

Teachers and HIV & AIDS: Reviewing achievements, identifying challenges

Symposium Report

**of the UNAIDS Inter-Agency Task Team
(IATT) on Education**

**15 June 2009
Limerick, Ireland**

Acronyms

AIDS	Acquired Immune Deficiency Syndrome
EFA	Education for All
GBV	Gender-based violence
GNAT	Ghana National Association of Teachers
HIV	Human Immunodeficiency Virus
IATT	Inter-Agency Task Team
IIEP	International Institute for Educational Planning
MDG	Millennium Development Goal
MoE	Ministry of Education
NGO	Non-governmental organization
UNAIDS	Joint UN Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization

Background

On 15 June 2009 the UNAIDS Inter-Agency Task Team (IATT) on Education convened a Symposium on “*Teachers and HIV & AIDS: Reviewing achievements, identifying challenges*” in Limerick, Ireland. The Symposium was held at the Mary Immaculate College in Limerick and was hosted by Irish Aid.

The Symposium aimed to review progress in involving teachers in the HIV and AIDS response and to consider how this review can improve efforts to achieve Education for All (EFA) and the Millennium Development Goal (MDG) to ‘halt and reverse the spread of HIV’ by 2015.

More than 60 people attended, including prominent researchers, representatives of ministries of education (MoEs), teachers’ representatives, IATT members and representatives of other organizations (for a full list of participants see *Appendix 1*). The symposium included an art exhibition by Gort Community School in Limerick¹. Opening remarks were provided by Dr. Peadar Cremin, President of Mary Immaculate College, welcoming participants to the event and explaining the history of the college and its recent involvement in development issues. This was followed by an opening address by Mr. Peter Power T.D., Minister of State for Overseas Development at the Department of Foreign Affairs, Ireland.

Box 1- About the UNAIDS IATT on Education

The UNAIDS IATT on Education, convened UNESCO, was established in 2002, with the aim of improving and accelerating the education response to HIV and AIDS. Its members include the joint UN programme on HIV/AIDS (UNAIDS) Cosponsors and the Secretariat, bilateral and private donors, and civil society organizations.

The IATT’s specific objectives are to promote and support good practices in the education sector related to HIV and AIDS and to encourage alignment and harmonisation within and across agencies to support global and country-level actions.

The IATT holds a two day meeting of its membership twice each year, which is preceded by a one day Symposium. The Symposium provides the opportunity to present and review emerging developments, strategies and research on the relationship between education and HIV & AIDS, to inform policy and decision-making.

For more information, visit:

<http://www.unesco.org/aids/iatt>

Mr. Power welcomed the participants to the meeting and underscored the importance of this being the second time that Irish Aid hosts the IATT on Education. He also noted that the IATT Symposium was taking place this time on Irish National AIDS Day (15th of June). The minister emphasized the significance of having a combination of researchers, policy-makers and practitioners at this meeting. He also highlighted the importance of taking HIV and AIDS into account in all development interventions and underscored how this is done in a number of countries – such as Lesotho, South Africa, Uganda and Zambia – as part of the overall development policy of Irish Aid.

Mr. Power emphasised the importance of supporting teachers through a comprehensive approach which includes policies and programmes that aim to address teachers’ needs as individuals (who may be affected by HIV) and as professionals which will allow them to effectively implement their important role in HIV prevention.

The Minister formally launched the UNAIDS IATT Strategic Approach publication (see box 2, next page), and thanked all those individuals and institutions which contributed to its development, stressing the fact that the production of this document is an example of good practice in how international agencies can work together.

¹ A number of organizations also contributed with materials to an exhibition of documentation and resources on HIV & AIDS and Education, including: Gort Community School, Education International, the Red Ribbon Project, Limerick, UNAIDS, the UNAIDS IATT on Education, UNESCO’s International Institute for Educational Planning (IIEP), and the World Bank.

This publication by the UNAIDS IATT on Education puts forward a joint position by all IATT members on the education response to HIV and AIDS, and places particular emphasis on the importance tailoring actions in the education sector to the context where these are being implemented. This report synthesises the key issues discussed at the symposium and the conclusions reached during this meeting.

Box 2 – A Strategic Approach to HIV & AIDS and Education



Formally launched during the IATT Symposium in Limerick, the UNAIDS IATT Strategic Approach publication highlights the fact that education in itself provides protection against the virus and that more and better schooling should therefore be the first line of the response. A second and complementary measure is the introduction of specific actions tailored to the epidemic, such as the provision of HIV and sexuality education.

