Joint ILO/UNESCO Caribbean sub-regional workshop: Improving responses to HIV/AIDS in Education Sector Workplaces

REPORT

September 28-30, 2005
Hilton Kingston Hotel, Jamaica

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TABLE OF CONTENTS

Workshop photo **v**

Acknowledgements **vi**

List of acronyms **vii**

1.0 Background **1**

2.0 Workshop Objectives and Organization **2**

3.0 Education, HIV and AIDS: Issues, Challenges and Responses **2**

3.1 UNESCO and the UN 2
3.2 The Caribbean Education Sector 3
3.3 Issues and Challenges in the Early 21st Century 3
3.4 Emerging Responses 3

4.0 Response of the Education Sector in the Caribbean **4**

4.1 Jamaica: National Policy for HIV/AIDS Management in Schools 6
4.2 T&TUTA Policy on HIV/AIDS 7
4.3 Guyana: EI/EDC/WHO Programme on HIV Prevention 8
4.4 Barbados Teachers' Union 8
4.5 Belize: Ministry of Education, Youth & Sport 8
4.6 Belize National Teachers' Union Approach 9

5.0 Roles and Responsibilities of Ministries of Labour, Employers and National HIV and AIDS Coordinators **10**

5.1 Barbados: Ministry of Labour & Social Security 10
5.2 Barbados Employers' Confederation 10
5.3 Trinidad & Tobago: National HIV/AIDS Coordinating Committee 11
5.4 Guyana: Ministry of Labour, Human Services and Social Security 12

6.0 Enhancing National Responses in Education: A Model Workplace Policy **13**

6.1 HIV and AIDS and the Education Sector: Initiating a Workplace Response and Promoting Decent Work for All 13

6.2 Development and Review of the Draft Policy for Caribbean Education Sector Workplaces 15

7.0 Review of the Draft Policy: The Main Issues 15

8.0 Country Action Plans 17

8.1 Barbados 17
8.2 Belize 18
8.3 Guyana 19
8.4 Jamaica 19
8.5 Trinidad & Tobago 20

9.0 Consensus and Commitment Statement 22

Consensus reached 22
UN organization commitments 23

10.0 Summary of Workshop Evaluation 24

Tables

Table 1: Stages of Caribbean country policy development & challenges 5
Table 2: Responsibility for HIV and AIDS response in Trinidad & Tobago 11
Table 3: HIV prevalence rates in Caribbean countries, 2003 13

Appendices:

Appendix 1: List of Participants
Appendix 2: Workshop Programme
Appendix 3: Workshop Evaluation

Participants in the Joint ILO/UNESCO Caribbean sub-regional workshop:
Improving responses to HIV/AIDS in Education Sector Workplaces
Hilton Kingston Hotel
Kingston Jamaica
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The present report was prepared by Ms. Penelope Budhlall, Caribbean educational consultant and principal reporter for the joint workshop, under the direction of Dr. Angela Ramsay, management consultant to the ILO and UNESCO in the preparation of workshop background materials.

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Invaluable contributions to the workshop's preparation and final outcomes were made by the UNESCO specialist on HIV and AIDS in the Caribbean, Mr. Michael Morrissey.

The Report is the product of intensive and rich discussions over three days between representatives of Ministries of Education, Ministries of Labour, National AIDS Councils or Commissions, teacher unions and the private sector from five Caribbean countries. Ultimately, they are the principal contributors to this document for which the ILO and UNESCO express their sincere appreciation.

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LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ARV	Anti-retroviral
BNTU	Belize National Teachers' Union
BEC	Barbados Employers' Confederation
CSME	Caribbean Single Market & Economy
CTC	Caribbean Tripartite Council
CUT	Caribbean Union of Teachers
EDC	Education Development Center, Inc.
EFA	Education for All
EI	Education International
FBO	Faith-based organization
GTU	Guyana Teachers' Union
HFLE	Health and Family Life Education
HIV	Human Immunodeficiency Virus
ILO	International Labour Organization or Office
KAP	Knowledge, attitude and prevention
MOL	Ministry of Labour, Human Resources & Social Security (Guyana)
NACC	National AIDS Coordinating Committee (Trinidad & Tobago)
NGO	Non-Governmental Organization
NSP	National HIV/AIDS Strategic Plan 2004-2008 (Trinidad & Tobago)
OSH	Occupational Safety and Health
PLWHA	People living with HIV and AIDS
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific & Cultural Organization
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UWI	University of the West Indies
THA	Tobago House of Assembly
T&TUTA	Trinidad and Tobago Unified Teachers' Association
TVET	Technical and vocational education and training
WB	The World Bank
WHO	World Health Organization

1. 0 BACKGROUND

The workshop was organized under the auspices of an ILO-initiated programme during 2004-2005 to enhance a sectoral approach to HIV/AIDS education sector workplaces, as a complement to the ILO's *Code of Practice on HIV/AIDS in the world of work*, adopted in 2001. A number of research papers and assessments prepared by international organizations in recent years have highlighted the vulnerability of education sector workers, foremost teachers, who are considered to be highly susceptible to HIV and AIDS infection in developing countries. The high prevalence, disability and mortality rates among these personnel in turn deprive affected countries of some of their most educated and skilled human resources. Moreover, teachers are often not trained or supported to deal with the HIV/AIDS crisis within schools, and the disease has also affected the management capacity of education systems to respond to mounting crises.[1]

In 2005, UNESCO joined forces with the ILO to spearhead the development of an HIV and AIDS workplace strategy for the Caribbean which has as its objective the development of a model workplace policy and related resource materials for use by education staff and stakeholders at national and institutional levels of a nation's education system.

At the same time that a survey of the Caribbean education sector response to HIV/AIDS was published, [2] preparation of background papers for a Caribbean workshop on the workplace response went forward. Dr. Angela Ramsay, a Jamaican management and education consultant, was contracted to develop a draft education sector workplace policy for the English Speaking Caribbean. This draft policy was presented at a workshop in Kingston, Jamaica to representatives of five selected Commonwealth Caribbean countries. The workshop was held from September 28-30, 2005. The countries represented were: Barbados, Belize, Guyana, Jamaica and Trinidad & Tobago, and the delegates were drawn from the tripartite partners of Government (Ministries of Education and Labour and National AIDS Commissions), labour (unions representing teachers and other education sector workers) and private sector employers. A list of participants is found at Appendix 1.

The workshop was the result of collaboration between ILO Geneva (Sectoral Activities Department – SECTOR - and the Programme on HIV/AIDS and the World of Work – ILO/AIDS), the ILO Sub regional Office for the Caribbean in Port of Spain, Trinidad and Tobago, national project coordinators for the ILO International HIV/AIDS Workplace Programme in participating countries, UNESCO Paris (the Programme on Educational Quality – PEQ – and the Division of Higher Education – ED/HEP) and the UNESCO regional office for the Caribbean in Jamaica.

