





# Table of Contents

<b>ACRONYMS .....</b>	<b>3</b>
<b>VOLUME 1 .....</b>	<b>6</b>
<b>Preface .....</b>	<b>7</b>
<b>Figures and Tables .....</b>	<b>8</b>
<b>Acknowledgements .....</b>	<b>9</b>
<b>Executive Summary .....</b>	<b>10</b>
<b>Chapter 1: Introduction and Background .....</b>	<b>15</b>
Introduction .....	15
Background .....	15
Understanding Sexuality Education and its Benefits .....	16
Defining Comprehensive Sexuality and its Benefits .....	16
Misperceptions about Sexuality Education .....	16
From HIV and Life Skills Education to Comprehensive Sexuality Education .....	17
The ESA Ministerial Commitment .....	18
Incorporating Sexuality Education in the School Curriculum .....	19
The Situational Analysis on the Status of Comprehensive Sexuality Education in Teacher Education.....	20
Rationale for the Situational Analysis .....	20
Objectives for the Situational Analysis .....	21
Methodology for the Situational Analysis .....	21
Report Structure .....	22
<b>Chapter 2: Delivering Comprehensive Sexuality Education in Schools .....</b>	<b>23</b>
Introduction .....	23
Positioning of Sexuality Education in the Curriculum .....	23
The Role of Teachers .....	25
Teacher Preparation for Comprehensive Sexuality Education .....	25
Teacher Training and the Delivery of Comprehensive Sexuality Education .....	25
Standards for Teacher Preparation for Sexuality Education Delivery .....	27
Suggested Frameworks for Comprehensive Sexuality Education in Teacher Education .....	27
Conclusion .....	28
<b>Chapter 3: Research Findings .....</b>	<b>29</b>
Introduction .....	29
Policy, Guidelines and Strategic Frameworks for Comprehensive Sexuality Education .....	29
Country Structure on Policy and Strategic Frameworks for Comprehensive Sexuality Education.....	29
Status of Comprehensive Sexuality Education in the School Curriculum .....	32
Integration of Comprehensive Sexuality Education into Teacher Training .....	34
Policies and the Delivery of Comprehensive Sexuality Education in Teacher Training.....	34
Status of Comprehensive Sexuality Education Integration into Teacher Training.....	34
A Summary of Country Efforts to Integrate CSE in Pre- and In-service Teaching.....	36
Course Content Coverage for Comprehensive Sexuality Education in Pre-service Teacher Training .....	40
The Importance of In-service Teacher Training on Comprehensive Sexuality Education .....	41
In-service Teacher Attitudes and Practises .....	41
The Status of Comprehensive Sexuality Education in In-service Teacher Training .....	41
Teaching Materials .....	42
Availability of Comprehensive Sexuality Education Materials for Teacher Training .....	42
Training of Trainers, Managers and Curriculum Developers .....	44
Number of Teacher Training Institutions .....	45
Conclusion .....	46

<b>Chapter 4: Regional Lessons and Good Practises in CSE Teacher Training .....</b>	<b>48</b>
Introduction .....	48
Policy Frameworks and Interventions .....	48
Curriculum Development for Comprehensive Sexuality Education in Teacher Training .....	48
Development of Technical Guidance and National Frameworks for Comprehensive Sexuality Education Delivery in Teacher Education .....	49
Promising Approaches for In-service Teacher Training .....	49
Community-Based Approach to Sexuality Education .....	50
Assessment of Comprehensive Sexuality Education in Teacher Training .....	51
<b>Chapter 5: Challenges in Comprehensive Sexuality Education Teacher Training .....</b>	<b>52</b>
Introduction .....	52
Education Sector Policy Frameworks .....	52
Teacher’s View of Comprehensive Sexuality Education .....	52
Assessment of Comprehensive Sexuality Education in Teacher Education .....	52
Allocation of Time toward the Delivery of Comprehensive Sexuality Education .....	52
Linkage between School-based Programmes and Health Services .....	53
<b>Chapter 6: Recommendations .....</b>	<b>54</b>
Introduction .....	54
Recommendations Arising from the Situational Analysis .....	54
<b>VOLUME 2: COUNTRY SUMMARIES .....</b>	<b>59</b>
<b>Introduction .....</b>	<b>60</b>
<b>Angola .....</b>	<b>61</b>
<b>Angola Portuguese.....</b>	<b>65</b>
<b>Botswana .....</b>	<b>69</b>
<b>Burundi .....</b>	<b>74</b>
<b>Democratic Republic of Congo .....</b>	<b>78</b>
<b>Ethiopia .....</b>	<b>82</b>
<b>Kenya .....</b>	<b>86</b>
<b>Lesotho .....</b>	<b>91</b>
<b>Madagascar .....</b>	<b>95</b>
<b>Malawi .....</b>	<b>100</b>
<b>Mauritius .....</b>	<b>104</b>
<b>Mozambique .....</b>	<b>110</b>
<b>Namibia .....</b>	<b>114</b>
<b>Rwanda .....</b>	<b>119</b>
<b>Seychelles .....</b>	<b>124</b>
<b>South Africa .....</b>	<b>128</b>
<b>South Sudan .....</b>	<b>133</b>
<b>Swaziland .....</b>	<b>138</b>
<b>Uganda .....</b>	<b>142</b>
<b>United Republic of Tanzania .....</b>	<b>147</b>
<b>Zambia .....</b>	<b>151</b>
<b>Zimbabwe .....</b>	<b>156</b>
<b>Data Sources and References .....</b>	<b>161</b>

**INSTITUTIONAL MAPPING DIRECTORY .....163**

**SELECTED BIBLIOGRAPHY .....217**

## ACRONYMS

<b>ADPP</b>	Ajuda de Desenvolvimento de Povo para Povo (Development from People to People)
<b>AIDS</b>	Acquired Immunodeficiency Syndrome
<b>ART</b>	Anti-retroviral therapy
<b>ASRH</b>	Adolescent Sexual and Reproductive Health
<b>BEAM</b>	Basic Education Assistance Module
<b>CAPS</b>	Curriculum Assessment and Policy Statement
<b>CEC</b>	County Education Centre
<b>CEMASTE</b>	Centre for Mathematics and Science and Technology Education in Africa
<b>CES</b>	Centre for External Studies
<b>CHE</b>	Commission for Higher Education
<b>CODL</b>	Centre for Open and Distance Learning
<b>COE</b>	College of Education
<b>COP</b>	Community of Practice
<b>CPD</b>	Continuous Professional Development
<b>CPE</b>	Certificate in Primary Education
<b>CSE</b>	Comprehensive Sexuality Education
<b>CSTL</b>	Care and Support for Teaching and Learning
<b>DBE</b>	Department of Basic Education
<b>DRC</b>	Democratic Republic of Congo
<b>DTED</b>	Department of Teacher Education and Development
<b>DTEP</b>	Distance Teacher Education Programme
<b>ECD</b>	Early childhood development
<b>EDF</b>	Education Deans' Forum
<b>EFA</b>	Education for All
<b>EMIS</b>	Education Management Information System
<b>EMTP</b>	Education Medium Term Plan
<b>ENS</b>	Ecole Normale Supérieure
<b>EPSP</b>	Ministry of Primary, Secondary and Vocational Education
<b>ESA</b>	Eastern and Southern Africa
<b>ESD</b>	Education for Sustainable Development
<b>ESU</b>	Ministry of Higher and University Education
<b>ETF</b>	Education Transition Fund
<b>ETGPS</b>	Educational Testing Guidance Psychological Services
<b>FOE</b>	Faculty of Education
<b>FoSE</b>	Future of Sex Education
<b>FPE</b>	Free Primary Education
<b>GBV</b>	Gender-based violence
<b>GER</b>	Gross enrollment rate
<b>HAKT</b>	HIV-AIDS Knowledge Test
<b>HC3</b>	Health Communication Capacity Collaborative
<b>HEAIDS</b>	Higher Education and Training HIV&AIDS Programme
<b>HEI</b>	Higher education institutions
<b>HIV</b>	Human Immunodeficiency Virus
<b>HPE</b>	Health and Physical Education
<b>ICPD</b>	International Conference on Population and Development
<b>ICT</b>	Information and Communication Technology
<b>IFP</b>	Institutos de formação de professores
<b>IICBA</b>	International Institute for Capacity Building in Africa
<b>INDE</b>	National Institute for Educational Development
<b>INFP</b>	Institut National de Formation Pédagogique
<b>INFQ</b>	National Institute for Teachers Training

<b>INSET</b>	In-service teacher training
<b>IOL</b>	Institute for Open Learning
<b>ISHP</b>	Integrated School Health Programme
<b>ISP</b>	Higher Pedagogic Institutes
<b>ITGSE</b>	International Technical Guide on Sexuality Education
<b>KEMI</b>	Kenya Education Management Institute
<b>KESSP</b>	Kenya Education Sector Support Programme
<b>KNUT</b>	Kenya National Union of Teachers
<b>LCE</b>	Lesotho College of Education
<b>LLHIV</b>	Learners living with HIV
<b>LP</b>	Lycées Pédagogiques
<b>LSE</b>	Life Skills Education
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MDGs</b>	Millennium Development Goals
<b>MESVTEE</b>	Ministry of Education, Science, Vocational Training and Early Education
<b>MIE</b>	Mauritius Institute of Education
<b>MINED</b>	Ministry of Education (Mozambique)
<b>MoE</b>	Ministry of Education, Culture and Human Resources (Mauritius)
<b>MOE</b>	Ministry of Education
<b>MOEHR</b>	Ministry of Education and Human Resources
<b>MOES</b>	Ministry of Education and Sports
<b>MOESD</b>	Ministry of Education and Skills Development
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>MOET</b>	Ministry of Education and Training
<b>MOEVT</b>	Ministry of Education and Vocational Training
<b>MOH</b>	Ministry of Health
<b>MOST</b>	Ministry of Science and Technology
<b>NAMCOL</b>	Namibian College of Open Learning
<b>NASF</b>	National AIDS Strategic Framework
<b>NCC</b>	National Curriculum Centre
<b>NCCRD</b>	National Centre for Curriculum Research and Development
<b>NCF</b>	National Curriculum Frameworks
<b>NCS</b>	National Curriculum Statement
<b>NER</b>	Net enrollment rate
<b>NGO</b>	Non-governmental organization
<b>NICPD</b>	National Institute for Curriculum and Professional Development
<b>NIE</b>	National Institute of Teacher Education
<b>NIED</b>	National Institute for Education Development
<b>NPO</b>	National Programme Officer (UNESCO)
<b>NSP</b>	National Strategic Plan for HIV, STIs and TB
<b>NTERA</b>	Network for Teacher Educators Responding to AIDS
<b>NTTI</b>	National Teacher Training Institutions
<b>NQA</b>	Namibia Quality Authority
<b>NQF</b>	National Quality Framework
<b>NUL</b>	National University of Lesotho
<b>OFMCSE</b>	Orientation Framework for the Malagasy Curriculum on Sexuality Education
<b>OUT</b>	Open University of Tanzania
<b>OVCS</b>	Orphans and vulnerable children
<b>PGCE</b>	Postgraduate Certificate in Education
<b>PIASCY</b>	Presidential Initiative on AIDS Strategy for Communicating to Youth
<b>PLHIV</b>	People Living with HIV and AIDS
<b>PRESET</b>	Pre-service teacher training
<b>PSABH</b>	Primary School Action for Better Health
<b>PSCE</b>	Personal, Social and Citizenship Education

<b>PTTC</b>	Primary Teacher Training Colleges
<b>RHSSTIE</b>	Reproductive Health, Sexuality and Sexually Transmitted Infection Education
<b>SACE</b>	Southern African Council for Educators
<b>SACMEQ</b>	Southern and Eastern Africa Consortium for Monitoring Educational Quality
<b>SADC</b>	Southern Africa Development Community Secretariat
<b>SE</b>	Sexuality education
<b>SERAT</b>	Sexuality Education Review and Assessment Tool
<b>SITE</b>	Seychelles Institute of Teacher Education
<b>SPEAR</b>	Supporting Public Sector Workplaces to Expand Action and Responses to HIV/AIDS
<b>SRH</b>	Sexual and Reproductive Health
<b>SSAC</b>	South Sudan HIV & AIDS Commission
<b>STI</b>	Sexually Transmitted Infection
<b>TD</b>	Teachers' Diploma
<b>TDC</b>	Teacher Development Colleges
<b>TEP</b>	Teacher Educator Program
<b>TFR</b>	Total Fertility Rate
<b>TRC</b>	Teacher Resource Centres
<b>TSC</b>	Teacher Service Commission
<b>TTC</b>	Teacher Training Colleges
<b>TTI</b>	Teacher Training Institutions
<b>TUM</b>	Teachers Union of Malawi
<b>TWG</b>	Technical Working Group
<b>UAC</b>	Uganda AIDS Commission
<b>UN</b>	United Nations
<b>UNAIDS</b>	United Nations Joint Program on AIDS
<b>UNAM</b>	University of Namibia
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFPA</b>	United Nations Population Fund
<b>UNICEF</b>	United Nations Children Fund
<b>UNISA</b>	University of South Africa
<b>USAID</b>	United States Agency for International Development
<b>WHO</b>	World Health Organization
<b>YPLHIV</b>	Young People Living with HIV and AIDS
<b>ZCEF</b>	Zambia Education Curriculum Framework

**VOLUME 1:  
SITUATIONAL ANALYSIS OF 21 EASTERN  
AND SOUTHERN AFRICA COUNTRIES**



## Preface

Since 2010, the UN Interagency Task Team for young people in the Eastern and Southern Africa (ESA) region has supported Ministries of Education (MOEs) in the ESA region to strengthen the sexuality education (SE) component of current life skills-based HIV education programmes. This collaboration has been instrumental in moving the comprehensive sexuality education (CSE) agenda forward. As review of syllabi and curriculum are completed across school levels (primary, secondary and tertiary), efforts are gradually shifting toward training of teachers who deliver CSE.

Delivery of effective HIV and sexuality education requires highly skilled and motivated teachers. For most countries in the ESA region, scale-up of CSE is slowed because of the volume of training needs, staff attitudes toward taboo sexuality topics and lack of skills in participatory teaching. The UNESCO International Technical Guidance on Sexuality Education (ITGSE) launched in 2009 argues that teachers need appropriate training, skills in the use of participatory methods and ongoing support. In an environment where many topics related to sexuality can be culturally and religiously sensitive, there are a range of challenges related to the preparation and capacity development of teachers to implement SE. For many countries in the ESA region, the capacity and performance level of teachers regarding the delivery of comprehensive sexuality curricula remains a significant implementation challenge.

One of the key tasks facing MOEs in the region is to devise strategies on how to conduct effective pre-service and in-service teacher training, and sustain a programme of ongoing in-service refresher training and mentoring. Effective training first has to have an impact on the teachers themselves, helping them examine their own attitudes toward sexuality, gender and behaviours regarding HIV prevention, understand the content they are teaching, learn participatory teaching skills, and gain confidence to discuss sensitive and controversial topics in a non-judgmental and rights-based manner. Teacher training interventions need the support of national ministries, local school management and local communities. Teachers need support after the initial training and need to be willing and motivated to teach and discuss sexual and reproductive health (SRH) issues, including HIV and contraception

By better preparing teachers and their supervisors with the appropriate training, materials and mandate to teach SE, including HIV, the education sector may close the knowledge and skills gap faced by learners. These steps are necessary in order for schools to fulfill their responsibility to provide young people with the knowledge and skills necessary to protect themselves, make informed choices and realise their full potential. Extensive evidence shows that effective CSE programmes consistently increase student knowledge about HIV and other health issues, delay age of sexual debut, decrease number of sexual partners and frequency of sex, and increase use of contraception including condoms by young people.

This study analyzes the status of CSE in teacher training in the 21 countries of the ESA region. In doing so, the study recognises the importance of well-trained teachers in the effective delivery of SE at classroom level. It also aims to inform the development of a regional programme to strengthen the implementation of CSE curricula, through the creation and sustenance of a confident and well-trained teaching force.

<sup>1</sup>UNESCO International Technical Guidance on Sexuality Education, 2010.

---

## Figures and Tables

Figure 1: Graphical Representation of Countries Included in the Study.....	10
Table 2: The ESA Commitment Targets Affirmed–December 2013.....	18
Table 3: International Indicators Recommended for Measuring the Education Sector Response.....	20
Table 4: Pros and Cons Regarding the Integration of Comprehensive Sexuality Education in the School Curriculum.....	24
Table 5: Summary of Country Responses Regarding Policy and Legislative Framework.....	30
Table 6: Inclusion of Comprehensive Sexuality Education in the School Curriculum.....	33
Table 7: Summary of Country Responses Regarding Comprehensive Sexuality Education in Teacher Training.....	35
Table 8: Summary of Country Responses Regarding the Status of Sexuality Education in Pre-service and In-service Teacher Training.....	36
Table 9: Summary of Country Responses Regarding Course Content in Teacher Training.....	40
Table 10: Summary of Country Responses Regarding Availability of Resource Materials.....	43
Table 11: Summary of Country Responses Regarding Groups Targeted by Comprehensive Sexuality Education Training Efforts.....	45
Table 12: Number of Institutions Providing Teacher Training, by Governance Type.....	46

## Acknowledgements

This situation analysis was jointly commissioned by UNESCO and UNFPA, with support from USAID through the Health Communication Capacity Collaborative (HC3) project. The study sought to review the status of pre- and in-service teacher training on SE in 21 countries in ESA, including Angola, Botswana, Burundi, Democratic Republic of Congo (DRC), Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, South Africa, South Sudan, Swaziland, Republic of Tanzania, Uganda, Zambia and Zimbabwe.

The Joint Inter-Agency Team would therefore like to extend sincere gratitude to all people that participated in this study across the 21 countries. Acknowledgements go to all national teams that participated in the study working with the MOEs, UNESCO and UNFPA. These partners deserve considerable thanks for their honesty, integrity and courage with which they presented their views, made contributions and provided responses and relevant documentation that informed the findings of the report.

The Inter-Agency Team would also like to acknowledge the team of consultants that worked on this report-- Professor Claudia Mitchell (McGill University, Canada), Gillian Kasirye (Makerere University, Uganda), Peter Badcock Walters (ESART, South Africa) and Wendy Heard (ESART, South Africa). Special gratitude is extended to the Inter-Agency staff working at the headquarters and regional levels who worked tirelessly toward the production of a quality report, including Patricia Machawira, Victoria Kisaakye Kanobe and Mwansa Njelesani (UNESCO - ESA Region); Asha Mohamud and Maria Bakaroudis (UNFPA Regional Office - ESARO); and Chetty Dhianaraj and Scott Pulizzi (UNESCO Headquarters).

Special thanks go to the HC3 Team in the United States—Lynn M. Van Lith and Beth Mallalieu—for their technical support and input. The UNESCO national programme officers (NPOs) in the 21 countries are greatly appreciated for their support and dedication towards ensuring that all the required data is collected and validated at the country level. This report is another milestone towards the improvement of sexuality education for adolescents and young people in the ESA region.

## Executive Summary

This report presents the findings of the CSE in the teacher education study, which aimed to produce a high-quality, evidence-informed situation analysis report that will guide the scale-up and implementation of teacher training programmes in CSE in the region.

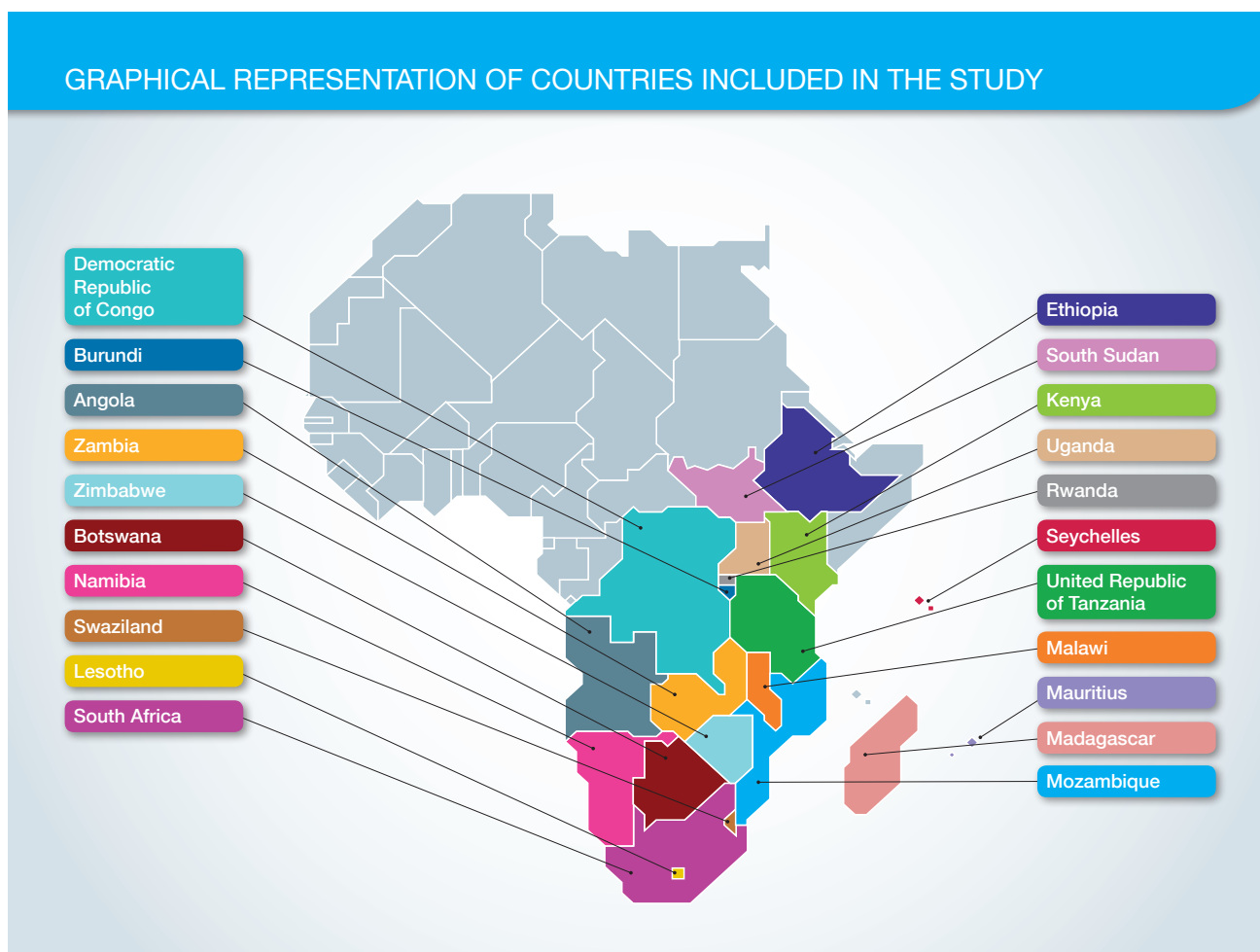


Figure 1: Graphical Representation of Countries Included in the Study

The situational analysis used a combination of review methods, which included:

- Conducting a comprehensive desk review across the 21 countries.
- A mapping exercise of all teacher training institutions (TTIs) in the 21 countries.
- In-depth data collection and analysis across the education sectors in six countries—Lesotho, Malawi, Mozambique, Uganda, Tanzania and Zambia.<sup>2</sup>

Data was drawn from a wide range of available survey data and secondary evidence and reports as provided by the key stakeholders in the education sector from the 21 countries in ESA regarding the status of CSE in pre- and in-service teacher training education, issues and trends. Volume 2 of this report provides summary country reports for all 21 countries, including Angola, Botswana, Burundi, Democratic Republic of Congo, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, South Africa, South Sudan, Swaziland, Republic of Tanzania, Uganda, Zambia and Zimbabwe. The findings were validated through stakeholder consultative meetings both at the ESA regional and country levels to ensure

<sup>2</sup>These countries are involved in implementing a regional initiative on the scale-up of school-based CSE supported by UNESCO and SIDA.

reliability and accuracy of the data collected. The purpose of the validation meetings were to improve the data quality, minimize errors in reporting and include any important aspects that could be missing in the draft reports.

Over the last decade, countries in the ESA region have taken major strides towards the development and incorporation of life skills education (LSE) and CSE in their school curricula. These steps are designed to counter the threat of HIV and other STIs, and to help protect young women against unintended pregnancy, provide the necessary skills to develop effective decision-making and communication skills, explore values and attitudes, and be made aware of risk reduction skills.

In particular, in countries with high HIV prevalence, there is a strong argument for investing in and implementing school-based LSE and CSE programmes. This investment in the sexual health and development of adolescents is central to achieving the Millennium Development Goals (MDGs), promoting public health and ensuring national and regional economic development. In short, life skills-based SE can offer the knowledge, life skills and values required to promote and protect the sexual health of young people well beyond their adolescence and form attitudes that will positively condition their adult sexual health and support meaningful relationships.

The implementation of CSE in the ESA region received a major boost in 2013 when Ministers of Health and Education from 20 countries (later 21) in the region affirmed and adopted the Commitment in Cape Town, South Africa.<sup>3</sup> This Commitment is a strategic tool that focuses on strengthening HIV prevention efforts and advocating for access to quality CSE, as well as SRH services for young people in the region. One of the targets that the Ministers committed to is to scale up delivery of CSE and training of teachers in CSE. This has provided the impetus for countries to scale up efforts and work toward achieving the endorsed targets.

The implementation of CSE at full scale is still a work in progress in most countries, although some countries have made notable progress toward CSE scale-up. The 2011 Ten-Country<sup>4</sup> Curriculum Scan, commissioned by the UN Interagency Task Team for Young People in the ESA (RATESA),

confirmed varying levels of incorporation of CSE content across curricula, with Swaziland and Botswana being cited as examples of good practise. Monitoring of CSE delivery is still limited, although a number of countries are incorporating the indicators from the Global M&E Framework into their Education Management Information System (EMIS).<sup>5</sup> This report therefore presents the key findings and confirms the major advances and the gaps in the response across the ESA region toward the development and incorporation of CSE into teaching and school curricula, and teacher training. A summary of key findings is presented below:

### Policy, Guidelines and Strategic Frameworks

- Clear policy guidelines and frameworks are critical in the provision of high-quality CSE both at the school level and in teacher training. They outline the steps and standards to be enacted toward the effective delivery of CSE at classroom level and teacher training levels.
- These existing policies and guidelines provide a solid basis on which to advocate for more investment and action on key aspects of CSE – including teacher training to support scale-up.
- All 21 countries have an education policy or legislative framework to support life skills-based HIV education, which advocates for the introduction and/or scale-up of school health and HIV&AIDS prevention programmes.
- It is worth noting that only a third of the 21 countries in the ESA region are specific on the delivery of CSE or mention the importance of teacher training in CSE. There is ongoing need to ensure that the importance of teacher training and CSE delivery is prioritised as key components of the education system, and that key role players in the education and health sectors are better informed about the existing policies and guidelines.
- Some countries like South Africa, Tanzania and Zambia have made advances in bringing the health and education sectors together to deliberate a common policy agenda in line with the objectives of the ESA Ministerial Commitment.

### Delivering Sexuality Education through the School Curriculum

- The school curriculum has implications on how teachers are trained to deliver CSE at the school level and the extent of CSE integration in teacher

<sup>3</sup>See <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/HIV-AIDS/pdf/ESACCommitmentFINALAffirmedon7thDecember.pdf>

<sup>4</sup>Botswana, Lesotho, Kenya, Malawi, Namibia, South Africa, Swaziland, Uganda, Zambia and Zimbabwe

<sup>5</sup>See <http://unesdoc.unesco.org/images/0022/002230/223028e.pdf>

training course curricula. SE has been integrated and delivered through the previously existing LSE or HIV education curricula. Life skills-based SE aims to influence young people's behaviour by increasing their autonomy, decision-making and self-esteem regarding their sexuality, and re-enforcing HIV prevention efforts

- Various options for offering school-based CSE have been adopted in the region, including:
  - *Stand-alone*—SE is introduced as a separate subject, in most cases delivered by a specially trained teacher. This is the case in South Africa, Namibia and Zimbabwe;
  - *Integrated*—SE is integrated into more than one existing subject, as appropriate. This is the case in Madagascar, Mauritius, Mozambique, Rwanda and Zambia;
  - *SE is integrated into a broader subject*, such as LSE or health education, that is large enough to accommodate CSE alongside related issues, for example, in South Africa where CSE is part of the life orientation curriculum;
  - *SE infused throughout the curriculum*, integrated in most or all subjects included in the curriculum, with, or without any specific mention of HIV and AIDS in subject areas.
- While all 21 countries report having included some HIV&AIDS education in the primary and secondary school curriculum, only 13 countries (62 percent) report delivering CSE at the secondary school level either as integrated components in selected subjects or as stand-alone. At the primary school level, 13 countries (62 percent) report delivering CSE, out of the 21 countries
- In a number of countries, such as Botswana, Namibia and Rwanda, CSE is also offered to learners via extracurricular clubs or programmes to reinforce what is being taught in school. Some countries, such as Botswana and Namibia, report making HIV education and related SE a compulsory part of the curriculum and continuous assessment process, while others have also made it examinable, like in Malawi, Swaziland and starting in 2017 in Uganda. Only a third of the countries implement CSE as a stand-alone subject.
- Ten out of 21 ESA countries (48 percent) indicated that HIV education or SE, in various forms, is examinable at the secondary school level. Examples include the DRC, Madagascar, Malawi, Mauritius and Zambia, to mention a few.

While it is an examinable option in the school systems of these ten countries, some confirmed that it is only applicable in certain grades or levels. Others confirmed that where this subject area is integrated, it is examined within that 'carrier' subject, such as in Mauritius where it is examinable at the secondary school level through Biology and Home Economics, with a focus on puberty, relationships, reproductive systems and HIV& AIDS.

### Integration of Comprehensive Sexuality Education into Pre- and In-service Teacher Training

- The training of teachers remains critical in the delivery of school-based CSE and is featured strongly in this report.
- The key findings on pre- and in-service teacher training indicate that teachers need appropriate training, skills in the use of participatory methods and ongoing mentoring and support. Training should focus on the key health outcomes in the prevention and management of HIV, STIs and early and unintended pregnancy, and supporting young people to make informed choices regarding their SRH needs.
- Ninety-five percent of the ESA countries report some form of in-service training on life skills-based HIV education for in-service teachers and only 38 percent have CSE as a compulsory module in teacher training. This implies that teachers in some countries may not be adequately prepared to deal with every aspect of SE in the classroom and suggests the need for further, clarifying research to confirm whether pre-service teacher training is in fact preparing teachers for the suggested CSE course content and those areas outlined in the International Technical Guidance on Sexuality Education (ITGSE).
- While 19 countries (91 percent) of the 21 countries indicated integrating some of the components of CSE during in-service teacher training, the extent and quality of content coverage could not be established and therefore remains questionable. Only seven countries (33 percent)—DRC, Lesotho, Malawi, Mauritius, Mozambique, Seychelles and Tanzania—indicated that CSE is an examinable subject in pre-service teacher training.

### Pre-service Teacher Training Course Content Coverage

- Orientation and training of pre-service teachers

on essential topics of life skills-based HIV education is reported in most ESA countries, many of which have recently extended this provision to include all aspects of CSE. This could be attributed to the recent ESA Commitment to CSE that has paved the way for countries to broaden their teacher training focus and ensure that SE is comprehensively covered.

- Only eight of 21 countries (38 percent) indicated that CSE is a compulsory module in preparing teachers for the teaching profession, including Angola, Lesotho, Malawi, Mauritius, Namibia, Seychelles, Tanzania and Zimbabwe.
- Countries were asked to confirm coverage of selected CSE content topics that are covered during pre-service teacher training. The selection of the topics was guided by the UNESCO ITGSE, Volume 2, without suggesting that these constitute ideal or comprehensive coverage. The selected topics included relationships, culture society and human rights, human development and puberty, sexuality and sexual behaviour; SRH, gender issues, basic HIV&AIDS facts, stigma and discrimination, coping and life skills, counselling and communication skills, and healthy living and health care.
- The findings show that training of teachers on the basic facts about HIV& AIDS is common across the region (95 percent of countries). Sixty-seven percent of the countries reported delivering content on healthy living and health care during pre-service teacher training, while 11 countries (52 percent) of the countries indicate that they don't deliver content on SRH. Fifty-seven percent indicated that they deliver some content on sexuality and sexual behaviour in teacher training.
- The findings reveal that the least taught topics during pre-service teacher training are: relationships (as reported by 5 of the 21 countries [24 percent]), followed by human development and puberty (reported by six countries), and culture, society and human rights (reported in eight countries [38 percent]).
- This suggests that the bulk of the teachers are not being adequately prepared to deal with every aspect of SE in the classroom.

### **In-service Teacher Training and Content Coverage**

- Available data on the content and coverage of in-service training in SE is still incomplete and requires more attention. In-service training is strategically important in any effort to reach

large numbers of teachers already in service within a short time frame with new content, methodologies and support.

- There are a wide variety of providers, including some TTIs, civil society organisations and programmes provided through channels of the MOE, such as district-level offices, curriculum development centres and more.
- Historically, a number of non-governmental organisation (NGO) providers laid the foundations for HIV and LSE, as well as supporting governments to rapidly expand coverage. These foundations provide an important basis for expanding the coverage of CSE in the immediate future. However, the various providers also mean that the quality, duration and coverage of content is not uniform across the various courses.
- More attention is also needed to the current modalities of delivering in service training (residential, mixed mode and distance education), training methodologies (cascade, problem based learning, interactive media, etc.) and the opportunities for improving quality and coverage using new alternatives.

### **Availability of Comprehensive Sexuality Education Materials for Teacher Training**

- Only seven countries report having developed resource materials for teacher training in CSE, while others indicate it is work in progress.
- Some of the training materials may need urgent review, while others need to be re-aligned to new policies or curricula. A number of other countries indicated that although materials exist, the volumes available were inadequate for targeted groups.

### **Training of Trainers, Managers and Curriculum Developers**

- For the effective development and implementation of school curricula, preparing and supporting teachers, and the valuable management, monitoring and evaluation (M&E) of education practises, it is critical that training in SE is extended beyond the teachers to those who train and prepare them for teaching, support or manage them, and develop the curriculum and other teaching and learning materials, too.
- Only 48 percent of the countries indicated having trained teacher trainers and curriculum developers in CSE, mainly through sensitisation workshops. It was also noted that only three

countries had trained school inspectors and supervisors in CSE. Further, only four countries had trained the school management teams in CSE.

### **Good Practises**

Lessons of good practise are identified in the 12 countries. These are examples worthy of replication and may inform the development of country and regional models for integrating CSE in teacher education. Similarly, there are 11 countries that provide key lessons regarding some of the major challenges countries face and in which ways to deal with them. These lessons also catalogue a series of issues, which should be considered in the planning and implementation of SE and teacher training, as well as the systematic management of education systems.

### **Recommendations**

Based on these country studies, analysis, good practises and challenges, a set of recommendations are proposed for consideration with a detailed elaboration in Chapter Six of this report. Recommendations are made to consolidate, standardise, support, train, monitor, report and sustain teacher training on CSE in ESA. Some of these recommendations are medium- to- long-term

in nature, but all require strong political will to be implemented:

- Provide clear policy direction from MOEs on the delivery of CSE.
- Strengthen the implementation of the ESA Ministerial Commitment.
- Provide clear guidance on the position of CSE in the curriculum.
- Engage and sensitize school management teams and other key actors at the school and community levels.
- Improve the capacity and coordination of CSE teacher training providers.
- Develop and implement minimum standards on CSE and pre-service teacher education.
- Develop and implement minimum standards for in-service teacher training and continuous professional development (CPD).
- Address the role of local level cultural and social norms in CSE delivery.
- Clarify participatory methodologies and values in teaching training.
- Prioritise the development and supply of CSE teaching and learning support materials.
- Strengthen linkages with other sectors.
- Increase and continue to mobilize resources for teacher training.



## Chapter 1: Introduction and Background

### Introduction

This report is a consolidated summary and analysis of the status of CSE for teacher training in 21 countries in the ESA region.

### Background

Since the advent of HIV, the role of education in the HIV response has received increasing attention, including the links between education and health, both of which are basic human rights (UNESCO: 2014). Good health can positively affect educational outcomes by increasing enrollment, reducing absenteeism and drop-out, and improving cognitive performance and educational attainment. Education is also a key determinant of health: It develops the knowledge, values, attitudes and skills required to make informed choices and adopt healthier behaviours. While knowledge on its own is usually insufficient to motivate behavioural change, it is a prerequisite for the adoption of safer sexual behaviours and thus, the foundation for an effective HIV response.

The cognitive, psychosocial, emotional and self-management skills key to HIV education and SE can also be used to address a number of other health issues, such as prevention of gender-based violence (GBV), substance use prevention and hygiene promotion. Education is central to human and social development, and an enabler of human rights and gender equality.

Gender inequities and inequalities are also key drivers of the HIV epidemic. The roles that boys and men, girls and women are expected to play in many societies can increase risk behaviour and vulnerability. Education can improve awareness of gender inequality, address harmful gender norms and help to reduce gender-based discrimination and violence. These outcomes are important both in their own right for gender transformation toward equal, fair and prosperous societies, and as critical enablers for an effective HIV response.

Over the last decade, countries in the ESA region have taken major strides toward the development and incorporation of LSE and CSE in their school curricula. These programmes are designed to counter the threat of HIV and other STIs, help protect young women against unintended pregnancy, provide the necessary skills to develop effective

decision-making and communication skills, explore values and attitudes, and ensure that young people are made aware of risk-reduction skills.

In particular, in countries with high HIV prevalence, there is a strong argument for investing in and implementing school-based LSE and CSE programmes. This investment in the sexual health and development of adolescents is central to achieving the MDGs, promoting public health and ensuring national and regional economic development. In short, life skills-based SE can offer the knowledge, life skills and values required to promote and protect the sexual health of young people well beyond their adolescence, and form attitudes that will positively condition their adult sexual health and support meaningful relationships.

Effective HIV and sexuality education requires the capacity and guidance of highly-skilled and motivated educators. The ITGSE (UNESCO, 2009) argues, for example, that teachers need appropriate training, skills in the use of participatory methods and ongoing support as highlighted in Chapter Five of this report. In an environment where many topics related to sexuality can be culturally and religiously sensitive, there are a range of challenges related to the preparation and capacity development of teachers to implement SE. For many countries in the ESA region, the capacity and performance levels of teachers, with regard to the delivery of a comprehensive sexuality curricula, remains a significant implementation challenge.

The development and sustainment of teachers' capacity and effectiveness will be critical to the delivery of good quality CSE. If teachers are to empower the young people in their care with potentially life-saving knowledge, they will need to be competent and comfortable to deliver the information that life skills-based CSE offers.

One of the key tasks facing MOEs in the region is how to conduct effective pre- and in-service teacher training, sustain programmes of ongoing professional development and provide other subject-specific refresher training and mentoring. Moreover, these systems must help teachers to examine their own attitudes toward sexuality, gender and behaviour regarding HIV prevention and SRH, understanding that they are, in fact, role models for the next generation.

Effective CSE requires highly skilled and motivated staff. Teachers must acquire participatory teaching skills and gain the confidence to discuss sensitive and controversial topics in a non-judgmental and rights-based manner in light of local realities, such as overcrowded classrooms and other limited resources. Their training requires the support of national ministries, local school management and communities, and should build on interactive training methodologies essential for both LSE and CSE. Critically, teachers must be willing and motivated to teach reproductive health and HIV issues, and accept the support of in-service training and mentoring. The teaching of SE should be conducted in a safe and appropriate learning environment that is also free from all forms of school-based gender violence and advocates for gender equality.

### **Understanding Sexuality Education and Its Benefits**

#### ***Defining Comprehensive Sexuality Education and Its Benefits***

Defined and 'labelled' in many different ways, CSE usually involves teaching and learning on issues related to human sexuality. The ITGSE (2009) defines SE as the: "provision of young people with age-appropriate, scientifically accurate, non-judgmental and culturally relevant information and opportunities to explore attitudes, practise decision making, communication and other skills needed to make informed decisions about their sexual and reproductive health and well-being". CSE is expected to provide young people with opportunities to explore one's own values and attitudes; and to build decision-making communication and risk-reduction skills about many aspects of sexuality. Evidence has shown that young people lack SRH information and are not adequately prepared to make informed decisions about their sexuality which has resulted in increased vulnerability to unintended pregnancy, STIs and sexual coercion.

When SE is comprehensive, it is age-appropriate, gender-sensitive, rights-based, contextually adapted, scientifically accurate and life skills-based to help learners develop and maintain safer behaviours toward HIV prevention and healthy lives for young people. CSE is therefore provided in a building-block approach to prepare adolescents and young people for puberty and beyond—helping them to understand their bodies, to make informed decisions about relationships and develop critical decision-making skills. Outcomes of CSE include the

following:

- Empowerment of adolescents and young people to prevent unintended pregnancies and STIs, including HIV.
- Supporting adolescents and young people to make better, informed decisions, which often lead to delays in initiation of sexual activity and reduced sexual risk taking, but that do not lead to increased sexual activity.
- Encouraging adolescents and young people to have more equitable and healthy relationships.
- Reducing GBV, bullying and discrimination.
- Giving adolescents and young people the confidence to access health services and support.

CSE in ESA has largely focused on reducing the high HIV epidemic, especially among young people. The comparatively rapid acceptance of CSE is attributed mainly to its relevance for those countries with soaring challenges of teenage pregnancy and related socio-sexual phenomena, which provide an entry point for discussions on CSE. Most countries have reported that they provide life skills-based HIV prevention education in the curriculum at the primary and secondary level, as well as in teacher training.

#### ***Misperceptions about Sexuality Education***

In the region, there is a widespread belief that SE will promote or increase sexual activity among children and young people. However, according to the International Technical Guidance and exhaustive reviews of studies by the World Health Organization (WHO), SE programmes do not lead to an increase in sexual activity among young people. The ITGSE (UNESCO 2009) collates evidence from recent studies that shows that SE programmes do not hasten initiation of or increase sexual activity. Even more encouraging, the reviews found that effective SE in schools can result in delaying first intercourse or, if young people are already sexually active, increasing use of condoms and other forms of contraception, and reducing the numbers of sexual partners. Young people will learn about SE from various sources—some of which may be unreliable. If SE begins at a young age, it can be a proactive guard against misinformation, in addition to protecting them from unintended pregnancy and STI or HIV transmission.

The term 'comprehensive sexuality education' also needs clarification and re-enforcement. Global good practise supports an approach, which underlines

the importance of education on gender equality, human rights, safer sex and contraception. This approach may include education on abstinence and other safe practises that help young people lead healthy lives beyond abstinence. European models of SE place a particular emphasis on developing a positive, holistic approach to personal development and sexual health for young people,<sup>6</sup> instead of a dominant focus on risk reduction and disease prevention. There are equally strong arguments that effective SE requires a commitment to addressing gender and power relations as a precondition for success.<sup>7</sup>

### From HIV and Life Skills Education to Comprehensive Sexuality Education

With efforts to educate about population dynamics, the need for family planning, and reduction of early and unintended pregnancy as predecessors, in ESA, the high prevalence of HIV and other STIs and its social, health and economic effects provided an even greater impetus to guide young people around issues of sexuality and HIV prevention. As a result, the last two decades witnessed a proliferation of curriculum based interventions aimed at equipping children and young people with the knowledge and skills they need for healthy sexual lives.

MOEs and other actors in the education sector across the ESA region took steps to address the prevention and mitigation of HIV through various responses. This was mainly achieved through the incorporation of HIV&AIDS into the curricula of primary and secondary schools, training of pre- and in-service teachers, and the development of relevant teaching and learning materials by governments and civil society organisations. In the health sector, a commitment to improving knowledge on SRH for young people dates back to at least the International Conference on Population and Development (ICPD) Programme of Action, which has been re-enforced



OFID

by demands from young people's organisations and ongoing debates on the post-2015 global agenda.<sup>8</sup> Over time, HIV education was increasingly delivered through a LSE curriculum (or variations of it), which became the dominant framework, and was taught either as a stand-alone topic or integrated into other subjects. The 2012 UNICEF's Global Evaluation of Life Skills Education assessed the relevance, coverage, efficiency, effectiveness and sustainability of LSE initiatives. The evaluation found that most countries (including countries in the ESA region) were offering HIV education either through life skills or other subjects. Coverage of LSE was increasing as it became integrated into national education systems and curricula. Countries reported providing LSE at the lower and upper primary school levels with higher numbers reporting provision at the secondary school level.

Other evaluations on LSE and HIV education programmes that had been offered over the past two decades reveal that these programmes have faced significant challenges. The LSE programmes in some countries were failing, in most instances, to equip children with the skills that they need in life, with the consequence that young people leave school to start learning about life.<sup>9</sup> The prevailing versions of LSE programmes still fall short of achieving the intended objectives as studies have indicated that many young people in the ESA region grow into adolescence and adulthood without much knowledge about their health, including reproductive health and sexuality (UNESCO 2013).

Furthermore, despite the integration of HIV in the life skills based curricula, the HIV prevention knowledge gaps persist—where less than 40 percent of young people have adequate prevention knowledge levels. New HIV infections amongst young people remain an urgent problem (estimated 430,000 amongst 15-24 year olds) and a high number of deaths amongst young people living with HIV (YPLHIV) – especially adolescent boys.<sup>10</sup> In the global health context, HIV is becoming more integrated within SRH and young people have strongly argued for an approach that addresses a broader spectrum of social and health issues.

In this context, the main challenge in the objectives and design of existing efforts is that programmes are not adequately addressing key health outcomes for effective HIV prevention, which are to:

<sup>6</sup>See <http://www.bzga-whocc.de/?uid=072bde22237db64297daf76b7cb998f0&id=Seite4486>

<sup>7</sup>See [http://www.popcouncil.org/uploads/pdfs/2011PGY\\_ItsAllOneGuidelines\\_en.pdf](http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneGuidelines_en.pdf)

<sup>8</sup>See [http://icpdbeyond2014.org/uploads/browser/files/acra\\_call\\_th\\_action\\_on\\_icpd\\_beyond\\_2014.pdf](http://icpdbeyond2014.org/uploads/browser/files/acra_call_th_action_on_icpd_beyond_2014.pdf)

<sup>9</sup>See <http://unesdoc.unesco.org/images/0021/002178/217866e.pdf>

<sup>10</sup>See <http://unesdoc.unesco.org/images/0022/002234/223447e.pdf>, p 18

- Delay of sexual debut;
- Decrease number of sexual partners;
- Reduce frequency of unprotected sexual activity;
- Increase the use of protection against unintended pregnancy and STIs;
- Reduce sexual risk-taking.

Achieving these outcomes requires that teachers be mandated, trained and more effectively supported. Whilst HIV remains a priority, particularly for the ESA region, CSE can address a broader range of education, health and social outcomes, including:

- Better overall education outcomes;
- Gender equality;
- GBV;
- Early and unintended pregnancy;
- Child marriage;
- Uptake of contraception and services.

While there are a range of views on what should be included in SE and what the term encompasses, the region is benefitting from a strong international commitment to promoting the provision of CSE among young people. At the regional level, this is being reinforced by a number of regional commitments and policy-level statements from both the education and health sectors. These commitments put the spotlight on the linkages between SRH, education and services in terms of fulfilling the rights and meeting the development needs of adolescents and young people.

### **The ESA Ministerial Commitment**

On 7 December 2013, Ministers of Health and Education from 20 countries in ESA affirmed and adopted the ESA Commitment<sup>11</sup> in Cape Town, South Africa. The Ministerial Commitment is a joint initiative of national governments, the United Nations (UN), Southern African Development Community (SADC), East African Community (EAC), Civil Society and development partners, under the leadership of UNAIDS. It recognises the need for renewed political will to drive the implementation of HIV&AIDS policies and strategies, as well as the need for education and health sectors to work together in response to HIV and other pressing SRH issues in the ESA region. It aims at reducing HIV infection and improving sexual health outcomes for young people in ESA. The Commitment is a strategic tool that, for the first time, brings together MOEs and Ministries of Health (MOHs) to strengthen HIV prevention efforts and foster positive health outcomes by advocating for access to quality CSE, as well as SRH services for young people in the region.

The Education and Health Ministers of the 20 countries affirmed their commitment to ensure effectiveness, impact and accountability regarding the scale-up of HIV prevention efforts, CSE and SRH services for young people while working together within a multi-sectoral and whole government approach. They also affirmed their determination to achieve the following nine targets in the ESA ministerial commitment by the end of 2015 and 2020.

<b>Table 2 : The ESA Commitment Targets Affirmed – December 2013</b>	
<b>By the end of 2015:</b>	<b>By 2020:</b>
<ul style="list-style-type: none"> <li>• A good quality CSE curriculum framework is in place and being implemented in each of the 20 countries.</li> <li>• Pre- and in-service SRH and CSE training for teachers, health workers and social workers is in place and being implemented in all 20 countries.</li> <li>• By the end of 2015, decrease by 50 percent the number of adolescents and young people who do not have access to youth-friendly SRH services (including HIV) that are equitable, accessible, acceptable, appropriate and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminating all new HIV infections among adolescents and young people aged 10-24.</li> <li>• Increase to 95 percent the number of adolescents and young people, aged 10-24, who demonstrate comprehensive HIV prevention knowledge levels.</li> <li>• Reduce early and unintended pregnancies among young people by 75 percent.</li> <li>• Eliminate GBV.</li> <li>• Eliminate child marriage.</li> <li>• Increase the number of all schools and TTIs that provide CSE to 75 percent.</li> </ul>

Source: UNESCO ESA Commitment Affirmation Ceremony Report, 2013

<sup>11</sup>See <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/HIV-AIDS/pdf/ESACommitmentFINALAffirmedon7thDecember.pdf>

The process paves the way for actions that scale up delivery of SE and related health services. The health and education sectors are making efforts toward joint action around developing programmes, sharing information, strengthening linkages and referrals between schools and health services and an overall approach which facilitates access and equity and strengthens national responses to HIV and SRH.

### **Incorporating Sexuality Education in the School Curriculum**

Following the launch of the ITGSE in 2009, countries in the ESA region have made advances toward the incorporation of CSE in school curricula. The ITGSE and other documents advocate for investing in education on SRH and development of adolescents in order to achieve the MDGs, promote public health and ensure economic development. SE offers protection against unintended pregnancy and prevents STIs, including HIV&AIDS.

Regional- and country-level efforts are underway to review and improve the LSE curriculum content and other subject curricula in most countries in the region, as well as to strengthen teacher training and support for the delivery of CSE. In 2011, the ESA regional UN Interagency Task Team for Young People commissioned a curriculum scan whose purpose was to assess the content, quality, and method of delivery of SE curricula in 10 ESA countries, so as to guide future curriculum revisions aimed at empowering young people to protect themselves from HIV and poor reproductive health outcomes.<sup>12</sup> The countries included were Botswana, Lesotho, Kenya, Malawi, Namibia, South Africa, Swaziland, Uganda, Zambia and Zimbabwe. The scan revealed that:

- The content is generally age-appropriate. The most common exception was delayed delivery of information about puberty.
- Most curricula address communication skills with reasonable effectiveness. Significant time is generally allotted to this topic and/or it is infused across other topics, with emphasis on role play. Some of the curricula teach refusal skills effectively, while others emphasise avoiding situations thought to be risky. In some, there was an emphasis on 'politeness,' that to some degree, undermined content on assertiveness.
- Most curricula were seriously lacking in basic

information about male/female condoms and contraception (including emergency contraception). Knowledge about these topics is a key risk/protective factor for sexual behaviour and health outcomes. To differing degrees, many of these curricula are essentially abstinence-only. It is disturbing that resources and classroom time are being devoted toward approaches that are ineffective and contain inaccurate or incomplete information.

Provision of good-quality life skills- based SE is yet to be realised in the region, although a number of countries are working toward implementing CSE at scale. Progress is being made toward developing political and policy support for CSE, integrating SE in school curricula, building the capacity of teachers and educators, and working with non-governmental and civil society organisations, including youth networks, to reach out-of-school adolescents and young people with appropriate HIV education and SE.

Donor investment in CSE is increasing, with new initiatives focused on scaling-up in at least six countries, including Lesotho, Malawi, Mozambique, Tanzania, Uganda and Zambia, which is expected to reach 35,000 schools, 74,000 teachers and 15 million learners across the region over the next two and a half years. In Zambia, a national level scale-up initiative with CSE and services is expected to reach 341,991,918 adolescents and young people (aged 10-24 years), including those who are vulnerable, such as young people living with HIV&AIDS (YPLHIV) and young people with disabilities. Yet another initiative, Safeguard Young People, was launched in 2013 with the goal of improved SRH status of young people aged 10 to 24 with a special emphasis on HIV prevention, focusing on eight Southern African countries (Botswana, South Africa, Lesotho, Malawi, Namibia, Swaziland, Zambia and Zimbabwe).<sup>13</sup>

Monitoring of the delivery and quality of CSE is still limited, although serious efforts are now underway in some countries to integrate HIV-sensitive indicators into the EMIS, including systems to measure the process and outcomes of life skills-based HIV and sexuality education. In 2013, the UNAIDS Inter Agency Task Team on Education endorsed a list of 15 core indicators to measure the education sector response to HIV (UNESCO 2013). These indicators include ones related to CSE and,

<sup>12</sup>See <http://unesdoc.unesco.org/images/0022/002211/221121e.pdf>

<sup>13</sup>See [http://www.sdc.admin.ch/en/Home/Projects/Project\\_Detail?projectdbID=225008](http://www.sdc.admin.ch/en/Home/Projects/Project_Detail?projectdbID=225008)

to date, following directive by SADC Ministers of Education in 2013, all countries in the SADC region have developed roadmaps for the integration of the indicators into their education management information systems by 2016.

<b>Table 3: International Indicators Recommended for Measuring the Education Sector Response</b>	
<b>Core Global Indicators for the M&amp;E of the Education Sector Response to HIV&amp;AIDS</b>	
1.	National Commitments and Policy Instrument.
2.	Percentage of educational institutions that have rules and guidelines for staff and students related to physical safety, stigma, discrimination, and sexual harassment and abuse that have been communicated to relevant stakeholders.
3.	Percentage of schools that provided life skills-based HIV education and SE within the previous academic year.
4.	Percentage of schools that provided an orientation process for parents or guardians of students regarding life skills-based HIV education and SE programmes in schools in the previous academic year.
5.	Percentage of schools with teachers who received training and taught lessons in life skills-based HIV education and SE in the previous academic year.
6.	Percentage of students, aged 10-24 years, who demonstrate desired knowledge levels and reject major misconceptions about HIV and AIDS.
7.	Percentage of young people, aged 15-24 years, who have had sexual intercourse before the age of 15.
8.	Percentage of women and men, aged 15-49 years, who had more than one partner in the past 12 months who used a condom during their last sexual intercourse.
<b>Specific Indicators for the M&amp;E of Education Sector Responses to HIV&amp;AIDS in Countries with a Generalized HIV Epidemic</b>	
9.	Percentage of orphaned and vulnerable children, aged 5-17 years, who receive bursary support, including school fee exemptions, through schools.
10.	Percentage of orphaned and vulnerable children, aged 5-17 years, who receive emotional/psychological support through schools.
11.	Percentage of orphaned and vulnerable children, aged 5-17 years, who receive social support, excluding bursary support, through schools.
12.	Percentage of educational institutions that implement an HIV workplace programme.
13.	Current school attendance among orphans and non-orphans, aged 5-17 years.
14.	Percentage of students who permanently left school due to illness or death in the previous academic year.
15.	Teacher attrition rate in the previous academic year.

Source: UNESCO (2013) Technical Guidelines - Measuring the education sector response to HIV and AIDS

The targets presented above indicate that CSE is a critical element in HIV prevention and treatment, as well as being part of health education. In order to fully address the health needs of young people and reduce the new HIV infections among young people, education ministries and their approaches need to respond to the growing demand from young people and parents for CSE and related services. The education sector needs to strengthen the integration of CSE as part of the education sector response to HIV prevention among young people and to strengthen the links between education and SRH services. This approach requires new teaching methodologies, ways of working and partnerships at all levels.

## **The Situational Analysis on Status of Comprehensive Sexuality Education in Teacher Education**

### ***Rationale for the Situational Analysis***

Teachers are instrumental to the achievement of Education for All (EFA) goals and they play a critical role in the delivery of CSE and HIV prevention at the country level. Teachers have an important responsibility to ensure that children and young people acquire essential knowledge, skills and attitudes for preventing HIV infection and that, particularly 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 life skills-based SE highly complex. The UNICEF evaluation of global LSE programmes revealed similar shortcomings and proposed similar action steps.

In 2007, the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ)<sup>14</sup> III study developed an HIV-AIDS Knowledge Test (HAKT) that was administered to Grade 6 pupils (aged around 13.5 years on average) and their teachers. This study provided an important step forward in establishing baseline information on knowledge levels of young people and their teachers on HIV&AIDS in ESA. The study revealed that the majority of teachers throughout the 15 SACMEQ countries<sup>15</sup> demonstrated 'desirable' knowledge levels in the 2007 HAKT. This baseline comprehension can provide a foundation both for teachers' own health and well-being, and for developing topic expertise for teaching. Grade 6 learners, however, had much lower knowledge levels, with only a small minority achieving the target proficiency of 75 percent. The contrast between the very low knowledge levels of most pupils about HIV&AIDS and the very high knowledge levels of most of their teachers is a cause for concern. This evidence shows that despite the fact that teachers may know about HIV-related issues, this knowledge and information is not reaching pupils. This begs the question of why is it not reaching the pupils and to what extent may it be a reluctance or inability on the part of teachers to teach SE more broadly and HIV more specifically.

By better preparing teachers with the appropriate training, materials and the mandate to teach HIV and health topics, the education sector can seize the opportunity presented by teachers' existing knowledge levels and close the knowledge gap faced by students. These steps are necessary for schools to fulfill their responsibility to provide young people with the knowledge and skills necessary to protect themselves, make informed choices and realise their full potential. Extensive

evidence<sup>16</sup> shows that CSE programmes consistently increase student knowledge about HIV and other health issues. To maximize impact and efficiency, however, education sector officials, policymakers and implementing partners should look not only at the knowledge levels in the HAKT, but also at attitudes and practises, and their interrelationship. This can help ensure that we are not just measuring retention of facts, but the relevant knowledge for supporting young people's decision-making skills and health outcomes.

### **Objectives of the Situational Analysis**

The situational analysis focused on the following specific objectives:

1. Conducting a desk review on the status of pre- and in-service teacher education in the 21 countries in ESA.
2. Conducting an in-depth analysis of the strengths, weakness and gaps in the policies, programmes and materials available for teacher education in six countries (Tanzania, Zambia, Lesotho, Malawi, Uganda and Mozambique) (items above). This in-depth review also included review of obstacles and barriers for trained teachers to effectively deliver SE, as well as identification of good strategies and practise with potential to scale up in the region, and key institutional, human and financial resources to use.
3. Synthesizing the findings of the various assessments into a concise report, outlining the status of teacher training in the area of SE in ESA, best practises, lessons learned (both positive and negative) and key recommendations for improving and institutionalizing teacher training in effective SE in the ESA region.

### **Methodology for the Situational Analysis**

The situational analysis used a combination of review methods, which included:

1. Conducting a comprehensive desk review of critical policy and strategic documents from the 21 countries.
2. A mapping exercise for all TTIs in the 21 countries.
3. In-depth data collection and analysis across the education sectors in six countries (Lesotho, Malawi, Mozambique, Uganda, Tanzania and Zambia).

Data collection tools were developed, pretested and

<sup>14</sup>The Southern and Eastern Africa Consortium for Monitoring Educational Quality

<sup>15</sup>Angola, Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania and Zanzibar (measured separately), Uganda, Zambia and Zimbabwe.

<sup>16</sup>UNESCO International Technical Guidance on Sexuality Education, 2010.

approved by the UNESCO and UNFPA offices at the ESA regional level, working hand-in-hand with the relevant MOEs in the 21 countries. The tools used in the study included:

1. An analytic tool for conducting the desk review process;
2. Interview guides for key informants;
3. An online questionnaire for respondents who would not have time for a face-to-face interview, but have access to the Internet and could fill in the survey at their convenience;
4. Other self-administered questionnaires for in-service teachers and teacher educators.

The desk review focused on examining the official policy and strategic documents for CSE or life skills-based CSE and CSE in teacher training, existing teacher training materials and curricula, as well as any other course materials that are used in the training of pre- and in-service teachers in CSE. The review also focused on conducting an analysis of the availability, quality and uptake of any online resources for teacher training available in the region, and creating a mapping of institutions offering pre- and in-service teacher education programmes at regional and country level (including government colleges, universities and programmes offered by NGOs).

In each of the six countries selected for in-depth study, data collectors were recruited and trained, and worked together with the UNESCO National Programme officers and relevant focal persons within the MOEs. Where possible, research assistants used tape recorders during the interviews and focus group discussions. Data was later transcribed and submitted in soft copies to the researchers. Content analysis was used to make sense of the data collected and themes were identified to guide report writing.

To ensure reliability and accuracy of data collected, the preliminary findings were validated through stakeholder consultative meetings both at the ESA regional and country levels. The purpose of the validation meeting was to improve the data quality, minimize errors in reporting and include

any important aspects that could be missing in the draft reports.

All feedback received at both the regional and country level was collated, edited, typeset and sent back to the countries through the focal points at UNESCO and the MOE for a final validation process. The draft final results were then presented at regional stakeholder's meetings to inform the development of a coordinated regional approach toward the scale-up of CSE teacher training. In addition, in the final phase of validation, draft country reports were returned to UNESCO's NPOs to be double-checked and signed off by the country MOE concerned. This process included validation of a six-question table on teacher training, included in these reports.

Participants in the study included policy makers in relevant government ministries, policy makers at university or college level, teacher trainers for both in-service and pre-service teachers, and NGOs working on in-service teacher training on HIV education and SE. In addition, teacher trainees and in-service teachers were sampled. The sampling technique was purposive, depending on the respondents' knowledge of the subject of the study, their availability and willingness to participate in the study.

## Report Structure

This report is structured to provide the following components:

- *Volume 1* presents a consolidated report on CSE and teacher training research findings, exploring regional lessons, challenges and good practises. It concludes with key recommendations for scaling up CSE in teacher training;
- *Volume 2* contains 21 country reports, covering Angola, Botswana, Burundi, Democratic Republic of Congo, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, South Africa, South Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe.
- *A Directory of all of the TTIs within the countries concerned.* It's also provided as a tool for countries and development partners.



## Chapter 2: Delivering Comprehensive Sexuality Education in Schools

### Introduction

This chapter explores how CSE has been delivered at the classroom level, the role of teachers in the delivery of SE and the challenges often faced in the delivery of CSE. It also highlights the different modalities that schools undertake to deliver CSE - which modalities are critical in determining the best approaches for CSE integration at the teacher education level.

### Positioning of Sexuality Education in the School Curriculum

A school curriculum is a highly contested space which makes it difficult to introduce new subjects, such as SE. In the ESA region, delivery of SE is currently found in a variety of modalities in different countries, as follows:

- *Stand-alone*— CSE is introduced as a separate subject, in most cases delivered by a specially trained teacher, as is the case in Zimbabwe and Namibia. Only a third of the countries implement CSE as a stand-alone subject. Each of these options has implications for how teachers are trained and the outcomes.
- *Integrated*—SE is integrated into more than one existing subject as appropriate. This is the case in Botswana, Democratic Republic of Congo, Ethiopia, Madagascar, Malawi, Mozambique Rwanda, South Sudan, Tanzania, and Zambia. In

some of these countries, CSE is examinable in certain grades or levels.

- *SE is integrated into a broader subject*, such as LSE or health education, that is large enough to accommodate CSE alongside related issues, for example, in South Africa, where CSE is part of the life orientation curriculum.
- *SE infused throughout the curriculum*, integrated in most/all subjects included in the curriculum, with, or without any specific mention of HIV&AIDS in subject areas, for example, in Mauritius. It's mostly infused components are only examinable at the secondary school level through Biology and Home Economics, and at pre-vocational levels 1-3, with a focus on puberty, relationships, reproductive systems and HIV&AIDS.

In a number of countries, such as Botswana and Tanzania, CSE is also offered to learners via extra curricula clubs or programmes to reinforce what is being taught in school. Some countries, such as Botswana and Namibia, report making HIV education and related SE a compulsory part of the curriculum and the continuous assessment process, while others have also made it examinable, such as Malawi, Swaziland and starting in 2017, Uganda.

Stand-alone options, too, have both pros and cons, which are considered on the next page.



Corrie Butler

**Table 4: Pros and Cons Regarding the Integration of Comprehensive Sexuality Education in the School Curriculum**

	Pros	Cons
<b>Stand-alone</b>	<ul style="list-style-type: none"> <li>• In-depth coverage of specific topics.</li> <li>• Teacher training is focused on specialized teachers who may choose to develop career path in the same area.</li> <li>• Additional time allocated to content.</li> <li>• Easier to monitor and evaluate.</li> <li>• A designated teacher is accountable for the curriculum.</li> <li>• Assuming it is institutionalized.</li> <li>• It is easy to make it compulsory.</li> <li>• It is easy to develop and update the materials.</li> <li>• Potentially most cost effective option in terms of numbers of teachers trained and dedicated teaching and learning materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Hard to compensate for a missed content.</li> <li>• Not many tutors are specialized in this field of study (CSE).</li> <li>• Increased workload on the teacher.</li> <li>• Easily sacrificed if not examinable.</li> <li>• Extra budget implications for the school.</li> </ul>
<b>Integrated</b>	<ul style="list-style-type: none"> <li>• Learners will learn aspects of CSE even if it's not compulsory.</li> <li>• All levels benefit from all topics of CSE even though they are integrated.</li> <li>• Creates opportunities for learning across the curriculum.</li> <li>• Allows for the use of the existing assessment modalities.</li> <li>• Reduces pressure to create space in the timetable for a new subject supported by dedicated staff and new training needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Methodologies used.</li> <li>• Leaves the scope and depth of the curriculum at the discretion of the teacher.</li> <li>• Selective teaching is prevalent, which focuses on content that is less 'embarrassing' to talk about in class.</li> <li>• May be difficult to monitor at the level of the learner as potentially more difficult to assess and examine because of the multiple carrier subjects.</li> <li>• Limits accountability and ownership in the curriculum.</li> <li>• Potentially less cost-effective as there is a need to train and monitor larger numbers of teachers, and produce more teaching and learning materials.</li> </ul>
<b>Infused</b>	<ul style="list-style-type: none"> <li>• Greater opportunity for coverage of CSE.</li> <li>• Easier to institutionalise.</li> </ul>	<ul style="list-style-type: none"> <li>• Dilution.</li> <li>• May be difficult to apply certain methodologies, like participatory, given the need to monitor larger numbers of teachers and produce more teaching and learning materials.</li> </ul>

The feasibility of each of the options above varies, depending on the national context and each option has its advantages and disadvantages. Whichever option a country chooses, it is critical to ensure that in each case, someone is held responsible for teaching or coordinating the subject (WHO, 2013). It is also necessary to explore the opportunities for cross curricular learning and other teachable moments, which may include a mix of formal and non-formal programmes.

Whether the approach is integrated or stand-alone, making CSE examinable introduces other considerations. Exams increase actability and give the subject more weight/value in the curriculum. However, in terms of practise, teachers may choose to 'teach to the test' and learning outcomes will be measured largely in terms of knowledge, not skills and behaviours, which are not easily assessed in traditional examinations. Another aspect to consider is the cost-effectiveness of each implementation modality.

### The Role of Teachers

Effective teaching and appropriate teaching methodologies are critical to SE's success and all teachers involved require appropriate training and support. Teaching approaches, such as a focus on affective (emotional) learning and critical thinking, as well as participatory teaching methodologies, require strengthening before it is possible to deliver CSE. The quality of educators can have a huge impact on the effectiveness of the curriculum—teachers need to have an interest in teaching the curriculum, a personal comfort discussing sexuality, the ability to communicate with students and skills in the use of participatory learning methods (UNESCO, 2009).

For the ESA region, good quality training of SE teachers is critical as it will involve new concepts and new learning methods. The training should have clear goals and objectives, and should afford teachers the opportunity to practise participatory methods, while providing a good balance between learning content and skills. The training should be aligned to the curriculum content and provide opportunities to practise key lessons in the curriculum.

Most importantly, the training should help educators distinguish between their personal values and professional roles, which include delivering the curriculum effectively, developing critical thinking skills, respecting the needs of learners and their ethical obligations. Training should adequately prepare teachers to deliver on all content areas without avoiding the sensitive issues. It should last long enough to cover the most important knowledge content and skills and to allow teachers time to personalise the training and raise questions and issues (UNESCO, 2009).

### Teacher Preparation for Comprehensive Sexuality Education

#### ***Teacher Training and the Delivery of Comprehensive Sexuality Education***

Effective teaching is a critical part of SE's success and all educators require appropriate training and support. Training of teachers is essential because these teaching subjects are sometimes sensitive and therefore require special teaching skills, and also because teachers may not be familiar with the required interactive and participatory teaching methods (WHO and BZgA, 2013).<sup>17</sup> It is not unusual

for teachers to have personal, religious or moral inhibitions when teaching certain sensitive issues, or to feel uncertain about them, and thus, they avoid those topics in the curriculum. Therefore, it is important that such reservations and uncertainties are discussed during teacher training. Teachers are more effective in communicating sexuality information when they have reflected upon their own attitudes, feelings, beliefs, experiences and behaviours and how these affect their ability to communicate (BZgA, 2003).

SE's success depends largely on the knowledge, attitudes, values, skills and commitment of its major implementers—classroom teachers and subject heads. In an era of HIV&AIDS, teachers play an even more critical role in being a source of accurate information and a person with whom young people can raise sensitive and complicated issues about sexuality. As trusted gatekeepers of information, teachers can be instrumental in imparting knowledge and skills to young people. Teachers can function as role models, advocates for healthy school environments, guides for students in need of services, resources for accurate information, mentors and effective instructors. But to meet these expectations in the HIV&AIDS era, teachers need skills and knowledge, as well as support from the educational system and broader community. Teachers also need to know how to protect their own health and the importance of not putting any of their students at risk through their own behaviours.