Practitioners, this strategy identifies key priorities for the response and emphasizes the importance of tailoring responses to the local epidemiological reality. The strategic approach also argues for two central objectives: first, the prevention of HIV (including the reduction of both social vulnerability and individual risk-taking) and, second, the mitigation of the impact of AIDS.

The report can be accessed at:

English - <http://unesdoc.unesco.org/images/0016/001627/162723e.pdf>

French - <http://unesdoc.unesco.org/images/0016/001627/162723f.pdf>

Portuguese – <http://unesdoc.unesco.org/images/0016/001627/162723por.pdf>

Spanish - <http://unesdoc.unesco.org/images/0016/001627/162723s.pdf>

Why teachers?

Teachers are instrumental to the achievement of the EFA goals, and also have a critical role to play in school-based HIV prevention efforts.

Teachers are given an important responsibility to ensure that children and young people acquire essential knowledge, skills and attitudes for preventing HIV infection and that, in higher prevalence settings, pupils infected with and affected by HIV have access to care and support. However, these professionals face several challenges, including often difficult working environments (overcrowded classrooms, lack of materials) and poor or non-existent training. In many contexts, particularly in sub-Saharan Africa, teachers are profoundly affected by HIV. Moreover, stigma and discrimination, gender inequality, concerns around morality, cultural issues and relationships between teachers and students can make the environment for school-based AIDS education highly complex.

Evidence of effective teacher involvement in the HIV and AIDS response is scattered; furthermore, the lessons learnt and their implications have not yet been comprehensively fed back into joint efforts to achieve EFA. The Symposium considered how teachers can capitalise on their influence and expertise to mitigate the effects of an epidemic that is having a profound and negative impact on schools and education systems around the world.

Teachers – Heroes or Villains?

The Symposium provided an opportunity to examine lessons from research on progress and gaps. In this context, David Clarke, an independent consultant, presented the conclusions of his recent book commissioned by UNESCO's International Institute for Educational Planning (IIEP) entitled "Heroes and Villains: Teachers in the Education Response to HIV"².

The author underscored the importance of the courage it requires to "dare to be a teacher". He emphasised that it is an often underestimated fact *by policy-makers and curriculum developers* that – for many teachers – addressing HIV and AIDS continues to be a huge challenge. Talking about sex is beyond the comfort level of most teachers, as it is for many of their colleagues in the system (such as inspectors, managers, and decision-makers) who should be supporting teachers in their work. There are also varying amounts of "sexual policing" going on in societies, and what ends up in the curriculum is often a compromise as a result of a highly political discussion. As a result, the response does not fit the nature of the challenge.

On the other hand, many education systems are in denial about the fact that teachers are frequently villains in the context of HIV and AIDS. He highlighted a number of dimensions. Poor delivery of education was, in itself, identified as a "villainous" activity as it deprives pupils of opportunities. The author maintained that HIV and sexuality education is a human right, but in many instances the education that is delivered does not fulfill those rights. In some cases, it is teachers themselves who are the perpetrators of human rights violations (such as sexual abuse, harassment) against their pupils. For all of these dimensions, education systems continue to be poorly prepared.

In most cases, teachers are not to blame, and most teachers are neither heroes nor villains. But daring to be a teacher is difficult work, conceptually, practically and politically. To date, the response has not met the challenge.

Looking at research that has been conducted around teachers and HIV & AIDS reveals the following areas where attention has been lacking:

- Gender continues to be unrepresented in much of the work, yet it is central to addressing HIV and AIDS.
- Adolescent perspectives on sexuality need to get much more attention. Children and young people – as research has shown – know much more than teachers realise and the education provided to them leaves them with many unfulfilled needs. This means that much more involvement of adolescents is required in curriculum design and delivery.
- Teachers' own attitudes are often ignored or sidelined in the process, yet they are central to how and which issues are addressed in schools.