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[1] ILO concept paper: "Improving responses to HIV/AIDS in education sector workplaces", Geneva, 2005

[2] Michael Morrissey: *Response of the education sector in the Commonwealth Caribbean to the HIV/AIDS epidemic: A preliminary overview*, ILO, Geneva, April 2005.

2. 0 WORKSHOP OBJECTIVES & ORGANIZATION

The purpose of the workshop was to further refine and validate materials developed for use by constituents of the ILO and UNESCO and other education sector stakeholders at the institutional, national and regional levels, and to develop initial plans or strategies to implement workplace policies at the appropriate levels in the context of current developments within each country.

Accordingly, it was expected that by the end of the workshop there should be:

- ✓ An agreed workplace policy
- ✓ Agreed implementation guidelines
- ✓ An action plan/strategy outline per country
- ✓ An outline of a workshop report to be published shortly after the workshop

The respective goals for each day were**:**

Day 1: Examine issues, challenges & responses and by the end of the day have **a** better understanding of what has and can be done to reduce the impact of HIV/AIDS on education from a workplace perspective;

Day 2: Examine and revise the draft workplace policy in light of national and institutional realities and by the end of the day agreement on: a) a revised workplace policy as a tool for use at national and/or institutional settings – schools, TVET institutions and universities – in the Caribbean; and b) guidelines or a checklist for implementation;

Day 3: Examine national action plans and strategies to respond to HIV and AIDS in education workplaces and by the end of the day **a**gree on an outline for national action and support as needed to implement

The workshop programme is found at Appendix 2.

A Steering Committee comprising delegates representing each country, the tri-partite partners, ILO and UNESCO was appointed. This committee monitored the workshop process and made changes to the schedule as necessary. They also shared in chairing workshop sessions. The composition of the Steering Committee is denoted in the List of Participants, Appendix 1.

3.0 EDUCATION, HIV and AIDS: ISSUES, CHALLENGES AND RESPONSES

Michael Morrissey, Senior Project Officer, UNESCO

3.1 UNESCO AND THE UN

UNESCO's roles and responsibilities on this issue included the following:

- In line with it's mandate to promote education, science, culture and communication, with regards to HIV and AIDS responses, UNESCO contributes guidelines for Education for All, and cultural and scientific research, while creatively using communication technologies.
- UNESCO cooperates with other UN agencies in specific support for international/country response in:
  - Strategic planning and management
  - Scaling up interventions
  - Prevention
  - Treatment, care and support
  - Emergency situations
  - Monitoring, evaluation, knowledge sharing.

Michael Morrissey, UNESCO

Within the UN family, a division of labour for technical support areas prevailed in which the UNDP, WB, UNICEF and ILO are responsible for strategic planning and management, while WHO, UNFPA, UNICEF, UNESCO, UNODC, UNAIDS, WFP and WHO undertake scaling up interventions. UNAIDS and WHO are also responsible for monitoring, evaluation and knowledge sharing.

3.2 THE CARIBBEAN EDUCATION SECTOR

The scope of the sector ranges from early childhood to tertiary, and includes public and private institutions in the formal and non-formal sub-sectors.

Intervention must take place in every country and settlement, large or small, and in every institution of learning. Every partner has a role to play - Government, employers, education sector workers, parents, students and NGOs, including FBOs.

3.3 ISSUES AND CHALLENGES IN THE EARLY 21ST CENTURY

Throughout the region there is stigma associated with infected persons, and failure to respond to the HIV and AIDS threat. Leadership is reticent about embracing the issue,

and there is an absence of a conceptual framework. Moreover, research is uncharted, and there is a policy vacuum. As a result, skills are undeveloped and uncoordinated, there have been unsustained interventions, and there is a lack of quality assurance in programmes.

3.4 EMERGING RESPONSES

Among the Caribbean responses to HIV and AIDS in the education sector, one could cite a number of recent elements:

- *Systemic*: Kelly, Bain, and Nettleford[3] provided a rationale and comprehensive framework for the full involvement of the education sector in the Caribbean in the region's response to HIV and AIDS;
- An HFLE regional curriculum has been developed;
- A UWI Research Chair in HIV and AIDS has been established;
- Leadership development and commitment is emerging, and further progress depended on capacity building – "professionalizing" the field and human resource deployment.

Professor Morrissey referred the meeting to the paper on the region's education sector responses to the challenge of HIV and AIDS that was included in the participants' package.[4] The author concludes:

> In respect of this particular focus – development of comprehensive workplace policies and the training of every education official and teacher in an education system to be HIV/AIDS competent and non-discriminatory – the picture is bleak: to the author's knowledge, this has not been accomplished, nor has it been planned for, in any Caribbean country.

He also referred to recent evolution in terminology and a draft UNESCO paper[5] on the subject, pointing out that it was now correct to use the term 'HIV and AIDS' instead of HIV/AIDS.

4.0 RESPONSES OF THE EDUCATION SECTOR IN THE CARIBBEAN

The presentations made by participants at the workshop revealed that the English speaking Caribbean countries are at different stages in their development of strategies and policies to respond to HIV and AIDS. Table 1 summarizes the stages of development of policies and the challenges faced by the five countries represented at the workshop as extracted from participants' presentations.

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[3] Michael Kelly and Brendan Bain: *HIV/AIDS and Education in the Caribbean*. First published for the UNESCO Office for the Caribbean by IIEP, 2003, and republished for UNESCO in 2004 by Ian Randle Publishers, Kingston, Jamaica.

[4] Morrissey, Michael: *op, cit.*

[5] *Guidelines on Language and Content in HIV and AIDS Related Materials*, UNESCO, Paris, 2005

Table 1: Stages of Caribbean country policy development & challenges

Country	Stage of Policy Development	Challenges
Barbados	There is no HIV/AIDS policy for the education sector or the workplace. There is a "Social Partners Code of Practice on HIV/AIDS and other Life Threatening Illnesses at the Workplace"	Lack of full time coordinator for the programme Getting MOE agreement on adoption of the HIV/AIDS policy The present statutory role of the school boards vs. their functions as laid out in the document. Need for further training of staff Need for dedicated HIV/AIDS education courses in all schools Lack of uniformity of approach to student councils throughout the secondary school system
Belize	No policy exists. Educational materials have been developed and will be distributed to schools. A coordinated strategic response is being planned.	Lack of political commitment Lack of clarity in the national conceptual framework Lack of technical capacity and human resources Present church/state system
Guyana	There is a national HIV/AIDS Policy; Draft Workplace and Education policies exist, but they need to be revised with stakeholder involvement.	Religious/cultural biases Difficulties in going into hinterland areas Trafficking in persons Child labour Influx of workers from neighbouring countries
Jamaica	Ministry of Education HIV/AIDS Policy for schools has been developed and disseminated to approximately 50% of the target institutions (about 500). A draft HIV&AIDS education sector workplace policy exists.	Dissemination of the policy in private institutions PTAs, parents and adults generally need to be sensitised about HIV and AIDS; and to be able to discuss the topic with children Students involved in transactional sex and generally sexually active Lack of resources for implementation
Trinidad & Tobago	A T&TUTA policy was adopted by the Association in 2004. Sensitisation has taken place for early childhood educators. There is a tripartite initiative towards developing a legislative framework.	Need for capacity building, teacher education & training Need to protect access to school and work Powerful religious and cultural taboos Culture of denial and 'invulnerability' Incest, violence, gender imbalances and transactional sex Impact of Carnival and other festivals Aspects of Tobago program have developed slowly

4.1 JAMAICA: NATIONAL POLICY FOR HIV/AIDS MANAGEMENT IN SCHOOLS

Christopher Graham - National HIV/AIDS Coordinator, Ministry of Education, Youth & Culture

As part of the Government of Jamaica's multi-sectoral approach to mitigating the effects of HIV/AIDS, the Ministry of Education, Youth & Culture (MOEYC) established an HIV/AIDS five-year strategic plan in 2002. The actions to date, policy approaches and challenges are set out below.

