



A UNAIDS Initiative led by UNESCO

EDUCAIDS

Towards A Comprehensive
Education Sector Response

Africa Sub-Regional Anglophone HIV and AIDS Capacity-Building Workshop

Taj Pamodzi Hotel, Lusaka, Zambia
23-27 April 2007

SUMMARY REPORT

Overview: Forty-five participants from UNESCO and other UNAIDS cosponsors, civil society organizations and Ministries of Education (MoE) in Botswana, Kenya, Namibia, Nigeria, Tanzania, Swaziland, Zambia and Zimbabwe came together for a five-day HIV and AIDS capacity-building workshop held in Lusaka, Zambia. The workshop provided a forum for participating country delegations to strengthen partnerships, share experiences and lessons with other countries, increase their understanding of EDUCAIDS and build their capacity to plan and implement comprehensive education sector responses to HIV and AIDS. This document provides a summary of the workshop. Please refer to the full report for more details on the workshop proceedings.

INTRODUCTION

The Africa Sub-Regional Anglophone HIV and AIDS Capacity-Building Workshop, one in a series of regional workshops organized and facilitated by UNESCO's EDUCAIDS Team in partnership with UNESCO field offices, was part of UNESCO's ongoing efforts to continue and deepen strategic action on education and HIV and AIDS in the context of Education For All and the newly revised UNESCO Strategy on HIV and AIDS.

In order to promote dialogue between key players in the education sector response to HIV and AIDS, each of the eight countries participating in the workshop was represented by a combination of UNESCO staff, MoE personnel and representatives from civil society organizations, including groups of people living with HIV (PLHIV). UNAIDS Cosponsors from global, regional and country offices were also present.

WORKSHOP OBJECTIVES

The workshop focused on achieving the following key objectives:

- Improving capacity, skills and teamwork among UNESCO and its partners in the HIV and AIDS response;
- Reviewing and further developing comprehensive national education sector responses to HIV and AIDS, building awareness and understanding of EDUCAIDS and identifying and prioritizing follow-up action; and
- Refreshing and strengthening participants' skills in particular technical thematic areas relevant to universal access, including prevention and treatment education.

SHARING EXPERIENCES AND BUILDING CAPACITY THROUGH DIALOGUE

A key aspect of the workshop was to provide an opportunity for participants to exchange experiences, lessons learnt and future plans with one another. Through presentations and discussions, workshop participants shared examples of current programmes and approaches in education and HIV and AIDS in their countries. Common challenges experienced across countries included difficulties pertaining to the coordination and harmonization of activities, funding, streamlining HIV and AIDS in curricula, educator training and support, policy development and implementation and monitoring and evaluation of both the impact of HIV and AIDS and education sector responses.

BOTSWANA

Presenter: Oemetse Sally Nkoane, Ministry of Education

Various examples illustrated efforts in Botswana to empower teachers to adopt interactive methods for teaching life skills-based education, strengthening links between schools and communities to address orphans and vulnerable children (OVC) and building capacity in the management of HIV and AIDS in secondary schools.

SWAZILAND

Presenter: Victor Nkambule, Schools for Health and Population (SHAPE)

Activities, achievements and challenges of the SHAPE project were presented. SHAPE aims to reduce the incidence of HIV and AIDS, sexually transmitted infections (STIs) and teenage pregnancies amongst school youth in Swaziland through behaviour change communication.

KENYA

Presenter: Laban Ayiro, Ministry of Education

Country facts relevant to the HIV and AIDS situation and intervention milestones in Kenya were shared. UNESCO-supported actions such as the Education Sector Policy on HIV and AIDS and the Education Workplace Policy Guidelines on HIV and AIDS were also presented.

TANZANIA

Presenter: Cathleen Sekwao, UNESCO Dar es Salaam Cluster Office

A general overview of the HIV and AIDS situation in Tanzania was provided, including a review of existing policies, strategies and coordination frameworks. Highlights of UNESCO-supported activities to build the capacity of teachers to deliver life skills-based education were shared.

NAMIBIA

Presenter: Felicity Haingura, Ministry of Education

The Government of Namibia has established an Education and Training Sector Improvement Programme (ETSIP), which consists of nine sub-programmes, one of which is HIV and AIDS. The components, objectives and challenges of ETSIP were discussed.

ZAMBIA

Presenter: Yvonne Chuulu, Ministry of Education

Actions in Zambia were presented against the backdrop of the country's vision of "a nation free from the threat of HIV and AIDS by 2030" and its goal to halt and begin to reverse the spread of HIV and AIDS by 2010.

NIGERIA

Presenter: Zulaikatu Momodou, Federal Ministry of Education

An overview of the Education Sector response to HIV and AIDS in Nigeria was provided. The Ministry of Education's response includes planning and management, prevention, OVC care and support, workplace policy development, and monitoring and evaluation.

ZIMBABWE

Presenter: Fidelis Musegedi, Ministry of Higher and Tertiary Education

Zimbabwe provided an historical account of the introduction of life skills-based education into the country's system through an Act of Parliament. The structure and coordination of activities between the two Ministries of Education were discussed as well.

COUNTRY PRIORITIES

EDUCAIDS is a multi-country UNAIDS initiative, led by UNESCO with the collaboration of governments, civil society organizations and UNAIDS cosponsors, to support the development, implementation and strengthening of comprehensive national education sector responses to HIV and AIDS. Participants reviewed and discussed EDUCAIDS and the EDUCAIDS framework in the plenary and worked in country teams to assess current in-country action in light of the five key EDUCAIDS components (quality education; content, curriculum and learning materials; educator training and support; policy, management and systems; and approaches and illustrative entry points). This culminated in each country identifying three priority actions, which are summarized below.