Box 3 - The symposium approach: reviewing research and practice

The symposium sought to highlight progress and to identify gaps and issues for moving forward. The programme of the event (see *Appendix 2*) included:

- An overview of what research highlights as achievements and gaps with respect to teachers and HIV & AIDS.
- Presentations and inputs on the country-level experiences of teachers.
- An interactive panel on teachers including representatives from ministries of education, teacher trainers, and development agencies.
- Three parallel mini-workshops on key topics related to teachers: a) involving teachers in HIV prevention; b) coverage and content of pre- and in-service training for teachers; and c) supportive and enabling environments for teachers affected by HIV and AIDS.
- Viewing of a film on teachers affected by HIV and AIDS.
- A number of plenary discussions to draw out the main conclusions and recommendations.

² Clarke, D. (2008). *Heroes and Villains: Teachers in the Education Response to HIV*. Paris, UNESCO's International Institute for Educational Planning (IIEP).

Lessons from Ghana

Country-level experience of involving teachers in the HIV and AIDS response were reported upon by Ms. Helena Awurusa, the National Gender and HIV/AIDS Coordinator of the Ghana National Association of Teachers (GNAT) and Coordinator of the EFAIDS programme in Ghana. She highlighted the gap that exists between policy and the reality of teachers on the ground and underscored that while progress has been made putting in place HIV and AIDS policies in many countries, teachers still face enormous constraints in exercising their role. In this context, Ms. Awurusa cited a recent survey conducted in Ghana which shows that while 98% of teachers have heard of HIV only a very small percentage themselves use condoms. And teaching about sexuality continues to be a very substantial hurdle for many teachers.

Many factors contribute to this, among which:

- The short duration of training on HIV and AIDS (often 3 days or less);
- The lack of involvement of teachers in the development of the manuals, materials and approaches;
- The fact that HIV is an extra-curricular subject, and is not on the timetable (which is linked to overcrowding of the curriculum in general) – providing the illusion of integration into curricula;
- The theoretical approach to dissemination of information around HIV and AIDS, which stems in part from the lack of comfort which teachers feel with the curriculum content;
- Insufficient dissemination of education sector policies on HIV and AIDS and follow-up to support its implementation;
- Lack of support and supervision for teachers, leaving teachers free to teach what they want (i.e. to engage in “selective teaching”);
- GBV in schools and the lack of follow-up on violations of human rights. In most cases, nothing is done, and where action is taken more often than not this involves removing the teacher and sending him/her to a more remote school, making it even more difficult for violations to be reported and acted upon; and
- Stigma and discrimination, with HIV-positive teachers being seen as having failed as role models for society.

Ms. Awurusa ended her presentation with an appeal that these issues be addressed. She emphasised that teachers and learners are a valuable resource and that treasuring them is the responsibility of all.

The Panel Discussion – A story of collective reflections

The Symposium included a panel discussion with stakeholder representatives from ministries of education, teacher trainers, and development agencies. This panel discussion was facilitated by Mr. Wouter van der Schaaf, independent consultant, and included the above plenary speakers as well as: Ms. Amicoleh Mbaye, Principal Education Officer, Ministry of Basic and Secondary Education, The Gambia; Dr. Aidan Mulkeen, Senior Education Specialist, the World Bank; Dr. Tania Vergnani, Director of HIV & AIDS Programme, University of the Western Cape, South Africa. This section summarises reflections of the panelists on a number of selected issues.



Students from Gort Community College in Limerick produced art work for the Symposium

Question – Let us start with an optimistic approach. What are some of the positive experiences that panelists have come across and would like to share with the audience?

- ✓ A female teacher in The Gambia who isolated herself after finding out she was HIV-positive was identified during a sensitisation session and brought to an urban area for treatment. She represents the numerous teachers who are able to overcome their own fear when they are diagnosed with HIV and is now an advocate for HIV and AIDS education.
- ✓ In South Africa, training for teachers provided by the HIV and AIDS programme of the University of the Western Cape has been reviewed based on experience and now focuses on the socio-emotional aspects and on “breaking the silence and stigma around HIV and AIDS”. An essential part of this is getting teachers to talk about their own issues and concerns.
- ✓ In Lesotho, one teacher in each school has been trained as an HIV counselor. This ensures that within each school messages on HIV are transmitted by a colleague, rather than by someone external to the context.

Question – Everyone looks at teachers as being the solution. The demands on teachers are enormous. What is reasonable and what is unreasonable in this context?