Actions to Date

- The development of a National Policy for HIV/AIDS Management in Schools, which received final approval by the Cabinet of Jamaica in 2004. The policy applies to all educational institutions.
- The establishment in 2004 of an HIV/AIDS Response Team comprised of a National Coordinator for HIV/AIDS education, a public relations specialist and six health promotions specialists placed in each regional office
- The dissemination of the National Schools Policy to an estimated 500 public educational institutions island-wide (approximately 50% of the target population)
- The establishment of school-based Health Advisory Committees to implement the National Schools policy
- Revision of the HFLE curricula in order to align these to a life-skills based regional framework and the development of an early childhood HFLE curriculum
- A review of HIV/AIDS educational materials developed in Africa is currently underway. The review is designed to inform the outfitting of the Jamaica Library Service's Mobile Library Unit with HIV/AIDS information in a form that is designed for young readers
- The training of schools' Guidance Counsellors in Voluntary Counselling and Testing
- The establishment of an active HIV/AIDS Workplace Committee and development of a draft sector workplace policy

Policy Issues/Approaches

- The need for confidentiality and provision of an enabling environment in the school
- Protecting the rights of the infected and uninfected
- The promotion of Life Skills Programmes and training in universal precautions
- Every school required to develop an Action Plan

Challenges

- Dissemination of the policy in private institutions
- Concern in some schools about implementation of the policy

4.2 T&TUTA POLICY ON HIV/AIDS

Allison Sarjant - Vice President, Trinidad & Tobago Unified Teachers' Association

The T&TUTA initiative has its origins in the First International Congress of Education International in Harare, Zimbabwe in 1995, where member units were encouraged to develop health education and HIV policies. By 2001 reports had begun to come to the T&TUTA of non-admission of HIV positive students, leading to research, leadership education and the adoption of an Association policy.

The Primary Education Committee researched the situation and presented the results to the Central Education Committee in 2002. A draft policy was drafted in 2002 and presented to the national bodies of the Association. Two national fora were held, one each in Trinidad and Tobago. These served to sensitise the leadership of the Association as to the issues that needed to be addressed.

In 2004 the policy was adopted, with the understanding that there would be revisions as requested. In the policy, HIV and AIDS are viewed as critical concerns. The issue is treated as:

- *A rights issue* – teachers' rights and students' rights
- *An education issue* – HIV and AIDS HIV education should be part of the schools' curriculum. Stigma and discrimination should be fought.
- *A workplace issue* - Not only should the future workforce be protected in schools, but also the teaching population.
- *A union issue* - The Association needs to continue with advocacy, care and support, education, training and prevention measures. The Association recognizes:
  - The need for capacity building
  - Teacher education and training needs
  - Curriculum needs
  - Need to protect access to schooling and work.

Actions to date derived from the policy include sensitisation and training for early childhood educators, collaboration with the Ministry of Education on student projects, including support for the Rotary Clubs' Mock Parliament Discussion on HIV/AIDS, revision of the CUT Handbook for teachers and participation in CTC's Tripartite initiative towards a legislative framework and development of a registry.

The Reality: Big Plans, Small Capacity

The agenda developed by the T&TUTA has not been fully carried through, but a new HIV committee gives some hope for the future. The committee's specific tasks include working towards the creation of HIV and AIDS focal points within the career path for teachers, dissemination of the policy after updating, and increasing dialogue with parents and communities.

4.3 GUYANA: EI/EDC/WHO PROGRAMME ON HIV PREVENTION

Gertrude James - National HIV/AIDS Coordinator, Guyana Teachers' Union

Through a GTU/EI project, Health and Family Life Education has been infused into the core subjects. The infusion is the responsibility of teachers, and the general body of teachers is being trained in use of the curriculum. Targets and achievements include:

- A National Committee has been appointed
- Each school is to have an HIV and AIDS focal point
- Regional Coordinators plan three-day workshops for teachers. One hundred and twenty teachers have been trained.

Though some teachers have resisted the teaching of sex education, a metamorphosis in teachers' attitudes has been seen after the three-day workshop.

4.4 BARBADOS TEACHERS' UNION

Karen Best - President, Barbados Union of Teachers

Among the aspects of the approach to the issue in Barbados are the following:

- HFLE is a stand-alone subject
- In the primary system, there are teachers appointed as HFLE Coordinators, responsible for training in the school. At the secondary level, Guidance Counsellors play this role
- Training is on-going, and there has been a positive behavioural change on HIV and AIDS
- At the early childhood level, the child is taught that his/her body is special, and what is and is not appropriate
- The attitude encouraged is to treat everyone as if they are HIV positive.

4.5 BELIZE: MINISTRY OF EDUCATION, YOUTH & SPORT

Sherlene Neal Tablada - HIV/AIDS Focal Point

Belize's response to HIV and AIDS so far relies heavily on HFLE approaches with some movement towards a coordinated and strategic response as indicated below.

- Social and behavioural change falls under HFLE. The HFLE curriculum and support materials will be tested in January 2006
- Information packages and additional resource materials are delivered to schools
- HFLE is mandatory in all teacher training institutions

- Belize is moving towards a coordinated and strategic response and is conducting an assessment of the education sector response.

The main challenge is to overcome the lack of political commitment to placing the necessary emphasis on HIV and AIDS.

Shirlene Neal Tablada, MOL, Belize

4.6 BELIZE NATIONAL TEACHERS' UNION APPROACH

George Frazer – Executive Secretary

Belize is currently ranked as number one in Central America and 7th or 8th in the Caribbean in per capita incidences of reported HIV/AIDS cases. The country has been selected by the ILO and the US Department of Labour to be included in a US$2.4 million HIV/AIDS project to cover intervention, education/training and HIV/AIDS support programmes.

