

ASIAN DEVELOPMENT BANK

TAR: OTH 36648

**TECHNICAL ASSISTANCE
FOR
ICT AND HIV/AIDS PREVENTIVE EDUCATION IN THE
CROSS-BORDER AREAS OF THE GREATER MEKONG SUBREGION**

December 2002

ABBREVIATIONS

ADB	–	Asian Development Bank
CLC	–	community learning center
DMC	–	developing member country
EA	–	executing agency
GIS	–	geographic information system
GMS	–	Greater Mekong subregion
HIV/AIDS	–	human immuno-deficiency virus/acquired immune deficiency syndrome
HRD	–	human resource development
ICT	–	information and communication technology
INNOTECH	–	Regional Center for Educational Innovation and Technology (of SEAMEO)
Lao PDR	–	Lao People's Democratic Republic
MIS	–	management information system
NGO	–	nongovernment organization
PMU	–	project management unit
PRC	–	People's Republic of China
SEAMEO	–	Southeast Asian Ministers of Education Organization
SEAMOLEC	–	Regional Open Learning Center (of SEAMEO)
TROPMED	–	Regional Tropical Medicine and Public Health Network (of SEAMEO)
TA	–	technical assistance
UNESCO	–	United Nations Educational, Scientific and Cultural Organization

NOTE

In this report, "\$" refers to US dollars.

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I. INTRODUCTION

1. Human resource development (HRD) thrusts in the Greater Mekong Subregion¹ (GMS) were recently examined during the Eleventh Ministerial Conference in September 2002 in light of the progress in implementing the GMS strategic framework. The framework guides GMS cooperation in the 10 years until 2011 through 5 strategic thrusts and 11 flagship programs. The support for a more proactive approach to GMS cooperation in HRD highlighted, among others, efforts to prevent the spread of the human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) and the promotion of information and communication technology (ICT). In particular, the proactive approach supported a project for HIV/AIDS prevention in cross-border areas of GMS. The project dovetails with the urgency of reducing poverty and is supportive of the Millennium Development Goal of halting and reversing the spread of HIV/AIDS by 2015.

2. Preventive education for HIV/AIDS has both short- and long-term impacts on preventing and controlling HIV/AIDS. Two strategies are used in preventive education: (i) integration of HIV/AIDS concepts in the school curriculum; and (ii) application of extracurricular activities such as youth camps, peer education, exhibits, contests, and counseling services. Multisectoral initiatives outside of the formal education system are also needed to deliver life-skills-based preventive education (i) to ethnic minorities, girls, and women through community-based formal and nonformal education; and (ii) to adult learners through distance learning. Other strategies include promoting condom use and other safe sex practices. Preventive education is appropriate since it aims to develop life skills, skills in decision making, negotiation, communication, which will enable the youth to protect themselves.

3. A technical assistance (TA) Fact-Finding Mission was fielded on 28 July-6 August 2002 to discuss the objectives, scope, cost estimates, and implementation arrangements of the Project with representatives from 5 developing member countries (DMCs) and officers of the Southeast Asian Ministers of Education Organization (SEAMEO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). The TA framework is in Appendix 1.²

II. ISSUES

4. Opening the GMS borders to tourism and trade has increased the flow of populations across the borders for trade and employment and has major implications for both the epidemiology and prevention of HIV/AIDS. Two of the top 10 countries in Asia with the highest HIV/AIDS prevalence rates are in GMS, i.e., Cambodia and Thailand. Viet Nam is experiencing high HIV infection rates among some population groups like users of injected drugs and sex workers. The border areas between these DMCs and with Yunnan Province of the People's Republic of China (henceforth, mention of DMCs in this paper includes Yunnan Province) are porous and function as conduits for high population mobility, trade, and services. Regional economic cooperation has hastened these cross-border processes dramatically. The problem of HIV/AIDS is related to drug abuse and sex work phenomena that are associated with cross-border traffic. The majority of the population are poor and highly vulnerable to infection with and spread of HIV/AIDS.