- ✓ Teachers need support from other players including communities, school management, and non-governmental organizations (NGOs). However, the contrary often takes place, namely when teachers are designated as key players, the rest of society abdicates itself from this responsibility.
- ✓ Messages must be consistent. The contradictory messaging by different organizations and groups is highly detrimental to prevention efforts. Governments have to play a role in providing guidelines, screening messages, and working with partners to ensure that messages are as harmonised as possible. This includes discussing condoms and sexuality in a way that addresses fears and concerns.
- ✓ Teachers need basic conditions. It is not reasonable to expect them to take on the difficult and often time-consuming role of playing a major role in HIV prevention in the absence of adequate pay and decent working and living conditions. Part of the support teachers need is in prioritising what it is that they need to focus on. In many contexts, teachers are not just being asked to address HIV, but also conflict resolution, the environment and other issues, and as a result become totally overwhelmed. Adequate training which addresses teachers’ own fears, concerns, and need for care and support is essential.
- ✓ Issues of cultural acceptability need to be discussed and not brushed under the table. Teachers, students, and other key stakeholders must discuss and understand that some cultural aspects *will* have to change to address HIV. Culture is not sacred, it is owned, and it can change. This implies that the discussion around condoms and related issues is one that should be taken on by stakeholders.
- ✓ Life skills has become very popular, but also very diluted. If teachers are to be effective, education needs to be rethought in general, in addition to the specifics of HIV education.

Question – We talk about breaking the silence around HIV. How can that be done?

- ✓ What is needed is a holistic approach, one that moves beyond HIV to overall issues such as health education, reproductive health, and community well-being. Many of the issues that are of real importance to communities and individuals are much broader than HIV itself and if HIV is placed in this context they become more acceptable and easier to address.
- ✓ Clarity on who the main gatekeepers are is fundamental. In education, school principals are the ones who “make or break what happens”. Getting their support and linking them to other key stakeholders is essential.
- ✓ Involving men is critical – and this is one of the key misunderstandings about gender. This requires a focus on masculinities and how this is shaped in the family and in society.

- ✓ Breaking the silence should include recognising that men and women, and girls and boys, may need separate spaces to talk about issues. This should be considered when formulating approaches.

Question – How can we achieve a win-win situation and make sure that we get where we need to get?

- ✓ We need to put HIV education at the centre of education reform, in other words, not just look narrowly at teaching about HIV but broadly at what creates vulnerability in general, and to HIV infection in particular, and to identify how education can contribute.
- ✓ Workplace policies are potentially very important and must be disseminated and supported. Unions need to support their members and advocate for better support to teachers. Ministries of education and other stakeholders need to be held accountable for their role.
- ✓ A rights-based approach is essential. This includes the rights of children, of teachers and of communities. In this context, we need to recognise that if teachers' rights are respected they will respect the rights of those in their care.
- ✓ We need to take HIV as a window of opportunity to look critically at ourselves as human beings. We need to look at what kind of people we want our children to become. It is not about facts, it is about what we want ourselves to be as human beings.

Teachers' testimonies

The Symposium included testimonies of teachers through the viewing of an excerpt of the film: "Courage and Hope: African Teachers Living Positively with HIV". This film was produced by the World Bank with funding from Irish Aid, and had been edited by the World Bank for the Symposium.³

The excerpt illustrated in a powerful manner how teachers are being affected by HIV and AIDS. It revealed how issues of stigma and discrimination affect teachers and how individual teachers were able to overcome personal and professional barriers. The film also underscored the importance of effective linkages between ministries of education and other stakeholders (such as ministries of health and teachers' unions).

There was insufficient time at the meeting to review an excerpt of another film produced by World Bank with support from Irish Aid, entitled "One Childhood"; however participants were encouraged to access the link to the short film⁴. "One Childhood" tells the story of how the nation of Eritrea supports the development of its children throughout their childhood, and how teachers are supporting early child development and school health programmes through partnerships between the education and health sectors.

Three Mini-Workshops

Three parallel mini-workshops on key topics related to teachers were organized by a number of IATT member agencies. These mini-workshops provided an opportunity for Symposium participants to reflect on the following topics in some detail:

- 1) Involving teachers in HIV prevention – policy and management implications
- 2) Coverage and content of pre- and in-service training for teachers
- 3) Supportive and enabling environments for teachers affected by HIV and AIDS

³ More information on this film is available at:

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTHEALTHNUTRITIONANDPOPULATION/EXTHIVAID/S/0,,contentMDK:21865101~menuPK:376477~pagePK:64020865~piPK:149114~theSitePK:376471,00.html>.

Copies of the films can be obtained through the Bank's Education Advisory Services at eservice@worldbank.org.

