

Kazakhstan: Building teachers' capacity to deliver quality HIV prevention education

EDUCAIDS

Country Snapshot



Training for Teachers, Role Play

How the education sector response to HIV and AIDS has been supported

The UNESCO Almaty office is working together with the Ministry of Education and Science (MoES) in the priority area of HIV prevention education.

In April 2006, UNESCO, UNICEF and the MoES organised a conference to examine the status of life skills-based HIV prevention education in the country. A lack of consistent pre- and in-service teacher education on HIV and AIDS, and a shortage of training materials for educators, were identified as the key challenges to delivering high quality HIV prevention education.

In response to this, UNESCO has supported the MoES and the national in-service teacher training institute to develop resources on HIV prevention education for teachers. These resources are adapted from ones originally developed by the UNESCO Regional Bureau for Education in Bangkok. They went through a rigorous process of testing, using participatory approaches, with focus groups of education administrators, school headmasters and teachers, and were finalised following workshops with a wide range of key national stakeholders (such as representatives of MoES, national experts, local NGOs, groups of people living with HIV) and UN partners (UNICEF, UNAIDS, UNFPA).

To scale up the use of these resources in a cost-effective way, an e-course on 'Building Knowledge on HIV and AIDS' is currently being developed and is expected to be finalised by the end of 2010. It is anticipated that this course will reach every school and teacher responsible for HIV prevention.

Some statistics about HIV and education in Kazakhstan

Injecting drug use remains the primary mode of transmission in Kazakhstan. The most recent figures for the country show that the adult prevalence rate (15-49 years) is 0.1%, while 78% of people living with HIV are between the ages of 15-39. Of the age group of 15-24 years, only 30% were able to both correctly identify ways of preventing the sexual transmission of HIV and to reject major misconceptions about HIV transmission. In terms of the education sector response, 81% of schools reported providing life skills-based HIV education during the last academic year (UNGASS 2010). Additional information can be found at: http://cfs.unaids.org/country_factsheet.aspx?ISO=KAZ.

What was achieved

This capacity-building process has two key successes:

- Printed resource materials, such as information kits for school administrators and manuals on HIV prevention for school settings and pre- and in-service teacher education, have improved many Kazakh teachers' basic knowledge and skills to impart HIV prevention education.
- Some of these materials have already been adapted for teachers in the neighbouring countries of Kyrgyzstan and Tajikistan.

What we learned

- Participatory approaches in using the education materials during the workshops were very successful, as trainees were fully involved in the learning process through interactive exercises. These approaches built their skills in working with young people and students on prevention education and also improved their knowledge levels on HIV and AIDS-related issues. It also helped the education administrators, school headmasters and teachers to feel ownership of these materials and become stronger advocates for HIV prevention education.
- Engaging the UN and other international partners from the beginning ensured a coordinated and harmonised approach to HIV prevention education in the country.

EDUCAIDS is a UNAIDS multi-country initiative – led by UNESCO – to support the implementation of comprehensive education sector responses to HIV and AIDS



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