Chapter overview

One of the main challenges education sectors face is the difficulty in obtaining resources to implement a comprehensive response to HIV and AIDS. This is often due to a lack of commitment to the idea that the education sector needs to respond to HIV and AIDS, and to a lack of capacity for resource mobilization within the sector.

The first part of this chapter discusses the principles of resource mobilization and how the education sector should approach resource mobilization for its response to HIV and AIDS. The second part provides advice on developing a resource mobilization plan, as well as specific advice on some common funding mechanisms.

This chapter focuses on resource mobilization for the sector’s response as a whole, rather than for specific projects or organizations within the sector. However, many of the principles and tips also apply for project- and organization-level resource mobilization.
5.1 CONCEPTS AND DEFINITIONS

5.1.1 Overview: what is resource mobilization?

Implementing any HIV and AIDS response, programme or activity requires resources (financial, human and technical). In most countries, sectors, organizations and communities, the cost of the planned response exceeds the funds available. As the EDUCAIDS Framework for action shows, there is a strong rationale for allocating resources to the education sector’s response to HIV and AIDS, as this will both increase the impact of efforts to combat HIV, and in high-prevalence countries decrease the negative impact AIDS has on the education sector. Although resource mobilization in this chapter is solely related to mobilizing financial resources, remember that there are other types of resources, in particular the support that organizations and individuals can provide – including UNESCO, other co-sponsors and UNAIDS secretariat staff.

One of the strengths of the education sector is that it already has considerable resources that can contribute to the response to HIV and AIDS: institutions, teachers and continuous access to a large proportion of the population. In addition, education institutions mobilize a range of resources at local level (e.g. volunteers, contributions from businesses, small donor-funded projects). However, in most cases additional financial resources are needed to ensure the sector’s response is maximized and that the impact of AIDS on the sector is minimized. There are a number of global funding mechanisms that exist and may be accessed at the country level. Resource mobilization is about ensuring that existing education sector resources are used in a way that is supportive of the response to HIV and AIDS, and about obtaining additional resources to cover the additional needs.

Although this chapter focuses on resource mobilization at the national level, in relation to the education sector’s response to HIV and AIDS as a whole, resource mobilization at local level is also important. Individual educational establishments, for instance, can themselves mobilize resources such as volunteers from the community, or contributions in cash or in kind from local businesses, so as to strengthen their work on education and on HIV and AIDS.

5.1.2 The role of international development partners in resource mobilization

SUPPORTING RESOURCE MOBILIZATION FOR THE EDUCATION SECTOR’S RESPONSE TO HIV AND AIDS

In many countries, the importance of responding to HIV and AIDS through the education sector has been relatively neglected. On the one hand, those responsible for developing national HIV and AIDS strategies and for taking decisions on funding allocation do not always have a good understanding of the role the education sector can play. Also, as the forthcoming monitoring and evaluation chapter will show, it can be difficult to demonstrate the impact that the education sector has, even though there is also plenty

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17 A chapter on Monitoring and Evaluation (M&E) of the education sector responses to HIV and AIDS is planned to be included in future editions of these Practical Guidelines.
of evidence to show that the sector can play an important role. Much of this evidence is included in the *International technical guidelines on sexuality education* (UNESCO et al, 2009).

On the other hand, in many countries the education sector itself has been slow to develop its responses to HIV and AIDS. The reasons for this are discussed in Chapters 1 and 3 of these *Guidelines*. Indeed, one of the key roles in supporting EDUCAIDS, through advocacy and support to national situation analysis and planning, is to build greater understanding of and commitment to education sector responses.

However, even when the education sector’s role in responding to HIV and AIDS is well understood, MOEs and other education sector actors often lack the capacity to mobilize resources for this area of work. Leaders at all levels in the education sector need to be familiar with how to access funding mechanisms that can support education sector responses to HIV and AIDS. It is therefore important that you work with national partners to support coordinated resource mobilization efforts to ensure that national HIV and AIDS education sector responses are funded. As Figure 5.1 shows, the role of staff supporting EDUCAIDS is to provide technical assistance for resource mobilization, to advocate for funding for the education sector, and to provide other technical inputs to the process.