⁴ See: <http://www.youtube.com/watch?v=19yIGjH3joE>

In each session, presenters and discussants provided evidence, programme examples and case studies and groups engaged in a critical discussion of implications of their topic for the HIV and AIDS response. Each group identified two outstanding concerns and two recommendations for presentation during the plenary. The workshops also sought to integrate some of the key points raised in the online forum which had been hosted by the IATT and UNESCO/IIEP prior to the Symposium (see box 3 on page 5). The presentations from these sessions can be found in Appendix 3 and the main conclusions of each of these workshops are reflected in the concluding section of this report.



Participants during a Breakout Session on the Policy and Management Implications of Involving Teachers in HIV Prevention

Emerging opportunities

One of the objectives of the Symposium was to identify and capitalise on emerging opportunities. Two presentations were given in this respect. The first was on the EFA Global Monitoring Report (GMR) by Dr. Paula Razquin, and the second on the recent initiative to establish an International Task Force on "Teachers for EFA" by Ms. Ramya Vivekanandan.

The presentation on the GMR highlighted that teacher issues have been covered by the GMR since it was first published. It showed there are 62.8 million pre-primary, primary and secondary education teachers worldwide, three out of four in developing countries. Yet, the supply of teachers falls short of desired levels everywhere – for example, sub-Saharan Africa will need to recruit nearly double the amount of primary teachers it has added between 1999 and 2006. Teacher attrition is also very serious. Since the 1970s, the teacher supply accompanied enrolment trends, although the poorest regions and countries show consistent shortages of teachers. The GMR has increasingly examined the supply and demand constraints upon an adequate supply of teachers, including HIV and AIDS, acknowledging the modelling and data limitations for showing a more dynamic picture at the global level. The IATT has been liaising with the GMR in recent years to ensure appropriate attention to HIV in the report, and will continue to support the mainstreaming of HIV in future editions.

Ms. Vivekanandan highlighted the recent establishment of the International Task Force on "Teachers for EFA". The Task Force will bring together partners from different areas and will focus on: advocacy; knowledge dissemination and policy dialogue; coordination and the building of partnerships and synergies; and demand-driven policy support at the country-level. In the Task Force's Action Plan, activities are foreseen in terms of advocacy, awareness-raising and policy dialogue on the impact of HIV & AIDS on the teacher gap for EFA. In terms of the IATT, the opportunity for working together on sharing knowledge and experience, advocating for teachers, and contributing through budgetary allocations and staff secondments was highlighted in the presentation.



The concluding plenary discussion challenged participants to come forward with suggestions for future priorities

Conclusions

An important part of the Symposium focused on forming a broad and grounded understanding of the reality around teachers and teacher issues as they stand today. At a general level, a number of key issues emerged from this Symposium:

- The complex role of teachers and education systems puts multiple demands on teachers – particularly in high-prevalence settings. This leads to unrealistic expectations. As a result, teacher contributions vary tremendously.
- Addressing HIV through the education sector implies talking about sexuality. Teachers and other education staff (managers, inspectors, etc.) continue to be poorly equipped to take on this complex task.
- Teachers are too frequently treated as passive subjects in research and implementation. There is a need for much greater active involvement of teachers in policy, practice, and monitoring and evaluation to ensure that these are relevant and owned.
- In this context, there is an important – but not always recognised – need for support to teachers through workplace policies, teachers’ unions and other organizations, parents, schools and head teachers, and leadership in the sector in general.
- Stigma and discrimination are very strong barriers to effectively communicating about and acting on HIV and AIDS issues. This needs to be addressed in all interventions.
- There continues to be insufficient focus on the rights of teachers, pupils and other stakeholders. A rights-based approach needs to figure much more centrally in both prevention and care and support. This includes confronting in a much more direct way some of the cultural and gender issues which are at the heart of the violations of the rights of students (boys and girls) and teachers.
- Other key issues which were highlighted include the need for:
 - Recognising the complexity of the problem and working from a holistic approach rather than piecemeal and isolated interventions.
 - Ensuring that approaches are solidly evidence-based and effectively monitored for results and impact.
 - Developing a more strategic vision on how, when and where HIV and AIDS education is placed in educational contexts and content.
 - Refocussing from policy formulation to policy implementation and monitoring.
 - Involving teachers and students in the design and implementation of interventions.
 - Ensuring that curricula combine transmission of basic knowledge with participatory approaches that enable teachers and learners to personalise and internalise sex and sexuality with HIV & AIDS and gender perspectives.
 - Integrating HIV and AIDS in subject areas and ensuring that learning outcomes are monitored and examined.
 - Promoting professional standards/benchmarks and competencies.
 - Investing in pre-service teacher education and focussing on socio-emotional learning.
 - Supporting school- and community-level of leadership.
- There is a need for a stronger focus on research in general. During the symposium various examples of quantitative research and of “stories” by teachers were presented and considered valuable in understanding the key issues. It is clear that both kinds of research are important – although they may serve different purposes – and thus need to receive priority in moving forward.
- The discussions in the groups reflected predominantly on behaviour change as the desirable outcome of teacher interventions. However, it was clear that this is not the only evidence that is important and that knowledge and competencies also need to be part of what is examined.