As the largest trade union in Belize, BNTU represents the views and interests of the over three thousand teachers/educators at all levels of education. It is in the process of developing its own policies and programmes to address the HIV/AIDS situation. The strategies being pursued include:

- Lobbying Government and the Ministry of Education to adopt and include the study of HIV/AIDS as a formal part of schools' curriculum
- Working with other local and regional bodies to develop training programmes for teachers and special counsellors to deal with people diagnosed with HIV/AIDS
- Lobbying for the adoption of non-discriminatory employment policies for persons with HIV/AIDS
- Helping to establish and support "student support HIV/AIDS Peer Groups" within the school system
- Promotion of nation-wide HI/AIDS public education and awareness programmes
- Establishing a BNTU HIV/AIDS fund to assist teachers with HIV/AIDS.

5.0 ROLES AND RESPONSIBILITIES OF MINISTRIES OF LABOUR, EMPLOYERS AND NATIONAL HIV AND AIDS COORDINATORS IN THE EDUCATION SECTOR RESPONSE

5.1 BARBADOS: MINISTRY OF LABOUR AND SOCIAL SECURITY (MLSS)

Rhonda Boucher - Administrative Officer

In 2002 the Office of the Prime Minister took over responsibility for HIV& AIDS, and mandated the involvement of key line ministries in the fight against the epidemic.

The Government of Barbados has always recognized the tripartite approach to workplace issues. When the MLSS formulated its HIV/AIDS Core Group, a wide range of stakeholders was included, representing Government, workers representatives, employers, FBOs and NGOs. In line with that approach, Barbados has developed a Social Partners Code of Practice on HIV/AIDS and Other Life Threatening Illnesses in the Workplace. Other actions have been taken in relation to the Ministry and various occupations, which could also be considered for education:

- Training of all staff of the ministry and its departments
- Sensitisation of farm and hotel workers on the overseas employment programme
- For workers in the informal economy (fishers, bus drivers etc.) a Focus Day in the Bus Terminal was held in 2003
- Billboards, electronic display boards, posters and calendars are used as communication tools
- Workshops are held for training and to encourage the development of policies.

Evaluation of the LED display boards, the Code of Practice and the sensitisation seminars revealed that there was a high level of awareness among workers and that most believe that seminars are helpful in improving attitudes towards HIV/AIDS.

The lack of a full-time coordinator for the programme represented a challenge.

5.2 BARBADOS EMPLOYERS

Harry Husbands - Executive Director, Barbados Employers' Confederation

The BEC is one of the leading HIV/AIDS education institutions in the country. The BEC emphasizes the fact that HIV/AIDS affects the bottom line, when employees are infected and become ill. The Confederation has been actively promoting HIV/AIDS education since 1995, and has undertaken a number of initiatives since 2001, many of which are aimed at promoting the adoption of workplace policies among its members. The Confederation is represented on the National HIV/AIDS Commission, and the Ministry of Labour's HIV/AIDS Core Group and has been a player in tripartite and other collaborative initiatives, also potentially adaptable to education workplaces, including:

- The development of a booklet on AIDS in the workplace and organization of a seminar on the topic: *The Impact of HIV/AIDS on Productivity of Enterprises*
- Participation in the Ministry of Labour and Social Security seminar on the Code of Practice on HIV/AIDS and Other Life Threatening Illnesses in the Workplace
- Participation in a series of town meetings addressing the topic of AIDS and its effect on the social life of the society and in the HIV/AIDS Commission's 2004 Awareness Week activities

5.3 TRINIDAD & TOBAGO: NATIONAL HIV/AIDS COORDINATING COMMITTEE

Dr. Amery Browne – Technical Director

The HIV/AIDS situation in Trinidad & Tobago

The NSP and NACC were launched in March 2004. The NACC was placed in the Office of the Prime Minister. Five priority areas have been identified for executing Trinidad and Tobago's strategic response to HIV/AIDS: prevention; treatment, care and support; advocacy and human rights; surveillance and research; and programme management, coordination and evaluation.

The Government of Trinidad & Tobago has adopted the governance structure for the national response, and the project as set out in Table 2.

Table 2: Responsibility for HIV and AIDS response in Trinidad & Tobago

Agency/Department	Responsibility
Office of the Prime Minister	Management and results of the response
National AIDS Coordinating Committee (NACC)	Policy, advocacy, etc under the authority of the Prime Minister
The NACC Secretariat	Carries out the mandate of the NACC
Tobago HIV/AIDS Commission	The THA partners with the NACC in the coordination of the National Response and project activities in Tobago

NACC functions, opportunities and challenges

In general, the NACC works to ensure the effective coordination of the expanded national response to HIV/AIDS in all Ministries and other implementing agencies, including education. The NAAC will formulate policy recommendations for the consideration of Cabinet, mobilize resources, promote best practices, provide advocacy and act as a clearing house for information on HIV/AIDS. The body is also responsible for monitoring and evaluating the entire effort.

The opportunities within the above framework include improved coordination of the Ministry of Education's HIV work, increasing buy-in of the private sector, improved

involvement of the entertainment industry and media houses as well as initiatives being undertaken in the public sector and workplace initiatives being undertaken across the sectors. Increased involvement of the civil society and additional resources coming on stream also present opportunities.

Among the many challenges faced by the NACC in its efforts to respond to HIV and AIDS are religious and cultural issues, as well as issues related to sexual practices in the society.

5.4 GUYANA: MINISTRY OF LABOUR, HUMAN SEVICES AND SOCIAL SECURITY

Murna Joseph - Chief Occupational Safety Health Officer (Acting)

The MOL in Guyana has been referred to in the National Strategic Plan 2002-2006 as the steward for workplace interventions relating to HIV/AIDS.

In an effort to effectively address the world of work concerns, the Ministry through its Occupational Safety and Health (OSH) Division commenced an HIV/AIDS Workplace Education Project in September 2001. This activity continued to April 2001, after which it was aborted due to financial constraints. OSH officers managed, however, to conduct briefing sessions for over 1,000 workers throughout the country. Posters, leaflets and condoms were also distributed, and an HIV/AIDS Workplace Regulation was drafted.

In 2004 funding was approved by UNAIDS for resuscitation of the project on a larger scale. Monitoring is done by a multi-sectoral oversight committee, which is chaired by the Permanent Secretary in the Ministry of Labour, Human Services and Social Security. The committee reports to the National Tripartite Committee and includes representatives of labour, persons living with HIV/AIDS, Government, international agencies and NGOs.

Staff of the MOL who have already been trained will conduct briefing sessions at target enterprises and assist employers and employees in the development of HIV/AIDS policies and programmes.

Consultations on a draft National Tripartite Workplace policy are being held in various regions of the country. When finalized the policy will serve as a guide for enterprise policies. Through the ILO/USDOL Workplace Education Programme a number of workplaces, though not those in education, have already developed their policies and have commenced implementation.

Activities for the Next Six Months

Over the next six months, efforts will be made to move forward the agenda for improved response to HIV/AIDS at the workplace. MOL staff will ensure that Joint Workplace Safety and Health Committees are established and functioning effectively. Baseline KAP surveys/focus group discussions will be undertaken with employers/employees and education of a range of workplace related groups will continue. Moreover, the MOL is in the process of drafting its own HIV/AIDS workplace policy.