5. About 21 million people from ethnic groups live among the 240 million people in the GMS. Many of them are in remote mountainous terrain, with relatively poor social and physical infrastructure. These minority peoples, especially the women, are at risk because of lack of access to education and health care, poverty, lack of culturally appropriate information in their own languages, cultural and social breakdown within some communities, nontraditional drug use, human trafficking, and involvement in the sex trade. The potential use of ICT in education and

¹ Cambodia, People's Republic of China (PRC, specifically Yunnan Province), Lao People's Democratic Republic (Lao PDR), Thailand, and Viet Nam.

² The TA first appeared in *ADB Business Opportunities* in November 2002.

health for targeting HIV/AIDS has not been adequately explored. This is due to lack of infrastructure, hardware and software, and trained personnel, and to very limited financial resources.

6. The Global Fund to fight AIDS, Tuberculosis and Malaria has raised more than \$2 billion to date and has awarded a total of \$378 million over 2 years to 40 projects in 31 countries (including all GMS countries) during the first round of grants. More than 70% of the funds support HIV/AIDS programs. However, there is still a huge deficit in the resources needed. It is estimated that around \$10 billion is needed yearly to fight AIDS alone.

7. UNESCO's Asia and Pacific Regional Bureau for Education in Bangkok covers 44 countries of the Asia and Pacific region, including the six DMCs in GMS. UNESCO's work with HIV/AIDS involves intersectoral participation in: (i) developing effective and socially and culturally relevant materials to increase the impact of preventive education on the transmission of HIV/AIDS; (ii) ensure that children infected and affected by HIV/AIDS are allowed to participate in inclusive educational environments that meet their needs; and (iii) reduce the impact of the AIDS pandemic on education systems and schools, learners and learning. SEAMEO was established in 1965 as a chartered international organization for promoting regional cooperation in education, science, technology, and culture. It has 10 member states, six associate country members, and a secretariat based in Bangkok. SEAMEO's educational programs and activities are carried out by 15 autonomous regional centers. Three of them – the regional centers for Tropical Medicine Network (TROPMED Network), Educational Innovation and Technology (INNOTECH), and Open Learning Center (SEAMOLEC) – will be among the implementing agencies for the Project.

III. THE TECHNICAL ASSISTANCE

A. Purpose and Output

8. The development goals are (i) to reduce the incidence of HIV/AIDS infection among vulnerable age groups and poor and marginalized population groups, and (ii) to expand the use of ICT and other multimedia technologies in HIV/AIDS preventive education. The objectives of the Project are to (i) develop ICT learning materials for HIV/AIDS preventive education in local languages; (ii) build the capacities of teachers, health workers, multimedia providers, and other stakeholders for HIV/AIDS preventive education; (iii) expand the use of ICT interventions in HIV/AIDS preventive education; and (iv) deliver ICT-based interventions to isolated, marginalized, and vulnerable populations.

9. The Project will seek to achieve increased awareness of and skills on how to prevent infection among the more vulnerable groups by: (i) training teachers in using ICT-based learning materials and preventive education efforts in schools; (ii) a strategy of decentralized development of materials down to the provincial/district level; (iii) developing and disseminating educational radio programs and audio tapes; (iv) systematically collecting, storing, and repackaging innovative education materials in an expanded clearinghouse³ of information and materials support; (v) establishing a geographic information system (GIS); and (vi) direct and targeted interventions among special and interstitial⁴ populations, in collaboration with community-based organizations and nongovernment organizations (NGOs).

10. The Project will bring together the expertise, knowledge base, and comparative advantages of the Asian Development Bank (ADB), SEAMEO, and UNESCO. UNESCO will supplement its

³ The UNESCO-based clearinghouse on preventive HIV/AIDS education for Asia and the Pacific will be expanded and strengthened through the targeted use of ICT to develop new teaching and learning materials. It will serve as a warehouse and library of both hard and electronic copies of learning materials and a repository of best practices.