BOTSWANA

- Conduct study of the impact of HIV and AIDS on the education sector
- Strengthen use of participatory methodologies in HIV and AIDS education
- Greater involvement of PLHIV

KENYA

- Develop an institutional framework for systems management, including monitoring and evaluation
- Conduct HIV and AIDS in-service teacher training
- Promote universal access approach addressing prevention and the special needs of OVC

NAMIBIA

- Implement an HIV and AIDS workplace programme in the education sector
- Review life skills curriculum to include prevention, treatment, care and support
- Finalize monitoring and evaluation tools

NIGERIA

- Implement Family Life and HIV and AIDS Education (FLHE) curriculum, including developing tools and training teachers
- Implement Education Management Information System (EMIS), including developing and producing EMIS operational tools and providing training
- Conduct study on the impact of HIV and AIDS on the education sector and incorporate impact indicators into EMIS

SWAZILAND

- Finalize the HIV and AIDS policy for the education sector
- Finalize and market the HIV and AIDS workplan, including sensitizing stakeholders
- Build capacity of stakeholders on the implementation of the HIV and AIDS workplan

TANZANIA

- Conduct a situational analysis of the impact of HIV and AIDS on the education sector
- Develop an education sector policy on HIV and AIDS and a workplace policy
- Conduct educator training and capacity-building, especially in life skills-based education

ZIMBABWE

- Collaborate with other stakeholders on developing a comprehensive education sector response to HIV and AIDS
- Mobilize financial and material support
- Identify sources of technical support

ZAMBIA

- Strengthen the monitoring and evaluation system to include HIV indicators in EMIS
- Conduct a situation analysis of the impact of HIV and AIDS on the education sector
- Roll out the Education HIV and AIDS policy and workplace policies
- Greater involvement of PLHIV

GROUP OUTPUTS

Workshop participants worked in three groups: 1) government personnel, 2) UN staff and 3) civil society representatives. Each group reflected on the workshop proceedings and discussed future directions relevant to their specific group.

Group 1: Government Personnel

Drawing on what had been discussed over the course of the workshop, government representatives discussed programmes and activities which they felt were particularly promising, including the following:

- Swaziland – HIV and AIDS policy with costed work plan and workplace policy
- Namibia – Closely monitored life skills-based education programme with a strategic implementation plan
- Kenya - Revamping District Education Management Information System (DEMIS) and providing each district with computers
- Botswana - Empowering teachers to adopt interactive methods in the teaching and learning of HIV and AIDS life skills-based education through the Talk Back programme

Group 2: UN Staff

The UN Group reflected on the workshop proceedings and, in the context of UN Reform and programming as One UN, brainstormed on what specific follow-up actions UN agencies could take at the country-level. The following were among the actions identified:

- Build understanding and consensus with government and civil society around EDUCAIDS.
- Strengthen MoEs utilization of EMIS and DEMIS
- Harmonize curricula with HIV and AIDS education
- Develop a resource bank of HIV and AIDS education materials
- Assist countries without HIV and AIDS workplace policies to develop a policy
- Strive for greater involvement of people living with HIV and AIDS in global and country actions

Group 3: Civil Society Representatives

Civil society representatives discussed persistent challenges they face and actions that UNESCO could take to address these challenges. Lack of recognition from the government on the key role of civil society organizations, reluctance of teachers to access VCT services, lack of technical support and programme equipment and limited materials in local languages were among the key challenges identified by the civil society group. The following were identified as potential support that UNESCO could provide to address the challenges:

- Build support among government officials regarding the importance of civil society involvement in comprehensive education sector responses to HIV and AIDS and maximize opportunities to bring together government and civil society groups
- Support strategies to encourage VCT among teachers, including facilitating localization of testing centres in teacher union offices
- Match UN volunteers with civil society programmes, especially volunteers who can provide technical support in proposal writing and general capacity-building
- Strengthen partnerships and networks with and among civil society organizations to help maximize available resources
- Assist in the development of HIV and AIDS education materials

EVALUATION AND FEEDBACK

Participants completed evaluation forms at the end of the workshop. The majority of respondents found the EDUCAIDS discussions and country presentations very useful. Likewise, nearly all respondents indicated that they came away from the workshop with a better understanding of EDUCAIDS and improved partnerships and a sense of teamwork. Participants were particularly positive about the learning they gained through sharing experiences and lessons with other countries. Participants expressed a desire for more training on treatment education and the need to continue to build understanding of EDUCAIDS and its use in education systems.

Based on the workshop outputs and the formal and informal feedback received from participants, the key objectives of the workshop were achieved. Participants recommended that future workshops allocate more time for fewer topics and offer more specific technical sessions.



EDUCAIDS Anglophone Workshop Participants and the Honorable Professor G. Lugwanga, Minister of Education of Zambia

DO YOU WANT TO KNOW MORE?

In addition to the Anglophone workshop, a Lusophone workshop in Maputo, Mozambique (21-25 May, 2007) and a Francophone workshop in Bamako, Mali (18-22 June, 2007) have occurred. If you would like more information about EDUCAIDS or the Sub-Regional HIV and AIDS Capacity-Building Workshops, please contact the EDUCAIDS Team at UNESCO Headquarters in Paris, France (aids@unesco.org).

Workshop documents (available upon request):

- Concept Note
- Agenda
- List of Participants
- Country Presentation Slides
- Full Workshop Report

Key materials on EDUCAIDS:

EDUCAIDS: Towards a Comprehensive Education Sector Response. A Framework for Action
<http://unesdoc.unesco.org/images/0014/001473/147360E.pdf>
Linking EDUCAIDS with other on-going initiatives
<http://unesdoc.unesco.org/images/0014/001479/147916E.pdf>
UNESCO's Strategy for Responding to HIV and AIDS
<http://unesdoc.unesco.org/images/0014/001499/149998e.pdf>