**FIGURE 5.1**

**THE ROLE OF INTERNATIONAL DEVELOPMENT PARTNERS IN SUPPORTING RESOURCE MOBILIZATION**

MOBILIZING RESOURCES FOR WORK ON SUPPORTING EDUCAIDS IMPLEMENTATION

It is likely that you will need to find additional resources to carry out your own work more effectively. Many of the activities that you will be undertaking cost money: engaging consultants, producing and disseminating reports and other documentation and meetings are all activities that you may need to take the lead on and for which you will need to find resources. Often, the amount of financial support needed is relatively small (when compared with national HIV and AIDS programme budgets), since a lot of the work...
in supporting EDUCAIDS implementation is about training and advocacy work at national level, rather than funding the implementation of whole programmes.

Raising funds for a national education sector response to HIV and AIDS and raising funds for advocacy work or consultancy fees are, of course, very different in terms of the amounts involved and in terms of the sources of funding you can access. However, many of the basic principles of resource mobilization are the same, whatever the size of the budget or type of activity. The tips in this chapter should therefore also be of use for your own internal resource mobilization work. The Annex 5 also provides specific advice on the sources of funding that are relevant in each case.

Keep in mind that fundraising can be time-consuming and once funds are made available, absorption and implementation of them can also be challenging and can add to administrative work (preparing budget codes, reports, implementation status updates, etc.). If you decide on raising funds, you need to factor this in and plan for implementation in advance.

### 5.1.3 Principles for resource mobilization

**RESOURCE MOBILIZATION SHOULD BE BASED ON A ROBUST SITUATION ANALYSIS AND STRATEGIC PLAN FOR THE EDUCATION SECTOR’S RESPONSE**

As well as being important for framing the education sector’s response, strategic plans are also the basis for successful resource mobilization. Plans that are clearly focused on results, by definition include an estimation of the scope and scale of the required response, and of the resources needed to implement that response. Another important component of the strategic plan, as underlined in Chapter 4, is the costing of the plan. A good plan therefore provides the main justification for allocating resources to the response.

Moreover, the situation analysis should also provide valuable information on the different actors currently involved in supporting or implementing the education sector response to HIV and AIDS, the levels of funding available currently and over the next few years, and therefore on the gaps that need to be filled. As well as helping to ensure that resources are allocated in the right way to achieve results, having a detailed gap analysis will increase the credibility of any funding proposals or any other types of funding request. It is also helpful in funding proposals to demonstrate that the sector has already allocated resources to its response to HIV and AIDS, as this indicates commitment and increases the chances of sustainability.

**MAXIMIZE RESOURCES THAT ALREADY EXIST**

As noted above, the education sector already has considerable resources at its disposal. Although it is clear that additional resources will be needed to support a comprehensive education sector response to HIV and AIDS, it is also important not to make all HIV and AIDS interventions conditional on the sector receiving additional resources or funds. Many of the interventions within an education sector response require minimal resources, relying for instance on the provision of teaching materials or the implementation of policies. Part of your advocacy work should be aimed at ensuring that the MOE mainstreams this sort of activity rather than making it contingent on funding.
BUILD CONSENSUS AND COLLABORATION FOR RESOURCE MOBILIZATION

As we have seen, education sector responses to HIV and AIDS are the responsibility of all organizations and institutions that make up the sector, not just the MOE. The education sector response also needs to be part of the overall national AIDS strategy and should therefore be closely integrated with other sectors. It follows that resource mobilization activities should be planned and carried out in collaboration with all of the actors within the sector and all of the other key stakeholders. Coordination within the sector will help to minimize overlaps in funding requests, and to ensure that requests are all aligned to the sector plan. Coordination with the other stakeholders, particularly the national AIDS authorities, will help to ensure that the education sector’s response is taken into consideration when decisions are made in relation to resource allocation and proposal development.

RESOURCE NEEDS SHOULD BE PRIORITIZED

Although the ultimate aim is to ensure that the education sector response to HIV and AIDS is fully resourced, the reality is that existing resources are insufficient, and that donors providing resources very often have preferences for funding certain types of intervention, or for funding work in certain geographic locations or that targets certain population groups. In addition, each funding source tends to have its own cycle or calendar, meaning that some resources are likely to become available sooner than others. As a result, it is necessary to prioritize resource needs, so that some gaps can be filled as a matter of urgency, and the remainder as soon as opportunities arise.