⁴ That population that falls between those who have established permanent residency in a specific location/area and those that are migrant, and move from home to work (e.g., across borders) constantly.

experience with that of Joint United Nations Programme on AIDS (UNAIDS), and SEAMEO will draw mainly on the experience of TROPMED, INNOTECH, and SEAMOLEC. The expected outputs are analyses of the training needs of target groups, an operational plan for each border area and main activity, training curriculum, enhanced school curriculum, trained teachers and trainers, documentation of best practices, new and repackaged education and multimedia learning materials, radio programs, linkages and networking among ICT-for-education/health players, a GIS mapping plan, and a web site incorporating HIV/AIDS preventive education resources.

B. Methodology and Key Activities

11. The Project will target around 8,000 in-school youth (13-24-year-olds) through interventions in schools in high-risk cross border areas with high prevalence of HIV/AIDS; out-of-school youth and other special risk groups (e.g., truck drivers, sex workers, interstitial population), and source communities, through educational radio-based programming, community-based information programs, community learning centers (CLCs), and peer education support to ICT programs. The school and CLC setting will focus on schools and communities in the identified high-risk cross-border areas, i.e., border areas between Cambodia and Thailand; Lao People's Democratic Republic (Lao PDR) with Viet Nam and with Thailand; Yunnan with Viet Nam, Lao PDR; Viet Nam with Lao PDR and Cambodia; and Thailand and Lao PDR. The Project will have four components:

1. Learning Materials Development

12. Learning materials will be developed at provincial resource development centers and at the school and CLC level to ensure that they are appropriate to local conditions and contexts. Around 200 school teachers and community leaders in the project sites will be trained in developing and using ICT-based learning materials. Materials developed specially for high- technology media are targeted at the communities that are able to sustain the relevant technology. Educational radio programs and audio tapes will be developed, tested and disseminated in the region where radio is the primary tool for distribution. For sites with limited access to utilities and other facilities, other less advanced materials will be distributed.

13. All the materials developed will respond to the linked triad of problems: HIV/AIDS risk behaviors, trafficking in girls and women, and drug abuse among highland minorities. Minority groups will be involved and programs will be developed by native speakers in the local languages, rather than simply translated. These efforts will be undertaken in close cooperation with all partner institutions, the private sector, educational institutions, content developers as well as those who are responsible for disseminating materials – local TV stations, local radio stations (e.g., Radio Thailand [Chiang Mai], Yunnan Provincial Radio [Kunming], Xishuangbanna Radio, Radio Lao), and web sites publishers.

2. Capacity Building

14. The Project will strengthen and develop community-based groups (e.g., youth and women's groups, CLCs) in ethnic minority villages that can provide complementary and follow-up peer education support to radio programs as well as to the school-based programs. It will build the capacity of teachers, school administrators, scriptwriters, multimedia producers, and community mobilizers through hands-on training. The results of efforts in the school setting should likewise reach and benefit the whole community e.g., parents, local government units, religious organizations.

15. A learning resource development team from each of the five participating DMCs will be organized and strengthened within an appropriate national or provincial educational institution. Two benefits of such a strategy of building national/provincial capacity are helping to support the sustainability of project gains and providing an institutional base for future expansion of project activities to other sites. In parallel, the Project will also build ICT infrastructure capacity by itself and

as a tool for preventive education. ICT hardware and software with accompanying training will be provided to schools and CLCs, where appropriate, in the border areas. Strengthening in ICT capability (hardware and software) will also be undertaken at the national level. The GIS component will strengthen the capacity to use both the GIS software and the outputs that can be generated for local use.

3. Program Delivery

16. Programs will be delivered through the school curriculum and activities, with teachers as change agents and social advocates. The Project will support peer education where students themselves take the initiative to effect behavior change among their peers under the guidance of teachers and counselors. The primary programming format for the educational radio broadcast is a soap opera, using themes relevant to the lives of highland girls and young women and their families, and highlighting the implications of the choices that they make. Drama and music in local languages will be used. Families are both direct and indirect targets of this approach and are seen as promoters of safe reproductive health.

