

1. Title/Cover Page

REVISED, 22 Feb 2006

1.1 Project Title: Capacity Building of the Lesotho Education Sector for a scaled-up response to the HIV/AIDS challenge within the framework of the Global Initiative on Education and HIV/AIDS (EDUCAIDS)

1.2 Beneficiary Countries: Lesotho

1.3 Time Frame: 1 March 2006 – 28 February 2008

1.4 Amount requested from JFIT under the project: US \$ 156 110

JFIT	US \$ 156 110
Total	US \$ 156 110

1.5 Implementing Agency: UNESCO

1.6 UNESCO Unit submitting the proposal and Project Officer:

UNESCO Windhoek Cluster Office

Mr Ben Boys, EDUCAIDS Programme Cluster Coordinator

1.7 Summary

The purpose of this project is to build the capacity of the Lesotho education sector for a comprehensive, scaled-up response to the increasing challenge of the HIV/AIDS pandemic in Lesotho. This is intended to be done within the framework/context of the Global Initiative on Education and HIV/AIDS (EDUCAIDS), which is a UNESCO-led initiative with the ten UNAIDS cosponsors. This response to HIV/AIDS must become an integral part of all development processes related to education in Lesotho. The EDUCAIDS Programme Cluster Coordinator (EPCC) will conduct the coordination. Given the common issues faced in the two countries and since EDUCAIDS promotes a simple, standard and generic response, this proposal will necessarily overlap in some respect with the Swaziland proposal. A degree of similarity in terms of some intervention logic and monitoring and evaluation approach is noticeable.

As this project is planned to support all ongoing interventions in the area of education in Lesotho, it is intended to raise the awareness of policy and decision makers in leadership including youth leadership through workshops and/or seminars. It further seeks to train critical personnel towards capacity building in the maintenance of the “Three Ones” in Lesotho. It also purports to train newly elected local councillors in the basics about prevention education and HIV/AIDS through EDUCAIDS Briefs and the psycho-social support training manual. As data is readily available through EMIS at the national level, the project will redresses this through the training of members of Education Management and Information System (EMIS) in the districts, thus District EMIS (DEMIS). It will support the training of teacher educators and teachers at the Lesotho College of Education. This project will support developing through a national workshop a comprehensive education sector plan in response to the pandemic. Finally, it intends to conduct an advocacy campaign to promote a rights-based approach to prevention, treatment, support and care education for all young people, including those not enrolled in school.