Effective training first has to have an impact on the teachers themselves at a personal level, helping them examine their own attitudes toward sexuality and behaviors regarding HIV, STIs and early and unintended pregnancy prevention, understand the content they are teaching, learn participatory teaching skills, and gain confidence to discuss sensitive and controversial topics. A UNICEF review of LSE programmes in ESA concluded that life skills programmes that addressed HIV&AIDS issues are more effective when teachers explore their own attitudes and values, establish a positive personal value system and nurture an open, positive classroom climate. Programmes appear to be more effective when teachers use a positive approach emphasizing awareness of values, assertiveness, relationship skills, decision making, real-life situations and self-esteem (UNICEF, 1999). The ITGSE (UNESCO, 2009) indicates that the kind of

<sup>17</sup>See <http://www.bzga-whocc.de/?uid=072bde22237db64297daf76b7cb998f0&id=Seite4486>

preparation, training and support a teacher receives is a key component of a successful school-based programme.

Teacher preparation is necessary if schools are to fulfil their responsibility to provide young people with the knowledge and skills necessary to protect themselves, make informed choices and realise their full potential. Effective SE requires participatory methods and other learner-centred approaches, as well as a logical and chronological sequencing that builds on knowledge and skills, and introduces subject matter that is age-appropriate and relevant to learners' social situation and cognitive development. This is a challenge in schools where teachers do not have the experience, skills or confidence to use these approaches, class sizes are large and education is focused on examinations/academic achievements. Changes in classroom structure and dynamics can be facilitated by moving toward collaborative approaches between teachers and learners. However, this can be difficult to achieve if teachers are not used to such approaches and have to manage large classes.

Training for teachers, as well as for other members of staff within an educational setting, also needs to cover issues, such as human rights, gender, sexuality and sexual diversity, and inclusion and

non-discriminatory practises. Teacher training should equip teachers to deal with modern realities, including the dramatic increase in the availability of information through new communication technologies and media. Teachers can no longer be the gatekeepers of information, but should help learners to make sense of the information they receive. Teachers are also responsible for helping learners to interpret information and the world around them, in line with the four pillars of education proposed by the International Commission on Education for the Twenty-First Century—Learning to Know, Learning to Do, Learning to Live Together and Learning to Be—which are the foundations of UNESCO's educational mission. However, inadequate training means that many teachers are ill-prepared to play this role across the region.

Teachers need quality pre-service training with follow-up in-service training, mentoring and support. It has also become clear that the most effective training involves teachers in its design; builds their knowledge, skills and confidence; allows them to explore and address their attitudes and value; recognises their vulnerabilities; and helps to develop their life skills so that they can protect themselves and others. The Youth Net Issues Paper 3 of 2004 gives eight key recommendations for successful teacher training:

1. Teacher training should cover SE content, teaching methodologies, teacher skills, personal attitudes and teachers' HIV-risk behaviours.
2. Teacher training should cover policies, administrative practices and cultural norms that will affect the teaching of sexuality information.
3. Teachers need to be willing and motivated to teach SE and be trustworthy to young people.
4. The duration and length of training appears to affect the effectiveness of teachers. Available evidence and anecdotal reports suggest a correlation between the duration of training and the degree of the content taught to students. Short-term or one-time training courses are insufficient to affect teacher confidence and competence over the long term.
5. Teacher training needs the support of national ministries, local school management and communities.
6. Train tutors (teachers of teachers), primary and secondary teachers, and to a lesser extent, other staff, principals and administrators. Those who teach teachers—a critical, often neglected group—should receive adequate training to prepare them for their roles. Their comfort and abilities will certainly influence new and impressionable teachers
7. Teachers need support after the initial training. A variety of strategies, including refresher courses, mentoring and supportive supervision, can help ensure long-term impact from training.
8. Teacher training should embrace a policy of zero tolerance for exploitation of students.

Source: The Youth Net Issues Paper 3 (2004)

**Standards for Teacher Preparation for Sexuality Education Delivery**

The National Teacher Preparation Standards for Sexuality Education provide guidance to programmes within institutions of higher education in order to better prepare undergraduate pre-service students to deliver SE. The Teacher Preparation Standards<sup>18</sup> are part of the ongoing Future of Sex Education (FoSE) Initiative, which has as its goal that every young person in public school has high quality CSE that is developmentally-, culturally- and age-appropriate. While they were developed for the U.S., the teacher preparation standards can be a useful guide for the development of pre-service teacher education programmes in the ESA region.

**Standard 1: Professional Disposition**

Teacher candidates demonstrate comfort with, commitment to and self-efficacy in teaching SE.

**Standard 2: Diversity and Equity**

Teacher candidates show respect for individual, family and cultural characteristics and experiences that may influence student learning about sexuality.

**Standard 3: Content Knowledge**

Teacher candidates have accurate and current knowledge of the biological, emotional, social and legal aspects of human sexuality.

**Standard 4: Legal and Professional Ethics**

Teacher candidates make decisions based on applicable federal, state and local laws, regulations and policies, as well as professional ethics.

**Standard 5: Planning**

Teacher candidates plan age- and developmentally-appropriate SE that is aligned with standards, policies and laws, and reflects the diversity of the community.

**Standard 6: Implementation**

Teacher candidates use a variety of effective strategies to teach SE.

**Standard 7: Assessment**

Teacher candidates implement effective strategies to assess student knowledge, attitudes and skills in order to improve SE instruction.

Source: National Teacher Preparation Standards for Sexuality Education (FOSE 2014)

**Suggested Framework for Comprehensive Sexuality Education in Teacher Education**

In order to prepare teachers to deal with resistance and to build support networks for teachers, (WHO and BZgA, 2013) propose the following critical steps toward the development and implementation of teacher training.

**Step 1. Create a technical working group (TWG) to develop a teacher training curriculum and plan its implementation:** the TWG is expected to be responsible for the development of the training curriculum on CSE, which should be ALIGNED with the broad curriculum framework for schools. The group should also be responsible for guiding the overall direction of CSE integration in the specific syllabuses, which already outline specific learning

objectives in relation to content by grades, as well as planning for the implementation of the curriculum. In addition, this group should include experts in teacher training, SE, SRH, methodology and pedagogy, and representatives of teachers and possibly students, not forgetting representatives of the institutions (e.g. universities), which are actually going to carry out the training.

**Step 2. Decide on a form of teacher training and the implementing institution(s):** another critical step is to define the training format and who should oversee its implementation, such as if SE will be delivered as stand-alone, integrated into various subjects or integrated into one broader, but closely related subject, such as health education. As discussed earlier, it would be important to review

<sup>18</sup>See <http://www.futureofsexed.org/documents/teacher-standards.pdf>

the training needs for the currently practising teachers (in-service teachers) so as to determine the scope and content of these courses. In-service training should offer more than a one-off stand-alone course, but instead try to continuously support teachers. While in-service training may be a very good first step toward getting started on SE, it is of crucial importance to include the training in the curricula of teacher training colleges and universities (so called **pre-service training**).

At the onset, refresher courses should be planned, both for teachers who were trained in-service and for those who were trained pre-service. As pointed out above, these courses can use modern technology to cut costs and time. Furthermore, it needs to be decided who is going to implement the training, such as universities. It will be necessary to budget for the training's recurring costs.

### **Step 3. Develop a curriculum for teacher training:**

The first step is an agreement on the **competencies** the teachers should acquire. The following **elements** should be covered by the curriculum.

- Provision of accurate and up-to-date **information** on all aspects of (human) sexuality, including biology, fertility, contraception, sexual health, sexual rights, emotions, relationships, social determinants of sexuality and sexual behavior, with gender as a cross-cutting element.
- Introduction and practise of **interactive methods** that address learners' varying learning styles and support their learning (i.e. auditory, visual, kinesthetic etc. learning styles).
- Development of effective **classroom skills**, such as how to handle sensitive reactions from pupils, how to deal with privacy and how to establish mutual respect and trust
- Advice on **teaching materials** (e.g. films, Internet sites, books and lesson plans).
- **Self-reflection** by the trainee teacher on his/her own sexuality and personal comfort or discomfort with sensitive issues.
- Development of competence and comfort in using **sexuality-related language**.
- Creation of **understanding** of the developmental process in children and of adolescent sexuality.
- Awareness of the **support systems** for adolescents and children, such as child protection structures and policies, and knowledge of relevant elements of the national **legal system** and **legal requirements** (e. g. age of consent, child protection etc.).

Time needs to be allocated for this training and this will vary depending on whether it is in-service or pre-service training. Training of teachers requires investment, but it will guarantee the quality of SE for the future. More sustainable training solutions will be better than too short, too superficial, stand-alone training courses.

### **Step 4. Implement teacher training (pre-service, in-service, refresher):**

The implementation of teacher training has to be planned and budgeted for, in collaboration with the institution that is going to implement it, such as universities, pedagogical institutions. The following **questions** need to be addressed.

- What kind of training is to be offered? Refresher course(s) should also be planned from the beginning.
- Who is going to give the training and will these trainers be trained, or what are their required qualifications?
- How often are the training courses to be offered and how many days are they going to last? In the case of in-service training, the teachers' absence from their own schools needs to be covered.
- Training of teachers to deliver SE should eventually be included in teacher training college curriculums.

For various, perhaps personal, reasons, teachers may be reluctant to take part in training for SE. It is helpful to take this into account from the beginning and consider including an opt-out clause or mechanism. There are several manuals available showing how to develop, implement and evaluate a training course for SE.

**Step 5. Monitoring & Evaluation:** this is a critical step toward determining if the programme is achieving the intended objectives, 'how well the programme is being delivered,' and the effectiveness and impact of the SE programme. There are various forms of evaluation that can be undertaken, which include process, outcome and impact evaluations. It's important to ensure that the people delivering and receiving SE are part of the evaluation process.

### **Conclusion**

This chapter has reviewed the critical components toward the delivery of SE. Teachers remain central to the quality implementation of CSE whose capacity must be built in order to demonstrate comfort with, commitment to and self-efficacy in teaching SE. In addition, they need support systems and mentorship in order to implement and use a variety of effective strategies to teach SE.

## Chapter 3: Research Findings

### Introduction

This section presents the findings of the situation analysis, which have been segmented into different thematic areas to provide a clear strand on the extent of integration of CSE in teacher training.

### Policy, Guidelines and Strategic Frameworks for Comprehensive Sexuality Education

HIV-focused policy documents, guidelines and strategic frameworks are all critical elements of an effective country response to HIV&AIDS. They confirm political commitment, structure and planning, which together create an enabling environment for MOEs and their development partners to implement HIV prevention and mitigation strategies. The analysis of the policy, guidelines and strategic frameworks in the 21 countries of ESA sought to identify and review the current policy environment, and consider the implications for the provision of life skills-based SE in teacher training.

The analysis shows that all 21 countries have a policy or legislative framework to support life skills-based HIV education, which advocates for the introduction or scale-up of school health and HIV&AIDS prevention programmes. The policies recognise that the education sector has a central role in the multi-sectoral response to the prevention of HIV&AIDS, STIs and unintended pregnancies, and in shaping the behaviours of young people. This is largely due to a large population of young people in school who are investing in education through the provision of life skills-based SE. Reproductive health information increases the potential and opportunity of reaching out to large numbers of young people. This in turn enables the young people to access good quality education and to develop skills to make healthy behaviour choices.

It is, however, worth noting that as much as aspects of HIV&AIDS are exhibited in the education sector policies, not all education sector policies in the 21 countries specifically address the delivery of CSE or teacher training for CSE. Most of the countries do not have a specific policy for the teaching of CSE, reflected by comments on the ground where respondents were only aware of directives on the teaching of LSE. Findings from the six in-depth countries show that most of the institutions lack a policy or guidelines to support teaching of CSE. All respondents in this study, including teacher educators, did not mention a single policy in place, although most of the policy makers agreed on the role of the MOE to develop syllabus for teacher training for pre- and in-service.

“There is a national policy on HIV/AIDS, but it doesn’t have anything specifically for sexually education.”

Yet another policy maker stated, *I am not sure whether there is a policy on sexuality education or not, but I know there was a directive from the Ministry of Education to teach life skills.*

The lack of a policy or government directive on CSE was cited as the main barrier to scaling up programmes and training on CSE. However, the endorsement of the ESA Commitment by all 21 ESA countries may provide the impetus for the government to provide a guiding framework for the delivery of CSE.

### Country Status on Policy and Strategic Frameworks for Comprehensive Sexuality Education

The table on the next page (Table 5) provides a summary of the current status in each country reviewed in this research study, with specific regard to their policy and legislative environment, and how this extends to and facilitates the inclusion of CSE in teacher training.

**Table 5: Summary of Country Responses Regarding Policy and Legislative Framework**

<b>Angola</b>	CSE is mentioned in the National Strategy for HIV, TB & Malaria for the Education Sector (2013 – 17), paving the way for the MOE to integrate CSE as required.
<b>Botswana</b>	The Ministry of Education and Skills Development (MOESD) HIV&AIDS Strategic Framework (2011-16) provides for CSE to be introduced from pre-school through to tertiary education. Specific reference is made regarding the integration of SE and LSE into teacher education. The AIDS Policy for the Education Sector, currently under review, makes provision for the prevention of HIV transmission and confirms that CSE will be incorporated into the teacher education curricula. Mention is also made that college lecturers will be capacitated to deliver CSE and that this will be cascaded to college students, enabling them to 'comfortably and competently' deliver CSE at the school level.
<b>Burundi</b>	There is an Education Sector HIV&AIDS Strategic Plan in place, along with a committee responsible for coordinating the sector response. Regional structures are responsible for implementing a decentralised response to HIV&AIDS. There is, however, no specific reference to CSE in the policy.
<b>Democratic Republic of Congo</b>	SE is integrated in the 2010-2014 and 2014-2017 AIDS Multi-sectorial National Strategic Plans through behaviour change communication.
<b>Ethiopia</b>	The Ethiopian 2010 Education Sector Policy and Strategy for HIV&AIDS states that teacher education (pre- and in-service) must prepare educators to respond to HIV&AIDS both personally and professionally, and contribute to building positive attitudes toward HIV prevention amongst their learners. All teachers graduating from TTIs are expected to be equipped with knowledge and skills for HIV prevention and mitigation, through both pre- and in-service training, and continuous teacher development programmes. Recognising the importance of SE, the Federal MOE (MOE, 2010) has provided policy directions to regional education bureaus to integrate SE and preventive measures toward HIV&AIDS in the entire curriculum, starting from grade 1.
<b>Kenya</b>	In the Education Sector, HIV&AIDS was introduced into the curriculum in 2000 and an Education Sector Policy on HIV&AIDS was developed in 2004 and mainstreamed into the Kenya Education Sector Support Program in 2005/10. This required the inclusion of HIV&AIDS in the curriculum, as well as training materials for pre- and in-service teachers. The 2013 revised Education Sector Policy on HIV&AIDS includes the provision of age-appropriate CSE and develops a series of strategies to ensure CSE is integrated into teacher education in the context of HIV&AIDS.
<b>Lesotho</b>	Lesotho has a draft Teacher Development and Management Policy that is yet to be adopted. Policy guidelines for HIV prevention education and LSE are provided in various MOET documents, such as the Education Sector Strategic Plan (ESSP; 2005-2015), the Education Sector HIV&AIDS Policy (2012) and the Curriculum and Assessment Policy (2009). LSE is a core subject to be taught to all learners at the basic education level.
<b>Madagascar</b>	Madagascar has developed a National Strategic Plan to respond to HIV&AIDS and STIs from 2013 to 2017. Other policies and strategies relevant to young people include the National Youth Policy, the National Policy on Adolescent Health, the National Policy on Adolescent Reproductive Health and the Training Guide on Life Skills. SE was, however, only made compulsory in 2013 following the adoption of the Orientation Framework for the Malagasy Curriculum on Sexuality Education (OFMCSE) by the Ministry of National Education. The OFMCSE proposes the training of teachers on this new SE programme. The goal of the multi-sectoral OFMCSE initiative is to sensitize trained peer educators in the provision of SRH, and integrate SRH into the education curriculum.
<b>Malawi</b>	HIV&AIDS education has been infused in the primary and secondary curriculum in Malawi as LSE and HIV education. Policies and guidelines have been put in place, which include The National Education Sector Plan, the HIV&AIDS Mainstreaming Strategy and the Ministry of Education, Science and Technology's (MOEST) HIV&AIDS guidelines.



<b>Mauritius</b>	The Ministry of Education, Culture and Human Resources of Mauritius (MoE) did not specifically target HIV&AIDS as a cross-curricular issue in its education plan 2008-2020, but has agreed that pre-service and in-service teacher training programmes should treat SE, LSE and HIV education as important for the development of healthy citizens within the country. With this in mind, the education sector requires that any development of SE, LSE or HIV education within Mauritius should ensure that adequate time has been allocated in the national curriculum.
<b>Mozambique</b>	The 2012-16 Education Strategic Plan identified HIV&AIDS education and CSE as cross-cutting themes. The Ministry of Education (MINED) currently supports plans to change the existing teacher-training curriculum and include SRH into the existing teacher training curricula.
<b>Namibia</b>	While Namibia does have an HIV&AIDS Policy for the Education Sector, it does not have a specific policy for the delivery of CSE. Teacher education and development is guided by the National Professional Standards for Teachers in Namibia and all those involved in training teachers align their curricula to the minimum standards. In 2011, Namibia's MOE released a report which clearly acknowledged HIV&AIDS education and LSE as important for Namibia. The report's recommendations include, amongst others, the need to deliver effective life skills and HIV&AIDS prevention programmes for educators, and the review of pre- and in-service training for educators in CSE. Namibia's MOE has consequently issued a circular that states a full-time Life Skills teacher should be present in all Namibian schools with 250 or more learners.
<b>Rwanda</b>	Rwanda has several documents that guide the country's response to HIV&AIDS. Amongst these are Vision 2020, the Economic Development and Poverty Reduction Strategy II (2013-2018) and the National Accelerated Plan for Women, Girls, Gender Equality and HIV (2010-2014). The Education Sector Strategic Plan 2010-2015 advocates for the introduction of school health and HIV &AIDS prevention programmes and ensuring that there is a well-developed, skilled and motivated teaching, training and lecturing workforce. It also highlight that the education sector should play a key role in addressing the lack of information and understanding about HIV&AIDS in terms of infection, prevention, care and treatment. This affects both pupils and teachers alongside other health education issues.
<b>Seychelles</b>	In the Seychelles, SE in pre-service training is guided by the Personal, Social and Citizenship Education (PSCE) Curriculum of the National Curriculum Framework. In-service training and capacitation involves short training sessions when there are reviews in the PSCE curriculum or when new resources are produced for implementation in schools.
<b>South Africa</b>	In South Africa, there is an inter-connected network of policies and strategies, many of which deal with school-based life skills programmes and enhancement of teacher training to deliver these. Most relevant are the Department of Basic Education's (DBE) Integrated Strategy on HIV, STIs and TB and the draft HIV, STI and TB Policy (2012–2016), which provide a detailed context, implementation plan and monitoring structure for response. They also support South Africa's National Strategic Plan for HIV, STIs and TB (NSP). The Integrated School Health Programme (ISHP) is another key multi-sectoral response to the Care and Support for Teaching and Learning (CSTL) framework and directly addresses NSP strategic objectives.
<b>South Sudan</b>	A unified curriculum for early childhood development (ECD), primary and secondary education was developed as the framework for basic education in South Sudan. Currently, there is a framework for a South Sudan school curriculum for all levels, including early childhood education, primary (grades 1-8) and secondary (seniors 4-4) education. The General Education Strategic Plan (2012-2017) recognises the huge demand for education and training, but notes the continuing inadequate school structures and qualified teachers to meet this demand.
<b>Swaziland</b>	Swaziland has an Education and Training Sector Policy (2011) that includes HIV&AIDS. The sexuality education and HIV curriculum in Swaziland links knowledge, education, social and legal systems that must work together, in order to reduce the spread of HIV&AIDS and promote good SRH. In respect to pre-service teacher training, the MOET notes that its 2011 policy, all new teachers still under training will be required to study guidance and counselling as a compulsory and examinable subject, with continuing study for all teachers via in-service programmes, throughout their careers.

<b>Uganda</b>	Uganda developed a draft HIV&AIDS Policy in 2001, and together with the Uganda AIDS Commission (UAC), reviewed related policies, such as the National Counselling and Testing Policy and the National HIV&AIDS Workplace Policy (2010), and then developed HIV&AIDS-related sector plans, including one for Education. The Ministry of Education and Sports (MOES) is identified as the lead agency to provide HIV counselling in schools and colleges, develop and distribute materials and messages on life skills, provide psychosocial development at all levels and integrate palliative care issues into the pre-service training curriculum for health workers and teachers (among others).
<b>United Republic of Tanzania</b>	Tanzania has launched a number of policies and strategies and most recently developed the Third National Multi-Sectoral Strategic Framework for HIV&AIDS (NMSF III; 2012/2013–2017/2018), designed to guide the country's multi-sectoral response to the epidemic. In 2004, the Ministry of Education and Vocational Training (MOEVT) developed a policy guideline on HIV&AIDS, entitled Guidelines for Implementing HIV&AIDS and life skills education programmes in schools. The objective was to mainstream the teaching of HIV&AIDS, STIs and life skills in schools and guide, and control, the amount and type of HIV&AIDS, STIs and life skills information and materials available to schools. The guidelines proposed an interdisciplinary approach to providing SE in schools, integrated in the core curriculum. The content was intended to provide basic information and facts about the transmission and prevention of HIV and STIs, and promote responsible sexual behaviour, including delaying sexual debut and promoting protected sex.
<b>Zambia</b>	The national response to HIV is guided by the 2011-2015 National AIDS Strategic Framework (NASF), informed by several framework revisions since 2001. The 2011-2015 NASF states that CSE will be provided to young people in order to prevent HIV and unintended pregnancies. Zambia's Vision 2030 (2006) also gives 'priority to the teaching of knowledge, skills and values that will enable learners to contribute to achieving the national vision. The Life Skills Education Framework (2011) and the Comprehensive Sexuality Framework (2013) are currently being merged to provide guidelines on minimum content for different levels of education. Reproductive health and sexuality education has also been recognised as a cross-cutting subject within the Zambia Education Curriculum Framework 2011(ZCEF), a policy framework that guides what will be taught to learners in Zambia. The Comprehensive Sexuality Education Framework (2014) guides the SE content taught at each grade level. Life skills-based SE is not taught as a stand-alone subject, but has been integrated for example into social studies, civic education, integrated science, biology, home economics and religious education.
<b>Zimbabwe</b>	Two Ministries within Zimbabwe oversee the National Education System. The Primary and Secondary Education Policy on Life Skills is that all schools should provide life skills-based HIV&AIDS education (Circular 16, 1993) and confirms that pre-service life skills-based HIV&AIDS education has been available since 1994. Sector response to HIV&AIDS is guided by the Ministry's strategic plan, Life Skills, Sexuality, HIV&AIDS Education, 2012-2015. Key to this is building teacher knowledge and pedagogical competence (child-centred, participatory, creative, culturally-sensitive, peer-led) based on reflection of personal attitudes, values and behaviours regarding HIV risk. Education planning is based on the Education Medium Term Plan (EMTP; 2010 – 2015), together with the Basic Education Assistance Module (BEAM) and the Education Transition Fund (ETF). BEAM focuses on the most marginalized children and channels grants directly to support orphans and vulnerable children (OVCs).

Source: Country Summary Reports, Volume 2

### Status of Comprehensive Sexuality Education in the School Curriculum

The findings indicate that all countries had included some form of HIV or sexuality education in the school curriculum. Schools are the main vehicle for providing life skills-based HIV education and SE, even though these efforts are being complimented by NGO work and other key players such as the parents and health care providers. In most of the countries, SE has been integrated in the

previously existing LSE curriculum. The resulting life skills-based SE aims to influence young people's behaviour by increasing their autonomy, decision-making and self-esteem regarding their sexuality, while enforcing HIV prevention efforts.

Life skills-based HIV and sexuality education is implemented either as a stand-alone subject or integrated within other 'carrier' subjects. For example, in Tanzania, SE is not provided as a stand-

alone subject; instead, it is integrated in various subjects. About one-third of the countries, however, report implementing CSE as a stand-alone subject. For example, Malawi implements CSE as a stand-alone subject at the secondary school level. Table 6 below shows the progress with CSE inclusion in the school curriculum.

Country	CSE Integrated in Curriculum	
	Primary	Secondary
Angola	In process	In process
Botswana	In process	In process
Burundi	In process	In process
Democratic Republic Of Congo	Integrated; examinable	Integrated; examinable
Ethiopia	Integrated	Integrated
Kenya	In process	In process
Lesotho	Integrated	Stand-alone
Madagascar	Integrated; examinable	Integrated; examinable
Malawi	Stand-alone; examinable	Stand-alone; examinable
Mauritius	Integrated; examinable	Integrated; examinable
Mozambique	Integrated; examinable	Integrated; examinable
Namibia	Stand-alone and assessed through continuous assessment	Stand-alone and assessed through continuous assessment
Rwanda	Integrated	Integrated, to be examinable in 2016
Seychelles	Integrated	Integrated
South Africa	Stand-alone; examinable	Stand-alone; examinable
South Sudan	In process	In process
Swaziland	Stand-alone; examinable	Stand-alone; examinable
Tanzania	In process	In process
Uganda	Stand-alone pilot in 2014; delivery In 2015	Integrated; examinable to commence in 2017
Zambia	Integrated; examinable	Integrated; examinable
Zimbabwe	In process	In process

Source: Document analysis and UNESCO NPO officers confirmed as part of completion of Country Summary Reports (Volume 2).

Some countries indicated that their curriculum is currently under review, while others indicated that they are making changes to move their curricula closer to the recognised standards of CSE, as outlined in the ITGSE. Examples of those in process include Angola, Rwanda, Kenya and South Sudan.

As mentioned, countries that offer SE as a stand-alone subject option include Lesotho and Malawi. Malawi included CSE in a stand-alone LSE curriculum at both the primary and secondary levels. This decision was motivated by a desire to focus maximum attention on the subject and secure its place in the curriculum. Some aspects of CSE are also integrated into other subjects. CSE content is examined at the end of grade 8 (Primary School Leaving Certificate) and again at the Junior Certificate of Education (end of Form II) and the Malawi School Certificate (Form IV). Though examinable at secondary level, all learners are not expected to take the subject; it is taken as an elective. This may create a challenge where some learners opt not to take the subject at all. And given that it is not offered at tertiary level, this may discourage students from taking up the subject. Even though CSE is integrated at school level, this is not matched by the arrangements

in teacher training where CSE does not have much prominence. As a consequence, teachers are also less than convinced about pursuing it as a career path.

In Lesotho, CSE related content is taught through 'PSS'—Personal, Spiritual and Societal—one of five learning areas in the curriculum,<sup>19</sup> which includes life skills. Making the subject a stand-alone offering removed the limits on content that needs to be delivered. Furthermore, it was envisaged that the subject would continue to grow and develop. Despite this level of commitment, arrangements in teacher training did not keep pace to support effective CSE delivery and school level staffing dynamics mean that teachers often teach subjects in which they have no background. So, for example, whilst a teacher may be trained to teach English, he/she will almost always be expected to cover other subjects, too. The changes in Lesotho and Malawi are still evolving so there are opportunities to learn more about the practicalities of implementing stand-alone curricula, including the implications for delivering teacher training effectively. In addition, both countries have started to review their approach to teacher training as it relates to CSE.

Ten out of 21 ESA countries indicated that HIV education or SE, in various forms, is examinable or assessed at the school level,<sup>20</sup> including the DRC, Ethiopia, Madagascar, Malawi, Mauritius, Mozambique, Namibia, South Africa, Tanzania and Zambia. While it is an examinable option in the school systems, some of these countries confirmed that this is only applicable in certain grades or levels. And while others confirmed that where this subject area is integrated, it is examined within that 'carrier' subject or through continuous assessment like in the case of Namibia. In Ethiopia, elements of CSE are integrated starting from grade 5 in subjects, like biology and geography that deal with population and human interaction, though they lack depth in terms of the content delivered.

Given that all of the ESA countries include HIV or sexuality education formally in their school curricula, and that more than half of these countries agree that the subject is part of the formal assessment of learners (as an examinable subject), it is critical that teachers are well prepared through pre-service teacher training and supported during their practise so that they can confidently teach the subject content in an effective manner. Countries

have welcomed the ESA Commitment to CSE and consider this to be a pivotal development in initiating and driving the reforms required in school curricula and teacher education.

### **Integration of Comprehensive Sexuality Education into Teacher Training**

#### ***Policies and the Delivery of Comprehensive Sexuality Education in Teacher Training***

The study reveals that the lack of a broader policy governing the delivery of CSE also filters to teacher education. Most TTIs and Faculties of Education (FOEs) do not have guidelines to develop and mainstream CSE in their programmes. As a result, there is a great deal of confusion as to what should be covered and whose responsibility it should be to ensure adequate coverage of the issues. This has meant that, in most countries, there is no policy or guidance for in service teacher training on CSE. Notable exceptions include Tanzania which has a guideline that governs in service training and retraining of teachers on HIV&AIDS, SRH and LSE, the broader subject which houses CSE. There is a need for governments and institutions to come up with deliberate efforts to harmonise policies and guidelines, and to offer specific guidelines for teacher educators to implement the CSE curriculum.

Appropriately qualified teachers are crucial for the delivery of SE and in-service teacher training should be well planned and coordinated to ensure good quality coverage. In all ESA countries, the government plays a key role in the provision of in-service teacher education, complemented by partners, such as GIZ, Save the Children, Restless Development and UN agencies. The majority of the countries noted that coordination of in-service teacher education around CSE could be improved as partners provide training packages of varying content and quality with no regulation or guidance from the MOE.

#### ***Status of Comprehensive Sexuality Education Integration into Teacher Training***

Training and orientation of in-service teachers on THE essential topics of life skills-based HIV education are reported by 91 PERCENT of the ESA countries, many of which have recently extended this provision to include all aspects of CSE. This could be attributed to the recent ESA Ministerial Commitment to CSE, affirmed by the MOEs of the region, which has paved the way for countries to

<sup>19</sup>See [http://planipolis.iiep.unesco.org/upload/Lesotho/Lesotho\\_curriculum\\_and\\_assessment\\_policy\\_framework.pdf](http://planipolis.iiep.unesco.org/upload/Lesotho/Lesotho_curriculum_and_assessment_policy_framework.pdf)

<sup>20</sup>UNESCO 2013 report, and validation through Teacher Education Consultation

broaden their teacher training focus and ensure that SE is comprehensively covered. As part of the process of confirming country responses and concluding the Country Summary Reports (contained in Volume 2), each country was required to validate and authenticate the country position regarding CSE integration in teacher training, measured against five specific questions. The table below (Table 7) summarises these country responses.

CSE Integration in Teacher Education	Angola	Botswana	Burundi	DRC	Ethiopia	Kenya	Lesotho	Madagascar	Malawi	Mauritius	Mozambique	Namibia	Rwanda	Seychelles	South Africa	South Sudan	Swaziland	Tanzania	Uganda	Zambia	Zimbabwe	Yes as a %
<b>CSE integrated into pre-service teacher training curriculum?</b>	x			x	x	x	x		x	x		x			x		x	x			x	57%
<b>CSE offered to in-service teachers?<sup>21</sup></b>	x	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	91%
<b>Specialisation in CSE offered to teachers in training?</b>			x	x			x		x			x		x	x							33%
<b>CSE is a compulsory module in teacher training?</b>	x						x		x	x		x		x				x			x	38%
<b>CSE is an examinable subject?</b>			x				x		x	x		x		x				x				33%

Source: Document analysis and country NPO officers confirmed as part of completion of Country Summary Reports (Volume 2).

Twelve of the 21 countries (57 percent) indicated that CSE is integrated into the pre-service teacher training curricula. For example in Ethiopia, CSE is included in the cross-cutting subjects, which are common courses to all trainees, such as Developmental Psychology, although they may lack the required depth. South Sudan qualified their response by indicating 'not as a subject,' however, saying that some CSE topics are reflected in different teaching subjects, like science, life skills and social studies. Seven countries (33 percent) indicated that CSE is offered as a specialisation option for teachers who are in training. This specialisation occurs at teacher training colleges and universities targeting pre-service teachers at the degree and diploma level, as well as in-service tutors, for example, in Tanzania.

It is encouraging to note that, by far, the majority of the countries, 91 percent or 19 of the 21 countries, indicated that CSE is offered as part of in-service teacher training. By the time of data collection, Rwanda and South Sudan are the only countries not currently offering CSE as part of in-service teacher training.

A very low percentage of countries (eight of 21 or 38 percent) indicated that CSE is a compulsory module in preparing teachers for the teaching profession; the countries include Angola, Malawi, Mauritius, Seychelles, Lesotho, Namibia, Tanzania and Zimbabwe. It is, however, worth noting that for countries like Lesotho CSE is compulsory only in selected colleges. The national University of Lesotho does not offer CSE as a stand-alone module. Only seven countries (33 percent), DRC, Lesotho, Malawi, Mauritius, Namibia, Seychelles and Tanzania, indicated that CSE is an examinable subject in pre-service teacher training.

Rwanda is the only country which indicated absolute lack of integration of CSE in teacher education, while Malawi and Tanzania were the only two countries which indicated significant progress toward the integration of CSE in teacher education.

The lack of specialisation in CSE was cited as a major challenge in a number of countries. While another teacher suggested that "most people are really interested [in teaching CSE] however, the MOET seems to be the one blocking the opportunities for people to specialize in CSE. If it could be treated

<sup>21</sup>It's important to note that even though most of the countries had reported having oriented their in-service teachers on CSE, much of this training was delivered within LSE. The extent of CSE content integration and quality was questionable.

like other 'major' subjects, such that interested candidates could have a full-term course as they would with other subject. At the moment, CSE is a play subject." Teacher attitudes and preparation to teach CSE are extremely important, as is the notion that CSE is currently conceived as a "play subject."

### ***A Summary of Country Efforts to Integrate Comprehensive Sexuality Education in Pre- and In-service Teaching***

Although this analysis attempts to take a regional overview, the status of every country is significantly different with discrete variations and nuances. The analysis below confirms this and underlines the fact that while most countries can attest to positive action in terms of teacher training, full operationalisation or implementation is not widely

reported. That said, the evidence at the pre-service training level suggests that 10 countries have introduced or integrated CSE/SE, while three others are in the process of doing so. Comments from these countries, however, infer that implementation is neither complete nor comprehensive. In-service training is less gratifying, according to the country reports provided. Eleven countries confirm that it is offered but the supporting comments made suggest that this is limited in depth, duration and quality in most cases. Given the workloads of most teachers and the limited time available to access in service teacher training, it is hardly surprising that this may be a real challenge in the ESA region. Table 8 below summarises the country responses regarding the status of SE in pre- and in-service teacher training.

**Table 8: Summary of Country Responses Regarding the Status of Sexuality Education in Pre- and In-Service Teacher Training**

	<b>Inclusion of Sexuality Education in Pre-Service Teacher Training</b>	<b>Inclusion of Sexuality Education in In-Service Teacher Training</b>
<b>Angola</b>	CSE is included in teachers training.	All in-service teacher training is based on need and training covers about three months of tuition. No detail provided on SE training.
<b>Botswana</b>	In the past, CSE has not been part of pre-service teacher training, but policy review efforts are underway to include CSE in pre-service teacher training.	In-service teacher training does not currently address sexuality, HIV or life skills explicitly, even if HIV&AIDS is discussed as a cross curricula goal for secondary schools.
<b>Burundi</b>	A framework for the development of pre-service teacher training in SE, SRH and HIV/STI prevention has been put in place.	In-service teacher training orientation in matters of SE is confined to two or three days of training. Since 2009, Burundi has adopted measures to provide for teaching of CSE related themes. An in-service module has been developed to ensure the cascading of continuous teacher training.
<b>Democratic Republic of Congo</b>	CSE curriculum is integrated in teachers training of primary school level since 2013.	Between 1979 and 2013, nearly 10,000 teachers were trained in family life education by SCEV. In 2013 an additional 350 teachers were trained as trainers of trainers. One hundred trainers of trainers were trained by EPSP and 800 teachers in 2013.
<b>Ethiopia</b>	HIV&AIDS education is not streamlined. Some HIV&AIDS is covered in gender and life skills, mandated for pre-service teacher training. In addition to the stand-alone pre-service module developed by UNESCO, there are manuals developed by an NGO. No formal CSE training in place for pre-service teachers.	The MoE Policy indicates that in-service teacher education must train teachers to mitigate HIV&AIDS impact and promote CSE professionally and personally. However, there is no clarity on how this is achieved. The manual developed by NGO covers both in- and pre-service teachers.
<b>Kenya</b>	Under the National Education Sector Plan (2014-18), age-appropriate CSE is included in the curriculum and supported by teacher training materials. Pre-service training is provided in both public and private teacher training colleges.	In-service teacher training is provided during the holidays during which government run teacher training colleges. The cascade model of HIV&AIDS training was adopted to ensure that trained teachers replicate the training received with colleagues at school level.

<b>Lesotho</b>	LCE has developed a fully-fledged course on LSE for both primary and secondary student teachers in their first year of study. LSE is also taught to fourth- year part-time students. Furthermore, a reproductive health, HIV&AIDS and life skills course book for teacher trainees has been developed.	Provision of in-service training is not really formalised in Lesotho. Some workshops have been held of HIV&AIDS and NGOs have complemented these courses with others in life skills for teachers. NGOs make programmes that target learners and not teachers. No specific recognised course, modules or curriculum documents for the teaching of CSE.
<b>Madagascar</b>	SE is only provided at secondary school level as a sub component within a carrier subject. Pre-service students confirmed that they were not trained in the teaching and pedagogy of CSE within an LSE framework during their training.	Challenge for in-service training is the lack of CSE in teacher training. The Ministry of Public Health is developing a strategy for the integration of SRH programmes for in-service teachers.
<b>Malawi</b>	In teacher training colleges (TTCs), there are guidelines for teaching LSE, which is a carrier subject for CSE. Specifically, LSE covers sex and sexuality in detail. The HIV&AIDS mainstreaming strategy, which MOEST has recently revised, highlights issues of teacher training in areas of LSE.	School-based continuous professional development is recommended for all subjects, including LSE and CSE. However limited funds impede these, as funds are directed toward math and science teachers.
<b>Mauritius</b>	The Mauritius Institute of Education (MIE) offers a range of pre-service foundation courses at the diploma, degree and postgraduate level. Although there is no specific course or any standalone module on CSE, a range of concepts of CSE is being addressed in the following major pre-service courses. For instance, topics such as puberty, safe and unsafe touches, health and diseases, including STIs (HIV&AIDS, Gonorrhoea, syphilis) and health and safety issues (e.g. teenage pregnancy, personal space, HIV and AIDS, discrimination and stigma), and drug abuse and life skills, are covered in the Teachers' Diploma (TD) primary course	No stand-alone course is provided on CSE for in-service teachers. The MIE offers courses for in-service teachers that come back for upgrading to the TD for secondary level, where several CSE concepts, including life skills, are covered. Concepts, such as adolescent reproductive health, pregnancy/teenage pregnancy, STIs and contemporary family issues, are addressed in the TD Home Economics course. The B.Ed., Biology covers SE concepts, such as the male and female reproductive system, menstruation, adolescent reproductive health, pregnancy/teenage pregnancy and STIs (e.g. HIV and AIDS, Gonorrhoea and Syphilis) in more depth. Some aspects of health education, including puberty, adolescent health, health and diseases, STIs and life skills, are addressed at postgraduate programmes (PGCE full- time and part-time Science/Biology). It is noteworthy that several teachers have also conducted major projects/ dissertations in fields related to in sexual health, sexuality and HIV&AIDS education in their above postgraduate courses.
<b>Mozambique</b>	Provision of teacher training is currently under review. Recommendations made by the MINED are intended to strengthen pre- and in-service training and the introduction of CSE.	Both the MINED and partnering NGOs are involved in providing in-service teacher training.

<b>Namibia</b>	SE in teacher training is infused in the curriculum and offered on full-time basis to all teachers, through pre- and in-service training at all levels (pre-primary, primary and secondary). A course in SE is compulsory for all 1st year teacher students. Guidance and Counselling 1 is a compulsory module for all third year teacher education students. Life skills is a career specialisation option offered in the fourth year at the University of Namibia (UNAM).	SE in teacher training is included in in-service training at all levels (pre-primary, primary and secondary). UNAM, the National Institute for Education Development (NIED) and NGOs are all engaged in providing in-service opportunities for teachers. The privately owned Institute for Open Learning (IOL) offers a diploma in Pre-Primary Education, which includes a module on life skills. ECD qualifications offered by the Namibian College of Open Learning (NAMCOL) include a module on HIV&AIDS.
<b>Rwanda</b>	TTCs do not have a policy in regard to CSE and most of the effort to reach young people in schools is invested in in-service teacher training. Currently Rwanda is reviewing the primary and secondary curriculum, as well as one for pre-service teacher training; one strategy is to review and revise the national curriculum to include HIV&AIDS and CSE for all appropriate age groups.	According to studies in Rwanda, 44 percent of all teachers confirmed that they learned content information about HIV&AIDS through in-service training.
<b>Seychelles</b>	Since SE is offered at school as part of PSCE, all ECD and primary teachers are taught by lecturers who have specialised in PSCE. Secondary lecturers are not required to teach SE.	Teachers do have an opportunity for in-service training. No specifics provided regarding SE courses.
<b>South Africa</b>	The Higher Education and Training HIV&AIDS Programme works with all institutions formally involved in training teachers. SE is included in an optional subject (Life Orientation or Life Skills) in which pre-service teachers specialise.	In-service training falls within the ambit of continuing professional development and is very constrained by the availability of teachers. The University of South Africa (UNISA), a correspondence university, offers a number of HIV-related modules in which teachers enrol.
<b>South Sudan</b>	No details regarding SE training are provided.	No details regarding SE training are provided.
<b>Swaziland</b>	CSE has been integrated into teacher training and student teachers are required to study LSE as a compulsory and examinable subject.	Teachers offering LSE are supported by the Educational Testing Guidance Psychological Services (ETGPS) officers in partnership with the In-service teacher training unit and the National Curriculum Centre (NCC).
<b>Uganda</b>	TTCs do not have a curriculum on HIV&AIDS. In a recent curriculum review, CSE content for TTCs was integrated in professional studies with topics, such as Life Skills, HIV&AIDS, Gender and Children's Rights and others. Content is limited to between two and four hours in the syllabus. Other universities, such as Makerere University, offer some CSE subject matter in religious education, but this is limited to a few pre-service teachers.	The Presidential Initiative on AIDS Strategy for Communicating to Youth (PIASCY) offers training for in-service primary and secondary school teachers in HIV&AIDS information and Teacher Development Management System Coordinators are trained to offer school-based training to teachers in their area.



<b>United Republic of Tanzania</b>	While revision of the curricula was recently undertaken, only a few topics are covered, including knowledge of HIV&AIDS, STIs and LS, with a focus on biological facts, and some elements on gender issues, SRH, human development and puberty, as well as healthy living and health care. Teachers indicate time is limited to adequately present CSE. The integrated curricula does not give opportunity for an individual teacher to select topics to present.	Tanzania does not have enough teachers trained in SE and requires the CPD of those in-service. The government manual for teacher training in CSE is silent about the teacher, focusing instead on preparing teachers to serve learners and students. The OUT has developed in-service teacher training with a focus on learner-centred methods and appropriate use of teaching materials, and is planning an online course on SE. MOEVT has also developed teaching materials, charts and brochures that present CSE content simply and attractively.
<b>Zambia</b>	The Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) has been implementing HIV& AIDS programmes in colleges of education, but does not have a standard outline or module on HIV&AIDS for pre-service teachers. HIV&AIDS education is not integrated in the teacher education curriculum and trainee teachers do not acquire skills in the delivery of HIV&AIDS and CSE at college. Selected teacher educators from all public pre-service colleges were trained in 2013 in the development and implementation of the life skills-based CSE curriculum.	The Zambia Education Curriculum Framework (ZECF) states that HIV&AIDS education, LSE and SE will be taught to the learners as cross-cutting issues. This follows that pre-service and in-service teachers will have the capacities built in the delivery of CSE as they respond to what is outlined in the ZECF. Following recognition of SE in the ZECF, a learner's curriculum for CSE was developed in 2013. The capacity building for in-service teachers in CSE delivery at the school level commenced in July 2014. The training is being implemented through the resource centre coordinators. The resource centre coordinators are a cadre of highly trained CPD facilitators called resource centre coordinators. A compulsory CSE module is being integrated in the pre-service teacher education curriculum that is under review. The curriculum will be finalised by December 2014 and will be used in the colleges starting January 2015.
<b>Zimbabwe</b>	The Ministry is cooperating with development partners to equip trainee teachers with skills, attitudes and competencies to address the needs of all learners at the school level, including orphans and vulnerable children. Universities and private higher and tertiary institutions are semi-autonomous with variable approaches to HIV&AIDS education. The University of Zimbabwe has developed a Life Skills Manual for Entry-Level University Students that focuses on the development of the skills necessary for a healthy, positive lifestyle and HIV&AIDS prevention. All teacher and technical training colleges have at least one lecturer to teach life skills for one to two hours a week.	In 2006, the Ministry of Primary & Secondary Education initiated in-service training for primary and secondary school teachers in HIV&AIDS, life skills and counselling. Training is aimed at improving teaching methodology and inter-generational communication between teachers and learners. Training offers practical new ways to teach life skills for HIV prevention, understand and address the gender dimension, combat GBV and provide psychosocial counselling.

Source: Country Summary Reports, Volume 2

## Course Content Coverage for Comprehensive Sexuality Education in Pre-service Teacher Training

While countries were asked to confirm how CSE content was integrated into pre-service teacher training, they were also asked to confirm aspects of the subject content offered to those preparing for the teaching profession regarding CSE. The selection of these content areas used in the analysis below was guided by the UNESCO ITGSE, Volume 2. The selected content areas are therefore used as a proxy to indicate where countries are focusing their attention regarding CSE integration in teacher training.

The key findings presented in table on the next page (Table 9) indicate that not all components of the CSE package are implemented during pre-service teacher training. 'Basic facts on HIV&AIDS' stands out as the most common content area that is delivered during pre-service teacher training on CSE by 20 out of 21 countries (95 percent). Only 12 countries (57 percent) indicated that they deliver content on sexuality and sexual behaviour. It was, however, noted that topics, such as human development, puberty (29 percent), relationships (24 percent), culture society and human rights (38 percent), stigma and discrimination (45 percent) SRH, received the least attention during pre-service teacher training on CSE. In countries, like Lesotho, only a few components are included in the CSE content, such as communication, but not counselling skills; healthy living, but not health care.

**Table 9: Summary of Country Responses Regarding Course Content in Teacher Training**

Pre-Service Teacher Training Course Content Includes:	Angola	Botswana	Burundi	DRC	Ethiopia	Kenya	Lesotho	Madagascar	Malawi	Mauritius	Mozambique	Namibia	Rwanda	Seychelles	South Africa	South Sudan	Swaziland	Tanzania	Uganda	Zambia	Zimbabwe	Yes as a %
<b>Relationships</b>				x			x		x	x								x				24%
<b>Culture Society and Human Rights</b>				x			x		x	x						x		x	x	x		38%
<b>Human Development and Puberty</b>				x			x		x	x						x		x				29%
<b>Sexuality and Sexual Behaviour</b>	x			x	x		x		x	x		x		x	x		x	x			x	57%
<b>Sexual and Reproductive Health</b>				x			x		x	x	x	x		x		x	x	x				48%
<b>Gender Issues</b>		x		x		x	x		x			x	x	x	x	x		x	x	x	x	67%
<b>Basic HIV&amp;AIDS Facts</b>	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	95%
<b>Stigma and Discrimination</b>		x		x		x	x		x		x	x	x	x	x	x				x	x	45%
<b>Coping and Life Skills</b>			x	x		x	x		x	x		x	x	x	x	x		x	x	x	x	71%
<b>Counselling and Communication Skills</b>		x		x		x	x		x			x	x	x	x		x	x		x	x	62%
<b>Healthy Living and Health Care</b>				x	x	x	x		x	x	x	x	x	x	x	x				x	x	67%

Source: Country Summary Reports (Volume 2)

Data from the in-depth analysis of six countries indicated a number of challenges regarding the delivery of CSE content areas in pre-service. These included:

1. Lack of clear strategies regarding the delivery of CSE content within the existing policies and curricula for teacher education.
2. Lack of knowledge, confidence, relevant capacity and technical expertise at the teacher education level toward the delivery of CSE. Many of the teacher educators have not been trained comprehensively in the delivery of CSE.
3. Limited reinforcement by the teacher training authorities toward the implementation of CSE and lack of support supervision and mentorship.
4. The influence of personal fears, values, culture and sensitivity around the CSE leading to selective teaching of the topics with which the teacher educators would be most comfortable.

5. Lack of relevant teaching materials for CSE delivery.
6. Weak pedagogical practises and teaching methodologies to successfully implement and deliver CSE content using participatory approaches. Interview data indicated that many of the teacher educators utilised the traditional lecture methods to deliver CSE content.

The prior findings indicate that a complete CSE teacher training curricula shall be necessary in ensuring a more inclusive and comprehensive schedule of the subject areas. This suggests the urgent need for countries to review the suggested course content identified by the ITGSE (Volume 2) for a systematic integration and delivery of CSE in teacher training.

In order to address the gaps toward the selection of content, interview data from the in-depth analysis indicated that most teacher trainers requested for more grounding in the content of CSE, its delivery and teaching materials to support their work. For effectiveness, teacher educators are advocating for the development of a stand-alone module for TTCs, as well as clear guidelines for the integration of various content areas of CSE across the teaching subjects.

Formulating good policies and strategic plans that elaborate on standardised content to be taught at the teacher training level will create favourable and supportive environment for the delivery of quality CSE programmes in teacher education.

### **The Importance of In-service Teacher Training on Comprehensive Sexuality Education**

The first step for effective delivery of CSE is ensuring that teachers have access to CSE. This ensures a confident teaching workforce that is knowledgeable about CSE and effective in ensuring that children and young people acquire the required knowledge and skills needed. There is no shortage of studies that highlight the pivotal role that teachers can play in the delivery of CSE. The concern is how to equip teachers with the necessary skills to ensure that the learners in their classes acquire sufficient knowledge of se. In-service teacher training plays a critical role in giving teachers the necessary skills to address the issues directly in their classrooms.

#### ***In-service Teacher Attitudes and Practices***

Training of teachers is essential and it is important that the training allows teachers to reflect on their

own attitudes, feelings, beliefs, experiences and behaviours regarding sexuality and how these affect their ability to communicate with learners on CSE. Across the region, countries reported reluctance by teachers to teach certain topics due to their personal, religious and moral inhibitions, with the result that they avoid teaching certain topics. In some cases, interviewees reported that they request guest speakers or SRH experts to cover topics that teachers consider sensitive, although this happens rarely. Teachers also reported that they lack confidence to teach some CSE topics because they are not well equipped with the proper teaching methodologies. Thus, they skip topics or are forced to teach them in the same way that they do other subjects.

#### ***The Status of Comprehensive Sexuality Education in In-service Teacher Training***

In-service training in the area of CSE in the region typically is made up of short courses that are appropriate primarily for sensitisation purposes. The short duration does not allow time for reflective practise, testing out practises, comprehension and sharing of best practises. In addition, it is insufficient for developing skills among trainers who will be required to develop skills among their students. As a first step, it will be critical to ensure professionalising of CSE with specialist teachers who undergo thorough training, followed by the implementation of programming for all teachers.

The structure and content of in-service courses is largely determined by the model of CSE integration in the school curriculum; which could be stand-alone, or integrated into various subjects or into one main carrier subject. Ideally in-service teacher education should offer more than a once off course and should try to have system that supports teachers continuously. It's essential to have a component that allows teachers to stay in touch, share experiences and have access to mentors to support their work.

The study revealed that the courses on offer often vary in quality, duration and content. Most countries reported courses of one week duration to avoid taking teachers out of their classrooms for too long. Extending the duration substantially increases the costs of in-service teacher training. In most cases, there is no programme to offer refresher courses to the teachers who will have undergone training. There is also no formal mentorship programme in place to support trained teachers and those coming from pre-service colleges.

In cases where in-service courses are offered by partners, they are usually in selected provinces without reaching all eligible teachers. This partial coverage underscores the need for a more sustainable and well-coordinated modality to train all teachers in CSE. Given the different providers that offer in-service teacher education courses, the quality of the courses varies with most achieving the objective of imparting knowledge without necessarily equipping teachers with the skills required to teach CSE.

Countries reported that most of the courses on offer do contain the essential CSE topics. There is also lack of capacity among teacher trainers to orient others on CSE. Respondents reported that the in-service training courses do not equip teachers with skills and techniques to evaluate or assess CSE.

### **Teaching Materials**

Teachers require support materials in-order to be able to effectively deliver CSE. A variety of materials are needed in line with the different age groups of students and these include syllabus, background reading material, advice on methodological approaches; materials on classroom management; information on support structures for referral; and lesson plans and audio visual materials. The study

results reveal that different teaching materials, which range from posters, books, magazines, leaflets and brochures to videos, are offered and it was reported that the quality of the material varies for the different in-service providers.

### ***Availability of Comprehensive Sexuality Education Materials for Teacher Training***

While the research did not specifically focus on cataloguing resource materials available to support teacher training, several countries have made mention of it. This section of the report summarises any reference that a country may have made to resource material, where this was available to support teacher training or where the country concerned recognised the lack of material as an impediment to curriculum delivery or teacher training.

The review also highlights the fact that while some countries may have resource materials, they recognise the need to review these and realign them to new policies or curriculum reviews. A number of other countries indicated that although materials exist, the volumes available were inadequate for targeted groups. The ESA countries below are grouped according to the availability of materials, as indicated by the colour coding used in the table.

**Table 10: Summary of Country Responses Regarding Availability of Resource Materials**

KEY:	Materials not available	Materials in process of being developed	Some materials available
<b>Botswana</b>			Botswana's Education Development Centre has provided materials to assist teachers to teach SE, LSE and HIV education. Entitled Living: Skills for Life/ Botswana's Window of Hope (2005), these were developed with local teachers to address HIV&AIDS education in an "interactive, locally-based, gender-balanced, culturally-sensitive and differentiated" manner. These materials are designed to address the lack of information in the curriculum and help guide open-ended conversations, which may otherwise miss the primary message of the lesson. Specifically, they address the lack of guidance on managing conversations, probe responses and provide sufficient facts to support discussion.
<b>Ethiopia</b>			In addition to a stand-alone pre-service module developed by UNESCO in 2013, the International Institute for Capacity Building in Africa (IICBA) had also developed learning materials in Amharic and manuals for both pre- and in-service teachers.
<b>Mauritius</b>			Some materials have been developed for primary and secondary school teachers as part of a pilot project entitled, Reproductive Health, Sexuality and Sexually Transmitted Infection Education (RHSTIE). Training workshops and pilot testing have been completed, but the materials have not been widely disseminated across all primary and secondary schools in Mauritius. Moreover, at primary school level, teachers' guides of the subject, Health and Physical Education (HPE), have already been developed for all levels (standards one to six). These guides have components and topics related to CSE as these topics form part of the HPE primary school curriculum. Teachers' guides for secondary school teachers (Forms I, II and III) on SE are being developed alongside with the relevant school curricular materials as part of an MoE initiative to offer SE as a stand-alone subject. All students attending UNAM are required to take a course in the core curriculum, called Contemporary Social Issues, in their first year. This course has three sections: HIV&AIDS, Gender and Ethics. All first-year students, irrespective of study programme, get the same lecturers and course material.
<b>South Sudan</b>			Despite a substantive body of knowledge currently encapsulated in available training modules and materials (including life skills manuals, SRH manuals, gender mainstreaming manuals and HIV prevention strategies), there is no comprehensive approach to SE in South Sudan. Consequently, there is an urgent need to integrate existing materials and modules into a unified curriculum and adopt a coordinated strategy to implement SE in the education sector.
<b>Uganda</b>			The MOES is identified as the lead agency to develop and distribute materials on life skills for teachers. A curriculum that integrates CSE is under development. Most teacher trainers have requested more CSE grounding and teaching materials to support their work and some policy makers have proposed streamlining the curriculum on SE for all TTIs. Teacher educators outlined the support needed to teach CSE more effectively, including resource materials and books on SE and specifically, SE materials from Supporting Public Sector Workplaces to Expand Action and Responses to HIV/AIDS (SPEAR) and PIASCY.
<b>Tanzania</b>			UNESCO provides technical and financial support to strengthen the capacity of TTCs to deliver and monitor SRH and LSE, in addition to support for curriculum revision and materials development. The Open University of Tanzania (OUT) has developed in-service teacher training with a focus on learner-centred methods and appropriate use of teaching materials, and is planning an online course on SE. MOEVT has also developed teaching materials, charts and brochures that present CSE content simply and attractively (mainly for extracurricular programmes).
<b>Zambia</b>			The Ministry of Education, Science, Vocational Training and Early Education has developed life skills-based SE materials for learners (primary and secondary) and teachers, with the support of UNESCO, UNICEF and UNFPA.
<b>Zimbabwe</b>			By 1992, over 2000 teachers had received in-service training in the use of teaching materials and participatory methodologies. The course on HIV&AIDS is supported by the provision of relevant teaching and learning materials.

KEY:	Materials not available	Materials in process of being developed	Some materials available
South Africa			
Kenya			
Swaziland			
Burundi			
Malawi			

Source: Country Summary Reports, Volume 2

### Training of Trainers, Managers and Curriculum Developers

Regarding the training of tutors, managers, curriculum developers and other groups, the findings reveal that 69 percent (14 out of 21 countries) have been able to train their curriculum developers, and supported the curriculum development process to ensure good quality CSE curricula that is evidence-based, gender-transformative, age appropriate and culturally sensitive. There are no formalised structures for capacity-building for education tutors, curriculum developers and lecturers on integrating CSE in teacher education.

This explains why there are only seven (21 percent) countries that have been able to train their tutors/lecturers in CSE delivery. The country reports indicate that more capacity building work needs to be done to strengthen the education providers in the delivery of CSE. This will be needed for effective development and implementation of school curricula, preparing and supporting teachers, and the valuable management, M&E of education practises. It is also critical that training in SE is extended beyond teachers to those who train and prepare them for teaching, to those who support or manage them and those who develop the curriculum and support materials and resources, too.

**Table 11: Summary of Country Responses Regarding Groups Targeted by Comprehensive Sexuality Education Training Efforts**

Pre-Service Teacher Training Course Content Includes:	Angola	Botswana	Burundi	DRC	Ethiopia	Kenya	Lesotho	Madagascar	Malawi	Mauritius	Mozambique	Namibia	Rwanda	Seychelles	South Africa	South Sudan	Swaziland	Tanzania	Uganda	Zambia	Zimbabwe	Number of Countries	Percentage
<b>Tutors</b>	x								x	x	x		x					x		x		7/21	33%
<b>Curriculum Developers</b>	x		x		x	x	x		x		x		x		x		x	x	x	x	x	14/21	69%
<b>Lecturers/Teacher Trainers</b>				x	x		x	x	x	x	x						x	x		x		10/21	48%
<b>Education Managers</b>				x						x	x	x							x			5/21	24%
<b>Training of Trainers</b>			x	x	x	x			x											x	x	7/21	33%
<b>School Management</b>					x					x	x	x		x			x	x	x			8/21	38%
<b>Inspectors/Supervisors</b>				x								x					x			x		4/21	19%
<b>Counsellors</b>			x	x														x	x			4/21	19%

Source: Country Summary Reports, Volume 2



In Burundi, sensitisation of senior officials at decentralized levels has been agreed, as well as the joint sensitisation of parents and teachers on the new contents of SE and parent-child communications to assure the success of this programme. Importantly, an in-service teacher training module has been developed for introduction by the Ministry’s pedagogical advisors, supported by the training of teacher trainers by a national team, to ensure and cascade the continuous in-service training of teachers. In-service teacher training is currently dependent on ‘Teaching Days’ provided once a month by school management, in which one teacher gives a model lesson, which is enriched in turn by inputs and comments from the other teachers.

The Namibia Global Fund Program set out to target all staff members in the education sector and teach in-service staff members about SE and HIV transmission. Planned activities include literacy, organising, painting, teaching art teachers to use HIV&AIDS messages in lessons; writing/video-making on HIV&AIDS; and training school cluster facilitators and school managers on HIV&AIDS. The results of this project are however still uncertain, although other NGOs are involved in related in-service training. NTERA-Namibia, in collaboration with GIZ and the University of Western Cape, trained a few lecturers of the UNAM in teaching and the AIDS pandemic, a module that had strong component of sexuality, gender and culture. This course has since been put on hold due to lack of funds to sustain it.



**Number of Teacher Training Institutions**

As part of the review, countries provided details of the colleges, institutions and universities that provide for or support teacher training. The summary Table 12 below provides a count of number of TTIs per country, by type of governance. A listing of all of these institutions has been provided as an Appendix 3 in this report.

Table 12: Number of Institutions Providing Teacher Training, by Governance Type					
Number of Institutions Providing Teacher Training, by Governance Type					
Country	Private	Public	Semi-Private	Not Determined	Total
Angola	11	12			23
Botswana		7			7
Burundi		4			4
Democratic Republic Of Congo	5	21			26
Ethiopia		56			56
Kenya	14	60	1	1	76
Lesotho		2			2
Madagascar	1	5		1	7
Malawi	5	8	1	3	17
Mauritius		1		1	2
Mozambique	11	3			14
Namibia	1	5		2	8
Rwanda		13			13
Seychelles		2			2
South Africa		20			20
South Sudan	5	8			13
Swaziland		5			5
Uganda	15	51			66
United Republic of Tanzania	89	35			124
Zambia	33	20			53
Zimbabwe	5	15			20
<b>Total</b>	<b>195</b>	<b>353</b>	<b>2</b>	<b>8</b>	<b>558</b>

Source: Mapping Directory Listing, 2014

## Conclusion

This chapter has presented the key findings related to the status of CSE in pre- and in-service teacher training, as well as the policy frameworks. The findings reveal a clear need to strengthen policy or government directives on CSE, which has been cited as the main barrier to scaling up programmes and training CSE. To facilitate the scale-up of CSE, it was clear that countries would need a policy and clear directive on CSE. In some cases, it may be a case of reviewing and strengthening existing HIV policies to include CSE.

Countries would need to courses to ensure that there is training of a carder who specialises in CSE up to university level. This carder would then be capable of training the pre- and in-service teachers on CSE. Other critical issues noted regarding the training of teachers to deliver life skills-based CSE include the following:

- Teacher educators need to be taught on how to utilise participatory methodologies to help the student /pre-service teachers internalise the knowledge and skills to be acquired. The ways in which teachers learn about the methodology behind the delivery of life skills-based CSE



- would be mirrored in their own teaching.
- The teaching and learning materials of life skills-based CSE should be designed while putting the local context in mind, rather than using a 'one size fits all' methodology.
  - In some countries, it was revealed that while some teachers have not been trained to teach life skills-based CSE, but rather to teach other subjects, many had been forced to teach life skills-based CSE by their schools' head teachers, which was impacting greatly on the quality of the outputs for this programmes.
  - The short duration of life skills-based CSE courses designed for in-service teachers were being seen as insufficient to provide the required confidence and understanding to teach the subject. In some cases, life skills-based CSE courses for in-service teacher education occurred in two days.
  - Limited access to computers and the Internet is also cited as a challenge for teachers to update their knowledge on CSE and take part in online courses to further their professional development.

## Chapter 4: Regional Lessons and Good Practises in Comprehensive Sexuality Education Teacher Training

### Introduction

The following lessons emerge from interrogation of the 21 country reports appended to this study (Volume 2). They are clustered around key issues pertaining to Teacher Training and CSE. These lessons reflect innovative and exemplary practise or planning, and may provide models for replication within and even outside the region:

### Policy Frameworks and Interventions

- *Botswana's* strategic framework requires that CSE be provided from pre-school to tertiary and teacher education level, emphasising the integration of SE and LSE into the teacher education, in particular. Botswana's Programme of Living (UNESCO 2012a), Skills for Life/ Botswana's Window of Hope, is recognised as one of the best initiatives in the region. Botswana's Strategic Policy Framework also requires that CSE be provided from pre-school level to tertiary and teacher education level, emphasising the integration of SE and LSE into the teacher education, in particular. Botswana also has an overall strategic goal within its revised national response (Prevention of New HIV Infections by 2016), which includes eight attainable objectives worthy of attention and possible replication, including emphasis on teacher training.
- *Namibia's* MOE has established policy that requires that a full-time life skills teacher should be present in all Namibian schools with 250 or more learners.
- *Burundi* has a dedicated committee responsible for coordinating the education response to the HIV&AIDS pandemic.

### Curriculum Development for Comprehensive Sexuality Education in Teacher Training

- *Ethiopia* has reviewed its teacher education curricula using UNESCO's Sexuality Education Review & Assessment Tool (SERAT) for both primary and secondary school teacher training. Results led to the development of a training module for both pre- and in-service teacher training. Ethiopia has also developed frameworks to formally integrate CSE, HIV&AIDS education and LSE into the pre-service teacher curricula, and has ensured the commitment of adequate funding to support and sustain

HIV&AIDS programmes in teacher education institutions. In addition, Ethiopia trains teachers at pre-service teacher training to specialize in CSE, HIV&AIDS education and LSE, in the context of their own needs, values, biases and sexuality. (AG say there is no specialised course offered on CSE and HIV&AIDS in pre-service teacher training).

- *Kenya* has revised its Education Sector Policy on HIV&AIDS (in 2013) to include emerging issues and has overhauled its curricula at all levels to make it more relevant, ensure that age-appropriate CSE is mainstreamed and that teacher training materials are available.
- The *Lesotho* Education Sector HIV&AIDS Policy (2012) directs that teachers and educators should be equipped with skills not only to teach LSE, but also to deal with HIV&AIDS at a personal level. Lesotho's Curriculum and Assessment Policy (2009) also recognises the importance of LSE by making it one of the few core subjects to be taught to all learners within the school system. The Lesotho College of Education also provides evidence of good practise through solidifying its SE programme and offering it as a compulsory course for all its student-teachers. The time allocated to the course also allows for internalisation of the key concepts and ideas, as well as methodologies to teach the subject. Lecturers and tutors are allowed to take part-time courses in SE, together with the development of a course book, which helps guarantee a quality teacher education programme in SE. The revision of the LSE curriculum to incorporate CSE also promises a bright future for the teacher education programme; this revision was based on international best practise in the subject area and has resulted in a more focused life skills-based SE curriculum.
- In *Swaziland*, the Education and Training Sector Policy clearly states that every officer within the MOET shall be responsible for integrating disaster and development phenomena, such as, but not limited to, the HIV&AIDS, Gender, Inclusion and Education for Sustainable Development and Response Strategies, into their routine functions, roles and responsibilities. All new teachers in training are required to study guidance and counselling as a compulsory and examinable pre-service training subject, with

continuing study for all teachers via in-service teacher training programmes, throughout their careers. Most importantly, in the AIDS era, guidance and counselling can no longer be seen as external to the business of teaching, but as central pillars of classroom activity and support.

### **Development of Technical Guidance and National Frameworks for Comprehensive Sexuality Education Delivery in Teacher Education**

- *Tanzania* has THE Guidelines for Implementing HIV&AIDS and Life Skills Education Programmes in Schools, which includes information on HIV&AIDS, relationships, basic principles of guidance and counselling, participatory teaching methods, exploration and clarification of personal beliefs and values, class management skills in dealing with difficult and controversial issues, stigma and discrimination. The OUT has developed an in-service teacher training with a focus on learner-centred methods and appropriate use of teaching materials, and is discussing an online course on SE; the MOEVT has developed teaching materials, charts and brochures that present CSE content simply and attractively.
- *Zambia* has revised its previous policy frameworks and merged the Life Skills Education Framework (2011) and the Comprehensive Sexuality Framework (2013) to provide guidelines on the minimum content for different levels of education. UN partners are currently working with the Teacher Education Department in Zambia to develop a compulsory module on CSE for all teacher education colleges. The integrated CSE curriculum will be taught to all primary education trainee teachers in public and private colleges starting in January 2015.

### **Promising Approaches for In-service Teacher Training**

UNESCO Zambia office has been conducting sensitization CSE trainings for in-service and pre-service teachers. The training incorporated the Process Oriented Approach (PoA), which is a methodology that uses personal reflections of sexuality and love to openly discuss SE. It aims at deconstructing personal prejudices, personal judgment and values in discussing sexuality issues. It can be incorporated in other training strategies and measurement of the PoA has shown to yield almost immediate impact on the individual outlook on sexuality and how to effectively communicate it. The process involved picture games as an introduction; a brainstorm on sexuality, including sex, gender, identity and practises; a gender sex continuum; challenges of growing up as a child from the human-based approach; a contraceptive supermarket, including condom programming; and human anatomy from the pleasurable point. Value games used included "4 Corner", a number line, a sex/love line, feedback and sharing sessions, and a letter from a child. It is encouraging to note that the two workshops in Zambia had immediate significant impact of the participants. This is substantiated by the evidence provided when participants were asked to state what the workshop changed about participants. The training changed participants' values, attitudes and knowledge on CSE, starting with participants as individuals. It made participants reflect on sexuality from a personal perspective and extend it to children and women. On the next page are some comments from participants on the impact of the workshop.

**In-Service Workshop: What the workshop has changed about you? The responses from the trained teachers were as follows...**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Children discuss sexuality issues among themselves ignorantly, now I can address my child.</li> <li>• I thought CSE was a difficult term, but it has been simplified.</li> <li>• I believed that youths should not be taught CSE, now I believe strongly they need to be taught.</li> <li>• It cemented the saying, "One should not conclude what a person is by looking."</li> <li>• It has waved off some of the taboos, which hindered positive communication.</li> <li>• My approach to my children on issues of sexuality will change. I need to be open.</li> <li>• My perception has changed because issues discussed happen in my community, but are not brought out.</li> <li>• My perception of SE because it has more than I thought.</li> </ul> | <ul style="list-style-type: none"> <li>• The way I look at sexuality issues and will be able to help every child especially my family.</li> <li>• The perception that young people who have illicit sexual habit are purely being perverted.</li> <li>• The polite way of sharing sex-related issues with my family.</li> <li>• The need to integrate sexuality issues in the teacher training college curriculum.</li> <li>• All teachers should realise the reality children face and teach SE.</li> <li>• The negative attitudes on SE for primary pupils.</li> <li>• Viewing CSE as a good thing the way it used to be done was not very good.</li> </ul> |
|--|---|

**Community-based Approach to Comprehensive Sexuality Education**

Regionally, to ensure full support for CSE there is an urgent need to engage with and address the concerns of key gatekeepers at the state and community level, from policy makers to the religious community, in order to garner their support in the creation of an enabling environment for the provision of CSE.