17. Following the situational analysis that will be conducted at the start of the Project, direct and targeted interventions will be developed in collaboration with community-based organizations and NGOs to reach those populations identified as most vulnerable and unreached by other preventive education efforts. Developing of preventive education for special and interstitial populations requires attention to both where they are located and when they move. Activities will be timed to take advantage of movements of people during payday, market days, festivals, and national holidays that favor risk behaviors. Materials prepared and tested for such situations will be provided to these groups with information and the means to protect themselves. The GIS mapping plan for this activity becomes something like a geographic calendar, allowing for better tracking of linkages between areas with a high incidence of infection and the factors attracting people to them.

4. Database and Information Support

18. Project activities will include (i) collecting, processing, disseminating, and sharing information and materials on HIV/AIDS, focusing on the needs of ethnic and linguistic minority groups, and hard-to-reach and disadvantaged groups; (ii) reviewing, synthesizing, and repackaging information into forms and products tailored for segmented target audiences; (iii) expanding the existing database of information, education, and communication materials on HIV/AIDS and creating a project web site; (iv) providing information support and technical reference to the HIV/AIDS project for the Mekong subregion; and (v) promoting and advocating the use of these materials in other ADB-funded projects.⁵

19. The primary components of the GIS include incidence and sentinel surveillance data, known population distributions (by ethnicity and linguistic groupings), pertinent data related to education, migration, and transport routes; economic zones, mining sites, hot spots, border-crossing locations; temporal events (traditional holidays, markets, temple fairs, social disruptions or displacements); localized data; information from the UNESCO-based clearinghouse materials, program and activity locations (and targets), ICT availability by type, extent of access or coverage, and all the other GIS data available from other agencies (economic data, school attendance, health indicators). The project will develop and improve systems and networking among participating DMCs as well as with ICT initiatives at the interregional level, and promote public-private sector cooperation, including NGOs.

⁵ Lessons learned and project design of recent RETAs have been taken into account in the design of the TA. These RETAs are (i) ADB. 1993. *Regional Technical Assistance for Study on Economic Implications of HIV/AIDS Epidemic in Selected DMCs*, Manila; (ii) ADB. 1997. *Regional Technical Assistance for Cooperation in the Prevention and Control of HIV/AIDS in the GMS*, Manila; and (iii) ADB. 1999. *Regional Technical Assistance for Preventing HIV/AIDS Among Mobile Populations in the GMS*, Manila.

C. Cost and Financing

20. The total cost of the Project is estimated at \$1.85 million equivalent, of which \$1 million will be financed on a grant basis by ADB's TA funded program. SEAMEO and UNESCO will provide cofinancing on a parallel basis in cash and kind in the amounts of \$431,000 and \$317,000, respectively. The 5 DMCs are expected to contribute a total of around \$100,000 in kind. Detailed cost estimates are in Appendix 2.

D. Implementation Arrangements

21. The Executing Agencies (EAs) for the Project will be UNESCO and SEAMEO, each with its own project management unit (PMU). Implementing agencies will be selected partners of UNESCO and the three SEAMEO regional centers. Country-level support will be provided through the UNESCO offices in Bangkok, Phnom Penh, and Hanoi; UNESCO national commissions in each DMC; SEAMEO country teams, as well as ministries of education and health in each DMC. Each participating DMC will designate focal points, normally in the Ministry of Education or the National AIDS Committee, for implementation of the TA. A coordinating board comprising directors of UNESCO and SEAMEO and an ADB representative will provide policy guidance and oversight. Project implementation will be guided by a steering committee comprising members of the coordinating board, directors/chiefs of implementing agencies, focal points/champions of DMCs, and representatives of national coordinating bodies. As overall focal point, an administrative secretariat will be housed at the UNESCO and SEAMEO headquarters in Bangkok and will provide general logistic support. UNESCO and SEAMEO will be responsible for administering their own contributions.

22. Implementation is envisaged over 18 months, starting in January 2003 and ending by June 2004. A midterm review will be conducted around October 2003 at which time the envisaged phase 2 project will be planned and formulated. The PMUs will prepare project progress reports (i) at the end of the first 6 months of implementation; (ii) at the midterm review; and (iii) at project completion, to be submitted to ADB within 1 month of the end of each period.