Final remarks

The Symposium provided a valuable opportunity for bringing together members of the IATT on Education with other international stakeholders as well as with Irish civil society and academia. A rich interchange of information and resources characterized the proceedings of the day. This included the official launching by Peter Power T.D., Minister of State for Overseas Development of the IATT “Strategic Approach” publication, as well as an exhibition of art work by students from a local school. The discussions of the Symposium were subsequently used as a basis for reflection during the IATT internal meeting which took place on the 16-17 June 2009 following the Symposium.

Appendix 1: Symposium participants

PARTICIPANT LIST				
No	Last Name	First Name	Role	Organisation
1	Awurusa	Helena	EFAIDS Coordinator	Ghana National Association of Teachers (GNAT)
2	Banik	Koli	Education Specialist	EFA Fast Track Initiative
3	Beasley	Michael	Director	PCD
4	Boukary	Hamidou	Senior Education Specialist	Association for Development of Education in Africa (ADEA)
5	Brennan	Nicola	Development Specialist	Irish Aid
6	Castle	Chris	Chief, Section on HIV and AIDS	UNESCO Division for the Coordination of UN Priorities in Education
7	Clarke	David	Consultant	Freelance Consultant
8	Collins	Aisling	Teacher	Gort Community School
9	Cornu	Christophe	Consultant	UNESCO
10	Cremin	Peadar	President	Mary Immaculate College
11	De La Haye	Gaston	Senior Consultant to the General Secretary	Education International
12	Devaney	Eva	Health Promotion Service Provider	Mary Immaculate College
13	Dolato	Stephanie	Assistant Programme Specialist	UNESCO
14	Duffy	Valerie	Coordinator, 80:20 Zambia	80:20 Education & Acting for a Better World
15	Eastman	Janice	Deputy Secretary General	Education International
16	Egan	Aisling	Student	Gort Community School
17	Finlay	Deirdre	Public Engagement Manger	VSO Ireland
18	Fonseca	Jodie	Education and HIV/AIDS Advisor	Save the Children
19	Fuchs	Dagmar	Director Sector Project	GTZ
20	Gahan	Breda	Global HIV and AIDS Programme Advisor	Concern Worldwide
21	Geraghty	Margaret	Teacher / Co Director	Zimoko
22	Griffin	Claire	Teacher	Zimoko
23	Hieber-Girardet	Loretta	Manager, Technical Cooperation	ILO - Programme on HIV/AIDS and the World of Work
24	Hoffmann	Anna Maria	Education Specialist, HIV and Life Skills Education	UNICEF
25	Hunt	Emily	Student	Gort Community School
26	Kelleher	Fatimah	Consultant	Commonwealth Secretariat