RESOURCE MOBILIZATION ACTIVITIES SHOULD THEMSELVES BE PLANNED

As noted above, the education sector response to HIV and AIDS is likely to require resources from many different sources, each with different modalities and funding cycles. In addition, some of the main sources of funding at country level such as the major HIV and AIDS programme funders are likely to be called upon not just by the education sector but by other components of the national response to HIV and AIDS. As a result, the education sector needs to be aware not only of the cycles and deadlines of donors, but also of the cycles and deadlines relevant to the in-country processes that determine what is going to be included in proposals to each donor.

It therefore makes sense for the education sector to make a resource mobilization plan that sets out the different opportunities, so that actors within the sector know when to act on which opportunity.

5.1.4 Addressing Gender responsiveness and GIPA in resource mobilization

GENDER RESPONSIVENESS

Increasingly, donors require that proposals capture and address gender inequalities. If your situation analysis and strategic plan contain strong gender analysis, you should have the basis for responding to this. In addition, some donors earmark funding specifically for gender and HIV and AIDS activities. Some donors earmark specific funding for activities on the rights of sexual minorities. These are very good opportunities for ensuring that funding is obtained for the gender-related aspects of the education sector response to HIV and AIDS.
5.1 CONCEPTS AND DEFINITIONS

Through your work on the education sector response, you can also help to influence the gender-responsiveness of programmes (and proposals) that are not directly related to the education sector, since the gender analysis of HIV within education sectors often provides very clear and convincing data on how these inequalities affect vulnerability and risk.

GREATER INVOLVEMENT OF PEOPLE LIVING WITH OR AFFECTED BY HIV AND AIDS AND MEMBERS OF KEY POPULATIONS AT HIGHER RISK (GIPA)

Again, providing that GIPA is adequately recognized in the situation analysis and plan, including it in resource mobilization activities should be straightforward. Nonetheless, you should continue to emphasize the importance of the principle so as to ensure that GIPA projects do not ‘fall through the cracks’ when it comes to developing funding proposals. As with the other areas of EDUCAIDS support, an important practical step you can and should take is to involve representatives of people living with or affected by HIV and AIDS and key populations in developing resource mobilization strategies and funding proposals.
5.2 WHAT YOU NEED TO DO

5.2.1 Support development of a resource mobilization plan for the sector

If there has been a process of situation analysis and strategic planning for the education sector response to HIV and AIDS, there should already be some momentum behind the idea of the education sector response. You should also have a good idea of the main stakeholders within the sector and within the broader response to HIV and AIDS.

Assuming there are gaps in the resources available for implementing the plan, the next step is to try to fill those gaps. As discussed in the first section of this chapter, it is useful to develop a plan so that the different opportunities can be identified and approached in a strategic and systematic way. The main steps for developing the plan are outlined in this section.

COORDINATE THE DIFFERENT ACTORS

As the situation analysis will have shown, the education sector is made up of a range of different actors, not just the MOE. They should all be reflected in the strategic plan for the education sector response to HIV and AIDS.

Each actor will have their own principal sources of funding and other resources, and their own programming cycles, so it is essential that they work together to keep each other informed. The advantages of doing this are as follows:

- All of the actors within the sector will benefit from resource mobilization opportunities.
- The sector as a whole will be able to present a clear picture of what resources already exist, something that donors are keen to see.
- Duplication of work can be resolved.
- Estimates of resource gaps will be more accurate.
- Partnerships can be developed that will make programmes more efficient.
- All of the stakeholders will be able to have a say in how to prioritize resource mobilization efforts.