2. Background/Context

- 2.1 With just over 10% of the world's population, Sub Saharan Africa (SSA) is home to more than 60% of all people living with HIV/AIDS (2004 Report on the Global AIDS Epidemic, UNAIDS). It is the hardest hit region by the HIV/AIDS pandemic. Since 1986 Lesotho has experienced a dramatic escalation in the HIV/AIDS pandemic. The prevalence has risen from near 4% in 1993 to 25% in 1999, and 31% by the end of 2001. Among young people aged 15-24 years, an estimated 6.9% of women and 2.2% of men were living with HIV at the end of 2004 (WFP/DMA survey, 2003).
- 2.2 There is also a growing crisis of orphans and vulnerable children. In Lesotho, about 93,000 children are orphaned and out of these 27,274 have dropped out of school (WFP/DMA survey, 2003). The pandemic has seriously depleted the human resource capacity of Lesotho. Thus, it has a critical qualitative and quantitative impact on national capacities and adversely affected education system-wide managers, particularly teachers. High levels of illness and death subsequently erode the capacity of Lesotho to effectively implement programmes/projects against HIV/AIDS and deliver efficient services.
- 2.3 It has been considered essential to scale up prevention, treatment, support and care education, especially among young people, as no vaccine is in sight. Therefore, the 'social vaccine' of **education and awareness** is the **only** available prevention against HIV/AIDS. In March 2004 the UNESCO Director-General launched the Global Initiative on Education and HIV/AIDS (EDUCAIDS) as a UNESCO-led initiative. The latter is a joint UNAIDS programme to be carried out in close cooperation and collaboration with the ten UNAIDS Cosponsors, primarily with those organizations already active in working with young people and children. It will draw upon the expertise and interest of other organizations such as ILO, WFP, UNDP, UNODC and UNHCR. EDUCAIDS has been defined by UNESCO as a major way to strengthen its commitment in the achievement of the Education for All (EFA) goals. EDUCAIDS will provide the main frame of reference for UNESCO work in the area of AIDS during 2006 and beyond. It has been endorsed by the Executive Board as one of the three core initiatives, with the Teacher Training and LIFE (Literacy Initiative for the Excluded), to enhance UNESCO's efforts towards EFA.
- 2.4 The consistent leadership of Lesotho has been and continues to be crucial in mobilising Government, the civil society and the private sector, indeed the entire Basotho nation. The Government has recognised HIV/AIDS as a cross-cutting multisectoral development challenge and a National Policy on HIV and AIDS Prevention, Control and Management, was developed in 2000 that provides a framework for the formulation of plans to tackle the epidemic, which needs to be supported and sustained. The Lesotho AIDS Programme Coordinating Authority has been established to oversee the implementation of the National AIDS Strategic Plan.
- 2.5 The primary beneficiaries of the JFIT project for Lesotho will be the catalysts through which HIV Education will be delivered to the young people. It is intended to train 100 newly elected local councillors, 20 district EMIS staff, and 30 critical education management staff (nationally selected). It intends to further raise awareness of 45 policy and decision makers in leadership including youth leadership. It would conduct an advocacy campaign to promote a rights-based approach to prevention, treatment, support and care education for all young people, including those not enrolled in school. Training of

30 critical personnel towards capacity building in the maintenance of the “Three Ones” in Lesotho is envisaged. A Workshop catering for 20 participants to develop a comprehensive plan in response to the pandemic is planned. Training 200 teacher educators and teachers at Lesotho College of Education is scheduled.

3. Logical Framework: See Matrix in Annex 1

4. Project Co-ordination

4.1.1 Similar to the JFIT proposal for Swaziland, this project will form part of the broader Global Initiative on Education and HIV/AIDS (EDUCAIDS), as the UNESCO’s Director-General has already selected both countries as beneficiaries of the Initiative. Lesotho therefore stands to benefit from assistance through the UNESCO Field Office implied in the implementation of EDUCAIDS and Headquarters, the UN system, donor/development partners, the private sector, and faith-based, community based and non-governmental organizations. Project coordination at the broader level is envisaged to take place through UNESCO’s EDUCAIDS Management Team and HIV/AIDS Coordination. The EDUCAIDS Programme Coordinator in the UNESCO Windhoek Cluster Office will be in charge of the project coordination in Lesotho. This will be in collaboration with the UN Theme Group on HIV/AIDS and its Technical Working Group, and the Lesotho National Commission for UNESCO. Coordination will also be established with the National AIDS Commission (NAC), and any other relevant institution/organisation. The UNAIDS country coordinator in Lesotho will in the context of UNAIDS Technical Support Division of Labour and as embraced by the UNAIDS Cosponsors ensure that this project falls within its realm of overall HIV and AIDS coordination in Lesotho. Such contact has been established already in that country during the recent (September 2005) visit by the UNESCO Representative to Lesotho and the EPCC.

4.1.2 UNESCO Windhoek Cluster Office EDUCAIDS Programme Coordination Unit

Under the overall authority of the Director and UNESCO Representative, and the direct supervision of the Programme Specialist in Education (P4) and in collaboration with the UNESCO EDUCAIDS Management Team and the Lesotho UNAIDS Country Coordinator, the EDUCAIDS Programme Cluster Coordinator shall be responsible for coordinating the joint expertise and efforts of UNAIDS cosponsors and other governmental, civil society institutions, and private sector in the implementation of the EDUCAIDS programme in Lesotho. The Cluster Coordinator is also responsible for the submission and coordination of the JFIT proposal for Swaziland “Strengthening the Capacity of the Education Sector of Swaziland to Scale-up its Response to the HIV and AIDS Challenge within the Framework of EDUCAIDS”. The two projects will benefit from this factor of synergies. The Cluster coordinator will support the development of nationally-led HIV/AIDS responses in the education sector by providing direct or indirect technical assistance in order to develop and implement broad-based prevention education intervention. He will also help articulate sector-wide responses to address the impact of HIV/AIDS in the education sector.