As a consequence, UNESCO commissioned SAFAIDS to spearhead the development of CSE tools and materials, in collaboration with national health communication experts, national government officials and UN experts from Lesotho, Malawi, Mozambique, Tanzania, Uganda, Zambia and Zimbabwe, to improve community engagement in children and young people's access to CSE and services.

By 2015, the following regional materials will have been developed:

- A *Capacity Building Manual* to help improve delivery and uptake of CSE services at community level targeted at schools and CSOs.
- A *CSE Community Toolkit* targeting parents and other community gatekeepers to improve their engagement.
- An *IEC guide* to support the production of materials specifically aimed at traditional, political and religious leaders so that messages are harmonised and appropriate to local situations and needs.
- A *'How-To' Guide* on conducting community

dialogues on CSE with a special emphasis on intergenerational dialogues.

In addition to this, SAFAIDS has been contracted to develop a generic regional TV and radio script/content to be adapted and translated at the country level for national and community radio stations. The radio and TV programme will be pre-tested in Zambia in 2014 and initially rolled out in Lesotho, Malawi, Mozambique, Namibia, South Sudan, Tanzania, Uganda and Zambia. It is anticipated that 20 million people (parents, guardians, community members and young people in and out of school) will be reached with CSE information from the radio and TV programmes across the eight countries. The radio and TV series targets an audience that includes parents, guardians and key community gatekeepers (traditional, religious leaders, local opinion shapers, parent associations and the MOE), and aims to help them understand the benefits of SE for children and young people.

The aim of the above is to supplement the existing work that is ongoing in the support of the implementation of CSE at the country level.

In Mozambique, programmes promote a community-based approach to SE and achieve a great deal of success: More than 400 youth associations were trained in providing education on SRH and more than 16,000 peer educators (including teachers, and other professionals within communities) were trained in delivering CSE. There is also a consensus that targeting programme gaps

through increased dialogue and communication, particularly between parents, teachers, community and religious leaders, is effective in promoting SRH.

In South Africa, the establishment of the HIV&AIDS Education Community of Practice (COP), made up of teacher educators from all teacher education faculties and schools in the country, is an important (regulatory and development) initiative. Recruitment of specialised life orientation educators with enthusiasm and passion is being undertaken by the schools, to provide a 'primary source of emotional, social and practical support for learners in schools.' South Africa's DBE is developing a training curriculum for teachers to implement life skills/orientation as it pertains to SE, including the development of materials and support systems. Most importantly, the policy environment is informed by a sophisticated, inter-connected network of policies and strategies, many of which deal with school-based life skills programmes and enhancement of teacher training to deliver these; there is also a continuous, research-rich process of assessment and review.

### **Assessment of Comprehensive Sexuality Education in Teacher Training**

Zimbabwe has standardised and made compulsory and examinable pre-service health education and LSE for all teacher education colleges. It has also increased the collaboration between education institutions, National AIDS Authorities, development partners and UN agencies to build pre- and in-service teacher training capacity on CSE, in spite of diminishing public expenditure. All teacher education colleges in Zimbabwe have college-specific HIV&AIDS policies and strategies, and pre-service training on life skills-based HIV&AIDS education, and provincial offices all have education officers responsible for HIV&AIDS, life skills, guidance and counselling. The University of Zimbabwe has a Life Skills Manual for entry-level university students that develops skills for a healthy, positive lifestyle and HIV&AIDS prevention, while TTCs have an HIV&AIDS Workplace Strategy document for the higher and tertiary education sector.

## Chapter 5: Challenges in Comprehensive Sexuality Education Teacher Training

### Introduction

While good practise addresses the future effectiveness and success of CSE, it is important to acknowledge the challenges facing it and root well-considered response in these. Of those challenges highlighted in the 21 country reports contained in Volume 2, many were common, but a significant number stand out for attention, including the following:

### Education Sector Policy Frameworks

The study revealed that as much as aspects of HIV&AIDS are included in the education sector policies, not all education sector policies in the 21 countries give clear guidance on the delivery of CSE or teacher training for CSE. The lack of policy direction on life skills-based SE in teacher training remains a key barrier to the development of effective teacher training programmes.

This lack of policy direction has also affected the mainstreaming of CSE in government plans and programmes. The result is that CSE has remained a donor-funded initiative, which has not found a home and funding through the government structures—this poses a threat to its sustainability.

One effect of having few policies in place in the region related to the provisioning of teacher education and CSE is the paucity of M&E mechanisms in place. This emphasises the importance of comprehensive EMISs and their use in planning, management and monitoring. An EMIS will be important in tracking supply and demand of teachers at the institution level, as well as coverage of CSE at school level.

Without clear policy directive on the teaching of CSE, teacher educators, academics and college management in teacher education institutions have a limited sense of ownership of CSE and HIV&AIDS programmes, regarding these as “extra tasks,” which are additional to the formal teaching activities of the college.

### Teachers’ Views of Comprehensive Sexuality Education

Training of teachers on CSE is just beginning in the majority of countries and, in order for it to be successful, the region will need to learn lessons from the years of training teachers on LSE. A number of teachers interviewed indicated that for

CSE training to be successful, it will need to address the sexuality of teachers themselves and help them clarify their own value before they can begin to deal with teaching learners on CSE.

Often, there is a lack of understanding of what SE is, by teachers and college management, as well as a lack of capacity in the development and implementation of SE curricula by college tutors and lecturers.

Religion and culture were cited as key factors which influence teacher willingness (or unwillingness) to talk about sensitive topics. This is a common theme throughout the region and may have as much to do with personal attitudes and values as with professional competence and attitudes.

Studies confirm that teachers had limited knowledge, skills and confidence to deal with HIV& AIDS issues, especially because of the difficult questions students ask and perhaps because of traditional, personal or religious sensitivities.

### Assessment of Comprehensive Sexuality Education in Teacher Education

There is a need to strengthen efforts toward the assessment of CSE in teacher training. The study results reveal that not many countries have CSE as an examinable subject. There is value in learning from the countries that have been examining CSE for some years.

M&E is required to monitor and measure progress in the SE teaching field and its impact on national HIV, STI and pregnancy trends.

Evidence from some countries confirms that learners and student teachers would take SE more seriously if summative assessments of their performances were involved.

### Allocation of Time towards the Delivery of Comprehensive Sexuality Education

In a number of countries, life skills-based se is allocated limited time, for example, in Malawi, there are three teaching periods (a period is 40-45 minutes) allocated to the delivery of life skills in a week, while in Botswana, there are only two teaching periods a week for the delivery of LSE. The limited curriculum time made available raises questions around the

strengthening of the curriculum implementation of life skills-based SE. Teachers don't have enough time to deliver effective life skills-based CSE, which impacts greatly on the quality of the content and the enactment of behavioural change skills that are depicted in the curriculum. Likewise, in teacher training, life skills-based SE is not given adequate attention in TTCs as a subject. In many TTCs, no specific time is allocated to the subject because it is viewed as part of extracurricular activities and consequently, given lower priority.

This challenge again implies that most teachers will not receive the adequate information and skills that they will require for effective delivery of CSE.

#### **Linkage between School-based Programmes and Health Services**

There is a weak linkage between school-based programmes and health services, and limited participation in the design and implementation of these programmes.

## Chapter 6: Recommendations

### Introduction

This section seeks to draw conclusions from the Situational Analysis as a whole, building on both the desk review of the 21 countries in the region and the in-depth analysis of provisioning of teacher education in six countries. Framed within the SAQMEQ studies that looked at both teacher and pupil knowledge of HIV and SE, the Situational Analysis was meant to determine what type of support is currently in existence for in-service and pre-service teachers and school managers, with attention to the policy level (what policies currently exist that regulate provisioning of SE to pre-service and in-service teachers), curriculum and programming. The desk review yielded data on the range of studies that have been carried out and helped to highlight some of the trends in how CSE is being researched in the area, some of the geographic 'gaps' in the region and some of the key researchers in the region who are working in the area of SE.

While there is a relatively rich body of literature, especially in South Africa and certain other parts of the region, in the area of youth sexuality and HIV&AIDS, the body of work on teacher education, both pre-service and in-service and especially on best practises at a national scale is somewhat sparse, considering the critical role of teachers in addressing HIV&AIDS. There are a number of studies, which are small and qualitative that highlight the potential of particular interventions, such as teacher identity and teacher reflection on their own sexuality, curriculum integration, and participatory methodologies and so on. Few, however, offer longitudinal data and represent any attempt to take an initiative to scale. These two points together suggest the need for funding and support to trace particular interventions over time:

1. How does the teacher education intervention translate into the classroom practise?
2. Funding and support to 'scale up' of promising work in areas, such as curriculum integration.

It should also be noted that while there are many endorsements for different models of curriculum delivery (stand-alone models, carrier subjects, etc.), they have received almost no evaluative attention. At the same time, it is important to highlight that the critical role of teachers (and hence the critical role of teacher education) is a relatively new direction

in HIV prevention, following a decade or more of interventions that were seen to be 'teacher proof,' along those which focused on youth themselves, as opposed to seeing the structures of the school or the quality of the teachers' skills as key.

What has been illuminating, then, in the Situational Analysis, and especially in the in-depth data, is the rich testimonial evidence offered by close to 400 respondents in six countries through interviews, focus groups and an online survey on what is needed. While it is important to not overstate the case, there were certain issues that were repeated over and over again across the six countries that should inform future work in the area. Some of the points are ones that recur in almost all teacher education models and others are unique to work in the area of CSE.

### Recommendations Arising from the Situational Analysis

#### ***1. Provide Clear Policy Direction from Ministries of Education on the Delivery of Comprehensive Sexuality Education***

Most countries in the region have clear policies that guide the delivery of LSE at the country level, usually through National AIDS policies or Education Sector policies. Some countries, such as Tanzania and Zambia, have developed SE frameworks or guidelines. However, most TTIs and FOEs do not have guidelines to develop and implement CSE in their subjects. As a result, there is some level of confusion as to what should be covered and whose responsibility it should be to ensure adequate coverage of the issues. Governments in the ESA region and, in turn, TTIs need deliberate efforts to harmonise policies and guidelines, and to offer specific guidelines for teacher educators to implement the CSE curriculum.

#### ***2. Strengthen the Implementation of the ESA Ministerial Commitment***

The overarching importance of signing the CSE Commitment by the Ministers of the 21 countries of ESA is hard to overstate. It provides a watershed moment in the regional history SE, but more specifically provides an opportunity to motivate action within the MOEs at an unprecedented level. It confirms political will and gives support to advocates of SE to intervene in curriculum reform



and teacher training. This conducive environment for action should be recognised by the country MOEs concerned and capitalised upon to make changes that otherwise might take decades for action. It is therefore recommended that the 'fine print' of the CSE Commitment is well disseminated to teacher trainers and curriculum developers in order to mobilise their support toward reaching the agreed targets on teacher training and scaling up CSE.

### **3. Provide Clear Guidance on the Position of Comprehensive Sexuality Education in the Curriculum**

Most curricula in the region are overcrowded and examination-oriented. The inclusion of CSE into an already over-crowded curriculum has immediate implications for what gets taught at the classroom level. Governments and institutions need to make a decision on which model (or a combination) to use and develop strategies to overcome the challenges that are related to each model. There seems to be many different examples in the region and while there may not be one 'best' model, there are needs for evidence and informed guidance to support and inform the decisions at the country level.

Constraints in the organisation of the curriculum should not preclude using other teaching and learning opportunities, including co-curricular and non-formal programmes delivered by teachers or in partnership with civil society or health educators.

### **4. Improve the Capacity and Coordination of Comprehensive Sexuality Education Teacher Training Providers**

The findings of the study have revealed the need to improve the capacity of teacher trainers in the delivery of CSE. This will, in turn, improve the quality of CSE at the teacher training level.

### **5. Engage and Sensitise School Management Teams and Other Key Actors at the School and Community Level**

One cannot overemphasise the key role that school managers play in terms of teaching assignments, support for in-service and delivery of CSE. Arguably, investment in school leadership is one of the best decisions that a country can make to ensure the implementation of policies and curriculum supporting CSE. More attention needs to be paid to the issue of CSE in education management and leadership modules, particularly since there are many 'entry points' for this work through short-

term courses in support of school management accreditation. Teachers need a clear mandate to deliver CSE in line with prescribed standards.

### **6. Develop and Implement Minimum Standards on Comprehensive Sexuality Education and Pre-service Teacher Education**

This report confirms that teacher training at the pre-service level is far from exemplary, although significant steps to its incremental improvement have been taken in many ESA countries. For this reason and given the central importance of teacher training, it is critical that the curricula for teacher training, from pre-service through CPD, adequately and effectively addresses SE in its widest sense.

It is recommended that a set of minimum standards for teacher training on CSE be developed for use and adaptation by the 21 countries of the region, which identify content, key competencies, duration of training (relative to general course content), methodology, technology (including online training modules and changing media options) and links to other (carrier) subjects. This implies that a good quality CSE curriculum framework must be put in place and implemented in every one of the countries signing the CSE Commitment. This core content should be non-negotiable regardless of whether the subject area is regarded as stand-alone or integrated, as every teacher must draw from their comprehensive knowledge and skills.

Throughout the region, it was clear that teacher educators are often at a loss as to how best ensure adequate training for pre-service teachers. Clear directions needed from ministries and other accrediting 'arms' on curriculum integration and stand-alone modules would help, but professional ongoing support is also important. More attention is needed to pedagogical practises (using interactive methods, assessment rubrics, etc.), classroom management practises (dealing with difficult questions, dealing with harassment and violence, etc.), teaching and learning within skill areas (psycho-social, critical thinking and emotional coping) and lastly, the informational aspects of the subjects.

### **7. Develop and Implement Minimum Standards for In-service Teacher Training and Continuous Professional Development**

In-service training in the area of CSE in the region is typically made up of short courses that are appropriate, primarily for sensitisation purposes.

The short duration does not allow time for reflective practise, testing out practises, comprehension and sharing of best practises. In-Service teacher training is the modality for most training and reaches the largest number of teachers in a short time frame. Putting in-service teacher training standards in place as a priority will guide all training providers, including NGOs and health service providers, on what is expected of them and how they can support rapid scale-up.

Focused attention is needed on pedagogical practises (using interactive methods, assessment rubrics), classroom management practises (dealing with difficult questions, dealing with harassment and violence, etc.), teaching and learning within skill areas (psycho-social, critical thinking, emotional coping) and lastly, the informational aspects of the subjects.

Similarly, minimum standards, in terms of content, key competencies, continuity, duration, regularity and content, must be considered and adopted in order to ensure a continuum of education, skills and capacitation over the professional life of a teacher. It is also recommended that the delivery of in-service training be creatively considered to open the way for additional and/or extracurricular models for delivery to widen access to it and improve prospects for scaling-up the provision of training. In addition, in-service teacher training must be taken to scale in every country, based on an implementable and budgeted plan for its operationalisation. This also points to the need for MOE certification of in-service training for its individual and constituent modules. Critically, in-service teacher training must be subject to monitoring and review to ensure its regular and effective delivery, and it is recommended that this point be read in conjunction with the ESA Commitment to CSE. Finally, it is recommended that the issue of mentoring and support for teachers be carefully considered, both in terms of peer support for new teachers to the profession and the mentorship of school inspectors for those already in service. The aim of this last recommendation is to assure and boost teacher professionalisation and identify teachers in need of special attention.

#### **8. Address the Role of Cultural and Social Norms at the Local Level in Comprehensive Sexuality Education Delivery**

The issue of culture and social norms was a recurring

theme in the interviews in all countries. For some, 'culture' referred to concerns about addressing sexual diversity or other aspects of sexual identity and behaviour. For others, it referred to terminology and the discomfort level of many teachers in speaking about sexuality. Religion, traditional knowledge and local norms are important sources of knowledge and practise. In some countries, the issues related to language and whether vernacular and local languages would be used or English (as a second and perhaps less intimate language). A commitment to a comprehensive approach to SE means that teachers need to be given clear guidance on the topics to be covered—always within a framework that respects human rights, national laws and policies—, how to treat topics that may be sensitive at the community level, and lastly, where to seek assistance if they need it. Children and young people have access to a wide range of other sources of learning outside the classroom, particularly the Internet, so teachers need to be prepared to respond to their need for information and advice.

#### **9. Promote Participatory Methodologies and Values Clarification in Teaching and Learning**

If there was one area of consensus in terms of pedagogy throughout the interviews and review, it is the idea that pedagogical approaches in CSE must move away from lecturing, 'chalk and talk' and 'skill and drill' toward approaches that are participatory and learner-centred. While this is not a new revelation, the unanimity throughout the region is noteworthy. One of the reasons why schools have not been seen as the most appropriate setting for addressing SE is because of the socially conservative approaches that are often part of school culture. Pre-service and in-service teachers, teacher educators, service providers and policy makers all agree that there is a need for a change in how SE is delivered. CSE strategies must take this into consideration, both in relation to supporting teacher educators, and in developing workshops and training approaches for teachers.

#### **10. Prioritise the Development and Supply of Comprehensive Sexuality Education Teaching and Learning Support Materials**

The country reports make repeated reference to the lack of materials and their relevance and availability. Given earlier comments about the uncertainty of both pre- and in-service teacher training, as well as those quoted throughout the country reports, it is clear that there is a disproportionate dependency

on teaching and learning materials at every level. It is also clear that some countries have excellent materials in hand, yet these are not necessarily seen or shared with immediate neighbours. There is a real case here for sharing, with due regard for local culture, language and context, to accelerate access and reduce unit costs.

### **11. Strengthen Linkages with Other Sectors**

A further dimension of this report is the repeated reference to the need for improved communication and linkages, primarily with the Health Sector, but also with communities and parents. Communication in the context of SE implies liaison with the internal divisions of the MOE concerned, particularly with teacher training, curriculum development, schools inspectorate, examination and assessment authorities, quality assurance and more. In MOEs which are effectively sub-divided or extensively decentralised, this is particularly important. This research makes little reference to such communication and it is reasonable to suppose that this important activity is not simply under-reported, but in fact is substantively lacking. The importance of links with the health sector are indisputable and the question is probably how best

to facilitate these and at what levels; the signing of the ESA Commitment to CSE in 2013 by the Health and Education Ministers of each country, however, suggests that this principled position can and should echo at every level of these two sectors.

### **12. Increase and Continue to Mobilise Resources for Teacher Training**

While there is probably no one best way to address the need for funds to ensure the development and implementation of a regional strategy for enhancing support to teachers in the area of CSE, it is clear that additional human and material resources will be needed to scale up various policies and practises. As the Mapping the Teacher Institutions in the ESA Region highlights, there are hundreds of TTCs and universities in the region preparing teachers, and there are many different models of delivery (two-, three- and four-year programmes), urban settings, deeply rural settings, relatively secure environments and ones that are dealing with political conflict. A regional strategy will need to highlight ways to mobilise financial resources and to maximise the current human resources. The efficacy of COPs and a 'champions' approach may be key to maximising human resources.



**VOLUME 2:  
COUNTRY SUMMARY REPORTS**

## Introduction

*This report is the second volume in a series.*

During 2014, summary information was collected from 21 countries in ESA regarding the general issue of sexuality in teacher training education, and that of CSE, in particular. The 21 countries include Angola, Botswana, Burundi, DRC, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, South Africa, South Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe.

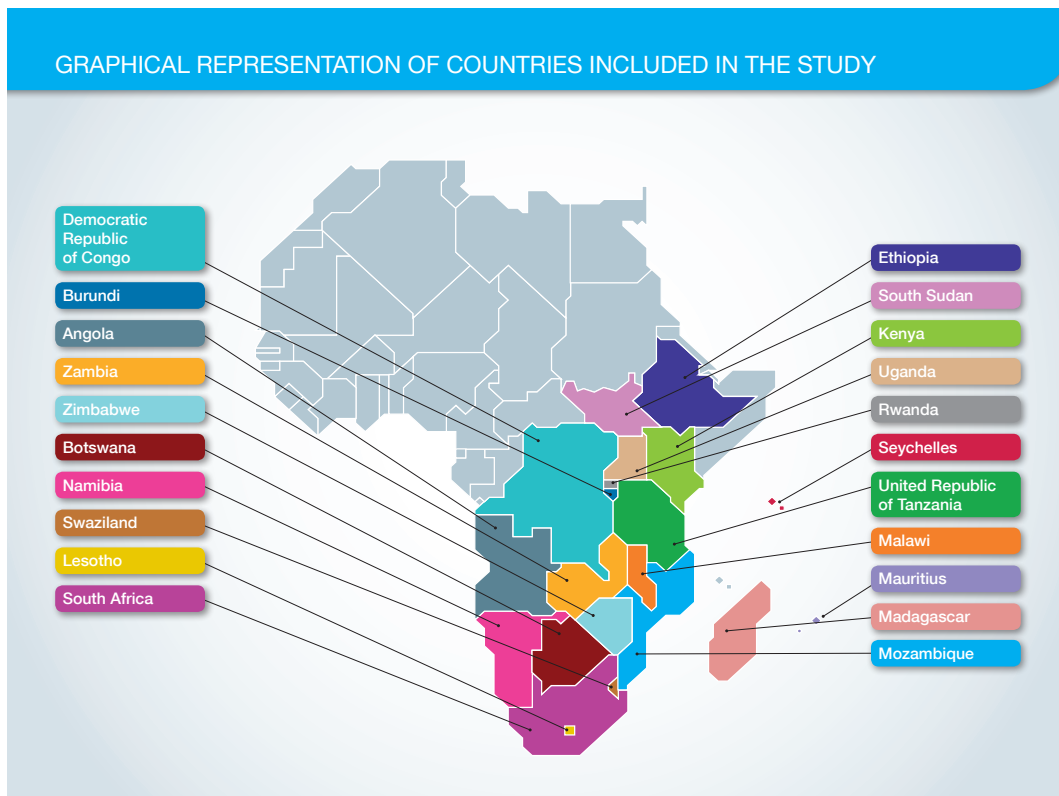


Figure 1: Graphical Representation of Countries Included in the Study

The information received from each country was summarised according to a standard format to create individual country specific summary reports. The purpose of these summary reports was to benchmark the status of CSE in each of the countries. This report is a result of the compilation of the 21 individual Country Summary Reports. As part of the process in developing the summary reports, draft versions of the reports were returned to country representatives and UNESCO NPOs to review and validate the report.

The summary reports collated information provided under the following headings:

- Context and background information
  - Salient features
  - Policy environment and framework
  - Highlights and key issues
- Curriculum and CSE
- Teacher education institutions
  - Pre-service teacher training
  - In-service teacher training
- Training of education tutors, curriculum developers, and lecturers
- Good practises
- Challenges
- Teacher education networks in the country
- National education authorities and contact information

The detail of the Country Summary Reports was used to prepare Volume 1 of this report that benchmarks the status of CSE in ESA, summarises key conclusions, lessons learnt and challenges faced, and finally includes recommendations based on the evidence shared in the Country Summary Reports.



# Angola

## Comprehensive Sexuality Education in Teacher Training 2014

### Context and Background Information

#### Salient Features

Angola is an upper middle-income country on the West Coast of Africa and by 2012, its population was estimated to be 20,820,000, growing at 2.8 percent. Forty-six percent of the population was under the age of 14, with 74 percent of girls and 97 percent of boys in primary school. Life expectancy at birth was 51 and adult literacy was estimated at 71 percent. The adult (15-49) HIV-prevalence rate was 2.4 percent in 2011. Public spending on education accounted for 3.5 percent of GDP in 2010, or 8.9 percent of total public expenditure. Gross enrollment ratio at the primary level was 101 percent in 2011, 41 percent at the secondary level and 8 percent at the tertiary level. An estimated 14 percent of children of primary school-age were out of school in 2011.

#### Policy Environment and Framework

The education sector in Angola is governed by the Plano Nacional de Desenvolvimento (PND2013 – 2017), or the MOE Plan for Medium Term Development, and is designed to promote human and educational development through education and lifelong learning. The focus areas include literacy, childhood development (ECD), primary access to free compulsory education, gender equity in technical and vocational education, completion rates, capacity development, preventive health and HIV&AIDS programmes, and the adaptation of the curriculum to meet the needs of the country's development methodology. The Education Sector Policy, Strategy and Action Plan is not available for review, but during the analysis of implementation in September 2010, the Angolan MOE indicated that the Sector Strategy of 2006 was 80 percent

Population: 20 820 000  
 Growth rate: 2.8%<sup>1</sup>  
 Under 14 years: 46%<sup>1</sup>

HIV prevalence rate in adults: 2.1%<sup>1</sup>

% Children of primary school age who are out of school: 14%<sup>1</sup>  
 Adult Literacy: 71%      % Female: 50.6%<sup>1</sup>

Enrollment (2011):<sup>2</sup>  
 Primary: 5 026 803  
           Female: 38.9%    Private: 3%  
 Secondary: 884 982  
           Female: 39.4%    Private: 11%  
 Tertiary: 142 798  
           Female: 27.4%    Private: 44%

% Tertiary students in education programmes: 35% (2002)<sup>2</sup>  
 Enrollment in tertiary education per 100,000 inhabitants: 739 (2011)<sup>2</sup>

Teachers(2011):<sup>2</sup>  
 Pre-Primary: 18 894      Trained: 44.01%  
 Primary: 118 158        Trained: 47.49%  
 Secondary: 32 279        Trained: -

Pupil to Teacher ratio: 43<sup>1</sup>

implemented, and that only its M&E component had yet to be developed. However, the MOE noted that the lack of financial and human resources were impediments to full implementation. Discussions continue on the development of a comprehensive Education Sector Policy and updated Policy Framework. Curriculum review and subsequent adjustment is conducted every five years and is based on analysis of prevailing needs.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Level						ECD	Primary					Lower Sec								
Compulsory Education							←----->													

Source: Adapted from UIS UNESCO data

### Highlights and Key Issues

The MOE believes that education is a process that prepares the individual for the obligations of political, economic and social life, and that the education system must “smooth out” the integral irregularities inherent in any training. Consequently, teacher training is an area of the education system that deserves special attention, especially since it has been one of the main bottlenecks of the education system implemented in 1978. Special emphasis is placed on the quantity and quality of teachers, and on their capacity strengthening; as a result, access to primary education is better now than access to basic health services, in comparative terms. Seventy-six percent of urban families and 55 percent of rural families confirm they have a school within a two-kilometre radius of their residence.

In terms of improvements in the infrastructural quality of education, more than half of urban families confirmed this had happened, a view shared by 47 percent of rural families, with similar levels of agreement that there have been significant improvements in the quality of education. However, access to education is by no means universal and approximately 26 percent of children aged 6-9 have never gone to school, a worrying indicator that schooling in the most critical age range is far from complete. This observation is reinforced by the fact that only about 11 percent of children in urban areas were at preschool, compared with about 7 percent in rural areas. IBEP data reveals that national access to preschool education is less than 10 percent, far from the goal of universal obligation. In rural areas, where the availability of child care centres is very limited, access is restricted to about 7 percent of children.

### Curriculum and Comprehensive Sexuality Education

CSE is integrated in subjects, such as Biology and Portuguese language, while other cross-cutting issues are covered in ethics, deontology and geography. However, there is no specific module that covers CSE as a stand-alone subject, but only as an integrated component of another subject.

### Teacher Education Institutions

All Teacher Education Institutions fall under the MOE and the Ministry of Science and Technology (MOST). In total, Angola has about 62 TTIs, of which 26 are for primary education teacher training and 36 are for secondary education teacher training. Of the 26 institutions dedicated to primary education, 12 are managed by Development from People to People

(ADPP), a local NGO with financial support from the government; of the 36 institutions dedicated to secondary education, seven are managed by the Catholic Church/ICRA. In addition, at the higher education level, Angola has about 25 universities which address training at the university level. Teacher recruitment is conducted through a public application process, followed by an exam; the teacher is only qualified for the job if s/he passes this exam. While a monitoring plan is yet to be developed, the fairness of the education system relies on a participatory approach to learning situations in the classroom, and the use of procedural review; this is based on noting the results, including successes and failures, in the pedagogical practice of teachers.

### Pre-Service Teacher Training

The entry requirement for the certified Primary and Secondary Teacher Training Programme is completion of the ninth grade of secondary education; it requires four-years for completion of this training program. Training for teachers at the primary level is conducted at the Magistério Primário (Schools for Primary Education Teacher Training), while the Escola Professores do Futuro also offers primary teacher training, managed by an NGO (local). In 2013, 10,333 student teachers were enrolled in pre-service teacher training for both primary and secondary education, rising to 11,965 in 2014.

Training for teachers at the secondary level is offered by the Instituto Médio Normal de Educação, while the Instituto de Ciências Religiosas de Angola trains teachers for those schools operated by the Catholic Church. Entry to the university-level program is open to secondary school graduates and requires four full years of study to complete. Pre-service teacher training is offered at 62 TTIs and 25 universities nationally.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	Yes
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	No
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	No
• Coping and life skills	No
• Counselling skills	No
• Healthy living	No



### ***In-Service Teacher Training***

In-service teacher training is based on need and the training period covers about three months of tuition in total, over time, based on an accumulation of discrete training sessions. In the context of the curriculum for secondary education, study plans incorporate not only subjects that enable the completion of studies in higher education, but also more varied practical knowledge that facilitates the development of professional teaching skills. The curriculum covers courses, such as Portuguese, French and English Languages, Moral and Civic Education, Mathematics and Physics, History and Geography, Biology and Chemistry, Plastic and Visual Education, and Physical Education. The most common subjects in the teacher training curriculum therefore include French, English, Philosophy, History, Mathematics, Computing, Psychology for Development and Learning and Special Educational Needs, Sociological Analysis for Education and School Administration and Management, as well as Education Theory and Curriculum Development. Other subjects include Hygiene and School Health, Ethics, Personal Training and Social Deontology, Literature, Portuguese Teaching Methodology, Moral and Civic Teaching, Seminars and Pedagogical Internship.

### **Training of Education Tutors, Curriculum Developers and Lecturers**

Currently these programmes are available in teachers training institutions, but in addition, the National Institute for Teacher Training has planned to train 900 MOE teacher trainers (technicians) in the following topics:

- Training of trainers on specific methodologies for primary education teachers (10 for each province).
- Training of trainers on specific methodologies for secondary education teachers (10 for each province).
- Training of trainers in specific methodologies to train secondary school educators (24 for each province).
- Training of managers for teachers training institutions (two per institution).
- Training for school management (five for each province).
- Training in pedagogical supervision (two for each TTI).
- Training to strengthen the skills of secondary education teachers in mathematics.
- Training for secondary education teachers on content related to Portuguese and Mathematics

subjects.

- Capacity building on database development and maintenance.
- Training for as class directors.
- Training on laboratory practices.
- Training for primary school headmasters.

### **Good Practices**

- The education reform process is being reviewed to address the demands of the Angolan Development Plan 2013–2017, as well as the Angola Vision 2020.
- To support and inform this review process the MOE has accessed external consultants, with support from UNESCO, to conduct training for 40 technicians as Inspectors for the Ministry. This training is now complete and these technicians (inspectors) are conducting training in the 18 provinces to replicate and multiply the initiative.
- Special emphasis is placed on the quantity and quality of teachers, and on the capacity strengthening of these; access to primary education has improved significantly in comparative terms.
- Seventy-six percent of urban families and 55 percent of rural families confirm that they have a school within a two-kilometre radius of their residence.
- CSE is integrated in carrier-subjects while other cross-cutting issues are covered in ethics, deontology and geography.
- While there is no monitoring plan, the education system relies on a participatory approach to learning situations in the classroom and the use of procedural review on the pedagogical practice of teachers.
- 10,333 student teachers were enrolled in pre-service teacher training in 2013 for both primary and secondary education, rising to 11,965 in 2014.

### **Challenges**

- Teacher training has been one of the main bottlenecks of the education system since its implementation in 1978.
- There is no Information and Technology-based framework for teacher training in relation to demand in the Angolan context.
- Access to education is by no means universal and approximately 26 percent of children aged 6 to 9 years have never gone to school.
- There is no specific module that covers CSE as a stand-alone subject, but only as an integrated

---

component of another subject.

- There is little evidence of HIV & AIDS, CSE or life skills content in the pre- and in-service teacher training programmes.

### **Teacher Education Networks in the Country**

There are three teacher education networks in Angola, including the APA (Associação dos Professores Angolanos), the AAEEA (Associação Angolana para Educação de Adultos) and SINPROF (Sindicato dos Professores Angolanos). The

government authorities responsible for the training of teachers in the pre- and in-service scheme are The National Institute for Teachers Training (INFQ), located at Avenida CdTeGika, Edifício MED, Largo Antonio Jacinto, 3 Andar, Luanda, and the Higher Institute of Education Sciences (ISCED), City of Kilamba/Talatona in Luanda.

### **National Authorities and Contacts**

The Director General, The National Institute for Educational Research and Development and INFQ.



## Angola

### Educação Sexual Abrangente Formação de Professores 2014

#### Contexto e Antecedentes

##### Principais Características

Angola é um país de renda média alta, situado na costa ocidental da África. Até final de 2012 a sua população foi estimada em 20,820,000 crescendo para mais 2,8%. 46% da população estava a baixo dos 14 anos, na qual 74% das meninas e 97% dos rapazes estavam matriculados no ensino primário. A expectativa de vida ao nascer era de 51 e a literacia em adultos estava estimada em 71%. A prevalência do VIH em adultos (15-49 anos) foi estimada em 2.4% em 2011. Os gastos públicos em educação representavam 3.5% do PIB em 2010, ou 8,9% do total das despesas públicas. Taxa bruta de matrícula no ensino primário foi de 101% em 2011, 41% para o nível secundário e 8% ao nível superior. Uma estimativa de 14% das crianças em idade escolar estavam fora do sistema de ensino em 2011.

##### Políticas e Planos Orientadores

O sector da educação em Angola é governado pelo Plano Nacional de Desenvolvimento (PND 2013 – 2017), Plano de Desenvolvimento a Médio Prazo do Ministério da Educação (MED) e esta planificado a promover o desenvolvimento humano e educacional por meio da educação e da aprendizagem ao longo da vida. As áreas de foco incluem a alfabetização; desenvolvimento infantil (DI), principal acesso ao ensino obrigatório gratuito; equidade de género no ensino técnico profissional; As taxas de conclusão; desenvolvimento de capacidades; programas de VIH & SIDA e saúde preventiva; e a adaptação do currículo para atender as necessidades de metodologia de desenvolvimento do país. A política do sector da educação, estratégia e plano de Acção não estão disponíveis para análise, mas durante a análise da implementação em Setembro de 2010, o Ministério da Educação de Angola indicou que a Estratégia do Sector em 2006, foi implementado a 80%, e que só a componente de Monitoria e Avaliação (M&A) é que faltava ser desenvolvida. No entanto, o MED observou que a falta de recursos financeiros e humanos foram impedimentos para a

População: 20 820 000  
Taxa de Crescimento: 2.8%<sup>3</sup>  
Abaixo de 14 anos: 46%<sup>1</sup>

Prevalência atual do VIH: 2.1%  
% de crianças na idade do ensino primário que estão fora do sistema de ensino: 14%<sup>1</sup>  
Literacia em Adulto: 71% Female: 50.6%<sup>1</sup>

Matriculados (2011):<sup>4</sup>  
Primário: 5 026 803  
Feminino: 38.9% Privado: 3%  
Secundário: 884 982  
Feminino: 39.4% Privado: 11%  
Terciário: 142 798  
Feminino: 27.4% Privado: 44%  
% Alunos do ensino superior em programas de educação: 35% (2002)<sup>2</sup>  
Matriculados no ensino terciário por cada 100,000 habitantes: 739 (2011)<sup>2</sup>

Professores (2011):<sup>2</sup>  
Pré-primário: 18 894 Treinado: 44.01%  
Primário: 118 158 Treinado: 47.49%  
Secundário: 32 279 Treinado: -  
Rácio aluno e professor : 43<sup>1</sup>

plena implementação. Continuam os debates sobre o desenvolvimento de uma política abrangente para o sector da educação e a atualização dos planos orientadores das políticas. Avaliação curricular e posterior ajuste é realizado em cada cinco anos, e esta baseado na análise das necessidades vigentes.

##### Destaques e Questões Chaves

O Ministério da Educação acredita que a educação é um processo que prepara o indivíduo para as obrigações da vida política, económica e social e que o sistema educativo deve suavizar as irregularidades integrais inerentes a qualquer treinamento. Consequentemente, a formação de professores é uma área do sistema de ensino que merece atenção especial, principalmente porque ele tem sido um

Figura 1: A Estrutura do Sistema da Educação

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Level						ECD	Primary					Lower Sec								
Compulsory Education							←-----→													

Fonte: Adaptado dos dados da UNESCO

dos principais pontos de estrangulamento do sistema de educação implementadas desde 1978 especial ênfase é colocada sobre a quantidade e a qualidade dos professores e a sua capacidade de reforço, como resultado, o acesso a educação primária é melhor agora do que o acesso a serviços básicos de saúde, em termos comparativos. 76% das famílias urbanas e 55% das famílias rurais confirmaram que eles têm uma escola dentro de um raio de dois quilômetros de sua residência. Em termos de melhorias na qualidade das infra-estruturas de educação, mais da metade das famílias urbanas confirmaram isso ter melhorado, uma opinião partilhada por 47% das famílias rurais, com níveis semelhantes, concordaram de que tem havido melhorias significativas na qualidade da educação. No entanto, o acesso a educação não é de forma universal dado ao facto de que cerca de 26% das crianças dos 6 aos 9 anos nunca terem frequentado a escola, um indicador preocupante de que a escolaridade na faixa etária mais crítica está longe de terminar. Esta observação é reforçada pelo facto de que apenas cerca de 11% das crianças em áreas urbanas estavam na pré-escolar, em comparação com os cerca de 7% em áreas rurais. Os dados do IBEP revelam que o acesso nacional para a educação pré-escolar é inferior a 10%, longe da meta da obrigação universal. Nas áreas rurais, onde a disponibilidade de creches é muito limitado, o acesso é restrito a cerca de 7% das crianças.

### Curriculo e Educação Sexual Abrangente

Educação Sexual Abrangente está integrado em disciplinas como Biologia e Língua Portuguesa, enquanto outras questões transversais são abordadas na ética, deontologia e geografia. No entanto, não existe um módulo específico para educação sexual abrangente e que serviria como uma disciplina independente, mas apenas como uma componente integrado nas outras disciplinas.

### Instituições de Formação de Professores

Todas as instituições de Formação de Professores estão sob tutela do MED e o Ministério da Ciência e Tecnologia. No total, Angola tem cerca de 62 instituições de formação de professores, dos quais 26 são para formação de professores de educação primária e 36 para formação de professores do ensino secundária. Das 26 instituições dedicadas ao ensino primário, 12 são geridas pela ADPP (ONG Local), com o apoio financeiro do Governo das 36 instituições dedicadas ao ensino secundário, 7 são geridas pela Igreja Católica/ICRA. Além disso, a nível do ensino superior, Angola tem cerca de 25 universidades que dão formação a nível universitário. O recrutamento dos professores é realizado através de aplicações aos concursos públicos, seguido de um exame de admissão; o professor só é qualificado para o posto se ela/ele passar o referido exame. Enquanto o plano de monitoria está ainda por se desenvolver, a equidade do sistema de ensino baseia-se numa abordagem participativa para situações de aprendizagem em sala de aula, bem como a utilização de recursos processual; isto está baseado em anotar os resultados, incluindo sucessos e fracassos, na prática pedagógica dos professores.

### Treinamento Pré-Serviço

Os requisitos de acesso ao programa de formação de professores para o ensino secundário, é a conclusão da 9ª classe, e tem a duração de quatro anos para a conclusão deste programa. A formação de professores do ensino primário é ministrado no Magistério Primário (Escola de formação de professores), a Escola Professores do Futuro também oferece curso de formação de professores para o ensino primário, gerido por uma ONG local. Em 2013, 10,333 professores alunos foram matriculados para o treinamento pré-serviço para ambos ensino primário e secundário, crescendo para 11,965 em 2014.

Integração da Educação Sexual Abrangente no curriculum de Formação de Professores?	√
Especialização em Educação Sexual Abrangente oferecida nas escolas de formação de professores?	X
Educação Sexual Abrangente é um módulo obrigatório na Formação de Professores?	√
Educação Sexual Abrangente é uma disciplina examinável?	X
Os conteúdos da formação Pré- Serviço incluem:	
• Genero	X
• Factos básicos do VIH/SIDA	√
• Estigma e Discriminação	X
• Habilidades de Vida	X
• Abilidades de Aconselhamento	X
• Vida Saudável	X

A formação de professores no ensino secundário é oferecida pelo Instituto Médio Normal de educação, Instituto de Ciências Religiosas de Angola também forma professores e estas escolas são geridas pela Igreja Católica e pelo Instituto Superior de Ciências de Educação (ISCED) da Universidade Pública Agostinho Neto. O critério de acesso ao programa ao nível universitário está aberto para os que possuem graduação do ensino secundário e exige quatro anos completos de estudo para ser concluído. Formação de professores pré-serviço é oferecido em 62 Instituições de Formação de Professores e 25 universidades a nível nacional.

### **Formação em Serviço para Professores**

A formação continua para professores é baseada na necessidade e o período de formação abrange cerca de três meses de aula no total, ao longo do tempo, baseado na acumulação de sessões de formação distintas. No contexto do currículo para o ensino secundário, os planos de estudo não incorporam somente as disciplinas que permitem a conclusão de estudos no ensino superior, mas também o conhecimento prático mais variado que facilita o desenvolvimento de competências profissionais de ensino. O currículo abrange disciplinas como Português, Francês e Inglês, incluindo educação Moral e Cívica; Matemática e Física; História e Geografia; Biologia e Química; Educação Visual e Plástica; educação física. Os temas mais comuns no currículo de formação de professores, portanto, incluem: Francês; Inglês; Filosofia; História; Matemática; Informática; Psicologia do Desenvolvimento e da aprendizagem e necessidades educativas especiais; Análise sociológica de administração e gestão da educação e escolar; bem como a teoria da educação e desenvolvimento curricular. Outros temas incluem higiene e saúde escolar; ética; formação pessoal e deontologia social; literatura; Português Metodologia de ensino; Moral e Cívica para o ensino; seminários; e estágio pedagógico.

### **Formação de Tutores de Educação, Conceptores de Curriculum e Docentes**

Atualmente estes programas estão disponíveis em instituições de formação dos professores, mas, além disto o Instituto Nacional de Formação Quadros tem planejado treinamento de 900 técnicos do Ministério da Educação como formadores, nos seguintes temas: formação de formadores em metodologias específicas para professores do ensino fundamental (10 para cada província); formação de formadores em metodologias específicas para professores do ensino secundário (10 para cada província); formação de formadores em metodologias específicas para formar educadores do ensino secundário (24 para cada província); formação de gestores para as instituições de formação de professores (2 por instituição) Treinamento em gestão escolar (5 para cada província); formação em supervisão pedagógica (2 para cada instituto de formação de professores); formação para reforçar as competências dos professores do ensino secundário em matemática; formação de professores do ensino secundário sobre conteúdos relacionados com temas a Língua Portuguesa e Matemática; a capacitação em desenvolvimento de base de dados e manutenção; formação para a administração de classe; formação sobre práticas de laboratório; e treinamento para os diretores das escolas primárias.

### **Boas Práticas**

- O processo de reforma da educação está sendo revisado para atender as demandas do plano de Desenvolvimento de Angola 2013 – 2017, bem como a Visão Angola 2020
- Para apoiar e informar este processo de revisão o MED, recrutou consultores externos, com o apoio da UNESCO, para realizar o treinamento de 40 técnicos como inspetores do Ministério. Esta formação está agora completa e estes técnicos (inspetores) estão a realizando treinamento nas 18 províncias para replicar e multiplicar a iniciativa
- Especial ênfase dá-se a quantidade e qualidade dos professores e no fortalecimento da capacidade dos mesmos; acesso ao ensino primário melhorou significativamente em termos comparativos.
- 76% das famílias urbanas e 55% das famílias rurais confirmaram que eles têm uma escola dentro de um raio de dois quilômetros de sua residência.
- Educação Sexual Abrangente é integrado nas disciplinas de carreira, enquanto que outras

- questões transversais são abordadas na ética, deontologia e geografia.
- Por enquanto não há um plano de monitoria, o sistema de ensino se baseia numa abordagem participativa para situações de aprendizagem na sala de aula e no uso da revisão de procedimentos na prática pedagógica dos professores.
  - 10.333 professores – alunos foram matriculados na formação inicial de professores em 2013, tanto para ensino básico como o secundário, subindo para 11.965 em 2014.

### Desafios

- A formação de professores tem sido um dos principais nós de estrangulamento do sistema de educação desde a sua implementação em 1978.
- Não há informações e estrutura baseada em tecnologia de formação de professores em relação a demanda no contexto angolano.
- O acesso a educação é de forma universal e cerca de 26% das crianças dos 6 aos 9 anos nunca tiveram no sistema de ensino.
- Não há módulo específico que cobre CSE como disciplina autónoma mas apenas como uma componente integrada em outras disciplinas

- Há uma insuficiência dos conteúdos sobre VIH & SIDA e habilidades de vida no programa de formação de professores pré e em serviço na perspectiva de integrar educação sexual abrangente no currículo de formação de professores.

### Redes de formação de professores existentes a nível do País

Existem três redes ligadas a formação de professores em Angola, as mesmas são: APA (Associação dos Professores Angolanos); AAEA (Associação Angolana para Educação de Adultos); e o SINPROF (Sindicato dos Professores Angolanos).

As autoridades governamentais responsáveis para a formação de professores no regime pré e em serviço são: O INFQ (Instituto Nacional de Formação de Quadros) localizado na Avenida. Cdte Gika, Edifício MED, Largo António Jacinto, 3 Andar, Luanda e o Instituto Superior de Ciências de Educação (ISCED). Cidade de Kilamba/Talatona em Luanda.

### Autoridades Nacional e Contactos

O Diretor Geral, do INIDE (Instituto Nacional para Investigação de Ciências de Educação), INFQ (Instituto Nacional de Formação de Quadros) Av. Cdte Gika, Edifício Central MED, Largo António Jacinto, 3 Andar, Luanda



## Botswana

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### **Salient Features**

The 2012 Botswana National Population Census estimates the population at 2,045,752, growing at 0.9 percent, with an adult literacy rate of 85.1 percent. In 2012, there was a 25 percent<sup>5</sup> adult (15-49) HIV prevalence rate and according to the Botswana AIDS Impact Survey (BAIS IV) preliminary results in 2013, there were 319,750 people in Botswana living with HIV. By 2012, there were an estimated 5,700 deaths due to AIDS in Botswana, and UNAIDS reported an estimated 120,000 orphans due to AIDS. Ironically, Botswana has one of the world's highest HIV prevalence rates, yet is reputed to be one of the most progressive African countries in anti-HIV programming. Although Botswana has a high rate of secondary enrollment, it continues to have low levels of knowledge about HIV&AIDS, suggesting that education must play a larger and more comprehensive role in addressing this challenge.

##### **Policy Environment and Framework**

The MOESD HIV&AIDS Strategic Framework, 2011-16, and the Education AIDS Policy (under review) explicitly provide for prevention of HIV. The Strategic Framework requires that CSE be provided from preschool level to tertiary and teacher education level, emphasising the *integration* of SE and LSE into the teacher education in particular.

The review process of the MOESD AIDS Policy has already prioritised prevention and CSE will now be incorporated into the curriculum. For pre-service teacher training, CSE will be integrated into the teacher education curriculum; college lecturers will be capacitated to deliver this; and CSE will be cascaded to college students, enabling them to comfortably and competently deliver CSE at the school level. The curriculum for primary and secondary education is undergoing review to comprehensively integrate CSE, a process expected to be energised by the ESA Commitment. The emphasis will be on strengthening what is available,

Population: 2 045 752  
Growth rate: 0.9%<sup>1</sup>  
Under 14 years: 32%<sup>2</sup>

HIV rate in population: 25%

% Children of primary school age who are out of school: 16%<sup>2</sup>

Adult Literacy: 85.1%<sup>2</sup>      % Female: 85.6%<sup>2</sup>

Enrollment:<sup>2</sup>

Primary: 330 775 (2009)

Female: 48.% (2009)      Private: 6% (2009)

Secondary: 181 741 (2008)

Female: 51.3% (2008)      Private: 3% (2007)

Tertiary: 16 239 (2006)

Female: 53.2% (2006)      Private: 100% (2006)

% Tertiary students in education programmes: -  
Enrollment in tertiary education per 100,000 inhabitants: 879 (2009)<sup>2</sup>

Teachers:<sup>2</sup>

Pre-Primary: 1 890 (2009)      Trained: 50.3% (2009)

Primary: 13 014 (2009)      Trained: 99.6% (2009)

Secondary: -      Trained: -

Pupil to Teacher ratio: 25 (2009)<sup>2</sup>

revising the living curriculum and extending capacity building for in-service teachers. However, there is still no explicit policy to address SE or life skills for teacher training.

The National Strategic Framework for HIV&AIDS has prioritised the prevention of new infections, systems strengthening, strategic information management, and scaling up treatment, care and support. The overall strategic goal of this national response is the Prevention of New HIV Infections by 2016. Objectives of relevance to the education sector include reduction of sexual transmission of HIV for those aged 10-49 years, increased access to HIV prevention services, universal access to comprehensive and sustainable HIV&AIDS services,

coordination of national response, strengthening of political leadership on HIV&AIDS, improvement of the ethical and legal environment, strengthening and enhancement of information sharing and utilisation, and increased access to quality HIV&AIDS treatment, care and support services.

Wellness programs have been established to provide HIV prevention services in most TTCs and the university. These services HIV counselling and testing, general counselling and SRH services. While the guidance and counselling programs provide “general skills” in counselling and HIV, these do not prepare graduates to confidently and competently deliver these skills to their students. Research also suggests that increased availability of anti-retroviral therapy (ART) in Botswana has significantly decreased stigma toward HIV.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level				ECD			Primary						Lower Sec		Upper Sec				
Compulsory Education							←-----→												

Source: Adapted from UIS UNESCO data

### Highlights and Key Issues

Botswana has one of the world’s highest HIV prevalence rates at 25 percent, yet is reputedly one of the most progressive African countries in anti-HIV programming. This confirms the need for Botswana to accelerate its education sector response given the conflicting high rate of secondary enrollment and low levels of knowledge about HIV&AIDS. While the new AIDS Policy does not address sexuality and life skills, the country’s strategic framework requires that CSE be provided from preschool level to tertiary and teacher education level, emphasising the integration of SE and LSE into teacher education, in particular. This opens the way to a comprehensive response and implies the need for further research into the personal and professional values and attitudes of the teaching force.

The strategic framework for HIV &AIDS proposes important priorities and offers supportable strategic objectives, but it must be remembered that policies and frameworks are only as good as their implementation, monitoring and reporting. This requires political will at every level of the education sector to counter the impact of HIV and AIDS, and empower Botswana’s teachers, learners and students. Also implicit is the requirement for curriculum overhaul, materials development and the pre- and in-service training of teachers, with particular attention to their value systems and professional attitude to CSE.

### Curriculum and Comprehensive Sexuality Education

The teacher education curriculum does not address

CSE and efforts to integrate it have only been made recently. Hope is pinned on ESA Commitment implementation, on the assumption that this will facilitate the inclusion of CSE in the teacher education curriculum. Botswana’s Education Development Centre has provided materials to assist teachers to teach sexuality, HIV and life skills education. Entitled, *Living: Skills for Life/ Botswana’s Window of Hope* (2005), these were developed with local teachers to address HIV&AIDS education in an “interactive, locally-based, gender-balanced, culturally-sensitive and differentiated” manner. These materials are designed to address the lack of information in the curriculum and help guide open-ended conversations, which may otherwise miss the primary message of the lesson. Specifically, they address the lack of guidance on managing conversations, probe responses and provide sufficient facts to support discussion. Teachers are taught to infuse life skills into their subjects across the syllabus, but due to the lack of HIV, sexuality and life skills training at the pre-service level, it is difficult to avoid compromising quality of delivery on life skills. In fact, CSE within teacher education is almost non-existent. This gap must be addressed to equip student teachers with relevant skills to prepare them for the world of work in which they must be comfortable with their own sexuality, as well as the professional teaching of sexuality, HIV and life skills education. The MOESD has now developed a Life Skills Framework, which aims to standardise the training of life skills and CSE in Botswana.

### Teacher Education Institutions

Teacher training and education is available at a



number of institutions across Botswana, including the University of Botswana and several TTCs, which include the Francistown College of Primary Education, the Serowe College of Primary Education, the Tlokweng College of Primary Education, the Molepolole College of Secondary Education and the Tonota College of Secondary Education.

**Pre-Service Teacher Training**

Pre-service teacher education is available at a number of institutions across Botswana, including the University of Botswana. Students can specialise in diploma and degree programs, including a postgraduate diploma in Education and a Bachelor of Education, with a number of specialisations. However, perhaps related to the physical expanse of Botswana and its small population, evidence points to high rates of attrition in teacher training programmes, and suggests that distance learning should be optimised to increase the number of qualified teachers within Botswana.

The “generalist” approach to teacher training is potentially problematic as a teacher cannot effectively teach all subjects without adverse effects on the thoroughness, mastery, skills and efficiency required. This has begun to have an adverse effect on the minor subjects taught by teachers, specifically in primary education, as junior- and senior-secondary teachers specialise in subject areas. CSE has not been part of pre-service training in Botswana because it was not seen as a priority; however, this has changed as efforts are made through policy review to ensure that it becomes part of the pre-service training programme.

CSE integrated into teacher training curriculum?	No
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counselling skills	No
• Healthy living	Yes

**In-Service Teacher Training**

While in-service teacher training in Botswana does not address sexuality, HIV or life skills education explicitly, it is acknowledged that “school in-service training is intricately linked to students’ achievement and thus, professional development of teachers and school effectiveness are inextricably

connected.” The junior-secondary and senior-secondary curricula do, however, discuss HIV&AIDS and a cross-curricular goal in secondary school requires, upon graduation, that students should have acquired knowledge, attitudes and practices that will ensure good family health, including awareness and management of epidemics (such as HIV) that prepare them for positive and productive life. In terms of teachers’ perceptions about their role in counselling and HIV&AIDS in schools, further training is required for in-service (and pre-service) teachers on providing pastoral care and counselling services to learner and student populations. Teachers themselves suggest that information technology could be activated to support training and counselling initiatives in the future and have asked for this to be introduced as soon as possible. Increased access to ART has decreased stigma toward people living with HIV and most teachers believe that colleagues with HIV who are “not sick” should be allowed to teach, reversing previous majoritarian attitudes. It is suggested that in-service teachers should work as “socializing agents” with community leaders to promote student growth, and TTCs and other institutions should promote respect for traditional practices.

**Training of Education Tutors, Curriculum Developers and Lecturers**

In Botswana, there is no policy across the public sector, including education, which specifically trains people to become managers. Managers, such as school heads at primary or secondary schools, or principals at TTCs, start as ordinary teachers and move upward over time. Such managers go through the normal channels, through promotion, and become senior teachers, head of department and ultimately, a school head or principal. However, some are sent for further training, either to do first degrees or a Master’s programme, while others are sent to do short courses on specialist areas of management.

**Good Practices**

- Botswana’s Program of Living: *Skills for Life/ Botswana’s Window of Hope* is recognised as one of the best initiatives in the region and is described by UNESCO as “multi-dimensional and well-structured with outstanding high notes.”
- The MOESD HIV&AIDS Strategic Framework and Education Sector AIDS Policy now stress HIV prevention.
- The Strategic Framework requires that CSE be

provided from the preschool level to tertiary and teacher education level, emphasising the integration of SE and LSE into the teacher education in particular.

- The overall strategic goal of the revised national response is the prevention of new HIV infections by 2016, built on eight attainable objectives.
- Research suggests that increased availability of ART in Botswana has significantly reduced HIV stigma.
- In spite of having one of the world's highest HIV prevalence rates, Botswana is reputedly one of the most progressive African countries in anti-HIV programming.
- The junior-secondary and senior-secondary curricula do discuss HIV&AIDS and have a cross-cutting goal in secondary school that focuses on ensuring that students acquire knowledge, attitudes and practises that will ensure good family and health, including awareness and management of epidemics, such as HIV, that prepare them for a productive life.

### Challenges

- Botswana's HIV prevalence rate of 25 percent makes it one of the highest, perhaps even the highest, in the world and focuses attention on the importance of the government's approach to the crisis.
- Botswana's education system was driven (until 2011) by a 1994 National Policy on Education which did not address SE, life skills and HIV&AIDS.
- However, there is still no mention of SE or life skills for teacher training in the new MOESD HIV&AIDS Strategic Framework and Education Sector AIDS Policy.
- While guidance and counselling programs provide "general skills" in counselling and HIV, these do not prepare graduates to confidently and competently deliver this to their learners and students.
- There is an urgent need for further curriculum overhaul, materials development and the pre- and in-service training of teachers, with particular attention to their value systems and professional attitude to the transmission of CSE.
- In-service teacher training in Botswana does not address sexuality, HIV or life skills education explicitly and is generalist in nature at the primary level.
- In spite of teacher demand, technology has not been activated to support training and counselling initiatives and should be introduced

as soon as possible.

- Teachers are expected to infuse life skills into their subjects across the syllabus, but due to the lack of HIV, sexuality and life skills training at the pre-service level, it is difficult to avoid compromising quality of delivery on life skills. In fact, CSE in teacher education is almost non-existent.
- There is a deficit of materials and support for pre-service teachers and their students on HIV&AIDS education and LSE, and further training is required for in- and pre-service teachers.
- There is no policy direction on SE and LSE in teacher training, which suggests that teachers will struggle to deal with and conceptualise these concepts in-service.

### Teacher Education Networks in the Country

The Botswana Teachers Union (BTU) was started in the 1960s as a mouthpiece for teachers, irrespective of the standard and level of education involved. More recently, secondary school teachers formed the Botswana Sector Teachers Union (BOSETU) on the assumption that the BTU was more relevant to the primary school level. Tertiary lecturers also formed the Trainers and Alliance Workers Union (TAWU), which is the occupational, national union for tertiary education, vocational training, research and allied institutions, with about 2,500 members in 85 public and private universities, colleges and research centres. However, teachers have the freedom to associate and network with any union of their choice:

#### **Botswana Teachers Union (BTU)**

Private Bag 0019, Gaborone, Botswana  
email: [headoffice@btu.org.bw](mailto:headoffice@btu.org.bw)  
Website: <http://www.btu.co.bw>

and/or

#### **Botswana Sectors of Educators Trade Union (BOSETU)**

P.O. Box 404341, Gaborone, Botswana  
email: [bosetu@boseti.org.bw](mailto:bosetu@boseti.org.bw)  
Website: <http://www.bosetu.org.bw>

#### **Trainers and Alliance Workers Union (TAWU)**

Plot 908, Phalane Close, Extension 2, African Mall  
P.O. Box 4454, Gaborone, Botswana  
Telephone: (+267) 39 57 358  
Fax: (+267) 39 57 354

**National Education Authorities and Contact Information**

**Ministry of Education and Skills Development**

Head Office – Private Bag BO 10

Plot No. – 1282, Luthuli Road (off Old Lobatse Road)

Old Industrial Site, Gaborone



## Burundi

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

Burundi is a landlocked East African country and is a member of the Great Lakes Region initiative on HIV&AIDS. The United Nations estimates Burundi's population at 9,233,000, growing at an annual rate of 3.3 percent, with an adult literacy rate of 87 percent. The population is young, with 46.3 percent under the age of 15. There is a 1.3 percent adult (15-49) HIV prevalence rate, and 72,000 people over the age of 15 are living with HIV. There are an estimated 43,000 women living with HIV over the age of 15, and a further 17,000 children (0-14) are also currently living with HIV. UNAIDS estimates that there are 89,000 orphans in Burundi due to AIDS. The internal conflict of 1993-2005 had severe impact on the growth of poverty and the spread of HIV.

##### Policy Environment and Framework

From 2012, two Ministries are responsible for the Burundi educational system: The Basic and Secondary Education, Crafts Education, Professional Training and Literacy Ministry; and the Higher Education and Scientific Research Ministry. The vision of the National Policy on HIV&AIDS is prevention in the area of formal and non-formal education, and states that "formal and non-formal education should be an environment for the whole community in which effective SE is ensured. This environment and SE should protect against infection, particularly HIV, ensure an environment free from any stigma and discrimination against people living with HIV&AIDS (PLHIV), and provide workplace protection and multi-faceted protection for these PLWHIV."

The country has an Education Sector HIV&AIDS Strategic Plan and a dedicated committee

Population: 9 233 000  
 Growth rate: 3.3%  
 Under 14 years: 47%<sup>1</sup>

HIV rate in adult population: 1.3%

% Children of primary school age who are out of school: 6%<sup>1</sup>

Adult Literacy: 87%<sup>1</sup> % Female: 38.4%<sup>1</sup>

Enrollment:<sup>2</sup>

Primary: 2 002 360 (2012)

Female: 50.59% (2012)<sup>2</sup> Private: 1% (2012)<sup>2</sup>

Secondary: 464 709 (2012)<sup>2</sup>

Female: 45.2% (2012)<sup>2</sup> Private: 8% (2012)<sup>2</sup>

Tertiary: 29 269 (2010)<sup>2</sup>

Female: 35.4% (2010)<sup>2</sup> Private: 58% (2010)<sup>2</sup>

% Tertiary students in education programmes: 25% (2002)<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: 284 (2009)<sup>2</sup>

Teachers:

Pre-Primary: 1 486 (2012)<sup>2</sup> Trained: 62.3% (2012)<sup>2</sup>

Primary: 44 662 (2012)<sup>2</sup> Trained: 93.2% (2012)<sup>2</sup>

Secondary: 14 000 (2012)<sup>2</sup> Trained: 74.8% (2012)<sup>2</sup>

Pupil to Teacher ratio: 48<sup>1</sup>

responsible for coordinating the education response to the HIV&AIDS pandemic. There are also regional structures responsible for implementing a response to HIV&AIDS. According to UNESCO, country priorities in HIV and education are appropriate curricula in school, teacher preparation and materials development. The target established for achievement by the end of 2013 was that 80 percent of 68 participating organisations would have functional policies, practises and programmes to address and mitigate HIV and AIDS, at the workplace, with due regard for gender issues.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level						ECD		Primary					Lower Sec			Upper Sec			
Compulsory Education																			

### **Highlights and Key Issues**

While Burundi has a comparatively low adult HIV prevalence rate, its geographic relationship with other East African neighbours and the existence of a major regional transport corridor have potential for increasing prevalence and make the task of the education sector quite difficult. The existence of an Education Sector HIV&AIDS Strategic Plan and a dedicated committee responsible for coordinating HIV&AIDS response may ameliorate this situation, but this too depends on implementation, monitoring and reporting. Targets for the development of appropriate curricula, school and teacher preparation and materials development all speak to political will and commitment. However, the apparent neglect of the well-being of students and staff, as well as the higher institutions' crucial role in meeting quotas for teachers and their training, and their role knowledge and research entities is more concerning. The fact that little effort has been made to orientate teachers and parents, and that research reports showing HIV&AIDS and life skills programmes are not taken seriously by many teachers, confirms that much is yet to be done.

### **Curriculum and Comprehensive Sexuality Education**

The earliest introduction of SE in the educational system was motivated by the appearance of the first cases of HIV infection after 1983. Several sets of guidelines for SE have been initiated and trialed since 1990. These interventions included the integration of concepts on HIV prevention in some curricula domains, the organisation of extracurricular activities through STOP AIDS clubs and coaching through a life skills approach. Since 2009, the Ministry in charge of primary and secondary education decided to integrate the theme of SRH into its course on Civic and Human Rights, initially in its primary level (fifth and sixth primary grades/forms). Integration of SE, SRH and HIV&AIDS now continues into seventh, eighth and ninthth grades/forms of basic education.

In 2013, the National Policy on HIV&AIDS prevention in the field of formal and non-formal education was developed, and capacity building in SE was initiated for 90 educational counselors, as well as in the fields of HIV-prevention and SRH. A national team of 20 educational counselors was selected for intensive training (120 hours), with the assistance of UNESCO and UNFPA. The Ministry also developed a matrix to track these activities in primary and secondary education. Six education counselors were also

trained in 2013 in curriculum development and they are contributing in integrating SE, SRH and HIV&AIDS into seventh, eighth and ninthth grades/forms of basic education. Collaboration with the International Planned Parenthood Federation (IPPF), PSI and UNICEF was also initiated to adapt SE services for youths. Strategies for the teaching of HIV-mitigation and prevention and SE included peer education, life skills, awareness and communication programs, as well as STOP AIDS club extracurricular sessions.

Revision of the National Youth Policy is planned and this will be integrated in the National Strategic Framework for the Fight against Poverty. The main problems identified are the mismatch between training and employment, and the increasing HIV-prevalence rate among youths.

However, the well-being of students and staff, as well as the higher institutions' crucial role in meeting quotas for teachers, their training and acting as a knowledge and/or research entity, appears to be neglected. Little effort has been made to orient teachers and parents, and research reports show that HIV&AIDS and life skills programmes are not taken seriously by many teachers. The key challenge is deciding on whether SE should become a stand-alone subject area in its own right, with consequent implications for curricula, teaching approaches, materials development, assessments and teacher qualifications.

### **Teacher Education Institutions**

Primary schools teachers are trained in special institutions, namely the Lycées Pédagogiques (LP) and in the Sections Normales, while secondary schools teachers are trained at the university and at the Teachers' School or Ecole Normale Supérieure (ENS).

### **Pre-Service Teacher Training**

The minimum requirement for admission is four years of post-primary education. The minimum training to be able to teach at the primary level is two years. About 20 percent of current primary school teachers did not receive formal training, a situation much worse in rural than in urban areas. Secondary school teachers are being trained in two institutions: The University and the Teacher's School or the ENS. HIV&AIDS and life skills are included in primary and secondary education. At the primary level, HIV&AIDS and life skills is integrated in Languages and Environmental Education. In

CSE integrated into teacher training curriculum?	No
Specialisation in CSE offered to teachers in training?	Yes
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	No
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	No
• Coping and life skills	Yes
• Counselling skills	No
• Healthy living	No

secondary level, HIV&AIDS and life skills is integrated in SRH education, in itself integrated into several subjects.

In an ongoing process, a framework for the development of pre-service teacher training in SE, SRH and HIV/STI prevention has been put in place. Burundi plans to use a competency-based approach to facilitate the adoption of safe behaviours by learners. Training through in-service education will be rolled out to ensure the provision of teacher-trainers, including an extended period of initial training. However, the initial training of secondary school teachers is linked to higher education, which has yet to embrace this initiative; reforms in higher education aim at the professionalisation of teaching, but have yet to take account of sexuality in education. Reforms in pre-service teacher training will ensure the provision of the first three cycles of fundamental education, including the theme of SRH.

### ***In-Service Teacher Training***

With regard to the management of human resources, Burundi is committed to establishing staff protection and prevention programs. An AIDS Solidarity Fund for the support of teachers living with HIV&AIDS and the provision of ARV already exist, although these initiatives suffer from a lack of funding. As matters stand, in-service teacher orientation in matters of SE is confined to two or three days of training. With Burundi's signature to the ESA Commitment in 2013, however, it is planning the launch of a "Zero Cases of GBV" at-school campaign. In the same year, a national policy was launched to fight against HIV&AIDS in formal and non-formal education, and includes a number of actions to advance SE, SRH and HIV-prevention. Since 2009, Burundi has adopted measures to provide for the teaching of eight themes at all levels of primary and secondary education, including SRH, knowledge of self and others, human values, human rights, education for peace and environmental education. Sensitisation

of senior officials at decentralised levels has been agreed, as well as the joint sensitisation of parents and teachers on the new contents of SE and parent-child communications to assure the success of this programme. Importantly, an in-service teacher training module has been developed for introduction by the Ministry's pedagogical advisors, supported by the training of teacher-trainers by a national team, to ensure and cascade the continuous in-service training of teachers. In-service teacher training is currently dependent on 'Teaching Days' provided once a month by school management, in which one teacher gives a model lesson, which is enriched in turn by inputs and comments from the other teachers.

### **Training of Education Tutors, Curriculum Developers and Lecturers**

A group of 90 programs designers, all counselors from different pedagogical offices, has been formed to address the training of education tutors, curriculum developers and lecturers. In addition, a team of 20 pedagogical advisors skilled in training trainers has been oriented and capacitated to address the contents and curriculum of teacher training, and will train other pedagogical counselors and executives from administrative headquarters, who will also become teacher-trainers.

### **Good Practices**

- The country has an Education Sector HIV&AIDS Strategic Plan and a dedicated committee responsible for coordinating the education response to the HIV&AIDS pandemic; there are also regional structures responsible for implementing a response to HIV&AIDS.
- HIV education priorities include appropriate curricula in school, teacher preparation and materials development.
- Target established for achievement by the end of 2013 is that 80 percent of 68 participating organisations will have functional policies, practises and programmes to address and mitigate HIV&AIDS, at the workplace, with due regard for gender issues. The participating organisations will participate in linking and learning, leading to good practises and innovative approaches.
- HIV &AIDS and life skills are included in primary and secondary education, and at primary level, HIV &AIDS and life skills are integrated in languages and environmental education. At the secondary level, HIV&AIDS and life skills are integrated in SRH education.

- An AIDS Solidarity Fund for the support of teachers living with HIV&AIDS and the provision of ARV already exist (although these initiatives suffer from a lack of funding).
- There is a desire to reduce the incidence of stigma and its reporting, measured through a Stigma Index developed during baseline research.
- Joint lobbying is also planned to facilitate the development of a facilitative environment for HIV activities in the workplace and attract donors to show increased interest in funding HIV programmes.

### Challenges

- The education sector in Burundi does not have a specific HIV&AIDS workplace policy, but awareness programs for all employees at all levels are in progress.
- HIV&AIDS and life skills are not included in the curriculum for the professional preparation of new teachers.
- All training institutions suffer from a lack of didactic material and no information seems available on specific HIV and AIDS programmes

in TTIs. Many teachers have not been trained to teach HIV&AIDS content, while others, who are trained, teach HIV&AIDS content selectively.