27	Kilkenny	Anna	Development Specialist	Irish Aid
28	Kiragu	Karusa	Senior Prevention Advisor	UNAIDS
29	Kohlbecher	Katrin	Sector Adviser Education	GTZ (German Technical Cooperation)
30	Liguori	Ana Luisa	Program Officer	Ford Foundation
31	Mason	Ann	Manager	Red Ribbon Project
32	Matthews	Máire	Senior Development Specialist	Irish Aid
33	Mbaye	Amicoleh	Principal Education Officer (HIV/AIDS Focal Point)	Ministry of Basic and Secondary Education, the Gambia
34	Mulkeen	Aidan	Senior Education Specialist	World Bank
35	Nakabugo	Mary Goretti	Postdoctoral Research Fellow	Mary Immaculate College
36	Nother	Mark	Student	Gort Community School
37	O'Brien	Aoife	Student	Gort Community School
38	O'Sullivan	Carol	Lecturer in Social, Personal and Health Education	Mary Immaculate College
39	O'Connell	Tara	School Health, Nutrition and HIV Coordinator	World Bank
40	Ombam	Regina	Head - Strategy	National Aids Control Council, Kenya
41	O'Rourke	Deirdre	Lecturer	Mary Immaculate College
42	Otieno	Mary	Senior Technical Adviser, HIV and Young People	UNFPA
43	Painter	Tara	Analyst, Education, Policy Branch	Canadian International Development Agency
44	Patten	Bryan	Overseas Manager	Suas Educational Development
45	Perril	Niall	Student	Gort Community School
46	Pigozzi	Mary Joy	Senior Vice-President	Academy for Educational Development
47	Pulizzi	Scott	Senior Project Director	Education Development Centre
48	Razquin	Paula	Research Officer	UNESCO
49	Richmond	Mark	Director, Division for the Coordination of UN Priorities in Education UNESCO Global Coordinator for HIV and AIDS	UNESCO
50	Sass	Justine	Coordinator, UNAIDS IATT on Education	UNESCO
51	Seery	Deirdre	CEO	The Sexual Health Centre
52	Slade	Eric	Education Advisor	Concern Worldwide

53	Strickland	Bradford		American Institutes for Research
54	Treffgarne	Carew	Regional Education Adviser - Africa	DFID
55	Van der Schaff	Wouter	Independent Advisor on HIV and Education	
56	Vergnani	Tania	Director: HIV & AIDS programme	University of the Western Cape, South Africa
57	Visser-Valfrey	Muriel	Consultant	Irish Aid
58	Vivekanandan	Ramya	Assistant Programme Specialist	UNESCO - Section for Teacher Education
59	Yongfeng	Liu	Programme Specialist	UNESCO

Teachers and HIV & AIDS: Reviewing Achievements, Identifying Challenges

Hosted by Irish Aid on 15 June 2009, Tailteann Hall, Mary Immaculate College, Limerick, Ireland.

Rationale:

Teachers are instrumental to the achievement of the Education for All (EFA) goals, and also have a critical role to play in school-based HIV prevention efforts. However, evidence of effective teacher involvement in the HIV and AIDS response is scattered and the lessons learnt, as well as their implications, are yet to be comprehensively fed back into joint efforts around EFA.

This makes it opportune and important to review what progress has been made in involving teachers in the HIV response and to consider how this can inform the efforts to achieve EFA and the Millennium Development Goal to 'halt and reverse the spread of HIV' by 2015.

We know today that children and young people who go to school have better opportunities in life and better protection against disease, including against HIV. This protective benefit of education is particularly important for girls. Yet many children do not have access to education, due to teacher shortages among other causes. Even where teachers are in schools, issues of capacity play an enormous role in the overall quality of the education provided, and in whether and how these teachers will address HIV and AIDS.

In many countries, curricula now include HIV- and AIDS-related content, often as part of a broader focus on life skills and healthy living. Teachers are given an important responsibility in ensuring that children and young people acquire essential knowledge, skills and attitudes for prevention. In higher prevalence settings, teachers are seen as pivotal in ensuring that pupils affected and infected as a result of the epidemic have access to care and support.

Without teachers, the endeavour of providing EFA cannot be achieved. However, teachers face challenges in playing the role that is attributed to them. These challenges include the often difficult working environments (i.e. overcrowded classrooms, lack of materials) and poor or inexistent training. In many contexts – in particular in sub-Saharan Africa – teachers are themselves affected by HIV and AIDS. Stigma and discrimination, gender inequity, concerns around morality, cultural issues and relationships between teachers and students often make the actual environment in which school-based HIV and AIDS education is highly complex.

Purpose:

The Symposium will provide an opportunity to review evidence on the role of teachers in the education response to HIV, to highlight best practices and to formulate recommendations on policy and research to guide decision makers on the way forward.

Symposium Objectives:

1. Review evidence on the extent to which teachers have been instrumental in the education response to HIV and AIDS.
2. Present the challenges facing teachers in the context of HIV and AIDS.
3. Identify policy priorities, related to teachers, to guide initiatives of IATT member agencies and other actors in the field of education.