Ideally, coordination is the role of the MOE, and so you should work with the ministry to support it in developing the most appropriate structure. At the same time, coordination mechanisms set up within the UN system, such as the UN Theme Group, have been expanded in some countries to coordinate all actors. The best mechanism for coordination will depend on the context in your country. UN Theme Groups primarily composed of UN agencies make a major contribution in supporting country processes, in particular in relation to resource mobilization and technical support provision. Coordination is dealt with in more detail in Chapter 2 of these Guidelines.
5.2 WHAT YOU NEED TO DO TO

ANALYSE RESOURCE GAPS

The situation analysis exercise should have provided information on existing programmes and on the resources available for the education sector’s response. If it did not, you should consider conducting an analysis to obtain this information, as it will be very hard to justify requests for funding otherwise. This gap analysis exercise should use the strategic plan as a framework to map out:

- Which actor(s) are involved in implementing which interventions?
- What the coverage of their work is – for instance, which districts or schools are covered by a given intervention.
- What level of resources they currently expend on these interventions.
- The main sources of funding, disaggregated by actor, intervention, geographical region etc.
- What their plans are in future:
  - Do they currently have resources to expand coverage? If so, when and where to?
  - Are any of their interventions currently likely to scale down or cease? If so, when and where?

Based on the information above, it should be possible to identify both the gaps that exist now and those that will appear in the near future. It should also be possible to assess the approximate cost of filling those gaps, assuming the strategic plan has been costed already. If it has not been costed, this is something else you should consider doing.

As noted in the first half of this chapter, it is also important to recognize that some components of the education sector response do not necessarily need additional funding. It may be possible to find resources within the education sector. Once you have identified the gaps, try to identify the ones that require significant additional resources and those that might be addressed using existing education sector resources.

DEFINE RESOURCE MOBILIZATION PRIORITIES

As noted in the first section of this chapter, it is unlikely that you will be able to fill all of the resource gaps in one go – it is more likely that resources will need to be found from multiple sources to cover different interventions within the plan. Many donors focus on specific types of intervention or geographic locations, and to an extent this will determine what you will be able to request in each case. However, it is still useful to prioritize your needs, for two main reasons. Firstly, many of the activities in your plan may depend on others happening first. For example, if one of the interventions in the plan is to implement a new HIV and AIDS prevention module within school curricula, clearly it will be necessary to develop and disseminate the curriculum and to train teachers beforehand. Secondly, you may not immediately be able to obtain the levels of resources that you need for a given intervention. For example, if there is an opportunity to receive funding to implement the new curriculum in half of all secondary schools, you will need to decide how to choose which schools to target first.

Prioritization should be conducted in collaboration with as many of the different actors in the sector as possible, rather than being decided by a small group and imposed on the sector. It will be important to involve groups concerned with women’s empowerment and gender equality issues, as well as groups of people living with or affected by HIV and AIDS and organizations representing or working with key populations at higher risk, to ensure that these perspectives are not ignored.
5.2 WHAT YOU NEED TO DO TO

Key questions to guide prioritization include:

■ For each programme area or component that is currently unfunded, what are the ‘first step’ interventions – in other words, which interventions are essential in order for the others to take place?

■ Comparing the different underfunded programmes or components: given the epidemiological situation, which is most important to implement first? (For instance in concentrated epidemics, targeted interventions with key populations at higher risk may be of higher priority than HIV education in schools).

■ Which geographical regions are most underserved by the education sector response and by the response to HIV and AIDS in general?

MAP POTENTIAL FUNDING SOURCES

The aim of this activity is to identify the possible funding sources that should be pursued, since other existing resources have already been mapped in the analysis of resource gaps. As with the other steps outlined above, this activity is best carried out in collaboration with the key actors in the education sector response. This will help to ensure that your mapping is as exhaustive as possible.

Start by brainstorming all of the sources of funding for education and HIV and AIDS programmes that are currently active in the country. Then, for each one, ask the following questions:

■ What types of organization do they fund (e.g. national/international; governmental/non-governmental; certain ministries or directorates only)?

■ What is the funding process and cycle?
  ■ Calls for proposals, or invitations to apply for funding?
  ■ How often are proposals accepted? When is the next opportunity?
  ■ How often are funding decisions taken?
  ■ Are the funding decisions taken at country level or outside?
  ■ How do you apply – direct to the funder or through another entity (e.g. a ministry, a UN agency, or the CCM)?
  ■ Do you have to be involved in any processes in order to get an opportunity (e.g. being part of National AIDS Strategy planning processes is an important precursor to being able to obtain Global Fund funding)?

■ What levels/amounts of funding are available? Do they have minimum and/or maximum funding amounts?

■ Do they have specific technical priorities for funding? If so, which?