4.1.3 UN Theme Group on HIV/AIDS in Lesotho

In order to implement the Common Country Assessment (CCA)/United Nations Development Assistance Framework (UNDAF) 2006-2010 outcomes efficiently and effectively, the UN Country Team relies on the UN Theme Group on HIV/AIDS dealing with the Triple Threat on HIV/AIDS, Food Security, and Governance Capacity Building. As in Swaziland, the UN Working Group on HIV/AIDS constitutes the joint policy and strategic decision making body for the UN system. It reports to the UN Country Team via the UN Theme Group on the Triple Threat on a regular basis. The national country project officer, who will coordinate EDUCAIDS activities in Lesotho, would be accorded membership of the Extended-UN Theme Group on HIV/AIDS.

4.1.4 Lesotho National Commission for UNESCO (NATCOM)

As the Commission forms a network for cooperation with Lesotho as a UNESCO Member State, it stands to contribute to the overall achievement of the EDUCAIDS programme in Lesotho. Furthermore, the UNESCO Windhoek Cluster Office, which covers Angola, Lesotho, Namibia, South Africa and Swaziland, does not have a country office in Lesotho. Therefore, the Commission will facilitate the communication between the Authority in Lesotho and the UNESCO Windhoek Cluster Office in terms of the coordination of EDUCAIDS and the implementation process of this project.

4.2.1 The Government counterpart will be the Ministry of Education and Training (MoET) in Lesotho. The Government is ready to create conditions for the implementation of the project and share any outcome with the UNESCO Windhoek Cluster Office. The Government has already identified a Country Project Officer (CPO) for EDUCAIDS located in the Ministry, and a separate person as its HIV/AIDS focal point person to liaise all HIV education sector activities. It will also provide office space, training venues and communication facilities according to need.

5. Project Justification

5.1.1 The Lesotho Government has declared HIV/AIDS a national disaster, and HIV/AIDS reality in this country represents a real challenge. The numerous commitments that the international community made in the UNGASS Declaration of Commitment on HIV/AIDS, Millennium Declaration and EFA Declaration call for the international community to walk the talk.

5.1.2 Education is one of the most effective approaches to prevent HIV transmission and to reduce HIV/AIDS related stigma, prejudice and discrimination as well as for mitigating the impact of the epidemic. It can help contribute to the emergence of a generation for whom the major impact of the pandemic is radically reduced. Prevention education through EDUCAIDS has the potential to change the mindset and behaviour patterns of the young people in Lesotho provided that that is complete and accurate information and education.

5.2.1 EDUCAIDS is based on the definition of education given in the Dakar EFA Framework for Action. HIV Prevention Education is vitally important and the Dakar Framework commits the international community to implement “as a matter of urgency education programmes and actions to combat on time the HIV/AIDS pandemic.” EDUCAIDS together with the Teacher Education/Training and the Literacy Initiatives has become priority of UNESCO Education Sector and one of its three EFA core initiatives.

5.2.2 UNESCO's holistic focus on education deals with national planning, education sector management, school programmes and workplace programmes in the context of the overall Education Sector Strategic Plan 2005-2015 that is based on the long-term policy framework for national development. Key documents like Vision 2020, Poverty Reduction Strategy and Public Sector Improvement and Reform Programme provide the focus into the long term future.

5.2.3 This project will be directly linked with UNESCO's 2006-2007 regular programme activities on HIV/AIDS and will be coordinated through a Management Team gathering representatives of the different UNESCO sectors and Field Offices. The HIV/AIDS Global Coordinator chairs this team, and the UNESCO Windhoek Cluster Office, through its representative, is part of it. It will ensure regular reporting to the group and the coordination and implementation of the project in the field.