23. All procurement financed by ADB under the Project will be in accordance with ADB's *Guidelines for Procurement*. The EAs equipment comprising computers and peripherals and associated software, printers, scanners, digital cameras, CD writers, television sets, radios, office equipment, furniture, as well as supplies and consumables. These may be combined in one or two packages and procured from one vendor through competitive bidding. However, since such equipment items are small and will be scattered across project sites in the five DMCs, it may be more practical to have the equipment procured locally. On completion of the TA, the EAs will retain all equipment to be used in follow-up programs.

24. Four international consultants (28 person-months) will be recruited individually in accordance with ADB's *Guidelines on the Use of Consultants* to help in (i) developing and producing radio programs and broadcasting them, preventing trafficking and drug use among highland minorities; (ii) GIS support activities; and (iii) assessing the needs of special and interstitial populations and peer outreach programs. Consultants will be based in Bangkok. Consulting services requirements and terms of reference are outlined in Appendix 3.

IV. THE PRESIDENT'S DECISION

25. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$1,000,000 on a grant basis for ICT and HIV/AIDS Preventive Education in the Cross-Border Areas of the Greater Mekong Subregion, and hereby reports this action to the Board.

TECHNICAL ASSISTANCE FRAMEWORK

Design Summary	Performance Targets	Monitoring Mechanisms	Assumptions Risks
<p>Goal Reduced incidence of human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) infection among vulnerable age groups and poor and marginalized population groups</p> <p>Expanded use of information and communication technology (ICT) and other multimedia technologies in HIV/AIDS preventive education</p>	<p>Decreased number of new cases of HIV/AIDS infection over time</p> <p>More effective and efficient dissemination of HIV/AIDS information through ICT and other multimedia technology</p>	<p>National HIV/AIDS control programs</p> <p>National surveillance systems geographic information system (GIS)</p>	<p>Remoteness of border areas and absence of basic infrastructure for multimedia transmission</p> <p>High mobility of population in the cross-border areas of Greater Mekong subregion (GMS) countries</p> <p>Close regional cooperation</p>
<p>Objectives Develop ICT learning materials for HIV/AIDS preventive education in local languages</p> <p>Build capacities of teachers, health workers, multi-media providers, and other stakeholders on the use of ICT for HIV/AIDS preventive education</p> <p>Expand use of ICT interventions into HIV/AIDS preventive education</p> <p>Deliver ICT-based interventions to isolated, marginalized and vulnerable populations</p>	<p>Materials and guidelines developed for community-based preventive education activities.</p> <p>Policy makers and stakeholders will be more capable of using more up-to-date tools and methods in preventive education</p> <p>Better informed teachers and health workers</p> <p>More teachers and health workers using ICT</p> <p>More coordinated targeting of population, synergy in the fight against HIV/AIDS</p>	<p>Number of schools using ICT learning materials</p> <p>Demand for learning materials</p> <p>Feedback from national coordinators, aid agencies and governments</p> <p>Performance evaluation of teachers and health workers</p> <p>Number of times web sites are visited</p> <p>Accomplishment reports</p> <p>Feedback from nongovernment organizations (NGOs), aid agencies, and local governments</p>	<p>Sustainability will be ensured and materials disseminated to other cross-border areas</p> <p>Government commitment to support HIV/AIDS program</p> <p>Close regional cooperation</p> <p>Access to Internet</p> <p>Cultural and cross-border sensitivities related to illegal migration, drug and sex workers trafficking will not hamper project/program</p>

