, and support.

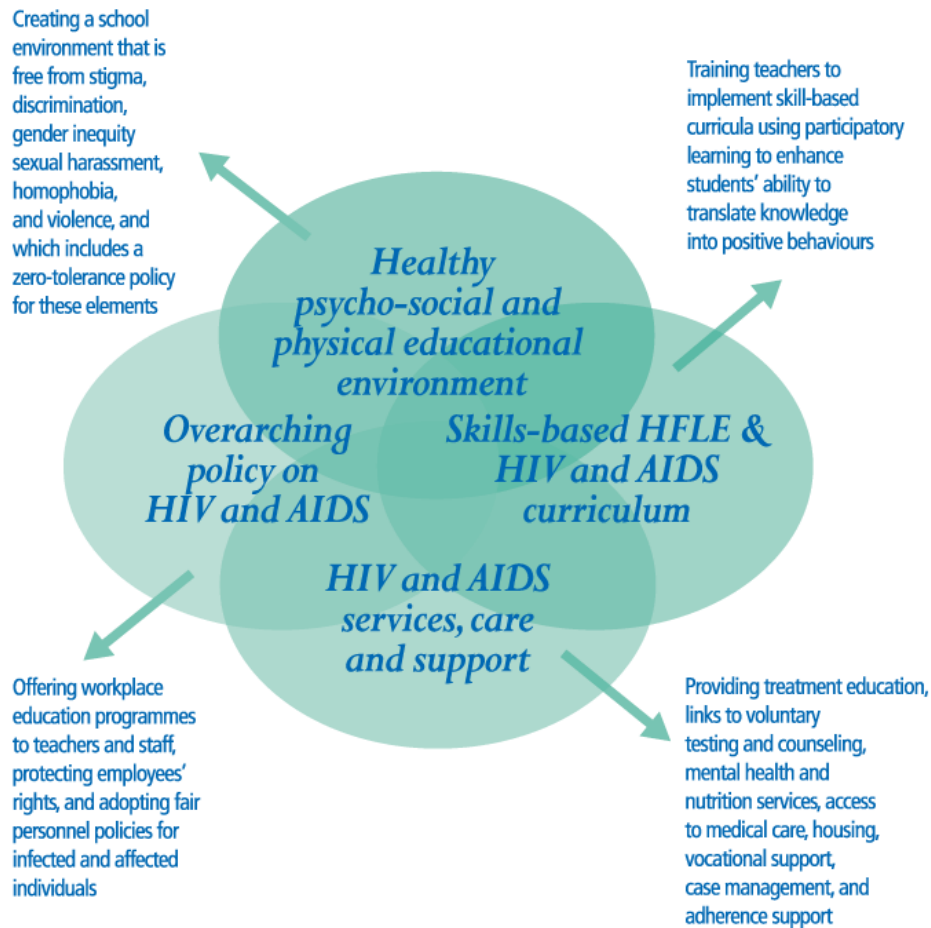
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<sup>1</sup> In David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

**FIGURE 1**

**A Comprehensive Education Sector Approach to HIV and AIDS**

Adapted from EDC and UNESCO, 2005.



This toolkit has five main components:

**Part one** provides a detailed conceptual framework for ministries 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 the NGOs that currently work with the education sector. A typology of NGOs is presented describing the different functions, geographic coverage, focus and 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 to better

assess its current response to HIV and AIDS and to enhance these interventions. The tools will help to review ways the Ministry can use its own resources and also ways in which NGOs might help.

**Parts four and five** provide details and sample tools for quality assurance to maximise the benefits of working with NGOs and to sustain interventions that NGOs assist with developing.

*Note: this toolkit can be used together with STEP by STEP: A Guide to HIV and AIDS Policy Development for the Education Sector*

## **Part One: Conceptual Framework<sup>2</sup>**

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

1. Overarching education sector policy including workplace policy
2. Skills-based HIV and AIDS prevention curriculum
3. HIV and AIDS services, care, and support
4. Healthy psycho-social and physical educational environment

### **Overarching Education Sector Policy Including Workplace Policy**

The education sector needs to develop, implement, monitor and evaluate an HIV and AIDS policy in order to protect learners and employees' rights, adopt fair personnel practises for infected and affected individuals, and help learning institutions plan and manage the impact of HIV and AIDS. Such a policy needs to include training for all learners and school personnel; prevention programmes at all levels of schooling; standards of behaviour for all employees; 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 treatment, care, support, and prevention.

It is important for the education sector to adopt an HIV and AIDS policy for several reasons. The education sector must support and protect the individuals that learn and work within its institutions. That means addressing the impact of the HIV and AIDS epidemic on its learners and employees and curbing unfair employment practices such as mandatory HIV testing and discrimination against individuals regarding conditions of service. An overarching education sector policy informs learners and employees about their rights, responsibilities, and expected behaviour. It can also help school administrators, teachers, and support staff protect themselves, students, and their families

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<sup>2</sup> 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).

from HIV and create an environment conducive to prevention, treatment, care, and support.

To address the need for an overarching education sector policy on HIV and AIDS, the Ministry of Education and other line ministries should review any relevant existing policies and develop a comprehensive workplace policy. Then all school personnel must be educated about the policy, and school officials must enforce the policy.

### **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 is culturally relevant and gender sensitive and includes activities that develop 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 and prevent 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 and how to manage classroom behaviour given the sensitive nature of the topic. They also need to learn how to incorporate HIV and AIDS into Health and Family Life Education.

### **HIV and AIDS Services, Care, and Support**

The education sector has the potential to reach and support hundreds of thousands of individuals infected or affected by HIV and AIDS. It can provide education about the types of services available, how to access these services, and the potential outcomes, as well as working with local medical community and NGOs to coordinate access to the services. These services include voluntary counselling and testing for individuals at risk of infection; mental health (e.g., psycho-social counselling) and nutrition services for those who are infected or affected by HIV and AIDS; access to medical care, including antiretroviral treatment; housing; vocational support; case management; and adherence support.

Involvement of the education sector will enable people to learn their HIV status and receive treatment earlier in the course of the disease, which will increase the chance of successful outcomes. In addition, by creating a caring and supportive environment, schools can greatly increase morale and self-esteem among students and educators.

To improve access to HIV and AIDS services for teachers and students, the education sector can train all education personnel in HIV and AIDS prevention and awareness and about HIV testing and counselling. It can also provide training and professional development to guidance counsellors and school staff so that they can take universal precautions and address HIV and AIDS-related psycho-social issues that students and educators may be facing. Another step the education sector can take is to collaborate with the medical community to ensure that educators 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 for both students and teachers 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 and codes of conduct for teachers and students.

Without this type of environment students may not attend school for fear of their health and safety. If they do go to school, they may be too stressed to pay attention and understand what they are being taught. In addition, in an environment of stigma and discrimination, students and teachers may be afraid to discuss ways they can protect themselves from HIV, get tested, protect themselves and their partners, and seek treatment and care when they need it.

There are several steps that the education sector can take to create a healthy educational environment. As part of the education sector policy stigma, discrimination, confidentiality, gender equity and equality, homophobia, exploitation, bullying, sexual harassment, and violence need to be addressed. Schools need to include curricula that address these issues and to create a welcoming atmosphere for individuals infected and affected by HIV and AIDS. They can also ensure that the physical school environment is safe and consistently monitored.

### **NGO Roles in the Education Response to HIV and AIDS <sup>3</sup>**

Part three of this toolkit will provide Ministries with a process to assess where they are in developing a comprehensive approach to address 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. NGOs, both local and international, 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.

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<sup>3</sup> This section, including the tables, is from David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

Below we provide summary tables 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 education sector development to address HIV and AIDS. The key functions that they are potentially able to play would appear to make the NGO sector key for policy formulation and strategic planning.