- Influence of religion and culture influences teacher willingness to talk about some topics in HIV&AIDS, such as condom use.
- Although there is little comment in the report in this regard, there is nevertheless a sense that teachers have limited interest in advancing HIV, sexuality and life skills education. This is a common theme throughout the region and may have as much to do with personal attitudes and values as with professional competence and attitudes.

### Teacher Education Networks in the Country

No details available

### National Education Authorities and Contact Information

#### Ministry of National Education

PO Box 1990

Bujumbura

Burundi



## Democratic Republic of Congo

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

In 2013, the population of the DRC was estimated at nearly 70,393,473,<sup>6</sup> growing at above 3.1<sup>7</sup> percent annually; this is associated with a fairly high total fertility rate (TFR) of 6.6<sup>8</sup> children per woman. The country has a median age of 14.4<sup>9</sup> years and about 48.7 percent of the population is under the age of 14. Although the DRC is ranked amongst the poorest countries in the world (estimated poverty rate of 63.4<sup>10</sup>), it was one of the first countries in Africa to recognize the HIV&AIDS epidemic, as a result of which HIV prevalence remains fairly stable (1.2<sup>11</sup> percent in 2012). According to the National Program Against AIDS (PNLS), there were 407,871<sup>12</sup> people living with HIV in the DRC in 2013, nearly 198,391<sup>13</sup> of whom were women over the age of 15 years; 29,187<sup>14</sup> children under the age of 15 also live with HIV. In 2013, the DRC recorded 34,501<sup>15</sup> AIDS-related deaths and reported that nearly 425,271<sup>16</sup> children are AIDS orphans. However, amongst younger people, the epidemic is described as “indiscriminate” with HIV prevalence rotating at around 0.8<sup>17</sup> percent, due perhaps to limited HIV literacy in this group. The DRC allocated 13<sup>18</sup> percent of its annual national budget on education. It is noted that there is considerable difficulty collecting reliable data on education in the DRC; researchers report that, “statistics produced by the education system are so poor that they do not follow a cohort through the school curriculum or the movement of the students toward a teaching career, nor do they supply information about the number of graduate teachers or those who have actually started to work as teachers.”

##### Policy Environment and Framework

The DRC’s education system is managed by five ministries, including the Ministry of Primary, Secondary and Vocational Education (EPSP); the Ministry of Higher and University Education (ESU); the Ministry of Social Affairs for Youth and Adult

Population: 70,393,473  
 Growth rate: 3.1%  
 Under 14 years: 48.7%

HIV prevalence rate in adults: 1.2%

% Children of primary school age who are out of school: 29.1%

Adult Literacy: 70.9% %Female: 63.8%<sup>1</sup>

##### Enrollment:

Primary: 12,600,876 (2013)<sup>2</sup>

Female: 47.26% (2013)<sup>2</sup> Private: 11.2% (2013)<sup>2</sup>

Secondary: 3,995,631 (2013)<sup>2</sup>

Female: 38.1% (2013)<sup>2</sup> Private: 16.5% (2013)<sup>2</sup>

Tertiary: 473 529 (2013)<sup>2</sup>

Female: 28.9% (2013)<sup>2</sup> Private: 26% (2013)<sup>2</sup>

% Tertiary students in Education Programs: 13% (2012)<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: 672 (2013)

##### Teachers:

Pre-Primary: 9775 (2013)<sup>2</sup> Trained: 22.7% (2013)<sup>2</sup>

Primary: 296 554(2013)<sup>2</sup> Trained: 93.% (2013)<sup>2</sup>

Secondary: 248591 (2013)<sup>2</sup> Trained: 61.3%

Pupil to Teacher ratio: 37 (2013)<sup>1</sup> in primary school and 14 in secondary school

Literacy; the Ministry of Health (responsible for training of nurses at Secondary schools); and the Ministry of Youth (responsible for the vocational training of the young population). EPSP includes 30 education provinces and has three educational cycles: nursery (three years), primary (six years) and secondary (four to six years). Higher and university education includes higher technical and pedagogic institutes, with the former training specialists in science, applied techniques, arts and crafts. However, the provision of HIV&AIDS education is addressed through a national strategy outside the education sector.



Figure 1: The Structure of the Education System

<b>Age</b>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Level</b>				ECD			Primary					Lower Sec	Upper Sec						
<b>Compulsory Education</b>							<----->												

Source: Adapted from UIS UNESCO data

**Highlights and Key Issues**

Although life skills-based education was taught many years ago, it was unsystematic and the present approach to life skills-based curriculum is presently under university review. It is estimated that about 360 schools currently provide some life skills-based teaching to around 103,320 pupils. SE is an additional component to HIV&AIDS education, while two national sex education programmes in primary and secondary schools have been developed, but are only set up in five education provinces. It is claimed that 0.6<sup>21</sup> percent of all schools (54,000) teach some life skills-based HIV education programme; that 10,394<sup>23</sup> teachers and 357<sup>24</sup> trainers have been trained to teach this subject area; and that 55<sup>25</sup> inspectors and school advisors have been trained, but that there is no sufficient material on SE available.

**Curriculum and Comprehensive Sexuality Education**

Family life education is included in the curricula of primary and secondary schools and is intended to be age- and grade-appropriate, promoting “basic human values, notably love, solidarity, fraternity, respect, tolerance, bravery, honesty, sense of responsibility, virginity, and so forth.” This curriculum is both formal and non-formal, and located in the area of life skills-based education. Historically, life skills-based education was not properly taught in Catholic schools, but was integrated into the national curriculum in the context of the Education for All (EFA) programme. With support from international partners, life skills-based education was more gradually introduced in the 1990s. SRH, including an HIV&AIDS module, was introduced systematically, to some degree, into Catholic schools as part of life skills-based education, for example, spurred by the 1996<sup>26</sup> reforms to the primary school program.

In 2008, the ESU developed an integrated HIV&AIDS prevention program for institutes of higher learning and universities, which included elements of the SRH and HIV&AIDS programmes. This programme

was intended to train trainers assigned to train at the level of primary and secondary schools; trainers targeted were from higher pedagogic institutes (ISP) and the Departments of Sciences of Education in universities. However, it is noted that this programme is not yet operational. At the primary and secondary school levels, a new programme on CSE was developed in 2013 and is based on a pedagogic approach using practical life skills; the programme has age- and grade-appropriate themes linked to the profile of learners in each phase. Given the specific national context, the new programme on CSE is still named Family Life Education. At the level of higher and university education, there is, however, no curriculum for SE, but instead an integrated curriculum of HIV&AIDS preventive education.

**Teacher Education Institutions**

In the DRC, teachers’ training occurs at three levels. Primary school teachers are trained in secondary schools, mainly in the pedagogic section. Secondary school teachers are trained in ISPs that may or may not be “technical.” Training of secondary school teachers is also provided in universities, in the Departments of Psychology and Science of Education. Executives trained in universities are trainers of primary and secondary school teachers, while graduates from higher institutes and universities are the trainers’ trainers. Pedagogic teaching requires a Master’s degree in the Science of Education, but the lack of suitably qualified staff means that these courses are also taught by undergraduates. In 2013, there was about 296,554<sup>1</sup> teachers in primary schools and 248,591<sup>2</sup> in secondary schools in service in the DRC. Poor pay and working conditions do not motivate trained teachers to stay in service, however.

**Pre-Service Teacher Training**

Pre-service teacher training occurs at three levels: primary school teachers are trained in secondary schools, mainly in the pedagogic section of those schools. These pedagogic sections have four options in which training can occur, namely, General Pedagogy, Physical Education, Normal

and Preschool Pedagogy. Secondary school teachers are trained in ISPs that may or may not be technical in nature. Training of secondary school teachers is also provided in universities, especially in the Departments of Psychology and Science of Education. Those trained in universities are trainers of primary and secondary school teachers, while graduates from institutes of higher education and universities train the trainers.

To teach in a pedagogic section (General or Normal), a Master of Arts degree in the Science of Education is required, at least in theory. However, the shortage of qualified teachers in these pedagogic sections means that courses at this level may also be taught by undergraduates of school and professional orientation, or by undergraduates and graduates from ISPs. The majority of teachers are said to be qualified, but due to poor working conditions and pay, young graduates from the pedagogic section appear to prefer better-paid jobs in other sectors. On average, the wage of a primary school teacher is USD 60. Data is unreliable and may distort the true position of pre-service or pre-employed teachers however.

Since 1980, SCEV provided training of educators and teachers of life family education, either in the formal sector of national education or the non-formal sector.

In the DRC, SE has historically been taught in an informal way. The alignment of the country to international norms and standards is still at an early stage and the requirements for teachers and trainers of teachers to teach the subject are far from met. A resource mobilisation plan is in process to support CSE teaching.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	Yes
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	No
• Counselling skills	No
• Healthy living	No

### **In-Service Teacher Training**

The problem of validating data on teacher training, pre- or in-service, remains a major constraint in

understanding the extent and depth of in-service training, the number of those involved and the methodologies employed remain unclear.

### **Training of Education Tutors, Curriculum Developers and Lecturers**

Broadly speaking, formal CSE does not exist in the DRC; instead, issues related to sexuality were taught as part of a course on family life education.

The country's alignment to international norms in this educational area is, therefore, still in its initial phase. As a consequence, the pressing need for teachers and trainers of teachers is far from being met, suggesting that this is a real priority for the country, particularly in the field of teacher training at every level.

### **Good Practices**

- It's worth mentioning fruitful collaboration between a local NGO (Service Central d'Education à la Vie) and the MOE. Indeed, for failure to develop an official curriculum of life skills-based education, the MOE entrusted life skills-based education to the Catholic NGO, which was qualified for curriculum development and teacher training. They have cooperated well so far. Currently, the MOE works together with this NGO in recovering its rights.
- Through its direction of Family Life Education, the EPSP has just acquired two national curricula for CSE in the primary and the secondary schools.
- In addition, collaboration between UNFPA and Kinshasa University allowed inclusion of the module of reproductive health education in some departments of Kinshasa University as part of the project supporting youth reproductive health.

### **Challenges**

- Due to inadequate financing and the country's vast size, the MOE and its partners, including SCEV, are unable to cover the whole country.
- Some community and religious leaders' remain unwilling to implement SE with young people because of cultural constraints and the pretext that this would encourage intense youth sexuality.

### **Teacher Education Networks in the Country**

No details on teacher unions or networks in the DRC are available.

### **National Education Authorities and Contact Information**

Education in the DRC is managed by three Ministries: The Ministère de l'Enseignement Primaire, Secondaire et Professionnel (MEPSP), the Ministère de l'Enseignement Supérieur et Universitaire (MESU) the Ministère des Affaires Sociales (MINAS), the Ministère de la Santé Publique and the Ministère de la Jeunesse, sport et loisirs.

Contact Websites:

<http://www.unesco.org/education/partners/mined/africa.htm>

<http://www.unfpardc.org>

### **Mrs. Christine Nepa Nepa Kabala**

Director of Direction de l'Education à la Vie Familiale en matière de population/ Ministère de l'Enseignement Primaire, Secondaire et Professionnel

Email: [christinenepa@gmail.com](mailto:christinenepa@gmail.com)

### **Mr. Mbadu Muanda Fidèle**

Director of Programme National de Santé de l'Adolescent

Email: [mbadu\\_m@hotmail.com](mailto:mbadu_m@hotmail.com)



## Ethiopia

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

Ethiopia is sub-Saharan Africa's second most populous country and by 2012, its population was estimated to be around 86,000,000 (although a number of international sources put this at over 91,000,000), growing at 2.9 percent. The country's median age was 16.8 years; life expectancy at birth was 63; and adult literacy was estimated at 39 percent. The adult HIV-prevalence rate was 1.3 percent, although the rate in young people aged 15-24 was estimated at 3.5 percent. Public spending on education accounted for 4.7 percent of GDP in 2012 and there were 20,378,557 learners and students, 393,723 teachers and over 80,000 non-teaching staff (24 percent of the population) directly involved in education. While clearly a primary site for HIV&AIDS management and response, an objective appraisal of MOE structures, programmes, annual plans and periodic reports reveal its potential to mitigate HIV&AIDS impact is under-exploited.

##### Policy Environment and Framework

The Ethiopian Education Sector Policy and Strategy for HIV&AIDS states that teacher education (pre- and in-service) must prepare educators to respond to HIV&AIDS both personally and professionally, and contribute to building positive attitudes toward HIV prevention amongst their learners. All teachers graduating from TTIs are expected to be equipped with knowledge and skills for HIV prevention and mitigation, through both pre- and in-service training, and continuous teacher development programmes. The Education Sector HIV&AIDS Policy and Strategy,

Population: 86,000,000  
 Growth rate: 2.9%  
 Under 14 years: 41%<sup>1</sup>

HIV rate in adults: 1.3%

% Children of primary school age who are out of school: 39% (2005)<sup>2</sup>

Adult Literacy: 39% (2007)<sup>2</sup> % Female: 28.9% (2007)<sup>2</sup>

##### Enrollment:

Primary: 14 532 477 (2012)<sup>2</sup>

% Female: 47.6% (2012)<sup>2</sup> % Private: 4% (2012)<sup>2</sup>

Secondary: 4 849 280 (2012)<sup>2</sup>

% Female: 47.1% (2012)<sup>2</sup> % Private: 11% (2012)<sup>2</sup>

% Tertiary students in education programmes (non-degree): 31% (2010)<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: 242 (2004)<sup>2</sup>

##### Teachers:

Pre-Primary: 13 963 (2011)<sup>2</sup> Trained: 85.5% (2010)<sup>2</sup>

Primary: 270 375 (2012)<sup>2</sup> Trained: 56.8% (2012)<sup>2</sup>

Secondary: 122 147 (2012)<sup>2</sup> Trained: 71.% (2012)<sup>2</sup>

Pupil to Teacher ratio: 55

as well as the Education Sector Development Programme, acknowledge the importance of CSE toward HIV prevention in preparing learners before they become sexually active. However, knowledge about HIV prevention is low, at 33.3 percent for males and 20.5 percent for females aged 15-24, but male condom use amongst 15-24 year-olds was estimated at 25.1 percent in 2011.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level					ECD			Primary					Lower Sec			Upper Sec			
Compulsory Education																			

Source: Adapted from UIS UNESCO data

### **Highlights and Key Issues**

There is contradictory information about the availability of HIV&AIDS Policy and Strategy guidelines: there is some evidence that the MOE has failed to effectively create institutional guidelines for teacher training in sexuality, life skills and HIV&AIDS education; for example, the 2012 research shows no “institutional policy (or) strategy” for CSE or HIV&AIDS in TTIs. This research suggests that if such programmes exist, they are reportedly “unsustainable and ad-hoc.” However, the MOE argues that it has both a policy and strategy, the latter including four modules:

1. School Health and Nutrition for primary school teachers.
2. HIV and STIs for primary school teachers.
3. School Health and Nutrition for secondary school teachers.
4. HIV and STIs for secondary school teachers.

It is claimed that these have been tested and endorsed by teacher educators from 10 universities and 32 colleges, and are intended to be printed and distributed to all TTIs. As a consequence of this confusion, a stand-alone module to teach CSE to pre- and in-service teachers has recently been developed by UNESCO. This intervention flows from a process involving the MOE, regional education bureaus and teacher training institutions, designed to strengthen response in teacher training institutions by reinforcing the “sexuality and reproductive component of curriculum in the teacher training colleges.” Participants suggested the development of a stand-alone course within teacher training programs and the integration of “different concepts of sexuality education” into cross-curricular learning throughout the teacher education programmes. In short, participants suggested that a stand-alone course was the best method to provide effective and CSE for teachers.

### **Curriculum and Comprehensive Sexuality Education**

There is consensus that CSE and HIV&AIDS education is an essential part of the curriculum and is central to a comprehensive response to HIV&AIDS at the national level. Effective CSE can provide young people with age-appropriate, culturally relevant and scientifically accurate information. It should include structured opportunities for young people to explore their attitudes and values and practice decision-making and other life skills required to make informed choices about sexual options. The SERAT was used to review the teacher education

curriculum to ascertain the provision and quality of CSE in the curriculum. The findings revealed that the concept of SE is not incorporated in the teacher education curricula in either the primary or secondary teacher education programmes in Ethiopia. Aspects of HIV&AIDS are integrated in the curriculum and some orientation programmes are undertaken for teachers in school life skills and HIV&AIDS in colleges of teacher education. A Gender and Life Skills course is provided in the primary teacher education programme, including general life skills, study skills, gender and empowerment. CSE and HIV&AIDS are likely to be integrated in aspects of this course, but not in any substantive sense. The lack of structured CSE in colleges and lack of appropriate training for teacher educators on sexuality issues will inevitably limit student teacher awareness, making development of the module for teacher training colleges a priority. The policy and strategy currently in place is the Education Sector Policy and Strategy, but is not for colleges of teacher education in particular, although the Teacher Education Directorate has produced HIV&AIDS training modules for colleges of teacher education.

### **Teacher Education Institutions**

There are 20 universities and 13 colleges that offer teacher training. For details, see the mapping of the TTIs.

### **Pre-Service Teacher Training**

Teacher training in Ethiopia is coordinated by the federal MoE. NGOs do offer their support in HIV education, especially with extracurricular activities. Training of primary school teachers falls under the Teacher Education Department of the General Education Sub-Sector. HIV&AIDS education is still not streamlined despite government efforts.

Examination of training for CSE in teacher education colleges,<sup>27</sup> using the SERAT developed by UNESCO, confirms that CSE is “not formally integrated in the [teacher training] curriculum, but some orientation programs are undertaken for teachers in life skills and HIV&AIDS in colleges of teacher education.”

Research confirms that CSE was not incorporated in the teacher education curricula at either primary or secondary levels, although there was some attention to HIV&AIDS in the Gender and Life Skills course mandated for pre-service teachers. Teachers are not allowed to specialise in CSE as this is not integrated in the formal curriculum and there are no minimum standards for SE in pre-

CSE integrated into teacher training curriculum?	No
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	No
• Coping and life skills	No
• Counselling skills	No
• Healthy living	No

service teacher education at universities or teachers colleges. In addition to a stand-alone pre-service module developed by UNESCO in 2013, the IICBA has also developed learning materials in Amharic and manuals for both pre- and in-service teachers. NGOs do most of the CSE work, but HIV is left out of the mainstream issues of education planning and management. A new cross-curricular learning curriculum is being developed and highlights the importance of CSE; however, because there is no formal CSE teacher training in place, pre-service teachers do not learn to address their own sexual biases, values or opinions.

### ***In-Service Teacher Training***

The MOE Policy states that in-service teacher education must train teachers to mitigate HIV&AIDS impact, and promote CSE professionally and personally. While in-service teachers are required to share knowledge about HIV and AIDS with their students, there is no clarity on how in-service teachers should be trained in CSE. Although there are NGO-led training workshops for in-service teachers, there are formal structures to coordinate these activities. The MOE, however, proposes that in-service teacher training can be achieved through in-service training sessions and providing “continuous support” to teachers throughout their careers, although it is unclear how this will be done.

### **Training of Education Tutors, Curriculum Developers and Lecturers**

There are no formalised structures for capacity building for education tutors, curriculum developers and lecturers. Most of these individuals undertake training through universities, mainly at Master’s degree and Doctorate levels, and later teach in teacher education colleges. However, bilateral partners have strengthened the competencies of curriculum developers to support country-level curriculum to ensure that the quality of CSE curricula is evidence-based, gender transformative, and age- and culturally-appropriate.

### **Good Practices**

- Though policy goals are absent, club coordinators and teacher educators report that their efforts are directed at two main objectives: to equip student teachers with the knowledge and skills that will help them practice safe sex and avoid unwanted pregnancy; and to cultivate role models equipped to share their knowledge about CSE, HIV&AIDS and life skills, and prepare their learners for safe life choices in school and the world of work. On the basis of the recent situational study results on CSE in teacher education, it was recommended that a TWG be established and steer the scaling-up of CSE in teacher education.
- Ethiopia has reviewed its teacher education curricula using UNESCO’s SERAT for both primary and secondary school teacher training. Results led to development of a training module for both pre- and in-service teacher training.
- Other review recommendations, subject to implementation, include:
  1. Development of frameworks to formally integrate CSE, HIV&AIDS and life skills education into the pre-service teacher curricula.
  2. Commitment of adequate funding to support and sustain HIV&AIDS programmes in teacher education institutions.
  3. Participatory research among pre-service teachers “to identify gaps in knowledge and skills related to CSE and HIV&AIDS among teacher training college students” to develop relevant training materials.
  4. Training teachers to specialise in CSE, HIV&AIDS and LSE, in the context of their own needs, values, biases and sexuality.
  5. Provision of resource centres in teacher education institutions specialising in sexuality and health education.
  6. Employment of appropriate methodologies to mitigate fear, embarrassment and silence associated with sexuality, HIV&AIDS and other sensitive subjects.
  7. Promoting gender equality and provision of financial assistance to female students.
  8. Provision of free condoms in teacher education institutions.

### **Challenges**

- There is uncertainty about clear policies on the integration of CSE into teacher education, as a

- result of which there are no explicit goals and objectives on CSE and HIV&AIDS in the colleges.
- Issues related to sexuality and HIV&AIDS are treated as co-curricular activities and in the formal curriculum, these issues are dealt with “sparingly” (dependent on teacher confidence) mainly in the Gender and Life Skills course.
  - There is uncertainty about the availability of dedicated material on sexuality and HIV&AIDS issues in TTCs, although some “inconsistent” co-curricular program content includes HIV&AIDS and youth, life skills, STIs, reproductive health, HIV protection, peer pressure, unintended pregnancy and abortion.
  - There are no reported impact assessments of student teacher behaviour in respect to CSE or HIV&AIDS, but anecdotal evidence suggests response ranging from “no new knowledge or skills about HIV&AIDS and sexuality matters” to “growing openness and assertiveness about HIV&AIDS, gender and sexuality issues.”
  - Research<sup>29</sup> shows that there are no minimum standards for SE in pre-service teacher education at universities or teachers colleges across Ethiopia. It also confirmed that there was great disparity in the knowledge uptake between different teacher education institutions in Ethiopia.
  - Although HIV&AIDS education is integral to the teacher training curriculum, it is not examinable and not all teachers have received training to help them pass on their knowledge and skills.
  - There is very little knowledge of the National Adolescent and Youth Reproductive Health Strategy, which guarantees young people (aged 10-24) the right to access appropriate information and services. This lack of knowledge extends to school officials, teachers, managers of the education sector who have direct contact with young people, and health service providers.
  - There is a weak linkage between school-based programmes and health services, and limited participation in the design and implementation of these programmes.
- Additional challenges to CSE in teacher education institutions include inadequate budgets; donor domination of programming; limited commitment to CSE and HIV&AIDS programmes from management and administration; and deficient planning, monitoring and evaluation of existing or future CSE programmes. Research also indicates that student teachers<sup>30</sup> are not given any induction on CSE, HIV&AIDS or LSE when they are deployed in schools.
  - There is no coordination of CSE, HIV&AIDS or life skills efforts in teacher education institutions to ensure that student teachers are equipped with necessary knowledge and skills.
  - Teacher educators, academics and college management in teacher education institutions have a limited sense of ownership of CSE and HIV&AIDS programmes, regarding these as “extra tasks,” additional to the formal teaching activities of the college. In fact, most activities and programmes on HIV&AIDS and sexuality in teacher education institutions are run by self-motivated students, ironically contributing to negative staff attitudes.

### Teacher Education Networks in the Country

The Ethiopia Teachers Association was established in 1949 and is made up of teachers and education workers with a mandate to share responsibility for improving access to quality education for all citizens. The union implements education research, convenes conferences for teachers, and plans and hosts celebrations for teachers’ days and advocacy campaigns for policy and strategic reforms within the education sector.

### National Education Authorities and Contact Information

#### Mr. Yohannes Benti

President, Ethiopia Teachers Association  
P.O. Box 13205, Addis Ababa, Ethiopia



## Kenya

# Comprehensive Sexuality Education in Teacher Training 2014

### Context and Background Information

#### Salient Features

Kenya had an estimated population of 43,000,000 in 2012, growing at an annual rate of 2.2 percent, and an adult literacy rate of 87 percent. Education is recognised as the primary means of sustaining economic development, social mobility, national cohesion and social development; since independence in 1963, government rapidly expanded the education sector. The number of teachers in public primary schools is 176,243 with another 59,273 in public secondary schools. However, due to structural adjustments in the 1980s, Kenya has a shortage of over 60,000 teachers and another 32,000 are expected to retire in 2014. Government is attempting to resolve the problem by hiring teachers on a contractual basis and the Teacher Service Commission (TSC) is hiring another 20,000 teachers.

Key achievements in the education sector for the period 2005 to 2012 include an improved ECDE gross enrollment rate from 57.7 percent to 66.3 percent; primary education NER from 82.8 percent to 95.3 percent; secondary NER from 20.5 percent to 33.1 percent; primary school completion rate from 77.6 percent to 80.3 percent and primary to secondary education transition rate from 57.3 percent to 60 percent. Teachers are trained in private and public colleges and universities. HIV&AIDS remains one of the major challenges to socio-economic growth: there are currently 1,200,000 people living with HIV and national HIV prevalence stands at 5.6 percent. UNAIDS estimates there are over 820,000 women living with HIV, over the age of 15, as well as 101,000 children representing 0.9 percent prevalence in children aged 18 months to 14 years. Age of sexual debut has declined to 12 years and teenage pregnancy in 2008/2009 stood at 18 percent, highlighting the vulnerability of young people to HIV infection. Traditional approaches to sexuality have broken down and the formal curriculum provides inadequate CSE; this is not a stand-alone subject, but some aspects are integrated into other

Population: 43 000 000  
Growth rate: 2.2%  
Under 14 years: 42%<sup>1</sup>

HIV rate: 5.6%

% Children of primary school age who are out of school: 17%<sup>1</sup>

Adult Literacy: 87%      %Female: 66.9% (2007)<sup>2</sup>

Enrollment:

Primary: 7 150 259 (2009)<sup>2</sup>

% Female: 49.2% (2009)<sup>2</sup>      % Private: 11% (2009)<sup>2</sup>

Secondary: 3 204 379 (2009)<sup>2</sup>

% Female: 47.3% (2009)<sup>2</sup>      % Private: 13% (2009)<sup>2</sup>

Tertiary: 167 983 (2009)<sup>2</sup>

% Female: 41.2% (2009)<sup>2</sup>      % Private: 23% (2001)<sup>2</sup>

% Tertiary students in education programmes (non-degree): 13% (2009)<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: 438 (2009)<sup>2</sup>

Teachers:

Pre-Primary: 92 555 (2009)<sup>2</sup>

Trained: 77.3% (2009)<sup>2</sup>

Primary: 13 014 (2009)<sup>2</sup>

Trained: 99.6% (2009)<sup>2</sup>

Secondary: 107 970 (2009)<sup>2</sup>

Trained: 92.8% (2009)<sup>2</sup>

Pupil to Teacher ratio: 47 (2009)<sup>1</sup>

subjects including life skills. However, the education sector has recognized the need for age-appropriate CSE and MOEST is working toward integrating this during the 2014 curriculum review.

#### Policy Environment and Framework

In the education sector, HIV&AIDS was introduced into the curriculum from 2000 and an Education Sector Policy on HIV&AIDS was developed in 2004 and mainstreamed into the Kenya Education Sector Support Program in 2005/10. This required the inclusion of HIV&AIDS in the curriculum and training materials for pre- and in-service teachers. The 2004 Education Sector Policy on HIV&AIDS was intended to provide an enabling environment for HIV prevention, treatment and care for all learners



and education sector personnel, and freedom from stigma and discrimination. It also required the creation of HIV&AIDS policies in all institutions of learning, to protect learners, teachers and employees. However, by 2007, only one TTC had an institutional HIV&AIDS policy in place. The policy was revised in 2013 to include emerging issues, such as reducing age of sexual debut; needs of learners living with HIV (LLHIV) and provision of age-appropriate CSE. The curriculum is being overhauled at all levels to make it more relevant and ensure that age-appropriate CSE is mainstreamed and that teacher training materials are available.

The Education Sector Policy on HIV&AIDS has developed a series of strategies to ensure that CSE is integrated in teacher education in the context of HIV&AIDS:

1. Develop an age-appropriate curriculum on CSE for educators (pre-and in-service) to prepare them for effective mainstreaming of HIV&AIDS issues into lessons and programmes at all levels.
2. Build capacity of educators to effectively implement this curriculum at all levels.
3. Develop age-appropriate teaching and learning support materials for HIV&AIDS for use by educators in all learning institutions, including alternative, adult and continuing education.

Figure 1: The Structure of the Education System

<b>Age</b>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<b>Level</b>				ECD			Primary						Secondary					
<b>Compulsory Education</b>							←-----→											

Source: Adapted from UIS UNESCO data

**Highlights and Key Issues**

Kenya has responded to the HIV epidemic with a multi-sectoral approach that has facilitated a consistent reduction in the HIV prevalence at the national level, declining from 14 percent in the 1990s to 5.6 percent in 2012. However, the impact of HIV&AIDS on education sector personnel is profound: MOEST assessments on the impact of HIV&AIDS on the education sector (2012) estimate an HIV prevalence rate of 14.7 percent among teachers, against a national population prevalence of 5.6 percent. Research shows that many teacher trainers and trainees die of AIDS-related diseases while at college, implying that they require support to maintain their own health and welfare, and make informed choices regarding their sexual decision-making. This understanding is important to enable them to pass on relevant skills to their students. Illnesses and subsequent deaths of the sector’s personnel from AIDS have reduced performance, capacity, productivity and institutional memory. At any given time 1.5 percent of all Kenyan teachers are out of school due to HIV&AIDS-related illnesses. This translates to a 2.1 percent loss of contact hours in school, at the very least. It is estimated that the number of teacher deaths in Kenya tripled between 1995 and 1999, with AIDS thought to be the largest contributor.

In the workplace, teachers face a lot of stigma and discrimination, coupled with increased stress and escalating health costs, inhibiting the sector’s efforts to achieve the national goals of access, equity and quality education for learners at all levels effectively. Studies suggest that the fight against HIV&AIDS has a long way to go since the teachers who should be the “change agents” in prevention are at risk of HIV infection.

The Kenya National Union of Teachers (KNUT) is currently implementing HIV workplace programmes for teachers in selected regions and the Horizons programme has begun an operational research project to test a model of HIV prevention and care activities directed at teachers in schools. The latter shows that, (a) many teachers have knowledge gaps in HIV&AIDS; (b) others are prejudiced toward those living with HIV; (c) most teachers have not been tested for HIV and do not wish to take the test; and (d) most teachers with multiple partners have unprotected sex. The Teachers Service Commission has established an AIDS control unit, which has anchored the Kenya Network of Positive Teachers, with a membership of over 6,000 infected teachers.

Studies also indicate that the teacher training curriculum is inadequate on knowledge, skills and

attitudes on sexuality. Tutors are also unlikely to handle the subject satisfactorily, while the integration of SE into other subjects leaves little room for M&E of its effectiveness. SE is integrated into other subjects in the curriculum, and the majority of extracurricular activities related to SE fall within the guidance and counselling units. There has been opposition from some stakeholders, particularly religious leaders, against SE in primary schools. Cultural and traditional beliefs and values may affect the teachers' ability to deliver on the subject.

### Curriculum and Comprehensive Sexuality Education

In 1999, a National Curriculum for HIV&AIDS was developed, focusing on medical facts about HIV transmission, prevention and care for those living with HIV&AIDS. It stressed abstinence as the most effective way to prevent pregnancies and infections. Specific time was set aside on the school timetable for the teaching of LSE in primary and secondary schools. Although it is not an examinable subject area, questions about HIV&AIDS are included in examinations on various other subjects. Observation, however, reveals that many teachers are not confident to teach HIV&AIDS. One reason is that no individual was assigned responsibility to teach it while most teachers lacked the confidence to teach it and still need more training. This problem was exacerbated by overcrowded classrooms and the general level of sensitivity and secrecy surrounding sexuality. Since 2008, the stand-alone curriculum was reviewed and content was integrated in other carrier subjects to ensure that the content is taught.

### Teacher Education Institutions

Teachers in Kenya are trained in both public and private institutions. Pre-service training for pre-primary education is carried out in 22 public and 197 private institutions. Pre-service training for primary school teachers is done in 22 public and 136 private TTCs. The two institutions for in-service training, the Centre for Mathematics and Science and Technology Education in Africa (CEMASTEA) for teachers and the Kenya Education Management Institute (KEMI) for education managers, may not adequately provide SE.

Figure 2: Teacher Education Institutions and Enrollment

Year	2008	2009	2010	2011	2012
Diploma Public Institutions	2,007	2,002	2,076	1,651	1,777
P1 Public and Private Institutions	22,419	24,322	26,390	27,920	28,952

Source: MOEST 2012

### Pre-Service Teacher Training

The government adapted the Primary School Action for Better Health (PSABH) model of teacher preparation to teach pre-service teachers about HIV&AIDS and used a cascade model to train teachers to teach others. While the pilot was successful, full implementation was less so, as training was reduced from two weeks to one week, limiting modelling and practise sessions. Kenya has 22 public Primary Teacher Training Colleges (PTTCs), two of which offer diploma courses. To ensure that the education sector addresses HIV, Kenya constituted a national investment programme in the Kenya Education Sector Support Program (KESSP) 2005-2010, and has since developed the National Education Sector Plan 2014-2018, in which HIV&AIDS has been incorporated as a cross-cutting

issue. Age-appropriate CSE has been included in the curriculum, supported by teacher training materials. Pre-service training in HIV&AIDS is offered in both private and government-run TTCs in the country, while in-service training is offered mainly in government-run colleges, during school holidays, to avoid interference with the school teaching programme.

Universities train secondary teachers, while the TTCs train primary school teachers. The curriculum for teacher training at universities is guided by Commission for Higher Education (CHE), while the curriculum for TTCs is prepared by the Kenya Institute of Curriculum Development, in consultation with the colleges. The mandate for recruitment and deployment is entrusted to the Teachers Service

Commission, which is a Constitutional Office, and the Directorate of Quality Assurance in MOEST is responsible for quality of delivery.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	Yes
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counselling skills	Yes
• Healthy living	Yes

### In-Service Teacher Training

In-service training of teachers is offered mainly in government-run colleges, during school holidays, to avoid interference with the school teaching calendar. Training teachers in implementing the national HIV&AIDS curriculum has greatly increased the likelihood that teachers will teach HIV in the classroom. Two years after this training, students whose teachers had been trained had greater knowledge about the disease and reported more tolerant attitudes toward those with HIV&AIDS. However, the intervention did not reduce childbearing rates among girls, suggesting it did not decrease the incidence of girls engaging in unprotected sex; neither did it reduce the risk of STIs, according to research six to seven years on. In-service training has been provided by MOEST, in partnership with different organisations, to support the strengthening of mathematics and science in secondary education, leadership skills, administration, curriculum development and HIV&AIDS, among others. The cascade model of HIV&AIDS training was adopted to ensure that trained teachers would replicate training in HIV&AIDS and life skills with their colleagues at school level. Due to the shortage of funds in the education sector, most in-service training is done in partnership with other organisations.

### Training of Education Tutors, Curriculum Developers and Lecturers

In Kenya, universities train teachers, tutors and lecturers who teach in teacher training colleges or secondary schools. Curriculum developers are trained either at the university through the curriculum development course or “on the job” The curriculum for the training of teachers, tutors and lecturers at the university is guided by the CHE.

### Good Practices

- National HIV prevalence has declined from 14 percent in the 1990s to 5.6 percent in 2012.
- Between 2005 and 2012, gross enrollment rates and net enrollment rates improved significantly as did primary school completion and primary to secondary transition rates.
- The education sector has recognized the need for age-appropriate CSE and is integrating this during the 2014 curriculum review.
- HIV &AIDS was introduced into the curriculum in 2000 and an Education Sector Policy on HIV&AIDS was developed in 2004 and mainstreamed into the Kenya Education Sector Support Program in 2005/10.
- The 2004 Education Sector Policy on HIV&AIDS provided an enabling environment for HIV prevention, treatment and care for all learners and education sector personnel, and freedom from stigma and discrimination.
- The Education Sector Policy on HIV&AIDS was revised in 2013 to include emerging issues, such as the reducing age of sexual debut, needs of LLHIV and provision of age-appropriate CSE. The curriculum is being overhauled at all levels to make it more relevant and ensure that age-appropriate CSE, among other subjects, is mainstreamed and that teacher training materials are available.
- KNUT is currently implementing HIV workplace programmes for teachers in selected regions and has begun testing a model of HIV prevention and care activities directed at teachers in schools.
- Government has adapted the Primary School Action for Better Health model of teacher preparation to teach pre-service teachers about HIV&AIDS and used a cascade model to train teachers to teach others.
- Kenya has developed a national investment programme, the National Education Sector Plan, in which HIV&AIDS has been incorporated as a cross-cutting issue.
- In-service training has been provided by MOEST, in partnership with different organisations to support the strengthening of HIV and AIDS, as well as Mathematics and Science in secondary education, leadership skills, administration and curriculum development.
- Age-appropriate CSE has now been included in the curriculum, supported by teacher training materials.

### Challenges

- HIV&AIDS remains one of the major challenges

- of socio-economic growth with 1,200,000 people living with HIV, of which over 820,000 are women over the age of 15 and over 101,000 are children aged 18 months-14 years.
- Age of sexual debut has declined to 12 years and teenage pregnancy in 2008/2009 stood at 18 percent.
  - Traditional approaches to sexuality have broken down and the formal curriculum provides inadequate CSE.
  - In spite of national policy requirements, only one TTC had an institutional HIV&AIDS policy in place.
  - MOEST assessments on the impact of HIV&AIDS on the education sector estimate an HIV prevalence rate of 14.7 percent among teachers, against a national adult population prevalence of 5.6 percent.
  - Studies suggest the fight against HIV&AIDS has a long way to go since the teachers who should be the “change agents” in prevention are at risk of HIV infection.
  - Research confirms that (a) many teachers have knowledge gaps in HIV&AIDS, (b) others are prejudiced toward those living with HIV, (c) most teachers have not been tested for HIV and do not wish to take the test, and (d) most teachers with multiple partners have unprotected sex.
  - Studies indicate that the college curriculum is inadequate for teacher trainees to gain the necessary knowledge, skills and positive attitudes on sexuality.
  - The integration of SE into other subjects leaves little room for M&E of the progress of SE.
  - There has been opposition from some stakeholders against SE in primary schools, including Roman Catholic and Muslim groups, and the personal, cultural and traditional beliefs and values of teachers often affect their comfort, willingness and ability to teach sensitive topics in the appropriate language.

- Although teaching materials have been developed, there is still limited supply available in the country.
- While the piloting of CSE was successful, full implementation was less so, as training was reduced from two weeks to one week, limiting modelling and practice sessions.
- In spite of many interventions in the education sector, these have not reduced childbearing rates among girls, suggesting they did not decrease the incidence of girls engaging in unprotected sex; neither did they reduce the risk of STIs.

### Teacher Education Networks in the Country

There are various networks for teachers in primary and secondary schools that aim to ensure that teachers have appropriate knowledge, skills and attitudes on SE, which is necessary in ensuring the quality of education. These are the Kenya Primary School Head Teachers’ Associations (<http://www.kepsa.com/>), with a membership of over 18,000, and the Kenya Secondary Schools Education Association (<http://kessha.co.ke/>), with a membership of over 2,000. In addition, to address issues affecting teachers living with HIV are addressed, there is the Kenya Network of Positive Teachers, with a membership of over 6,000. For teachers’ remuneration and welfare issues, the KNUT deals with public primary schools, while Kenya Union of Post Primary Education Training deals with public secondary schools.

### National Education Authorities and Contact Information

**The Cabinet Secretary,  
Ministry of Education Science and Technology**

P.O. Box 30040 - 00100

NAIROBI

Email: [cs@scienceandtechnology.go.ke](mailto:cs@scienceandtechnology.go.ke)



## Lesotho

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### **Salient Features**

The population of Lesotho in 2013 was estimated at 1,900,000, growing at an annual rate of 0.9 percent, with 77 percent of this lower middle income population residing in rural areas.<sup>31</sup> The adult literacy rate in 2013 was 92.8 percent,<sup>8</sup> life expectancy at birth was 48.7 in 2013 and there is a 23 percent adult HIV prevalence rate—one of the highest in the world. Lesotho has 320,000 people over the age of 15 living with HIV, including an estimated 190,000 women; and 38,000 children, under the age of 14, are also living with HIV. By 2012, Lesotho experienced an estimated 15,000 deaths annually due to AIDS, and UNAIDS estimates there are 150,000 orphans due to AIDS. Almost 24 percent of the recurrent annual budget (or 13 percent of GDP) was spent on education at all levels in 2008.

##### **Policy Environment and Framework**

In terms of the overall development and management of teachers, Lesotho has a draft Teacher Development and Management Policy, which has not yet been approved. This policy provides guidance on teacher education and the development, recruitment and remuneration, and welfare of teachers. The CHE ensures that the standards of the courses offered at institutions of higher education, including the FOE and Lesotho College of Education (LCE), meet acceptable standards at that level. In this regard, a working definition of what is meant by “good” SE is relevant. One definition suggests that “good” SE allows students to access health information that assists them in acquiring their own ideas and beliefs about sexuality, relationships, intimacy and the development their own identity.” In Lesotho, CSE is understood as HIV prevention education or LSE. Policy guidelines for CSE are provided in various MOET training documents, such as the Education Sector Strategic Plan (ESSP) 2005-2015, the Education

Population: 1 900 000  
Growth rate: 0.9%  
Under 14 years: 32%<sup>1</sup>

HIV rate in adults: 23%

% Children of primary school age who are out of school: 19%<sup>1</sup>

Adult Literacy: 92.8%<sup>8</sup> % Female: 65.5% (2009)<sup>2</sup>

Enrollment:

Primary: 381 690 (2012)<sup>2</sup>

Female: 49% (2012)<sup>2</sup> Private: 5% (2012)<sup>2</sup>

Secondary: 134 543 (2012)<sup>2</sup>

Female: 57.8% (2012)<sup>2</sup> Private: 1% (2012)<sup>2</sup>

Tertiary: 25 507 (2012)<sup>2</sup>

Female: 49.4% (2012)<sup>2</sup> Private: 14% (2012)<sup>2</sup>

% Tertiary students in education programmes (non-degree): 32% (2012)<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: 1 281 (2012)<sup>2</sup>

Teachers:

Pre-Primary: - Trained: -

Primary: 11 200 (2012)<sup>2</sup> Trained: 75.5% (2012)<sup>2</sup>

Secondary: 5 449 (2012)<sup>2</sup> Trained: -

Pupil to Teacher ratio: 34<sup>1</sup>

Sector HIV&AIDS Policy 2012 and the Curriculum and Assessment Policy 2009. The Education Sector HIV & AIDS Policy directs that “appropriate school and institutional personnel will be trained in HIV prevention, SRH, counselling and support.” It adds that the teacher education curriculum (pre- and in-service) will prepare educators and teachers to respond to HIV&AIDS within their own lives and as professionals, and to build positive attitudes and skills for HIV&AIDS prevention and control amongst all their learners. The Curriculum and Assessment Policy (2009) makes LSE a core subject to be taught to all learners in Lesotho’s education system.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level				ECD			Primary						Lower Sec		Upper Sec				
Compulsory Education																			

Source: Adapted from UIS UNESCO data

### Highlights and Key Issues

Lesotho's 23 percent adult HIV prevalence rate, one of the highest in the world, and a life expectancy at birth of only 48.7, suggests a demanding environment in which to sustain HIV and AIDS response and marshal an effective CSE campaign. However, expenditure of 23.7 percent of recurrent annual budget on education in a country with a population of just over two-million seems promising for response, as does an enlightened policy environment. Although implementation may be wanting in some respects, the policy confirms a sympathetic understanding of good SE in a life skills context. CSE is clearly understood as HIV prevention education or LSE, and policy guidelines for CSE are provided in various MOET training documents and taught by teacher colleges and the University. These factors confirm that appropriate school and institutional personnel will be trained in HIV prevention, SRH, counseling and support, and that LSE, as a core subject, will be taught to all learners in the Lesotho Education system.

### Curriculum and Comprehensive Sexuality Education

While LSE is taught in the pre-service teacher education programme at the LCE, it is offered as a general course and not as a specialisation for teachers. It is offered for at least three hours per week in the first year of the programme and the content and pedagogy are determined within the institution.

### Teacher Education Institutions

There are two TTIs in Lesotho: the LCE and the FOE of the National University of Lesotho (NUL). LCE offers diploma courses in primary and secondary education, as well as a diploma in Technical Education for vocational and technical secondary schools. The diploma programmes at LCE take three years of pre-service teacher education, with one year dedicated to teaching practice. The LCE has a major campus in Maseru and a satellite campus in Thaba-Tseka. The FOE at the national University of Lesotho offers four-year degree programmes for

pre-service teacher education. While this faculty provides education-based courses, student-teachers in FOE take their major teaching courses in the faculties of Science, Social Sciences and Humanities. The teaching practise for FOE student-teachers is four weeks at the most. Both LCE and FOE student-teachers studying to teach at secondary level are allowed to major in at least two teaching subjects. The FOE also offers a one-year full-time postgraduate diploma in Education (PGDE), which usually enrolls graduates from other faculties who wish to study education courses in order to teach. It also offers a part-time degree programme for qualified practising primary schools teachers.

The LCE used to offer a Distance Teacher Education Programme (DTEP), which was basically an in-service teacher education targeted at unqualified teachers within the school system. This programme was financed by the World Bank in an effort to reduce the qualified teacher/student ratio, which grew as a result of the introduction of Free Primary Education (FPE). This funding has however dried up and the LCE can no longer admit students to this programme. The programme left out many unqualified teachers when it abolished its certificate programmes and raised the entry requirements for the Diploma Courses. As a result, many unqualified teachers with long experience of teaching will soon be required to leave the system because of the government policy not to keep unqualified teachers in the system.

### Pre-Service Teacher Training

With the introduction of LSE curriculum by the MOET, teacher education institutions had to find ways of preparing teachers to teach this subject. For its part, LCE developed a fully-fledged course on LSE, which was taken by both primary and secondary pre-service student-teachers as a general education course in their first year. LCE's Education Course calendar lists this as a three-hour credit course, to promote the "acquisition of life skills, values and attitudes for positive behaviour formation and change." It focuses on the use of life

skills to prevent and/or cope with important social problems. Particular attention is given to HIV&AIDS, road safety, gender problems and human rights problems. LSE is also taught to four-year part-time students in the diploma for Primary Education, as part of their in-service training, again offered as a general education course rather than as a specialisation. The LCE, with support from UNESCO, consolidated its SE programme by developing a Reproductive Health, HIV&AIDS and Life Skills Course Book for teacher trainees. This publication outlines the LCE's dedication to giving teachers the knowledge, skills and vision to stimulate thoughts on viable approaches to handling issues related to reproductive health, human sexuality, HIV&AIDS, including STIs and life skills. The book calls on other sectors to join in assessing why efforts made to educate young people on reproductive health, sexuality and HIV&AIDS have largely failed.

CSE integrated into TT curriculum?	Yes
Specialisation in CSE offered to teachers in training?	Yes
CSE is a compulsory module in TT?	No
CSE is an examinable subject	Yes
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV and AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counseling skills	Yes
• Healthy living	Yes

The FOE at the University of Lesotho did not move as fast as the LCE in responding to the needs of teachers to teach LSE in schools, and life skills was not introduced as a subject area within the faculty. Instead, the FOE offered a two-day workshop to introduce student teachers to the concepts in the syllabus and the teaching methodologies proposed by the curriculum. These workshops were however dependent on funding, so were not sustained or systemic. CSE is integrated at the LCE only.

**In-Service Teacher Training**

Apart from the now defunct LCE DTEP programme and FOE degree in Primary Education, there is not much evidence of properly organised in-service teacher education programs in Lesotho. Teachers do attend workshops organised by various departments of the MOET, but these are not well coordinated or seen as part of the professional development of teachers. Most recently, these workshops have either been on the teaching of Mathematics and Science or on HIV&AIDS. NGOs

have also held workshops on HIV&AIDS and life skills for teachers, but the standards of these vary so the quality and standards are not ensured; to address this, MOET has established an INSET Coordination Programme. However, within Lesotho's current teacher education programme, there are no specific courses, modules or curriculum documents available for the teaching of SE.

**Training of Education Tutors, Curriculum Developers and Lecturers**

UNESCO has supported training of three curriculum developers as well as one lecturer from FOE in CSE. These developers are members of the National Life Skills Education Panel, and have been instrumental in revising the LSE curriculum to incorporate CSE. The FOE lecturer is also involved in development of a CSE Manual for student-teachers at the NUL. While individual tutors at the LCE have been allowed to take part-time courses with South African universities related to SE, there is currently no systematic arrangement for training of these different cadres in this subject area within Lesotho.

**Good Practices**

- The Lesotho Education Sector HIV&AIDS Policy (2012) directs that teachers and educators should be equipped with skills not only to teach LSE, but also to deal with HIV&AIDS at a personal level. The Curriculum and Assessment Policy (2009) also recognises the importance of LSE by making it one of the few core subjects to be taught to all learners within the school system. The NUL HIV&AIDS Policy also provides a good platform for the FOE to offer CSE to its student-teachers, as it aims to achieve "increased information, education and awareness among the university community regarding HIV&AIDS."
- The LCE also provides evidence of good practice through solidifying its SE programme and offering it as a compulsory course for all its student-teachers. The time allocated to the course also allows for internalisation of the key concepts and ideas, as well as methodologies to teach the subject. The fact that its lecturers and tutors were allowed to take part-time courses in the subject area, together with the development of the Course Book, also helped guarantee a quality teacher education programme in SE.
- The revision of the LSE Curriculum to incorporate CSE promises a bright future for the teacher education programme. This revision was based on international best practice in the subject area and has resulted in a more

focused life skills-based SE curriculum. As will be obvious, the curriculum in schools has a lot of influence on how teachers are prepared at teacher education institutions; thus, revision of life skills-based SE will be a solid basis upon which teacher education programmes in the subject area will be built.

### Challenges

- LSE is taught as a non-examinable subject in schools and as such, life skills are not offered as a professional specialisation course, in the way that English, History or Chemistry are (e.g. at the LCE).
- Reports indicate that the offering of the CSE subject area was not entirely adequate, even at the LCE. Evidence suggests that pre-service teachers who graduate from the College are not prepared with sufficient training to support orphans or vulnerable children, and sees this area as problematic in the current practice of pre-service teacher education.
- Equally, the current level of in-service teacher education does not sufficiently prepare educators to support LLHIV, orphans or other vulnerable children, and this lack of adequate teacher preparation flies in the face of UN policies of Education For All and the Convention on the Rights of the Child. Thus, teachers' confidence in their preparedness and ability to affect change in the LSE classroom, as well as the community, may need to be examined in greater detail.
- Teachers living with HIV are an additional challenge to the education system, which leads to an additional drain on the availability of trained teachers and head teachers. Ultimately, teacher attrition and mortality due to HIV-

related illness has a negative effect on the delivery of CSE in Lesotho, thus prompting the need for pre-and in-service SE programmes to take into consideration the health and well-being of teachers themselves.

- Some significant barriers also exist in regards to the teaching of CSE (and within the realm of teacher training). Research suggests that most LSE and SE curricula lacked "personal and emotional reflection that is key to changing intimate relationship behaviour," for example. There is also a lack of acknowledgement of gender inequality within the curricula, which significantly affects the implementation of good sexual health programming.

### Teacher Education Networks in the Country

Three teacher unions are currently active in Lesotho:

#### **The Lesotho Teachers Trade Union (LTTU)**

PO Box 0509, Maseru West  
Maseru, Lesotho

#### **The Lesotho Association of Teachers**

PO Box 1134  
Maseru, Lesotho

#### **Progressive Association of Lesotho Teachers (PALT)**

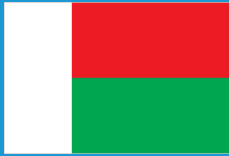
P.O. Box 12530  
Maseru 100

### National Education Authorities and Contact Information

#### **Ministry of Education and Training**

P.O. Box 47  
Maseru  
Lesotho  
Fax: +266 223105 62





## Madagascar

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### **Salient Features**

Madagascar is an island state in the Indian Ocean, the fourth-largest island in the world and is separated from Africa by the Mozambique Channel. Its population in 2012 was 22,943,000 growing at an annual rate of 2.6 percent, with a median age of 19.2 years and life expectancy at birth of 65.2 years. About 70 percent of the population lives in rural areas and 41 percent of the population is under the age of 14. Adult literacy is estimated at 64.5 percent and 2.7 percent of GDP was spent on education in 2012. The adult (15-49) HIV prevalence rate was 0.5 percent in 2012 and UNAIDS estimates that nearly 59,000 people were living with HIV, and that Madagascar experienced 6,200 deaths from AIDS in that year. Although HIV prevalence is comparatively low in regional terms, the percentage of sexually active young people under 15 is extremely high (17 percent for girls) while the pregnancy rate for girls 15-19 is around 31 percent. The Ministry of Population and Social Affairs states that 35 percent of young people 15-19 already have a "reproductive life." Only 12 percent of young people 15-25 have used a condom during their last sexual encounter and 50 percent of HIV-positive women are aged 15-24. The country is divided into 22 regions, subdivided into 119 districts, 1,557 communes and 17,898 fokontany; it is among the world's least-developed countries and stagnates at the bottom of the Human Development Index, ranked 151 out of 186. More than 92 percent of the population lives on less than US \$2 purchasing power parity per day.

##### **Policy Environment and Framework**

The attitudes of young people in Madagascar to matters of sexuality and contraception apparently reflect the inadequacy, and even inefficiency, of the education system. This is confirmed by interviews with the Ministries of Education, Health and Youth, which jointly act for the protection of young people against HIV&AIDS, and offer a consensus that the transmission of SE has largely failed. Historically, the module on SE has been integrated in other subjects

Population: 22 943 000

Growth rate: 2.6%

Under 14 years: 41%<sup>1</sup>

HIV prevalence rate in adults: 0.5%

% Children of primary school age who are out of school: 23%

Adult Literacy: 64.5%      % Female: 61.6%(2009)<sup>1</sup>

Enrollment:

Primary: 4 402 722 (2012)<sup>2</sup>

Female: 49.5% (2012)<sup>2</sup> Private: 18% (2012)<sup>2</sup>

Secondary: 1 405 063 (2012)<sup>2</sup>

Female: 48.9% (2012)<sup>2</sup> Private: 36% (2012)<sup>2</sup>

Tertiary: 90 235 (2012)<sup>2</sup>

Female: 48% (2012)<sup>2</sup> Private: 24% (2012)<sup>2</sup>

% Tertiary students in education programmes: 2% (2012)<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: 419 (2012)<sup>2</sup>

Teachers:

Pre-Primary: -      Trained: -

Primary: 102 229 (2012)<sup>2</sup> Trained: -

Secondary: 50 842 (2012)<sup>2</sup> Trained: -

Pupil to Teacher ratio: 47 (2012)<sup>2</sup>

at the primary, secondary and high school levels. Apart from this integration, information related to SE was offered to students in Civic Education and Physical Education and Sports, and by basic health centres at the community level. However, this approach to SE is aimed at only graduating students and not the acquisition of knowledge, skills and values to empower them to make informed choices about sexual and social relationships. There is no stand-alone SE course as yet in Madagascar, in spite of the country's declaration of a national multi-sectoral strategy to fight HIV in 2011.

Madagascar has developed a National Strategic Plan to respond to HIV&AIDS and STIs during the period 2013-2017. The plan calls for promotion of

communication on behaviour change and HIV testing, particularly for populations most at risk and young people, as well as the improvement of treatment access and psychosocial care for PLHIV. In addition, other policies and strategies relevant to young people include the National Youth Policy, the National Policy on Adolescent Health, the National Policy on Adolescent Reproductive Health and the Training Guide on Life Skills. SE was, however, only made compulsory in 2013 following adoption of the OFMCSE by the Ministry of National Education.

The OFMCSE is informed by the International Guidelines on Sexuality Education and sociocultural, economic and educational needs of the nation (UNESCO 2010) and proposes the training of teachers on this new SE programme. A multi-sectoral programme of implementation has been developed and is driven by the Ministry of National Education, the Ministry of Population, the Ministry of Justice and the Ministry of Youth and Leisure. The goal of this initiative is to sensitize trained peer educators in the provision of SRH and integrate SRH into the education curriculum.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Level				ECD			Primary				Lower Sec			Upper Sec						
Compulsory Education							←-----→													

Source: Adapted from UIS UNESCO data

### Highlights and Key Issues

Only 40 percent of young people in Madagascar (15-24) have accurate knowledge about HIV and its transmission. In addition, only 23 percent of women and 26 percent of men (15-49) years have “complete” knowledge on modes of transmission and prevention of HIV, and the percentage of men and women who have never heard of STI has increased significantly. In 2012, Madagascar experienced about 6,200 deaths due to AIDS and UNAIDS reported, but there was no available data on children orphaned due to AIDS. In spite of these alarming trends, over 74 percent of boys and girls do not have an effective understanding of HIV and over 75 percent do not adopt protective behaviors during sexual relations confirmed by very limited condom use. By 2015, 600,000 students annually will attempt to enter secondary education which only has capacity for 200 000 students and is currently characterised by low rates of enrollment and completion. The Interim Plan for Education (PIE) 2013-2015 estimates that 10 percent of young people (1,000,000) 10-15 years of age will never have access to school. There is no stand-alone SE course as yet in Madagascar in spite of the country’s declaration of a national multi-sectoral strategy to fight HIV in 2011, and the module on SE has been integrated in other subjects at the primary, secondary and high school levels. SE was only made compulsory in 2013 following adoption of the OFMCSE by the Ministry of National Education.

### Curriculum and Comprehensive Sexuality Education

Although SE was made compulsory in 2013, it is not a stand-alone subject as yet and it is noted that SE is currently integrated into other subjects at every level as a sub-component. This approach was apparently intended to help graduate students rather than acquire the knowledge, skills and values to empower them to make informed choices about sexual and social relationships. SE appears intended to overtake LSE in the education system at every level and its introduction is primarily aimed at responding to growing concern about HIV, STIs and pregnancies. LSE has apparently had limited success historically, given the data regarding young people’s attitudes and behaviour, and the lack of training, materials and teacher attitudes are cited as contributory factors. In terms of the introduction of SE, concerns have been expressed by teachers, specifically citing issues of taboo around the subject of human reproductive parts and functions and variable cultural norms at the regional level. In short, there is no information confirming SE as a curriculum subject, as yet, supported by materials, or recognition of CSE as a respected or viable subject to extend or replace LSE. This may be a function of its introductory stage and it must be assumed that SE will become an effective means of guiding young people to make informed decisions about their personal sexual health and future.

**Teacher Education Institutions**

Pre- and in-service teacher training is provided by the Institut National de Formation Pédagogique (INFP) in 22 regions of the country for primary teachers and there are four ENS playing a role in the training of trainers at secondary education level. They are located in the regions of Antananarivo, Antsiranana, Fianarantsoa and Toliary.

**Pre-Service Teacher Training**

The INFP provides pre- and in-service pedagogic teacher training, in the classroom and via distance options, for supervisors, inspectors and administrators within the MOE, as well as for those carrying out studies, research activities and materials development. In addition, it provides pre-service education for school counsellors and teachers at the college level. It also provides in-service training for teachers at the primary school level, including those who are not civil servants. Training is now decentralized in 19 Regional Centres of the National Institute for Teacher Training (RCINFPs) and has graduated 13 cohorts of student and semi-specialist teachers since 2004. The training of student counselors has followed the same course, and has been decentralised to 22 regions, which are now able to train and graduate primary school teachers.

SE is not yet taught in primary school as a stand-alone course, but is integrated at the secondary level. It is also integrated into other subjects, such as the Natural Science and Life and Earth Science disciplines. As a result, SE is regarded as a “sub-component” and not taken very seriously either at the school level or in pre-service teacher training. Interviews with the INFP confirm the view that LSE, the de facto forerunner to comprehensive SE, has largely failed to influence or positively affect the behavior of young people receiving this education. However, it is conceded that the course is taught using a theoretical approach due to the lack of accompanying material and equipment. In addition, it is noted that the term “sexuality education” as a subject title generated reluctance to teach the subject from some teachers, for “cultural” reasons. Pre-service student teachers confirmed they had not been trained in the teaching and pedagogy of SE within a life skills framework during their training. Student teachers added that they are embarrassed to present information on the reproductive functions of the body to learners because these are considered ‘taboo;” student teachers confirmed that these perceptions become constraints in the

effective teaching of SE. These student teachers also confirmed that there is no public policy on SE in TTIs to ensure the integration of SE within the curriculum at the primary and secondary levels.

It should be noted that the INFP is not the only training institution mandated by the state. There are also four ENS in the country which train trainers at the secondary education level.

CSE integrated into teacher training curriculum?	No
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	No
• Basic HIV&AIDS facts	No
• Stigma and discrimination	No
• Coping and life skills	No
• Counselling skills	No
• Healthy living	No

In order to reduce the high teenage pregnancy rate and modify sexual behavior leading to HIV infection, student teachers and officials have proposed an integrated approach to teaching SE, adapted to local cultural concerns. Sensitisation activities are conducted by peer educators and there has been a revitalization of school clinics and “corners” for the young; the National Directorate of Private Schools has also introduced dialogue sessions between educators and students to discuss SE.

**In-Service Teacher Training**

The Ministry of National Education (MNE) recognises the importance of continuing in-service teacher training and professional upgrading. As a result, and to improve the quality of education, in-service training education for teachers is included in the education programme of the MNE. The current challenge for in-service teachers in Madagascar, however, is the lack of SE in teacher training programs. To address this issue, the Ministry of Public Health, through the Reproductive Health Service for Adolescents, is developing a strategy for the integration of SRH programmes in teacher training programs for in-service teachers. The INFP in one region provides in-service training face-to-face and at distance for the teaching staff of the MOE at the primary, secondary and tertiary levels. Of more importance, and while there are definitional complications arising LSE and SE, LSE is available to school staff teaching SE within the MNE.

### Training of Education Tutors, Curriculum Developers and Lecturers

Education was prioritised between 2001 and 2009; this initiative sought to improve both access and quality of formal and non-formal education. A massive campaign of school renovation, expansion and construction was coupled with the recruitment and training of tens of thousands more teachers. This was supported with funds from intergovernmental organisations, such as the World Bank and UNESCO, and bilateral grants from many countries. A key pedagogical objective of these reforms included a shift from a traditional, didactic teaching style to a student-centered form of instruction based around frequent group work. As of 2009, Madagascar was on target to achieve the EFA objective of universal enrollment at the primary level. Student achievement, teacher quality, widespread shortage of materials and access to secondary and tertiary schooling continue to be challenges, as are poverty-related obstacles, such as high repetition, attrition rates and poor student health.

### Good Practices

- In spite of limited progress across the sector, innovative SE has been tested with some success; this includes child-child education, child-community education, older-younger education, gender education, peer education, integrated education and classroom practice methodologies.
- As part of the national multi-sectoral strategy to fight HIV and improve SRH for young people, the Ministry of Public Health is working with other departments to integrate youth issues, education and the SRH services through the collaboration between the Ministry of Public Health, the Ministry of Youth and Leisure and the MNE, within the Interdepartmental Committee for Youth.
- The Ministry of Public Health has adopted a National Policy on the sexual health of adolescents and young people.
- A symposium is planned with the aim of involving traditional leaders at regional level on the SE of young people and takes into account the cultural specificities of each region.
- SE is provided both in-school and out of school suggesting that both the public and the private sectors should offer training on SE. Outside the school system for example, other actors might include peer educators, health workers and community agents, as well as the organizers of the young people centres.

- The influence of culture on the behaviour of young people in terms of early sexual activity is dominant in some regions of Madagascar and for that reason, cultural aspects have been factored in the development of the SE programme.
- The Interdepartmental Committee of Youth has been put in place by Ministerial Decree and meets periodically to improve coordination of interventions with young people and the harmonisation of approaches and effective strategies.
- Given the significant number of young people not attending school, an experimental study has been set up in one region where these young people have been sensitised on life skills and the prevention of HIV (no sexual activity with multiple partners, use of condoms, no sexual activity before marriage).
- Peer educators trained in LSE have multiplied their knowledge by subsequently training out-of-school youth in 25 communities across the country, encouraging these to adopt healthy behaviors, such as the adoption of STI treatment, and correct and consistent condom use during sexual intercourse.

### Challenges

- The percentage of sexually active young people under 15 is extremely high (17 percent for girls), while the pregnancy rate for girls 15-19 is around 31 percent.
- Thirty-five percent of young people 15-19 already have a "reproductive life," but only 12 percent of young people 15-25 used a condom during their last sexual encounter, while 50 percent of HIV-positive women are aged 15-24.
- Historically, the approach to SE was aimed at helping graduate students, and not the acquisition of knowledge, skills and values to empower them to make informed choices about sexual and social relationships.
- In spite of the country's declaration of a national multi-sectoral strategy to fight HIV in 2011 and making SE compulsory in 2013, there is still no stand-alone course on the subject.
- Ten percent of young people (1,000,000) 10-15 years of age will never have access to school thus limiting the potential of the education sector in responding to issues of sexuality and HIV protection.
- Introducing SE into an environment in which teachers regard issues of reproductive processes and body parts as taboo, and are sensitive to

the subject title, is an unfortunate formula for success.

- There is no policy on SE.
- SE is not yet taught in primary school as a stand-alone course, but is integrated, while at the secondary level, it is integrated into the Natural Science and Life and Earth Science disciplines. As a result, SE is regarded as a “sub-component” and not taken very seriously either at the school level or in pre-service teacher training.
- The current challenge for in-service teacher training in Madagascar is the lack of SE in teacher training programs although the introduction of SE as a compulsory subject may change this.
- Future training must rise to the challenge of conveying human values, rather than simply teaching biology and scientific facts and must acknowledge the unique cultural characteristics of each region.
- An M&E system must be established to monitor and measure progress in the SE teaching field and its impact on national HIV, STI and pregnancy trends.

- Sustainable funding must be found from internal and external donor sources to support SE (and HIV and STI education) for young people.
- Teachers are aware of the cultural taboos plaguing the education of students in SE. Research is necessary to find appropriate language and methodology for the transmission of knowledge about sex to students, including the provision of materials and equipment.

#### **Teacher Education Networks in the Country**

No information available.

#### **National Education Authorities and Contact Information**

Ministry of National Education Madagascar (MNE)  
Antananarivo  
Madagascar  
Website: <http://www.education.gov.mg/>



## Malawi

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

In 2011, the Malawian population was estimated at 15,381,000,<sup>32</sup> growing at an estimated 3.2 percent per annum (2010-2015), with 84 percent living in rural areas (growing at 3.1 percent) and 16 percent in urban/peri-urban areas (growing at 4.2 percent), and an adult literacy rate of 61.3 percent.<sup>33</sup> Twenty-six percent of recurrent national budget resources went to education at all levels in 2012. Almost 24 percent of the population were under the age of 14 while 8,343,000 were under 18. There were 125,188 permanent, relief and temporary teachers at the ECD, primary and secondary school levels in 8,065 schools. Of a total of 56,534 primary school teachers, male teachers numbered 34,066 and females 22,528. At the secondary school level, there were 9,180 males and 2,521 females for a total of 11,701, according to EMIS 2012. Quality of teachers (qualifications and experience) varies widely across the provinces and across school types, location (urban vs rural) and responsible authority (government vs non-governmental authorities). The number of unqualified teachers (i.e. those without any level of qualification) was shown by the 2012 census to be around 27,000 – or about 21 percent of the total teaching staff. The number of learners in primary education was 4,188,677, of which number 2,088,792 were boys and 2,099,885 were girls; of this number, 4,154,427 were learners in public schools and 34,250 were in private schools. There were only 260,064 learners in the secondary level, of which 142,548 were boys and 117,516 were girls.

##### Policy Environment and Framework

The MOEST is committed to eliminating the spread of HIV and mitigating its impact among teachers, learners and support staff. To this effect, MOEST has put in place a number of policies and guidelines that pave the way for incorporating CSE, which MOEST refers to as life skills and HIV Education. HIV&AIDS education has been infused in the primary and secondary curriculums. Through these policies, MOEST has made LSE an examinable, though optional, subject at secondary school. Life skills and

Population: 15,381,000  
 Growth rate: 3.2%  
 Under 14 years: 46%<sup>1</sup>

HIV prevalence rate in adults: 10%

% Children of primary school age who are out of school: 3%

Adult Literacy: 61.3%      % Female: 33.5%(1987)<sup>1</sup>

##### Enrollment:

Primary: 3,687,625 (2012)<sup>2</sup>

Female: 50.4% (2012)<sup>2</sup> Private: 1% (2012)<sup>2</sup>

Secondary: 761,366 (2012)<sup>2</sup>

Female: 47% (2012)<sup>2</sup> Private: 6% (2012)<sup>2</sup>

Tertiary: 12,203 (2011)<sup>2</sup>

Female: 39.2% (2011)<sup>2</sup> Private: 10% (2011)<sup>2</sup>

% Tertiary students in education Pprogrammes: -  
 Enrollment in tertiary education per 100,000 inhabitants: 72 (2010)<sup>2</sup>

##### Teachers:

Pre-Primary: -      Trained: -

Primary: 49,775 (2012)<sup>2</sup>      Trained: 78.2% (2010)<sup>2</sup>

Secondary: 18,336 (2012)<sup>2</sup>      Trained: 63.6% (2011)<sup>2</sup>

Pupil to Teacher ratio: 76 (2011)<sup>2</sup>

HIV education is mainstreamed into the curriculum and teachers receive training on the various topics as listed in this curriculum. The content of curriculum guidelines for primary, secondary and tertiary levels are set out in the life skills curriculum for schools and colleges. The Ministry has also recently revised its HIV&AIDS Mainstreaming Strategy, which has also highlighted the need to incorporate HIV&AIDS education into the curriculum “with a view to impart the knowledge, attitudes and skills that may help to promote safer behaviour; the need to develop LSE, which equips the pupils for positive social behaviour; and for coping with negative social pressure.” The National Education Sector Plan has also included the need to “review the course content to reflect reforms in Primary and Secondary education

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level				ECD			Primary					Lower Sec			Upper Sec				
Compulsory Education							←----->												

Source: Adapted from MOEST, Malawi

including gender related issues and HIV&AIDS” in its priorities. MOEST’s HIV&AIDS guidelines also highlight training and education on HIV&AIDS as an important pillar in prevention, through information and education. The guidelines specifically make mention of “a curriculum that is sensitive to cultural and religious beliefs and is appropriate to age, gender, language, special needs and context on HIV&AIDS.” The strategy also advocates relevant and suitable teaching and learning materials for HIV prevention to be developed.