■ Do they have restrictions on what they fund – for instance, some donors do not fund equipment or building projects, others fund only these things?

■ Have they funded education sector responses to HIV and AIDS in the past?

■ What other important information can you obtain about this funder?
5.2 WHAT YOU NEED TO DO TO

Although this activity should begin with a brainstorming session, it is important that the answers to these questions should be as specific and accurate as possible. Therefore, if you are unsure about any of the answers, do not guess but try to find out by contacting the institution directly.

Annex 5 provides some initial information on some of the available funding sources.

DEVELOP A PLAN

The information obtained in the previous sections should be sufficient for you to develop a resource mobilization plan for the sector’s response to HIV and AIDS. The plan should:

- Outline the main resource gaps at present and anticipated ones in the near future
- State the aims of the plan, and how the plan will support the education sector response to HIV and AIDS and the national response
- State the prioritization of gaps/needs
- Map out the opportunities for filling each gap or need, identifying:
  - The source of resources (including from within the sector itself)
  - Timings – when the opportunities arise
  - Roles and responsibilities among different actors for taking up the opportunity, including identifying where additional resources and support may be needed (e.g. consultants)
  - Strategies – e.g. getting to know donors, advocacy for inclusion in resource allocation processes, proposal development etc.
  - Contingencies/second options if the first opportunity is unsuccessful.

KEEP THE PLAN UPDATED

The nature of funding opportunities is that existing opportunities can disappear and new ones can arrive, as and when funding agencies change their strategies and approaches. The resource mobilization plan should therefore not be seen as a static, and should be continually updated to reflect changes in the environment.

5.2.2 Support the implementation of the sector’s resource mobilization plan

You can make a significant contribution to national resource mobilization for the education sector response to HIV and AIDS by supporting its implementation. As the suggested plan outline shows (above), there are various types of activity that you can contribute to.
Chapter 5

5.2 WHAT YOU NEED TO DO TO ENHANCE PARTICIPATION OF THE EDUCATION SECTOR IN PROCESSES THAT ARE RELEVANT TO RESOURCE MOBILIZATION

A key source of funding for UNAIDS co-sponsors is the UNAIDS Unified Budget, Results and Accountability Framework (UBRAF).

The UBRAF is the successor to the Unified Budget and Workplan (UBW), the Joint Programme’s instrument to maximise the coherence, coordination and impact of the UN’s response to AIDS by combining the effort of 10 cosponsoring agencies and the Secretariat - and UNESCO’s principal source of funding for its work on HIV and AIDS. There are a number of key differences between the UBRAF and the UBW.

As a results framework, rather than a workplan, the UBRAF is more focused and results-driven than the UBW, with particular emphasis on delivering on the vision and goals of the UNAIDS 2011-2015 Strategy. There is also greater focus on achieving results at country level, particularly through directing support to countries where there is the potential for the greatest impact. Finally, greater emphasis has been placed on accountability and measuring our progress towards achieving those results.

All Cosponsors have had to make up-front commitments to show how they will allocate funds, placing them against joint outputs in the results and accountability framework, providing breakdowns for global, regional and country levels, and a separate budgetary envelope for priority countries. Joint and individual deliverables show how Cosponsors will contribute concretely to achievement of the outputs. The framework and the commitments that UNESCO has made mean that there is considerably less flexibility than in previous biennia to programme UNESCO’s allocation. This means that it is no longer feasible to continue with a competitive bid process as in previous years (the list of joint and individual deliverables for which UNESCO has made commitments are listed in Annex 5).

In place of the competitive bid process, a workplanning approach has been adopted for programming UNESCO’s allocation. UNESCO’s RAAs and the Section of Education and HIV & AIDS work in close cooperation with the Sector HIV focal points to support NPOs and HIV focal points to develop regional and country workplans to deliver on UNESCO’s commitments. After priorities and broad activities are defined by NPOs/HIV focal points in collaboration with RAAs and the Section of Education and HIV & AIDS, country workplans are developed which are aligned with the UBRAF. The workplans for each region are then submitted to headquarters for review by an intersectoral task team and for final approval.