The main constraint to achieving a strong partnership with government is often the readiness of the NGO sector to collaborate, in particular the willingness of individual NGOs to collaborate and coordinate rather than compete, and the capacity of NGOs to manage programmes effectively, including monitoring and evaluation. 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.

**Table: Strengths and Weaknesses of Working NGOs**

<b>Strengths of Working with NGOs</b>	<b>Weaknesses of Working with NGOs</b>
Advocacy and lobbying to influence policy and strategy	NGOs competitive rather than collaborative
Create positive working relationships with government ministries	Small-scale coverage, a brake on scaling up
Represent sections of civil society, including people living with HIV, faith communities, etc.	Lack of financial and programme management competence
Credibility with community	NGO autonomy can undermine programme consistency
Reaching marginalised and hard-to-reach groups	Reliance on donor funding
Engage young people (e.g., edutainment NGOs involve youth in providing prevention education)	Lack of mechanisms to channel funds from government to NGOs
Piloting innovation	Lack of coordination among disparate NGOs
Specialised skills, e.g., edutainment, reproductive and sexual health.	Programme data gaps hinder broader monitoring and evaluation efforts
Community mobilisation	Lack of experience in HIV and education issues
Capacity building of local organisations	Lack of guidance on good or promising practises
Improve accountability to communities/civil society	

There are emerging opportunities for stronger involvement of NGOs in education sector responses to HIV and AIDS, including through UNESCO, USAID, and DFID. For example, UNESCO involves NGOs, along with many other partners, in its EDUCAIDS programme that is focused on building a comprehensive education sector response to HIV and AIDS.

The emphasis on a multi-sectoral national response means that Ministries of Education and Health, for example, have to work together, as well as with civil society organisations. While the evidence of national responses remains fragmented, it seems clear that NGOs are playing a key role in a substantial number of countries, especially in HIV prevention and providing support to children affected by HIV and AIDS.

**Table: Opportunities and Threats Related to Working with NGOs**

<b>Opportunities</b>	<b>Threats</b>
Coalition building and networking	Lack of clear government policy on NGO involvement in education sector
Need for non-traditional partners and new ways of working	Lack of clear specifications for NGO involvement in education strategies on HIV and AIDS
Emphasis on stronger involvement of people living with HIV and civil society	Lack of Ministry of Education capacity to coordinate NGO programmes
Multi-sectoral and mainstreaming approach	Lack of monitoring and evaluation capacity
New funding opportunities for NGOs (MAP, PEPFAR, etc.)	Lack of Ministry of Education awareness of how NGOs can play a constructive role in the HIV and AIDS response
National AIDS Committees enabling NGO participation	Lack of NGO coalition/association on HIV and AIDS in the education sector

Given the above analysis of partnership between NGOs and the Ministry of Education, below we have provided some examples of important ways in which the Ministry can partner with NGOs to better address HIV and AIDS.

**Activity 1:** Use the template provided in the Activities and Worksheet Section to conduct your own SWOT (strength, weakness, opportunities, and threats) analysis. The objective of this activity is to assess the NGOs that your Ministry might work with to maximise the benefits and minimise potential drawbacks.

**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. Especially 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.

**Strategic Planning:** Once a policy is developed, NGOs can help develop a strategic plan to implement the policy at the regional and local levels.

**Institutional Capacity:** NGOs can use the expertise they have developed in 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 guidance.

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

**HIV Prevention:** Around the world, schools provide an important setting to impart prevention education, which includes teaching life skills. Many NGOs have created innovative and adaptable programmes. NGOs can assist in many ways to implement the HIV and AIDS and Health and Family Life Education curricula, for example, through teacher training, materials development, and assistance with in-class facilitation.

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

**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.

**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 share common agenda.

**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.

**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 in policy formulation and implementation is important to ensure that the programmes designed for people living with HIV truly meet their needs.

**Activity 2:** Please use the template provided in the Activities and Worksheet Section to assess your Ministry's current activities with NGOs in the areas highlighted above. The objective of this activity is to identify existing collaborations and brainstorm additional ways to increase such collaborations.

## Part Two: Environmental Scan of NGOs

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. In this document we highlight the following categories of NGOs that are most relevant to HIV and AIDS work:

- By theme or working area
- By geographic region
- By focus and approach

Theme	Geographic Region	Focus and Approach
HIV prevention	International NGOs (INGOs)	Faith-based organisations
Teacher education	Coalitions of NGOs	Social justice organisations
Service delivery (treatment and counselling)	National NGOs	Single issue NGOs
Stigma and discrimination	Community-based NGOs	Support groups
Care and support	Community-based NGOs	Unions

### NGOs Typology by Theme<sup>4</sup>

**HIV Prevention:** A majority of 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

NGOs with Edutainment (e.g., music, drama, and dance) skills seem to be 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

<sup>4</sup> In David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

Theatre) as well as in the Caribbean (e.g., Association for the Study of Higher Education).

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

***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 psycho-social 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.

***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 dissemination and training activities by ensuring that they adequately address stigma and discrimination against those living or perceived to be living with HIV and AIDS.

***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 South East 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.

## **NGOs Typology by Geographic Region**

***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, ActionAid 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.

***Coalitions of NGOs:*** The establishment of NGO coalitions is a recent phenomenon in the education sector. National NGO coalitions have been formed usually 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
- Promotion of HIV and AIDS awareness in the education sector

**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.

**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 on and bringing resources to communities and individuals infected 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 by Format and Approach**

**Single Issue NGOs:** Some NGOs work on a single issue, such as girls' 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 on the education response to HIV and AIDS, though the work of many is becoming affected by AIDS. This appears to be a gap in NGO coverage of educational issues.

**Support Groups:** In addressing HIV and AIDS-related stigma and discrimination, national networks of people living with HIV have played a significant role in many countries in influencing government policies and programmes. To date they generally appear to have played a limited role in the education sector policy development and programme delivery. Caribbean Network of People Living with HIV/AIDS (CRN+), which has its Secretariat in Trinidad and Tobago. The Ministry of Education and Youth (MoEY) in Jamaica has involved the national association of people living with HIV (JN+) in dissemination workshops for its Education Sector Policy on HIV and AIDS.

**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 viewpoint of their members. Unions can also help to disseminate important messages through the union structure to all their members.

**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 and with the greater goals 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 prevention programmes.

***Social Justice Organisations:*** These organisations are often non-sectarian and secular with a strong mission to work towards 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. If your Ministry does not already have a list of NGOs, use the recommendations provided to begin to gather this information. The objective of this activity is to begin creating an ongoing list of NGOs that captures relevant data to assist with future planning.

### **NGO and Ministry of Education Collaboration in Belize<sup>5</sup>**

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.

One other 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 INGOs. 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),

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<sup>5</sup> In David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

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. The NGOs that are collaborating with the Ministry of Education are listed in Appendix A.

### **NGO and Ministry of Education Collaboration in Guyana<sup>6</sup>**

Guyana is a PEPFAR (President’s Emergency Plan for AIDS Relief) country. USAID is providing technical and commodity support to the Government of Guyana as well as Guyanese implementing partners from the private and non-profit sectors (NGOs, CBOs and FBOs) to work on a multi-sector plan that includes the Ministry of Education.

The National AIDS Committee (NAC) is a voluntary networking body that promotes HIV and AIDS policy and advocacy issues. It advises the Minister of Health and assesses the work of the National AIDS Programme Secretariat in relation to the national AIDS programme. The NAC also encourages the formation of Regional AIDS Committees (RACs) and networking among NGOs involved in HIV and AIDS.

There is an NGO Consortium on HIV/AIDS (NGOC) and significant NGO involvement in the education sector response to HIV and AIDS in Guyana. The main areas for involvement are in advocacy and service delivery. NGOs work on both in and out of school programmes for HIV prevention, treatment, and care. Peer education is an area where NGOs are strongly active.