Coordinators/Focal Points of various HIV/AIDS workplace projects have been meeting once per month to share information and experiences primarily aimed at avoiding duplication and giving support to each other's projects.

Challenges

Challenges faced by Guyana relate to divisive relationships between the two main ethnic groups, and the vast size of the country, as well as child labour and trafficking in persons.

6.0 ENHANCING NATIONAL RESPONSES IN EDUCATION: A MODEL WORKPLACE POLICY

6.1 HIV AND AIDS AND THE EDUCATION SECTOR: INITIATING A WORKPLACE RESPONSE AND PROMOTING DECENT WORK FOR ALL

Madhuri Supersad – ILO Sub-regional Office, Trinidad & Tobago

Two out of three people living with HIV/AIDS go to work every day – it makes the workplace a vital entry point for tackling HIV and AIDS. Globally there are 38 million persons who are HIV positive, of whom 26 million are in the labour force. The ILO estimates that up to 2005, 28 million labour force participants have died of HIV and AIDS, and that by 2015 the figure will have reached 74 million.

The Caribbean Sub-region is second only to Sub-Saharan Africa in the prevalence rates of infected persons, with 500,000 persons who are HIV positive. Estimates of HIV prevalence rates are presented in Table 3.

Table 3: HIV prevalence rates in Caribbean countries, 2003

COUNTRY	% OF POP.	COUNTRY	% OF POP.
Antigua & Barbuda	1.6	Guyana	2.5
Bahamas	3.0	Jamaica	1.2
Barbados	1.5	St. Lucia	0.6
Belize	2.4	Suriname	1.7
Dominica	0.2	St. Vincent & Grenadines	0.9
Grenada	1.3	Trinidad & Tobago	3.2

Impact on the World of Work

The impact of HIV/AIDS is felt by the worker, the family, the enterprise and the society. Examples of the impact are set out below.

Potential impact on the **worker**

- Exclusion from the workplace
- Denial of training and promotional opportunities
- Ostracism and isolation
- Denial of access to benefits (medical, unemployment etc)
- Dismissal while still fit to work.

Potential impact on the **family**

- Loss of family income and household productivity, exacerbating poverty
- Increased burden on women to combine care and productive work
- Orphans and other affected children forced out of school and into child labour
- Pressure on women and young people to survive by providing sexual services.

Potential impact on the **enterprise**

- Loss of skills and experience
- Reduced supply of labour
- Rising labour costs
- Falling productivity
- Reduced profit on investment.

Potential impact on the **economy**

- Reduced productivity, contracting tax base and negative impact on economic growth
- Falling demand, investment discouraged and enterprise development undermined
- Social protection systems and health services under pressure
- Reduced productivity, contracting tax base and negative impact on economic growth
- Falling demand, investment discouraged and enterprise development undermined
- Social protection systems and health services under pressure.

Young Persons, HIV/AIDS and the World of Work

Because the young are becoming HIV positive at a faster rate than the general population, future as well as present human capacity is undermined, and progress in sustainable development is jeopardised.

Importance of a Workplace Policy in the Education Sector

The development of a workplace policy is the single most effective and important action an enterprise, public or private, can take in the fight against HIV/AIDS. A workplace policy can help achieve a number of goals:

- Makes an explicit commitment to enterprise action
- Gives guidance to supervisors and managers
- Specifies a standard of behaviour for all employees
- Helps PLWHA to understand the support and care they would receive
- Helps, through prevention programmes, to stop the spread of the virus
- Helps the employer to plan for HIV/AIDS and manage its impact

6.2 DEVELOPMENT AND REVIEW OF THE DRAFT POLICY FOR CARIBBEAN EDUCATION SECTOR WORKPLACES

Dr. Angela Ramsay - ILO and UNESCO Consultant and Bill Ratteree – ILO Education sector specialist

Dr. Ramsay presented information on the background and highlights of the draft policy, in the process noting some issues that had to be dealt with in its development.

- Relevance of the policy to all sub-sectors or levels of education in Caribbean countries, given that countries are at different stages; some are more prepared than others regarding this issue
- The issue of condom distribution at some levels of the education system.

Mr. Ratteree outlined expectations of participants in reviewing the draft Policy. Two main questions needed to be addressed:

1. An assessment of the concepts and the language of the policy – are they appropriate for Caribbean countries?
2. Can the policy be used across the range of educational institutions?

7.0 REVIEW OF THE DRAFT POLICY: THE MAIN ISSUES

In reviewing the draft document presented to the workshop entitled: *A Workplace Policy on HIV/AIDS for Educational Institutions in the Caribbean*, the overarching issues that participants grappled with were the kind of instrument needed in the present context of countries' approach to HIV and AIDS, to whom did such a policy apply and who would use it?

Many participants felt that the policy was a useful document, which would help to guide the development of national policies, where they do not exist. It could also be useful

in the revision of those that do exist, whether national HIV and AIDS workplace or education sector policies. The comments also indicated that while there are similarities between the countries represented, there are also some differences related to national situations.

One group raised a fundamental challenge to the use of the draft, questioning the need for a policy or a set of guidelines to help in implementation of workplace policies that already exist.

The workshop reached a consensus that while some national workplace as well as education sector policies did exist, the latter in particular had a different purpose than a workplace policy (generalized for all workplaces or specific to education), and e.g. they focus primarily on questions related to prevention education such as curriculum content and teacher training. Moreover, general workplace policies do not address the specifics of educational institutions. It was thought that an education sector workplace policy at the regional level will guide national policies, and national policies will guide the institutional policy/guidelines and codes of conduct, as well as being a useful tool for teachers' unions, private school management and other education sector actors.

Recommendations specific to various parts of the draft were then discussed and agreed.

- With regards to format and preliminaries, the title of the document should reflect its system-wide reach, i.e. a policy for the education sector, not just institutions
- The introduction should make clear the conceptual framework of the document
- The policy needed to be flexible so as to cover the wide range of educational institutions – across countries, education levels and institutional types
- More emphasis needed to be given to abstinence as a form of prevention, rather than focusing uniquely on condoms. Furthermore, care needed to be exercised in suggesting distribution of condoms, since primary and secondary institutions have students who are below the legal age of consent. The question of widespread distribution of condoms in educational institutions other than to education sector workers was not agreed. Each country and institution would formulate its own position on distribution to students and availability of information on condoms in keeping with national and local norms, institutional codes and the social dialogue procedures agreed in the policy
- The question of employee-student relationships was also a topic for debate. Each institution's code of conduct should set guidelines based on agreed general principles set out in the revised document
- In terms of risk reduction, the role of FBOs needed to be more prominently stated
- Breaches of confidentiality surrounding disclosure of HIV status should be sanctioned
- Issues of care and treatment and reasonable accommodation of employees and students living with HIV and AIDS needed to be addressed in the larger context of

human resource development and systemic responsibilities, as such measures went beyond the capacity or mandate of many institutions.