Distribution of some of the major funding sources, such as the Global Fund, the Education for All – Fast Track Initiative (FTI), and the World Bank, is often determined by negotiations between a structure and the funder. For instance, the Global Fund requires that all proposals should be submitted by a Country Coordinating Mechanism (CCM), a committee made up of representatives of different sectors. Given the importance of the education sector to the response to HIV and AIDS, it is appropriate for the education sector to have a seat on the CCM, although in many countries this has not happened. This is something you should advocate for, directly with the CCM. One or more UNAIDS co-sponsors are often already members of the CCM, and you should consider advocating for education sector involvement through them. You should also work to support the MOE before and after CCM meetings to help them participate and follow up effectively.

Other donors like the World Bank, and bilateral funders, often work directly with national AIDS authorities, or with ministries (including the MOE). The EFA-FTI is a global initiative to help low-income countries meet the education MDGs and the EFA goal that all children complete a full cycle of primary education by 2015. The FTI’s two main trust funds are the Education Programme Development Fund (EPDF) and the Catalytic Fund (CF). The EDPF was created to enable more low-income countries to access the FTI and to accelerate progress towards universal primary education while the Catalytic Fund was established to provide transitional short-term funding (two to three years) to help close the financing gap for countries.
5.2 WHAT YOU NEED TO DO TO

with too few donors. Both these funds can be accessed by national government through committees composed of donors to the fund. Again, you should find out how these mechanisms work in the country where you are based, and advocate for involvement of the education sector in them, in order to increase access to funding.

You should also continue to advocate with the sector itself, particularly the MOE, to adopt actions that do not necessarily require additional funds but that are essential to an effective response to HIV and AIDS and to broader development goals. For instance, most MOEs already have programmes to improve access to education: a key area for you to advocate on is the issue of prioritizing girls’ access to education, which in and of itself is a key strategy for HIV prevention.

PROVIDE TECHNICAL SUPPORT FOR PROPOSAL DEVELOPMENT, IN THE FORM OF CONSULTANTS

The advice on using consultants is the same as that provided in Chapter 2 on Coordination and Chapter 4 on Planning.

UNAIDS and its co-sponsors constitute a large network that is very frequently involved in identifying and managing consultants with specific areas of expertise. This means that your colleagues should be able to provide personal recommendations of consultants they have successfully worked with. For UNESCO country staff, begin by asking your UNESCO colleagues, including the regional AIDS advisor, regional coordinator or EDUCAIDS staff at UNESCO HQ, if they can recommend anyone. The UNAIDS country office in your country will also be able to point you toward organizations that manage and broker consultancy services in your region, such as the Technical Support Facilities (TSFs). Most keep databases of consultants and their CVs.

When deciding to use consultants or selecting them, keep in mind the following issues:

- While international consultants often have a lot of expertise and the ability to share experiences and problem-solving from other countries, bear in mind that they may not be familiar with your country, and that their involvement in working with you will be short term. Often, combining an international and a national consultant can be a way of ensuring that both the technical experience and the country knowledge are present.

- Good consultants are normally booked several months ahead, so if possible, start looking for consultants at least two to three months before you intend to start.

- As part of the selection process, ask candidates to comment on the draft TOR and to provide their opinions on how to clarify it and how to carry out proposal development. This way you can both improve the TOR and get a good sense of the skills of the candidates.

ADVISE ON BEST PRACTICE FOR PROPOSAL DEVELOPMENT

Many of the resources referenced in the next section provide advice on how to develop funding proposals. Providing there is a strategic plan for the education sector response, based on a robust situation analysis and if you have carried out the steps outlined above in developing a resource mobilization plan, you will already have acted on much of the recognized ‘best practice.’ Good proposal writing depends above all on having a clear, credible vision and a well-defined plan. In other words, proposal development should not be about developing new plans. It should be about seeking funding for your existing plans. You should also always ensure that proposals:
5.2 WHAT YOU NEED TO DO TO

- Explain in a specific, clear way the results that will be achieved.
- Respond clearly and concisely to the questions being posed. Proposal forms often have many questions covering a range of topics, so focus on answering each question well rather than overloading it with information.
- Present what has been accomplished so far, while articulating why continued or additional support is needed.
- Explain clearly how the submitting organization and any organizations that will be involved in implementation will manage the funds, providing adequate information on their systems and track record.
- Show how the different elements or components work together and complement each other.
- Emphasize the resources that are already in place, and that will complement the funds being asked for.
- Show how different organizations within the sector will work together, in a coordinated fashion.
- Explain clearly how the project will be monitored and evaluated, both in terms of activities and impact.
- Respond to gender-related inequalities and their effect on vulnerability, as well as their effect on the sector’s ability to implement the programme.
- Are developed in collaboration with people living with or affected by HIV and AIDS and show clearly how people living with or affected by HIV and AIDS will be involved in their implementation.