This section has provided a brief overview of different typologies of NGOs that can help to provide an understanding about the way NGOs operate and their areas of strength. We would strongly recommend conducting a similar typology of NGOs that work in your

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<sup>6</sup> In David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

country or community to map out their expertise. The next section will provide planning tools to help make greater links between what NGOs can offer and the needs of schools.

### **Part Three: Planning Tools for School Service Delivery**

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 enhances 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. The rapid appraisal tool in Activity 4 will help answer the following questions: What is the Ministry of Education currently doing? Are there ways to improve the current activities? If so, how might they be improved? Does the Ministry have the capacity and resources internally to make these improvements? If no, how might NGOs be engaged in the process in the short, medium, and long term?

***Activity 4:** We recommend that the Rapid Appraisal Framework (Activity 4 in the Activities and Worksheet Section) be filled out 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. For each question, we recommend that you start by answering whether the programme exists, does not exist, or you are not sure if it exists. If you do not know if the programme exists, to find that out might be the first activity that is undertaken.*

In the next column, identify the most appropriate next steps for each of these content areas. Finally, 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 you will need from external sources will assist you in finding the best suited NGO to help accomplish your task.

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

Next, consider what resources can be engaged and generated from within the Ministry budget. As you are well aware, raising the money through the Ministry budget and strategic plan will increase the possibility that the activity can be mainstreamed 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 you identify the best fit to meet these needs.

Once you have completed the Rapid Appraisal Framework you will have a good sense of the activities that your ministry can do to begin or increase its response to HIV and AIDS. You will also develop a clearer sense of the resources that will be required from external sources. Often NGOs are an important partner in a multi-sectoral response, working together with the government. NGOs are increasingly playing a key role in a substantial number of countries, especially in HIV prevention and providing support to children affected by HIV and AIDS.

We would recommend reviewing the typology of NGOs to get a better sense of which NGOs 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 to provide clearer communication with NGOs about the policies for working with the Ministry.

## **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 these 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 you. One way is to have an open invitation for NGOs to submit their areas of expertise to you, and then you select the ones you want to have on an approved list of organisations. Alternatively, you might have a specific task for which you would like to request proposals. In the latter case, you might want to send out a request for proposals. Below we present recommendations to help with both of these options.

### **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 might be able to assist the Ministry in addressing HIV and AIDS. Such a list would allow the Ministry to have a ready source of NGOs that have the capability 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 have to detail the time and costs that 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 can have 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 lay out what the expectations of the Ministry are so that there is clarity on what the expected deliverables are. Your ministry might already have mechanisms for contracting with outside organisations. We recommend that you review the list below to consider aspects of a good contract to keep in mind:

**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.

**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.

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

***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.

***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.

***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 transfer of funds.

***Reporting Mechanisms:*** The NGO must be provided 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.

***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 students on issues that are of particular importance when addressing HIV and AIDS. Such issues as protecting individual's confidentiality, not stigmatising or discriminating against anyone, and providing a safe environment are all critical for any work addressing HIV and AIDS.

## **Monitoring and Evaluation**

The Ministry of Education must develop ways to monitor and evaluate the work of NGOs in its schools so there is consistency and accuracy, and the programmes are implemented well. Often, the cost of 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 assess whether NGOs complete the agreed upon services efficiently and effectively.

If 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 allows you to evaluate programme activities and how well they are being implemented. This evaluation is focused on the process by which you intend to bring about change more than on the change itself.

Outcome evaluation measures the change the activities are designed to achieve in knowledge, attitudes, practices, 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 behaviors is to gather baseline data at the outset and then measure these 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.

## **Part Five: Sustainability and Scale-Up**

It is important for the education sector to think about how it can sustain and scale up programmes to a national scope that were begun with the help of NGOs since 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 practises, building the support of broad constituencies including involving parents and the community, and determining how to continue covering the costs of the programme. Evaluation is also a key component because programmes need data to show their effectiveness and value and to make improvements 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.

### **Covering Costs**

One significant area of sustaining and scaling up a programme is continuing to obtain funds. Although some aspects of a programme may not need additional funds 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 being included 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 additional funding is needed, possible sources include the government, 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 ones that have the best combination of the following elements: have been the most successful, have the broadest support, fill the needs of your stakeholders, and/or are the easiest to sustain.

### **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 develop communication strategies and messages that are likely to reach them. You may need to take a different approach with different groups, for example, parents, those who are not parents, 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.

### **Building Internal Capacity and Institutionalising Good Practises**

In order to sustain and scale up a programme, you need to build capacity within the school and institutionalise certain practises within the school and the Ministry. 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 that 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.

Also 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 in sustaining and further developing them.

***Activity 7: Consider the checklist in the Activities and Worksheet Section to help guide you through developing a plan for sustainability.***

# **Activities and Worksheets**



## Activity 2

<b>Suggested areas for MOE to collaborate with NGOs to address HIV and AIDS</b>	<b>Is your Ministry currently partnering with NGOs in each area? (Please answer yes, no, not sure)</b>	<b>Please list examples of specific NGOs/coalitions your Ministry is currently working with</b>	<b>Please list potential ways for increased collaboration for each area</b>
Policy Development and Implementation			
Strategic Planning			
Institutional Capacity			
Monitor Coverage			
HIV Prevention			
HIV Impact			
Care and Support for Teachers, Staff, and Vulnerable Children			

### Activity 3

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. This collaboration might happen at the national, regional, or local level. This list 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 headmasters to gather the names of NGOs that work with their teachers and students, 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 or PANCAP, to learn more about their local affiliates.
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 and requesting specific details on the NGOs (name, types of services provided, geographic coverage, brief description, etc.)

Organisation	Type by Theme	Programmes (including Format and Approach of the NGO)	Coverage-Geographic Region
(example) <b>Alliance Against AIDS</b>	Direct Service Delivery	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.	Belize City
(example) <b>Belize Family Life Association (BFLA)</b>	Direct Service Delivery	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.	National

Organisation	Type by Theme	Programmes (including Format and Approach of the NGO)	Coverage- Geographic Region

#### Activity 4: Rapid Appraisal Framework

Content Area to Address HIV and AIDS in the Ministry of Education	Yes	No	Do not Know	Activities for Improvement	Internal Resources needed for implementing the Activity	External Resources needed for implementing the Activity
<b>Policy</b>						
Is there an HIV and AIDS policy? ( <i>Example</i> )		✓		1. Create a sub-committee/task force to begin the process of creating a policy. 2. Review existing MOE HIV and AIDS policies in region/world. 3. Develop a process to draft policy that will reflect the concerns, issues, recommendations and inputs of stakeholders.	1. Staff time and meeting space 2. Financial resources for policy drafting process (consultancy, workshop, etc.)	1. Sample policies 2. Technical expertise 3. Participation in policy development
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?						

<b>Content Area to Address HIV and AIDS in the Ministry of Education</b>	<b>Yes</b>	<b>No</b>	<b>Do not Know</b>	<b>Activities for Improvement</b>	<b>Internal Resources needed for implementing the Activity</b>	<b>External Resources needed for implementing the Activity</b>
Is the policy in accordance with legislation or international agreements?						
<b>Curriculum</b>						
Is there an HFLE policy?						
Is the Ministry using the HFLE Regional Framework Curriculum?						
Has the Ministry invested in training teachers on HFLE?						
Has the Ministry trained teachers to teach about HIV and AIDS?						
Does the curriculum provide for skills-based learning in the area of life skills?						
Does this curriculum apply to all learners, from pre-primary to senior secondary?						
Is this curriculum a required component of the school timetable?						