5.3.1 Persistent and deepening levels of poverty constitute a key risk factor contributing to higher vulnerability to HIV infection in Lesotho. The majority of Basotho infected with HIV are between 15-49 years old, and 27,000 children between 0-14 years old were living with HIV/AIDS in 2002 (UNAIDS). However, reported AIDS cases and new infections among children aged 5-14 years old are very low. Those were born at a time when the risk of Mother-to-Child-Transmission was relatively low, and are unlikely to have yet become sexually active. As such, they constitute a big hope for an AIDS-free generation in Lesotho, especially if they can be reached with information on how they can protect themselves from being infected.

5.3.2 What is needed is a broad-based HIV prevention education programme that is simple and standardized, yet comprehensive and sensitive to the particulars of Lesotho and applicable and adaptable to its community. Such a programme must provide a template for decision-making and well considered policy options on critical issues.

5.3.3 Assistance is being sought from the JFIT-CBHR funds since, little data is available regarding the long-term impact of HIV/AIDS on development in Lesotho, and one can assume that the impact on individuals, families, communities and society as a whole is devastating. Children have to become caregivers to sick parents or relatives, and this threatens their prospect for attaining quality education. With the increasing absence, sickness and death of teaching and managerial staff and the increased vulnerability of young people, there is an urgent need for capacity building in regard to Education and HIV/AIDS.

6. Timing and Modalities for Project Monitoring, Reporting and Evaluation

6.1 Regular monitoring, reporting and evaluation of the project will be undertaken, in accordance with the descriptors in the logical framework. The timing of the project implementation will be carried out according to the time table under section 9 below. This will be done in close consultation with monitoring and evaluations systems developed by the Government of the Kingdom of Lesotho in the context of the "Three Ones", that is, one agreed HIV/AIDS action framework (*Turning a Crisis into an Opportunity: Strategies for Scaling Up the National Response to the HIV/AIDS Pandemic in Lesotho*) that provides the basis for coordinating the work of all partners; one national AIDS coordinating authority

(*Lesotho National AIDS Commission*), with a broad based multi-sector mandate; and one agreed Lesotho monitoring and evaluation system, and in further consultation with UNAIDS. Regular reviews will be undertaken in the context of the UN Theme Group on HIV/AIDS. Stakeholders will be contacted and interviewed as part of the regular monitoring and other reviews as below.

- 6.2 Given the project's operational reliance on utilising existing structures, it is of the utmost importance that educational and research institutions, such as, the University of Roma (Lesotho), the Teacher Education College of Lesotho and the Curriculum Development Centre, which are able to provide vital information, data and advice, be fully engaged in, and committed to, the project. Full cooperation should also be sought from National AIDS Commission (NAC), other Government ministries (other than the Ministry of Education and Training), the National Emergency Response Council for HIV/AIDS (NERCHA), the UN agencies for Lesotho, and the Civil Society Organizations, including Faith-based Organisations, Community-based Organisations and Non-Governmental Organisations.
- 6.3 The country project officer in Lesotho for EDUCAIDS will primarily be responsible for in-country project monitoring on a continuous basis and will report to the EDUCAIDS Cluster coordinator in accordance with the directives that the EDUCAIDS Cluster coordinator and the three country project officers of Lesotho, Namibia and Swaziland will develop in close consultation with the UNAIDS and Government of the Kingdom of Lesotho monitoring and evaluations systems. The EDUCAIDS Cluster coordinator will in turn report following the set format via the Director of the UNESCO Windhoek Cluster Office and the UNESCO HIV/AIDS Coordination to the EDUCAIDS Management Team.
- 6.4 The country project officer will following the same channel of communication as above provide biannual progress reports to the Cluster Coordinator for forward transmission.
- 6.5 In order to monitor the project implementation process, missions will be undertaken. Monitoring and Evaluation mission cost will be \$7 800, which is included in the proposed budget.