An important role you can play is to review and provide feedback on funding proposals for education sector responses to HIV and AIDS.

5.2.3 Mobilize resources for your own work

As previously noted, you may also find it necessary to mobilize resources to support your own work, particularly your advocacy and coordination work, as well as the costs of technical support that you arrange for the education sector. The good practices discussed in this chapter and in the referenced resources all apply to efforts to fundraise for your own work. Of course, the amounts you will need are considerably smaller than those needed by the sector as a whole, and may well be for shorter periods of time. Keep in mind that you yourself are a resource, although you may need to mobilize funds to strengthen your support – e.g. funds for meetings or disseminating publications. For example, at UNESCO, you need to ensure that funding proposals for UNESCO support include your own salary costs. Contact your regional AIDS advisor, regional coordinator or the EDUCAIDS and Country Implementation team at UNESCO HQ for support in doing this.

Many of the funding sources presented in Annex 5 are potential sources of funding for your work. In the same way, you should work with the education sector to clarify your needs and to map opportunities. In addition, for UNESCO staff, the regional AIDS advisor, regional coordinator or the EDUCAIDS team at UNESCO HQ will inform you when new opportunities arise. They can also advise you and support you in proposal development, and help you to include important elements such as UNESCO’s own salary costs and overheads, which are essential for UNESCO’s ongoing engagement.\(^\text{18}\)

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\(^\text{18}\) UNESCO usually includes a 13 per cent programme support cost on all UNESCO funding proposals. It is important to ensure this is taken into account, especially in joint UN proposals. Ask your regional AIDS advisor for advice on doing this.
5.2 WHAT YOU NEED TO DO TO

5.2.4 Familiarize yourself further with resource mobilization techniques and opportunities

EDUCAIDS Technical Briefs: International funding for the education sector responses to HIV and AIDS (UNESCO, 2008b). This brief outlines the main global funding opportunities, provides some tips on key partners, and advice on further references. Available at http://unesdoc.unesco.org/images/0015/001584/158436E.pdf (English version).

EDUCAIDS Overviews of practical resources (UNESCO, 2008a), which provide technical staff, programme implementers and managers in MOEs and CSOs with an analysis of the most useful published resources on the five essential components of the EDUCAIDS Framework. Resources 8–12 on pages 57–59 are of particular relevance. Hard copies and CD-ROMs of the EDUCAIDS Resource Pack should be available in your office. If they are not, please contact your UNESCO regional office or headquarters. The resource pack is also available online at: www.educaids.org.


Guide to the strategic planning process for a national response to HIV/AIDS (UNAIDS, 1998). This is a comprehensive guide on strategic planning for HIV and AIDS responses, and is not specific to the education sector. However, the introduction and the sections covering situation analysis, response analysis and strategic planning include tools and ideas that can be applied to education sector planning, as well as some information that is directly relevant to schools and education. This resource may be available from your UNAIDS country office. The resource mobilization section is available online at: http://data.unaids.org/Publications/IRC-pub05/JC431-StratPlan4_en.pdf

Financial and technical resources available to the education sector in Senegal, Mali, Guinea and Ghana (Mobile Task Team/MTT West, 2005). Although this report primarily focuses on four countries, and is five years old, much of the material and many of the descriptions of the main funding sources are generic and may be of use. Available at: http://hivaidsclearinghouse.unesco.org/search/resources/ResourceMappingEnglishversion.pdf

Asia regional training workshop for UNESCO staff on regional and country-level resource mobilization for HIV and AIDS (UNESCO, 2007b). This is a report from a training workshop on resource mobilization, for UNESCO staff. Although much of the information is specific to the Asian region, there are many generic tips on resource mobilization, as well as advice on global funding sources. It is more relevant for internal UNESCO fundraising efforts than to obtaining funding for national education sector responses as a whole. Available at http://unesdoc.unesco.org/images/0015/001563/156329e.pdf.