<b>Content Area to Address HIV and AIDS in the Ministry of Education</b>	<b>Yes</b>	<b>No</b>	<b>Do not Know</b>	<b>Activities for Improvement</b>	<b>Internal Resources needed for implementing the Activity</b>	<b>External Resources needed for implementing the Activity</b>
Have efforts been made to ensure that parents and guardians are comfortable with the HIV prevention messages and materials used within the sector?						
<b>Environment</b>						
Has an assessment been made of the factors that make learners susceptible to HIV infection?						
Has an assessment been made of factors that might increase susceptibility of teachers and educators to HIV infection?						
Is there a policy to develop a safe and healthy psycho-social and physical educational environment (free from physical and sexual violence such as bullying, homophobia, sexual harassment, and gender bias)?						
Is there a policy of zero tolerance for any HIV- and						

<b>Content Area to Address HIV and AIDS in the Ministry of Education</b>	<b>Yes</b>	<b>No</b>	<b>Do not Know</b>	<b>Activities for Improvement</b>	<b>Internal Resources needed for implementing the Activity</b>	<b>External Resources needed for implementing the Activity</b>
AIDS-related manifestation of stigma or discrimination?						
Have there been efforts to sensitise staff in the Ministry on issues related to stigma and discrimination towards people infected and/or affected by HIV and AIDS?						
Have there been efforts to actively gain participation from people living with HIV and AIDS in programmes addressing HIV and AIDS?						
Do Ministry publications carry articles or news briefs on HIV, AIDS and education?						
**This framework has been modified from Kelly, M., and Bain, B. 2004; and EDC and UNESCO. 2005.						
<b>Services</b>						
Does the Ministry provide access or links to voluntary counselling and						

<b>Content Area to Address HIV and AIDS in the Ministry of Education</b>	<b>Yes</b>	<b>No</b>	<b>Do not Know</b>	<b>Activities for Improvement</b>	<b>Internal Resources needed for implementing the Activity</b>	<b>External Resources needed for implementing the Activity</b>
testing services?						
Are there youth-based strategies (such as peer education, youth drop-in centres) that address HIV and AIDS?						
Are these services friendly to young people? (such as providing confidentiality, non-judgemental atmosphere, and convenient times of operation)						
Do the health service centres have adequate supplies and materials?						
Are there programmes to address the needs of orphaned and vulnerable children?						

### Activity 5: Checklist for Creating a Request for Proposals

<b>Steps</b>	<b>Person(s) Responsible</b>	<b>Timeframe for completion</b>	<b>Resources Needed</b>	<b>Benchmarks/Outcomes</b>
Create Selection Committee & Decision Criteria				
Finalise Schedule of Events				
Completion of an RFP				
Announce terms, conditions, and submission deadline				
Initial RFP Announcement/Send				
Submission Deadline				
1st round Proposal Review				
Narrow Down to Finalists				
Finalists Review				
Provide feedback to applicants				
Selection of NGO				
Final Contract Negotiation				

## **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 of the 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:

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

#### **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:

- ✓ Collect quantitative data, such as the number of people reached through the intervention.
- ✓ Check data on health status, use of services, and mortality rates to determine the impact of the intervention.
- ✓ If possible, gather baseline information so that you can compare it to data collected after the intervention. Questions should capture information regarding changes in knowledge, attitudes, beliefs, and behaviours.
- ✓ If applicable, assess how persons trained have used their training.
- ✓ Determine whether the goals and objectives for the work undertaken by the NGOs have been met.
- ✓ 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.
- ✓ Consider how the programme might be improved to result in greater impact.

## **Activity 7 Sustainability Plan**

Consider answering the following questions as you work on your sustainability plan:

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 mainstreamed?
  - a. Can aspects of the programme (such as materials development, teacher training) be included in the annual budget of the Ministry?
  - b. Can schools be requested to provide physical space, 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?

## Appendix A

### NGOs Collaborating with the Ministry of Education in Belize<sup>7</sup>

<b>Organisation</b>	<b>Type</b>	<b>Programmes</b>	<b>Coverage</b>
<b>Alliance Against AIDS</b>	Direct Service Delivery	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.	Belize City
<b>Belize Family Life Association (BFLA)</b>	Direct Service Delivery	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.	National
<b>Hand in Hand Ministries</b>	Direct Service Delivery (FBO)	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	Belize City and Lucky Strike Village

<sup>7</sup> In David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

		scholarships.	
<b>National Organisation for the Prevention of Child Abuse and Neglect (NOPCAN)</b>	Direct Services, Advocacy and Policy	Children and families affected by abuse. Training in identification, intervention, and treatment of child abuse. Rights-based approach.	National
<b>Women's Issues Network of Belize (WIN Belize)</b>	Network of Service-Oriented Organisations	Advocacy, networking, training.	National
<b>Young Men's Christian Association (YMCA)</b>	Direct Service Delivery (FBO)	Life skills training to target groups upon request. Y-Club: peer education campaigns on HIV and AIDS	Belize District
<b>Young Women's Christian Association (YWCA)</b>	Direct Service Delivery and Advocacy (FBO)	Focus on women and girls. Helping early school leavers; English as a second language; pre-school; youth club (NB: no HIV and AIDS programmes)	Belize District
<b>Youth Enhancement Services</b>	Direct Service Delivery and Advocacy	Girls and young adolescent women. Centre for teenage mothers; outreach and advocacy, life skills.	Belize District
<b>Belize Red Cross Society</b>	Direct Service Delivery	HIV and AIDS education and support in schools or with school-age children; peer education.	National
<b>Corner Stone Foundation</b>	Direct Service Delivery	Improve the situation of the vulnerable. Psychosocial impact and assessment training. Capacity building workshops	Cayo District

		for communities to protect and care for vulnerable children; peer education, training, and HIV and AIDS education.	
<b>PASMO</b>	Direct Service Delivery	Social marketing	

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EDC and UNESCO. (2005). *Leading the Way in the Education Sector: Advocating for a Comprehensive Approach to HIV and AIDS in the Caribbean*. Newton, MA: Education Development Center, Inc.

Kelly, M., and Bain, B. (2004). *Education and HIV/AIDS in the Caribbean*. Paris: UNESCO.

For more information on all aspects of sustainability of programmes, look at the resources available through the Legacy Wheel at [www.promoteprevent.org/resources/legacy\\_wheel/index.html](http://www.promoteprevent.org/resources/legacy_wheel/index.html)

**MINISTRY OF EDUCATION AND NGO  
PARTNERSHIP FOR SERVICE DELIVERY IN  
SCHOOLS**

# Outline

## Introduction

- A Comprehensive Education Sector Approach to HIV and AIDS

## Part One: Conceptual Framework

- Healthy Psycho-Social and Physical Educational Environment
- Skills-based HIV and AIDS Prevention Curriculum
- HIV and AIDS Services, Care, and Support
- Workplace Policy and Education Programmes on HIV and AIDS
- NGO Roles in the Education Response to HIV and AIDS
  - Table: Strengths and Weaknesses of Working NGOs
  - Table: Opportunities and Threats Related to Working with NGOs
  - Activity 1
  - Activity 2

## Part Two: Environmental Scan of NGOs

- NGOs Typology by Theme
- NGOs Typology by Geographic Region
- NGOs Typology by Format and Approach
- Activity 3
- NGO and Ministry of Education Collaboration in Belize
- NGO and Ministry of Education Collaboration in Guyana

## Part Three: Planning Tools for School Service Delivery

- Activity 4

## Part Four: Quality Assurance

- Engaging NGOs
- Approved List of Organisations
- Request for Proposals
  - Activity 5
- Contracting with NGOs
- Monitoring and Evaluation
  - Activity 6

## Part Five: Sustainability and Scale-Up

- Covering Costs
- Involving Parents and the Community
- Building Internal Capacity and Institutionalising Good Practises
- Activity 7

## Activities and Worksheets

- SWOT (strength, weakness, opportunities, and threats) Analysis
- Collaboration Brainstorm
- NGO Identification
- Rapid Appraisal Framework
- Request for Proposals Checklist
- Monitoring and Evaluation Plan
- Sustainability Plan

## Introduction

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 in implementation in sub-Saharan Africa and Asia. Ministries of Education in these two 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) to improve both the coverage and quality of programme interventions.