8.0 COUNTRY ACTION PLANS

Participants in country groups were asked to formulate action plans for implementation of the policy in their country, addressing the following questions:

1. What are the existing mechanisms at national level related to the policy and how could the policy be used to improve the education sector response to HIV/AIDS?
2. What challenges do you face?
3. What are the priorities for implementation?
4. Where would you be by the end of 2006?

Responses to three of the four questions are set out below. The challenges identified in each country have been listed above in Table I, section 4.

8.1 BARBADOS

EXISTING MECHANISMS

- National HIV/AIDS Commission has overall responsibility for the coordination of HIV/AIDS response in Barbados
- Each ministry has its own HIV/AIDS coordinator, but this in not a full-time position
- Key ministries involved in HIV/AIDS programmes are Health, Social Transformation, Education, Tourism, Housing and Home Affairs. Ministries are required to prepare annual programme budgets for submission to the National HIV/AIDS Commission for approval, to avoid duplication of effort
- Programmes are funded by Government and a World Bank loan
- There is a Code of Practice on HIV/AIDS and other Life-threatening Illnesses in the Workplace designed for all workplaces. This is a tripartite agreement between Government, employers and employees.

The group made specific recommendations as to how relevant and potentially useful aspects of the draft policy could be added as an Appendix to the national *Code of Practice* to make it relevant to educational institutions.

PRIORITIES

- Winning the support of the other partners in the tripartite agreement for modification of the original document and for acceptance of its implementation
- Lobbying the senior officials of the Ministry of Education to accept the modified document
- Sensitising teachers about the contents of the document

- Winning support of the Ministry would be essential for securing the necessary finances for implementation of training etc.
- Convincing the unions to take a lead in possible preparation for the adoption of the policy/guidelines.

GOALS FOR THE END OF 2006

- Include implementation of proposals in the programme budget for the next academic year
- If policy is adopted, obtaining financial and technical assistance from ILO and UNESCO to ensure that documents/guidelines are available to and implemented in schools and other institutions
- Setting up of relevant education workplace committees as outlined in the document
- Recommend implementation guidelines to the HIV/AIDS Commission
- Ensure that the modified document is widely circulated.

8.2 BELIZE

PRIORITIES

- Information/information on a sustained basis to those at the highest level
- Concrete proposal regarding programme and policy direction based on the outcome of this meeting
- Strengthen partnerships through international and regional volunteers
- Coordination and communication.

GOALS FOR THE END OF 2006

- An organized response from decision makers, i.e. awareness and clarity on the conceptual framework
- Improved coordination and communication
- Shift in attitudes at the highest level.

8.3 GUYANA

EXISTING MECHANISMS

Earl Morris, Employers, Guyana

- There is a National HIV/AIDS policy
- There is a National Strategic Plan 2002-2006
- Consultations on the new National Strategic Plan 2006-2010 are now in progress
- The Ministry of Labour is conducting consultations with its tripartite and other social partners in an effort to obtain better collaboration on a National HIV/AIDS Workplace Policy
- When the HIV/AIDS Workplace Policy is finalized, it will inform policies at the organizational level
- There is a draft HIV/AIDS workplace regulation to be reviewed once the workplace policy is finalized. When finalized, the regulation will fall under the provisions of the Occupational Safety and Health regulations
- Organizations that already have HIV/AIDS policies are expected to revise them in accordance with the National HIV/AIDS Tripartite Workplace Policy
- The Ministry of Education recently drafted an HIV/AIDS policy, but it lacked the involvement of all stakeholders. However, with the guidance and knowledge gained at this workshop, this policy will be reviewed and redrafted to include some aspects of the ILO/UNESCO draft policy.

PRIORITIES

- Policy for various levels must be considered
- Strategies must be developed to get private institutions on board
- Provision of First Aid Kits for schools and workplaces needs to be ensured
- Consultations are needed to redraft existing policy. This can be done through sensitising Ministry of Education senior officials and all stakeholders about the global and national situation on HIV/AIDS
- Capacity building is essential, specifically, training of peer educators in the workplace and schools and about 2% of teachers.

8.4 JAMAICA

EXISTING MECHANISMS

The Ministry of Education, Youth and Sport has a number of related policies:

- An HIV/AIDS Management Policy for schools
- An HIV/AIDS Workplace Policy.

The Ministry of Labour and Social Security has a Life Threatening Illness Policy. The tripartite group is working on a workplace policy.

The two academic institutions represented at the workshop, the University of Technology and the University of the West Indies, have HIV and AIDS workplace policies. In addition, the University of Technology has an academic policy.

There is more need for guidelines for implementation of existing policies rather than for a new policy. The ILO/UNESCO policy would, however, fill gaps where they exist, e.g. workplace issues in schools.

PRIORITIES

- A framework is needed to set out the key issues and approaches to deal with the policies
- Rationalization and streamlining of existing policies and development of an implementation plan is one of the most important priorities
- Political will and leadership needs to be developed further
- Provision of resources for dealing with the challenges outlined above (practical sensitisation) has become important
- The policy needs to be rolled out to all levels of the sector – i.e. create more awareness of it
- A strategy that could be used in sensitisation sessions by developing "scenarios" to which people will be asked to respond needs to be explored.

BY THE END OF 2006

- A sensitisation programme should be in place, reaching all educational institutions
- Administrators and teachers should be engaged in the process
- Teams would be established in every school.

8.5 TRINIDAD & TOBAGO

EXISTING MECHANISMS

The TTUTA has produced an informal policy document, which is available to educational institutions from pre-school through tertiary levels. There are a number of additional references at national level.

Documents

- A National HIV/AIDS Strategic Plan 2004-2008
- Ministry of Education HIV/AIDS Strategic Plan
- T&TUTA's Policy on HIV/AIDS 2004
- Handbook on HIV/AIDS for Schools (Annette Wiltshire, 1989)

- HFLE curriculum 2005
- CXC Social Studies Syllabus – Social Concerns
- National AIDS (Draft) Policy – Ministry of Health 2000
- Public Consultation Completion in 2006 by NACC & National AIDS Coordinating Committee
- Cabinet Note for full time HIV/AIDS coordinators in multiple sectors including the education sector.

Structure

- The Ministry of Education established a Committee on HIV/AIDS in 2004. Its mandate is to: a) coordinate activities and programmes related to responses to HIV/AIDS in the system; and b) develop a policy and prepare a strategic plan
- The National AIDS Programme, an arm of the Ministry of Health focuses on HIV prevention, health promotion and community interface
- Intergovernmental agencies and NGOs engage in HIV/AIDS and related activities, e.g. PAHO, FPA
- Trinidad & Tobago HIV/AIDS Alliance (TTHAA) is an umbrella body of all NGOs involved in HIV/AIDS activities

HOW THE POLICY CAN IMPROVE THE EDUCATION SECTOR RESPONSE

- It provides a guide and framework to assist the Ministry of Education in fulfilling it's mandate to develop an HIV/AIDS policy
- It can work supplement T&TUTA's policy to fulfil that organization's mandate
- It facilitates development of policies for specific educational environments, e.g. UWI
- It serves as a framework for policies for special schools, e.g. School for the Blind
- It is a platform for collaboration with other ministries, agencies, NGOs, unions etc.
- It serves as a tool for advocacy and a catalyst for national sector policy development.