UNAIDS. (2011). UNAIDS 2012-2015 United Budget, Results and Accountability Framework. Part I: Overview. The UBRF is the successor to the Unified Budget and Workplan (UBW), the Joint Programme’s instrument to maximize the coherence, coordination and impact of the UN’s response to AIDS by combining the effort of 10 UN Cosponsors and the Secretariat. The UBRF operationalizes the UNAIDS 2011-2015 Strategy vision of “getting to zero”, linking the budget to the achievement of clearly defined results and demonstrating strong accountability. The UBRF includes a results and accountability framework to measure the achievements of the Joint Programme. This framework includes joint outcomes and outputs, against which cosponsors have been required to place budget allocations, with breakdowns at global and regional + country level, including a separate envelope for the 31 priority countries of the UNAIDS Strategy. The Part I document provides an overview of the UBRF. Available online at: http://www.unaids.org/en/media/unaids/contentassets/documents/pcb/2011/20110526ocabr%20Part%201_final.pdf

5.2 WHAT YOU NEED TO DO TO

5.2.5 Gender and GIPA checklists

This section provides you with checklists that will help you to assess whether you are on the right track regarding the gender responsiveness of the activities you support and the involvement of people living with or affected by HIV and AIDS, and members of key populations at higher risk in those activities. Try to answer the questions below. If the answer is negative to some of those questions, this means that you still need to take the appropriate actions to address the situation.

**GENDER RESPONSIVENESS**

- Do you advocate with the MOE and other stakeholders for the promotion of gender equality in access to schooling; women’s and girls’ access to empowering quality education; girl-friendly schooling; tackling discrimination against sexual minorities; and other gender equality related actions that are not specific to HIV but are highly relevant?

- Are the gender analyses and plans for addressing gender-related issues that appear in the education sector strategic plan carried through to resource mobilization?

- Do funding proposals include clear resource allocations to these issues as well as indicators to track progress on them?

- Are organizations focused on gender and women’s rights included in your work to prioritize the gaps and needs, in order to ensure that gender equality perspectives are included in planning for resource mobilization? Remember that gender equality perspectives include the perspectives of sexual minorities such as MSM and transgender people.

- Have you identified and pursued funding opportunities that are gender-focused and that will enable the sector to learn and develop its work in this area?

**GIPA**

- Do you advocate with the MOE and other stakeholders on the importance of involving people living with or affected by HIV and AIDS, in particular teachers, and key populations at higher risk in education and in the response to HIV and AIDS?

- Are the analyses on the needs of people living with or affected by HIV and AIDS and key populations at higher risk that appear in the strategic plan carried through to resource mobilization?

- Do you involve associations of people living with or affected by HIV and AIDS – teachers in particular – and representatives of key populations at higher risk in your work to prioritize and develop funding proposals?

- Participating in high-level forums and initiatives can be demanding and requires technical skills and experience that most people do not have, including people living with or affected by HIV and AIDS. Do you work with other co-sponsors to ensure that people living with or affected by HIV and AIDS, and members of key populations at higher risk who are involved in these mechanisms, are provided with any support, including capacity-building, that they require to participate effectively?
5.2.6 Monitoring and evaluation

QUALITATIVE COUNTRY-LEVEL M&E

At country level, you should also assess in a qualitative way the impact of your support work on resource mobilization. Key questions to assess periodically with your colleagues and with your counterparts in the MOE include:

■ How successful have we been in filling the funding gap for the education sector response? What was the gap at the beginning and what is it now?

■ Have you been successful in your advocacy with the MOE to increase the proportion of its own resources that are used to support HIV and AIDS responses?

■ Have any requests for funding for education sector responses to HIV and AIDS been rejected? If so, why?

■ Have any requests been successful? If so, what do you think were the key ingredients of success?

■ Have you successfully ensured that funding addresses gender equality issues?

■ Are there barriers to obtaining funding for education sector responses to HIV and AIDS? What are they? If your efforts to bring down these barriers have not been successful, why is this?