NGO involvement in the education sector 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, and 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 *supporting the education sector response* to HIV and AIDS
- NGO *involvement in the education sector response* to HIV and AIDS
- NGO *working in partnership with the education sector to respond* to HIV and AIDS

The nature of relationships between the NGO and the education sector may 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, monitoring and evaluation. It is not uncommon to find that the NGO participation is ad hoc, with limited coverage, and hence limited programme impact. In the literature today on NGOs and the education sector, there is a chronic shortage of evaluated programmes that can serve as the basis for learning lessons and best practice guidance.<sup>1</sup>

This tool is designed 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 students and staff and mitigate the impact on the system itself, as illustrated in Figure 1. The education sector can do this by developing the following elements: an overarching education sector policy that reaches out to inform, protect, and support students *and* teachers; a skills-based curriculum; a healthy psycho-social and physical educational environment; and information about and links to resources, services, care, and support.

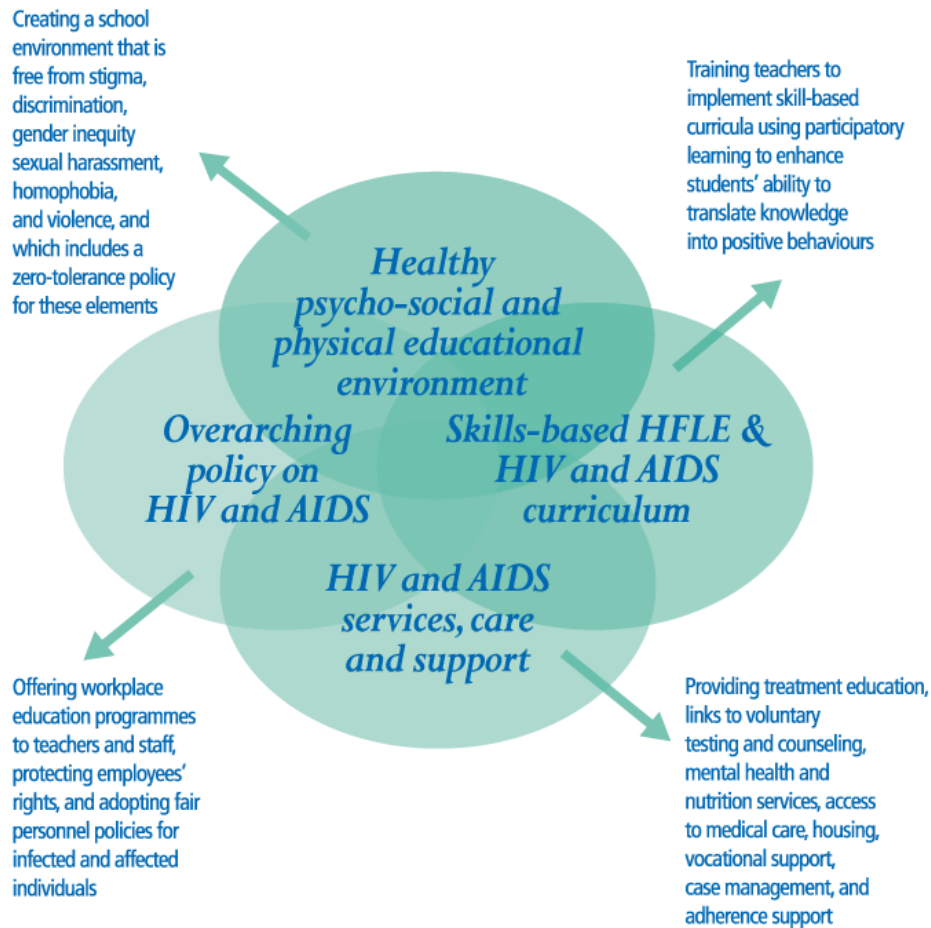
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<sup>1</sup> In David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

**FIGURE 1**

**A Comprehensive Education Sector Approach to HIV and AIDS**

Adapted from EDC and UNESCO, 2005.



This toolkit has five main components:

**Part one** provides a detailed conceptual framework for ministries 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 the NGOs that currently work with the education sector. A typology of NGOs is presented describing the different functions, geographic coverage, focus and 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 to better

assess its current response to HIV and AIDS and to enhance these interventions. The tools will help to review ways the Ministry can use its own resources and also ways in which NGOs might help.

**Parts four and five** provide details and sample tools for quality assurance to maximise the benefits of working with NGOs and to sustain interventions that NGOs assist with developing.

*Note: this toolkit can be used together with STEP by STEP: A Guide to HIV and AIDS Policy Development for the Education Sector*

## **Part One: Conceptual Framework<sup>2</sup>**

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

1. Overarching education sector policy including workplace policy
2. Skills-based HIV and AIDS prevention curriculum
3. HIV and AIDS services, care, and support
4. Healthy psycho-social and physical educational environment

### **Overarching Education Sector Policy Including Workplace Policy**

The education sector needs to develop, implement, monitor and evaluate an HIV and AIDS policy in order to protect learners and employees' rights, adopt fair personnel practises for infected and affected individuals, and help learning institutions plan and manage the impact of HIV and AIDS. Such a policy needs to include training for all learners and school personnel; prevention programmes at all levels of schooling; standards of behaviour for all employees; 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 treatment, care, support, and prevention.

It is important for the education sector to adopt an HIV and AIDS policy for several reasons. The education sector must support and protect the individuals that learn and work within its institutions. That means addressing the impact of the HIV and AIDS epidemic on its learners and employees and curbing unfair employment practices such as mandatory HIV testing and discrimination against individuals regarding conditions of service. An overarching education sector policy informs learners and employees about their rights, responsibilities, and expected behaviour. It can also help school administrators, teachers, and support staff protect themselves, students, and their families

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<sup>2</sup> 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).

from HIV and create an environment conducive to prevention, treatment, care, and support.

To address the need for an overarching education sector policy on HIV and AIDS, the Ministry of Education and other line ministries should review any relevant existing policies and develop a comprehensive workplace policy. Then all school personnel must be educated about the policy, and school officials must enforce the policy.

### **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 is culturally relevant and gender sensitive and includes activities that develop 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 and prevent 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 and how to manage classroom behaviour given the sensitive nature of the topic. They also need to learn how to incorporate HIV and AIDS into Health and Family Life Education.

### **HIV and AIDS Services, Care, and Support**

The education sector has the potential to reach and support hundreds of thousands of individuals infected or affected by HIV and AIDS. It can provide education about the types of services available, how to access these services, and the potential outcomes, as well as working with local medical community and NGOs to coordinate access to the services. These services include voluntary counselling and testing for individuals at risk of infection; mental health (e.g., psycho-social counselling) and nutrition services for those who are infected or affected by HIV and AIDS; access to medical care, including antiretroviral treatment; housing; vocational support; case management; and adherence support.

Involvement of the education sector will enable people to learn their HIV status and receive treatment earlier in the course of the disease, which will increase the chance of successful outcomes. In addition, by creating a caring and supportive environment, schools can greatly increase morale and self-esteem among students and educators.

To improve access to HIV and AIDS services for teachers and students, the education sector can train all education personnel in HIV and AIDS prevention and awareness and about HIV testing and counselling. It can also provide training and professional development to guidance counsellors and school staff so that they can take universal precautions and address HIV and AIDS-related psycho-social issues that students and educators may be facing. Another step the education sector can take is to collaborate with the medical community to ensure that educators 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 for both students and teachers 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 and codes of conduct for teachers and students.