7. Equipment List

- 1 Laptop computer (Asus - US\$ 2, 000)
 - Relevant accessories for the laptop (e.g. USB sticks, CD-ROMs) (US\$ 200)
 - 1 Desk top computer (Philips - US\$ 1, 800)
 - 1 HP laser printer (US\$ 400)
- Total: US\$ 4 400 (3% of the total JFIT budget)

8. Budget (US\$)

Component		Calculation	JFIT
Personnel			
International experts	11.00	Recruitment of Cluster Coordinator (12 months @ US\$2 083 per month)	24 996
Administrative support personnel	13	Admin Assistant (12 months @ US\$700 per month)	8 400
Mission costs (travel)	16	National & cluster [3 M&E missions x (DSA US\$110* x 5 days + travel US\$2 050)]	7 800
National professional	17	Recruitment and placement of a CPO (12 months @ US\$772 per month)	9 264
Sub-contracts	20	Additional printing of exiting materials: - Psycho-social support materials into Sesotho (US\$16/copy x 500) = US\$8 000 - EDUCAIDS briefs (US\$10/copy x 500) = US\$5 000 - Posters (US\$2 x 500) = US\$1 000	14 000
Training workshops and meetings	30	Raising of awareness of policy and decision makers in leadership including youth leadership 45 participants x US\$25♦ (lunch and tea breaks) x 8 days = US\$ 9 000 Training of newly elected local councillors (100 councillors x 3 days x US\$ 25♦ = US\$7 500) Training of members of decentralized EMIS-DEMIS (10 districts x 2 members x 3 days x US\$100♦ = US\$6 000) Conduct an advocacy campaign to promote a rights-based approach to prevention, treatment, support and care education for all young people, including those not enrolled in school [For facilitator(s) (Fuel: US\$0.8/Lx 80L x 10 times = US\$640) + (DSA US\$70♦ x 12 days = US\$840) = US\$1 480] Training of critical personnel towards capacity building in the maintenance of the “Three Ones” in Lesotho (30 participants x US\$100 x 3 days = US\$9 000) A Workshop to develop a comprehensive plan in response to the pandemic (20 participants x US\$70♦ x 3 days + 2 local facilitators x US\$100♦ x 5 days + workshop stationery US\$110 = US\$5 310) Training teacher educators and teachers at Teacher Education College of Lesotho (200 participants x 3 days x US\$50♦ = US\$30 000)	68 290
Equipment & maintenance	40	Acquire necessary equipment and maintain it - 1 Laptop computer (Asus - US\$2,000) - Relevant accessories (e.g. USB sticks, CD-ROMs) (US\$200) - 1 Desk top computer (Philips -US\$1,800) - 1 HP laser printer (US\$400)	4 400
Miscellaneous	50	Sundries and Project report	1 000
TOTAL Project Costs			138 150
Programme support costs (13%)			17 960
JFIT GRANT TOTAL			156 110

* Due to established UN rates for cities, towns and villages

♦ Locally determined DSA rate

NB: Taking into consideration the limits of the financial resources at the disposal of the project, the benevolence of publishing and printing companies/houses will be approached as critical stakeholders to support the project, especially, during the adaptation and translation of IEC materials, whereas the project take into cognisance that these entities are also there to make business. They have a social responsibility in the national context.

9. Time Table

Activity	Months																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Prepare for implementation																											
Raise awareness of policy and decision makers in leadership including youth leadership through workshops/seminars																											
Train critical education personnel towards capacity building in the maintenance of the “Three Ones” in Lesotho																											
Train newly elected local councillors in the basics about prevention education and HIV/AIDS (EDUCAIDS Briefs + psycho-social support training manual)																											
Train members of Education Management and Information System (EMIS) in the districts in District EMIS (DEMIS)																											
Train teacher educators and teachers at the Lesotho College of Education																											
Develop a comprehensive plan in response to the pandemic through a national workshop																											
Conduct an advocacy campaign to promote a rights-based approach to prevention, treatment, support and care education for all young people, including those not enrolled in school																											
Produce annual progress reports																											
Provide a final report *																											
Closure of project account *																											

* These two activities will be conducted by the EPCC utilising other resources that will be mobilised through other EXB means as the project would have closed after 24 months with the submission of the country final report to EPCC, who then would prepare the final report via HQ to donor and facilitate the closure of the project account.

