

# Indonesia: Assessment of the education sector's response to HIV, drugs and sexual health

# EDUCAIDS Country Snapshot



Students at SMUN 1 (Public Senior Secondary School) in Ambon

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

In 2010, UNESCO supported the Government of Indonesia in conducting a Situation and Response Analysis (SRA) to review the education sector's response to HIV, drugs and sexuality. The SRA assessed the integration of HIV education, reproductive health and drug use issues in junior and senior secondary schools in six provinces/municipalities and the impact of decentralisation on the response of the Ministry of National Education (MoNE) to HIV and AIDS.

The SRA was instrumental in terms of: 1) providing an overview of the situation in regard to HIV, drugs and sexuality issues; 2) documenting the education sector's contribution in critical areas (e.g. policy, curriculum, teacher training) and identifying areas that may be missing or weak; 3) providing evidence-based information for future education sector planning and prioritisation of education on sexuality, drugs and HIV and 4) making recommendations to strengthen coordination and to implement scaled-up comprehensive responses to HIV and AIDS in Indonesia. The assessment methodology included review of key documents, policies and textbooks as well as focus groups and interviews with major stakeholders.

A copy of the Indonesia SRA is available at: <http://unesdoc.unesco.org/images/0018/001888/188887E.pdf>.

## What was achieved

The SRA found that the MoNE made a concerted effort to support implementation of the National Strategic Plan (NSP) on AIDS of 1994 through decrees calling for integration of HIV in the curricula along with related training for teachers. In some provincial/municipal offices, there is active engagement in HIV education in schools. In Papua where the HIV epidemic is generalised, information on HIV is being mainstreamed within school curricula, in-service teacher training and peer education activities at the primary level in selected districts. In terms of education on drug use, life skills-based education and advocacy efforts have been extensive in parts of the country, including through seminars and workshops, performing arts, sports and other activities.

However, the political and economic climate in the nation along with its highly decentralised character have hampered the integration of education on HIV, drugs and sexuality issues in the curriculum throughout the country despite the ministerial decrees. This underscores the need for a concerted effort to ensure that the national policy to prevent HIV through education is disseminated and socialised properly

## Information about HIV and education in Indonesia

In 2009, the HIV prevalence in the general population was 0.2%, with the primary modes of transmission of the virus being injecting drug use and sexual transmission. The country is facing a growing HIV epidemic. Among 15-24 year olds, the prevalence is estimated at 0.1% for females and 0.3% for males. Young people are a group of particular concern, as only 14.3% are able to both correctly identify ways of preventing the sexual transmission of HIV and reject major misconceptions about HIV transmission. It is not known how many schools in the country provide life skills-based HIV education. For more information: <http://www.unaids.org/en/regionscountries/countries/indonesia/>

down to the district level. The SRA also highlighted the need to insist upon strict adherence to the 2006 minimum standard (KTSP) requirements for integration of HIV into school curricula.

In 2011, UNESCO utilised the experience from the Indonesia SRA as a model to develop similar reviews for four additional countries: Brunei Darussalam, The Philippines, Malaysia and Timor-Leste. Representatives from each of these countries and stakeholders convened in Malaysia in a consultative workshop in April 2011 to review the principles and components of quality SRAs and their role in planning the education sector response to HIV and AIDS and to identify next steps to finalise the SRAs and promote their use in strategic planning for the education sector responses in the respective countries.

## What we learned

- In order to ensure the implementation of the education sector response to HIV and AIDS nationwide, it is important to involve central, provincial and district offices of the Ministry of Education. At the decentralised level, it is crucial to build the capacity of school principals and headmasters, who have considerable authority and autonomy in determining how HIV and AIDS, drugs and sexuality education are mainstreamed in the curriculum. The use of user-friendly technologies, social media and traditional media can also be a helpful strategy to ensure this mainstreaming.
- Ministries of education should take advantage of existing legislation. In Indonesia there is a national decree on Guidance and Supervision of Student Activities which mandates HIV and AIDS and drug use prevention education as mandatory activities. This opens opportunities for the education sector to impart information on these issues through both curricular and extra-curricular activities.
- Inter-sectoral collaboration is crucial to ensure a comprehensive education sector response to HIV and AIDS, particularly with key players such as the National AIDS Commission, the National Narcotic Board, the Ministry of Health and the Ministry of Social Affairs. Moreover, it is important that UN agencies (UNESCO, UNICEF, UNFPA, UNODC) work together in the development of teacher training manuals and other materials.
- The education sector, particularly in high prevalence provinces such as Papua and West Papua, benefited from using the EDUCAIDS Framework for Action as well as evidence-based best practices of HIV prevention education in schools from other countries.

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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