Online Forum:

The IATT on Education collaborated with the HIV and AIDS Education Clearinghouse of UNESCO's International Institute for Educational Planning to host an online forum from 18-29 May 2009 on "*Teachers and HIV & AIDS: Reviewing achievements, identifying challenges*". A "Conference Ready" report on the discussion will be available at the Symposium, the final report available afterwards on the IIEP's HIV and AIDS Education Clearinghouse, <http://hivaidsclearinghouse.unesco.org>.

UNAIDS Interagency Task Team (IATT) on Education Symposium Programme	
Monday 15 June 2009	
Mary Immaculate College, Limerick, Ireland	
<i>Chair: Dr. Peadar Cremin- President of Mary Immaculate College, Limerick</i>	
08.45-09:15	Registration
09:15-09:30	Welcome and opening remarks <i>Dr. Peadar Cremin, President of Mary Immaculate College, Limerick</i>
09:30-09:40	Opening Address and Launch of the publication "A Strategic Approach: HIV & AIDS and Education" <i>Mr. Peter Power T.D., Minister of State for Overseas Development at the Department of Foreign Affairs, Ireland.</i>
09.40-10.10	Plenary presentation: Teachers as Heroes and Villains in the Education Response to HIV <i>Dr. David Clarke, Researcher</i>
10.10-10.30	Plenary presentation: Country-level experience of involving teachers in the HIV and AIDS response <i>Ms. Helena Awurusa - National Gender and HIV/AIDS Coordinator of the Ghana National Association of Teachers</i>
10.30-10:45	Questions and Answers for the two plenary speakers.
10.45-11:15	Coffee Break
<i>Panel Facilitator: Mr. Wouter van der Schaaf - Independent Advisor on HIV and Education</i>	
<i>Chair: Ms. Máire Matthews- Senior Development Specialist, Irish Aid</i>	
11:15-12:00	Panel Discussion on the key issues which impact on an effective involvement of teachers in the HIV response. Participants in the panel are: <i>Ms. Amicoleh Mbaye - Principal Education Officer, Ministry of Basic and Secondary Education, the Gambia</i> <i>Dr. Aidan Mulkeen, Senior Education Specialist, the World Bank.</i> <i>Dr. Tania Vergnani - Director of HIV & AIDS Programme, University of the Western Cape, South Africa.</i>
12:00-12:30	Audience questions for the Panel
12.30-12:40	Wrap up from the morning session/ overview of afternoon session and proceedings
12:40-14.00	Lunch
<i>Chair: Ms. Jodie Fonseca – Africa Education and HIV/AIDS Advisor, Save the Children</i>	
14:00-14:40	Film excerpts from "Courage and Hope" and "One Childhood" <i>Ms. Tara O'Connell - School Health, Nutrition and HIV Coordinator, World Bank</i> <i>Ms. Jan Eastman – Deputy General Secretary, Education International</i>
14:40–16:00	Parallel Sessions 1. Involving teachers in HIV prevention – policy and management implications 2. Coverage and content of pre- and in- service training for teachers 3. Supportive and enabling environments for teachers affected by HIV and AIDS
16:00-16:30	Coffee Break
16:30-17:15	Plenary discussion of key recommendations from parallel groups
17:15-17:45	Teachers and HIV/AIDS in the Education for All (EFA) Agenda <i>Dr. Paula Razquin - Research Officer, Education for All(EFA) Global Monitoring Report (GMR)</i> <i>Ms. Ramya Vivekanandan – UNESCO - Representative from the Task Force on "Teachers for EFA"</i>
17.45-18:00	Closing remarks <i>Dr. Mary Joy Pigozzi- Senior Vice President, Academy for Educational Development (AED)</i>
18:00-19:00	Reception <i>Hosted by Mr. Michael Gaffey - Deputy Director General, Irish Aid</i>

Background:

The UNAIDS IATT on Education, convened by UNESCO, was established in 2002, with the aim of improving and accelerating the education response to HIV and AIDS. Its specific objectives are to promote and support good practices in the education sector related to HIV and AIDS and to encourage alignment and harmonisation within and across agencies to support global and country level actions. The IATT membership includes UNAIDS Cosponsors and the Secretariat, bilateral and private donors, and civil society organizations. The IATT holds a two day meeting of its membership twice each year, which is preceded by a one day Symposium. The Symposium provides the opportunity to present and review emerging developments, strategies and research on the relationship between education and HIV & AIDS, to inform policy and decision-making.