**Highlights and Key Issues**

The education sector in Malawi acknowledges and recognises that HIV&AIDS is a major threat to the health and welfare of its teachers, learners and support staff at all levels, as well as to society at large. According to NAF, (2010-12), Malawi has a very young population, with approximately 44 percent of Malawians being younger than 15, making youth prevention programmes very important for containing and reducing the epidemic. Comprehensive knowledge about HIV&AIDS in the country, in the age group 15-49 remains low (41 percent women and 45 percent men have this knowledge, according to MDHS 2010); for this reason, HIV&AIDS education has been infused into primary and secondary school curriculum. CSE, referred to as LSE, contains some topics on HIV&AIDS, and is an examinable subject. MOEST has recently undertaken a review of the secondary school LSE curriculum and added a core element of sex and sexuality. However, attempts by MOEST to include HIV&AIDS as a stand-alone subject in the secondary school time table have not been successful, due to competing subject pressures.

**Curriculum and Comprehensive Sexuality Education**

The secondary school life skills education curriculum now includes sex and sexuality and the detail and extent of this subject information increases as the learner graduates through grade after grade in secondary school. LSE is also integrated in carrier subjects in teacher training but is also a stand-alone subject in its own right. Subject matter and

pedagogy for both pre- and in-service teaching is determined by the Department of Teacher Training and Development in the MoE. IPTE also has module and course outlines in LSE, which is a carrier subject for CSE.

The National Education Sector Plan guides the implementation of SE in delivering LSE, within the training of pre-and in-service teachers as it has prioritised the teaching of this subject area. The Plan also aims to improve the delivery of HIV&AIDS education, to improve its relevance in respect of emerging issues. The review of the course content for teacher training also responds to these emerging issues. In addition, the Workplace Policy also informs SE in terms of its emphasis on HIV&AIDS issues.

**Teacher Education Institutions**

There are a number of pre-service TTIs in Malawi, including:

- Six public (operational) TTCs; initial capacity in 2005 was 2,200 students but actual intake is 4,360 for initial primary teacher education, as well as 12,000 open distance education students.
- Two more public TTCs will open in 2014/15 with a planned intake of 840 students.
- Malawi has seven private TTCs.
- Two more private TTCs will be constructed by Development AID from People to People with initial intake estimated at 200 each.
- Three more public TTCs will open in 2016/17 with a planned intake of 1520 students.

Expected output from all TTCs in Malawi in 2014 is estimated at 10,200 from public institutions and a further 800 from private institutions, with a total of 11,000. In 2015, this output will remain constant, while in 2016 it will grow by 100 (from private institutions) and in 2017, it will grow to 12,500 from public institutions and 900 from private institutions, totaling 13,400. This number will grow to 13,500 in 2017, due to increased output from private institutions.

In-service (primary) teacher training happens through CPD, which includes all teachers. This

involves two days of CPD training if this is provided by the Department of Teacher Education and Development (DTED), with additional training supported by development partners and NGOs. Teacher development colleges (TDCs) are, however, taking the place of CPD.

### Pre-Service Teacher Training

Teacher education in Malawi is coordinated by the DTED, which has recently acquired departmental status through the initial Primary Teacher Education and Open and Distance Learning Programme. Fifty percent of current established posts in the DTED have been filled, which implies an equivalent level of 50 percent vacancies. The relationship between private TTCs and government TTCs is not yet clearly defined.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	Yes
CSE is a compulsory module in teacher training?	Yes
CSE is an examinable subject	Yes
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counselling skills	Yes
• Healthy living	No

In TTCs, there are guidelines for teaching LSE, which is a carrier subject for CSE. Specifically, LSE covers sex and sexuality in detail. There are also guidelines to ensure an equitable approach to the prevention of HIV&AIDS among education sector employees, including teachers, which also details issues of sex and STI. Any change in the curriculum for primary and secondary schools also effects the education of teachers.

The HIV&AIDS mainstreaming strategy, which MOEST has recently revised, highlights issues of teacher training in areas of LSE.

### In-Service Teacher Training

School-based CPD is recommended for all subjects, including life skills and CSE. However, the small fund available for this approach only provided for Mathematics and Science teachers in all public secondary schools, leaving the approach in limbo. Development partners have supported in-service training of teachers on LSE.

### Training of Education Tutors, Curriculum Developers and Lecturers

The training of education tutors, curriculum developers and lecturers takes place at the Malawi Institute of Education, Domasi College of Education, the University of Malawi and Mzuzu University.

### Good Practices

- The DTED has finally received departmental status, which is a significant development as issues of teacher training will now be better coordinated and planned.
- The oversubscription of current PRESET and the forthcoming addition of seven new TTCs suggest that Malawi is destined for a more effective education system and an increase of one-third in the number of teachers graduating the training system.
- A Management Handbook for TTCs is under review.
- School-based CPD is recommended for all subjects, including LSE and CSE.
- LSE is integrated in carrier subjects in teacher training, but is also a stand-alone subject in its own right.
- The National Education Sector Plan guides the implementation of SE in delivering LSE, within the training of pre-service and in-service teachers as it has prioritised the teaching of this subject area.
- The National Education Sector Plan also aims to improve the delivery of HIV&AIDS education, to improve its relevance in respect of emerging issues. The review of the course content for teacher training also responds to these emerging issues.

### Challenges

- The supply of teaching and learning has not been able to cope with demand. The rapid expansion of enrollment and intake due to free primary school access has greatly increased the demand for teachers, evidenced by the rapid growth in new TTCs. At secondary level, intake and enrollment has increased due to the opening of several private secondary schools.
- There is a lack of teacher education coordinating bodies mandated to link MOEST, universities and colleges, in order to produce a qualified, dedicated and flexible teaching force.
- Funding for teaching and learning is inadequate: infrastructure and other facilities have not been



maintained and the poor learning environment in colleges impacts negatively on preparation and morale of teachers, discouraging potential students from enrolling.

- Fifty percent of current established posts in the DTED have been filled, which implies an equivalent level of 50 percent vacancies.
- The relationship between private TTCs and government TTCs is not yet clearly defined.
- There is an unsatisfactory delay in the deployment of graduate teachers after training.
- CPD management is not systematic and there is no quality control in evidence.
- Teachers attending CPD are not assessed, either on enrollment, completion or through follow-up performance measures.
- Lack of funding means there are inadequate supervisory visits to teachers at schools.
- There is also inadequate funding to sustain CPD activities.
- There is no funding available for private TTCs from government.

### **Teacher Education Networks in the Country**

The Teachers Union of Malawi (TUM) was established in 1945. TUM's operations are professional and mostly interested in the welfare of teacher, pupils, students and education as a whole. As such, they are instrumental in identifying problems affecting teachers, pupils and education in Malawi and they appraise the authorities about these issues. Where possible, they assist in finding possible solutions to, or supplementing and complementing, government's efforts in addressing identified problems.

### **National Education Authorities and Contact Information**

Malawi Ministry of Education, Science and Technology  
Capitol Hill Circle,  
Private Bag 328,  
Capital City,  
Lilongwe 3, Malawi.  
Email: [education@education.gov.mw](mailto:education@education.gov.mw)



## Mauritius

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

Mauritius is an island nation in the Indian Ocean about 2,000 kilometres off the southeast coast of Africa and has one of the strongest economies in the Sub-Saharan region. In 2012, Mauritius had an estimated population of 1,291,000 people, growing at an annual rate of 0.7 percent, although this low rate is in decline. Life expectancy at birth is 73.5 years and adult literacy is estimated at 88.8 percent. Much of the population lives in rural areas with less than half (41.8 percent) of the population urbanised. The adult HIV prevalence rate (15-49) is 1.2 percent and approximately 10,000 people over the age of 15 and living with HIV. Of these, an estimated 2,800 are women, but there are no available data on children under the age of 14 currently living with HIV. In 2012, Mauritius experienced an estimated 1,000 deaths due to AIDS, and UNAIDS has reported that there are presently no available figures on orphans in Mauritius orphaned due to AIDS.

##### Policy Environment and Framework

Unlike many of its ESA neighbours, the MoE did not specifically target HIV&AIDS as a cross-curricular issue in their education plan 2008-2020. The MoE took the view that “as a matter of policy, teacher education should no longer be perceived as a one time or ad-hoc enterprise but should become an ongoing process of professional growth and development.”

With this in mind, any development of SE, HIV or LSE within Mauritius is required to address these topics with seriousness, and ensure they have

Population: 1,291,000  
 Growth rate: 0.7%  
 Under 14 years: 12%<sup>1</sup>

HIV prevalence rate in adults: 1.2%

% Children of primary school age who are out of school: 2%

Adult Literacy: 88.8%      % Female: 86.7%<sup>1</sup>

##### Enrollment:

Primary: 113,634 (2012)<sup>2</sup>  
 Female: 49.2% (2012)<sup>2</sup> Private: 29% (2012)<sup>2</sup>  
 Secondary: 127,123 (2012)<sup>2</sup>  
 Female: 50.5% (2012)<sup>2</sup> Private: 57% (2012)<sup>2</sup>  
 Tertiary: 40,165 (2012)<sup>2</sup>  
 Female: 56.5% (2012)<sup>2</sup> Private: 46% (2012)<sup>2</sup>

% Tertiary students in education programmes: 10% (2012)<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: 3,297 (2012)<sup>2</sup>

##### Teachers:

Pre-Primary: 2,541(2012)<sup>2</sup> Trained: 99.9% (2012)<sup>2</sup>  
 Primary: 5,427 (2012)<sup>2</sup> Trained: 100% (2012)<sup>2</sup>  
 Secondary: 8,643 (2012)<sup>2</sup> Trained: -

Pupil to Teacher ratio: 20 (2011)<sup>2</sup>

adequate time allocation in the national curriculum. As the Government of Mauritius has determined that healthy living is a key determinant of being a good citizen, it has agreed that pre-and in-service teacher training programmes should treat SE, HIV and LSE as important for the development of healthy citizens within the country.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level				ECD		Primary					Lower Sec			Upper Sec					
Grades/Forms							1	2	3	4	5	6	7	8	9	10	11	12	

Source: Adapted from UIS UNESCO data

### **Highlights and Key Issues**

The Ministry of Education and Human Resources (MOEHR) was actively involved in the development of the first curriculum “guideline” on SE for primary and lower secondary level in 2007. This document was used to mainstream SE in both primary and secondary NCFs. Although there is no specific course or any stand-alone module on SE in teacher training, a range of concepts of SE are being addressed in the following major pre-service courses: the Advanced Certificate in Education where life skills including puberty, safe and unsafe touches is addressed, the TD course for primary school teachers and the TD secondary level where several SE concept including life skills are covered. Other levels include the B.Ed in Biology that covers SE concepts, such as male and female reproductive system, menstruation, adolescent reproductive health, pregnancy/teenage pregnancy, STI (e.g. HIV&AIDS, Gonorrhoea and Syphilis), in more depth and the postgraduate level where some aspects of health education including puberty, adolescent health, health and diseases, STIs and life skills are addressed.

### **Curriculum and Comprehensive Sexuality Education**

The Mauritius Institute of Education (MIE) is a unique tertiary teacher education institution, working under the aegis of the MOEHR in Mauritius. It is responsible for providing facilities and engaging in educational research, curriculum development and teacher education, and thereby promoting the advancement of learning and knowledge in the field of education and, in particular, to provide a teacher education responsive to the social, economic, linguistic, administrative, scientific, agricultural and technological needs of Mauritius. Curriculum development was one of the mandates of MIE at its inception in 1973. Nevertheless, MOEHR created the National Centre for Curriculum Research and Development (NCCRD) in 1983 and shifted all curriculum development activities to that newly created institution. However, the NCCRD never engaged in its operations on a full-fledged basis and most of the activities of the Centre depended on academic expertise of the MIE. The Centre concentrated only on textbook writing and MIE personnel were required to head most of the subject panels.

In 2006, the MIE was called upon to assist in the development of government policy for curriculum development. The document, “Towards a Quality Curriculum: Strategy for Reform,” was approved

by cabinet in November 2006. It laid the basis for the development of the National Curriculum Frameworks (NCF) in the subsequent years. It was only in January 2010 that MOEHR decided to entrust full responsibility for curriculum development to the MIE. By this time, the MIE had developed three National Curriculum Frameworks—Pre-Primary, Primary and Secondary Education and one for the Pre-Vocational Education; the latter targeted to a specific group—those who had failed twice in Certificate in Primary Education (CPE) examination (a national examination done at the end of primary school education). In May 2013, the MIE has been again called upon to develop a new NCF for the primary sector.

The MIE was actively involved in the development of the first curriculum guideline on SE for primary and lower secondary level in 2007. This document was used to mainstream SE in both primary and secondary NCFs. A thorough analysis of the above three NCFs clearly shows that various components of SE already exist in our school curricula. At pre-primary level, one of the learning areas is health and physical development, which allows opportunities for children to learn to develop an active and healthy lifestyle by cultivating good habits, and to protect themselves by understanding basic health and safety issues. Another learning area also enables children to appreciate human values. At the primary level, a range of SE related concepts, such as safe and unsafe touch and sexual health, including HIV&AIDS education, are taught under the subject “Health and Physical Education.” At the secondary level, a range of SE-related concepts has been mainstreamed across the curriculum, more particularly in subjects like Health & Physical Education, Integrated Science and Biology. Thus, some concepts of SE, such as human reproductive systems, menstrual cycle, puberty and pregnancy/teenage pregnancy, sexual risky behaviours, STIs including HIV&AIDS, have been dealt within the Science/Biology syllabus of Form I- III, which is compulsory for all children in secondary schools. It is noteworthy that similar SE concepts have also been addressed under the life skills learning domain in pre-vocational stream at the secondary level.

Moreover, there is a special section in the secondary NCF which addresses HIV&AIDS as one of the cross-cutting issues that should be taken into consideration by the curriculum writers as they should be integrated in a number of subject areas and learning domains in the curriculum.

It is generally felt that although our learners are taught various SE-related concepts in the above subjects, they do not obtain the information in a holistic way. Therefore, they must be provided with a comprehensive SE preferably through a stand-alone subject. This observation is in line with a recent UNESCO/MIE study (2011) entitled "situational analysis of education for sustainable development in school level of Mauritius," which shows that components of SE, including HIV&AIDS, are being addressed in a compartmentalized way at the schools. The MOEHR has therefore devised a SE implementation plan to undertake a more structured teaching and learning on SE including HIV&AIDS in upper primary (std IV and V) and lower secondary (Forms I, II and III) school levels. According to the plan, SE will be offered through a stand-alone subject during the school activity period. The MIE was therefore entrusted for the following:

1. Development of new SE curriculum guideline.
2. Development of SE learning resource materials for students.
3. Teacher training on SE

It should be noted that the MIE is presently finalising the newly developed guideline on CSE, which is aligned with the UNESCO international technical guide on CSE. The MIE is also coordinating a writing SE panel for learning resource materials for students for secondary level and its respective teachers' guide for teachers. The above SE implementation plan has also made provision to train both primary and secondary schools teachers and other stakeholders on SE. We believe that the new SE will enable the growing child to both understand his/her physical and physiological changes and also act in a responsible manner by making the right choices.

### **Teacher Education Institutions**

At its inception, the MIE was entrusted the responsibility for the professional development of teachers of secondary schools. Over the years, it has extended its services to all cadres in the educational sector such that it currently caters for the training needs of teachers, school administrators, mentors, school/pedagogical inspectors and other educational cadres in pre-primary, primary and secondary (mainstream and prevocational stream) schools in the Republic of Mauritius including Mauritius, Rodrigues and outer islands.

The MIE offers both in- and pre-service programmes. While in-service programmes are meant essentially

for CPD in line with government's policy of professionalisation of the education sector, pre-service programmes aim at encouraging aspirant teachers to join the profession as qualified professionals.

It offers a structured and flexible pathway for continuous professional development from induction onward through a system of accreditation. Both in- and pre-service programmes are offered at certificate, diploma, degree and postgraduate levels. Postgraduate programmes consist of the postgraduate certificate, postgraduate diploma, Master's and Doctoral programmes. The degree, Master's and Doctoral programmes are offered in association with external universities, including foreign ones.

In line with emerging trends and modes of delivery, MIE has a Centre for Open and Distance Learning (CODL) that offers all technical and pedagogical support for developing online courses to reach out to a larger number of trainees. The Educator's Licence is one of the courses offered through a mixed mode with a substantial dose of online learning. Other courses will soon be on offer through this mode. The CODL is at present engaged in an innovative programme of digitalizing all the primary school textbooks, developing interactive materials and in training all primary school personnel in the use of interactive boards as part of the Sankore project, a Franco-British project for Africa.

The training provided at the MIE is in line with state of the art pedagogical practices and the constant benchmarking of courses offered according to international standards ensures that the qualifications delivered by the MIE are recognised around the world.

### ***Pre-Service Teacher Training***

The MIE offers a range of pre-service courses, such as foundation courses for child caregivers, Teacher's Diploma (primary) for General Purpose Teachers, Teacher's Diploma (primary) for Asian Teachers, Teacher's Diploma secondary Courses in various subjects (e.g. Business Education, Visual arts, English, French, Home Economic, Physical Education and Mathematics), Educator's Licence (in various subjects), Bachelor of Education (in various subjects) and Postgraduate Certificate Courses in Education (in various subjects). The training period usually ranges from a minimum of three months (e.g. for a particular foundation course) to three

years depending on type of course. In 2012, a total number of 1243 pre-service trainee teachers were following different courses at the MIE.

Although there is no specific course or any stand-alone module on SE, yet a range of concepts of SE is being addressed in the following major pre-service courses. For instance, topics such as puberty, safe and unsafe touches, health and diseases including STI (HIV&AIDS, Gonorrhoea, Syphilis), and health and safety issues (e.g teenage pregnancy, personal space, HIV&AIDS, discrimination and stigma), and drug abuse and life skills are covered in the TD primary course. At the TD secondary level, concepts, such as male and female reproductive system, menstruation, adolescent reproductive health, hormone interaction, pregnancy/teenage pregnancy, STI (HIV and AIDS, Gonorrhoea and Syphilis), safe and unsafe touches, the link between HIV&AIDS, drug abuse and life skills, are mainly covered in more depth in the modules “Animal Physiology” and “Health and Disease” in TD Biology. Some of the above concepts are also addressed in TD Home Economics courses. At postgraduate level, full-time graduate Biology students are also addressed concepts related to human development (including reproductive systems), pregnancy, health and diseases (STIs, e.g. HIV&AIDS) and some aspects of life skills.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	Yes
Pre-service course content includes:	
• Gender issues	No
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counselling skills	No
• Healthy living	Yes

**In-Service Teacher Training**

The MIE offers a variety of in-service courses, such as Foundation Course in Special Education, Top Up Courses—Certificate for Instructors—Fire services, Certificate of Proficiency in Early Childhood Education, Certificate in Educational Management in Early Childhood Education, Teacher’s Certificate in Early Childhood Education, Teacher’s Diploma in Early Childhood Education, Certificate in Special Education, Teacher’s Diploma (primary) together (jointly run with IGNOU), Teacher’s Diploma (primary)—Kreol Morisien, Advanced Certificate in Education for General Purpose Teachers, Advanced

Certificate in Education for Asian Language Teachers, Teacher’s Diploma Secondary Courses in various subjects (e.g. Business Education, Visual arts, English, French, Home Economic, Physical Education and Mathematics), Teachers’ Diploma in Pre-vocational, Diploma in Educational Supervision and Inspection, Diploma in Educational Management, Bachelor of Education (in various subjects) and Postgraduate Certificate Courses in Education (in various subjects), Postgraduate Diploma in Educational Leadership, Postgraduate Diploma in Educational Management, Postgraduate Diploma on Inclusive and Special Education, MA in Education (run jointly with University of Brighton) and PhD (run jointly with University of Kwazulu Natal), Ed. D (professional Doctorate in Education; run jointly with University of Brighton).

The training period usually ranges from a minimum of four months (e.g for a particular foundation course) to five years, depending on type of course. In 2012, a total number of 2682 in-service teachers (including 56 at MA level) were following different courses at the MIE.

There is no specific course or any stand-alone module on SE, but a range of SE concepts is being addressed in the following major in-service courses. The Advanced Certificate in Education course addresses life skills including puberty and safe and unsafe touches. The existing MIE/IGNOU joint TD course for primary school teachers covers SE-related concepts such as healthy living, HIV&AIDS and social problems (substance abuse). At the TD secondary level, several SE concepts, including life skills, are covered. Concepts, such as adolescent reproductive health, pregnancy/teenage pregnancy, STIs and contemporary family issues, are addressed in TD Home Economics course.

The B.Ed Biology covers SE concepts, such as male and female reproductive system, menstruation, adolescent reproductive health, pregnancy/teenage pregnancy, STI (e.g. HIV&AIDS, Gonorrhoea and Syphilis) in more depth. Some aspects of health education, including puberty, adolescent health, health and diseases, STIs and life skills, are addressed at postgraduate programmes (Postgraduate GCE full-time and part-time Science/Biology). It is noteworthy that several teachers have also conducted major projects/dissertations in fields related to in sexual health, sexuality and HIV&AIDS education in their above postgraduate courses.

### Training of Education Tutors, Curriculum Developers and Lecturers

MIE has conducted various research educational research projects, including the RHSSTIE," which involved capacity building sessions on SE (including HIV&AIDS education) for educators, curriculum developers and lecturers. The latter has also been empowered through project conceptualisation and implementation.

### Good Practices

- Findings obtained from the MIE and other local research studies on SE and HIV&AIDS and any lessons learnt or feedback obtained from meetings/workshops/training programmes at regional and international levels have been used to revisit our lectures and also better provide our expertise in curriculum development and educational research related to SE.
- The MIE has a special unit entitled, Education for Sustainable Development (ESD), and it involves multi-disciplinary team members responsible for mainstreaming various perspectives of ESD including cultural diversity, and intercultural understanding, HIV and AIDS, sexual health in the teacher education programmes. Various initiatives have been taken to promote ESD at the institution. Among these, it is also envisaged to address SE modules in some of the existing teacher education programmes.
- The MIE is embarking on more and more evidence-based research studies that would help to better plan, structure, review, service and manage teacher education programmes and curriculum development. This would eventually help to empower educators at all levels to confidently provide better education to their respective students in the country.
- The MIE has also embarked on the development of SE guidelines and relevant curricular materials to offer SE a stand-alone subject at lower secondary level (Forms I, II and III). The ITGE is being used to guide this initiative.

- Moreover, the MIE is strengthening its partnership with schools over the years and this link is enabling its academic staff to work together with teachers, students and other relevant stakeholders (e.g parents, NGOs) in various educational projects. It is also envisaged to use this platform to promote SE at the school and within the local community.

### Challenges

- Many teachers have not been trained in CSE as:
  - Teachers trained more than 15 years ago were not exposed to any SE-related topics during their training programme.
  - In-service training programs on CSE to address the above shortcoming are short in duration, not frequent and not well funded.
- There is no clear policy on the integration of CSE in teacher training programmes, either at pre- or in-service level.

### Teacher Education Networks in the Country

Not available in Mauritius.

### National Education Authorities and Contact Information

The main bodies responsible for education in Mauritius are the MOEHR and Ministry of Tertiary Education, Science Technology and Research. However, the MIE is the main institution responsible for teacher training, curriculum development and educational research in the Republic of Mauritius (Mauritius, Rodrigues and Agalega). MIE has been contributing in the promotion of health education including SE and HIV and AIDS education at institutional, national, regional and international level. It actively participates and collaborates with relevant stakeholders on any matters pertaining to education; for instance, it interacts with both government organisations such as National AIDS Secretariat at the Prime Ministers' Office, and HIV and AIDS unit of the Ministry of Health and Quality of Life; and NGOs, such as the Mauritius Family Planning and Welfare Association, Action Familiale, Prévention, Information Lutte Contre Le Sida, and Religion of Council on SE- and HIV&AIDS-related matters.

**Contact Information**

**Prof. Oomandra Nath Varma**  
Director  
Mauritius Institute of Education  
director@mieonline.org  
Tel : +230 401 6555

Attention to:

- 1. Dr. Ravhee Bholah**  
Coordinator, Education for Sustainable  
Development  
Coordinator, Sexuality Education  
Associate Professor  
Science Education Department  
r.bholah@mieonline.org  
Tel: +230 401655
- 2. Dr. (Mrs.) Brinda Oogarah-Pratap**  
Associate Professor  
b.oogarah@mieonline.org



# Mozambique

## Comprehensive Sexuality Education in Teacher Training 2014

### Context and Background Information

#### Salient Features

According to the United Nations,<sup>34</sup> Mozambique had an estimated population of 23,967,000 in 2012, growing at an annual rate of 2.3 percent, with an adult literacy rate of 56.1 percent. Life expectancy at birth is 52 years while the adult (15-49) HIV prevalence rate was 11.3 percent in 2011. According to UNAIDS, there are currently 1,600,000 people in Mozambique living with HIV. Of this group, 1,400,000 are over the age of 15, of which an estimated 810,000 are women; 180,000 children (0-14) are also living with HIV. In 2012, Mozambique experienced an estimated 77,000 deaths due to AIDS, and UNAIDS has reported that there are presently about 740,000 orphans due to AIDS. Mozambique had gross primary enrollment (GER) of 101 percent in 2011 (following adoption of free primary enrollment), dropping to 41 percent for secondary enrollment. 18.6 percent of total government expenditure went to education in 2006, equating to 5 percent of GDP.

#### Policy Environment and Framework

According to the MINED, teacher education in Mozambique is structured at three levels: teaching preschool (done by the Ministry of Women and Social Affairs and the MOH and some universities); primary school teaching (done by public colleges); IFPs (done by teacher training institutes for primary level, private colleges ADPP [Escolas de Professores do Futuro] and UP [Pedagogic University]); adult educators are trained by IFEAs (Instituto de Formação de Educadores de Adultos); and teaching at secondary school (is done by universities).

Both primary and secondary education is not accessible to all people in Mozambique as both schools and teachers are comparatively scarce while resources are in short supply. Against this

Population: 23,967,000  
 Growth rate: 2.3%  
 Under 14 years: 44%<sup>1</sup>

HIV prevalence rate in adults: 11.3%

% Children of primary school age who are out of school: 13%<sup>2</sup>  
 Adult Literacy: 56.1%<sup>2</sup> % Female: 36.5%(2009)<sup>2</sup>

Enrollment:  
 Primary: 5,359,019 (2012)<sup>2</sup>  
 Female: 47.5% (2012)<sup>2</sup> Private: 2% (2012)<sup>2</sup>  
 Secondary: 727,895 (2012)<sup>2</sup>  
 Female: 47.2% (2012)<sup>2</sup> Private: 13% (2012)<sup>2</sup>  
 Tertiary: 113,464 (2012)<sup>2</sup>  
 Female: 38.7% (2012)<sup>2</sup> Private: 29% (2012)<sup>2</sup>

% Tertiary students in education programmes: 25% (2011)<sup>2</sup>  
 Enrollment in tertiary education per 100,000 inhabitants: 29 (2011)<sup>2</sup>

Teachers:  
 Pre-Primary: - Trained: -  
 Primary: 97,717 (2012)<sup>2</sup> Trained: 83.6% (2012)<sup>2</sup>  
 Secondary: 22,008 (2012)<sup>2</sup> Trained: 85.4% (2012)<sup>2</sup>

Pupil to Teacher ratio: 55<sup>1</sup>

background, HIV&AIDS education and CSE have been identified by MINED as a “cross-cutting theme” for the 2012-2016 Education Strategic Plan, indicating that it should be included in the curricula across subject areas. Reports also indicate (2013) that there are over 200 adolescent and youth organizations promoting SRH initiatives in Mozambique. UNESCO has confirmed that MINED currently supports plans to change the existing teacher-training curriculum and include SRH into existing teacher training curricula. MINED is also currently supporting a number of SRH programmes,

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Level				ECD			Primary						Lower Sec			Upper Sec					
Compulsory Education							←-----→														

Source: Adapted from UIS UNESCO data



including the Geração Biz programme, which is supported by UNFPA and was established in 1999.

**Highlights and Key Issues**

The Government of Mozambique’s efforts to fight the HIV&AIDS pandemic focus on young people and embrace SRH rights. Programmes to achieve this began in 1999 and were managed by the Provincial Directorates of Youth and Sports, Education and Health, where each provincial directorate had its own team to train and support teachers teaching SRH. These programmes trained teachers and peer educators to promote a community-based approach to SE and achieved a great deal of success, reaching millions of young Mozambicans with HIV&AIDS messaging. SRH services were also extended to youth across the country and it is claimed that pregnancies amongst girls of school-age were diminished by 78.4 percent. 600,000 youths were tested for HIV; more than 400 youth associations were trained in providing education on SRH; and more than 16,000 peer educators (including teachers, and other professionals within communities) were trained in delivering CSE. Some community members were reportedly resistant to this initiative, however.

**Curriculum and Comprehensive Sexuality Education**

A number of educational programs have been supported by MINED, including, the EscolaSem HIV (ÊSH!) programme, the PACTO Programme, Miracles in Mozambique (MiM) and Handicap International, who work with teachers and peer-based educators to implement SE within Mozambique. The ÊSH! programme works to train students and teachers to increase knowledge about HIV transmission and care, and to promote safe behaviours.

UNAIDS in Mozambique notes that gaps remain within these programs, including program sustainability within communities, the “quality and coverage” of health initiatives and services, and reaching the most-at-risk populations. It has been suggested that one way to target these gaps is through increased dialogue and communication, particularly between parents, teachers, community and religious leaders, to promote SRH.

**Teacher Education Institutions**

TTIs can be divided into two categories: tertiary institutions and TTCs. The entry requirement for tertiary institutions is a senior secondary school certificate (grade 12) and the entry requirement

for colleges is junior secondary school certificate (grade 10). The duration of courses in universities is normally four years and the duration of courses in TTCs have varied over time, ranging from a few months to two years. Currently, there is a course with a one-year duration, which is being phased out, and a course with a three-year duration (which is being phased in), running concurrently.

Currently, in Mozambique, there are a total of 40 Teacher Education Institutions. From this number: five IFEA Instituto de Formação de Educadores de Adultos, 11 ADPP Escolas de Professores do Futuro and 24 IFP Teacher Trainings Institutes (for primary level). There are currently 87,750 teachers in Mozambique, of whom 34,194 are women.

**Pre-Service Teacher Training**

MINED has a plan to train teachers in CSE within 40 teacher training centres in Mozambique. According to the 2011 Annual School Survey (MINED 2011), more than 85 percent of the school population is in primary education, so consequently the bulk of teacher training is for primary school teachers. Primary school teachers are enrolled at TTIs for primary level (IFPs), which are public institutions, and Escolas de Professores do Futuro -ADPP, which are private institutions. The curriculum of the public and private colleges differed slightly, but from 2014 both private and public colleges are required to implement the same curriculum.

The curriculum for Public Teacher Training Colleges is designed by the National Institute for Education Development (INDE), the same institution that designs primary and secondary school curricula. MINED recruits and employs the bulk of teachers and teacher trainers, including those in private teacher training colleges. Within MINED, there is a Directorate for Teacher Training, which supervises all TTIs.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	No
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	No
• Counselling skills	No
• Healthy living	Yes

### ***In-Service Teacher Training***

In-service teacher training is provided through two approaches, namely distance education and CPD. Distance education is for upgrading the teachers qualifications and CPD for updating the teachers knowledge. Distance education is delivered through modules and CPD through short courses, seminars and workshops. MINED has made a series of recommendations that a national teacher-training program should be implemented for teacher trainers (for pre- and in-service teachers) without delay. This is considered extremely important and is intended to strengthen in-service teacher training so that teachers can “constantly update and upgrade their professional skills.” This, in turn, is intended to strengthen the country’s response to CSE, with a knock-on effect on the prevention and mitigation of the spread of HIV.

### **Training of Education Tutors, Curriculum Developers and Lecturers**

Secondary level lecturers and education tutors are trained by universities. Primary-level lecturers and education tutors are trained by IFP (Institutos de formação de professores) and curriculum developers are trained by universities.

### **Good Practices**

- HIV&AIDS education has been identified by MINED as a “cross-cutting theme” for the 2012-2016 Education Strategic Plan, indicating that it should be included in the curricula across subject areas.
- Over 200 adolescent and youth organizations are promoting SRH initiatives in Mozambique.
- UNESCO has confirmed that MINED currently supports plans to change the existing teacher-training curriculum and include SRH into existing teacher training curricula.
- The government’s efforts to fight the HIV&AIDS pandemic focus on young people and embrace SRH rights. Programmes to achieve this began in 1999 and were managed by the Provincial Directorates of Youth and Sports, Education and Health, where each provincial directorate had its own team to train and support teachers teaching SRH.
- These programs promote a community-based approach to SE and achieve a great deal of success: SRH services were extended to youth across the country; pregnancies amongst girls of school-age diminished by 78.4 percent; 600,000 youths were tested for HIV; more than 400 youth associations were trained in

providing education on SRH; and more than 16,000 peer educators (including teachers, and other professionals within communities) were trained in delivering CSE.

- MINED has a plan to train teachers in CSE within 43 teacher training centres in Mozambique, at both the pre- and in-service level.
- MINED has made a series of recommendations to implement a national teacher-training program for both pre- and in-service teacher trainers without delay. This is intended to strengthen in-service teacher training so that teachers can “constantly update and upgrade their professional skills.”
- A number of educational programs have been supported by MINED to work with teachers and peer-based educators to implement SE, and train students and teachers to increase knowledge about HIV transmission and care and to promote safe behaviours.
- There is consensus that one way to target program gaps is through increased dialogue and communication, particularly between parents, teachers, community and religious leaders, to promote SRH.

### **Challenges**

- Both primary and secondary education are not accessible to all people in Mozambique as both schools and teachers are comparatively scarce while resources are in short supply.
- Gaps remain in HIV&AIDS, CSE and life skills programmes, including programme sustainability within communities, the “quality and coverage” of health initiatives and services, and reaching the most-at-risk populations.
- There have been some community challenges to the use of peer educators, citing the promotion of “promiscuity” by nurses and peer educators.
- Notwithstanding, the reported shortages of teachers in Mozambique, the gross enrollment in 25 colleges for primary school teachers dropped from 9,670 in 2010 to 5,007 in 2011, a reduction of about 48 percent, which included the closure of one college.
- Perceptions of in-service teacher training,<sup>35</sup> and how it is carried out within Mozambique, are mixed, and describe its current provision as a combination of effective and ineffective practises.
- UNAIDS in Mozambique notes that gaps remain programmes to promote CSE and HIV&AIDS mitigation, including programme sustainability within communities, the “quality and coverage”

of health initiatives and services, and reaching the most-at-risk populations.

- Large numbers of teachers need to be trained in CSE and reproductive health education, while the exit from the system of large numbers of teacher trainers means that teacher-education programs are working at a limited capacity.
- There is a problem of under-trained teachers in rural areas in Mozambique, where more than one-third of teachers lack professional training.

#### Teacher Education Networks in the Country

ONP, which is Mozambique's National Teachers Union, was created in 1981 with the objective of linking and coordinating all teachers to "stand together" to ensure the profession was respected for its exemplary behavior and to instill a sense of pride

in teachers, in order for them to defend their careers and their rights. In terms of the 1990 Constitution of the Republic of Mozambique, ONP declared itself an apolitical organization.

#### National Education Authorities and Contact Information

- MINED (Mozambique Ministry of Education) Avenida 24 de Julho, Nº 167 P.O. Box 34, Maputo Mozambique
- INDE National Institute for Educational Development Rua João Carlos Raposo Beirão Nr 81, Maputo <http://www.inde.gov.mz>



## Namibia

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

Namibia is a resource-rich, arid country with a population of 2,179,000 people, growing at an annual rate of 1.8 percent with an adult literacy rate of 76.5 percent. Annual economic growth of over 4 percent has made Namibia a middle-income country, but while poverty has been reduced, high levels of inequality are a threat to the country's social fabric. Namibia has invested about 22 percent of its annual budget in education, but the results are disappointing: learner performance is not on par with that of neighbouring countries and the continuing skills gap persists, constraining growth. According to UNAIDS, there were 220,000 people in Namibia living with HIV in 2012. The HIV adult prevalence rate was estimated at 13.3 percent. An estimated 120,000 women aged 15 and up were living with HIV by 2012, as well as 18,000 children under the age of 14 years. Also in that year, according to UNAIDS, there were approximately 76,000 orphans in the country, due to AIDS.

##### Policy Environment and Framework

Namibia has a comprehensive policy framework relating to CSE aspects (HIV&AIDS Policy for Education Sector, National School Health Policy, Prevention and Management of learner Pregnancy Policy, OVC Policy for Education Sector, Sector Policy for Inclusive Education, etc.) that underscores the importance of CSE delivery across the education sector.

Teacher education and development is guided by the National Professional Standards for Teachers in Namibia. Pre-service providers, including universities and private providers, align their curricula, programs and qualifications to meet the required standards.

The Namibia Qualifications Authority (NQA) promotes quality through the accreditation of education and training providers in Namibia, and their courses, including pre- and in-service training. The NQA has developed the National Qualification

Population: 2,179,000  
 Growth rate: 1.8%<sup>1</sup>  
 Under 14 years: 36%<sup>1</sup>

HIV prevalence rate in adults: 13.3%

% Children of primary school age who are out of school: 11%<sup>1</sup>  
 Adult Literacy: 76.5%<sup>1</sup>      % Female: 78.4%<sup>1</sup>

Enrollment:  
 Primary: 415,454 (2012)<sup>2</sup>  
     Female: 49.1% (2012)<sup>2</sup>    Private: 6% (2012)<sup>2</sup>  
 Secondary: 158,162 (2012)<sup>2</sup>  
     Female: 53.9% (2007)<sup>2</sup>    Private: 5% (2007)<sup>2</sup>  
 Tertiary: 19,707 (2008)<sup>2</sup>  
     Female: 56.82% (2012)<sup>2</sup>    Private: 88% (2008)<sup>2</sup>

% Tertiary students in education programmes: 88% (2008)<sup>2</sup>  
 Enrollment in tertiary education per 100,000 inhabitants: 322 (2008)<sup>2</sup>

Teachers:  
 Pre-Primary: -                      Trained: -  
 Primary: 10,213 (2012)<sup>2</sup>        Trained: 97.6% (2012)<sup>2</sup>  
 Secondary: -                        Trained: -

Pupil to Teacher ratio: 41 (2012)<sup>2</sup>

Framework (NQF) to promote a competence-based approach to education and training. Namibia's Ministry of Basic Education, Sport and Culture released a report in 2011 which clearly addresses HIV&AIDS and LSE as important for Namibia. The report's recommendations include, (a) the need to deliver an effective life skills and HIV&AIDS prevention programme for educators, (b) the review of pre- and in-service training for educators in CSE and (c) the need to work with particularly "vulnerable" workplaces for "targeted interventions." Namibia's Ministry of Education has consequently created a policy that states that a full-time life skills teacher should be present in all Namibian schools with 250 or more learners. Namibia does not, however, have a stand-alone curriculum for SE. HIV&AIDS and SE are contained in a cross-curricular

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level						ECD		Primary						Lower Sec		Upper Sec			
Compulsory Education						←-----→													

Source: Adapted from UIS UNESCO data

goal indicated on syllabi in curricular documents across primary and secondary schools and also as a stand-alone subject. In addition to the above mentioned intra-curricular, CSE components are also covered in extracurricular, such as Window of Hope (primary education), My Future is my Choice and Star For Life (secondary education). CSE is also covered in the teacher education curricular.

The integration of sexuality components is also addressed through the frameworks of the National Professional Standards for Teachers in Namibia (for pre-service training) and the Namibia Qualifications Authority (for pre- and in-Service training).

**Highlights and Key Issues**

It would appear that Namibia is well-placed to capitalise on its economic growth, small population and comparatively high share of budget to education. In this context, it seems natural that the response to HIV&AIDS in general and to CSE in particular should be effective and sustained. The fact is, however, that research studies and anecdotal evidence indicate an indifferent performance relative to its country neighbours, as well as a continually high HIV prevalence rate, placing Namibia in something of a quandary. This situation may be exacerbated by the policy environment, which appears patchy, uncoordinated and outdated relative to the scale of the challenge. More specifically, there is little evidence of policy implementation, although there are many academic institutions and NGOs committed to providing pre- and in-service teacher training, including specialist modules on SE, life skills and HIV&AIDS.

Evidence from student teachers suggests the absolute failure of the curriculum in this regard and underscores the need to make good on the government’s intention to empower teacher trainers, pre- and in-service teachers with the knowledge, capacity and skills to share their understanding of sexuality and the HIV&AIDS threat. Although understated in this report, the personal as opposed to professional attitudes and competence of teachers,

whether in-training or experienced, is a major issue and may rank as the key to dealing with this crisis—for that is what is described here.

Traditional value systems, embarrassment with issues of sexuality and failure to communicate effectively inevitably limit the ability of teachers to share lifesaving information, and cannot be easily resolved, even through continuing professional development. That said, many of the ingredients are in place in the education system and the limited size of the country equation, and its economic muscle, makes implementation of far-sighted policies eminently realisable. Finally, as is the case regionally, the missing catalyst may be political will as HIV&AIDS slowly slips from the headlines.

**Curriculum and Comprehensive Sexuality Education**

In Namibia, SE in teacher training is infused in the curriculum and offered on a full-time basis to all teachers, through pre- and in-service training at all levels (pre-primary, primary and secondary). UNAM offers core modules on social and contemporary issues to all first years’ students, including student teachers, and covers three main themes, including HIV, Gender and Ethics. All pre-primary, primary and secondary level teachers in the FOE are required to take compulsory courses which cover aspects of SE, including Introduction to Inclusive Education (second-year), Introduction to Guidance and Counselling I (third-year) and Guidance and Counselling II (fourth-year). Modules on Nutrition and Health Care and HIV and AIDS are available to students doing a Certificate in Early Childhood Development while the Diploma in Early Childhood and Pre-Primary Education (DECPPE) Programme also has a module on life orientation for all first-year students. Other institutions involved in continuing professional development also provide training and capacity-building in HIV and SRH. TTIs determine their own curriculum content within the framework of the National Professional Standards for Teachers, and other existing frameworks.

### Teacher Education Institutions

UNAM is solely responsible for the pre-service education of teachers. In addition, there are other institutions offering teacher education, such as the IOL and NAMCOL and other institution from neighbouring countries. There are institutions which offer in-service training, including the Centre for External Studies at UNAM, the NIED and the CPD Unit at UNAM. There are also a number of NGOs providing in-service training to teachers in different areas, in the fields of HIV and AIDS, gender studies, etc. In Namibia, SE in teacher training is infused in the curriculum and offered on full-time basis to all teachers, through pre- and in-service training at all levels (pre-primary, primary and secondary).

#### Pre-Service Teacher Training

UNAM is the main institution for teacher education and training, and enrolled 3,206 students in 2013. The FOE at the Main Campus of UNAM in Windhoek offers a B.Ed for pre-primary and lower primary, upper primary and secondary education levels, as well as a number of other courses at graduate and postgraduate level. In addition, four regional campuses (Khomasdal, Hifikepunye Pohamba, Rundu and Katima Mulilo) offer B.Ed courses for upper- and lower-primary education only. Although sexuality is incorporated into the syllabi (as a cross-curricular goal), which must be taken by all pre-service teachers in their first year of study, it is unclear which methods are used or which courses specifically discuss SE, or indeed *if* it is being taught at all. In principle, however, social and contemporary issues are taken in year one; introduction to inclusive education is taken in year two; guidance and counselling I features in year three, with guidance and counselling II in year four. Life Skills is also a specialised subject at UNAM, and offered in year four.

The Faculty of Education at UNAM also has an Association called the Network for Teacher Educators Responding to AIDS (NTERA- Namibia Chapter), through which student teachers are empowered to deal with HIV and AIDS in the education sector and community, through workshops, newsletters, videos, formal and informal discussions and presentations and research. Participation is optional, although students are encouraged to participate.

CSE integrated into teacher training curriculum?	No
Specialisation in CSE offered to teachers in training?	Yes
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counselling skills	Yes
• Healthy living	No

#### In-Service Teacher Training

In-service training for formal qualifications was one of the means used by Namibia to push the number of qualified teachers up to its present level. To support this, the Centre for External Studies (CES) at UNAM offers all B.Ed courses through distance learning. UNAM is also host to two outsourced in-service training activities of the MOE: the English Language Proficiency Programme and the CPD Unit. The purpose of the latter unit is to ensure coordination and collaboration between all the parties involved in continuing professional development of teachers, including NIED and NGOs. The privately-owned IOL currently offers a number of distance courses for teachers, including a three-year diploma in Pre-Primary Education, which has a module on life orientation and life skills. NAMCOL offers a Certificate in Early Childhood Development (CECD) and a diploma in Early Childhood and Pre-Primary Education (DECPPE), which cover modules on HIV&AIDS.<sup>36</sup> Other NGOs and institutions provide capacity building workshops on sexuality and HIV&AIDS education and related issues to teachers as part of in-service training.

HIV&AIDS education is a cross-curricular goal indicated on most syllabi in curricular documents across primary and secondary schools, as well as in teacher training. Importantly, NIED notes that “HIV and AIDS Education starts in Grade 1, since learners are still in the ‘Window of Hope’ age range, prior to sexual relationships—a generation which can be educated and prepared to counter the AIDS pandemic.” The Namibia Global Fund Program set out to target *all* staff members in the education sector and teach in-service staff members about SE and HIV transmission. Planned activities include literacy, organising, painting, teaching art teachers to use HIV and AIDS messages in lessons; writing/video-making on HIV and AIDS; and training school cluster facilitators and school managers on HIV&AIDS.

### Training of Education Tutors, Curriculum Developers and Lecturers

UNAM offers a specialised diploma in Educational Management and Leadership, various Master's degree programmes in Education and a Doctor of Philosophy in Education. The University also offers a Postgraduate Diploma in Education (PDED) that enables graduates in other fields, who wish to serve as teachers, to enter the profession.

#### Good Practices

- Annual economic growth of over 4 percent has made Namibia a middle-income country investing about 22 percent of its annual budget in education.
- The NQA promotes quality through the accreditation of education and training providers in Namibia, and their courses, including pre- and in-service training. The NQA has developed the NQF to promote a competence-based approach to education and training.
- The MOE released a report in 2011 which clearly addresses HIV&AIDS and LSE as important for Namibia. Recommendations include (a) the need to deliver an effective life skills and HIV&AIDS prevention programme for educators, (b) the review of pre- and in-service training for educators in CSE and (c) the need to work with particularly "vulnerable" workplaces for "targeted interventions." Namibia's MOE has consequently created a policy that states that a full-time life skills teacher should be present in *all* Namibian schools with 250 or more learners.
- A number of NGOs provide in-service training to teachers in different areas, in the fields of HIV&AIDS, gender studies, etc.
- In teacher training, social and contemporary issues are taken in year one, introduction to inclusive education is taken in year two, guidance and counselling I features in year three, with guidance and counselling II in year four. Life skills is also a specialised subject at UNAM and offered in year four.
- NTERA empowers student teachers to deal with HIV&AIDS in the education sector and community, through workshops, newsletters, videos, formal and informal discussions and presentations and research. Participation is optional although students are encouraged to participate.
- Distance courses are available for teachers in pre-primary education with modules on life orientation, life skills and HIV&AIDS. Others

provide capacity building workshops on sexuality and HIV&AIDS education and related issues to teachers as part of in-service training.

- "HIV and AIDS Education starts in Grade 1, since learners are still in the 'Window of Hope' age range, prior to sexual relationships – a generation which can be educated and prepared to counter the AIDS pandemic."
- An evaluation of a stand-alone module for all first year students at UNAM suggests that timing, personal relevance and levels of practicality are vital to successfully empowering student teachers.
- All students attending UNAM are required to take a course in the core curriculum, called Contemporary Social Issues, in their first year. This course deals primarily with HIV&AIDS and all first-year students get the same lecturers and course material. The course consists of 10 lecture hours over five weeks, with two lectures per week. Each of the 10 classes is supplemented by a course reader. The course has a dual focus: one aspect is a bio-medical orientation to HIV and AIDS, and STIs, while the other deals with the psychosocial factors that contribute to HIV and AIDS. In keeping with this dual focus, it is coordinated jointly by the Faculty of Medical and Health Sciences and the Department of Social Work and Community Development.
- The purpose of this course is to integrate HIV&AIDS into the undergraduate program in order to provide information on the historical, epidemiological, health, legal, prevention and home-based care aspects of HIV&AIDS.

#### Challenges

- While economic growth has reduced poverty, high levels of inequality remain a threat to the country's social fabric and the level of investment in education has produced disappointing results.
- Although Namibia has an HIV&AIDS Policy, it does not have a separate policy for the delivery of CSE.
- Although sexuality is incorporated into the syllabi, which must be taken by all pre-service teachers in their first year of study, it is unclear which methods are used or which courses specifically discuss SE, or indeed if it is being taught at all.
- It is unclear how teachers are being trained, or for how long, to meet the provisions of the 2011 policy to address LSE and stipulate the need for one teacher for every 250 students.

- Stakeholder perceptions and attitudes to CSE are important but research indicates that while parental support is desirable, parents remain suspicious.
- Teachers have very little training and/or this training is not adequate to support their teaching needs.
- Fourth-year Bachelor of Education students provide an interesting perspective on their knowledge of HIV&AIDS in their final year: 20 percent failed to remember even taking the course, while the majority felt that the biomedical knowledge provided had no bearing on their own knowledge of the disease. What they really wanted was a course that would help them teach HIV and AIDS, for which they felt “ill-prepared.”
- These students’ responses speak to content, pedagogy and even timing of courses taken several years before the interviews, but confirm that the lack of course-evaluation at the time

was a central issue. Irrespective, the research results suggest that a one-off module is not enough to equip pre-service teachers to teach this subject area.

- TTIs determine their own curriculum content but deliver this in English
- There is no professional body for teachers in Namibia.

### **Teacher Education Networks in the Country**

The network for teacher educators responding to AIDS in Namibia (NTERA) includes both student teachers and practising teachers. There is no professional body for teachers in Namibia.

### **National Education Authorities and Contact Information**

Permanent Secretary  
 Ministry of Basic Education  
 Postal: P/Bag 13391, Windhoek  
 Email: ailukena@mec.gov.na





## Rwanda

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### **Salient Features**

Rwanda is a small, land-locked country in East Africa which shares borders with Uganda, Burundi, Tanzania and the Democratic Republic of Congo. Rwanda has an estimated population of 10,515,973 people and an annual growth rate of 2.8 percent;<sup>37</sup> although the population growth rate has significantly declined, the country has one of the highest fertility rates in the region with 4.6 children per woman of reproductive age, down from 6.1 in 2005. DHS 2010 revealed that HIV prevalence is 3.0 percent in the general population aged 15-49. Across the different age groups, HIV prevalence in Rwanda is higher among women than men. Data shows that 3.7 percent of women aged 15-49 years were living with HIV, while 2.2 percent of men in the same age group were living with HIV. The 2013 gender assessment of HIV response revealed that gender differentiation is particularly pronounced among young people, where girls aged 18-19 are ten times more infected than boys of the same age, and young women 20-24 are five times more infected. Girls become infected at a younger age than men, although men report higher rates of early sexual debut.

The same report shows that in Rwanda early sexual onset is higher among young women with no education (31 percent before age 18) than those with primary education (17 percent) or secondary or higher education (10 percent). Although early sexual debut has decreased in recent years, 17 percent of young women 15-24 report having had sexual intercourse before age 18, and 4 percent before age 15. It is also important to note that access to education may also be a source of vulnerability for girls and young women. Evidence indicates that girls may be susceptible to violence both within schools and while traveling to and from school. According to the gender assessment report both girls and boys (12-16) report experiencing violence in schools, including sexual harassment and violence from both teachers and students.<sup>38</sup> In these circumstances, girls are vulnerable to

Population: 10,515,973

Growth rate: 2.8%

Under 14 years: 43%<sup>1</sup>

HIV prevalence rate in adults: 3%

% Children of primary school age who are out of school: 2%<sup>1</sup>

Adult Literacy: 57.9%<sup>1</sup> % Female: -

Enrollment:

Primary: 2,394,674 (2012)<sup>2</sup>

Female: 50.7% (2012)<sup>2</sup> Private: 2% (2012)<sup>2</sup>

Secondary: 534,712 (2012)<sup>2</sup>

Female: 52.2% (2012)<sup>2</sup> Private: 19% (2012)<sup>2</sup>

Tertiary: 71,368 (2012)<sup>2</sup>

Female: 44.9% (2012)<sup>2</sup> Private: 55% (2012)<sup>2</sup>

% Tertiary students in education programmes: 4% (2012)<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: 651 (2012)<sup>2</sup>

Teachers:

Pre-Primary: 3,247 (2012)<sup>2</sup> Trained: -

Primary: 40,397 (2012)<sup>2</sup> Trained: 95.6% (2012)<sup>2</sup>

Secondary: 23,335 (2012)<sup>2</sup> Trained: 62.4% (2012)<sup>2</sup>

Pupil to Teacher ratio: 58 (2011)<sup>1</sup>

coercion, exploitation and violence that place them at significant risk for HIV infection.

Girls may also be at risk of violence when they travel to and from school alone. According to the rapid assessment of adolescent reproductive health programmes, most adolescents self-reported being sexually active (estimated age of sexual debut is 12 for girls and 15 for boys). According to the 2009 BSS on youth, the median age at first intercourse was 16 and 17 years for males and females respectively. Thirty-one percent of adolescents and young adults aged 15-25 years reported having sex, which constitutes a major risk for STIs and HIV if unprotected. About 6 percent of young women between the ages of 15 and 19 have already begun

childbearing and 5 percent are already mothers, while 1 percent is pregnant for the first time. 206,000 people aged 15-49 are living with HIV, and 27,000 children under 14 are also living with HIV. In 2012, Rwanda experienced an estimated 5,600 deaths due to AIDS, and UNAIDS reported that there are an estimated 120,000 orphans due to AIDS.

Despite the economic challenges, most Rwandan children (96 percent of girls and 96.2 percent of boys) are in school. The country's population is young with 41.2 percent under the age of 15.

**Policy Environment and Framework**

Rwanda initiated its response to HIV in the mid-1980s and in 1987, the National Program for the fight against AIDS 1987-2000 was established to coordinate the work on HIV&AIDS prevention. HIV&AIDS content is integrated in the curriculum in particular subjects: for primary school, it is integrated in Social Studies and Science, and in secondary school, in Science including Biology and Political Science. HIV&AIDS and life skills content is not examinable and no particular teacher is in charge of curriculum content. Since 1998, anti-AIDS clubs and anti-GBV clubs were established in all secondary schools and higher education institutions. In addition, other clubs including gender, environment, unity and reconciliation, anti- drug abuse and human rights have been established, leading to competition; there is consequently a need to revitalise anti-AIDS clubs.

Since then, Rwanda has made significant strides in its response to HIV and AIDS, at least in policy and framework terms. In its Vision 2020, the government's long-term guiding Development Strategy, HIV&AIDS is one of the priority issues for health in the planned development of a knowledge-based economy. The Education Sector Strategic Plan 2010-2015 advocates for the introduction of school health and HIV and AIDS prevention programmes and ensuring that there is a well-developed, skilled and motivated teaching, training and lecturing workforce. It also highlights that the education sector should play a key role to address the lack of information and understanding about HIV&AIDS in terms of infection, prevention, care and treatment and this affects both pupils and teachers alongside other health education issues. HIV and AIDS is also among the key foundational issues in the government's mid-term development strategy, the Economic Development and Poverty Reduction Strategy II (2013-2018). Currently, Rwanda is implementing the National Accelerated Plan for Women, Girls, Gender Equality and HIV 2010-2014. This is a four-year plan to expedite action to promote gender equality and reduce women's and girls' increased vulnerability to, and risk of, HIV. The plan aims to ensure that women and girls have equal access to HIV services, and the rights and empowerment of women and girls are promoted and protected in the context of HIV.

Figure 1: The Structure of the Education System

<b>Age</b>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Level</b>					ECD			Primary					Lower Sec		Upper Sec				
<b>Compulsory Education</b>								<----->											

Source: Ministry of Education, Rwanda

**Highlights and Key Issues**

Rwanda's population is young: 62.9 percent of the population is below 25 years of age, implying the need for adolescent and youth sexual and reproductive health (ASRH) services and increased investment in education and skills development for human capital development and creation of jobs. Rwanda's response to HIV&AIDS pre-dates many other countries in the region, perhaps driven by concern about the country's high fertility rates. While this is important, it also means that the

country has been involved in HIV &AIDS response for about 30 years, a demanding period in which to advance and sustain a crisis response.

Given that the National Program for the fight against AIDS was established in 1987, to coordinate the work on HIV &AIDS prevention, the current state of affairs is somewhat disappointing. For example, HIV &AIDS and life skills content is still *not* examinable and no particular teacher is in charge of curriculum content. That said, HIV&AIDS response *is* among the

key foundational issues of the overall development agenda in the Economic Development and Poverty Reduction Strategy II. Given this level of commitment, it is surprising that there is no specific curriculum for HIV&AIDS, life skills or CSE in primary and secondary schools; no time reserved on the school timetable for HIV&AIDS, life skills or CSE; and no specific training programs on the teaching of HIV&AIDS lessons in schools. Less surprising is that studies<sup>39</sup> show teachers had limited knowledge, skills and confidence to deal with HIV&AIDS issues, especially because of the difficult questions students ask but perhaps because of traditional, personal or religious sensitivities. In short, 30 years of living with HIV&AIDS may have had a reverse effect on the interest levels of the population in general and teachers in particular—many of whom were not *born* when the HIV&AIDS crisis was declared.

### Curriculum and Comprehensive Sexuality Education

HIV&AIDS content is addressed in the curriculum in particular subjects: for primary school, this is linked to Social Studies and Science, and in secondary school, it is linked to Science, specifically Biology and Political Science. Teaching of this content is concentrated in senior grades 4 and 6, but there is much less emphasis in lower grades; no single teacher or individual is in charge of this HIV&AIDS content however. Since 1998, anti-AIDS Clubs were established in all secondary schools and higher education institutions, although these are being overwhelmed by competitive clubs in these schools.

In fact, the education system has not deliberately addressed these issues. Studies confirm that teachers had limited knowledge, skills and confidence to deal with HIV&AIDS issues, *especially* because of the complexity of the questions they had to deal with. This was reported to result from the lack of systematic teaching of HIV&AIDS, as well as SE, but in common with other countries in the region, may have more to do with the personal value systems, beliefs and sensitivities of the teachers concerned.

There is no specific curriculum designed for HIV&AIDS, life skills and CSE for primary and secondary schools, which has specific implications: first, there is no time reserved on the school timetable for the teaching of these subjects; second, there are no specific teacher training programs on the teaching of HIV&AIDS lessons in schools; and anti-AIDS clubs are not active in all schools (although they are operational in some secondary schools)

and have very limited time for their activities.

### Teacher Education Institutions

Rwanda has 13 TTIs for primary school and two (with country-wide affiliated networks) for secondary education. There are 13 TTCs in Rwanda, two colleges of education (COEs) and one university-level higher education institution, the former Kigali Institute of Education, which is currently the COE of the University of Rwanda. The FOE in the former National University of Rwanda taught teachers in specialised disciplines/options, including Clinical Psychology, where content for HIV&AIDS was more addressed. Following the recent restructuring in the higher education system, clinical psychology has been integrated into the College of Medicine and Health Sciences in the University of Rwanda.

The current COE, formerly Kigali Institute of Education trains secondary school teachers who graduate with a Bachelor's Degree in Education. A postgraduate diploma in Education has also been recently introduced to equip tutors or lecturers with skills for appropriate teaching methods and as a precondition for all in institutions of higher learning by the High Education Council. Other teacher training institutions train primary school teachers. At the university, teachers for all levels are trained. In 2012, 95.6 percent of teachers were qualified as primary school teachers, while only 67.5 percent were qualified to teach at secondary school. Interestingly, the training of early childhood education teachers and education managers is not mentioned in the literature.

### Pre-Service Teacher Training

The Rwanda Education Board coordinates and provides guidance for teacher development and training, which takes the form of pre- and in-service training. TTCs are specialised and professional colleges with a different curriculum to that of upper secondary schools. With the introduction of subject-specialised teaching in primary school, TTC students are now required to undergo one of three specialisations: Mathematics and Sciences, Languages and Social Sciences, or ECD. To address lower secondary or ordinary level education, the MOE has established two COEs in order to deal with the shortage of teachers at the ordinary level. The diploma qualification requires two years, and is accredited and moderated by the University of Rwanda. Enrollment in the two colleges has grown rapidly from 286 in 2008 to 1,605 in 2012.

The School of Education at the University of Rwanda focuses exclusively on secondary school training and for upper secondary teachers, in particular. The degree awarded by the Institute is based on the Higher Education Framework (undergraduate, postgraduate) and the four-year degree program offered includes a one-year internship, during which mentors and Institute lecturers supervise students. The School of Education currently offers three types of teacher training degrees including (a) two-subject specialization with education (b) Bachelor of Education (B. Ed) and (c) postgraduate degree. The four faculties are Sciences, Arts and Languages, Social Sciences and Business Studies, and Education.

Primary teachers train for a period of three-years for a Certificate of Teacher Education, joining the institution after junior high school and have 12 years of schooling before they graduate to teach. TTCs do not have a policy in regard to CSE and most of the effort to reach young people in schools is invested in in-service teacher training. Currently Rwanda is reviewing the primary and secondary curriculum, as well as one for pre-service teacher training; one strategy is to review and revise the national curriculum to include HIV&AIDS and CSE for all appropriate age groups.

CSE integrated into teacher training curriculum?	No
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV and AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counseling skills	Yes
• Healthy living	Yes

### **In-Service Teacher Training**

According to studies in Rwanda,<sup>40</sup> 44 percent of all teachers confirmed that they learned content information about HIV and AIDS through in-service training, while 58.8 percent said they learned this content information during their formal pre-service training.

### **Training of Education Tutors, Curriculum Developers and Lecturers**

In Rwanda, a postgraduate diploma in Education has been recently introduced to equip tutors or lecturers with skills for appropriate teaching methods and as a precondition for all in institutions of higher

learning by the High Education Council. The COE trains teachers for both primary and secondary education on specific curriculum subjects but may provide training for its lecturers on a need-by-need basis. In terms of training educators on CSE, not much has been done. However, an awareness building workshop on CSE was conducted in 2013, targeting 33 stakeholders in the education sector, including curriculum development experts. In early 2014, 98 curriculum development panel members participated in a workshop on the integration of CSE into specific National Curriculum Subjects, targeting Science, Elementary Technology in upper primary school; and History and Citizenship, Biology and Health Sciences in lower secondary school, with General Studies in upper secondary school.

### **Good Practices**

- Rwanda initiated its response to HIV in the mid-1980s and in 1987, the National Programme for the fight against AIDS 1987-2000 was established to coordinate the work on HIV&AIDS prevention.
- There is systematic policy development to cater for HIV in the country, but also specific strategies to cater for the most vulnerable, such as the women and girls.
- HIV&AIDS content is integrated in the curriculum in particular subjects: for primary school, it is integrated in Social Studies and Science, and in secondary school, in Science including Biology and Political Science.
- In the government's guiding Development Strategy, HIV&AIDS is an issue in one of the six pillars of the country's long-term development. HIV&AIDS is also among the key foundational issues of the midterm development strategy—the Economic Development and Poverty Reduction Strategy II.
- Even when anti-AIDS clubs are localised in a few schools, the programme is beneficial given difficulty of making space in an overcrowded curriculum, which is examination-oriented.
- Rwanda is implementing plans to expedite action to promote gender equality and reduce women's and girls' increased vulnerability to, and risk of, HIV.
- Current curriculum reviews are intended to revise this to include HIV&AIDS and CSE for all appropriate age groups.

### **Challenges**

- Studies confirm that teachers had limited knowledge, skills and confidence to deal with

HIV&AIDS issues, especially because of the difficult questions students ask and perhaps because of traditional, personal or religious sensitivities.

- There is no specific curriculum designed for HIV&AIDS and life skills for primary and secondary schools.
- There is no time reserved on the school timetable for HIV&AIDS, life skills or CSE.
- There are no specific training programmes on the teaching of HIV&AIDS lessons in schools.
- Anti-AIDS clubs are not active in all schools and have very limited time for their activities.
- There is limited staff support for school-based HIV&AIDS activities. Head teachers reported that it was hard to get teachers to volunteer for any extra activities, especially due to crowded timetables, heavy workloads and lack of incentives.
- HIV&AIDS and life skills content is not examinable and no particular teacher is in charge of curriculum content.
- TTCs do not have a policy in regard to CSE and most of the effort to reach young people in schools is invested in in-service teacher training.
- Teaching of HIV&AIDS content is concentrated in senior grades 4 and 6, but there is much less emphasis in lower grades; no single teacher or individual is in charge of this HIV&AIDS content, however.
- There is no specific curriculum designed for HIV &AIDS, life skills and CSE for primary

and secondary schools, which has limiting implications on the school timetable, no specific training programs on teaching HIV&AIDS and limits the operations of anti-AIDS Clubs.

### Teacher Education Networks in the Country

To promote education and provide oversight for the implementation of the Government Education Policy, the MOE collaborates with other sectoral institutions, including the Rwanda Education Board, the National Curriculum Development Centre, the Workforce Development Authority, the Institute of Scientific and Technological Research, the Higher Education Council, institutions of higher learning, as well as the National Commission for UNESCO.

The Syndicat National de l'Enseignement du Primaire Rwanda (SNEP) and other teacher unions are active negotiators with the Ministry of Education, Science, Technology and Scientific Research or Republique Rwandaise Ministère de l'Éducation, de la Science, de la Technologie et de la Recherche Scientifique (MINEDUC). SNEP may be contacted at: [snep.rwanda@yahoo.com](mailto:snep.rwanda@yahoo.com).

### National Education Authorities and Contact Information

Ministry of Education  
 Po Box: 622 Kigali  
 Email: [info@mineduc.gov.rw](mailto:info@mineduc.gov.rw)  
 Twitter: @mineduc1  
 Web: [www.mineduc.gov.rw](http://www.mineduc.gov.rw)



## Seychelles

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

The Republic of Seychelles consists of over 116 islands scattered over one-million square kilometres of sea in the middle of the Western Indian Ocean. The population of the Seychelles was estimated at 87,000 in 2011, growing at less than 0.4 percent. The adult literacy rate in 2010 was 92 percent, life expectancy at birth was 73 years in 2012 and although there was no UNAIDS data for HIV prevalence or related statistics for Seychelles, the Global Competitiveness report (2013)<sup>41</sup> indicates that the HIV prevalence rate for Seychelles is 0.87 percent. 3.6 percent of GDP was spent on education at all levels in the Seychelles in 2011, or 10.2 percent of total government expenditure. GER in 2011 at primary level was 104 percent, dropping to 101 percent at secondary level; 6 percent of children of primary school-age were out of school in 2011. On the face of it, HIV is not a particular feature of life or education in the Seychelles, but this in no way diminishes the importance of CSE.

##### Policy Environment and Framework

Education in the Seychelles is guided by the Education Act, 2004, and the Education Policy (2001). Training of teachers is guided by the Competency Framework for Graduate Teachers and Newly Qualified Teacher Induction Guidance of 2012 and a National Professional Competency Framework for Teachers provides a basis for quality teaching and learning and the continuous professional growth of teachers. Pre-service training is guided by the goals of education, the National Curriculum Framework and the manpower needs of the country. SE in pre-service training is guided by the PSCE Curriculum of the National Curriculum Framework. In-service involves short training sessions when there are reviews in the PSCE curriculum or when new resources are produced for implementation in schools.

SE in the training of pre-service teachers is informed by the goals of the PSCE in the National School Curriculum, which is organised around four major

Population: 87,000  
Growth rate: 0.4%  
Under 14 years: 23%<sup>1</sup>

HIV prevalence rate in adults: 0.87%

% Children of primary school age who are out of school: 6%

Adult Literacy: 91.8%<sup>1</sup> % Female: 92.3%<sup>1</sup>

Enrollment:

Primary: 8,695 (2011)<sup>2</sup>

Female: 50.1% (2011)<sup>2</sup> Private: 9% (2011)<sup>2</sup>

Secondary: 7,109 (2011)<sup>2</sup>

Female: 50.2% (2011)<sup>2</sup> Private: 8% (2011)<sup>2</sup>

Tertiary: 103 (2012)<sup>2</sup>

Female: 74.8% (2012)<sup>2</sup> Private: 100% (2012)<sup>2</sup>

% Tertiary students in education programmes: 57% (2012)<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: 114 (2012)<sup>2</sup>

Teachers:

Pre-Primary: 175 (2011)<sup>2</sup> Trained: -

Primary: 656 (2011)<sup>2</sup> Trained: -

Secondary: 603 (2011)<sup>2</sup> Trained: -

Pupil to Teacher ratio: 13<sup>1</sup>

themes: the family, health and well-being, moral and spiritual education, citizenship education and careers education. Early childhood and primary teachers are generalist teachers and have to teach all subjects, including PSCE, which contains CSE. On the other hand, secondary and post-secondary lecturers are specialists, so they are not required to teach CSE. CSE is taught by lecturers specialized in PSCE which is one of the nine subjects of the National Curriculum. The MOE sets guidelines for teacher education and funds this from its own budget. The National Framework for Newly Qualified Teachers (2001) was reviewed in 2012 and forms an integral component of the National Professional Standards for Teaching, providing the basis for achieving quality teaching at all levels in the Seychelles education system.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Level					ECD		Primary					Lower Sec		Upper Sec						
Compulsory Education							←-----→													

Source: Adapted from UIS UNESCO data

However, there has been a progressive decline in the number of people joining the teaching profession and a marked increase in attrition, resulting in shortages of qualified teachers at all levels of the system.

**Highlights and Key Issues**

The emerging issues and challenges include a national policy for teacher training, implementation of the National Competency Framework for Teachers and implementation of Newly Qualified Teacher Induction Guidance. The Seychelles is yet to develop a well-articulated national policy for teacher training although a “general” education policy exists, and this education policy addresses the goals of teacher education along with those for the different levels of the Seychelles education system. Teacher training has been guided to a great extent by this policy document and combines a personalised programme of development, support and professional dialogue, with monitoring and assessment of performance against the core standards for teachers.