Without this type of environment students may not attend school for fear of their health and safety. If they do go to school, they may be too stressed to pay attention and understand what they are being taught. In addition, in an environment of stigma and discrimination, students and teachers may be afraid to discuss ways they can protect themselves from HIV, get tested, protect themselves and their partners, and seek treatment and care when they need it.

There are several steps that the education sector can take to create a healthy educational environment. As part of the education sector policy stigma, discrimination, confidentiality, gender equity and equality, homophobia, exploitation, bullying, sexual harassment, and violence need to be addressed. Schools need to include curricula that address these issues and to create a welcoming atmosphere for individuals infected and affected by HIV and AIDS. They can also ensure that the physical school environment is safe and consistently monitored.

### **NGO Roles in the Education Response to HIV and AIDS <sup>3</sup>**

Part three of this toolkit will provide Ministries with a process to assess where they are in developing a comprehensive approach to address 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. NGOs, both local and international, 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.

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<sup>3</sup> This section, including the tables, is from David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

Below we provide summary tables 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 education sector development to address HIV and AIDS. The key functions that they are potentially able to play would appear to make the NGO sector key for policy formulation and strategic planning.

The main constraint to achieving a strong partnership with government is often the readiness of the NGO sector to collaborate, in particular the willingness of individual NGOs to collaborate and coordinate rather than compete, and the capacity of NGOs to manage programmes effectively, including monitoring and evaluation. 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.

**Table: Strengths and Weaknesses of Working NGOs**

<b>Strengths of Working with NGOs</b>	<b>Weaknesses of Working with NGOs</b>
Advocacy and lobbying to influence policy and strategy	NGOs competitive rather than collaborative
Create positive working relationships with government ministries	Small-scale coverage, a brake on scaling up
Represent sections of civil society, including people living with HIV, faith communities, etc.	Lack of financial and programme management competence
Credibility with community	NGO autonomy can undermine programme consistency
Reaching marginalised and hard-to-reach groups	Reliance on donor funding
Engage young people (e.g., edutainment NGOs involve youth in providing prevention education)	Lack of mechanisms to channel funds from government to NGOs
Piloting innovation	Lack of coordination among disparate NGOs
Specialised skills, e.g., edutainment, reproductive and sexual health.	Programme data gaps hinder broader monitoring and evaluation efforts
Community mobilisation	Lack of experience in HIV and education issues
Capacity building of local organisations	Lack of guidance on good or promising practises
Improve accountability to communities/civil society	

There are emerging opportunities for stronger involvement of NGOs in education sector responses to HIV and AIDS, including through UNESCO, USAID, and DFID. For example, UNESCO involves NGOs, along with many other partners, in its EDUCAIDS programme that is focused on building a comprehensive education sector response to HIV and AIDS.

The emphasis on a multi-sectoral national response means that Ministries of Education and Health, for example, have to work together, as well as with civil society organisations. While the evidence of national responses remains fragmented, it seems clear that NGOs are playing a key role in a substantial number of countries, especially in HIV prevention and providing support to children affected by HIV and AIDS.

**Table: Opportunities and Threats Related to Working with NGOs**

<b>Opportunities</b>	<b>Threats</b>
Coalition building and networking	Lack of clear government policy on NGO involvement in education sector
Need for non-traditional partners and new ways of working	Lack of clear specifications for NGO involvement in education strategies on HIV and AIDS
Emphasis on stronger involvement of people living with HIV and civil society	Lack of Ministry of Education capacity to coordinate NGO programmes
Multi-sectoral and mainstreaming approach	Lack of monitoring and evaluation capacity
New funding opportunities for NGOs (MAP, PEPFAR, etc.)	Lack of Ministry of Education awareness of how NGOs can play a constructive role in the HIV and AIDS response
National AIDS Committees enabling NGO participation	Lack of NGO coalition/association on HIV and AIDS in the education sector

Given the above analysis of partnership between NGOs and the Ministry of Education, below we have provided some examples of important ways in which the Ministry can partner with NGOs to better address HIV and AIDS.

**Activity 1:** Use the template provided in the Activities and Worksheet Section to conduct your own SWOT (strength, weakness, opportunities, and threats) analysis. The objective of this activity is to assess the NGOs that your Ministry might work with to maximise the benefits and minimise potential drawbacks.

**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. Especially 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.

**Strategic Planning:** Once a policy is developed, NGOs can help develop a strategic plan to implement the policy at the regional and local levels.

**Institutional Capacity:** NGOs can use the expertise they have developed in 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 guidance.

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

**HIV Prevention:** Around the world, schools provide an important setting to impart prevention education, which includes teaching life skills. Many NGOs have created innovative and adaptable programmes. NGOs can assist in many ways to implement the HIV and AIDS and Health and Family Life Education curricula, for example, through teacher training, materials development, and assistance with in-class facilitation.

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

**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.

**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 share common agenda.

**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.

**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 in policy formulation and implementation is important to ensure that the programmes designed for people living with HIV truly meet their needs.

**Activity 2:** Please use the template provided in the Activities and Worksheet Section to assess your Ministry's current activities with NGOs in the areas highlighted above. The objective of this activity is to identify existing collaborations and brainstorm additional ways to increase such collaborations.

## Part Two: Environmental Scan of NGOs

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. In this document we highlight the following categories of NGOs that are most relevant to HIV and AIDS work:

- By theme or working area
- By geographic region
- By focus and approach

Theme	Geographic Region	Focus and Approach
HIV prevention	International NGOs (INGOs)	Faith-based organisations
Teacher education	Coalitions of NGOs	Social justice organisations
Service delivery (treatment and counselling)	National NGOs	Single issue NGOs
Stigma and discrimination	Community-based NGOs	Support groups
Care and support	Community-based NGOs	Unions

### NGOs Typology by Theme<sup>4</sup>

**HIV Prevention:** A majority of 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

NGOs with Edutainment (e.g., music, drama, and dance) skills seem to be 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

<sup>4</sup> In David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

Theatre) as well as in the Caribbean (e.g., Association for the Study of Higher Education).

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

***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 psycho-social 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.

***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 dissemination and training activities by ensuring that they adequately address stigma and discrimination against those living or perceived to be living with HIV and AIDS.

***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 South East 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.

## **NGOs Typology by Geographic Region**

***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, ActionAid 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.

***Coalitions of NGOs:*** The establishment of NGO coalitions is a recent phenomenon in the education sector. National NGO coalitions have been formed usually 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
- Promotion of HIV and AIDS awareness in the education sector

**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.

**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 on and bringing resources to communities and individuals infected 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 by Format and Approach**

**Single Issue NGOs:** Some NGOs work on a single issue, such as girls' 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 on the education response to HIV and AIDS, though the work of many is becoming affected by AIDS. This appears to be a gap in NGO coverage of educational issues.

**Support Groups:** In addressing HIV and AIDS-related stigma and discrimination, national networks of people living with HIV have played a significant role in many countries in influencing government policies and programmes. To date they generally appear to have played a limited role in the education sector policy development and programme delivery. Caribbean Network of People Living with HIV/AIDS (CRN+), which has its Secretariat in Trinidad and Tobago. The Ministry of Education and Youth (MoEY) in Jamaica has involved the national association of people living with HIV (JN+) in dissemination workshops for its Education Sector Policy on HIV and AIDS.

**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 viewpoint of their members. Unions can also help to disseminate important messages through the union structure to all their members.

**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 and with the greater goals 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 prevention programmes.

***Social Justice Organisations:*** These organisations are often non-sectarian and secular with a strong mission to work towards 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. If your Ministry does not already have a list of NGOs, use the recommendations provided to begin to gather this information. The objective of this activity is to begin creating an ongoing list of NGOs that captures relevant data to assist with future planning.