9.0 CONSENSUS AND COMMITMENT STATEMENT

A draft consensus and commitment statement representing the workshop consensus on the importance of the themes under discussion, the way forward among Caribbean countries and commitments from the ILO, UNESCO and UNAIDS representatives was discussed and agreed on the last day of the workshop. The final consensus and commitment statement follows.

Consensus reached

Workshop participants, inclusive of tripartite representation of five Caribbean countries, observers and UN organization personnel agreed that in general the education sector of each country in the region was essential to an improved and successful response to the HIV and AIDS epidemic. More specifically, participants agreed on the following:

1. Educational institutions are unique workplaces that require development of policies in respect of HIV and AIDS that take into account the responsibility of these workplaces in the first place for their employees, including managers, teachers and non-teaching personnel, as well as the student population and other stakeholders where appropriate to their involvement.

2. The education sectors of Caribbean countries are diverse in their institutional arrangements and cultural dynamics; formulation of a policy of each country in respect of HIV and AIDS and the workplace must therefore take national realities and subtleties into account.

3. Workplace policy is one of several elements to be considered in development at national level of a comprehensive education sector policy and strategy that responds to challenges of an era with HIV and AIDS.

4. There is urgent need for a generic Caribbean workplace policy applicable to education services and institutions that incorporates current principles and perspectives to inform development of national policy and plans.

5. The general substance of the draft document entitled A Workplace Policy on HIV/AIDS for Educational Institutions in the Caribbean (Draft, September 2, 2005) that was reviewed by workshop participants provides the basis for development in the shortest possible time of a final document that should take into account all concerns and issues raised during the course of the workshop.

6. National plans of action and strategies need to be prepared to address current gaps in effective work place policy dissemination and training in the education sector.

7. Training will be necessary for education sector personnel and stakeholders in the workplace policy and on means at the national level to ensure general adherence.

8. Systematic and scholarly research into the cultural appropriateness, acceptability and effectiveness of policies advocated in the document under review needs to be undertaken, and the results of such research used to inform future work in this area.

UN organization commitments

ILO, UNESCO and UNAIDS made the following commitments to country delegations at the conclusion of the workshop, subject to clearance by their respective organisations:

1. ILO and UNESCO commit to preparation of a final document by the end of 2005 in active dialogue with a tripartite Reference Group established by workshop delegates.

2. ILO and UNESCO commit to ensuring availability of the final document electronically for use and adaptation to national needs.

3. ILO and UNESCO commit to joint publication of the document in print and pdf forms by April 2006.

4. ILO will explore provision of technical support for formulation and implementation of workplace policy in education sectors in the five countries and in the OECS through its workplace activities supported by USDOL and PANCAP.

5. UNESCO will incorporate workplace policy development and implementation in advocacy activities with sector leadership at national level (through its cooperation agreement with EDC) and at Ministerial level (though the high level meeting of the region's Ministers of Education under discussion with the World Bank, and anticipated for the first quarter of 2006)

6. UNAIDS recognizes the critical role to be played by the education sector in the global response to HIV and AIDS and will explore ways to provide further support to the process of workplace policy development and dissemination for the countries of the Caribbean.

10.0 SUMMARY OF WORKSHOP EVALUATION

The workshop evaluation revealed that all participants were satisfied with the conference facilities and materials, but less happy with the multimedia. Although most (85%) participants felt that the workshop goals were clearly stated, some felt that the target audience for the policy was not clear, and that a first activity should have been more discussion on the project and its objectives in relation to the overall response to HIV/AIDS in the region and participating countries.

Though various programme sessions were generally evaluated as good the initial sessions on country presentations were felt to be too long and repetitive, and the sessions were not well structured in relation to the workshop objectives. There was a high degree of satisfaction (92%) with the presentations on the model workplace policy, and almost all participants found the group work on days two and three satisfactory.

Suggestions for future meetings of this nature included more group work and inter-activity, allowing for greater sharing of the wealth of expertise among participants, as well as a short sensitisation session on HIV/AIDS for all participants, for example, a panel and roundtable discussions or other means allowing participants to focus on their own attitudes and feelings towards HIV/AIDS. The full evaluation summary is found at Appendix 3.

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** *Workshop Steering Committee Members*

Appendix 2: Workshop Programme

Day I, Wednesday, 28 September

8:30-9:00	Registration of participants	
9:00-9:30	**Opening session** Welcome remarks	Ms. Ushio Miura, UNESCO Mr. William Ratteree, ILO Mr. Johannes Wagner, UNAIDS Ms. Faith Innerarity, Ministry of Labour and Social Security, Government of Jamaica
9:30-10:30	*Session 1: Introduction and organization of the workshop*	Chair: UNESCO & ILO
	- Presentation of participants, observers, guests and experts - Approval of the Draft programme	Participants
	- Designation of a Workshop Steering Committee & workshop goals and expectations	Mr. William Ratteree, ILO
	HIV/AIDS and the education sector: Issues, challenges and responses	
	- The nature and scope of HIV/AIDS in the education sector: what is known and not known, international and regional responses and gaps	Mr. Michael Morrissey, UNESCO
	Discussion	Participants
10:30-11:00	**Coffee break**	
11:00-12:30	**Session 2: Roundtable: Caribbean education sector responses and challenges**	Moderator: ILO
	- Jamaica: National Policy for HIV/AIDS Management in Schools - Trinidad & Tobago: T&TUTA Policy on HIV/AIDS - Guyana: EI/WHO/EDC programme on HIV prevention	Mr. Christopher Graham, Jamaica MOEYC Ms. Allison Sarjeant, T&TUTA Ms. Gertrude James, GTU
	- Respondents: Barbados and Belize: Comments and presentations on the impact and response in Barbados and Belize from Ministries of Education and teachers' organisations	Ms. Karen Best, BTU Mr. George Frazer, BNTU Ms. Sherlene Tablada, MOEYS, Belize
	Discussion	Participants

12:30- 14:00	**Lunch**	
14:00-15:30	**Session 3: Roundtable: Caribbean education sector responses and challenges (continued)**	Chair: Mr. Neville Moodie, MOLSS, Jamaica
	- Country presentations: Roles and responsibilities of Ministries of Labour, private school management and national HIV/AIDS coordinators in the education sector response	Ms. Rhonda Boucher, MOLSS, Barbados Mr. Harry Husbands, BEC Dr. Amery Browne, NACC, Trinidad & Tobago
	- Respondents: 2 other country comments and presentations from MOL, employers or National AIDS coordinators	Ms. Murna Joseph, MOLHSSS, Guyana Ms. Shirlene Smith, BCCI
	Discussion: Wrap up of country assessments and responses	Participants
15:30- 16:00	**Coffee break**	
16:00-17:45	**Session 4: Enhancing national responses 1: Caribbean workplace policies & education sector workplace policy**	Chair: Ms. Gertrude James, GTU
	- ILO Workplace policies in the Caribbean - Draft ILO/UNESCO Workplace Policy on HIV/AIDS for the education sector & background	Ms. Madhuri Supersad, ILO Dr. Angela Ramsay, Consultant & Mr. Ratteree
	Discussion and review of key concepts	Participants
17:45-18:15	**Meeting of the Steering Committee**	Steering Committee
18.30-20:00	**Reception offered by ILO and UNESCO**	