Teachers of state primary, secondary and post-secondary institutions are recruited and employed by the MoE while private schools teachers are employed directly by the school at which they teach. Theoretically, mentorship for new teachers is the responsibility of schools, which provide support to ensure a smooth transition from training to being a teacher. There has also been short in-house mentorship training courses for lecturers at the National Institute of Teacher Education (NIE), now called the Seychelles Institute of Teacher Education (SITE), specifically in the context of CSE. Alarming, the progressive decline observed in the number of people joining the teaching profession and an additional increase in attrition, has resulted in shortages of qualified teachers at all levels of the system.

**Curriculum and Comprehensive Sexuality Education**

CSE is offered by lecturers specialized in this subject

area at SITE. The curriculum for state schools is developed by curriculum officials at the Centre for Curriculum, Assessment and Testing Services (CCATS), within the MOE. CSE is integrated in teacher training at the levels of the diploma in Education Early Childhood and the diploma in Education Primary; CSE is integrated in three of the five modules of PSCE. In the diploma in Education Secondary, PSCE is a specialised program that prepares trainees to teach CSE at the secondary school level.

CSE content (e.g. subject matter and pedagogy) is determined at the pre-service training level by SITE and is guided by the National Curriculum for Schools. In-service training is similarly guided by the National Curriculum for Schools, but for programmes leading to qualifications. For short in-service training and refresher courses, the content is decided by the CCATS. Time allocation for the Early Childhood and Primary diploma in Education is three years, excluding Foundation Studies, which is an academic upgrading year. The diploma in Education for Secondary teaching is two years, while the Postgraduate Certificate in Education (PGCE) Programme, in partnership with the University of Seychelles, is 18 months of part-time study. The B.Ed. in Primary and B.Ed. in Secondary Education, in partnership with the University of Seychelles, takes four years.

**Teacher Education Institutions**

SITE, formerly the NIE, is the *only* national centre for teacher education and falls under the MOE. It offers both pre- and in-service training. Early childhood and primary teachers are generalist teachers and have to teach all subjects including PSCE, which contains CSE. On the other hand, secondary and post-secondary lecturers are specialists, so they are not required to teach CSE. CSE is consequently taught by lecturers specialized in PSCE, which is one of the nine subjects of the National Curriculum.

**Pre-Service Teacher Training**

Following a change in academic direction, from

2010 to 2012, pre-service primary student teachers are now prepared (over the course of two to three years) for a Bachelor of Education programme, offered together with the University of Seychelles. Given the national shortage of teachers, the duration of diploma programmes was shortened to three years and four months in 2013; for this reason, the Foundation Studies program was reduced to three years for the 2010 cohort and two years for the 2011 and 2012 cohorts. At the secondary level, drop-out rates for student teachers in some programs were high as these students used NIE/SITE as a temporary option to improve their A-level grades. The MOE is solely responsible for the country's only teacher training institution available for pre-service training.

SITE offers programs leading from diploma-level to Bachelor's degree and aims to be a significant contributor to the improvement of educational policy and practice, in partnership with the MOE, schools and other educational agencies in the Seychelles and internationally. The diploma in Education, for early childhood and primary teaching, is open to successful secondary school graduates-leavers and in-service teachers who meet the program's entry requirements.

The diploma in Education for secondary teachers is open to higher secondary school leavers and other candidates who have successfully completed two advanced-level subjects, one of which must be in their area of specialisation and to in-service Diploma teachers with three years teaching experience who meet the entry requirements. The PGCE is offered to those who have professional qualifications in their own specialist field, but who do not possess a teaching qualification.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	Yes
CSE is a compulsory module in teacher training?	Yes
CSE is an examinable subject	Yes
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counselling skills	Yes
• Healthy living	Yes

### ***In-Service Teacher Training***

Teachers in-service are able to access training in a number of complementary disciplines: professional in-service studies are designed to acquaint participants with the key concepts and principles

in education that are necessary for effective instruction and reflective practice. Curriculum studies are designed to enhance participants' academic and pedagogical knowledge and skills to work in schools and help teach the different subjects in the National School Curriculum. General studies are cross-curricular in nature and involve learning about general issues and topics such as the Role of Education in Society, Citizenship Education, Human Rights Education, Environmental Education, and Information and Communication Technology (ICT). Work-based experience is an integral part of this program and consists of block observations in schools, workshops, research and teaching practice.

### **Training of Education Tutors, Curriculum Developers and Lecturers**

This involves overseas training up to Master's-level, in-house professional development and short specialised training overseas. SITE is a newly established institution and has a professional teaching staff of 14; as demand for its services and programs grow, it will have to recruit additional staff members. SITE also offers an Advanced Diploma in Education Leadership, although no local institutions provide ongoing high-level professional development; all such training is done overseas.

### **Good Practices**

- SE in the training of pre-service teachers is informed by the goals of the PSCE in the National School Curriculum, which is organised around four major themes: the family, health and well-being, moral and spiritual education, citizenship education and careers education.
- CSE is taught by lecturers specialised in PSCE, which is one of the nine subjects of the National Curriculum.
- Pre-service primary student teachers are now prepared for a Bachelor of Education program, offered together with the University of Seychelles.
- Curriculum studies are designed to enhance participants' academic and pedagogical knowledge and skills to work in schools and help teach the different subjects in the National School Curriculum.
- CSE is integrated in teacher training at the levels of the diploma in Education Early Childhood and the diploma in Education Primary; CSE is integrated in three of the five modules of PSCE.
- In the diploma in Education Secondary, PSCE is a specialised program that prepares trainees to teach CSE at secondary school level.



- CSE content (e.g. subject matter and pedagogy) is determined at the pre-service training level by SITE and is guided by the National Curriculum for Schools.
- For short in-service training and refresher courses, the content is decided by the CCATS.

### Challenges

- Due to an acute shortage of teachers, the MOE finds it difficult to release teachers for in-service training, which lead to improved qualifications.
  - Teaching is not viewed as a prestigious or attractive career by young people.
  - High attrition rates in the teaching profession are due to a great extent to better career prospects in other sectors.
  - There has been a progressive decline in the number of people joining the teaching profession and a marked increase in attrition, resulting in shortages of qualified teachers at all levels of the system.
  - Emerging issues and challenges include a national policy for teacher training, implementation of the National Competency Framework for Teachers and implementation of Newly Qualified Teacher Induction Guidance.
  - The Seychelles has yet to develop a well-articulated national policy for teacher training although a “general” education policy exists, and this education policy addresses the goals of teacher education along with those for the different levels of the Seychelles education system.
- Given the national shortage of teachers, the duration of diploma programmes was shortened to three years and four months in 2013.
  - SITE, formerly the NIE, is the *only* national centre for teacher education and falls under the MOE.
  - At the secondary level, drop-out rates for student teachers in some programs were high as these students used NIE/SITE as a temporary option to improve their A-level grades.
  - SITE is a newly established institution and only has a professional teaching staff of 14; as demand for its services and programs grow, it will have to recruit additional staff members.
  - SITE also offers an advanced diploma in Education Leadership, but no local institutions provide ongoing high-level professional development; all such training is done overseas.

### Teacher Education Networks in the Country

There is no operational teacher network in the Seychelles.

### National Education Authorities and Contact Information

Ministry of Education  
 Mont Fleuri  
 Mahe  
 Seychelles  
 Phone: 248 4283283



## South Africa

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

South Africa had an estimated population of 52,981,991 in 2013, growing at an annual rate of 1.34 percent, with over 62 percent living in urban areas. The median age of the population was 25.7 years; life expectancy at birth was 59.6 years; and adult (15-49) literacy was estimated at 93 percent. South Africa's HIV prevalence was one of the world's highest at 17.9 percent in 2012, according to UNAIDS. In that year, UNAIDS estimated there were 6,100,000 people in South Africa living with HIV. Of this group, an estimated 3,400,000 women over the age of 15 were living with HIV, as were 410,000 children under the age of 14.

UNAIDS estimates that 2,500,000 children have been orphaned by AIDS. South Africa spends about 6 percent of its GDP on education at every level. There were 30,231 ordinary public and registered independent education institutions in 2011, of which 25,826 were ordinary schools and 4,405 were ECD centres and special schools. The DBE enrolled some 12,283,875 learners, taught by 420,608 educators.

##### Policy Environment and Framework

The policy environment is informed by a sophisticated, inter-connected network of policies and strategies, many of which deal with school-based life skills programmes and enhancement of teacher training to deliver these. Most relevant are the DBE's *Integrated Strategy on HIV, STIs and TB* and the draft *HIV, STI and TB Policy (2012 – 2016)* which provide a detailed context, implementation plan and monitoring structure for response; they support South Africa's NSP.

The ISHP is another key multi-sectoral response to the CSTL framework, and directly addresses NSP strategic objectives. In 2010, LSE was implemented in 25,850 schools involving 12,260,099 learners and 418,109 educators, aligned with international trends and NSP and UNGASS reporting. The DBE is

Population: 52,981,991  
 Growth rate: 1.34%  
 Under 14 years: 45%

HIV prevalence rate in adults: 17.9%

% Children of primary school age who are out of school: 10% (2012)<sup>2</sup>

Adult Literacy: 88.7%<sup>2</sup>      % Female: 87%<sup>2</sup>

##### Enrollment:

Primary: 6,000,607

Female: 48.5%      Private: 3.9%

Secondary: 4,018,232

Female: 51.82%      Private: 3.9%

Tertiary: 617,897

Female: 48%

% Tertiary students in education programmes: -

Enrollment in tertiary education per 100,000 inhabitants: 1,565

##### Teachers:

Pre-Primary: -      Trained: -

Primary: 237,429 (2012)<sup>2</sup>      Trained: 87.4% (2009)<sup>2</sup>

Secondary: 187,162 (2009)<sup>2</sup>      Trained: -

Pupil to Teacher ratio: 29.2:1

re-focusing its LSE program to address unsafe sexual behaviour and ensure that learners are capacitated to make informed choices and decisions. However, in 2008, the SACMEQ showed low levels of HIV knowledge (37 percent) amongst Grade 6 learners, while educators had 100 percent knowledge of HIV. This raises questions about the life skills/orientation programme and its core mandate of strengthening SE in the curriculum.

In December 2013, South Africa joined 20 other ESA countries in endorsing a commitment to support SE and SRH services for adolescents and young people. An accountability framework has been developed to monitor progress towards these commitments, with support from South Africa's international partners.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level							ECD	Primary						Lower Sec	Upper Sec				
Compulsory Education								←-----											

Source: Adapted from UIS UNESCO data

**Highlights and Key Issues**

In spite of, and perhaps because of, having one of the world’s highest HIV and TB prevalence rates, South Africa has committed to implementing CSE across its Basic Education System; has drafted an exemplary Basic Education Policy and Strategy on HIV, STIs and TB; and is currently reviewing the policy position in higher education. SACMEQ research in 2008, showing limited HIV knowledge amongst Grade 6 learners, highlights the urgency of this intervention and the need to implement the ESA Commitment on CSE, as well as SRH services for young people. In 2010, LSE was implemented and the DBE is now re-focusing this to address unsafe sexual behaviour. The DBE’s *HIV, STIs and TB Policy and Integrated Strategy* adopt a principled and measurable approach to ensuring success, although related policies—particularly at the higher education and training level—lag in their stated intent. Dedicated Life Orientation, in the Curriculum Assessment and Policy Statement (CAPS), is not solely focused on SE, for example.

Although clearly linked, the issues of HIV, life skills, life orientation and CSE are confused and often substituted for one another across policy, curricula and strategy, providing a measure of uncertainty in the lead up to the introduction of CSE. The integration of these subjects into others appears to be an accepted way forward, but, as an example, life orientation linked to Physical Education as a “teaching subject” in the advanced diploma level in FET teacher training, suggests the issue might not be taken seriously enough. While the area is “research-rich” and informed by sophisticated theory, there appears to be significant lag in application at the classroom level, although this may be a consequence of the size and complexity of the South African Basic Education system.

**Curriculum and Comprehensive Sexuality Education**

With the introduction of Outcomes-Based Education in the late 1990s, SE became compulsory as part of life orientation, later the LSE programme.

Life orientation was in fact integrated into other subject areas, including Guidance, Life Skills, Health Promotion, Physical Development and Movement, Environmental Education, Citizenship, Human Rights and Religious Education. The DBE’s new *Integrated Strategy on HIV, STIs and TB* (2012-2016) is now refocusing this program; the LSE programme is a curriculum intervention addressing sexuality and health education (including HIV&AIDS), substance abuse, child abuse, peer education, assertiveness, peer pressure, anti-bias, gender issues and other skills needed by children and youth to cope with difficult everyday situations. The DBE is currently developing a training curriculum for teachers to implement life skills/orientation as it pertains to SE, including the development of materials and support systems. This will be based on the ISPF for Teacher Education and Development and include the National Curriculum Statement (NCS) and CAPS; it will be informed by the DBE’s action plans and policies and draw on relevant documents, such as the NSP for HIV, STIs and TB, 2012-2016.

This curriculum will be guided by comprehensive sexuality behaviour change theory, key risk factors for HIV infection and pedagogy on teaching LSE and SE. The limited curriculum time made available by CAPS raises questions around the strengthening of the curriculum implementation of SE, however, and co-curricular alternatives require further planning, advocacy and funding if these are to contribute to positive behaviour change. The value systems and attitudes of teachers in implementing SE, in all its manifestations, fully and effectively remain problematic, however.

**Teacher Education Institutions**

Study at public higher education institutions (HEIs), such as a University, a University of Technology or a National Institute for Higher Education, as well as some private HEIs, offer qualifications that are recognised for employment as a teacher in South Africa. Twenty-three public HEIs in South Africa offer teacher qualifications at the undergraduate, postgraduate and doctorate levels. Upon

qualification, student teachers are required to register with the South African Council for Educators (SACE) before initiating their teaching careers. Study involves a four-year Bachelor of Education degree (B.Ed.) or a three- or four-year Bachelor's degree, followed by a one-year PGCE. This allows for a combination of phase specialisation in which life skills are taught as part of the Foundation Phase in Grades R to 3 and the Intermediate Phase (Grades 4 to 6); Life Orientation is then taught in the Senior Phase (Grades 7 to 9) and the FET Phase (Grades 10 to 12). Guidelines in the Curriculum, however, only acknowledge Life Orientation as an *optional* subject for promotion at the FET level, where school-based assessment constitutes 100 percent of the mark. Private HEIs also offer teacher training, but not all of these are accredited and registered with the DHET to offer appropriate qualifications. Teacher training or education colleges that predate South Africa's transition to democracy are not, however, being reopened in their original form. Instead, where the demand and supply equation suggests the need for new teacher education sites, these may be re-developed, where feasible, and attached to existing HEIs.

### **Pre-Service Teacher Training**

Teacher education in the context, variously, of life skills, life orientation, HIV&AIDS and SE in South Africa has been research-rich in recent years. For example, HEAIDS is working with all 23 HEI FOEs, offering pre-and in-service education, to pilot and evaluate "Being a Teacher in the Context of the AIDS Pandemic," delivered as a stand-alone module, part of module, or as a "bolt-on" supplement. This initiative included support materials, such as the HEAIDS document, *Curriculum-in-the-Making*. In 2011, the DBE and DHET launched the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED), the product of consultation with stakeholders in the teacher education and development field, which identifies the need to improve both teacher quality *and* learner performance. The DBE and DHET are therefore expanding initial teacher education enrollments to fully utilise existing HEI capacity; expanding existing campus capacity to support new infrastructure; and establishing new teacher education campuses. This expansion will not focus only on the number of teacher education enrollments, but also the type of teacher that is being produced, in relation to phase and subject specialisation.

In 2011, 79,435 student teachers were enrolled in undergraduate, postgraduate and doctorate level courses and 10,593 graduated—a 78 percent increase over 2008; the total output of new teacher graduates should be increased to around 12 000 per annum by 2014 and 18 000 per annum by 2019.<sup>43</sup> Given the stability of projected learner demand, this will go a long way to eliminating the current teacher shortfall. Anecdotal evidence, however, suggests significant challenges in the ability of new and existing teachers to deal adequately with subject knowledge, practical and pedagogical skills and higher order cognitive processes. This would include areas of SE in which teacher value systems and attitudes may additionally compromise the transmission of crucial knowledge in respect of learner life skills and decision making.

The implications for targeted professional teacher development in-service are considerable and will require continuing support, scripted lesson plans as well as recurrent training, M&E. The Policy on Minimum Requirements for Teacher Education Qualifications uses the concept of a "knowledge mix" to design "purposeful programmes." There is space to include CSE learning in a number of the learning areas promoted in the policy, including the broad area of "situational learning," although this is subject to the specific curricula of each university providing initial (pre-service) teacher education programmes. Modules that develop the area of LO and/or life skills in these curricula would cover CSE in some detail.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	Yes
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counselling skills	Yes
• Healthy living	Yes

### **In-Service Teacher Training**

In South Africa, the preferred terminology is CPD and is currently under review, given the comments above. Priority areas include CAPS, workbook implementation, development of Teacher Diagnostic Assessments, development of Provincial Teacher Development Institutes and District

Teacher Development Centres, an EFAL Strategy, Inclusive Education, Teacher Union Collaboration, implementation of CPTD management systems, establishing the National Institute for Curriculum and Professional Development (NICPD) and cataloguing of all courses provided by PEDs, HEIs and unions. CPD is constrained by the availability of time in the teachers' year and invariably translates to short-courses over weekends and holidays, offered by the DBE and DHET, as well as HEIs, NGOs and other service providers. This places stress on teachers and their professional and personal lives, but may remain the only way, beyond private evening study or study leave, to expand the capacity of teachers in-service.

Whether or not these courses have kept pace with the movement from life skills to life orientation and most recently CSE, within the context of HIV&AIDS, remains an open question. Indeed the confusion of one overlapping subject with the other is problematic and requires clarification and consolidation, and a current statement of position. UNISA, for example, offers introductory modules on HIV&AIDS, development of an HIV&AIDS School Plan, interactive methodologies for teaching HIV&AIDS and so on; but SE—in its many guises—does not appear to feature. Much greater institutional capacity and more resources currently appear to be devoted to the continuing professional development of practising teachers than to the training of new teachers, however. While there are already some 75 teacher development institutes and education resource centres across the country, they are not all sufficiently resourced or staffed, nor are they sufficiently widely distributed to be readily accessible to all teachers.

### Training of Education Tutors, Curriculum Developers and Lecturers

The HEAIDS-based HIV&AIDS Education COP recognises the need for the ongoing professional development of teacher-educators, takes account of participatory methodologies and represents a structure in the national system which, together with the Education Deans' Forum (EDF), ensures continuity.

### Good Practices

- The policy environment is informed by a sophisticated, inter-connected network of policies and strategies, many of which deal with school-based life skills programmes and enhancement of teacher training to deliver

these. There is also a continuous process of assessment and review.

- The establishment of the HIV&AIDS Education COP,<sup>18</sup> made up of teacher educators from all teacher education faculties and schools in the country is an important initiative.
- The HEAIDS-based HIV&AIDS COP is promising as it recognises the need for ongoing professional development for teacher educators, takes account of participatory methodologies and represents a structure in the national system which, along with the EDF, ensures some continuity.
- The implementation of the life orientation programme has been examined across the country, and particular factors identified which promote and inhibit the program. These include the recruitment of specialist life orientation educators with enthusiasm and passion being recruited by schools, to provide a "primary source of emotional, social and practical support for learners in schools." Learners engage with this life orientation program because it is a distinct course and its implementation and instruction differs from other subjects, encouraging learners to confide in life orientation educators about personal problems.
- The supporting tapestry of policy and strategy in South Africa includes the DBE's *Integrated Strategy on HIV, STIs and TB*, the draft *HIV, STI and TB Policy (2012 – 2016)*, the *National Strategic Plan for HIV, STIs and TB (NSP)*, the ISHP and the CSTL framework.
- In 2010, LSE was implemented and the DBE is now re-focusing this to address unsafe sexual behaviour.
- The DBE is currently developing a training curriculum for teachers to implement life skills/orientation as it pertains to SE, including the development of materials and support systems.

### Challenges

- There is *no* national plan to provide training to in-service teachers, although a number of HEIs offer ACE (in-service certification) programs, include life skills accreditation.
- There is *no* basic sexuality orientation module or course for pre-service teachers, although individual universities, such as the University of the Western Cape, have such provisions.
- There is *no* policy (as of 2013) on pre- or in-service teacher education on sexuality and *no* clear understanding of what takes place in HIV and TB awareness classes.

- There is a need to align theoretical policies and practices on HIV prevention and CSE. Beyond life orientation, which includes the integration of HIV&AIDS topics, there is no national support for the curriculum integration of topics and issues related to HIV and sexuality.
- Despite being “research-rich,” SE is less well developed than might be expected, in terms of a national plan for pre- and in-service teacher education, given the high rates of HIV-prevalence in South Africa.
- Challenges to the implementation and success of life orientation include the limited time allocated for it, lack of adequate teacher training, course teaching by “non-specialists,” lack of in-service training and support and lack of parental involvement.
- SACMEQ research showed low levels of HIV knowledge (37 percent) amongst grade 6 learners, while educators had 100 percent knowledge of HIV. This raises questions about the life skills/orientation programme and its core mandate of strengthening SE in the curriculum.
- The integration of sexuality into other subjects seems an accepted way forward, but, as an example, life orientation linked to Physical Education as a “teaching subject” in the advanced diploma level in FET teacher training, suggests this issue might not be taken seriously enough.

- The limited curriculum time made available by CAPS raises questions around the strengthening of the curriculum implementation of SE.
- Anecdotal evidence suggests significant challenges in the ability of new and existing teachers to deal adequately with SE, in which teacher value systems and attitudes may compromise teaching and learning.

### Teacher Education Networks in the Country

Teacher unions and networks, including all the affairs of teachers and their representative unions in the DBE and DHET are managed and coordinated by a statutory structure called the Education Labour Relations Council (ELRC). The ELRC may be contacted at 261 West Street, Centurion 0042 or at Private Bag X126, Centurion 0046.

### National Education Authorities and Contact Information

#### The Department of Basic Education

Sol Plaatje House  
222 Struben Street  
Pretoria 0001

#### The Department of Higher Education and Training

123 Fraanciscus Baard Street  
Pretoria 0001  
Website: [www.dhet.gov.za](http://www.dhet.gov.za)



## South Sudan

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

According to the 5<sup>th</sup> Sudan Population and Housing Census in 2008, South Sudan had a population of 8,260,000, projected to grow to 10,900,000 million in 2012, based on an estimated growth rate of 3 percent and fertility rate of 6.7 percent.<sup>45</sup> About 83 percent of the population live in rural areas; 51 percent are below the age of 18 and 72 percent below the age of 30. Females constitute 52 percent of the population, while males account for 48 percent. The government made HIV prevention a priority in 2011 and developed the South Sudan HIV&AIDS Strategic Framework and Policy. The current HIV prevalence rate stands at 2.6 percent and approximately 152,000 people are living with HIV (130,000 adults and 20,000 children under 15 years of age); 78,000 women aged 15 and above are living with HIV.<sup>46</sup> In 2012, South Sudan experienced an estimated 13,000 deaths due to AIDS, and UNAIDS has reported that there are presently an estimated 110,000 orphans due to AIDS.<sup>47</sup>

Estimates of the adult literacy rate range between 27 percent and 38 percent and rank amongst the lowest in the world, particularly as only 8 percent of women are literate. Only 42.9 percent of school-age children are in school, with a Net Enrollment Rate (NER) in primary education of only 41.3 percent; there is also a severe shortage of trained primary school teachers in the country. Evidence suggests that the current social environment in South Sudan is susceptible to an HIV explosion, as a direct result of poor HIV&AIDS awareness and knowledge, a lack of health services, massive cross-border movement, rampant poverty, an absence of social safeguards and massive stigma and discrimination—exacerbated by retrogressive cultural practices.

##### Policy Environment and Framework

With the establishment of MOEST, education policy was transformed based on the CPA and the Interim Constitution of the Government of South Sudan. A Unified Curriculum for primary education was developed as the framework for primary education

Population: 10,900,000

Growth rate: 3%

Under 14 years: -

HIV prevalence rate in adults: 2.6%

% Children of primary school age who are out of school: -

Adult Literacy: 27%-38% % Female: 8%

Enrollment:<sup>14</sup>

Primary: 1,365,757

Female: 39.2%

Private: -

Secondary: 56,827

Female: 29.5%

Private: -

Tertiary: -

% University students in education programmes: 3%<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: -

Teachers:<sup>2</sup>

Pre-Primary: 1,995

Trained: 37.4%

Female: 37.6%

Primary: 28,029

Trained: 47.3%

Female: 48.7%

Secondary: 3,231

Trained: 57%

Female: 17.6%

Pupil to Teacher ratio:<sup>17</sup>

Pre-Primary: 37.6

Primary: 48.7

Secondary: 17.6

in South Sudan. Currently, there is a draft Framework for a New South Sudan School Curriculum for all levels, including early childhood education, primary (1-8) and secondary (1-4) education.

The Education Policy Framework, 2006-2007, planned to provide “education for all,” with goals that focused on increased access to general and higher education opportunities and improved quality of education. One of its core strategies was to establish a unified curriculum for teacher education and schools at all levels. The Education Policy sought to fast-track teacher education programs through National Teacher Training Institutes (NTTIs). By 2012-2017,

the General Education Strategic Plan recognises the huge demand for education and training, but notes the continuing lack of schools and qualified teachers to meet this demand. Basic legal, strategic, policy and implementation frameworks are currently in place to regulate, manage and coordinate the provision of educational services to the people of South Sudan, and the Education Act 2012 sets the legal framework for the implementation of education policies.

Current primary school teaching staff were recruited from community schools established during the war years, but most of these are unqualified; and those teachers who are qualified are still challenged by English as a medium of instruction. Although training programs are provided to improve skills and capacity, only 13 percent of teachers are currently trained, resulting in a ratio of one *qualified* teacher to 117 pupils. Making matters worse, 51.5 percent of primary teachers have only primary school education, limited lower secondary education, or some other unknown education status. While South Sudan has substantive policy frameworks and guidance systems, there is a significant gap between policy formulation and implementation. As a consequence, there is a need to address teacher capacity through provision of effective pre- and in-service teacher training, to deal with ever-increasing demand for qualified teachers at all levels.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level				ECD			Primary							Lower Sec	Upper Sec				
Compulsory Education																			

Source: Adapted from RSS MoGEI, 2012 National Education Statistical booklet published

### Highlights and Key Issues

There is a severe shortage of trained and/or qualified teachers in South Sudan and the current capacity of pre- and in-service training in NTTIs cannot meet the short-, medium- or long-term demand for qualified teachers at all levels. Although basic legal, policy and strategic frameworks for the provision of quality education are in place, there is an immense gap between policy intent and implementation. Making this exponentially worse, given the potential for HIV transmission, CSE does not feature in the current Unified Teacher Education Curriculum or indeed any other school curricula. Despite a substantive body of knowledge currently encapsulated in available training modules and materials (including life skills manuals, SRH manuals, gender mainstreaming manuals and HIV prevention strategies, developed by MOEST, South Sudan HIV&AIDS Commission (SSAC), the Ministry of Gender and their partners), there is no comprehensive approach to SE in South Sudan. Consequently, there is an urgent need to integrate existing materials and modules into a unified curriculum and adopt a coordinated strategy to implement SE in the education sector.

Teacher training is delivered by tutors employed or appointed by MOEST and they are responsible for the teaching and instruction of trainee teachers in the

different subjects offered. However, investigation reveals that training does not address SE. In fact, it is very difficult for tutors to talk about sexuality in teacher training sessions as this subject is marred by cultural sensitivities that effectively render it an untouchable taboo. Tutors confirmed that HIV&AIDS and reproductive health were also not part of the training program, the unified curriculum summarised in the table below illustrates that HIV is meant to be taught. And discussions about the integration of CSE into the new Unified Teacher Education Curriculum remain inconclusive.

### Curriculum and Comprehensive Sexuality Education

CSE refers to a holistic approach to human development that involves teaching and learning on issues relating to human sexuality, and its main goal is to ensure that children and young people are equipped with the knowledge, skills and values to make responsible choices about their sexuality and social relationships. However, in its current form, the Unified Teacher Education Curriculum does not directly address SE; it is only mentioned in passing by addressing some related topics. There are ongoing efforts and discussions to integrate life skills and other materials (developed with partners)



into both the teacher education curriculum and school curricula at all levels. This includes a National HIV Prevention Strategy (2011-2012) developed by the SSAC which seeks to promote gender equity, address sexual and GBV in the community and expands life skills-based education to school-going youth, with outreach targeting out-of-school youth.

It is conceded, however, that although there is a significant body of knowledge available, the coordinated integration of comprehensive SE into a unified and comprehensive curriculum framework, with effective implementation strategies, is sadly lacking. Simply put, CSE is not yet integrated into the curricula and discussions about integration into the new Unified Teacher Education Curriculum remain inconclusive.

**Teacher Education Institutions**

According to the Director General for Quality Promotion and Innovation in MOEST, there are at least seven NTTIs in existence, but data obtained for 2012 suggests that in fact there are 37 institutes with a total of 332 tutors in operation. Although some of these may only nominally exist, the data indicate that there were 3,039 student teachers enrolled in both pre- and in-service teacher training in these 37 institutes. As a consequence of the conflict in Sudan, data analysis of the different NTTIs in South Sudan may be patchy, but the 2012 data confirm the following: there were 1,003 student teachers in pre-service training, only 18 percent of which were female; and 2,036 student teachers were in in-service training, only 17 percent of which were female. Of the 37 NTTIs in operation in 2012, 32 were government-owned, one was NGO/international development partner-owned and four were privately-owned. Twenty-seven NTTIs were government-funded while 10 get their resources from NGOs and private partners. Of the 332 tutors training teachers, 36 were certified, 155 had diplomas, 86 had Bachelor’s degrees, 50 had Master’s degrees and five had Doctorates. MOEST has articulated the view that an education system is only as good as the quality of its teachers, but given these statistics, teacher training must be accelerated if the quality of education is to be improved. Currently, there are 17,920 teachers, only 20 percent of which are trained and only 10 percent of which are female. MOEST planned to have 35,000 teachers in-service by 2015, but given the current capacity of teacher training resources, this target is almost certain not to be met.

**Pre-Service Teacher Training**

Currently, pre-service teacher training is conducted in NTTIs for primary school teachers, while secondary school teachers are trained in universities. Of the 1,003 students in pre-service teacher training in 2012, only 18 percent were female, suggesting a disproportionate situation perhaps influenced by the civil conflict and historical education patterns. These students were trained by 139 tutors, suggesting a limited contribution to the targets set by MOEST. According to the Policy Framework (2006-2007), pre-service training targets senior 4 school-leavers, for whom training should last two years, while for primary 8 school-leavers, training lasts for four years.

Theoretically, pre-service training is residential and is currently based on the Unified Teacher Education Curriculum that delivers five core subjects. A validation exercise for one operational NTTI suggests that over a period of four academic years (2009–2013) for which examination records are available, this Institute graduated 223 teachers, 67.1 percent male teachers and 32.9 percent female teachers—an average of 55.7 teachers per annum—although, it has the capacity to accommodate up to 160 trainee teachers annually.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counselling skills	No
• Healthy living	Yes

**In-Service Teacher Training**

In-service training is provided for unqualified (untrained) teachers already in teaching service. The selection of trainees is done at county-level, and training is delivered through distance-learning, with residential face-to-face sessions provided during holidays (for a total of three months a year) at county education centres (CECs). The training is phased using modular courses undertaken over a period of four years. Alternatively, after attending modular courses for two years, a candidate may enrol for pre-service training at the NTTI. The in-service program uses the same Unified Teacher Education Curriculum.

It is reported that 1,649 under-qualified teachers completed Term 1/Stage 1 in-service training in 2010–2011; 950 qualified primary teachers participated in SMASESS training for science and mathematics by mid-2011 as part of their on-going professional development; and Arabic-speaking teachers in both primary and secondary schools received a six-month intensive English course in 2011. In 2012, 2,036 teachers were involved in in-service training nationally, only 17 percent of which were female, trained by 193 tutors.

### **Training of Education Tutors, Curriculum Developers and Lecturers**

Although there is currently no nationally recognized certification system for trained teachers nor a definition of what constitutes a qualified teacher, efforts are underway to initiate proper accreditation and certification of teacher training programs. For instance, the Arapi Teacher Training Institute has established links with the University of Juba's College of Education; the university sets and marks final exams for final-year candidates and also issues certificates to successful graduates.

It is the mandate of MoEST to recruit, supervise and mentor teachers; implementation is devolved to State Ministries of Education at State level. There is currently no recognised mode for the training of education managers, but these are trained by universities and recruited into different positions as required. This approach may account for the lack of a management and inspection framework to govern and manage the education system. However, steps have been taken to improve the management capacities of education officials and institutional systems, including skills training for senior managers; developing an EMIS to collect data to inform policy and planning decisions; building effective planning and budgeting systems inside MoEST; and establishing an organizational structure, from national level, through states, counties, *payams* and schools.

The Unified Teacher Education Curriculum currently in use lacks training modules for the delivery of training, and tutors have to use materials from previous curricula, obviating the delivery of subject matter envisioned in the new curriculum. Tutors themselves participate in the development of curriculum and materials. Training is delivered through lectures, interactive sessions, group and individual assignments, teaching practice, ongoing

assessments and examinations. Training is delivered by tutors employed or appointed by MoEST and they are responsible for the teaching and instruction of trainee teachers in the different subjects offered. However, investigation reveals that training does not address SE. In fact, it is very difficult for tutors to talk about sexuality in teacher training sessions as this subject is marred by cultural sensitivities that effectively render it an untouchable taboo. Tutors confirmed that HIV&AIDS and reproductive health were also not part of the training programme. Of the 332 tutors training teachers in 2012, 36 were certified, 155 had diplomas, 86 had Bachelor's degrees, 50 had Master's degrees and five had Doctorates.

### **Good Practices**

- Basic legal, strategic, policy and implementation frameworks are currently in place to regulate, manage and coordinate the provision of educational services to the people of South Sudan, and the Education Act 2012 sets the legal framework for the implementation of education policies.
- Fast tracking of training programmes using the CECs model is viable and has potential to enable the education system meet its immediate needs and demand for qualified teaching personnel.
- Formulating good policies and strategic plans creates favourable and supportive environment for the delivery of quality educational services to the people.
- Arrangement between NTTI and the University of Juba in which the university sets and marks final exams and issues certificates is a positive step towards formal accreditation and certification of teacher training programs. This could lead the NTTIs becoming constituent colleges of the University.
- The involvement of tutors at NTTIs in the development of teacher education curricula and materials helps close the gap between curriculum design, implementation and delivery of training.

### **Challenges**

- Most NTTIs are not operational; these facilities need to be upgraded or developed to deliver pre-service teacher training programmes across the country.
- Teacher education in South Sudan is gravely under-funded and even the one remaining NTTI shows evidence of neglect; as a result pre-and

- in-service training cannot meet the short-term demand for qualified primary school teachers.
- Current primary school teaching staff was recruited from community schools established during the war years, but most of these are unqualified; and those teachers who are qualified are still challenged by English as a medium of instruction.
  - There are no existing pre- or in-service training systems to cater for the needs of early childhood and secondary school teachers, although both levels are equally in need of qualified and/or trained teachers.
  - There is extremely limited knowledge and even denial of HIV&AIDS, coupled with a host of retrogressive cultural practices, such as early or forced marriages, polygamy and widespread sexual and gender-based violence.
  - The impact of HIV&AIDS is exacerbated by poor health infrastructure and services, and high levels of stigma, discrimination, as well as HIV-related morbidity and mortality in the community, thus creating a demand for teaching skills to introduce cross-cutting issues such as peace education, life skills, HIV and AIDS and SRH into the existing education curricula to effectively educate young people in- and out-of-school, as well as the general public.
  - It is very difficult for tutors to talk about sexuality in teacher training sessions as this subject is marred by cultural sensitivities that effectively render it an “untouchable taboo.”
  - HIV&AIDS and reproductive health are also not part of the teacher training program.
  - An adult literacy rate range between 27 percent and 38 percent (and only 8 percent of women) limits prospects for HIV and sexuality literacy, compounded only 42.9 percent of school age children in school.
- Evidence suggests that the current social environment in South Sudan is susceptible to an HIV explosion, as a direct result of poor HIV&AIDS awareness and knowledge, a lack of health services, massive cross-border movement, rampant poverty, an absence of social safeguards and massive stigma and discrimination, exacerbated by retrogressive cultural practices.
  - Currently there are 17,920 teachers, only 20 percent of which are trained and only 10 percent of which are female. MOEST planned to have 35,000 teachers in-service by 2015, but given the current capacity of teacher training resources, this target is almost certain not to be met.
  - Although there is a significant body of knowledge available, the coordinated integration of CSE into a unified and comprehensive curriculum framework, with effective implementation strategies, is sadly lacking.
  - Simply put, by the time the report was developed, CSE was not yet integrated into the curricula and discussions about integration into the new Unified Teacher Education Curriculum. It has been decided that CSE will be integrated into the education curricula.

#### Teacher Education Networks in the Country

No information is available.

#### National Education Authorities and Contact Information

##### The Ministry of Education, Science and Technology

Joseph Data Archippus

Inspector

datjoel@yahoo.com

Web Site: <http://www.moest.gov.sd>



## Swaziland

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

Swaziland's population was estimated at 1,203,000 people in 2011, growing at an annual rate of 1.2 percent with an adult (15-49) literacy rate of 91 percent among females and 89 percent among males. Seventy-nine percent of the population is rural and the country has an adult (15-49) HIV prevalence of 26.5 percent according to DHS 2007. Early sexual debut is at 16 years and 22 percent of women 20-24 years had their first live birth before their eighteenth birthday. Teenage pregnancies are at 59 percent by 20 years and there elements of inter and cross-generational sexual relationships.

There are currently 210,000 people in Swaziland who are living with HIV, of whom 190,000 are over the age of 15; there are an estimated 110,000 women living with HIV aged over 15, and 22,000 children (0-14) also living with HIV. In 2012, Swaziland experienced an estimated 5,500 deaths due to AIDS and UNAIDS (2004) has reported that there are an estimated 78,000 orphans due to AIDS. Primary school GERs were 130.8 percent in 2012, while equivalent secondary rates were 79.1 percent for lower secondary and 56.3 percent for higher secondary in 2012.

Swaziland spent 23.9 percent of its total budget expenditure on education at all levels in 2011, or 8.3 percent of GDP. Fifteen percent of children of primary school-age were estimated to be out of school in 2007.

##### Policy Environment and Framework

Swaziland's 2011 Education and Training Sector Policy clearly states that every officer within the MoET shall be responsible for integrating disaster and development phenomena such as, but not limited to, HIV&AIDS, Gender, Inclusion and Education for Sustainable Development and Response Strategies into their routine functions, roles and responsibilities.

Population: 1,203,000  
Growth rate: 1.2%  
Under 14 years: 42.4%

HIV prevalence rate in adults: 26.5%

% Children of primary school age who are out of school: 15% (2007)

Adult Literacy: 92.5%      % Female: 94%

##### Enrollment:

Primary: 239,322

Female: 47.5%      Private: 1.5%

Secondary: 90,605 (2011)<sup>2</sup>

Female: 49.5%      Private: 3%

Tertiary: 9,711

Female: 50.8%      Private: 9%

% Tertiary students in Education Programs: 23%

Enrollment in tertiary education per 100,000 inhabitants: 758 (2011)<sup>2</sup>

##### Teachers:

Pre-Primary: 1,935 (2011)<sup>2</sup> Trained: 50.8% (2011)<sup>2</sup>

Primary: 6,439      Trained: 87%

Secondary: 5,495      Trained: 75%

##### Pupil to Teacher ratio:

Primary: 44      Secondary: 23

In respect of pre-service teacher training, the Ministry of Education and Training policy notes, that "all new teachers in training should be required to study guidance and counselling as a compulsory and examinable pre-service training subject, with continuing study for all teachers via in-service programmes, throughout their careers".

The reviewed LSE, which was formerly referred to as guidance and counselling syllabus (as stated above), is currently being piloted (2014) and is divided into three components which are HIV, health promotion and career guidance components. As contained in the Education Sector Policy, one of Ministry of Education and Training's main teacher education goals is "to mainstream life-skills, adolescent sexual

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level				ECD			Primary						Lower Sec		Upper Sec				
Compulsory Education							←-----→												

Source: Adapted from UIS UNESCO data

reproductive health, sexual transmitted infections and HIV&AIDS, including other disasters into the PRESET and INSET teacher-training curriculum as a compulsory and examinable subject area.” It also notes the medium-term policy goal is to assess the “required intake of students in PRESET in order to provide the necessary output, mitigate drop-out, HIV&AIDS attrition, migration and other factors”.

Furthermore, the constitution of Swaziland, Swaziland Sexual Reproductive Health Policy (2013), Child Protection and Welfare Act (2012) and Swaziland National Youth Policy (2009) do call for promotion and access to health for all individuals in varying levels.

**Highlights and Key Issues**

In the AIDS-era, LSE must no longer be seen as an issue external to the business of teaching, but as central pillars of classroom activity and support. The cost and ability of the MoET to maintain life skills-based CSE training for pre- and in-service teachers is, however, an issue.

CSE is life skills-based CSE. In the Swaziland context, CSE can focus on growth and development, SRH and gender, health promotion, HIV&AIDS and communication skills. With CSE, children and young people become equipped with the knowledge, skills and values to make responsible choices in a world affected by HIV.

Therefore, the sector must ensure that there is enough space, time and materials to adequately prepare teachers in pre- and in-service to teach LSE, and cope with challenges such as poverty and HIV&AIDS. For this reason, all new teachers in-training should be required to study life skill education as a compulsory and examinable pre-service training subject. In this connection, the MOET is making strenuous efforts to align it with global, regional and national policy initiatives. Colleges and universities need to move to admitting committed

teachers, in that case entrance requirements need to be revisited. Teaching resources and a pool of highly qualified human resources need be upgraded.

**Curriculum and Comprehensive Sexuality Education**

While there are CSE master trainers with the National Curriculum Centre (NCC) supporting CSE curriculum issues, the report would like to state that the unit needs to be strengthened to effectively support CSE scale-up in school settings through teacher development. School management need to be trained on CSE issues, which is currently not covered as part of INSET. The University of Swaziland INSET model may be used for capacity building on CSE curriculum issues using the modularized study. The Educational Testing, Guidance and Psychological Services Unit within the Ministry of Education and Training, with the NCC usually supporting ongoing sensitisation and mentoring, depending on needs assessment or responding to an emerging issue. For both pre- and in-service training, curriculum scan and strategic documents inform syllabi, structured to meet the needs of society. Issues of curriculum are also discussed with teachers at both the cluster and school level, and feedback obtained is used to inform development of in-services training material. Contemporary issues are integrated in almost all NCC material and in-service training assists teachers with pedagogy.

**Teacher Education Institutions**

Pre-service teacher training is offered at three colleges and in three universities. Three colleges, Ngwane Teacher Training, William Pitcher College and Swaziland College of Technology will be integrated into the University of Swaziland in future. The rest of the colleges are CIT and AMADI. In terms of accreditation, the University of Swaziland regulates and accredits the curriculum for all teacher education; however, the country is in the process of developing a Qualifications Authority to strengthen this area.

**Figure 2. Table showing teachers education colleges and enrolment figures**

Name of Institution	Enrollment (2012)	Level	Duration
<b>University of Swaziland</b>	5417 (429 from Education & 297 from Humanities)	Secondary	5 years
<b>Southern African Nazarene University</b>	918	Primary	3 years
<b>AMADI Midland University</b>	(EMIS is yet to get mandate from PS to collect statistics from institution after full registration)	Primary	2 years
<b>Ngwane Teacher Training College</b>	449	Primary	3 years
<b>William Pitcher</b>	403	Secondary & primary	3 years
<b>Swaziland College Of Technology</b>	955	Secondary	3 years
<b>CIT</b>	(EMIS is yet to get mandate from PS to collect statistics from institution after full registration)	Primary	3 years

### Pre-Service Teacher Training

In Swaziland, there are six national public COEs. Three TTCs are being upgraded in future to offer degree programs, upgrading the diploma programs they currently provide; CSE will be integrated into these degree programs. Pre-service training courses prepare teachers to teach at both primary and secondary schools, and are offered to all students who qualify for entry. The courses are offered on a full-time and/or part-time basis for early childhood education. There is an opportunity for CSE integration in University Of Swaziland courses, such as the HSC113 course.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	No
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	No
• Coping and life skills	No
• Counselling skills	Yes
• Healthy living	No

### In-Service Teacher Training

In-service teacher training is offered by the MOET's INSET unit at regional and sub-regional level, in Swaziland's four regions. In-service teacher training involves eight teacher resources centres, with two in each region; each of these has two lecturers and in-service providers. Modules and curricula are available at in-service training and NCC and subjects covering CSE, personnel management, organisational management, financial management

and instructional management. However, there is a need to review these modules to respond to current developments.

### Training of Education Tutors, Curriculum Developers and Lecturers

Officials at in-service training institutions, the inspectorate and staff at the NCC are trained in general curriculum development and delivery, as well as teacher education. Workshops dealing with instructional, personnel and organisational issues and concepts are also organised for principals, deputy principals and heads of departments. Otherwise, all educational practitioners should be capacitated on these issues.

### Good Practices

- The MOET is mandated to assist in the holistic development of children to help ensure that they survive to adulthood and develop into responsible adults with the capacity to contribute positively to the socio-economic growth of Swaziland; this requires pursuit of an articulate policy goal, and clear and achievable policy objectives.
- Most importantly, in the AIDS era, LSE is no longer seen as external to the business of teaching, but as central pillars of classroom activity and support.
- Swaziland's 2011 Education and Training Sector Policy clearly states that *every officer* within the MOET "shall be responsible for integrating disaster and development phenomena such as, but not limited to, HIV&AIDS, Gender, Inclusion and Education for Sustainable Development

and response strategies into their routine functions, roles and responsibilities.”

- Given the comparatively small geographic size of Swaziland, the availability of *six* institutional sites for certificate and degree teacher training is encouraging.
- Two of five teacher training colleges are being upgraded to offer degree programs and CSE will be integrated into these.
- The Educational Testing, Guidance and Psychological Services Unit offer training to teachers at primary and secondary level on CSE, depending on an assessment of needs in the classroom.

### Challenges

- The tertiary education sector’s capacity to implement programs to help improve teacher enrollment and address gaps in general education remains extremely challenging due to its heavy reliance on government funding.
- The potential of tertiary institutions to accumulate private or external funding for self-sustainability has not yet been fully explored and negatively impacts the sector’s capacity to improve teacher enrolment access rates.
- The cost and ability of the MOET to maintain CSE training for pre- and in-service teachers is, however, an issue.
- Modules in in-service teacher training urgently require review to respond to current developments and developing social issues.
- There are gaps between laudable policy intent and practical implementation in respect of CSE, HIV&AIDS and life skills, limited further by severe and unplanned budget constraints.

### Teacher Education Networks in the Country

In Swaziland, there is a network of teachers, who are organised through the Swaziland National Association of Teachers (SNAT). SNAT can be reached on +268 2505 2603 or via email at [snat@realnet.co.sz](mailto:snat@realnet.co.sz).

### National Education Authorities and Contact Information

**The Director of Education & Training**  
 Ministry of Education & Training  
 P.O. Box 39 Mbabane  
 Telephone: +268 2404 2941

**Senior Inspector for Pre-service Teacher Training**  
 Chief Inspector; Tertiary Education  
 Ministry Of Education and Training  
 Telephone: +26876021455  
[petersondlamini@yahoo.com](mailto:petersondlamini@yahoo.com)

**National Education Advisory Board**  
 C/O Director of Education & Training  
 Ministry of Education & Training  
 P.O. Box 39 Mbabane  
 Telephone: +268 2404 2941

**Teaching Service Commission**  
 Executive Secretary  
 Ministry of Education & Training  
 P.O. Box 39 Mbabane  
 Telephone: +268 2404 2941

**In-service Unit**  
 Director of Teacher In-service Department  
 Ministry of Education & Training  
 P.O. Box 39 Mbabane  
 Telephone: +268 2404 2941  
 Email: [mariasaulus@gmail.com](mailto:mariasaulus@gmail.com)



# Uganda

## Comprehensive Sexuality Education in Teacher Training 2014

### Context and Background Information

#### Salient Features

Uganda had an estimated population of 34,590,000 in 2011, growing at a rate of 3.2 percent annually with 6.1 births per woman. Eighty-four percent of the population live in rural areas and there is a life expectancy at birth of 54 years. The adult (15-49) HIV prevalence rate in 2011 was 7.2 percent and there are currently 1,500,000 people in Uganda living with HIV, of whom 1,400,000 were over the age of 15. There were also an estimated 780,000 women and 190,000 children (0-14) living with HIV.

In 2012, Uganda experienced an estimated 63,000 deaths due to AIDS, and UNAIDS reported that there were an estimated 1,000,000 orphans in the country due to AIDS. The first case of HIV in Uganda was reported in 1982, and by 1990, HIV prevalence in antenatal women was at 18 percent. This rate peaked at 18.5 percent in 1992 before declining to around 5 percent in 2000, but climbed again to 7.2 percent in 2011.

#### Policy Environment and Framework

The MoES is identified as the lead agency to provide HIV counselling in schools and colleges, develop and distribute materials and messages on life skills, provide psychosocial development at all levels, and integrate palliative care issues into the pre-service training curriculum for health workers and teachers (among others). Uganda's fight against HIV&AIDS focused on abstinence promotion but CSE includes a comprehensive package and provides information on delaying sex, family planning, prevention of abortion and the

Population: 34,590,000  
 Growth rate: 3.2%  
 Under 14 years: 45%<sup>1</sup>

HIV prevalence rate in adults: 7.2%

% Children of primary school age who are out of school: 9%<sup>1</sup>  
 Adult Literacy: 71.4%<sup>1</sup> % Female: 62.1%<sup>1</sup>

Enrollment:  
 Primary: 8,098,177 (2011)<sup>2</sup>  
 Female: 50.1% (2011)<sup>2</sup> Private: 13% (2011)<sup>2</sup>  
 Secondary: 1,277,543 (2009)<sup>2</sup>  
 Female: 43.5% (2009)<sup>2</sup> Private: 45% (2004)<sup>2</sup>  
 Tertiary: 289,545 (2011)<sup>2</sup>  
 Female: 21.2% (2011)<sup>2</sup> Private: 74% (2011)<sup>2</sup>

% Tertiary students in education programmes: 44% (2001)<sup>2</sup>  
 Enrollment in tertiary education per 100,000 inhabitants: 860 (2011)<sup>2</sup>

Teachers:  
 Pre-Primary: 19,844 (2010)<sup>2</sup> Trained: -  
 Primary: 169,503 (2011)<sup>2</sup> Trained: 94.8% (2011)<sup>2</sup>  
 Secondary: - Trained: -

Pupil to Teacher ratio: 30 (2012)<sup>1</sup>

use of condoms – for both abstinent and sexually-active young people. Uganda developed a draft HIV&AIDS Policy in 2001 and with the Uganda AIDS Commission (UAC) reviewed related policies, such as the National Counselling and Testing Policy, the National HIV&AIDS Workplace Policy (2010) and developed HIV&AIDS-related sector plans, including one for Education.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level				ECD			Primary						Lower Sec			Upper Sec			
Compulsory Education							<----->												

Source: Adapted from UIS UNESCO data



### **Highlights and Key Issues**

The need for CSE was agreed by all stakeholders, including pre-service student teachers who needed it for “survival” at college, but also to teach the subject on graduation. Although the sector has focused on behaviour change, the approach has provided information with little focus on skills and attitudes. Consequently, in-service courses are very short in duration and not sufficient to develop skills. Some content in CSE was contested, especially involving same-sex relationships, aspects of gender and human rights, and condom-use; most respondents in research studies advocated for more “culturally sensitive” CSE, while others proposed strengthening *cultural* teaching on sexuality. This is a common thread in the region and requires further exploration.

There is considerable energy directed at school-level CSE, but very little has been done at teacher training levels for both the trainees and their trainers. There is an urgent need to focus attention on pre-service training and education of teacher educators to scale up CSE in the country. Most teacher trainers have requested more CSE grounding and teaching materials to support their work and some policy makers have proposed streamlining the curriculum on SE for all TTIs. Currently, CSE is integrated in carrier subjects in primary and secondary school but there is very little in the college curriculum. There has been some pressure for an integrative approach to CSE in the curriculum, or as a stand-alone subject to encourage students to enrol for it as a professional teaching subject, thus generating an immediate of teacher graduates competent to teach SE.

### **Curriculum and Comprehensive Sexuality Education**

MoES initiation of CSE in the lower secondary school curriculum has met some resistance from parents and others who assert that sex education is contradicting Ugandan cultural norms. To address this issue, participatory sensitization workshops with civil society, cultural and religious leaders have been held. These allow stakeholders to add their voices to what their children will learn in the next decade using this curriculum. CSE in the new lower secondary school curriculum is housed in the life education learning area comprised of Physical Education and PSHE. Aspects of CSE have been incorporated in PSHE, especially in social and health education sections. The program will run each year for the four-year cycle of secondary school with one period a week.

Proposals have been made to examine CSE content both formatively and summatively, while recognizing the challenges of assessing a course design to impart skills and attitudes; topics covered are based on UNESCO guidelines for CSE education programs and include growth and development, sexuality, relationships, pregnancy and abortion and prevention of HIV and AIDS and pregnancy. MoES is also designing Student Handbooks for use in secondary schools and as a guide for textbook publishers to ensure that these are interactive and activity-based. In primary schools and senior secondary schools, CSE is integrated in subjects such as Social Studies, Islamic studies or Christian education, Divinity, English and Biology.

### **Teacher Education Institutions**

There are 47 primary teacher colleges in Uganda; 45 are owned and funded by government and two are owned by faith-based organisations. Twenty-three of the government colleges are *core* institutions that run both pre- and in-service programs and 22 are non-core institutions that have only pre-service programs. Kyambogo University is mandated to design curricula for all TTCs and in a recent curriculum review, CSE content was integrated in Professional Studies with topics such as Life Skills, HIV&AIDS, Gender and Children’s Rights, among others. Content is limited to between two and four hours in the syllabus, which is insufficient to develop skills and attitudes, or provide knowledge about CSE. Other universities, such as Makerere University, offer some CSE subject matter in religious education, but this is limited to a few pre-service teachers.

### **Pre-Service Teacher Training**

The MoES is initiating CSE in the lower secondary school curriculum, through the National Curriculum Development Centre, intended to be timetabled and examinable. However, there has been reported resistance from parents and other stakeholders, asserting that sex education is in “contradiction with cultural norms.” Although there has been significant HIV&AIDS response in Uganda, TTCs still do not have a curriculum on HIV&AIDS; research in 2008 indicates college administrators and some lecturers believe that HIV&AIDS is not a priority for the college system. Although further research confirms that the sector has lost many teachers and trainers to HIV and related illnesses, there is no evidence of any concomitant effect arising, *although* the majority of teachers consider themselves at risk of contracting HIV, citing access to adolescent girls as the main reason for this.

Interviews with teacher educators in universities and colleges confirmed that there is no policy in their institutions to integrate CSE in their teaching or the curriculum. None of the educators was teaching CSE in their institutions but recommended that this should be included in the curriculum by integration with existing courses. Teacher-trainees in focus group discussions concurred, noting that CSE had not been taught and was not on the curriculum; they cited the fact that CSE is not examined and is considered an “extra-curriculum club” in secondary school. However, teacher-trainees did argue for a CSE course for their own use and to work more effectively with adolescents in school. Student educators proposed that CSE should be made compulsory and examinable, although some cautioned that this might reduce the subject through the “memorisation of facts” to pass an exam.

CSE integrated into teacher training curriculum?	No
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	No
• Basic HIV&AIDS facts	No
• Stigma and discrimination	No
• Coping and life skills	No
• Counselling skills	No
• Healthy living	No

### **In-Service Teacher Training**

The PIASCY offers training for in-service teachers in HIV&AIDS information and Teacher Development Management System Coordinators are trained to offer school-based training to teachers in their area. PIASCY is designed for primary and secondary students, and teachers, to increase awareness, develop skills and change attitudes towards sex and sexuality in the face of the HIV epidemic. Manuals include basic facts of HIV and AIDS, STIs, sex, relationships and love, among others; these also provide support to teachers in management of HIV and AIDS, understanding young people and teachers’ SRH needs.

Training in CSE is short in duration (from a few days to two weeks) and includes sexual rights, gender and sexual orientation; some CSE content is controversial, but helps teachers understand and support young people in school, irrespective of their sexual choices, and helps teachers themselves overcome embarrassment. The issues of gender and power were regarded as “sensitive” and could lead

to “cultural challenges” when girls are empowered with this information; again, this is a regional theme and will require some further attention if it is to be resolved over time.

Not surprisingly, given Uganda’s much-publicised attitude to issues of homosexuality, the topic of sexual diversity has attracted differing views, and is clouded by some teachers preferring to avoid the issue. Some teacher educators felt that sexual diversity is not an “age-appropriate” subject and felt that it did not have a place on the school curriculum; moreover, many expressed the view that issues of homosexuality and condoms “are not for children” while arguing for the inclusion of “cultural norms.” Teacher educators concurred that CSE should be designed within the “cultural context,” or our *cultural norms will be eroded*.

Service providers were more forthright, but were also divided on content, with conservative views expressed by faith-based organisations and more liberal views expressed by those which believe that CSE content should be taught “with no strings attached.” The fact that CSE is taught in English is also a problem for many teachers because “some things sound vulgar in English and yet there are no common words to use to refer to them.” Teachers also revealed that CSE content in the school curriculum is integrated in Divinity, Christian Religious Education or Islamic Religious Education, English, Geography and Biology subjects. Teacher educators agreed that they lack resources to effectively handle CSE, citing limited availability of pamphlets which are often sketchy in their content coverage.

Teacher educators outlined the support needed to teach CSE more effectively, including:

- In-service training for lecturers.
- Online courses for lecturers including computers and Internet services.
- Workshops/seminars on new methodologies to deliver SE.
- Resource materials including books on SE.
- SE materials from SPEAR and PIASCY.
- Specialized certification in CSE.
- Workshops on best practices in teaching CSE.

There is a need for a deliberate policy to guide the integration of CSE in the school curriculum before CSE can effectively be taught. Most teachers and teacher-educators are ready to teach the subject provided they are given appropriate training and materials, although many have reservations about

CSE that is not age- and culturally appropriate.

### Training of Education Tutors, Curriculum Developers and Lecturers

Education managers are trained in universities offering a degree in education and education administration and management is offered at postgraduate levels. The Uganda Management Institute (UMI) also has programs for school managers and while most courses are face-to-face, these are flexible and are available over weekends, holidays or in the evenings to cater for busy professionals.

### Good Practices

- Uganda managed to reduce HIV prevalence from 18.5 percent to as low as 5 percent using the famous Abstain, Be faithful and Condom use (ABC) approach. This approach focused on abstinence, backed by political commitment. This was later to transform into a more broader approach embracing a comprehensive package that provides information on delaying sex, family planning, prevention of abortion and the use of condoms, for both abstinent and sexually-active young people.
- Good legislative frame work and support structure to respond to HIV&AIDS. HIV&AIDS policy was developed in 2001 and led to review of related policies, such as the National Counselling and Testing Policy and the National HIV&AIDS Workplace Policy (2010), and led to development of HIV&AIDS-related sector plans, including one for education.
- In order to provide a sustainable response, there is pressure for an integrative approach to CSE in the curriculum, or as a stand-alone subject to encourage students to enrol for it as a professional teaching subject, thus generating an immediate need for teacher graduates competent to teach SE.
- Teachers are provided with an opportunity to learn about CSE through different in-service courses offered by different partners; PIASCY offers in-service training in HIV&AIDS information and teacher development management system coordinators are trained to offer school-based training to teachers in their area.
- PIASCY Teacher Manuals include basic facts of HIV&AIDS, STIs, sex, relationships and love, among others and provide support to teachers in the management of HIV&AIDS, understanding young people and teachers' SRH needs.
- The churches, MoES, the MOH and some civil society organisations are all working together to train teachers.
- Some CSE content is controversial, but helped teachers understand and support young people in school, irrespective of their sexual choices, and helped teachers themselves and overcome embarrassment.
- The lower secondary school curriculum provides an opportunity to integrate CSE in the new lower secondary school curriculum. This will be housed in the life education learning area comprised of Physical Education and Personal, Social and Health Education. Topics to be taught include growth and development, sexuality, relationships, pregnancy and abortion, and prevention of HIV& AIDS and pregnancy; aspects of CSE are incorporated in PSHE, especially in social and health education sections
- MoES is designing Student Handbooks for use in secondary schools and as a guide for textbook publishers to ensure that these are interactive and activity-based.

### Challenges

- The HIV prevalence rate in Uganda peaked at 18.5 percent in 1992 before declining to around 5 percent in 2000, *but* climbed again to 7.2 percent in 2011, and is trending upward.
- The education sector has focused on behaviour change, but the approach has provided little information on skills and attitudes; consequently in-service courses are very short in duration and not sufficient to develop capacity.
- CSE content is was contested, especially involving same-sex relationships, aspects of gender and human rights, and condom-use; research indicates demand for more "culturally sensitive" CSE and strengthening of *cultural* teaching on sexuality.
- Although there is activity around HIV&AIDS mitigation in the country and in schools, TTCs still do not have a curriculum on HIV&AIDS for their trainees.
- Currently CSE is integrated in carrier subjects in primary and secondary school, but there is very little in the TTC curriculum.
- Some college administrators and lecturers have expressed the view that HIV&AIDS is not a priority on the TTC curriculum or agenda.
- CSE content in TTC curricula is limited to two to four hours in the syllabus, which is insufficient to develop skills and positive attitudes, or provide

real knowledge about CSE.

- Teacher educators are not currently teaching CSE, but recommended this be included in the curriculum by integration with existing courses; teacher-trainees concurred, noting that CSE had not been taught and was not on the curriculum.
- Although research shows that the education system has lost many teachers and trainers to HIV and related illnesses, there is no evidence of structured response to this challenge.
- There is no MoES-led HIV&AIDS response to guide what TTCs can do to train their students and prepare them to teach HIV&AIDS education when they graduate.
- There is a very slow process of national Policy enhancement in Uganda and HIV&AIDS interventions at TTC-level are ad hoc and depend on student or NGO pressure.
- PIACSY teaching of HIV&AIDS content is selective at best and ignores a curriculum-driven approach.
- The issues of gender and power are regarded as “sensitive” and could lead to “cultural challenges” when girls are empowered with this type of information.
- Many teacher educators felt that sexual diversity is not an “age-appropriate” subject and felt that it did not have a place on the school curriculum; many expressed the view that issues of homosexuality and condoms “are not for children,” while arguing for the inclusion of (Ugandan) “cultural norms.”
- Uganda’s well-publicised government “opposition” to homosexuality and related issues of sexual choice has created a climate of intolerance which permeates the education sector and is evident in many research responses.

- The integration of CSE in the curriculum into Divinity, Christian Religious Education or Islamic Religious Education is complex and places an objective approach to the subject area at risk.
- While participatory sensitization workshops with civil society, cultural and religious leaders to agree CSE content, and allow stakeholders to add their voices to what their children will learn, the inherent conservatism of these groups cut across the objectivity required for CSE.
- The use of English in CSE teaching is a problem for many teachers; this may be a regional problem and requires further thought and research.

### **Teacher Education Networks in the Country**

The Uganda National Teacher’s Union (UNATU) was registered in 2003 after a merger between the Uganda Teacher’s Association (UTA) and the Uganda National Union of Teachers (UNUT). UNATU was formed to promote and protect teacher’s rights and obligations for improved working and living conditions. UNATU bargains and advocates for an improved teaching and learning environment in order to realize quality public education in Uganda, and has a membership of over 93,000 teachers.

### **National Education Authorities and Contact Information**

#### **Uganda Ministry of Education and Sports**

P. O. BOX 7063 Kampala, Uganda

Tel: 256-41-234451/4

Fax: 256-41-234920

Email: [pro@education.go.ug](mailto:pro@education.go.ug)



## United Republic of Tanzania

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

The 2012 Population and Housing Census results show that Tanzania has a population of 44,928,923, growing at 2.7 percent per annum, with an adult literacy rate of 77 percent (TDHS 2010). Tanzania has an adult (15 to 49) HIV prevalence rate of 5.1 percent (2012), which is higher among women (6.2 percent) than men (3.8 percent).<sup>49</sup> UNAIDS estimates that there are currently 1,500,000 people in Tanzania living with HIV, where children Children aged 0 to 14 living with HIV are estimated at 250,000 (UNAIDS 2013). An estimated 730,000 women aged 15 and over are living with HIV, as well as 230,000 children under the age of 14. UNAIDS also reported that there are an estimated 120,000 orphans in Tanzania due to AIDS.

##### Policy Environment and Framework

Tanzania has launched a number of policies and strategies and most recently developed the Third National Multi-Sectoral Strategic Framework for HIV&AIDS (NMSF III, 2012/13 – 2017/18), designed to guide the country’s multi-sectoral response to the epidemic. In 2004, the MoEVT developed a policy guideline on HIV&AIDS entitled *Guidelines for Implementing HIV&AIDS and Life Skills Education Programs in Schools*.

The objective was to mainstream the teaching of HIV and AIDS in schools, and guide and control the amount and type of HIV and AIDS information and materials available to schools. The guidelines proposed an interdisciplinary approach to providing SE in schools, integrated in the core curriculum. The

Population: 44,928,923<sup>50</sup> Growth rate: 2.7%  
Under 14 years: 45%<sup>1</sup>

HIV prevalence rate in adults: 5.1%

% Children of primary school age who are out of school: 10.3%

Adult Literacy: 77%<sup>1</sup> % Female: 72%<sup>TDHS2010</sup>

Enrollment:<sup>51</sup>

Primary: 8,231,913<sup>2</sup>

Female: 50.6%

Private: 2.4%

Secondary: 1,804,056

Female: 47.9%

Private: 16.6%

Tertiary (non-degree): 157,249

Female: 44.9%

Private: (no data)

Tertiary (degree course): 178,956

Female: 34.9%

% Tertiary students in Education Programs (non-degree): 22.7%

Enrollment in tertiary education per 100,000 inhabitants: 361 (2012)<sup>2</sup>

Teachers (BEST 2013):

Pre-Primary: 12,377

Trained: 52.6%

Primary: 189,487

Trained: 98.98%

Secondary: 73,407

Trained: 89.3%

Pupil to Qualified Teacher ratio:

Pre-primary: 1:16

Primary: 1:44

Secondary: 1:28

content was intended to provide basic information and facts about the transmission and prevention of HIV and STIs, and promote responsible sexual behaviour including delaying sexual debut and

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Level						Pre-Primary	Primary						Lower Sec			Upper Sec				
Compulsory Education						<----->														

Source: BEST 2013, MoEVT, Tanzania

promoting protected sex. This data represent the situation of Tanzania mainland only.

### **Highlights and Key Issues**

Tanzania has launched and implemented a number of policies and strategies, most recently NMSF III, designed to guide the country's multi-sectoral response to the epidemic. While the adult HIV prevalence rate *has* declined over the last ten years, HIV transmission rates in some regional population groups are still not adequately controlled. Consequently, there has been *no* significant decline in HIV prevalence over the last two HIV&AIDS and Malaria Indicator Surveys. As a consequence, there is pressure to scale up a comprehensive national response in prevention, care, treatment and impact mitigation, in a way that is responsive to issues of gender; this should emphasize prevention of new HIV infections, with a special focus on women, youth and key populations at higher risk of HIV.

Tanzania has been developing national and education sector policies since 2001 and the new National HIV&AIDS Policy of 2012 further emphasized the importance of respect for the human rights of PLHIV, as stipulated in the Constitution of the United Republic of Tanzania. This ensures that men, women, boys and girls living with HIV&AIDS are entitled to all civil, legal, and human rights, without discrimination, based on gender differences and/or serostatus. However, in the education sector, research confirms that most higher learning institutions lack a policy or even guidelines to support teaching of HIV and AIDS and LSE.

### **Curriculum and Comprehensive Sexuality Education**

SE in Tanzania is *not* provided as a stand-alone subject; instead, it is integrated in various subjects. At Certificate Teacher Education level, carrier subjects include Civics, Science, Personality Development, Sports and Educational Psychology, and Guidance and Counselling. At Diploma level, carrier subjects include Development Studies, Biology, Educational Psychology, Guidance and Counselling. CSE has been integrated into the Teacher Educator Program (TEP) as a stand-alone course module in the curriculum (although this has *not* been informed by ITGSE) for professional in-service tutors in six zonal Teacher Training Colleges and one University (OUT). The International Technical Guidance on CSE (2009) was one of the documents utilised to develop the TEP Modules.

### **Teacher Education Institutions**

The Teacher Education sub-sector embraces pre-primary- to university-level education. It covers teacher colleges, university FOEs and university COEs, as well as technology institutes that have programmes related to the provision of teacher education. The Teacher Education system is centrally managed by MOEVT Headquarters and there are 126 registered TTCs (34 owned by Government), most of which offer Diploma and Certificate courses. Fifty-seven (14 owned by Government) offer both Diploma and Certificate courses, 61 (20 owned by Government) offer Certificate courses and eight offer Diploma courses. Teachers with Diplomas are trained to teach in ordinary level secondary schools (forms one and two) while teachers with Certificates can teach in primary and pre-primary schools, and in adult and non-formal education. This analysis excludes universities and university colleges that have programs related to provision of Teacher Education (undergraduate and postgraduate courses). Training courses for undergraduate teaching professionals (Certificate and Diploma) take two years while graduate teaching professionals require three years of study (including theoretical and practical). In 2011, total enrollment of pre-service teachers was 53,097 (37,698 Certificate and 15,399 Diploma) and about 17,768 (12,569 Certificate and 5,199 Diploma) graduated from teacher colleges in 2010.