### **NGO and Ministry of Education Collaboration in Belize<sup>5</sup>**

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.

One other 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 INGOs. 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),

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<sup>5</sup> In David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

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. The NGOs that are collaborating with the Ministry of Education are listed in Appendix A.

### **NGO and Ministry of Education Collaboration in Guyana<sup>6</sup>**

Guyana is a PEPFAR (President’s Emergency Plan for AIDS Relief) country. USAID is providing technical and commodity support to the Government of Guyana as well as Guyanese implementing partners from the private and non-profit sectors (NGOs, CBOs and FBOs) to work on a multi-sector plan that includes the Ministry of Education.

The National AIDS Committee (NAC) is a voluntary networking body that promotes HIV and AIDS policy and advocacy issues. It advises the Minister of Health and assesses the work of the National AIDS Programme Secretariat in relation to the national AIDS programme. The NAC also encourages the formation of Regional AIDS Committees (RACs) and networking among NGOs involved in HIV and AIDS.

There is an NGO Consortium on HIV/AIDS (NGOC) and significant NGO involvement in the education sector response to HIV and AIDS in Guyana. The main areas for involvement are in advocacy and service delivery. NGOs work on both in and out of school programmes for HIV prevention, treatment, and care. Peer education is an area where NGOs are strongly active.

This section has provided a brief overview of different typologies of NGOs that can help to provide an understanding about the way NGOs operate and their areas of strength. We would strongly recommend conducting a similar typology of NGOs that work in your

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<sup>6</sup> In David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

country or community to map out their expertise. The next section will provide planning tools to help make greater links between what NGOs can offer and the needs of schools.

### **Part Three: Planning Tools for School Service Delivery**

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 enhances 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. The rapid appraisal tool in Activity 4 will help answer the following questions: What is the Ministry of Education currently doing? Are there ways to improve the current activities? If so, how might they be improved? Does the Ministry have the capacity and resources internally to make these improvements? If no, how might NGOs be engaged in the process in the short, medium, and long term?

***Activity 4:** We recommend that the Rapid Appraisal Framework (Activity 4 in the Activities and Worksheet Section) be filled out 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. For each question, we recommend that you start by answering whether the programme exists, does not exist, or you are not sure if it exists. If you do not know if the programme exists, to find that out might be the first activity that is undertaken.*

In the next column, identify the most appropriate next steps for each of these content areas. Finally, 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 you will need from external sources will assist you in finding the best suited NGO to help accomplish your task.

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

Next, consider what resources can be engaged and generated from within the Ministry budget. As you are well aware, raising the money through the Ministry budget and strategic plan will increase the possibility that the activity can be mainstreamed 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 you identify the best fit to meet these needs.

Once you have completed the Rapid Appraisal Framework you will have a good sense of the activities that your ministry can do to begin or increase its response to HIV and AIDS. You will also develop a clearer sense of the resources that will be required from external sources. Often NGOs are an important partner in a multi-sectoral response, working together with the government. NGOs are increasingly playing a key role in a substantial number of countries, especially in HIV prevention and providing support to children affected by HIV and AIDS.

We would recommend reviewing the typology of NGOs to get a better sense of which NGOs 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 to provide clearer communication with NGOs about the policies for working with the Ministry.

## **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 these 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 you. One way is to have an open invitation for NGOs to submit their areas of expertise to you, and then you select the ones you want to have on an approved list of organisations. Alternatively, you might have a specific task for which you would like to request proposals. In the latter case, you might want to send out a request for proposals. Below we present recommendations to help with both of these options.

### **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 might be able to assist the Ministry in addressing HIV and AIDS. Such a list would allow the Ministry to have a ready source of NGOs that have the capability 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 have to detail the time and costs that 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 can have 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 lay out what the expectations of the Ministry are so that there is clarity on what the expected deliverables are. Your ministry might already have mechanisms for contracting with outside organisations. We recommend that you review the list below to consider aspects of a good contract to keep in mind:

**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.

**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.

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

***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.

***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.

***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 transfer of funds.

***Reporting Mechanisms:*** The NGO must be provided 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.

***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 students on issues that are of particular importance when addressing HIV and AIDS. Such issues as protecting individual's confidentiality, not stigmatising or discriminating against anyone, and providing a safe environment are all critical for any work addressing HIV and AIDS.

## **Monitoring and Evaluation**

The Ministry of Education must develop ways to monitor and evaluate the work of NGOs in its schools so there is consistency and accuracy, and the programmes are implemented well. Often, the cost of 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 assess whether NGOs complete the agreed upon services efficiently and effectively.

If 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 allows you to evaluate programme activities and how well they are being implemented. This evaluation is focused on the process by which you intend to bring about change more than on the change itself.

Outcome evaluation measures the change the activities are designed to achieve in knowledge, attitudes, practices, 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 behaviors is to gather baseline data at the outset and then measure these 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.

## **Part Five: Sustainability and Scale-Up**

It is important for the education sector to think about how it can sustain and scale up programmes to a national scope that were begun with the help of NGOs since 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 practises, building the support of broad constituencies including involving parents and the community, and determining how to continue covering the costs of the programme. Evaluation is also a key component because programmes need data to show their effectiveness and value and to make improvements 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.

### **Covering Costs**

One significant area of sustaining and scaling up a programme is continuing to obtain funds. Although some aspects of a programme may not need additional funds 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 being included 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 additional funding is needed, possible sources include the government, 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 ones that have the best combination of the following elements: have been the most successful, have the broadest support, fill the needs of your stakeholders, and/or are the easiest to sustain.

### **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 develop communication strategies and messages that are likely to reach them. You may need to take a different approach with different groups, for example, parents, those who are not parents, 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.

### **Building Internal Capacity and Institutionalising Good Practises**

In order to sustain and scale up a programme, you need to build capacity within the school and institutionalise certain practises within the school and the Ministry. 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 that 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.

Also 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 in sustaining and further developing them.

***Activity 7: Consider the checklist in the Activities and Worksheet Section to help guide you through developing a plan for sustainability.***

# **Activities and Worksheets**



## Activity 2

<b>Suggested areas for MOE to collaborate with NGOs to address HIV and AIDS</b>	<b>Is your Ministry currently partnering with NGOs in each area? (Please answer yes, no, not sure)</b>	<b>Please list examples of specific NGOs/coalitions your Ministry is currently working with</b>	<b>Please list potential ways for increased collaboration for each area</b>
Policy Development and Implementation			
Strategic Planning			
Institutional Capacity			
Monitor Coverage			
HIV Prevention			
HIV Impact			
Care and Support for Teachers, Staff, and Vulnerable Children			

### Activity 3

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. This collaboration might happen at the national, regional, or local level. This list 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 headmasters to gather the names of NGOs that work with their teachers and students, 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 or PANCAP, to learn more about their local affiliates.
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 and requesting specific details on the NGOs (name, types of services provided, geographic coverage, brief description, etc.)

Organisation	Type by Theme	Programmes (including Format and Approach of the NGO)	Coverage-Geographic Region
(example) <b>Alliance Against AIDS</b>	Direct Service Delivery	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.	Belize City
(example) <b>Belize Family Life Association (BFLA)</b>	Direct Service Delivery	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.	National

Organisation	Type by Theme	Programmes (including Format and Approach of the NGO)	Coverage- Geographic Region

#### Activity 4: Rapid Appraisal Framework

Content Area to Address HIV and AIDS in the Ministry of Education	Yes	No	Do not Know	Activities for Improvement	Internal Resources needed for implementing the Activity	External Resources needed for implementing the Activity
<b>Policy</b>						
Is there an HIV and AIDS policy? ( <i>Example</i> )		✓		1. Create a sub-committee/task force to begin the process of creating a policy. 2. Review existing MOE HIV and AIDS policies in region/world. 3. Develop a process to draft policy that will reflect the concerns, issues, recommendations and inputs of stakeholders.	1. Staff time and meeting space 2. Financial resources for policy drafting process (consultancy, workshop, etc.)	1. Sample policies 2. Technical expertise 3. Participation in policy development
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?						