Annex 1. Logical Framework

	Intervention Logic	Objectively verifiable indicators of achievements/benchmarks	Sources and means of verification	Assumptions
Development Objective(s)	To halt and reverse the spread of HIV/AIDS among young people	0.5 to 1% slow-down in the prevalence by 2007	National surveys, VTC records obtained from Government, and MDG, EFA and UNAIDS reports, and various project reports	N/A
Immediate Objectives or Project goals	To increase access to complete and accurate HIV prevention education and information to young people living in a world of AIDS	25 % increase of access to formal education and HIV prevention education services	Information material Survey data obtained from Government, and various project reports	Continued commitment and support from the government
Expected results	1. Awareness of policy and decision makers in leadership including youth leadership through workshops/seminars raised	45 policy and decision makers trained in leadership including youth leadership	Workshop/seminar report	Continued commitment and support from the government
	2. Critical personnel trained towards capacity building in the maintenance of the “Three Ones” in Lesotho	30 critical personnel trained by 2007	Training report	Continued commitment and support from the government and community
	3. Members of Education Management and Information System (EMIS) in the districts trained in District EMIS (DEMIS)	20 members of EMIS trained in DEMIS by 2007	Training report and presence of EMIS structures at district level	Continued commitment and support from the government
	4. Teacher educators and teachers at Lesotho College of Education trained in HIV & AIDS	200 teacher educators and teachers trained	Training report and M&E report	Continued commitment and support from the government
	5. Newly elected local councillors trained in the basics about prevention education (PE) and HIV/AIDS (EDUCAIDS Briefs + psycho-social support training manual)	100 newly elected local councillors trained	Training report and M&E report; Survey data from Government	Continued commitment and support from the government
	6. An advocacy campaign conducted through the media and the entertainment industry to promote a rights-based approach (RBA) to prevention, treatment, support and care education for all young people, including those not enrolled in school	Greater number of target group persons promote RBA, and show increased sensitivity i.t.o. supporting access to PE and information by the youth	Media reports Survey data from Government	Continued commitment and support from the government
	7. A comprehensive plan developed in response to the pandemic through a national workshop	Plan in place	Use of plan detected during project M&E	Continued commitment

	Intervention Logic	Objectively verifiable indicators of achievements/benchmarks	Sources and means of verification	Assumptions
Activities	<u>Activity expected result 1</u> Raise awareness of policy and decision makers in leadership including youth leadership through workshops/seminars	Means <ul style="list-style-type: none"> • 1 international expert • 1 admin. assistant • 1 national expert • 1 laptop and accessories • 1 desktop and printer • 45 policy and decision makers • EDUCAIDS brief • Lunch and refreshments for participants • Meeting rooms • Stationeries 	JFIT Costs Int'l expert ⁱ : \$4 999.2 Admin assist. ⁱⁱ : \$680 Nat'l expert ⁱⁱⁱ : \$1 852.8 Equipment ^{iv} : \$880 Sundry ^v : \$200 Travel ^{vi} : \$1 560 Lunch and tea: \$9 000 Printing: \$5 000 <hr/> Total: \$24 172	Pre-conditions Availability of additional resources Commitment of the policy and decision makers youth
	<u>Activity expected result 2</u> Train critical education personnel towards capacity building in the maintenance of the “Three Ones” in Lesotho	Means <ul style="list-style-type: none"> • 1 international expert • 1 admin. assistant • 1 national expert • 1 laptop and accessories • 1 desktop and printer • 30 system-wide education managers and local leaders • Psycho-social support materials • Meeting rooms • Stationeries • IEC materials 	JFIT Costs Int'l expert ^{vii} : \$3 749.4 Admin assist. ^{viii} : \$1 260 Nat'l expert ^{ix} : \$1 389.6 Equipment ^x : \$660 Sundry ^{xi} : \$150 Travel ^{xii} : \$1 170 Travel and DSA: \$9 000 Printing: \$3 000 <hr/> Total: \$20 379	Pre-conditions Availability of additional resources
	<u>Activity expected result 3</u> Train members of Education Management and Information System (EMIS) in the districts in District EMIS (DEMIS)	Means <ul style="list-style-type: none"> • 1 international expert • 1 admin. assistant • 1 national expert • 1 laptop and accessories • 1 desktop and printer • 20 EMIS members 	JFIT Costs Int'l expert ^{xiii} : \$3 749.4 Admin assist. ^{xiv} : \$1 260 Nat'l expert ^{xv} : \$1 389.6 Equipment ^{xvi} : \$660 Sundry ^{xvii} : \$150 Travel ^{xviii} : \$1 170 Travel and DSA: \$6 000 <hr/> Total: \$14 379	Pre-conditions Availability of additional resources