Design Summary	Performance Targets	Monitoring Mechanisms	Assumptions Risks
<p>Outputs</p> <p>Situation and needs analysis for preventive education in each of the cross-border areas</p> <p>Operational plan for project implementation for formal and non-formal education</p> <p>Education multi-media and ICT learning materials for HIV/AIDS</p> <p>Training program for teachers and trainers in multi-media/ICT use</p> <p>Action plan for establishing and operationalizing management information system (MIS) and impact monitoring</p> <p>Improved system of stakeholder evaluation and feedback, including government ministries, NGOs, and other agencies</p>	<p>Comprehensive and updated current HIV/AIDS situation in GMS and increased resources available on the ground</p> <p>Strategy containing specific project implementation and actionable recommendations for each project site</p> <p>Teaching and learning materials and guidelines translated into major local dialects/languages</p> <p>Appropriate training curriculum in place and utilized</p> <p>MIS utilized</p> <p>Evaluation and feedback mechanism developed and utilized</p>	<p>Situation and needs analysis reports</p> <p>Feedback from UNESCO national commissions and SEAMEO centers</p> <p>Progress reports of executing agencies</p> <p>Workshop reports</p> <p>Project progress reports</p> <p>Project progress reports</p>	<p>Availability of accurate information</p> <p>Cooperation between UNESCO and SEAMEO</p> <p>Qualified people who will develop or translate learning materials in their own language</p> <p>Availability of teachers and trainers for workshops, and recruitment of substitutes</p> <p>Sustained monitoring of project implementation and operations</p> <p>Sustained monitoring of project implementation and operations</p>
<p>Regional approach: enhanced programs, social mobilization, and community-based activities</p>	<p>HIV/AIDS preventive education implemented using a regional approach</p>	<p>Feedback from officials of governments, NGOs, aid agencies, and project performance reports</p>	<p>Accurate feedback and data analyses</p>

Design Summary	Performance Targets	Monitoring Mechanisms	Assumptions Risks
D. Activities			
<p>Integrate ICT interventions into broader education application</p> <p>Develop multi-media/ICT teaching/learning materials for health and sex education in local dialects</p> <p>Train teachers, health workers, multimedia providers on HIV/AIDS preventive education</p> <p>Establish links and networks among schools, health centers, communities, local education and health offices, and across DMCs</p> <p>Establish MIS to monitor indicators and enable expanded access across borders</p> <p>Inputs</p> <p>ADB Financial resources to support all activities under the Project</p>	<p>More effective and efficient dissemination of information</p> <p>Materials and guidelines developed for community-based activities</p> <p>Better informed teachers and health workers</p> <p>Links and networks arrangements finalized</p> <p>Readily available information for analysis</p> <p>\$1.0 million</p>	<p>Feedback from teachers and principals</p> <p>Progress reports</p> <p>Progress reports</p> <p>Agreements between local governments and providers</p> <p>Progress reports</p> <p>Progress reports</p>	<p>Too conservative teachers who are fearful of changing methods</p> <p>Availability of qualified people who will develop or translate learning materials to their own language</p> <p>Availability of teachers, health workers, and other providers</p> <p>Adequate monitoring and evaluation built into the system</p> <p>Cooperation between local governments across borders</p> <p>Effective project management system</p>
<p>UNESCO Financial resources to support non-formal preventive education and activities for hard-to-reach vulnerable populations</p>	<p>\$317,000</p>	<p>Progress reports</p>	<p>Effective project management system</p>

Design Summary	Performance Targets	Monitoring Mechanisms	Assumptions Risks
SEAMEO Financial resources to support formal preventive education	\$431,000	Progress reports	Effective project management system
Governments of Five DMCs Financial resources in kind to support counterpart staff, office space and accommodation, translation, training workshops and meetings	\$100,000	Progress reports	Effective project management system

COST ESTIMATES AND FINANCING PLAN
(\$)

Item	Total Cost
A. Financed by Asian Development Bank	
1. Equipment and Materials	100,000
2. Surveys and Evaluation	150,000
3. Training, Workshops and Seminars	212,000
4. Consulting Services	
a. Remuneration and Per Diem	300,000
b. International and Local Travel	30,000
5. Support and Administrative Costs	60,000
6. Reports, Publications, and Communications	88,000
7. Contingency	60,000
Subtotal (A)	1,000,000
B. Financed by UNESCO	
1. Materials Development and Outreach Programs	267,000
2. Provision of Facilities	50,000
Subtotal (B)	317,000
C. Financed by SEAMEO	
1. Salaries of Technical and Support Staff	321,000
2. Provision of Facilities	110,000
Subtotal (C)	431,000
D. Government	
Administrative and Other Support Costs	100,000
Total	1,848,000

Source: Estimates of Asian Development Bank, United Nations Educational, Scientific and Cultural Organization and Southeast Asian Ministers of Education Organization.