<b>Content Area to Address HIV and AIDS in the Ministry of Education</b>	<b>Yes</b>	<b>No</b>	<b>Do not Know</b>	<b>Activities for Improvement</b>	<b>Internal Resources needed for implementing the Activity</b>	<b>External Resources needed for implementing the Activity</b>
Is the policy in accordance with legislation or international agreements?						
<b>Curriculum</b>						
Is there an HFLE policy?						
Is the Ministry using the HFLE Regional Framework Curriculum?						
Has the Ministry invested in training teachers on HFLE?						
Has the Ministry trained teachers to teach about HIV and AIDS?						
Does the curriculum provide for skills-based learning in the area of life skills?						
Does this curriculum apply to all learners, from pre-primary to senior secondary?						
Is this curriculum a required component of the school timetable?						

<b>Content Area to Address HIV and AIDS in the Ministry of Education</b>	<b>Yes</b>	<b>No</b>	<b>Do not Know</b>	<b>Activities for Improvement</b>	<b>Internal Resources needed for implementing the Activity</b>	<b>External Resources needed for implementing the Activity</b>
Have efforts been made to ensure that parents and guardians are comfortable with the HIV prevention messages and materials used within the sector?						
<b>Environment</b>						
Has an assessment been made of the factors that make learners susceptible to HIV infection?						
Has an assessment been made of factors that might increase susceptibility of teachers and educators to HIV infection?						
Is there a policy to develop a safe and healthy psycho-social and physical educational environment (free from physical and sexual violence such as bullying, homophobia, sexual harassment, and gender bias)?						
Is there a policy of zero tolerance for any HIV- and						

<b>Content Area to Address HIV and AIDS in the Ministry of Education</b>	<b>Yes</b>	<b>No</b>	<b>Do not Know</b>	<b>Activities for Improvement</b>	<b>Internal Resources needed for implementing the Activity</b>	<b>External Resources needed for implementing the Activity</b>
AIDS-related manifestation of stigma or discrimination?						
Have there been efforts to sensitise staff in the Ministry on issues related to stigma and discrimination towards people infected and/or affected by HIV and AIDS?						
Have there been efforts to actively gain participation from people living with HIV and AIDS in programmes addressing HIV and AIDS?						
Do Ministry publications carry articles or news briefs on HIV, AIDS and education?						
**This framework has been modified from Kelly, M., and Bain, B. 2004; and EDC and UNESCO. 2005.						
<b>Services</b>						
Does the Ministry provide access or links to voluntary counselling and						

<b>Content Area to Address HIV and AIDS in the Ministry of Education</b>	<b>Yes</b>	<b>No</b>	<b>Do not Know</b>	<b>Activities for Improvement</b>	<b>Internal Resources needed for implementing the Activity</b>	<b>External Resources needed for implementing the Activity</b>
testing services?						
Are there youth-based strategies (such as peer education, youth drop-in centres) that address HIV and AIDS?						
Are these services friendly to young people? (such as providing confidentiality, non-judgemental atmosphere, and convenient times of operation)						
Do the health service centres have adequate supplies and materials?						
Are there programmes to address the needs of orphaned and vulnerable children?						

### Activity 5: Checklist for Creating a Request for Proposals

<b>Steps</b>	<b>Person(s) Responsible</b>	<b>Timeframe for completion</b>	<b>Resources Needed</b>	<b>Benchmarks/Outcomes</b>
Create Selection Committee & Decision Criteria				
Finalise Schedule of Events				
Completion of an RFP				
Announce terms, conditions, and submission deadline				
Initial RFP Announcement/Send				
Submission Deadline				
1st round Proposal Review				
Narrow Down to Finalists				
Finalists Review				
Provide feedback to applicants				
Selection of NGO				
Final Contract Negotiation				

## **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 of the 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:

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

#### **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:

- ✓ Collect quantitative data, such as the number of people reached through the intervention.
- ✓ Check data on health status, use of services, and mortality rates to determine the impact of the intervention.
- ✓ If possible, gather baseline information so that you can compare it to data collected after the intervention. Questions should capture information regarding changes in knowledge, attitudes, beliefs, and behaviours.
- ✓ If applicable, assess how persons trained have used their training.
- ✓ Determine whether the goals and objectives for the work undertaken by the NGOs have been met.
- ✓ 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.
- ✓ Consider how the programme might be improved to result in greater impact.

## **Activity 7 Sustainability Plan**

Consider answering the following questions as you work on your sustainability plan:

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 mainstreamed?
  - a. Can aspects of the programme (such as materials development, teacher training) be included in the annual budget of the Ministry?
  - b. Can schools be requested to provide physical space, 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?

## Appendix A

### NGOs Collaborating with the Ministry of Education in Belize<sup>7</sup>

<b>Organisation</b>	<b>Type</b>	<b>Programmes</b>	<b>Coverage</b>
<b>Alliance Against AIDS</b>	Direct Service Delivery	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.	Belize City
<b>Belize Family Life Association (BFLA)</b>	Direct Service Delivery	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.	National
<b>Hand in Hand Ministries</b>	Direct Service Delivery (FBO)	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	Belize City and Lucky Strike Village

<sup>7</sup> In David Clark, (2006). NGO Service Delivery in Schools in the Caribbean Region: Caribbean Education Sector HIV and AIDS Programme. Unpublished paper.

		scholarships.	
<b>National Organisation for the Prevention of Child Abuse and Neglect (NOPCAN)</b>	Direct Services, Advocacy and Policy	Children and families affected by abuse. Training in identification, intervention, and treatment of child abuse. Rights-based approach.	National
<b>Women's Issues Network of Belize (WIN Belize)</b>	Network of Service-Oriented Organisations	Advocacy, networking, training.	National
<b>Young Men's Christian Association (YMCA)</b>	Direct Service Delivery (FBO)	Life skills training to target groups upon request. Y-Club: peer education campaigns on HIV and AIDS	Belize District
<b>Young Women's Christian Association (YWCA)</b>	Direct Service Delivery and Advocacy (FBO)	Focus on women and girls. Helping early school leavers; English as a second language; pre-school; youth club (NB: no HIV and AIDS programmes)	Belize District
<b>Youth Enhancement Services</b>	Direct Service Delivery and Advocacy	Girls and young adolescent women. Centre for teenage mothers; outreach and advocacy, life skills.	Belize District
<b>Belize Red Cross Society</b>	Direct Service Delivery	HIV and AIDS education and support in schools or with school-age children; peer education.	National
<b>Corner Stone Foundation</b>	Direct Service Delivery	Improve the situation of the vulnerable. Psychosocial impact and assessment training. Capacity building workshops	Cayo District

		for communities to protect and care for vulnerable children; peer education, training, and HIV and AIDS education.	
<b>PASMO</b>	Direct Service Delivery	Social marketing	

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EDC and UNESCO. (2005). *Leading the Way in the Education Sector: Advocating for a Comprehensive Approach to HIV and AIDS in the Caribbean*. Newton, MA: Education Development Center, Inc.

Kelly, M., and Bain, B. (2004). *Education and HIV/AIDS in the Caribbean*. Paris: UNESCO.

For more information on all aspects of sustainability of programmes, look at the resources available through the Legacy Wheel at [www.promoteprevent.org/resources/legacy\\_wheel/index.html](http://www.promoteprevent.org/resources/legacy_wheel/index.html)