	Intervention Logic	Objectively verifiable indicators of achievements/benchmarks	Sources and means of verification	Assumptions
	<u>Activity expected result 4</u> Train teacher educators and teachers at the Lesotho College of Education	Means <ul style="list-style-type: none"> • 1 international expert • 1 admin. assistant • 1 national expert • 1 laptop and accessories • 1 desktop and printer • 200 teacher educators and teachers • Meeting rooms • Stationeries 	JFIT Costs Int'l expert ^{xxix} : \$2 499.6 Admin assist. ^{xx} : \$840 Nat'l expert ^{xxi} : \$926.4 Equipment ^{xxii} : \$440 Sundry ^{xxiii} : \$100 Travel ^{xxiv} : \$780 DSA: \$30 000 <hr/> Total: \$35 586	Pre-conditions Availability of additional resources Continued collaboration among stakeholders
	<u>Activity expected result 5</u> Train newly elected local councillors in the basics about prevention education and HIV/AIDS (EDUCAIDS Briefs + psycho-social support training manual)	Means <ul style="list-style-type: none"> • 1 international expert • 1 admin. assistant • 1 national expert • 1 laptop and accessories • 1 desktop and printer • 100 councillors • Lunch and refreshments for participants • Meeting rooms • Stationeries 	JFIT Costs Int'l expert ^{xxv} : \$2 499.6 Admin assist. ^{xxvi} : \$840 Nat'l expert ^{xxvii} : \$926.4 Equipment ^{xxviii} : \$440 Sundry ^{xxix} : \$100 Travel ^{xxx} : \$780 DSA: \$7 500 Printing: \$5 000 <hr/> Total: \$18 086	Pre-conditions Availability of additional resources Continued collaboration among stakeholders
	<u>Activity expected result 6</u> Conduct an advocacy campaign through the media and the entertainment industry to promote a rights-based approach to prevention, treatment, support and care education for all young people, including those not enrolled in school	Means <ul style="list-style-type: none"> • 1 international expert • 1 admin. assistant • 1 national expert • 1 laptop and accessories • 1 desktop and printer • Advocacy materials 	JFIT Costs Int'l expert ^{xxxi} : \$4 999.2 Admin assist. ^{xxxii} : \$1 680 Nat'l expert ^{xxxiii} : \$1 852.8 Equipment ^{xxxiv} : \$880 Sundry ^{xxxv} : \$200 Travel ^{xxxvi} : \$1 560 Travel and DSA: 1 480 Printing: \$1 000 <hr/> Total: \$13 652	Pre-conditions Availability and interest of media and entertainment industry

	Intervention Logic	Objectively verifiable indicators of achievements/benchmarks	Sources and means of verification	Assumptions
	<u>Activity expected result 7</u> Develop a comprehensive plan in response to the pandemic through a national workshop	Means <ul style="list-style-type: none"> • 1 international expert • 1 admin. assistant • 1 national expert • 1 laptop and accessories • 1 desktop and printer • Stationeries 	JFIT Costs Int'l expert ^{xxxvii} : \$2 499.6 Admin assist. ^{xxxviii} : \$840 Nat'l expert ^{xxxix} : \$926.4 Equipment ^{xl} : \$440 Sundry ^{xli} : \$100 Travel ^{xlii} : \$780 DSA, etc.: \$5 310 <hr/> Total: \$10 896	Pre-conditions Availability of additional resources