OUTLINE TERMS OF REFERENCE FOR CONSULTING SERVICES

A. Project Coordinator, Highland Minority Radio Subproject (12 person-months)

1. The duties of the project coordinator are as follows:
 - (i) Establish contacts and working relations with government officials in charge of radio stations in the People's Republic of China (PRC), Lao People's Democratic Republic (Lao PDR) and Thailand for the broadcast of soap operas, in ethnic minority languages, for preventing of HIV/AIDS, trafficking in people, and abuse of non-traditional drugs.
 - (ii) Negotiate an agreement with radio stations in PRC, Lao PDR, and Thailand for the broadcast of soap operas.
 - (iii) Identify soap opera production personnel—script writers, editor, actors, music composers, musicians, etc. – for project work.
 - (iv) Oversee the production of a sample of radio soap operas and test them for feedback and improvement.
 - (v) Oversee the production of the actual soap operas in ethnic minority languages and their translation into English and national tongues of the various countries.
 - (vi) Monitor the broadcast of the soap operas.
 - (vii) Assess listeners' feedback after the broadcast of radio soap operas.
 - (viii) Oversee the provision of a copy of the broadcast programs for reproduction or rebroadcast.

B. Technical Advisor, Highland Minority Radio Subproject (7 person-months)

2. The consultant will undertake these duties:
 - (i) Provide overall planning for and oversee the implementation of the project.
 - (ii) Serve as liaison for the various country teams.
 - (iii) Be responsible for selecting of target ethnic groups, including developing themes through focus groups and open-ended, qualitative research on target ethnic groups.
 - (iv) Negotiate with broadcast entities to obtain air time for the programs.
 - (v) Review all programs before they are broadcast.
 - (vi) Work with minority group authors and musicians to ensure culturally appropriate materials.
 - (vii) Oversee follow-up audience research.

C. Special and Interstitial Populations Expert (4 person-months)

3. The consultant will analyze the situation of and special and interstitial populations in the target areas of the Project and assess their needs. He/she will prepare reports and undertake field missions, as required, for the following tasks:

- (i) Determine specific needs and programmatic requirements to address the identified risks that special and interstitial populations in the project area face.
- (ii) Document intervention opportunities to expand effective contact with special and interstitial populations within the project area.
- (iii) Assist in developing key data parameters for monitoring instruments based on a GIS.
- (iv) Identify potential partners among community-based and nongovernment organizations for delivery of preventive programs.
- (v) Analyze and assist in technical planning for targeted outreach and delivery programs for special and interstitial populations.

D. Geographic Information Systems Expert (5 person-months)

4. The expert will undertake the following tasks:

- (i) Establish a GIS database and indicative planning tool that will map (a) HIV/AIDS epidemiological incidence and sentinel surveillance data; (b) HIV/AIDS prevention, treatment, and care activities; (c) pertinent organizations engaged in HIV/AIDS-related activities; (d) HIV/AIDS transmission factors (economic zones, mining sites, hot spots, and border-crossing locations); (e) distribution of known risk population (by ethnicity and linguistic groupings); (f) temporal events (such as festivals, temple fairs, market days, traditional holidays, mobility factors, social disruptions or displacements); (g) migration and transportation routes; (h) ICT availability by type; (i) extent of access or coverage; (j) education indicators; (k) health indicators; and (l) all the other GIS data coming available from other agencies (economic data, school attendance, health indicators, etc).
- (ii) Develop the GIS outputs to directly link to program delivery plans of the overall project, becoming a geographic calendar of primary people movements that favor risk behavior.
- (iii) Assist in improving tracking of linkages between areas of high incidence of infection and the factors attracting people to them.
- (iv) Strengthen the capacity to use both the GIS software and the outputs that can be generated for local use.