Day II, Thursday, 29 September

8:30-9:00	Brief overview of the previous day's work	Reporter, Organizers
9:00-9:30	**Session 5: Enhancing national responses 2: Education sector workplace policy at institutional level**	Chair: Steering Committee
	Orientation and modalities for group work	Facilitators: ILO, UNESCO
9:30-10:30	- **Thematic Group work on education sector workplace policy at institutional level**	
	Parallel groups (5) on major themes of the draft policy document (common task list):	

	- Definitions and Key principles (Chaps. 3, 4, 6) - Prevention, education and training (Chaps 9, 10) - Employment, care, treatment and support (Chap 12) - Rights and responsibilities & Testing (Chaps 7, 8, 11) - Implementation, monitoring, review and revision (Chaps 5, 13)	Participants (by constituency group and countries)
10:30-11:00	**Coffee break**	
11:00-12:30	**Group Work (continued)**	Participants
12:30-14:00	**Lunch**	
14:00- 15:30	**Session 6: Report from the groups**	Co-Chair: Dr. Browne, Ms. Tablada
	- Group summaries - Questions and discussion	Group Reporters & Participants
15:30-16:00	**Coffee break**	
16:00-17:00	**Session 7: Taking stock: draft policy & national action**	Chair: Mr. Husbands
	- Review of workshop goals, expectations & use of the draft policy in relation to national policies & activities	Participants
17:00-18:00	**Meeting of the Steering Committee**	Steering Committee

Day III, Friday 30 September

8:30-9:00	Brief overview of the previous day's work	Reporter/Organizers
9:00-10:30	**National Group Work on Action Plans and Strategies: Assessing Challenges, Priorities and Implementation**	
	Group work by country: Elaboration of elements for a national strategy or action plan or revision as appropriate in each country	Participants by national groups
	- Review existing mechanisms related to draft policy & its use in the education sector response - Challenges to a stronger education sector response - Priorities for national action to meet challenges (resources, capacity, coordination, timelines, alliances) - Tackling priorities: Expected accomplishments (targets) by December 2006	
10:30-11:00	**Coffee break**	

11:00-12:45	**Session 8: Report from the groups**	Chair: Mr. Moodie
	- Group summaries - Questions and discussion	Group Reporters & Participants
13:00- 14:15	**Lunch**	
14:15-16:00	**Closing session**	Chair: Mr. Husbands
	- Final review of the draft policy document (review & consensus on key questions from thematic groups) - Consideration of workshop consensus points & commitments	Participants
	- Closing remarks	ILO & UNESCO

Appendix 3: Workshop Evaluation

Overall, how satisfied were you with the conference facilities?

- O Very Dissatisfied
- O Dissatisfied
- O Satisfied **11/26 42.3%**
- O Very Satisfied **15/26 57.7%**

How satisfied were you with the conference materials provided?

- O Very Dissatisfied
- O Dissatisfied
- O Satisfied **15/26 57.7%**
- O Very Satisfied **11/26 42.3%**

Overall, how satisfied were you with the technology and multimedia available to you?

- O Very Dissatisfied
- O Dissatisfied **6/26 23.1%**
- O Satisfied **12/26 46.2%**
- O Very Satisfied **8/26 30.7%**

Were the goals of the Conference clearly stated?

- O Yes **22/26 84.6%**
- O No **4/26 15.4%**

If no, how could this have been improved?

- Got Impression that most persons were not aware of who the policy is targeting
- Probably an overview of project and specific objectives and discussion on how this effort fits into the overall response should be the first thing on day 1.
- A clear statement that the policy document would be the focus

Were you satisfied with Session I (Introduction and Organization of the Workshop)?

- O Yes **24/26 92.3%**
- O No **1/26 3.8%**
  Not Present at Session 1/26

If no, please explain

- Probably an overview of project and specific objectives and discussion on how this effort fits into the overall response should be the first thing on day 1.

Were you satisfied with Session II and III (Roundtable: Caribbean Education Sector responses and challenges)?

- O Yes **19/26 73.1%**
- O No **6/26 23.1%**
  Not Present at Session 1/26

If no, please explain

- Too much sitting and listening, not enough interaction/participation
- Some presenters were unprepared, role and responsibility of Ministry and Health was not properly presented
- Some Presenters were more prepared than others
- Some Countries were not prepared and no prescribed format for presentation resulting in persons speaking for too long and giving irrelevant information
- Presentations were too long and repetitive
- Relationship to ultimate objectives not clearly spelt out

Were you satisfied with Session IV (Enhancing Workplace Responses: Model Workplace Policy)?

- O Yes **24/26 92.3%**
- O No **1/26 3.8%**
  Not Present at Session 1/26

If no, please explain

- A more focused introduction and overview of policy was need

Were you satisfied with Session V (Day 2 – Enhancing national responses: Education Sector workplace policy at institutional level – group work)?

- O Yes **25/26 96.2%**
- O No
  Not Present at Session 1/26

Were you satisfied with Session VI (Thematic Group Work on Education Sector workplaces policy at institutional level)?

- O Yes **26/26 100%**
- O No

What Kinds of sessions would you like to see included at future conferences?

- Much more inter-activity – you had lots of expertise at the workshop but didn't share with others – no opportunity to do so in sessions
- More group work by sectors, as well as by country groups
- Content on Theme. Activity to anchor new points
- More roundtable discussions structured as these were shorter/less presentations from each country or organization

- Approach to implementation
- A short HIV/AIDS sensitization session for all participants
- Panel Discussion

What, if anything, could be done to improve this conference?

- Begin by getting participants focused on their own feelings and attitudes about HIV/AIDS – very important to begin there.
- Organizing different types of tasks reflecting the different stages of implementation of HIV/AIDS programmes in Education Sector workplaces in various countries so that all members can fully participate and make the type of recommendations and provide learning experiences that all can benefit from.
- Send information and request for presentations earlier. Needed to hear from T & T and Belize.
- Send more background materials before and in sufficient time
- Summary of Reporters' presentation to be given as handout
- Country reports should be amalgamated (all sector reports to be synthesized)
- Discussion on participants' own attitudes on HIV/AIDS
- If possible, some of the documentation could have been made available prior to the workshop. Congrats on the idea of the Steering Committee
- Information, materials etc should be forwarded to participants (where possible) in advance of the workshop dates
- Thanks to a very hardworking group
- Positions re actual legal situation should be available, e.g. legal age of consent, school boards, and teachers' job descriptions. Participants could contribute if document was available before hand
- A few more activities could be included. There were too many presentations and reports.