- ⁱ EDUCAIDS Programme Cluster Coordinator will use 20 percent of his working hours for this activity.
- ⁱⁱ Administrative Assistant will use 20 percent of his working hours for this activity.
- ⁱⁱⁱ Country Project Officer will use 20 percent of his working hours for this activity.
- ^{iv} One laptop, one desktop computer and one printer will be used for this activity for 20 percent during the project period.
- ^v Twenty percent of sundry will be used for this activity.
- ^{vi} Twenty percent of M&E travel time will be used for this activity.
- ^{vii} EDUCAIDS Programme Cluster Coordinator will use 15 percent of his working hours for this activity.
- ^{viii} Administrative Assistant will use 15 percent of his working hours for this activity.
- ^{ix} Country Project Officer will use 15 percent of his working hours for this activity.
- ^x One laptop, one desktop computer and one printer will be used for this activity for 15 percent during the project period.
- ^{xi} Fifteen percent of sundry will be used for this activity.
- ^{xii} Fifteen percent of M&E travel time will be used for this activity.
- ^{xiii} EDUCAIDS Programme Cluster Coordinator will use 15 percent of his working hours for this activity.
- ^{xiv} Administrative Assistant will use 15 percent of his working hours for this activity.
- ^{xv} Country Project Officer will use 15 percent of his working hours for this activity.
- ^{xvi} One laptop, one desktop computer and one printer will be used for this activity for 15 percent during the project period.
- ^{xvii} Fifteen percent of sundry will be used for this activity.
- ^{xviii} Fifteen percent of M&E travel time will be used for this activity.
- ^{xix} EDUCAIDS Programme Cluster Coordinator will use 10 percent of his working hours for this activity.
- ^{xx} Administrative Assistant will use 10 percent of his working hours for this activity.
- ^{xxi} Country Project Officer will use 10 percent of his working hours for this activity.
- ^{xxii} One laptop, one desktop computer and one printer will be used for this activity for 10 percent during the project period.
- ^{xxiii} Ten percent of sundry will be used for this activity.
- ^{xxiv} Ten percent of M&E travel time will be used for this activity.
- ^{xxv} EDUCAIDS Programme Cluster Coordinator will use 10 percent of his working hours for this activity.
- ^{xxvi} Administrative Assistant will use 10 percent of his working hours for this activity.
- ^{xxvii} Country Project Officer will use 10 percent of his working hours for this activity.
- ^{xxviii} One laptop, one desktop computer and one printer will be used for this activity for 10 percent during the project period.
- ^{xxix} Ten percent of sundry will be used for this activity.
- ^{xxx} Ten percent of M&E travel time will be used for this activity.

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- ^{xxx}i EDUCAIDS Programme Cluster Coordinator will use 20 percent of his working hours for this activity.
- ^{xxx}ii Administrative Assistant will use 20 percent of his working hours for this activity.
- ^{xxx}iii Country Project Officer will use 20 percent of his working hours for this activity.
- ^{xxx}iv One laptop, one desktop computer and one printer will be used for this activity for 20 percent during the project period.
- ^{xxx}v Twenty percent of sundry will be used for this activity.
- ^{xxx}vi Twenty percent of M&E travel time will be used for this activity.
- ^{xxx}vii EDUCAIDS Programme Cluster Coordinator will use 10 percent of his working hours for this activity.
- ^{xxx}viii Administrative Assistant will use 10 percent of his working hours for this activity.
- ^{xxx}ix Country Project Officer will use 10 percent of his working hours for this activity.
- ^xi One laptop, one desktop computer and one printer will be used for this activity for 10 percent during the project period.
- ^xii Ten percent of sundry will be used for this activity.
- ^xli Ten percent of M&E travel time will be used for this activity.