### **Pre-Service Teacher Training**

According to MOEVT, 99 percent of primary teachers and 89 percent of secondary school teachers in Tanzania are trained. However, research shows that CSE is not provided as a stand-alone subject. Instead, it is mainstreamed in other subjects as a core topic or as an applied theme in teaching and learning strategies. Although revision of the existing curricula has recently taken place, only a few topics are currently covered, including knowledge about HIV&AIDS, with a focus on the biological facts. UNESCO provides technical and financial support to strengthen the capacity of TTCs to deliver and monitor SRH and LSE, in addition to support for curriculum revision and materials development.

Policymakers assume that the "multiplier effect" of graduating teachers who have been exposed to CSE in training will reach many of Tanzania's children. The nature of the subject and its comparative position in the curriculum may limit prospects for teacher specialisation, however: primary teachers graduate to teach all 11 subjects on the curriculum (five out

of the eleven subjects are the career subjects for CSE). However, the integrated contents seem to be not comprehensive enough. Plans are on the way to review the curricula and teaching guides to enhance provision of CSE in teacher training colleges.

It is important to note that there is no CSE curriculum in Tanzania, since CSE has been integrated into core curriculum and taught through carry subjects. This integrated approach could lead to selective teaching hence impacting on the extent of CSE integration. The table below represents the core subjects that are integrated in the in the teacher training curriculum.

The depth of inclusion of some of the contents, such as gender and health living, needs to be determined.

CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	Yes
CSE is a compulsory module in teacher training?	Yes
CSE is an examinable subject	Yes
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	No
• Coping and life skills	Yes
• Counselling skills	Yes
• Healthy living	Yes

**In-Service Teacher Training**

Given that CSE was only effectively introduced in 2011, Tanzania does not have enough teachers trained in SE and requires the CPD of those in-service. Although those teachers already trained had their grounding in LSE rather than CSE, these and their untrained colleagues, will take some time to assimilate this new approach and receive appropriate in-service training. It is acknowledged that some teachers find it difficult to teach sexuality because of their beliefs, self-confidence and value systems, and is hoped that this reinvigorated training will address these problems. CSE is not a stand-alone subject, and there are currently no standards to follow during inspection; it is assumed that if the quality of the ‘carrier subject’ is good, then the CSE content must also be good.

The MOEVT’s role is to ensure that teachers at all levels are conversant with content and methodology in curriculum implementation and runs workshops for in-service teachers. The OUT has developed in-service teacher training with a focus on learner-centred methods and appropriate use of teaching materials, and is planning an online course on SE. MOEVT has also developed teaching materials,

charts and brochures that present CSE content simply and attractively.

**Training of Education Tutors, Curriculum Developers and Lecturers**

The qualification of college tutors, lecturers and curriculum developers require a valid university degree with additional professional qualifications and experience. There are a number of higher education institutions that offer graduate and postgraduate degrees in education, including the Faculty of Education of the University of Dar EsSalama, the Dar Es Salaam University College of Education, the Mkwawa University College of Education, the OUT, the University of Dodoma and St. Augustino University. Enrollment in universities and university colleges was 7,230 in 2008, while annual university output was estimated at 1,500 teachers per annum by 2009.

**Good Practices**

- Tanzania has policies and strategies including the Third National Multi-Sectoral Strategic Framework for HIV & AIDS designed to guide the country’s multi-sectoral response to the epidemic.
- *Guidelines for Implementing HIV&AIDS and Life Skills Education Programs in Schools* includes HIV and AIDS information, relationships, basic principles of guidance and counselling, participatory teaching methods, exploration and clarification of personal beliefs and values, class management skills in dealing with difficult and controversial issues, stigma and discrimination.
- A new National HIV&AIDS Policy was introduced in 2012 to emphasize respect for the human rights of PLHIV and ensure men, women, boys and girls living with HIV and AIDS are entitled to all civil, legal, and human rights, without discrimination, based on gender differences and/or serostatus.
- CSE has been integrated into TEP as a compulsory stand-alone professional in-service course material. TEP is six months course semi distance education in which face-to-face sessions are done in seven zonal teacher education colleges. The course is offered under collaboration of Teacher Education Department in the MOEVT and OUT. TEP is also a professional course offered at the OUT.
- OUT has developed in-service teacher training with a focus on learner-centred methods and appropriate use of teaching materials, and is

discussing an online SE course.

- MOEVT has developed teaching materials, charts and brochures that present CSE content simply and attractively.

### Challenges

- While Tanzania has a policy framework and declining adult HIV prevalence rates HIV transmission in some population groups is still not adequately controlled and there has been no significant decline in HIV prevalence over the last two HIV & AIDS and Malaria Indicator Surveys.
- In spite of the introduction of *Guidelines for Implementing HIV & AIDS and Life Skills Education Programs in Schools* in 2004, there is little awareness of this message amongst teachers.
- Most higher education institutions lack policies or guidelines to support teaching of HIV and AIDS and LSE.
- Although 92 percent of primary teachers and 86 percent of secondary school teachers are trained, SE is not a stand-alone subject, but is “mainstreamed” in carrier subjects.
- 2013 research found that 60 percent to 70 percent of Diploma and Certificate student teachers could explain the concept of SRH but only 55 percent had awareness and understanding of LSE.
- Primary teachers teach 11 subjects in the curriculum and pay little attention to CSE; at secondary school level, it is also difficult to adequately teach CSE, as this is not recognised as a priority.
- Teacher confidence levels and personal beliefs and values may be additional barriers to the teaching of CSE, HIV&AIDS and life skills.

- While there are general standards for teacher training, there are no standards for SE. Surveys confirm awareness of HIV and AIDS is fairly high, but learner and student behaviours show low condom use, risky behaviour and little use of modern pregnancy prevention.
- Research confirms teachers regard SE as “extra work” and *not* a criterion for promotion.

### Teacher Education Networks in the Country

#### Tanzania Teachers’ Union (TTU)

info@ttu.or.tz | www.ttu.or.tz

#### Tanzania Teacher Network (TTN)

tanzaniateachersn@yahoo.com

#### Teacher Education Network (TenMeT)

admin@tenmet.org | www.tenmet.TenMeT

### National Education Authorities and Contact Information

#### Tanzania Education Authority (TEA)

POBox 34578, DSM  
info@tea.or.tz | www.tea.or.tz

#### Ministry of Education and Vocational Training (MoVET)

POBox 9121  
Dar es Salaam  
www.moe.go.tz

#### Tanzania Institute of Education (TIE)

POBox 35094  
Dar es Salaam  
www.tie.go.tz





## Zambia

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

Zambia is a land-locked southern African country, divided into 10 provinces, with an estimated population of 13,217,000 in 2012 growing at an annual rate of 2.7 percent. Adult literacy was 61.4 percent and life expectancy at birth was 61 years in 2012. Education is the largest government sector employer with more than 80,000 teachers. Adult (15-49) HIV prevalence in Zambia was 12.7 percent in 2012. Despite efforts to equip learners with sufficient knowledge to protect themselves, there is little evidence of knowledge or behaviour change among young people regarding HIV and sexuality, confirmed by SACMEQ research showing 65 percent of grade six pupils lacked minimal knowledge of HIV. Over 15,000 female learners dropped out of school in 2011 because of unintended pregnancies, and in 2012 there were 1,100,000 people in Zambia living with HIV. 950,000 people over the age of 15 were living with HIV, of whom 490,000 were women while 160,000 were children under 14 years. In 2012, Zambia experienced 30,000 deaths due to AIDS, and UNAIDS reported that there are an estimated 670,000 orphans due to AIDS.

##### Policy Environment and Framework

The national response to HIV is guided by the 2011-2015 NASF, informed by several framework revisions since 2001. The NASF vision is "a nation free from the threat of HIV&AIDS" and was developed through consultation with representatives from civil society, PLHIV, government institutions, development institutions, the private sector and development partners, and a mid-term review is currently in progress. The 2011-2015 NASF states that CSE will be provided to young people in order to prevent HIV and unintended pregnancies.

Zambia's Vision 2030 (2006) also gives "priority to the teaching of knowledge, skills and values that will enable learners to contribute to achieving the national vision." The Life Skills Education Framework (2011) and the Comprehensive Sexuality Framework (2013) are currently being

Population: 13,217,000

Growth rate: 2.7%

Under 14 years: 47%<sup>1</sup>

HIV prevalence rate in adults: 12.7%

% Children of primary school age who are out of school: 6%<sup>1</sup>

Adult Literacy: 61.4%      % Female: 51.8% (2007)<sup>1</sup>

Enrollment:

Primary: 3,135,442 (2012)<sup>2</sup>

Female: 50% (2012)<sup>2</sup>      Private: 3% (2012)<sup>2</sup>

Secondary: 1,592,366 (2012)<sup>2</sup>

Female: 46.9% (2012)<sup>2</sup>      Private: -

Tertiary: 157,249 (2012)<sup>2</sup>

Female: 44.9% (2012)<sup>2</sup>      Private: 16.6% (2012)<sup>2</sup>

% Tertiary students in education programmes: -

Enrollment in tertiary education per 100,000 inhabitants: 254 (2000)<sup>2</sup>

Teachers:

Pre-Primary: -      Trained: -

Primary: 63,697 (2012)<sup>2</sup>      Trained: -

Secondary: -      Trained: -

Pupil to Teacher ratio: 56<sup>1</sup>

merged to provide guidelines on *minimum* content for different levels of education. Life skills-based CSE has also been recognised as a cross-cutting subject within the ZCEF and the CSE framework will guide the SE content taught at each grade level. Life skills-based CSE is not taught as stand-alone subject, but has been integrated for example into social studies, civic education, integrated science, biology, home economics and religious education. HIV and CSE teaching strategies are supported by different partners include peer education, LSE programmes, communication outreach programs, school clubs, young people-friendly corners, EduSport and theatrical events. Zambia's Education Sector has also established HIV and AIDS voluntary counselling and testing facilities for teachers and staff, and developed teacher training programmes on HIV&AIDS issues with support from the MoE, cooperating partners and civil society organisations.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level					ECD			Primary						Lower Sec	Upper Sec				
Compulsory Education								←-----→											

Source: Adapted from UIS UNESCO data

### Highlights and Key Issues

The national response to HIV is guided by the 2011-2015 NASF, which states that CSE will be provided to young people in order to prevent HIV and unintended pregnancies. Zambia's Vision 2030 (2006) also gives priority to the teaching of knowledge, skills and values that will enable learners to contribute to achieving the national vision. Furthermore, the LSE and CSE frameworks are being merged to provide guidelines on *minimum* content on CSE for different levels of education. Despite these efforts, 65 percent of grade six pupils lacked the minimal knowledge required to protect themselves from HIV. Life skills-based CSE is recognised as a cross-cutting subject within the curriculum which guides the SE content taught at each grade level; however, life skills-based CSE is not taught as stand-alone subject, but has been integrated into others. It is acknowledged that CSE can provide age-appropriate, culturally-relevant and scientifically accurate information, but teachers responsible for providing this subject matter must consider their own value-systems and attitudes to avoid undue bias. However, there is still no organised SE curriculum in teacher education colleges and there are no formalised structures for the capacity-building of education tutors, curriculum developers and lecturers in Zambia.

### Curriculum and Comprehensive Sexuality Education

Zambia acknowledges that SE is an essential part of any good curriculum and an essential part of a comprehensive response to HIV&AIDS at the national level. Effective CSE can provide young people with age-appropriate, culturally-relevant and scientifically accurate information. It includes structured opportunities for young people to explore their attitudes and values, and practice the decision-making and other life skills they will need to be able to make informed choices about their sexual lives. Teachers also need skills to effectively deliver CSE at school level and must consider their own value-systems and attitudes to avoid undue bias. However, there is no organized SE curriculum

in teacher education colleges in Zambia, although aspects of HIV&AIDS and SRH are integrated in some courses. This means that not all trainee teachers are exposed to an understanding of HIV&AIDS and SE at college and consequently, most graduate teachers lack the skills to deliver CSE at the school level. UN partners and civil society organisations are currently working with the Directorate of Teacher Education and Specialised Services to develop a compulsory module on CSE for teacher education institutions. However, discussions are still underway on whether this CSE module will be stand-alone or integrated in different courses; either way, the module is expected to be completed by December 2014.

### Teacher Education Institutions

There are currently 11 public pre-service teacher colleges, one public in-service college and six public universities involved in teacher education. It is important to note that three public universities were originally pre- and in-service public colleges until the end of 2013, when they became universities. There are also several teacher resource centres (TRCs) whose mandate is to offer capacity building programs for in-service teachers; TRCs are divided into three categories: provincial, district and zonal. There are more than 14 TRCs at the provincial level with some provinces having more than one TRC. There are more than 100 TRCs at the district level, following the recent increase in the number of districts in Zambia; there are more than 150 TRCs at the zonal level within these districts.

### Pre-Service Teacher Training

Teacher education in Zambia is governed by the MESVTEE within the Directorate of Teacher Education and Specialised Services. The length of pre-service training a teacher requires is dependent on the level of training they would like and the type of pupils they would like to teach; courses range from a two-year college certificate, to a three-year college diploma and a four-year degree. Teacher training courses are structured around a general outline provide by MESVTEE. In the area of life skills-

based SE, the ZCEF states that HIV&AIDS, life skills and SE will be taught to in-service teachers as cross-cutting issues.

In collaboration with its partners, MESVTEE has been implementing HIV&AIDS programmes in colleges of education, but does not have a standard outline or module on HIV&AIDS and life skills-based SE for pre-service teachers. Life skills-based SE is not integrated in the teacher education curriculum and trainee teachers do not always acquire skills in life skills-based CSE delivery at college. As a result, graduate teachers often find it challenging to teach lessons in HIV and AIDS and SRH at the school level. The Teacher Education Department is currently reviewing the pre-service teacher education curriculum to align it with the revised Zambia education curriculum for learners, which was launched by MESVTEE in January 2014.

Life skills-based SE has been recognised as part as of the compulsory modules that will be integrated in the pre-service teacher’s curriculum that is currently being developed. This follows the integration of CSE in the Zambia education curriculum for learners. It is envisaged that the pre-service teachers curriculum will be finalised by December 2014 for use in colleges starting 2015. The UN family led by UNESCO is supporting the integration of CSE in the pre-service teacher’s curriculum. Prior to the commencement of the pre-service teacher curriculum review, the competency of curriculum developers and teacher educators was strengthened in the development of CSE curricula that is evidence-based, gender transformative and age- and culturally-appropriate. A number of programs supporting in-service teacher training in HIV&AIDS, life skills and SRH have been implemented by the MESVTEE with support from its partners. For example, the Teacher AIDS Action Programme implemented by Restless Development in selected colleges has contributed to the training of graduate teachers, who are enabled to deliver current, relevant and effective support to learners in SRH and LSE. Further, UNICEF has provided support to the MESVTEE in the capacity building of teachers in LSE.

CSE integrated into teacher training curriculum?	No
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	No
CSE is an examinable subject	No
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counselling skills	Yes
• Healthy living	Yes

**In-Service Teacher Training**

MESVTEE attaches great importance to continuing teacher professional growth. As such, the foundation laid in the pre-service programmes is enhanced through CPD programmes. Some of these programs require that serving teachers be given opportunities to return to college or university to upgrade their professional capacities. One such program in Zambia is called the Fast Track Teacher Education Program, which the ministry is using to upgrade teachers’ qualifications from certificate to diploma or diploma to degree. Most of these are teachers of either mathematics or science. Despite this effort, the ministry’s capacity to offer in-service training programmes through programs which require that teachers leave their stations to go to college or university to upgrade their skills, competences and qualifications is still limited.

Since the majority of in-service programs are based on identified needs of the school, CPD interventions in Zambia are usually school-based, using the educational policy based framework called the School Program of In-service for the Term. The program is supported through a chain of TRCs, which are manned by a cadre of highly trained CPD facilitators called resource centre coordinators.

Based on the Country’s Educational policy framework as provided for on pages 115-116 of “Educating our Future,” the aforementioned TRCs are mandated to be conduits of all new interventions and initiatives in the school system. Through these centres, teachers are provided with opportunities for in-career development using a cascade model with special checks and balances aimed at avoiding too much dilution at the base.

By the same token, therefore, the training on effectively delivering CSE at the school level kicked off in July 2014 using this model by first capacity building all provincial teachers’ resource

centre coordinators and all the district teachers' resource centre coordinators in target districts and provinces. In turn, these coordinators have already commenced the training of classroom-based teachers in the content of CSE and how to integrate it in related learning areas of the Zambian school curriculum. This follows the integration of CSE in the Zambia Education Curriculum.

### **Training of Education Tutors, Curriculum Developers and Lecturers**

There are no formalised structures for the capacity-building of education tutors, curriculum developers and lecturers in Zambia. Most of these undertake training through universities, mainly at Master's degree and Doctorate levels and return to teach in TTCs. However, UNESCO, in collaboration with other UN partners, has helped to strengthen the competency of curriculum developers and teacher educators in the development of quality CSE curricula. A number of NGOs and other partner organisations have strengthened the capacity of tutors, lecturers and curriculum developers in different areas.

### **Good Practices**

- Zambia has policies and strategies that include such as the National AIDS Strategic Framework 2011–2015 and the Sixth National Development Plan that are designed to guide the country's multi-sectoral HIV&AIDS response.
- The Life Skills Education Framework (2011) and the Comprehensive Sexuality Framework (2013) are currently being merged to provide guidelines on minimum content for different levels of education.
- SE has been recognised in the ZECF as one of the cross-cutting themes that will be taught to Zambian learners. The ZECF is a policy document that guides what will be taught to the learners in Zambian schools.
- Life skills-based CSE has been recognised as a cross-cutting subject and the CSE framework will guide the SE content taught at each grade level.
- HIV and CSE teaching strategies are supported by different partners across a range of programmes, including peer education and LSE programmes.
- Zambia acknowledges that SE is an essential part of any good curriculum; is an essential part of a comprehensive response to HIV&AIDS; and acknowledges that CSE can provide age-appropriate, culturally-relevant and

scientifically accurate information to teachers and learners alike.

- UN partners are currently working with the Teacher Education Department to develop a compulsory module on CSE for Teacher Education Colleges although it is uncertain whether this module, due to be introduced in 2014, will be stand-alone or integrated in different courses.
- Teacher educators from all public pre-service colleges were trained in 2013 in the development and implementation of the life skills-based CSE curriculum.
- An NGO partner, Restless Development, has built the capacity of 4,200 student teachers in 13 national colleges of education over five years to deliver SRH and LSE through its Teacher AIDS Action Programme.
- The competency of curriculum developers and teacher educators has been strengthened in the development of CSE curricula that is evidence-based, gender transformative and age- and culturally-appropriate.
- A compulsory pre-service teacher education module in CSE is currently being developed.

### **Challenges**

- There is a shortage of appropriate teaching materials, combined with "selective" teaching methods, discomfort with the subject of sexuality and a lack of clearly defined policies in regard to teaching SE.
- There has been a lack of funding to support the integration of SE in the pre-service curriculum.
- While teacher training guides exist within institutions, these provide little rationale for the teaching of SE and its role in promoting healthy individuals, schools and communities.
- Programmes on sexuality and HIV & AIDS in teacher education colleges rely on external support and are considered co-curricular activities, confirming there is no specific focus on sexuality and HIV&AIDS issues in teacher training college courses.
- Trainee teachers' exposure to SE, through partner-supported co-curricular programmes, is not sustainable.
- Exposure to SE (now CSE) through co-curricular programs is limited and these do not cover SE content comprehensively.
- Very limited time is allocated to issues of sexuality and HIV&AIDS and the delivery of these at classroom level.
- SE content delivered to student teachers

through co-curricular activities varies from college to college as there is no standard module available.

- SE is not given adequate attention in TTCs as the subject has no specific time allocated to it; SE programmes are viewed as *extra* curricula activities and consequently given lower priority.
- These problems stem from a lack of understanding of what SE is, by college management, as well as a lack of capacity in the development and implementation of SE curricula by college tutors and lecturers.
- No planning or M&E tools exist to support the implementation of CSE programs in Zambian colleges of education.

### Teacher Education Networks in the Country

There are four teacher education unions in Zambia. These unions engage government through the MoE on issues of teacher service conditions, salaries and general welfare. The unions act as an interface between teachers and other stakeholders on various teacher programs and foster collaboration with other government ministries and pension boards, in addition to the MoE. Teachers are free to register with any of these unions depending on which category they fall into (primary or secondary level).

**The Zambia National Union of Teachers**  
 Ben Bella Road  
 P.O. Box 31914  
 Lusaka, Zambia  
 Email: [znut@zamtel.zm](mailto:znut@zamtel.zm)  
[www.znut.org.zm](http://www.znut.org.zm)

**The Basic Teachers Union of Zambia (BETUZ)**  
 P. O. Box 31131  
 Lusaka, Zambia  
 Phone: +260-211-255362 or +211-260-255373  
[www.betuz.org](http://www.betuz.org)

**The Secondary Teachers Union of Zambia (SEZTUZ)**  
 Public Pensions House  
 P.O. Box 36138  
 Lusaka, Zambia  
[sestuz@gmail.com](mailto:sestuz@gmail.com)

**The Professional Teachers Union of Zambia**  
 P.O. Box 34739  
 Lusaka, Zambia  
 Email: [ptuz2009@gmail.com](mailto:ptuz2009@gmail.com)

### National Education Authorities and Contact Information

**The Permanent Secretary of Education**  
 Ministry of Education, Science, Vocational Training and Early Education  
 PO Box 50093  
 Lusaka, Zambia

**Directorate, Education Specialised Teacher Services**  
 Ministry of Education, Science, Vocational Training and Early Education  
 PO Box 50093  
 Lusaka, Zambia



## Zimbabwe

### Comprehensive Sexuality Education in Teacher Training 2014

#### Context and Background Information

##### Salient Features

By 2012, the Zimbabwean population was 13,061,239,<sup>52</sup> growing at 1.4 percent per annum. The country's median age was 22 years;<sup>53</sup> life expectancy at birth was 55.6;<sup>26</sup> and adult literacy was estimated at 83.6 percent. There were 128 441 permanent, relief and temporary teachers at the ECD, primary and secondary school levels in 8 065 schools. Quality of teachers (qualifications and experience) varied widely across the 10 provinces and across school types, location (urban vs rural) and responsible authorities (government vs non-governmental authorities). 27 000 teachers were unqualified, representing 21 percent of the teaching staff. In 2012, the HIV prevalence rate in Zimbabwe was 14.9 percent within the age group 15-24 years. The teenage pregnancy rate was 24 percent.

##### Policy Environment and Framework

Two Ministries, Primary & Secondary Education (Early Childhood Education and Care, Primary and Secondary Education) and Higher & Tertiary Education, Science and Technology Development (Tertiary Education and Training) oversee the National Education System. The Education Act (1987, amended 2006), states that all children of school-going age have the fundamental right to compulsory primary education; enrollment at the nearest school; and minimum fees. The Manpower Planning and Development Act (1984, amended 1994) governs the Ministry of Higher & Tertiary Education, Science & Technology Development, to provide, regulate and facilitate tertiary education and training. The Act provides for the promotion of vocational, technical, teacher and university education and training.

Primary & Secondary Education Policy on Life Skills is that all schools should provide life skills-based HIV&AIDS education (Circular 16, 1993) and pre-service life skills-based HIV&AIDS education has been available since 1994. Sector response to HIV&AIDS is guided by the Ministry's strategic plan: *Life Skills, Sexuality, HIV&AIDS Education, 2012-2015*,

Population: 13,061,239  
Growth rate: 1.4%<sup>1</sup>  
Under 14 years: 38%<sup>1</sup>

HIV prevalence rate in adults: 14.9%<sup>1</sup>

% Children of primary school age who are out of school: 17%<sup>1</sup>

Adult Literacy: 83.6%<sup>1</sup> % Female: 80.1%<sup>1</sup>

##### Enrollment:

Primary: 2,445,520 (2008)<sup>2</sup>

Female: 49.5% (2003)<sup>2</sup> Private: 87% (2003)<sup>2</sup>

Secondary: 832,487 (2008)<sup>2</sup>

Female: 48.1% (2002)<sup>2</sup> Private: 71% (2007)<sup>2</sup>

Tertiary: 94,012 (2002)<sup>2</sup>

Female: 44% (2012)<sup>2</sup> Private: 13% (2011)<sup>2</sup>

% Tertiary students in education programmes: 18% (2012)<sup>2</sup>

Enrollment in tertiary education per 100,000 inhabitants: 708 (2012)<sup>2</sup>

##### Teachers:

Pre-Primary: 28,351(2008)<sup>2</sup>

Primary: 65,098 (2008)<sup>2</sup>

Secondary: 34,992 (2008)<sup>2</sup>

##### Pupil to Teacher ratio:

Primary: 38/1 (2008)<sup>2</sup> Secondary: 24/1 (2008)<sup>2</sup>

which aims to achieve zero new HIV infections, end discrimination and AIDS-related deaths, and includes learners at the early childhood care and development level. Key to this is building teacher knowledge and pedagogical competence (child-centred, participatory, creative, culturally-sensitive, peer-led) based on reflection of personal attitudes, values and behaviours regarding HIV risk. The minimum qualification for a primary school teacher in Zimbabwe is "O" level (four years of secondary education) plus a three-year teacher diploma. Ministry policy is to phase out all unqualified teachers as soon as trained teachers become available.

The Ministry of Higher and Tertiary Education has a

Policy on HIV&AIDS for teachers’ colleges (2005) that has the objective to train and equip students and staff on HIV&AIDS. Education planning is based on the Education Medium Term Plan (EMTP) 2010–2015, together with BEAM and the ETF. BEAM focuses on the most marginalised children and channels grants directly to support orphans and vulnerable children. The ETF, administered by UNICEF, focuses on emergency recovery strategies and identifies the professional status of teachers as its main priority. Improved pay and conditions to build morale and motivation, strengthen the competence of new teachers and upgrade the skills of others in-service are key strategies.

Figure 1: The Structure of the Education System

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level				ECD			Primary						Lower Sec	Upper Sec					
Compulsory Education							←-----→												

Source: Adapted from UIS UNESCO data

**Highlights and Key Issues**

While there is evidence of a facilitative policy environment with well-structured planning and intent, Zimbabwe has very limited resources and capacity to ensure supportive implementation on any sustainable basis. The country’s HIV prevalence rate has declined significantly but the variability of teaching standards and related challenges facing education’s HIV&AIDS response, suggest that the country’s immense potential to lower HIV prevalence further may be frustrated. That said, pre-service training on life skills-based HIV&AIDS education has been in place since 1994 and provincial offices have employed education officers responsible for HIV&AIDS, life skills, guidance and counselling. Since 2006, HIV&AIDS Policy for Teachers’ Colleges have been in place, as well as HIV&AIDS Manuals for Facilitators, teacher educators and teachers from 2009; all teacher education colleges have college-specific HIV&AIDS policies and strategies. Evaluations have confirmed an increase in student knowledge about HIV&AIDS and an increase in teachers’ confidence and willingness to discuss HIV and life skills issues. However, as elsewhere in ESA, teachers know a lot about HIV&AIDS, while learners’ knowledge levels are low, suggesting the need for more focus on learning in the classroom. Life skills-based HIV education is compulsory from Grade 4, but implementation is variable and depends on resources, trained teachers, school management, leadership and commitment. Teachers apparently find SRH and HIV&AIDS difficult to discuss with learners, confirming the regional trend.

**Curriculum and Comprehensive Sexuality Education**

By 1992, the Government had developed and implemented a stand-alone, compulsory and time-tabled curriculum for life skills programme for students in Grade 4-7 and Form 1-6. Through this initiative, more than 6000 schools taught the prescribed curriculum; all national, regional and district education officers were trained; over 2000 teachers received in-service training in the use of teaching materials and participatory methodologies; and over 5000 teacher trainers were trained at college level.

Since 1993, health and life skills education is compulsory in all primary and secondary schools, out-of-school programmes and tertiary institutions, and HIV &AIDS information is integrated in all subjects. This should empower learners with information on HIV&AIDS, promote positive behaviour change, strengthen the management and mitigation of HIV&AIDS impact on individuals (particularly those in difficult circumstances, and those with disabilities), promote behaviours that prevent and reduce HIV infection, and establish a school-community partnership in HIV&AIDS education, prevention and care.

The syllabus for health and LSE for lower primary is structured around five themes: generic life skills, SE, gender equality and empowerment, stigma and discrimination (including homophobia), family life and interpersonal relationships. Two additional themes, ASRH, and HIV&AIDS and other STIs, are

offered for upper primary and secondary schools. The syllabus is delivered in weekly 30-minute sessions at primary level and 40-minutes for secondary, and aims to develop communication, assertiveness, interpersonal and empathy, decision-making, problem-solving, critical and creative thinking skills, supported by textbooks and materials. The Health and Life Skills syllabus was recently reviewed and extended to cover ECD (from 2013), and coverage for grades 1 and 2 is in development.

This syllabus is structurally clear and coherent, utilizes an effective range of learning activities (building communication skills), addresses 'self and others' topics effectively and is strong on care and support. Gaps include key risk and protective factors, HIV treatment, living with HIV and the influence of protective environmental factors on the curriculum. Ethics informing moral behaviour are based on religious rather than human rights principles. Curricula are developed by the colleges themselves, approved by the Department of Teacher Education at University of Zimbabwe, and reviewed every three years. Quality assurance falls under the University, while the Higher Education Examination Council is the examination and accreditation Board for Technical Colleges. Syllabus and training manuals were reviewed in 2010 in light of emerging issues, such as voluntary medical male circumcision, treatment as prevention, M&E and treatment literacy aspects of HIV response.

Since 1998, HIV&AIDS and life skills have been integral components in the curriculum for the professional preparation of all new teachers. The subject has been timetabled and examinable in teacher and technical colleges since 2004, where students sit for a three hour paper. Teaching is two hours weekly, using participatory methodologies and peer educators, with teacher's colleges responsible for training teachers and staff, and student teachers, to teach the subject. Technical colleges include life skills in their mandatory First Aid Program, although few lecturers are trained to teach the subject and high staff turnover creates additional pressure.

## Teacher Development

### *Pre-Service Teacher Training*

The Ministry of Higher and Tertiary Education, Science & Technology Development operates 14 teachers' education colleges, eight polytechnics and vocational training centres, a school for hospitality and tourism, and 14 universities. Since Zimbabwe

declared HIV an emergency, all tertiary institutions are mandated to provide health education, including HIV&AIDS, through life skills. There is an HIV&AIDS Policy for Teachers' Colleges (2006) and an HIV&AIDS Manual for Facilitators, Teacher Educators and Teachers (2009). The Ministry is cooperating with development partners to equip trainee teachers with skills, attitudes and competencies to address the needs of all learners at the school level, including orphans and vulnerable children.

Zimbabwe has 14 pre-service teacher training colleges (11 primary and three secondary) targeting diploma teachers. The primary diploma requires three years of study, while the secondary diploma requires four. In 1994, the Ministry of Higher and Tertiary Education introduced the General Course on HIV&AIDS Education in all polytechnics and teacher education colleges, to:

- Provide accurate, comprehensive and current information on STIs, HIV & AIDS.
- Promote responsible sexual behaviour.
- Inculcate positive attitudes toward the infected and affected.
- Provide appropriate knowledge, information and methodology for education, counselling and communication skills.

In addition to the course on HIV & AIDS, the sector ensured that related education was a compulsory, examinable subject and equipped future teachers with the essential knowledge, skills, methods and attitudes to respond professionally and personally to the issue. The course, supported by relevant teaching and learning materials, covers:

- Basic facts on HIV&AIDS.
- Drug and substance abuse.
- Stigma and discrimination.
- Coping and life-skills.
- Methodology and research

Universities and private higher and tertiary institutions are semi-autonomous with variable approaches to HIV & AIDS education. The University of Zimbabwe has developed a Life Skills Manual for entry-level university students that focuses on the development of the skills necessary for a healthy, positive lifestyle and HIV&AIDS prevention. All teacher and technical training colleges have at least one lecturer to teach life skills for one to two hours a week and have established an HIV&AIDS Workplace Strategy document for the higher and tertiary education sector. The total student teacher population in teacher education colleges in 2013 was 20,908.



CSE integrated into teacher training curriculum?	Yes
Specialisation in CSE offered to teachers in training?	No
CSE is a compulsory module in teacher training?	Yes
CSE is an examinable subject	Yes
Pre-service course content includes:	
• Gender issues	Yes
• Basic HIV&AIDS facts	Yes
• Stigma and discrimination	Yes
• Coping and life skills	Yes
• Counselling skills	Yes
• Healthy living	Yes

**In-Service Teacher Training**

In 2006, the Ministry of Primary & Secondary Education initiated in-service training for primary and secondary school teachers in HIV&AIDS, life skills and counselling. Training is aimed at improving teaching methodology and inter-generational communication between teachers and learners. By the end of 2007, 2753 primary and secondary schools had been reached by the scheme. Training offers practical new ways to teach life skills for HIV prevention; understand and address the gender dimension; combat GBV; and provide psychosocial counselling. While the Ministry wants all teachers to lecture on life skills, initial surveys suggest that this education is sporadic and limits learners’ knowledge and capacity to make decisions about health behaviour, compared to teachers’ very high knowledge levels. In-service upgrading of teachers is done at any University offering a teaching degree, with Zimbabwe Open University and the University of Zimbabwe enrolling most teachers for Diplomas for Degrees. Three colleges are piloting online courses (OdEL programme) specifically for Math and Science secondary school teachers.

**Training of Education Tutors, Curriculum Developers and Lecturers**

Curriculum Developers were given CSE training, between May 2011 and November 2013. Training was intended to build the capacity of these curriculum developers (and their partners) to effectively integrate SE into the curriculum. This was the first phase of a systematic approach to reinvigorating implementation of quality, evidence-informed CSE, including a strong HIV prevention component, in the region. HIV Focal Points, drawn from Teachers’ Education Colleges and education development partners were also trained on CSE. These resource persons (trainers of trainers) are now cascading training to teachers and HIV Focal Points in the education sector. To date, more than 100 HIV Focal Points have been trained on CSE.

**Good Practices**

- Standardised, compulsory and examinable pre-service health and life skills education for all teacher education colleges.
- Education sector response is guided by directive policy and strategic planning.
- Increased collaboration between education institutions, National AIDS Authorities, development partners and UN agencies has been instrumental in building in-service and pre-service teacher capacity on CSE, in spite of diminishing public expenditure.
- Pre-service training on life skills-based HIV&AIDS education in place from 1994 and provincial offices have education officers responsible for HIV&AIDS, life skills, guidance and counselling.
- HIV&AIDS Policy for Teachers’ Colleges since 2006 and HIV&AIDS Manual for Facilitators, Teacher Educators and Teachers since 2009; all teacher education colleges have college-specific HIV&AIDS policies and strategies.
- 6000 schools (75 percent ) taught the prescribed curriculum; all national, regional and district education officers were trained; over 2000 teachers (<2 percent) received in-service training in use of teaching materials and methodologies; over 5000 teacher trainers were trained at college level.
- Evaluations have shown an increase in student knowledge about HIV and AIDS and an increase in teachers’ confidence and willingness to discuss HIV and life skills issues.
- University of Zimbabwe has a Life Skills Manual for Entry Level University Students that develops skills for a healthy, positive lifestyle and HIV and AIDS prevention, while Technical Training Colleges have an HIV & AIDS Workplace Strategy document for the higher and tertiary education sector.

**Challenges**

- Education in Zimbabwe has been eroded by deteriorating infrastructure, reduced public expenditure and high attrition of human resources.
- Education is experiencing low enrollment, declining attendance/completion rates, low transition rates and shortages of teachers, learning spaces and materials.
- In spite of reducing HIV prevalence and good prevention strategies that include training for behavioural change, levels of HIV are still high among young people.
- Teachers know a lot about HIV&AIDS, while

students' knowledge levels are low, suggesting the need for more focus on student knowledge in the classroom.

- Life skills-based HIV education is compulsory from Grade 4, but implementation is variable and depends on resources, trained teachers, school management, leadership and commitment. Teachers find SRH and HIV&AIDS difficult to discuss with learners.
- Teachers have low treatment literacy and lack requisite psychosocial skills to provide support to a growing cohort of young people perinatally infected with HIV, now in the school system.
- Weak coordination in accessing funds for HIV and AIDS education and consequent lack of benefit from national HIV&AIDS funding mechanisms (e.g. Global Fund).
- Sectoral budget allocations have not prioritised HIV&AIDS interventions making this a shared challenge for the education sector and its partners.
- Limited M&E capacity of education personnel with regard to HIV&AIDS programmes in the education sector and need to train managers to manage programs in their institutions more effectively.
- Fragmented research agendas guiding the sector response to HIV&AIDS and teachers and a minimal university role in research and pedagogical guidance in teacher preparation.
- Unique challenges faced by new teachers beyond classroom practice, such as translating theory into practice and developing classroom management skills in relative isolation.

### **Teacher Education Networks in the Country**

There are three teachers unions in Zimbabwe, all of whom are members of the Zimbabwe Education Cluster and represented in the National Education Advisory Board. Their main role is to represent teachers on issues of remuneration, work conditions and restoring the bond between teachers and communities.

#### **Progressive Teachers' Union of Zimbabwe (PTUZ)**

14 MacLaren Road, Milton Park, Harare  
Email: admin@ptuz.org

#### **Zimbabwe Teachers' Association (ZIMTA)**

ZIMTA House, 190 Herbert Chitepo Avenue Harare  
Email: zimta@zol.co.zw

### **National Education Authorities and Contact Information**

#### **Ministry of Higher and Tertiary Education**

Permanent Secretary: Dr W.T. Mbizvo  
New Complex Building, 6th Floor  
F Block, Government Composite Offices  
Cnr 3rd Street/ SamoraMachel Avenue; Harare

#### **Ministry of Primary and Secondary Education**

Permanent Secretary: Mrs C. Chigwamba  
14th Floor, Ambassador House, Harare  
E-mail: cchigwamba@hotmail.com

## Data Sources and References

- <sup>1</sup>2011 UNESCO Country Profile – accessed from UNESCO UIS in March 2014 (<http://stats.uis.unesco.org/unesco/>)
- <sup>2</sup>UNESCO data – accessed from UIS in March 2014 (<http://stats.uis.unesco.org/unesco/>) Year of data indicated.
- <sup>3</sup>2011 UNESCO Country Profile – accessed from UNESCO UIS in March 2014 (<http://stats.uis.unesco.org/unesco/>)
- <sup>4</sup>UNESCO data – accessed from UIS in March 2014 (<http://stats.uis.unesco.org/unesco/>) Year of data indicated.
- <sup>5</sup>UNAIDS Botswana AIDS Impact Survey IV 2012
- <sup>6</sup>Institut National de la Statistique (INS)
- <sup>8-11</sup>EDS,2013
- <sup>12-17</sup>PNLS ,2013
- <sup>18</sup>Loi budgétaire RDC,2013
- <sup>19</sup>Rapport annuel Direction Education à la Vie familiale/Ministère de l'Education, Burundi
- <sup>20-22</sup>Idem
- <sup>23</sup>Rapport annuel SCEV, 2013
- <sup>24</sup>Idem
- <sup>25</sup>Rapport annuel Direction Education à la Vie familiale/Ministère de l'Education, Burundi
- <sup>26</sup>Rapport annuel Ministère de l'EPSP,2013
- <sup>27</sup>Pedagogue Educational Consultant P.L.C. (2012a).The practice of Sexuality Education in the teacher education institutions of Ethiopia: Review of the curricula using UNESCO's Sexuality Education Review & Assessment Tool (SERAT). Addis Ababa: UNESCO.
- <sup>28</sup>UNESCO. (2013a). Integrating sexuality education into the Ethiopian teacher education curricula: Consultative workshop report. Addis Ababa: UNESCO.
- <sup>29</sup>Pedagogue Educational Consultant P.L.C. (2012a).The practice of Sexuality Education in the teacher education institutions of Ethiopia: Review of the curricula using UNESCO's Sexuality Education Review & Assessment Tool (SERAT). Addis Ababa: UNESCO.
- <sup>30</sup>Pedagogue Educational Consultant P.L.C. (2012a).The practice of Sexuality Education in the teacher education institutions of Ethiopia: Review of the curricula using UNESCO's Sexuality Education Review & Assessment Tool (SERAT). Addis Ababa: UNESCO.
- <sup>31</sup>Lesotho MDG 2013 Report
- <sup>32</sup>United Nations Statistics Division, 2013, and UNESCO-UIS 2013
- <sup>33</sup>UNICEF 2008-2012
- <sup>34</sup>United Nations, Department of Economic and Social Affairs. (2012). World population prospects: The 2012 revision: Both sexes. [Excel Tables-Population Data]. Retrieved from: <http://esa.un.org/wpp/Excel-Data/population.htm>
- <sup>35</sup>Ministry of Education of the Republic of Mozambique (MINED). (2012). National Directorate of Teacher Training. [INSET Report].
- <sup>36</sup><http://www.namcol.edu.na/>
- <sup>37</sup>Rwanda Demographic Health Survey 2010
- <sup>38</sup>RWAMREC.(2010) School children's survey. Kigali: Rwanda Men's Resource Center.
- <sup>39,40</sup>Kiyaga, E (2012) Gap Analysis for mainstreaming HIV and AIDS in schools curriculum in Rwanda
- <sup>41,42</sup>The Global Competitiveness Report 2013, <http://www3.weforum.org/docs/GCR2014-15/Seychelles.pdf>
- <sup>43</sup>DHET 2012: Trends in Teacher Education 2012.
- <sup>44</sup>CoP (2011).Using a different lens for HIV&AIDS education, <http://heids.nmmu.ac.za>
- <sup>45</sup>UNESCO 2013, Young People Today, Time to act now
- <sup>46</sup>Development Context HIV and AIDS
- <sup>47</sup>UNAIDS (2012). Countries: HIV and AIDS estimates (2012). Retrieved from: <http://www.unaids.org/en/regionscountries/countries/>
- <sup>48</sup>RSS MOGEI (2012) National Education Statistical Booklet, Juba, South Sudan
- <sup>49</sup>TACAIDS, ZAC, NBS, OCGS and ICF International, 2013, Tanzania HIV/AIDS and Malaria Indicator Survey 2011-12: Key Findings, DSM Tanzania
- <sup>50</sup>National Bureau of Statistics (NBS) and Office of Chief Government Statistician (OCGS), Zanzibar, 2013. The 2012 Population and Housing Census: Population Distribution by Administrative Units; Key Findings. DSM, Tanzania
- <sup>51</sup>Basic Education Statistics (BEST 2013), MOEVT, Tanzania
- <sup>52</sup>The Zimbabwe 2012 Population Census National Report,Zimbabwe National Statistics Agency (ZIMSTAT), 2012
- <sup>53</sup>World Factbook 2012



# **INSTITUTIONAL MAPPING DIRECTORY**

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
1. Angola	Instituto Superior Politécnico Sol Nascente	Private	College	Business; Medicine; HR Management; Psychology; History and Didactic; Sociology; Law	Primary and Secondary	<a href="http://www.ispsn.org">http://www.ispsn.org</a>
2. Angola	Magisterio Primario	Public	College	Portuguese; English; French; philosophy; History; Mathematics; Sports; Psychology for development and learning needs and special education needs; sociological analysis of education; Administration and school management; Education Theory and curriculum development; Hygiene and School Health; Ethics; socio and deontological personal capacity building; literature; teaching methodology; Portuguese teaching methodology; and workshops	Primary	
3. Angola	IMNE	Public	College	Portuguese; English; French; philosophy; History; Mathematics; Sports; Psychology for development and learning needs and special education needs; sociological analysis of education; Administration and school management; Education Theory and curriculum development; Hygiene and School Health; Ethics; socio and deontological personal capacity building; literature; teaching methodology; Portuguese teaching methodology; and workshops	Primary	
4. Angola	Escola de Formacao de Professores do Futuro	Private	College	Portuguese; English; French; philosophy; History; Mathematics; Sports; Psychology for development and learning needs and special education needs; sociological analysis of education; Administration and school management; Education Theory and curriculum development; Hygiene and School Health; Ethics; socio and deontological personal capacity building; literature; teaching methodology; Portuguese teaching methodology; and workshops	Primary	
5. Angola	Instituto Superior João Paulo II	Private	Institute	Moral Education and Social Sciences	Primary and Secondary	<a href="http://www.angolaformativa.com/.../instituto-superior-joao-paulo-ii">www.angolaformativa.com/.../instituto-superior-joao-paulo-ii</a>
6. Angola	Instituto Superior Politécnico do Cazenga	Public	Institute	Engineering and Technology; Economics and Management; Human and Social Sciences; Education Science and Health Science/ Medicine.	Primary and Secondary	<a href="http://www.ispoca.com/">http://www.ispoca.com/</a>
7. Angola	Instituto Superior Politécnico de Benguela	Private	Institute	IT; Electronics; Communication; Medicine and Administration	Primary and Secondary	<a href="http://www.ispbenguela.com/">http://www.ispbenguela.com/</a>
8. Angola	Instituto Superior Politécnico do Huambo	Public	Institute	Biology; Architecture; Medicine; Social Science; IT;	Primary and Secondary	<a href="http://www.isph.ujes-ao.org/">http://www.isph.ujes-ao.org/</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
9. Angola	Instituto Superior Politécnico da Tundavala	Private	Institute	Agriculture; Psychology; Environment engineering; Civil Engineering; Business Auditing; Social Communication and International relations	Primary and Secondary	<a href="http://www.isptundavala.org/">www.isptundavala.org/</a>
10. Angola	Universidade Agostinho Neto	Public	University	African Anthropology and Intercultural Education; Biology and Environmental Education; Math; Statistic; Geography; Physics; African History; Angola History; Introduction to Economics; Reading and Text Production; Technics of Oral and Written communication; Administration and School Management; Health Education and Rescuing; Philosophy and Education; History of education in Angola; Foreign language; Portuguese Language and Infant/youth literature; Education Science and Pedagogy; Education technology; Angola Africa Language; Portuguese Language and Portuguese Literature; Age Psychology and Development; Learning Psychology; Group Work Techniques; Technics to develop a teaching plan; Theory and Practices of Literacy; Ethics and Education Deontology; History and Geography Teaching Methodology; Math teaching Methodology.	Primary and Secondary	<a href="http://www.uan.ao">www.uan.ao</a>
11. Angola	Universidade Jean Piaget de Angola	Private	University	(Programs in Education and Biology)	Primary and Secondary	<a href="http://cv.unipiaget.org">http://cv.unipiaget.org</a>
12. Angola	Universidade Privada de Angola	Private	University	African Anthropology and Intercultural Education; Biology and Environmental Education; Math; Statistic; Geography; Physics; African History; Angola History; Introduction to Economics; Reading and Text Production; Technics of Oral and Written communication; Administration and School Management; Health Education and Rescuing; Philosophy and Education; History of education in Angola; Foreign language; Portuguese Language and Infant/youth literature; Education Science and Pedagogy; Education technology; Angola Africa Language; Portuguese Language and Portuguese Literature; Age Psychology and Development; Learning Psychology; Group Work Techniques; Technics to develop a teaching plan; Theory and Practices of Literacy; Ethics and Education Deontology; History and Geography Teaching Methodology; Math teaching Methodology.	Primary and Secondary	<a href="http://www.uprangola.ao">http://www.uprangola.ao</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
13. Angola	Universidade Jose Eduardo dos Santos	Public	University	African Anthropology and Intercultural Education; Biology and Environmental Education; Math; Statistic; Geography; Physics; African History; Angola History; Introduction to Economics; Reading and Text Production; Technics of Oral and Written communication; Administration and School Management; Health Education and Rescuing; Philosophy and Education; History of education in Angola; Foreign language; Portuguese Language and Infant/youth literature; Education Science and Pedagogy; Education technology; Angola Africa Language; Portuguese Language and Portuguese Literature; Age Psychology and Development; Learning Psychology; Group Work Techniques; Technics to develop a teaching plan; Theory and Practices of Literacy; Ethics and Education Deontology; History and Geography Teaching Methodology; Math teaching Methodology.		<a href="http://www.ujes-ao.org/">http://www.ujes-ao.org/</a>
14. Angola	Universidade 11 de Novembro pública	Public	University	Law; Economics; Nursing; Industrial Maintenance; IT Engineering	Primary and Secondary	<a href="http://uon.ojerma.com/">http://uon.ojerma.com/</a>
15. Angola	Universidade Agostinho Neto	Public	University	Biology; Computing; Physics; Geology; Math; Chemistry Geography.	Primary and Secondary	<a href="http://www.agostinhoneto.co.ao/">www.agostinhoneto.co.ao/</a>
16. Angola	Universidade Católica de Angola privada	Private	University	Human sciences; Law; Economics; Engineering and Theology	Primary and Secondary	<a href="http://www.ucan.edu/www1/">http://www.ucan.edu/www1/</a>
17. Angola	Universidade Independente de Angola privada	Private	University	African Anthropology and Intercultural Education; Biology and Environmental Education; Math; Statistic; Geography; Physics; African History; Angola History; Introduction to Economics; Reading and Text Production; Technics of Oral and Written communication; Administration and School Management; Health Education and Rescuing; Philosophy and Education; History of education in Angola; Foreign language; Portuguese Language and Infant/youth literature; Education Science and Pedagogy; Education technology; Angola Africa Language; Portuguese Language and Portuguese Literature; Age Psychology and Development; Learning Psychology; Group Work Techniques; Technics to develop a teaching plan; Theory and Practices of Literacy; Ethics and Education Deontology; History and Geography Teaching Methodology; Math teaching Methodology.	Primary and Secondary	<a href="http://www.unia.ao/index.php/campus/formacao-de-profesores/plano-curricular">http://www.unia.ao/index.php/campus/formacao-de-profesores/plano-curricular</a>



Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
18. Angola	Universidade Katyavala Bwila pública, Benguela e Sumbe	Public	University	Biology; Architecture; Medicine; Social Science; IT;		
19. Angola	Universidade Kimpa Vita pública	Public	University	Business; Management; Health and IT	Primary and Secondary	<a href="http://www.unikivi.com/69.html/">http://www.unikivi.com/69.html/</a>
20. Angola	Universidade Lueji A'Nkonde pública	Public	University	Languages; History; Biology; Pedagogy; Math; Geography and Psychology	Primary and Secondary	<a href="http://ulan.ac/">http://ulan.ac/</a>
21. Angola	Universidade Mandume ya Ndemufayo	Public	University	Languages; History; Biology; Pedagogy; Math; Geography and Psychology	Primary and Secondary	<a href="https://umn.ed.ao/">https://umn.ed.ao/</a>
22. Angola	Universidade Lusitana de Angola	Private	University	Psychology and Information technology	Primary and Secondary	<a href="http://ulangola.academia.edu/">ulangola.academia.edu/</a>
23. Angola	Universidade Metodista de Angola privada	Private	University	Sports and Didactics; History of Sports; Development and Motor Control; Infants Physical education; Statistics; Sports Practices II; Theory and Methodology of Sports Training; Physiology of Exercise; Basic Notions of Sports Trauma; Introduction to sports Philosophy, Sports Didactics II; Sports Psychology; Metabolism and Nutrition; Biomechanics; Socio Anthropological Analysis of Sports; Exercise and Health; Adopted Sports; Systems and Management of Sports Organizations; Angolan Education System; Pedagogic Internship; workshop on sports interventions.	Primary and Secondary	<a href="http://www.uma.co.ao/">www.uma.co.ao/</a>
1. Botswana	University of Botswana – Faculty of Education	Public	University	(Post Graduate Diploma in Education; Bachelor of Education- Specialties including: Special education; science; primary; physical education; family and consumer sciences; educational management; counseling; business; adult education; secondary).	Primary, Secondary	<a href="http://www.ub.bw/program/fd/1/Faculty-of-Education/">http://www.ub.bw/program/fd/1/Faculty-of-Education/</a>
2. Botswana	University of Botswana – Centre for Continuing Education	Public	Institute	Distance Education (no qualifications specified).		<a href="http://www.ub.bw/learning_cce.cfm?pid=412">http://www.ub.bw/learning_cce.cfm?pid=412</a>
3. Botswana	Francistown College of Primary Education	Public	College	Diploma in Primary Education	Primary	<a href="http://www.tec.org.bw/tec_doc/colleges.pdf">http://www.tec.org.bw/tec_doc/colleges.pdf</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
4. Botswana	Serowe College of Primary Education	Public	College	Diploma in Primary Education	Primary	<a href="http://www.tec.org.bw/tec_doc/colleges.pdf">http://www.tec.org.bw/tec_doc/colleges.pdf</a>
5. Botswana	Tlokeng College of Primary Education	Public	College	Diploma in Primary Education	Primary	<a href="http://www.tec.org.bw/tec_doc/colleges.pdf">http://www.tec.org.bw/tec_doc/colleges.pdf</a>
6. Botswana	Molepolole College of Secondary Education	Public	College	Diploma in Secondary Education	Secondary	<a href="http://www.tec.org.bw/tec_doc/colleges.pdf">http://www.tec.org.bw/tec_doc/colleges.pdf</a>
7. Botswana	Tonota College of Secondary Education	Public	College	Diploma in Secondary Education	Secondary	<a href="http://www.tec.org.bw/tec_doc/colleges.pdf">http://www.tec.org.bw/tec_doc/colleges.pdf</a>
1. Burundi	Ecole Normale Supérieure du Burundi	Public	Institute	Civil Engineering, Electrical Engineering, Mechanical Engineering, Math, Physics, Biology, Chemistry, English-Kirundi and French-Kirundi	Secondary, Technical	<a href="http://www.ens.bi/">http://www.ens.bi/</a>
2. Burundi	Université du Burundi – Faculté de Psychologie et des Sciences de l'éducation	Public	University	Secondary Education		<a href="http://www.u.burundi.bi/index.php?option=com_content&amp;view=article&amp;id=55&amp;Itemid=54">http://www.u.burundi.bi/index.php?option=com_content&amp;view=article&amp;id=55&amp;Itemid=54</a>
3. Burundi	Université du Burundi – Institut de l'Éducation Physique et des Sports	Public	University	License to teach Physical Education and Sports-- no specification if at primary or secondary level.		<a href="http://www.u.burundi.bi/index.php?option=com_content&amp;view=article&amp;id=73&amp;Itemid=54">http://www.u.burundi.bi/index.php?option=com_content&amp;view=article&amp;id=73&amp;Itemid=54</a>
4. Burundi	Université du Burundi - Institut de Pédagogie Appliquée	Public	University	Secondary Education (subjects including: English-Kirundi; Biology-Chemistry; French; Math and "Physique- Technologie")		<a href="http://www.u.burundi.bi/index.php?option=com_content&amp;view=article&amp;id=53&amp;Itemid=54">http://www.u.burundi.bi/index.php?option=com_content&amp;view=article&amp;id=53&amp;Itemid=54</a>
1. Democratic Republic of Congo	Institut Supérieur Pédagogique de Bandundu	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	
2. Democratic Republic of Congo	Institut Supérieur Pédagogique de Budjala	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
3. Democratic Republic of Congo	Institut Supérieur Pedagogique de Bukavu (Public Institution)	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf</a>
4. Democratic Republic of Congo	Institut Supérieur Pedagogique de Kananga	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf</a>
5. Democratic Republic of Congo	Institut Supérieur Pedagogique de la Gombe	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf</a>
6. Democratic Republic of Congo	Institut Supérieur Pedagogique de Lubumbashi	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf</a>
7. Democratic Republic of Congo	Institut Supérieur Pedagogique de Mbandaka	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf</a>
8. Democratic Republic of Congo	Institut Supérieur Pedagogique de Mganza-Ngun-gu	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf</a>
9. Democratic Republic of Congo	Institut Supérieur Pedagogique de Kikwit	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	
10. Democratic Republic of Congo	Institut Supérieur Pedagogique de Kamituga	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
11. Democratic Republic of Congo	Institut Supérieur Pédagogique de Baraka	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	
12. Democratic Republic of Congo	Institut Supérieur Pédagogique de Mbuji-Mayi	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	
13. Democratic Republic of Congo	Institut Supérieur Pédagogique de Vitsshumbi à Goma	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	
14. Democratic Republic of Congo	Institut Supérieur Pédagogique de Bunia	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	
15. Democratic Republic of Congo	Institut Supérieur Pédagogique de Buta/Kisangani	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	
16. Democratic Republic of Congo	Institut Supérieur Pédagogique et Technique de Kinshasa	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Democratic_Republic_of_the_Congo.pdf</a>
17. Democratic Republic of Congo	Université de Kinshasa- Faculté de psychologie et des sciences de l'éducation	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees; PhD in Education/Psychology (Also, Special Education, Vocational Education and Educational Psychology).	Secondary education; University	<a href="http://www.unikin.cd/index.php?page=psychologie">http://www.unikin.cd/index.php?page=psychologie</a>
18. Democratic Republic of Congo	Université Libre des Pays des Grands Lacs	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees. (Also, Special Education, Vocational Education).	Secondary education.	<a href="http://www.ulpgl.net/facultes/fpse/index.htm">http://www.ulpgl.net/facultes/fpse/index.htm</a>
19. Democratic Republic of Congo	Université de Kisangani- Faculté de psychologie et des sciences de l'éducation	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees; PhD in Education/Psychology (Also, Special Education, Vocational Education and Educational Psychology).	Secondary education; University	

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
20. Democratic Republic of Congo	Universite de Lubumbashi-Faculte de psychologie et des sciences de l'education	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees; PhD in Education/Psychology (Also, Special Education, Vocational Education and Educational Psychology).	Secondary education; University	<a href="http://www.unilu.ac.cd/Fr/Enseignement/facultes/Pages/default.aspx">http://www.unilu.ac.cd/Fr/Enseignement/facultes/Pages/default.aspx</a>
21. Democratic Republic of Congo	Université Pédagogique Nationale	Public	University	Graduate School of Education- Bachelor of Education and Master of Education degrees; PhD in Education/Psychology (Also, Special Education, Vocational Education and Educational Psychology).	Secondary education; University	<a href="http://www.upn.ac.cd">www.upn.ac.cd</a>
1. Ethiopia	Addis Ababa University	Public	University	Graduate School of Education- Bachelor of Education and Master	Secondary Education	<a href="http://www.aau.edu.et/index.php/academics/colleges/education-a-behavioral-studies">http://www.aau.edu.et/index.php/academics/colleges/education-a-behavioral-studies</a>
2. Ethiopia	Mekelle University Institute of Pedagogical Sciences	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
3. Ethiopia	Woldiya University	Public	University	Bachelors Degree in Education	Secondary Education	
4. Ethiopia	Wollo University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
5. Ethiopia	Debre Berehan University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
6. Ethiopia	Baher Dar University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
7. Ethiopia	Debre Markos University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
8. Ethiopia	Ambo University College	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
9. Ethiopia	Wollega University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
10. Ethiopia	Haromaya University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
11. Ethiopia	Jimma University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
12. Ethiopia	Wolayita Sodo University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
13. Ethiopia	Hwassa University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
14. Ethiopia	Dilla University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.dbu.edu.et/index.php/teaching-a-learning/institute-of-education">http://www.dbu.edu.et/index.php/teaching-a-learning/institute-of-education</a>
15. Ethiopia	Medewolabu University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
16. Ethiopia	Assosa University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.dmu.edu.et/?q=node/89">http://www.dmu.edu.et/?q=node/89</a>
17. Ethiopia	Jigjiga University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
18. Ethiopia	Adigrat University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
19. Ethiopia	Aksum University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
20. Ethiopia	Arba Minch University	Public	University	Bachelors Degree in Education	Secondary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
21. Ethiopia	Abiyadi College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
22. Ethiopia	Adowa College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.haramaya.edu.et/index.php?option=com_content&amp;view=article&amp;id=63&amp;Itemid=80">http://www.haramaya.edu.et/index.php?option=com_content&amp;view=article&amp;id=63&amp;Itemid=80</a>
23. Ethiopia	Asayita College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
24. Ethiopia	Sekota College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
25. Ethiopia	Woldiya College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
26. Ethiopia	Dessie College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
27. Ethiopia	Kemissie College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
28. Ethiopia	Debre Birhan College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.ju.edu.et/institute-education">http://www.ju.edu.et/institute-education</a>
29. Ethiopia	Debre Markos College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
30. Ethiopia	Fenote Selame College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
31. Ethiopia	Injibara College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.mwu.edu.et/site/programs/23-institute-of-pedagogical-sciences.html">http://www.mwu.edu.et/site/programs/23-institute-of-pedagogical-sciences.html</a>
32. Ethiopia	Begemdir College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.mu.edu.et/index.php?option=com_content&amp;view=article&amp;id=868&amp;Itemid=704">http://www.mu.edu.et/index.php?option=com_content&amp;view=article&amp;id=868&amp;Itemid=704</a>
33. Ethiopia	Gonder College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
34. Ethiopia	Sebeta College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
35. Ethiopia	Nekemte College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
36. Ethiopia	Shambu College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
37. Ethiopia	Dembedollo College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
38. Ethiopia	Jimma College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
39. Ethiopia	Mettu College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
40. Ethiopia	Fiche College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.moe.gov.et/English/Information/Pages/ctes.aspx">http://www.moe.gov.et/English/Information/Pages/ctes.aspx</a>
41. Ethiopia	Adola College of Teacher Education	Public	College	Diploma	Primary Education	<a href="http://www.wu.edu.et/Education.php">http://www.wu.edu.et/Education.php</a>
42. Ethiopia	Robie College of Teacher Education	Public	College	Diploma	Primary Education	
43. Ethiopia	Assela College of Teacher Education	Public	College	Diploma	Primary Education	
44. Ethiopia	Chero College of Teacher Education	Public	College	Diploma	Primary Education	
45. Ethiopia	Bulie Hora College of Teacher Education	Public	College	Diploma	Primary Education	
46. Ethiopia	Hwassa College of Teacher Education	Public	College	Diploma	Primary Education	
47. Ethiopia	Arba Minche College of Teacher Education	Public	College	Diploma	Primary Education	
48. Ethiopia	Bonga College of Teacher Education	Public	College	Diploma	Primary Education	
49. Ethiopia	Hossaehna College of Teacher Education	Public	College	Diploma	Primary Education	



Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
50. Ethiopia	Dilla College of Teacher Education	Public	College	Diploma	Primary Education	
51. Ethiopia	Gilgel Belese College of Teacher Education	Public	College	Diploma	Primary Education	
52. Ethiopia	Gambella College of Teacher Education	Public	College	Diploma	Primary Education	
53. Ethiopia	Harar College of Teacher Education	Public	College	Diploma	Primary Education	
54. Ethiopia	Dr. Abdul Mejid College of Teacher Education	Public	College	Diploma	Primary Education	
55. Ethiopia	Kebre Dehar College of Teacher Education	Public	College	Diploma	Primary Education	
56. Ethiopia	Kottebe University College	Public	Uni.College	BA/Diploma	Secondary and Education	
1. Kenya	Africa Nazarene University – Department of Education	Private	University	Bachelor of Education degrees in Primary education; Secondary education; Early Childhood Option; Children with Special Needs.		<a href="http://www.anu.ac.ke/pages/education-department/">http://www.anu.ac.ke/pages/education-department/</a>
2. Kenya	Amicus Group of Schools Teacher Training	Public	College	Diploma of Primary Teaching Education; Bridging Course in Mathematics; Certificate in Early Childhood Development; Education		<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
3. Kenya	Asumbi Teachers Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
4. Kenya	Baringo Teachers Training College	Public	College	Diploma of Primary Teaching Education; Certificate in Early Childhood Education.		<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
5. Kenya	Bible College of East Africa teachers training	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
6. Kenya	Blesochose Teachers Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
7. Kenya	Bondo Teachers Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
8. Kenya	Bungoma Teachers Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
9. Kenya	Bunks Early Childhood Education College	Public	College	Preschool Teacher Certificate.	Preschool Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
10. Kenya	CFK Teachers Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
11. Kenya	Carol Teachers Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
12. Kenya	Catholic University of Eastern Africa- Faculty of Education	Private	University			<a href="http://www.cuea.edu/index.php?option=com_content&amp;view=article&amp;id=2&amp;Itemid=7">http://www.cuea.edu/index.php?option=com_content&amp;view=article&amp;id=2&amp;Itemid=7</a>
13. Kenya	Christ the Teacher Institute for Education	Public	College	Preschool Education; Primary School Education; Diploma of Primary Teaching Education; Diploma in Peace Education (Peace Education);	Primary Education	<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
14. Kenya	College of Education and External Studies- University of Nairobi	Public	University	Secondary Education; Bachelor of Education in Arts; Bachelor of Education in Science;		<a href="http://cees.uonbi.ac.ke/">http://cees.uonbi.ac.ke/</a>
15. Kenya	Consolata College	Public	College	Preschool Education; Primary Education; Diploma of Primary Teaching Education		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
16. Kenya	Daystar University – Department of Education	Private	University	Bachelor of Education (BEEd) in both Primary and Secondary Education;		<a href="http://www.daystar.ac.ke/index.php?option=com_content&amp;view=article&amp;id=339&amp;Itemid=293">http://www.daystar.ac.ke/index.php?option=com_content&amp;view=article&amp;id=339&amp;Itemid=293</a>
17. Kenya	Deans ECD College	Public	College	Diploma of Primary Teaching Education; Proficiency in Early Childhood Education; Certificate in Child Counselling and Protection; Diploma in Home Economics and Nutrition; Diploma in Economics of Education; Diploma in Education and Counseling; Diploma in Education (Arts); Diploma in Medical Education		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
18. Kenya	Deans Teacher Training College	Public	College			<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
19. Kenya	Egoji Teachers Training College	Public	College			<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
20. Kenya	Eregi Teachers Training College	Public	College			<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
21. Kenya	Faculty of Education – Maseno University	Public	University	Bachelor of Arts Education with IT; Bachelor of Science Education with IT; Bachelor of Special Needs Education with IT; Master of Education in Educational Psychology; Master of Education in Planning and Economics of Education; Master of Education in Educational Administration; Master of Education in Special Education; Master of Education in Educational Foundations; Master of Education in Curriculum Studies; Master of Education in Pedagogy; Master of Education in Educational Technology; Master of Education Guidance & Counseling; Doctor of Philosophy in Evaluation of Education Programs; Doctor of Philosophy in Special Needs Education; Doctor of Philosophy in Curriculum Studies; Doctor of Philosophy in Educational Administration; Doctor of Philosophy in Planning and Economics of Education.		<a href="http://www.maseno.ac.ke/index.php?option=com_content&amp;view=article&amp;id=73&amp;Itemid=101">http://www.maseno.ac.ke/index.php?option=com_content&amp;view=article&amp;id=73&amp;Itemid=101</a>
22. Kenya	Faculty of Education and Community Studies- Egerton University	Public	University			<a href="http://www.egerton.ac.ke/">http://www.egerton.ac.ke/</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
23. Kenya	Faculty of Education and Sciences- Masinde Muliro University of Science and Technology	Public	University	Pre-School, Primary and Secondary Education. Degree programs include: Bachelor of Education (Early Childhood Education); Bachelor of Science in Primary Education; Bachelor of Education (French); Bachelor of Education (Science); Bachelor of Education (Arts).		<a href="http://www.mmust.ac.ke/index.php?option=com_content&amp;task=view&amp;id=23&amp;Itemid=64">http://www.mmust.ac.ke/index.php?option=com_content&amp;task=view&amp;id=23&amp;Itemid=64</a>
24. Kenya	Gariisa Teacher's Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
25. Kenya	Glad Toto Early Childhood Teachers Training Centre		College	Certificate in Early Childhood Development Education	Preschool Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
26. Kenya	Gretsa University- School of Education and Social Sciences	Private	University	Secondary Education: Bachelor of Education – Science;	Secondary Education	<a href="http://www.gretsauniversity.ac.ke/index.php?option=com_content&amp;view=article&amp;id=18&amp;Itemid=31">http://www.gretsauniversity.ac.ke/index.php?option=com_content&amp;view=article&amp;id=18&amp;Itemid=31</a>
27. Kenya	International Montessori School	Private	College	Diploma of Primary Teaching Education; Certificate in Early Childhood Education; Diploma in Educational Administration.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
28. Kenya	International Teachers Training College	Private	College	Diploma of Primary Teaching Education; Certificate in Early Childhood Education.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
29. Kenya	Islamic Teachers Training College	Public	College	Diploma of Primary Teaching Education; Diploma in Education - Computer Science; Diploma in Education (Arts & Science); Certificate in Early Childhood and Development; Diploma in Education and Counseling; Diploma in Educational Administration.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
30. Kenya	Jerusa Teachers Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
31. Kenya	Jomaken ECD Primary Teachers Training Program and Care Centre	Public	College	Pre-School Education. Preschool teacher certificate.	Preschool Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
32. Kenya	Kabarak University- School of Theology, Education and Arts	Private	University	Secondary Education. Bachelor of Education (Science); Bachelor of Education (Arts); Bachelor of Education (School based).		<a href="http://www.kabarak.ac.ke/index.php?option=com_content&amp;view=article&amp;id=48&amp;Itemid=153">http://www.kabarak.ac.ke/index.php?option=com_content&amp;view=article&amp;id=48&amp;Itemid=153</a>
33. Kenya	Kaimosi Teachers Training	Private	University	Primary Education. Diploma of Primary Teaching Education; Bachelor of Science in Technology Education.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
34. Kenya	Kaimosi Teachers Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
35. Kenya	Kamagambo Adventist Teachers Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
36. Kenya	Kamwenja Teachers Training College	Public	College	Diploma of Primary Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
37. Kenya	Kenya Education Staff Institute teacher	Public	College	Pre-School and Primary Education. Diploma of Primary Teaching Education; Certificate in Early Childhood Education; Diploma in Special Needs Education; Diploma in Educational Administration.		<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
38. Kenya	Kenya Institute of Special Education	Semi-Private	Special Education	Certificate in Special Education; Diploma in Special Education.	Special Education	<a href="http://www.kise.co.ke/">http://www.kise.co.ke/</a>
39. Kenya	Kenya Methodist University- Department of Education	Private	University	Primary, Secondary and Tertiary Education. Programs include: Bachelor of Education and Counseling; Diploma in Education & Counseling; Diploma in Medical Education (DIME); Master of Education in Guidance and Counseling; Master of Education in Leadership and Education Management; Master of Science in Nursing Education.		<a href="http://www.kemu.ac.ke/">http://www.kemu.ac.ke/</a>
40. Kenya	Kenya Science Teachers College	Public	College	Pre-School, Primary, and Agricultural Education. Programs include: Diploma of Primary Teaching Education; Certificate in Early Childhood Education;		<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
41. Kenya	Kenya Technical Teachers College	Private	College	Diploma in Technical Education (Clothing Technology option); Diploma in Technical Education (Foods and Beverage option).	Technical Education	<a href="http://www.kttcc.ac.ke/">http://www.kttcc.ac.ke/</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
42. Kenya	Kericho Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
43. Kenya	Kilimambogo Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
44. Kenya	Kithimani Integrated Teachers College	Public	College	Pre-School and Primary Education; Diploma of Primary Teaching Education; Certificate in Early Childhood Education; Diploma in Educational Administration.		<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
45. Kenya	Maasai Teachers College	Public	College	Pre-School and Primary Education; Diploma of Primary Teaching Education; Certificate in Early Childhood Education; Diploma in Special Needs Education.		<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
46. Kenya	Machakos Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
47. Kenya	Maragua Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
48. Kenya	Matongo Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
49. Kenya	Meru Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
50. Kenya	Migori Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
51. Kenya	Moi-Baringo Teachers College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
52. Kenya	Mount Kenya University – School of Education	Private	University	Pre-School, Primary, Secondary and Tertiary Education Programs. Bachelor of Education; Masters of Education; PhD: Education.		<a href="http://www.mku.ac.ke/index.php?option=com_content&amp;view=article&amp;id=297&amp;Itemid=236">http://www.mku.ac.ke/index.php?option=com_content&amp;view=article&amp;id=297&amp;Itemid=236</a>
53. Kenya	Muranga Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
54. Kenya	Nakuru Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
55. Kenya	Narok Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
56. Kenya	Nyanchwa Teachers Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges">http://www.kenyaplex.com/colleges</a>
57. Kenya	Nyeri Catholic Centre for Early Childhood Education Development	Public	College	Preschool Teacher Certificate.	Preschool Education	<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
58. Kenya	Nyeri Catholic Early Childhood Development Education Teachers Training College (ECDE TTC)	Public	College	Preschool and Primary Education. Diploma of Primary Teaching Education; Certificate in Early Childhood Education.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
59. Kenya	Orthodox Teachers Training College of Africa	Public	College	Primary Education. Diploma of Primary Teaching Education; Diploma in Educational Administration.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
60. Kenya	Premese Montessori institution	Public		Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
61. Kenya	Presbyterian University of East Africa	Private	University	Bachelor of Education (Arts); Bachelor of Education (Science); Bachelor of Education (Counseling Psychology); Bachelor of Education (Early Childhood); Bachelor of Special Education.		<a href="http://www.puea.ac.ke/schoolaac7.html?ref=6">http://www.puea.ac.ke/schoolaac7.html?ref=6</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
62. Kenya	School of Education- Kenyatta University	Public	University	Primary, Secondary, and Tertiary Education: Bachelor of Education (Special Education); Bachelor of Education in Educational Administration, Planning and Curriculum Development; Bachelor of Education in Educational Psychology; Bachelor of Education Library Studies; Bachelor of Education in Early Childhood Education; Bachelor of Education in Educational Communication & Technology; Bachelor of Education in Educational Foundations; Master of Education and PhD in Education.		<a href="http://www.ku.ac.ke/schools/education/">http://www.ku.ac.ke/schools/education/</a>
63. Kenya	School of Education- Moi University	Public	University	Primary, Secondary and Tertiary Education: Bachelor of Education [Arts]; Bachelor of Education [Education Science]; Bachelor of Education [Technology Education]; Bachelor of Education [Guidance and Counselling]; Bachelor of Education [Early Childhood and Primary Education]; Master's and PhD in Education.		<a href="http://www.muk.ac.ke/edu/">http://www.muk.ac.ke/edu/</a>
64. Kenya	Scott Theological College	Private	University	Tertiary Education: Masters Degree in Education (M.Ed.); Master of Education (Research); Master of Education (Professional Leadership and Training).		<a href="http://www.scott.ac.ke/">http://www.scott.ac.ke/</a>
65. Kenya	Shanzu Teacher Training College	Public	College	Pre-School and Primary Education: Diploma of Primary Teaching Education; Certificate in Early Childhood Education; Diploma in Educational Administration.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
66. Kenya	Special Education and Professional Studies College	Public	College	Diploma in Special Needs Education.	Special Education	<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
67. Kenya	Saint Ann's ECD Teachers College	Private	College	Pre-School Education. Certificate in Early Childhood and Development Education	Preschool Education	<a href="http://www.stannscollege.ac.ke/">http://www.stannscollege.ac.ke/</a>
68. Kenya	St Austin's Teacher Training College	Public	College	Diploma of Primary Teaching Education; Certificate in Early Childhood Education; Diploma in Education Planning.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
69. Kenya	St John's Teacher Training College	Public	College	Diploma of Primary Teaching Education; Certificate in Early Childhood Education; Diploma in Education Planning.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
70. Kenya	St Martin De Porres Teacher Training College	Public	College	Diploma of Primary Teaching Education; Certificate in Early Childhood Education; Diploma in Educational Administration; Diploma in Agricultural Education.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>



Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
71. Kenya	St Paul's Nyabururu Teacher Training College	Public	College	Diploma of Primary Teaching Education; Certificate in Early Childhood Education; Diploma in Educational Administration.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
72. Kenya	Sunrise Teachers' College	Public	College	Diploma of Primary Teaching Education; Certificate in Early Childhood Education.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
73. Kenya	TEC Teachers Training Institute	Public	College	Diploma of Primary Teaching Education; Certificate in Early Childhood Education.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
74. Kenya	Thika ECD Academy	Public	College	Pre-School and Primary Education. Diploma of Primary Teaching Education; Certificate in Early Childhood Education.		<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
75. Kenya	Thogoto Teacher Training College	Public	College	Diploma of Primary Teaching Education.	Primary Education	<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
76. Kenya	Total Care Pre-School Teachers College	Public	College	Pre-School teacher certificate.	Preschool Education	<a href="http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching">http://www.kenyaplex.com/colleges/Index.aspx?CollegeType=Teaching</a>
1. Lesotho	Lesotho College of Education-	Public	College	Primary and Secondary Education. Diploma in Education (Primary); Preservice Diploma in Education (Primary); Distance Teacher Education Programme (DTEP); Diploma in Education (Secondary); Diploma in Education (Secondary-Technology); Advanced Diploma in Special Education Certificate in Early Childhood Education.		<a href="http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Lesotho.pdf">http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Lesotho.pdf</a>
2. Lesotho	National University of Lesotho	Public	University	Primary, Secondary and Tertiary Education. Bachelor of Education programs in: Educational Foundations (BEEd); Languages and Social Education Department (B.Ed); Science Education Department (B.Ed). Also, they have an in-service teacher training centre called, "Inservice Education of Mathematics and Science Teachers". Master of Education and PhD Education.		<a href="http://www.nul.ls/faculties/education/">http://www.nul.ls/faculties/education/</a>
1. Madagascar	Ecole Normale Supérieure (ENS) - University of Antananarivo	Public	School	Primary, Secondary and Tertiary Education programs. Certificat d'Aptitude Pédagogique de l'Ecole Normale (CAP-EN) in: English Studies, French Studies, History, Geography, Natural Sciences, Physics and Chemistry, Physical Education and Sports, DEA de l'ENS suivant Spécialité, PhD in l'Education suivant spécialité,		<a href="http://www.refer.mg/edu/mine-sup/antanana/rectorat/etudiants.htm">http://www.refer.mg/edu/mine-sup/antanana/rectorat/etudiants.htm</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
2. Madagascar	Ecole Normale Supérieure (ENS) - University of Toliara			Primary, Secondary and Tertiary Education programs. Certificat d'Aptitude Pédagogique de l'Ecole Normale (CAPEN) in: English Studies, French Studies, History, Geography, Natural Sciences, Physics and Chemistry, Physical Education and Sports, DEA de l'ENS suivant Spécialité, PhD in l'Education suivant spécialité,		
3. Madagascar	Ecole Normale Supérieure (ENS) - University of Antsirana	Public	School	Technical Education: to teach engineering, math and information technology.		<a href="http://www.univ-antsiranana.org/">http://www.univ-antsiranana.org/</a>
4. Madagascar	Ecole Supérieure Spécialisée de Vakinankaratra (EESVA)	Private	School	Primary and Secondary Education. Emphasis on Sciences and technology.		<a href="http://www.avenir-madagascar.ch/fr/essva.html">http://www.avenir-madagascar.ch/fr/essva.html</a> <a href="http://tafatafa.phpnet.org/publications/publications/publi00.html">http://tafatafa.phpnet.org/publications/publications/publi00.html</a>
5. Madagascar	Institut National de Formation Pédagogique (INFP)	Public	Institute	Teacher Training Certification.		<a href="http://www.ifadem.org/article29.html">http://www.ifadem.org/article29.html</a>
6. Madagascar	Ecole Normale Supérieure (ENS) - University of Fianarantsoa	Public	School	Primary, Secondary and Tertiary Education programs.		<a href="http://www.sarua.org/?q=uni_Universit%C3%A9%20de%20Fianarantsoa">http://www.sarua.org/?q=uni_Universit%C3%A9%20de%20Fianarantsoa</a>
1. Malawi	African Bible College	Private	College	Secondary Teaching. Bachelor of arts degree in biblical studies with a minor in either Communications or Christian Education.		<a href="http://africanbiblecolleges.org/abc_malawi.php">http://africanbiblecolleges.org/abc_malawi.php</a>
2. Malawi	Blantyre Teacher Training College	Public	College	Primary Education.	Primary Education	<a href="http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WVDE/2010/pdf-versions/Malawi.pdf">http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WVDE/2010/pdf-versions/Malawi.pdf</a>
3. Malawi	Catholic University of Malawi	Private	University	Secondary Education: Bachelor of Arts in Education, Bachelor of Education (Geography), Bachelor of Education (Mathematics), Bachelor of Education (Special Needs).		
4. Malawi	University of Malawi		University	Bachelor of Education		<a href="http://www.unima.mw/?s=education">http://www.unima.mw/?s=education</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
5. Malawi	Chancellor's College (part of University of Malawi)		University	Secondary Education. Offers a Bachelor of Education Social Studies; Bachelor of Education Humanities; Bachelor of Education Language; Bachelor of Education Science. a) Bachelor of Education (b) University Certificate in Education (c) Master of Arts in Education (d) Master of Education		<a href="http://www.chanco.unima.mw/department/department.php?DepartmentID=8&amp;Source=Department_of_Education_Foundations">http://www.chanco.unima.mw/department/department.php?DepartmentID=8&amp;Source=Department_of_Education_Foundations</a>
6. Malawi	Development Aid from People to People (DAPP) Teacher Training College Chilangoma	Private	College	Primary Education.	Primary Education	<a href="http://www.dapp-malawi.org/TextPage.asp?MenuItemID=47&amp;SubMenuItemID=106">http://www.dapp-malawi.org/TextPage.asp?MenuItemID=47&amp;SubMenuItemID=106</a>
7. Malawi	Domasi College of Education	Public	College	Distance teacher education program.		<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WVE/2010/pdf-versions/Malawi.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WVE/2010/pdf-versions/Malawi.pdf</a>
8. Malawi	Emmanuel Teacher Training College	Private	College	T2-certificate course in primary teacher training education	Primary Education	<a href="http://www.ettcmw.com/">http://www.ettcmw.com/</a>
9. Malawi	Karonga Teacher Training College	Public	College	Primary Education.	Primary Education	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WVE/2010/pdf-versions/Malawi.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WVE/2010/pdf-versions/Malawi.pdf</a>
10. Malawi	Kasungu Teacher Training College	Public	College	Primary Education.	Primary Education	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WVE/2010/pdf-versions/Malawi.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WVE/2010/pdf-versions/Malawi.pdf</a>
11. Malawi	Lilongwe Teacher Training College	Public	College	Primary Education.	Primary Education	<a href="http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WVE/2010/pdf-versions/Malawi.pdf">http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WVE/2010/pdf-versions/Malawi.pdf</a>
12. Malawi	Mzuzu University – Faculty of Education	Public	University	Bachelor of Arts Education (BA. Ed.) offers Arts Education (English; French; Geography; History; Theology); Bachelor of Science Education (Biology; Chemistry; Mathematics; Physics); Bachelor of Arts/Teaching Studies; Certificate or Diploma in teaching methodologies in Science subjects.		<a href="http://www.mzuni.ac.mw/">http://www.mzuni.ac.mw/</a>
13. Malawi	The Montfort Teacher Training College		College	Primary Education.	Primary Education	<a href="http://www.cbm.org/programmes/Montfort-Teacher-Training-College-291245.php">http://www.cbm.org/programmes/Montfort-Teacher-Training-College-291245.php</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
14. Malawi	St. Joseph Teacher Training College	Semi-Private	College	Primary Education.	Primary Education	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Malawi.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Malawi.pdf</a>
15. Malawi	University of Livingstonia-College of Education	Private	University	Secondary Education.	Secondary Education	<a href="http://www.ulivingstonia.com/">http://www.ulivingstonia.com/</a>
1. Mauritius	Mauritius Institute of Education.	Public	University	Primary and Secondary Education. Teacher's Diploma Pre-Vocational		<a href="http://www.mieonline.org/home/">http://www.mieonline.org/home/</a>
2. Mauritius	Mahatma Gandhi Institute & Rabinathan Tagore Institute-			No teacher certification, but Curriculum Development Section prepares curriculum for fine arts subjects in primary/secondary school curricula.		<a href="http://www.mgirti.org/sections.html">http://www.mgirti.org/sections.html</a>
1. Mozambique	DNS Macuse	Private	College	Primary Education.	Primary Education	<a href="http://old.dns-tvind.dk/TextPage.asp?MenuItemID=14&amp;SubMenu-ItemID=58">http://old.dns-tvind.dk/TextPage.asp?MenuItemID=14&amp;SubMenu-ItemID=58</a>
2. Mozambique	Escola de Professores do Futuro – Chimoio teacher training	Private	College	Primary Education.	Primary Education	<a href="http://adpp-epf-chimoio.org/default.asp">http://adpp-epf-chimoio.org/default.asp</a>
3. Mozambique	Escola de Professores do Futuro-Nacala teacher training	Private	College	Primary Education.	Primary Education	<a href="http://adpp-epf-chimoio.org/default.asp">http://adpp-epf-chimoio.org/default.asp</a>
4. Mozambique	Escola de Professores do Futuro – Cabo Delgado teacher training	Private	College	Primary Education.	Primary Education	<a href="http://adpp-epf-chimoio.org/default.asp">http://adpp-epf-chimoio.org/default.asp</a>
5. Mozambique	Escola de Professores do Futuro-Nhamatanda teacher training	Private	College	Primary Education.	Primary Education	<a href="http://adpp-epf-chimoio.org/default.asp">http://adpp-epf-chimoio.org/default.asp</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
6. Mozambique	Escola de Professors do Futuro- Nsauca	Private	College	Primary Education.	Primary Education	<a href="http://adpp-epf-chimoio.org/default.asp">http://adpp-epf-chimoio.org/default.asp</a>
7. Mozambique	One world university	Public	University	Secondary Education. Bachelor degree in education.	Secondary Education	<a href="http://adpp-mozambique.org/index.php/higher-education.html">http://adpp-mozambique.org/index.php/higher-education.html</a>
8. Mozambique	Universidade Eduardo Mondlane-Faculty of Education	Public	University	Secondary Education. Diplomas in Adult Education, Sciences and Math Education, Curriculum Development and Instruction, Educational Administration. Master's Degrees and Doctoral Degrees offered.	Secondary Education	<a href="http://www.faced.uem.mz/">http://www.faced.uem.mz/</a>
9. Mozambique	Univesidade Catolica de Mocambique-		University	Degree in Social Education, Degree in Adult Education and Community Intervention, Degree in Educational Administration and Management.		<a href="http://www.uem.ac.mz/cms/faculties/fec">http://www.uem.ac.mz/cms/faculties/fec</a>
10. Mozambique	Universidade Eduardo Mondlane-		University	Trains "science teachers", secondary school teachers, and "other professional educators".		<a href="http://www.uem.mz/index.php?option=com_content&amp;task=view&amp;id=748&amp;Itemid=60">http://www.uem.mz/index.php?option=com_content&amp;task=view&amp;id=748&amp;Itemid=60</a>
11. Mozambique	Universidade Pedagógica		University	Bachelor Degree in Teaching Physical Education and Sport; Bachelor's Degree in School Psychology in Basic Education in Adult Education and Planning, Administration and Management of Education.		<a href="http://www.up.ac.mz/faculdades/ciencias-pedagogicas">http://www.up.ac.mz/faculdades/ciencias-pedagogicas</a>
12. Mozambique	Universidade Pedagógica Sagrada Família		University	Trains teacher supervisors who will work for "the province, district and school" school directors, and professional counselors to young people and adults.		<a href="http://www.unisaf.ac.mz/faculdades/cienciasdeducacao/ciencias_de_edu.htm">http://www.unisaf.ac.mz/faculdades/cienciasdeducacao/ciencias_de_edu.htm</a>
13. Mozambique	Universidade Jean Piaget de Mocambique		University	Degree in Preschool Education (also eligible to teach first cycle of primary school).		<a href="http://www.unipiaget.ac.mz/index.php?option=com_content&amp;view=category&amp;layout=blog&amp;id=15&amp;Itemid=41">http://www.unipiaget.ac.mz/index.php?option=com_content&amp;view=category&amp;layout=blog&amp;id=15&amp;Itemid=41</a>
14. Mozambique	Universidade Politecnica		University	Bachelor of Education (Distance)- Primary and Secondary Education.		<a href="http://www.apolitecnica.ac.mz/index.php/esa/licenciatura-em-ciencias-da-educacao">http://www.apolitecnica.ac.mz/index.php/esa/licenciatura-em-ciencias-da-educacao</a>
1. Namibia	Caprivi College of Education	Public	College	Primary Education.	Primary Education	<a href="http://www.namibia-1on1.com/namibia-ministries-1.html">http://www.namibia-1on1.com/namibia-ministries-1.html</a>
2. Namibia	Ongwediva College of Education	Public	College	Primary Education.	Primary Education	<a href="http://www.namibia-1on1.com/namibia-ministries-1.html">http://www.namibia-1on1.com/namibia-ministries-1.html</a>
3. Namibia	Rundu College of Education	Public	College	Primary Education.	Primary Education	<a href="http://www.namibia-1on1.com/namibia-ministries-1.html">http://www.namibia-1on1.com/namibia-ministries-1.html</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
4. Namibia	Windhoek College of Education	Public	College	Primary Education.	Primary Education	<a href="http://www.namibia-1on1.com/namibia-ministries-1.html">http://www.namibia-1on1.com/namibia-ministries-1.html</a>
5. Namibia	University of Namibia	Public	University	Primary, Secondary and Tertiary Education. Diploma programmes: Diploma in Adult Education; Post-Graduate diploma in Education; Education (specialization in Mathematics, Physical Science, and Biology) through the Centre for External Studies. Degree programmes: Bachelor of Education (with specialization in Adult Education, or Mathematics and Science Education, or Social Science Education). This programme prepares pre-service and in-service teachers to teach in Secondary Schools. Bachelor of Education (with specialization in Pre- and Lower Primary as well as Upper-Primary); Bachelor of Education (with specialization in Inclusive Education prepares in-service teachers to improve their competence in the teaching of learners with reading and numeracy difficulties in the primary school). Master of Education (in different areas of specialization)		<a href="http://www.unam.na/faculties/educ/educ_index.html">http://www.unam.na/faculties/educ/educ_index.html</a>
6. Namibia	Namibian College of Open Learning (NAMCOL) Distance Learning		College	Certificate in Early Childhood Development (CECD). Diploma in Early Childhood and Pre-Primary Education (DECPEE)	Preschool Education	<a href="http://www.namcol.edu.na/index.php">http://www.namcol.edu.na/index.php</a>
7. Namibia	Institute of Open Learning (IOL) Distance Learning	Private	College	Diploma in Pre Primary Education	Preschool Education	<a href="http://www.iol.na">www.iol.na</a>
8. Namibia	UNAM Center for external studies Distance Learning		College	Bachelor of Education		
1. Rwanda	Institute Pedagogique Supérieur de Kigali- Faculty of Education	Public	Institute	Primary and Secondary Education. Bachelor of Education (BEEd); Diploma in Biology & Chemistry with Education; Diploma in Math & Physics with Education; Diploma in French & English with Education; Diploma in History & Geography with Education; Diploma in History & Religious Studies with Education; BA/BSc/BSoc with Education.		<a href="http://www.kie.ac.rw">http://www.kie.ac.rw</a>
2. Rwanda	Rwanda Teachers College	Public	College	Secondary Education. AI (Diploma Level) for lower secondary teaching.		<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
3. Rwanda	Teacher Training College of Bicumbi	Public	College	Primary and Secondary (with emphasis on agricultural education).A2 (Certificate Level) for primary school teaching		<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
4. Rwanda	Teacher Training College of Byumba	Public	College	Primary Education.A2 (Certificate Level) for primary school teaching.	Primary Education	<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
5. Rwanda	Teacher Training College of Gacuba II	Public	College	Primary Education.A2 (Certificate Level) for primary school teaching.	Primary Education	<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
6. Rwanda	Teacher Training College of Kirambo	Public	College	Primary Education.A2 (Certificate Level) for primary school teaching.	Primary Education	<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
7. Rwanda	Teacher Training College of Matimba	Public	College	Primary Education.A2 (Certificate Level) for primary school teaching.	Primary Education	<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
8. Rwanda	Teacher Training College of Mbuga	Public	College	Primary Education.A2 (Certificate Level) for primary school teaching.	Primary Education	<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
9. Rwanda	Teacher Training College of Muhanga	Public	College	Primary Education.A2 (Certificate Level) for primary school teaching.	Primary Education	<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
10. Rwanda	Teacher Training College of Mururu	Public	College	Primary Education.A2 (Certificate Level) for primary school teaching.	Primary Education	<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
11. Rwanda	Teacher Training College of Rubengera	Public	College	Primary Education.A2 (Certificate Level) for primary school teaching.	Primary Education	<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
12. Rwanda	Teacher Training College of Save	Public	College	Primary Education.A2 (Certificate Level) for primary school teaching.	Primary Education	<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
13. Rwanda	Teacher Training College of Zaza	Public	College	Primary Education.A2 (Certificate Level) for primary school teaching.	Primary Education	<a href="http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html">http://www.tsc.gov.rw/pre-ser-vice_teacher_training.html</a>
1. Seychelles	Seychelles Institute of Teacher Education (SITE)	Public	College	Primary and Secondary Teacher Education. Diploma.	Primary and Secondary	<a href="http://www.education.gov.sc/postsec.html">http://www.education.gov.sc/postsec.html</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
1. South Africa	Cape Peninsula University of Technology	Public	University	Pre-School, Primary, Secondary and Tertiary Education. BEd: further education and training (fet); economic and management sciences; BEd Hons: educational management; BEd Hons: fet: specialisation (general/natural sciences); Hd: higher education and training; BEd: FET (general) or FET (specialisation: natural science or technology); Pgce: further education and training; Ace: (specialisation) mathematics literacy; Ace: (specialisation) economics & management sciences; BEd Hons: FET: specialisation (economic and management sciences) (General education and training); BEd: general education and training (GET) foundation phase (grade r – 3); Ace: (specialisation) barriers to learning; Ace: GET: foundation phase; BEd Hons: get: foundation phase; BEd: general education and training (GET) intermediate and senior phases (grade 4 – 9); Ace: get: intermediate phase Ace: (specialisation) arts & culture; Ace: (specialisation) technology; Ace: GET: visual arts; Ace: multi-grade / multi-age teaching; Ace: get: senior phase(specialisation) (alternate structure); Ace: get: (senior phase) specialization; BEd Hons: GET: intermediate and senior phase		<a href="http://www.cput.ac.za/">http://www.cput.ac.za/</a>
2. South Africa	Central University of Technology	Public	University			
3. South Africa	Durban University of Technology- School of Teacher Education (Public University)	Public	University	Secondary Education. Degrees in: Education (BEd); (BEd [FET] Specialisation); Economics and Management Science: Accounting, Business Management, Computer Typing, Mathematics, Economics, Natural Science: Biology, Mathematics, Physical Science; Technology: Mathematics, Technology, Technological Design, Entrepreneurship.		<a href="http://www.dut.ac.za/pages/22473">http://www.dut.ac.za/pages/22473</a>
4. South Africa	Nelson Mandela Metropolitan University- School for Initial Teacher Education	Public	University	Pre-School, Primary, Secondary, Post-Graduate Education. Four Year Bachelor degrees: Foundations Phase (R-3); Intermediate Phase (Grades 4-6); Math or Languages (Grades 10-12); Post-Graduate Certificate in Education.		<a href="http://www.nmmu.ac.za/default.asp?id=2521&amp;bhcp=1">http://www.nmmu.ac.za/default.asp?id=2521&amp;bhcp=1</a>
5. South Africa	North-West University- Faculty of Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: Certificates: Advanced Certificate in Education – ACE		<a href="http://www.nwu.ac.za/export/sites/default/nwu/m-fed/welc.html">http://www.nwu.ac.za/export/sites/default/nwu/m-fed/welc.html</a>



Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
6. South Africa	Rhodes University- Faculty of Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: Advanced Certificate in Education (ACE)		<a href="http://www.ru.ac.za/facultyofeducation">http://www.ru.ac.za/facultyofeducation</a>
7. South Africa	Tshwane University of Technology- Faculty of the Humanities	Public	University	Pre-School, Primary, Secondary and Tertiary Education. Programs include: Advanced certificate in education (specialisation)		<a href="http://www.tut.ac.za">http://www.tut.ac.za</a>
8. South Africa	University of Cape Town- School of Education	Public	University	Pre-School, Primary, Secondary and Tertiary. Programs include: Adult Education qualifications		<a href="http://web.uct.ac.za/depts/educate">http://web.uct.ac.za/depts/educate</a>
9. South Africa	University of Fort Hare- Faculty of Education	Public	University	Pre-School, Primary and Secondary Education. Programs include: B Ed (Foundation, Intermediate and Senior Phase) (GET Band)		<a href="http://www.ufh.ac.za/faculties/edu/">http://www.ufh.ac.za/faculties/edu/</a>
10. South Africa	University of Johannesburg- Faculty of Education	Public	University	Pre-School, Primary, Secondary and Tertiary Education. Programs include: B.Ed. Foundation phase, grade R – 3		<a href="http://www.uj.ac.za/EN/Faculties/edu/Pages/default.aspx">http://www.uj.ac.za/EN/Faculties/edu/Pages/default.aspx</a>
11. South Africa	University of KwaZulu Natal- Faculty of Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: Bachelor of Education (BEd)		<a href="http://education.ukzn.ac.za/Homepage.aspx">http://education.ukzn.ac.za/Homepage.aspx</a>
12. South Africa	University of Limpopo- School of Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: Advanced Certificate in Education – Mathematics (ACEM)		<a href="http://www.ul.ac.za/index.php?Entity=School%20Main%20Menu&amp;school_id=2">http://www.ul.ac.za/index.php?Entity=School%20Main%20Menu&amp;school_id=2</a>
13. South Africa	University of Pretoria- Faculty of Education	Public	University	Preschool, Primary, Secondary and Tertiary Education. Programs include: BEd Early Childhood Development and Foundation Phase		<a href="http://web.up.ac.za/default.asp?pkCategoryID=43">http://web.up.ac.za/default.asp?pkCategoryID=43</a>
14. South Africa	University of Stellenbosch- Faculty of Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: BEd (General Education) and Postgraduate studies.		<a href="http://www.sun.ac.za/index.asp">http://www.sun.ac.za/index.asp</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
15. South Africa	University of the Free State- Faculty of Education	Public	University	Preschool, Primary, Secondary, and Tertiary Education. Programs include: B.Ed. Pre-school and Foundation Phase (for Grades R - 3); B.Ed. Intermediate Phase (for Grades 4 - 7); B.Ed. Further Education and Training Phase (for Grades 8 - 12); B.Ed. Five-year Curriculum for the Further Education and Training Phase (for Grades 8 - 12); Advanced Certificate in Education; Postgraduate Certificate in Education; Postgraduate Diploma in Education; Advanced Diploma in Further Education; Advanced Diploma in Higher Education; B.Ed. Hons. (7 learning areas); M.Ed. (5 learning areas); M.A. (Higher Education Studies); Structured; Higher Education Structured; Further Education OR Dissertation; Ph.D. (Higher and Further Education).		<a href="http://edu.ufs.ac.za/">http://edu.ufs.ac.za/</a>
16. South Africa	University of the Western Cape- Faculty of Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: Educational psychology; ACE Special Education Needs programme; B.Ed (Educational Psychology); B.Ed. Hons; Master of Education; Doctorate of Education; B Ed (Hons) course in Language in Education.		<a href="http://www.uwc.ac.za/">http://www.uwc.ac.za/</a>
17. South Africa	University of the Witwatersrand- School of Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: Bed; Postgraduate Certificate in Education (PGCE); (Teacher upgrading)		<a href="http://www.wits.ac.za/academic/humanities/education/7770/education.html">http://www.wits.ac.za/academic/humanities/education/7770/education.html</a>
18. South Africa	University of Venda- School of Education	Public	University	Pre-School, Primary, Secondary and Tertiary Education. Programs include: Advanced Certificate in Education; Educational Management (ACEEM), School Management and Leadership (ACESML); Bachelor of Education Honors in Educational Management (BEDEM); College Teaching (BEDCT (Hons), Curriculum Studies (BEDCS)		<a href="http://www.univen.ac.za/education/index.html">http://www.univen.ac.za/education/index.html</a>
19. South Africa	University of Zululand- Faculty of Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: Bachelor of Education (B.ED); Bachelor of Education Honours; Master of Education (M.ED); Doctor of Education (D. ED); Doctor of Philosophy (PhD) (Community Psychology).		<a href="http://www.uzulu.ac.za/edu.php">http://www.uzulu.ac.za/edu.php</a>
20. South Africa	Walter Sisulu University- Faculty of Education	Public	University	Secondary, and Music Education. Programs include: University Licentiate in Music Education (ULME) ND (ABET); BEEd (FET) Humanities; BEEd (FET) Natural Sciences; BEEd (FET) EMS; BEEd (FET) Consumer Science; BEEd (FET) Technology Education; BEEd (FET) Arts and Culture Ed.; Bachelor of Social Sciences.		<a href="http://www.wsu.ac.za">http://www.wsu.ac.za</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
1. South Sudan	Arapi National Teacher Training College	Public	College	Certificate in Primary Education.	Primary Education	<a href="http://www.norad.no/en/tools-and-publications/publications/publication?key=117408">http://www.norad.no/en/tools-and-publications/publications/publication?key=117408</a>
2. South Sudan	Ikotos Teacher Training College	Private	College	Primary Education. The teacher training program is taught by six instructors which are hired by the government. This program lasts two years, and is meant to increase the standard of teaching across South Sudan.	Primary Education	<a href="http://www.emergepovertyfree.org/our-work/africa/sudan/ikotos-teacher-training-college">http://www.emergepovertyfree.org/our-work/africa/sudan/ikotos-teacher-training-college</a>
3. South Sudan	Aramweer	Public	County Education Centre	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)
4. South Sudan	Rumbek National Teacher Training College	Public	College	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)
5. South Sudan	Maridi National Teacher Training College	Public	College	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)
6. South Sudan	Maper National Teacher Training College	Public	College	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)
7. South Sudan	Mbili National Teacher Training College	Public	College	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)
8. South Sudan	Rumbur National Teacher Training College	Public	College	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)
9. South Sudan	Malakal National Teacher Training College	Public	College	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)
10. South Sudan	Yei Teacher Training College	Private	College	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)
11. South Sudan	Kotobi Teacher Training College	Private	College	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
12. South Sudan	Yambio Teacher Training College	Private	College	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)
13. South Sudan	Kajo Keji Teacher Training College	Private	College	Certificate in Primary Education.	Primary Education	Director of General Quality Assurance, Promotion and Innovation (MOEST)
1. Swaziland	Nazarene College Teacher Training	Public	College	Primary School Education.	Primary Education	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Swaziland.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Swaziland.pdf</a>
2. Swaziland	Ngwane College Teacher Training	Public	College	Primary School Education.	Primary Education	<a href="http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Swaziland.pdf">http://www.ibe.unesco.org/file-admin/user_upload/Publications/WDE/2010/pdf-versions/Swaziland.pdf</a>
3. Swaziland	Swaziland College of Technology- Faculty of Education	Public	College	Secondary and Vocational Education. Programs include: Secondary teacher diploma (design and technology); Secondary teacher diploma in commercial studies (ttc); Vocational instructor diploma (vid).		<a href="http://www.scot.co.sz/education.html">http://www.scot.co.sz/education.html</a>
4. Swaziland	University of Swaziland- Faculty of Education	Public	University	Primary, Secondary, Tertiary and Adult Education. Programs include: Certificate in Adult Education; Post-Graduate Certificate in Education; Diploma in Adult Education; Bachelor of Education (Primary); Bachelor of Education (Secondary); Bachelor of Education (Commerce).		<a href="http://www.uniswa.sz/academic/educ/index.htm">http://www.uniswa.sz/academic/educ/index.htm</a>
5. Swaziland	William Pitcher College teacher training	Public	College	Junior Secondary Education.	Secondary Education	<a href="http://www.commonwealth-of-nations.org/Swaziland/Organisation/Education/Education_Suppliers/William_Pitcher_College">http://www.commonwealth-of-nations.org/Swaziland/Organisation/Education/Education_Suppliers/William_Pitcher_College</a>
1. Tanzania	Aga Khan University	Private	University	Programs include: Certificates in Education and Master of Education degrees. Focus on tertiary education.		<a href="http://www.aku.edu/iedea/">http://www.aku.edu/iedea/</a>
2. Tanzania	Ahlu Bayt teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
3. Tanzania	Al-Haramain teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
4. Tanzania	Arafa teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both	<a href="http://www.moebet.go.tz">http://www.moebet.go.tz</a>
5. Tanzania	Arusha teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both primary and Secondary	<a href="http://www.moebet.go.tz">http://www.moebet.go.tz</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
6. Tanzania	Aggrey teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both primary and Secondary	<a href="http://www.moevet.go.tz">http://www.moevet.go.tz</a>
7. Tanzania	Aggrey Chariji teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both primary and Secondary	<a href="http://www.moevet.go.tz">http://www.moevet.go.tz</a>
8. Tanzania	Arizona teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both primary and Secondary	<a href="http://www.moevet.go.tz">http://www.moevet.go.tz</a>
9. Tanzania	Al Muntazir teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both primary and Secondary	<a href="http://www.moevet.go.tz">http://www.moevet.go.tz</a>
10. Tanzania	Bariadi teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both primary and Secondary	<a href="http://www.moevet.go.tz">http://www.moevet.go.tz</a>
11. Tanzania	Bethseb teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both primary and Secondary	<a href="http://www.moevet.go.tz">http://www.moevet.go.tz</a>
12. Tanzania	Bishop Durning teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both primary and Secondary	<a href="http://www.moevet.go.tz">http://www.moevet.go.tz</a>
13. Tanzania	Buhongwa teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both primary and Secondary	<a href="http://www.moevet.go.tz">http://www.moevet.go.tz</a>
14. Tanzania	Bukoba teacher College	Private	College	Primary and Secondary Education. Certificate & Diploma	Both primary and Secondary	<a href="http://www.moevet.go.tz">http://www.moevet.go.tz</a>
15. Tanzania	Bunda teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Both primary and Secondary	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
16. Tanzania	Bustani teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
17. Tanzania	Butimba teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
18. Tanzania	Capital teacher Training	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
19. Tanzania	Chalinze teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
20. Tanzania	Coast training College	Private	College	Primary education only	Primary only	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
21. Tanzania	Consolata teacher College	Private	College	Secondary Education only	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
22. Tanzania	Dakawa teacher College	Public	College	Secondary education only	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
23. Tanzania	University College of Education	Public	College	Degree in Education course (secondary).	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
24. Tanzania	Dar ul Muhi-meen teacher College	Private	College	Secondary Education. Diploma in Education course (secondary).	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
25. Tanzania	Dindimo teacher College	Private	College	Primary and Secondary Education	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
26. Tanzania	Dinobb teacher College	Private	College	Primary education	Primary only	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
27. Tanzania	Ebonite teacher College	Private	College	Primary education	Primary only	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
28. Tanzania	Eckernforde teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
29. Tanzania	Green Bird teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
30. Tanzania	Ilonga College (Public Teachers College)	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
31. Tanzania	Joshua teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
32. Tanzania	Kabanga teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
33. Tanzania	Kange teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
34. Tanzania	Kasulu teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
35. Tanzania	Katoke teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
36. Tanzania	Kibamba teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
37. Tanzania	Kigamboni teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
38. Tanzania	Kigogo teacher College	Private	College	Secondary Education. Diploma in Education course (secondary).	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
39. Tanzania	Kihinga teacher College	Private	College	Secondary Education. Diploma in Education course (secondary).	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
40. Tanzania	Kinampana teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
41. Tanzania	Kinder Care teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
42. Tanzania	King'ori teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
43. Tanzania	Kinondoni teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
44. Tanzania	Kirinjiko Islamic teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
45. Tanzania	Kisanga teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
46. Tanzania	Kitangili teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
47. Tanzania	Kleruu teacher College	Public	College	Secondary Education. Diploma in Education course (secondary).	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
48. Tanzania	Korogwe teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
49. Tanzania	Lake teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
50. Tanzania	Lake Tanganyika teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
51. Tanzania	Mairiva teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
52. Tanzania	Mandaka teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
53. Tanzania	Manyara teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
54. Tanzania	Marangur teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
55. Tanzania	Maurice teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
56. Tanzania	Mbeya Lutheran teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
57. Tanzania	Mbeya Moravian teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
58. Tanzania	Mbezi teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
59. Tanzania	Mhonda teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
60. Tanzania	MISO teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
61. Tanzania	Monduli teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
62. Tanzania	Montessori Kawakamo teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
63. Tanzania	Montessori Mtwara teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
64. Tanzania	Mount Sinai teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
65. Tanzania	Morogoro teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
66. Tanzania	Mpuguso teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>



Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
67. Tanzania	Mpwapa teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
68. Tanzania	Mtumba teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
69. Tanzania	Mtwara (T) teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
70. Tanzania	Mtwara teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
71. Tanzania	Mufindi teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
72. Tanzania	Mukidoma teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
73. Tanzania	Murutunguru teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
74. Tanzania	Musoma Utalii teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
75. Tanzania	Mwanza teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
76. Tanzania	Mwl. Franz teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
77. Tanzania	Nachinwea teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
78. Tanzania	Nazareth teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
79. Tanzania	Ndala teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
80. Tanzania	Ng'wanza teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
81. Tanzania	Nkuruma teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
82. Tanzania	Northern Highland teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
83. Tanzania	Nshambya teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
84. Tanzania	Nyamahanga teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
85. Tanzania	Paradigms teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
86. Tanzania	Patandi teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
87. Tanzania	Popatal teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
88. Tanzania	Richrice teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
89. Tanzania	Rukwa teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
90. Tanzania	Safina teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
91. Tanzania	Safina Geita teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
92. Tanzania	Salesian teacher Seminary	Private	College	Secondary Education. Certifications include: Diploma in Education course (secondary).	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
93. Tanzania	SEMS teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
94. Tanzania	Shinyanga teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
95. Tanzania	Sila teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
96. Tanzania	Singachini teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
97. Tanzania	Singida teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
98. Tanzania	Sinon teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
99. Tanzania	Songe teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
100. Tanzania	Songea teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
101. Tanzania	St. Alberto teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
102. Tanzania	St. Bernard teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
103. Tanzania	St. Francis teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
104. Tanzania	St. John Mary Mzeyi - Mbezi teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
105. Tanzania	St. Joseph Mwenge teacher College	Private	College	Secondary Education. Certifications include: Diploma in Education course (secondary).	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
106. Tanzania	St. Joseph Patron teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
107. Tanzania	St. Joseph Sanu teacher College	Private	College	Secondary Education. Certifications include: Diploma in Education course (secondary).	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
108. Tanzania	St. Mary's teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
109. Tanzania	St.Maurus Chemchem teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
110. Tanzania	St. Monica teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
111. Tanzania	Sumbawanga teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
112. Tanzania	Tabora teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
113. Tanzania	Tandala teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
114. Tanzania	Tanga Elite teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
115. Tanzania	Tanzania Adventist teacher College	Private	College	Secondary Education. Certifications include: Diploma in Education course (secondary).	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
116. Tanzania	Tanzania Early Education teacher College	Private	College	PreSchool and Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
117. Tanzania	Tarime teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
118. Tanzania	Tukuyu teacher College	Public	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and		<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
119. Tanzania	Ubungo Islamic teacher College	Private	College	Secondary Education. Certifications include: Diploma in Education course (secondary).	Secondary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
120. Tanzania	Upendo Lushoto teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
121. Tanzania	Unioio teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
122. Tanzania	Vikindu teacher College	Public	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
123. Tanzania	WAAMA teacher College	Private	College	Primary and Secondary Education. Certifications include: Grade 'A' Teachers Certificate (primary) and	Primary and Sec	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
124. Tanzania	West DSM teacher College	Private	College	Primary Education. Provides teachers with a Grade 'A' Teachers Certificate.	Primary Education	<a href="http://www.moe.go.tz/ted/t_colleges.html">http://www.moe.go.tz/ted/t_colleges.html</a>
1. Uganda	Arua Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
2. Uganda	Bishop Stuart Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
3. Uganda	Bishop Stuart University	Private	University	Preschool, Primary and Secondary Education. Programs include: Bachelor of Arts with Education (BA Ed)	Secondary Education	<a href="http://www.bsu.ac.ug/">http://www.bsu.ac.ug/</a>
4. Uganda	Bishop Willis Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
5. Uganda	Bugema University	Private	University	Primary, Secondary and Tertiary Education. Programs include: Diploma in Education - Primary	Secondary Education	<a href="http://www.bugemauniv.ac.ug/schools/education.html">http://www.bugemauniv.ac.ug/schools/education.html</a>
6. Uganda	Buhungiro Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
7. Uganda	Bulera Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
8. Uganda	Bundibugyo Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
9. Uganda	Bushenyi Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
10. Uganda	Busikho Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
11. Uganda	Busitema University	Public	University	Secondary Education- Specialization in science education (Bachelor of Science Education).	Secondary Education	<a href="http://www.busitema.ac.ug/">http://www.busitema.ac.ug/</a>
12. Uganda	Busogo University	Private	University	Primary, Secondary and Tertiary Education. Programs include: Certificate in Primary Education (CEP)	Secondary Education	<a href="http://www.busogauniversity.ac.ug/">http://www.busogauniversity.ac.ug/</a>
13. Uganda	Busubizi Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
14. Uganda	Bwera Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
15. Uganda	Canon Apolo Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
16. Uganda	Canon Lawrence Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
17. Uganda	Christ the King Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
18. Uganda	Gulu Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
19. Uganda	Ibanda Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
20. Uganda	Jinja Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
21. Uganda	Kabale-Bukinda Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
22. Uganda	Kabale National Teachers College	Public	College	Secondary Education. Secondary Pre-Service Program.	Secondary Education	<a href="http://directory.infoug.com/national-teachers-college-kabale-4324.html">http://directory.infoug.com/national-teachers-college-kabale-4324.html</a>
23. Uganda	Kabale University	Private	University	Primary, Secondary and Tertiary Education. Programs include: Diploma in Education (Primary Education)	Secondary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
24. Uganda	Kabukunge Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
25. Uganda	Kabulasoke Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
26. Uganda	Kabwagasi Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
27. Uganda	Kaliro National Teachers College	Public	College	Secondary Education. Secondary Pre-Service Education Program.	Secondary Education	<a href="http://directory.infoug.com/national-teachers-college-kaliro-4394.html">http://directory.infoug.com/national-teachers-college-kaliro-4394.html</a>
28. Uganda	Kaliro Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
29. Uganda	Kampala University- Faculty of Education	Private	University	Preschool, Primary, and Secondary Education. Programs include: Bachelor of Arts in Education	Secondary Education	<a href="http://www.kiu.ac.ug/index.php?option=com_content&amp;view=article&amp;id=239&amp;Itemid=254">http://www.kiu.ac.ug/index.php?option=com_content&amp;view=article&amp;id=239&amp;Itemid=254</a>
30. Uganda	Kamurasi Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
31. Uganda	Kapchorwa Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
32. Uganda	Kibuli Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
33. Uganda	Kisoro Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
34. Uganda	Kitgum Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
35. Uganda	Kiyooro Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
36. Uganda	Kotido Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
37. Uganda	Kumi University	Private	University	Pre-Service Teacher Education	Secondary Education	<a href="http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Uganda.pdf">http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Uganda.pdf</a>
38. Uganda	Kyambogo University- Faculty of Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: Certificate Courses :	Secondary Education	<a href="http://www.kyu.ac.ug/educprog.html">http://www.kyu.ac.ug/educprog.html</a>
39. Uganda	Loro Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
40. Uganda	Makerere University- School of Education	Public	University	Secondary and Tertiary Education. Programs include: Undergraduate studies	Secondary Education	<a href="http://educ.mak.ac.ug">http://educ.mak.ac.ug</a>
41. Uganda	Moroto Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
42. Uganda	Mountains of the Moon University- School of Education	Private	University	Primary and Secondary Education. Programs include: Bachelor of Science with Education	Secondary Education	<a href="http://www.mmu.ac.ug/departments/education.html">http://www.mmu.ac.ug/departments/education.html</a>
43. Uganda	Moyo- Erepi Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
44. Uganda	Mukuju Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
45. Uganda	Muni National Teachers College	Public	College	Secondary Education. Secondary pre-service program.	Secondary Education	<a href="http://directory.infoug.com/national-teachers-college-muni-3387.html">.http://directory.infoug.com/national-teachers-college-muni-3387.html</a>
46. Uganda	Muteesa I Royal University- Faculty of Education	Private	University	Preschool, Primary and Secondary Education. Program include: Bachelor of Education (BED,Arts Secondary Education)	Secondary Education	<a href="http://www.mru.ac.ug/?page=Education_Depart.php&amp;title=Faculty%20of%20Education">http://www.mru.ac.ug/?page=Education_Depart.php&amp;title=Faculty%20of%20Education</a>



Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
47. Uganda	Nakaseke Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
48. Uganda	Ndegeya Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
49. Uganda	Ndejje University- Faculty of Education	Private	University	Preschool, Primary and Secondary Education. Programs include: Bachelor of Education. (BED) Day/InService.	Secondary Education	<a href="http://www.ndejjeuniversity.ac.ug/?q=node/23">http://www.ndejjeuniversity.ac.ug/?q=node/23</a>
50. Uganda	Nkozi National Teachers College	Public	College	Secondary Education. Secondary pre-service programme.	Secondary Education	<a href="http://directory.infoug.com/national-teachers-college-nkozi-7558.html">http://directory.infoug.com/national-teachers-college-nkozi-7558.html</a>
51. Uganda	Nkumba University- School of Education	Private	University	Preschool, Primary, Secondary and Tertiary Education. Programs include: Bachelor of Arts Education with the following subjects in Humanities: English language, Economics, Accounts, Luganda, Commerce, Geography, French, Commercial Industrial Art and Design, History, Religious Studies, Kiswahili, Islam, Literature, Business and entrepreneurship education.	Secondary Education	<a href="http://www.nkumbauniversity.ac.ug/">www.nkumbauniversity.ac.ug/</a>
52. Uganda	Paidha Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
53. Uganda	Rakai Primary Teachers College Bikira	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
54. Uganda	Rungiri Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
55. Uganda	Santa Maria Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
56. Uganda	Shimoni Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
57. Uganda	Soroti Primary Teachers College	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
58. Uganda	St. John the Baptist Ggaba Teacher Training College	Private	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.tusk.org/ggaba-teacher-training-college.asp">http://www.tusk.org/ggaba-teacher-training-college.asp</a>
59. Uganda	St. Aloysius Primary Teachers College, Ngora	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
60. Uganda	St. Augustine Primary Teachers College, Butiti	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
61. Uganda	St. John Bosco Primary Teachers College, Ladonga	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
62. Uganda	St. Lawrence University- Faculty of Education	Private	University	Primary and Secondary Education. Programs include: BAED Bachelor of Arts with Education	Secondary Education	<a href="http://www.stlawrenceuniversity.ac.ug/index.php?option=com_content&amp;view=article&amp;id=76&amp;Itemid=62">http://www.stlawrenceuniversity.ac.ug/index.php?option=com_content&amp;view=article&amp;id=76&amp;Itemid=62</a>
63. Uganda	St. Mary's Primary Teachers College, Bukedea	Public	College	Primary Education. Primary pre-service programme.	Primary Education	<a href="http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc">http://www.education.go.ug/FORM%20A%20for%20selection%20v.24.doc</a>
64. Uganda	Uganda Christian University	Private	University	Secondary and Tertiary Education. Programs include: Bachelor of Education (BED)	Secondary Education	<a href="http://ucu.ac.ug/content/category/4/16/43/">http://ucu.ac.ug/content/category/4/16/43/</a>
65. Uganda	Uganda Marist's University- Faculty of Education	Private	University	Primary, Secondary and Tertiary Education. Programs include: Certificate in Health Promotion and Education	Secondary Education	
66. Uganda	Uganda Pentacostal University- Faculty of Education	Private	University	Primary and Secondary Education. Programs include: Bachelor of Education (Bed)	Secondary Education	<a href="http://upu.ac.ug/">http://upu.ac.ug/</a>
1. Zambia	George Benson College	Private	College	Secondary Education. Training programme offered for secondary school teachers.	Secondary Education	<a href="http://www.search4dev.nl/document/210009">http://www.search4dev.nl/document/210009</a>
2. Zambia	Hillside Teachers College	Private	College	Secondary Education. Secondary Diploma in Education.	Secondary Education	<a href="http://www.ittaca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3A Zambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.ittaca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3A Zambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
3. Zambia	Natural Resources Development College	Public	College	Secondary and Technical Education. Agricultural science education: Diploma	Secondary Education	<a href="http://www.nrdc.biz/">http://www.nrdc.biz/</a>
4. Zambia	DMI St. Eugene Lusaka	Private	University	Degree courses in Education: BA-Ed and MA Ed		<a href="http://www.dmisteuogene.org/contact.html">http://www.dmisteuogene.org/contact.html</a>
5. Zambia	DMI St. Eugene Chipata	Private	University	Degree courses in Education: BA-Ed and MA Ed		
6. Zambia	University of Lusaka	Private	University	Degree: Bachelor of Education		<a href="http://www.unilus.ac.zm/">http://www.unilus.ac.zm/</a>
7. Zambia	Cavendish University	Private	University	Degree: Bachelor of Education		<a href="http://www.cavendishza.org">http://www.cavendishza.org</a>
8. Zambia	Chreso University Zambia	Private	University	Degree: BA -Ed		<a href="http://www.chresoiversity.net/Career-Guidance.html">http://www.chresoiversity.net/Career-Guidance.html</a>
9. Zambia	Nkana College	Private	College	Primary Diploma	Primary Education	
10. Zambia	Kitwe Institute of Teacher Education	Private	College	Early Education, Primary: Certificate: Zambia Teacher Education Certificate (ZATEC)	Primary Education	
11. Zambia	Nkana Academy of Education	Private	College	Early Education, Primary: Certificate: Zambia Teacher Education Certificate (ZATEC)	Primary Education	
12. Zambia	African Institute of Sathya-Sai Education	Private	College	In-service		
13. Zambia	Mufilira Professional College	Private	College	Early Education, Primary: Certificate: Zambia Teacher Education Certificate (ZATEC)	Primary Education	
14. Zambia	Foundation for Cross Cultural Education	Private	College	Primary Diploma	Primary Education	
15. Zambia	Makeni college of Education	Private	College	Secondary diploma	Secondary Education	
16. Zambia	Immaculate Visitation College of Education	Private	College	Early Education, Primary: Certificate: Zambia Teacher Education Certificate (ZATEC)	Primary Education	

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
17. Zambia	St. Salome College of Education	Private	College	Secondary diploma	Secondary Education	
18. Zambia	Paglory College of Education	Private	College	Secondary diploma	Secondary Education	
19. Zambia	Jubeva College of Education	Private	College	Secondary diploma	Secondary Education	
20. Zambia	Monze College of Education	Private	College	Early Education, Primary: Certificate: Zambia Teacher Education Certificate (ZATEC)	Primary Education	
21. Zambia	Lyambai College of Education	Private	College	Early Education, Primary: Certificate: Zambia Teacher Education Certificate (ZATEC)	Primary Education	
22. Zambia	Solwezi Falls College of Education	Private	College	Secondary diploma	Secondary Education	
23. Zambia	Mkushi College of Education	Private	College	Primary Diploma	Primary Education	
24. Zambia	Mars Hill	Private	College	Primary Diploma	Primary Education	
25. Zambia	MOSA College of Education	Private	College	Primary Diploma	Primary Education	
26. Zambia	South west College of Education	Private	College	Secondary diploma	Secondary Education	
27. Zambia	Mosi-o-Tunya College of Education	Private	College	Early Education, Primary: Certificate: Zambia Teacher Education Certificate (ZATEC)	Primary Education	
28. Zambia	Chiuta Wkutyanya	Private	College	Secondary diploma	Secondary Education	
29. Zambia	Zambia College of Education (ZAMCOL)	Private	College	Secondary diploma	Secondary Education	
30. Zambia	Northern College of Education	Private	College	Early Education, Primary: Certificate: Zambia Teacher Education Certificate (ZATEC)	Primary Education	

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
31. Zambia	Copperbelt Distance Education University	Private	College	Secondary diploma	Secondary Education	
32. Zambia	Kafue College of Education	Private	College	Secondary diploma	Secondary Education	
33. Zambia	University of Africa College	Private	University	B.Education Degree		<a href="http://www.zambia-advisor.com/University-of-Africa.html">http://www.zambia-advisor.com/University-of-Africa.html</a>
34. Zambia	Rusangu University	Private	University	B.Education Degree for primary and secondary	primary and secondary education	<a href="http://www.rusangu-university.edu.zm/">http://www.rusangu-university.edu.zm/</a>
35. Zambia	Charles Lwanga College of Education	Public	College	Primary Education. Primary school certificate of education.	Primary Education	<a href="http://www.ittaca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.ittaca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>
36. Zambia	Chipata College of Education	Public	College	Primary Education. Primary school certificate of education.	Primary Education	<a href="http://www.ittaca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.ittaca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>
37. Zambia	Formerly: Copperbelt Secondary Teacher College New Name: <b>Mukuba University</b>	Public	College	Bachelor of Education degrees	Secondary Education	<a href="http://www.cce.co.zm/">http://www.cce.co.zm/</a>
38. Zambia	David Livingstone College of Education	Public	College	Secondary Education and early childhood education	Secondary Education and early childhood education	<a href="http://www.ittaca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.ittaca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>
39. Zambia	Evelyn Hone College of Applied Arts and Commerce	Public	College	Secondary Education. Programs include: music education; secondary education.,Art and English	Secondary Education	<a href="http://www.teveta.org.zm/index.php?option=com_rokdownloads&amp;view=file&amp;task=download&amp;id=49%3Atevet-registered-training-institutions&amp;Itemid=116">http://www.teveta.org.zm/index.php?option=com_rokdownloads&amp;view=file&amp;task=download&amp;id=49%3Atevet-registered-training-institutions&amp;Itemid=116</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
40. Zambia	Kasama College of Education	Public	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>
41. Zambia	Kitwe College of Education	Public	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>
42. Zambia	Luanshya Technical and Vocational Teacher College	Public	College	Technical Education. Programs include: Guidance and counselling, commerce, accounts, and technical courses	Technical Education	<a href="http://www.mstvt.gov.zm/index.php?option=com_content&amp;view=article&amp;id=63&amp;Itemid=71">http://www.mstvt.gov.zm/index.php?option=com_content&amp;view=article&amp;id=63&amp;Itemid=71</a>
43. Zambia	Malcom Moffat College of Education	Public	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>
44. Zambia	Mansa College of Education	Public	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>
45. Zambia	Mongu College of Education	Public	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>
46. Zambia	Mulfulira College of Education	Public	College	Secondary education diploma	Secondary Education	<a href="http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.itraca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3Azambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>
47. Zambia	National In-Service Training College	Public	College	Bachelor of Education degrees	Secondary Education	<a href="http://www.nistcol.ac.zm/">http://www.nistcol.ac.zm/</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
48. Zambia	Formerly: Nkrumah Teacher College New Name: <b>Nkrumah University</b>	Public	College	Bachelor of Education degrees	Secondary Education	<a href="http://www.search4dev.nl/document/210009">http://www.search4dev.nl/document/210009</a>
49. Zambia	Solwezi College of Education	Public	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.ititaca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3A Zambia&amp;Itemid=70&amp;tmpl=component&amp;print=1">http://www.ititaca-africa.ie/index.php?option=com_k2&amp;view=item&amp;id=8%3A Zambia&amp;Itemid=70&amp;tmpl=component&amp;print=1</a>
50. Zambia	University of Zambia-School of Education	Public	University	Primary, Secondary and Adult Education. Programs include: Certificate in Adult Education and Bachelor of Education Degrees, Masters and PHDs	Secondary Education	<a href="http://www.unza.zm/Education/index.php?option=com_frontpage&amp;Itemid=1">http://www.unza.zm/Education/index.php?option=com_frontpage&amp;Itemid=1</a>
51. Zambia	Mulungushi University	Public	University	Bachelor of Education degrees	Degree Education	
52. Zambia	Zambia Institute of Special Education (Also called: Lusaka College for Teachers of the Handicapped)	Public	College	Special Education. Diploma course in Special Education.	Special Education	<a href="http://www.soc.utu.fi/sivustot/edulink/organisation/partnerinstitutions/">http://www.soc.utu.fi/sivustot/edulink/organisation/partnerinstitutions/</a>
53. Zambia	Copperbelt University	Public	University	Bachelor of Education degrees	Secondary Education	
1. Zimbabwe	Africa University	Private	University	Primary and Secondary Education. Programs include: Bachelor of Arts with Education	Primary and Secondary Education	<a href="http://www.africau.edu/faculties/education/FOE.htm">http://www.africau.edu/faculties/education/FOE.htm</a>
2. Zimbabwe	Belvedere Technical Teachers	Public	College	Secondary and Technical Education. Programs include: Secondary Diploma in Education	Secondary Education	<a href="http://www.bttc.ac.zw/">http://www.bttc.ac.zw/</a>
3. Zimbabwe	Bindura University of Science Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: Bachelor of Science Education	Primary and Secondary Education	<a href="http://www.buse.ac.zw/education.html">http://www.buse.ac.zw/education.html</a>
4. Zimbabwe	Bondolfi Teachers College	Private	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>

Country	Institution	Governance	Type	Course, Programmes, Diplomas, Degrees Offered	Level of Specialization	Website reference/Source
5. Zimbabwe	Hillside Teachers College	Public	College	Secondary Education. Secondary Diploma in Education.	Secondary Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>
6. Zimbabwe	Joshua Mqabuko Nkomo Polytechnic	Public	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>
7. Zimbabwe	Madziwa Teachers' College	Public	College	Primary Education. Primary Diploma in Education	Primary Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>
8. Zimbabwe	Marymount Teachers College	Public	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>
9. Zimbabwe	Masvingo Polytechnic	Public	College	Technical Education. Technical Teaching Education.	Technical Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>
10. Zimbabwe	Midlands State University- Faculty of Education	Public	University	Primary, Secondary and Tertiary Education (also: Adult Education). Programs include: Bachelor of Education Degree (BED)		<a href="http://www.msu.ac.zw/faculty.php?facultyid=5">http://www.msu.ac.zw/faculty.php?facultyid=5</a>
11. Zimbabwe	Mkoba Teachers College	Public	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>
12. Zimbabwe	Morgan Zintec College	Public	College	Preschool and Primary Education. Programs include: Primary Diploma in Education		<a href="http://www.morganzintec.ac.zw">http://www.morganzintec.ac.zw</a>
13. Zimbabwe	Morgenster Teachers College	Private	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>
14. Zimbabwe	Mutare Teachers College	Public	College	Secondary Education. Secondary Diploma in Education.	Secondary Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>
15. Zimbabwe	Nyadire Teachers College	Private	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>
16. Zimbabwe	Seke Teachers College	Public	College	Primary Education. Primary Diploma in Education.	Primary Education	<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>



1. Zimbabwe	United College of Education	Public	College	Preschool and Primary Education. Programs include: Pre-service Diploma in Education (Primary)		<a href="http://www.mhet.ac.zw/index.php/institutions/teachers-colleges">http://www.mhet.ac.zw/index.php/institutions/teachers-colleges</a>
2. Zimbabwe	University of Zimbabwe- Faculty of Education	Public	University	Primary, Secondary and Tertiary Education. Programs include: Bachelor of Education in education foundations, elementary education, science education, technical education and teacher education	Primary and Secondary Education	<a href="http://www2.uz.ac.zw/index.php/faculties/59-education.html">http://www2.uz.ac.zw/index.php/faculties/59-education.html</a>
3. Zimbabwe	Women's University in Africa- Faculty of Social Sciences and Gender Studies	Private	University	Preschool and Primary Education. Programs include: Bachelor of Education (Primary)	Preschool, Primary and Secondary Education	<a href="http://www1.wua.ac.zw/index.php?option=com_content&amp;view=article&amp;id=86&amp;Itemid=186">http://www1.wua.ac.zw/index.php?option=com_content&amp;view=article&amp;id=86&amp;Itemid=186</a>
4. Zimbabwe	Great Zimbabwe University- Faculty of Education	Public	University	Preschool, Primary, Secondary and Tertiary Education. Programs include: Diploma in adult and continuing education Bachelor of adult and continuing education, Bachelor of education in early childhood development degree, Bachelor of education in sociology, Bachelor of education in psychology, Master of education educational psychology/ sociology/ philosophy, Master of education degree in early childhood development, Bachelor of education in special needs education, Master of education in special needs education, Bachelor of education (primary), Bachelor of education (secondary), Graduate diploma in education, Master of education in curriculum studies, Master of education languages.	Primary, Secondary and Tertiary Education	<a href="http://www.gzu.ac.zw/index.php/faculties/faculty-of-education">http://www.gzu.ac.zw/index.php/faculties/faculty-of-education</a>



## **SELECTED BIBLIOGRAPHY**

- AACTE. (2006). *Humanizing pedagogy through HIV and AIDS prevention: Transforming teacher knowledge*. Washington D.C.: Paradigm Publishers.
- Admassu, M., and Fitaw, Y. (2006). Factors affecting acceptance of VCT among different professional and community groups in North and South Gondar Administrative zones, north west Ethiopia. *Ethiopian Journal of Health Development*, 20(1), 24-31.
- AfriMAP and The Open Society Initiative for Southern Africa. (2009). *Effective Delivery of Public Services in the Education Sector: A review*. An Open Society Institute Network Publication.
- Aggleton, P., Yankah, E., and Crewe, M. (2011). Education and HIV/AIDS- 30 years on AIDS Education and Prevention, 23(6), 495-507.
- Ahmed, N., Flisher, A., Mathews, C., Jansen, S., Mukoma, W., and Schaalma, H. (2006). Process evaluation of the teacher training for an AIDS prevention programme. *Health education research*, 21(5), 621-632.
- Ahmed, N., Flisher, A., Mathews, C., Mukoma, W., and Jansen, S. (2009). HIV education in South African schools: the dilemma and conflicts of educators. *Scandinavian Journal of Public Health*, 37(2), 48-54.
- Andre, L. and Egbert, B. (2011a). Pupils and teachers knowledge about HIV and AIDS in Seychelles Policy Brief.
- Andre, L. and Egbert, B. (2011b). The SACMEQ III Project in Seychelles; A study of the conditions of schooling and the quality of education.
- Bartlett, M. A. (2003). *Inclusive education in Namibia, Africa*. The University of Texas at El Paso, ProQuest Dissertations and Theses, 124.
- Baxen, J. (2010). *Performative Praxis: Teacher Identity and Teaching in the Context of HIV/AIDS*. New York, NY: Peter Lang Pub Incorporated.
- Baxen, J., Wood, L., and Austin, P. (2011). Reconsidering and repositioning HIV and AIDS within teacher education. *Africa Insight*, 40(4).
- Benavente, A., Ralambomanana, S., and Mbanze, J. (2008). Training teachers as key players in poverty alleviation. *Prospects*, 38(2), 171-187.
- Bennell, P. and Molwane, A. (2007). Teacher supply and demand for Botswana primary and secondary schools: 2006-2016. Ministry of Education, Government of Botswana. Retrieved July 26, 2013 from [http://www.ub.bw/ip/documents/2008\\_Teacher%20Supply%20and%20Demand%20to%20Botswana%20Primary%20and%20Secondary%20Schools%202006-16.pdf](http://www.ub.bw/ip/documents/2008_Teacher%20Supply%20and%20Demand%20to%20Botswana%20Primary%20and%20Secondary%20Schools%202006-16.pdf)
- Beyers, C. (2012). Picture that: supporting sexuality educators in narrowing the knowledge/practice gap. *South African Journal of Education*, 32(4), 367-380.
- Bhana, D. (2009). 'They've got all the knowledge': HIV education, gender and sexuality in South African primary schools. *British Journal of Sociology of Education*, 30(2), 165-177. doi: <http://dx.doi.org/10.1080/01425690802700222>
- Bhana, D., and Pattman, R. (2009). Researching South African youth, gender and sexuality within the context of HIV/AIDS. *Development*, 52(1), 68-74. doi:<http://dx.doi.org/10.1057/dev.2008.75>
- Bhana, D., Morrell, R., Epstein, D., and Moletsane, R. (2006). The hidden work of caring: Teachers and the maturing AIDS epidemic in diverse secondary schools in Durban. *Journal of Education*. Vol.38. 5-24.
- Bholah, R. and Gungadeen, A. (2007). Online HIV/AIDS education: A doorway to an innovative teaching and learning approach. Mauritius Institute of Education. Retrieved from: [http://wikieducator.org/images/0/05/PID\\_433.pdf](http://wikieducator.org/images/0/05/PID_433.pdf)
- Boler, T. (2003). Approaches to examining the impact of HIV/AIDS on teachers. [online] <http://www.aidsconsortium.org.uk/Education/educationworkgroupseminars.html>
- Bollo, L. (2002). *The Namibian youth and HIV/AIDS: What they know, think and do*. Windhoek: University of Namibia Department of Information and Communication.
- Buthelezi, T., Mitchell, C., Moletsane, R., De Lange, N., Taylor, M., and Stuart, J. (2007). Youth voices about sex and aids: Implications for life skills education through the "learning together" project in Kwazulu-Natal, South Africa. *International Journal of Inclusive Education*, 11(4), 445-459. Retrieved from <http://0-search.proquest.com.concordia.ca/docview/61898865?accountid=10246>
- Campbell, B. and Lubben, F. (2003). The provision of a health promoting environment for HIV/AIDS education: The case of Namibian senior secondary schools. *International Journal of Educational Development*. 23(5), 529-542.
- Cardoso, E., and Flores, M. A. (2011). Initial teacher education in Angola: the voice of student teachers. [Conference paper]. Braga, University of Minho, Portugal: ISATT 2011. Retrieved July 29, 2013 from [http://repositorium.sdum.uminho.pt/bitstream/1822/15798/1/Poster\\_ermelinda\\_cardoso%20.pdf](http://repositorium.sdum.uminho.pt/bitstream/1822/15798/1/Poster_ermelinda_cardoso%20.pdf)
- CascantiSempere, M-J. (2006). Participatory pedagogies, educational associativism and knowledge production in Angolan schools: Exploring institutional spaces for gender conscientisation. Retrieved July 29, 2013 from <https://poliformat.upv.es/access/content/user/21656860/research%20English%20version.pdf>
- Castle, J. and Kiggundu, E. (2007). Are rural women powerless when it comes to HIV and AIDS risk? Implications for adult education programmes in South Africa. *Perspectives in Education*. Vol. 25. 45- 58.
- Chamba, W. (2012). The effectiveness of HIV/AIDS education prevention program in Zimbabwe. The role of school heads on SACMEQIII.
- Chege, F. (2006a). *Teacher identities and empowerment of girls against sexual violence*. Florence, Italy: United Nations Division for the Advancement of Women. Retrieved from: <https://www.sussex.ac.uk/webteam/gateway/file.php?name=teacher-identities-and-empowerment-of-girls-against-sexual-violence-fatuma-chege.pdf&site=320>
- Chege, F. (2006b). Teachers' gendered identities, pedagogy and the HIV/AIDS education in African settings within the ESAR. *Journal of Education*, 38, 25-44.
- Chetty, D. (2013). Considerations for teacher training and sexuality education. [PowerPoint slides].
- Chifunyise, T., Bonoy, H., and Mukiibi, B. (2002). An impact evaluation of students and teacher training in HIV/AIDS education on Zimbabwe. *Evaluation and Program Planning* 25(4), 377-385.
- Chipimo, M. (2008). *HIV prevention through life saving skills education in Malawi*. [PowerPoint Slides]. Retrieved from: <http://www.ccaba.org/wp-content/uploads/Miriam-Chipimo-HIV-Prevention-through-Life-Saving-Skills-Education-in-Malawi-Compatibility-Mode1.pdf>.
- Chirwa, G. W. (2009). A case study of challenges facing the implementation of life skills education in primary schools in the Zomba District, Malawi. (Master's thesis). Retrieved from: <http://wiredspace.wits.ac.za/bitstream/handle/10539/7324/Med%20thesis.pdf?sequence=1>
- Chitiyo, G. and Chitiyo, M. (2009). The impact of the HIV/AIDS and economic crises on orphans and other vulnerable children in Zimbabwe. *Childhood Education*, 85 (6), 347-351.
- Clarke, D.J. (2008). *Heroes and villains: Teachers in the education response to HIV*. Paris: IIEP, UNESCO.

- Coetzee, A., and Kok, J. (2001). What prohibits the successful implementation of HIV/AIDS, sexuality and life-skills education programmes in schools. *South African Journal of Education*, 21(1), 6-10.
- Cohen, J., Kimaiyo, S., Nyandiko, W., Siika, A., Sidle, J., Wools-Kaloustian, K., & Mamlin, J. (2004). Addressing the educational void during the antiretroviral therapy rollout. *Aids*, 18(15), 2105-2106.
- Commonwealth Teachers' Research Symposium. (2008). *Gender, HIV/AIDS and the status of teachers*. Report of the Third Commonwealth Teachers' Research Symposium. Maputo, Mozambique.
- CoP (2011). Using a different lens for HIV/AIDS education, <http://he aids.nmmu.ac.za>
- Dankmeijer, P. (2012). LGBT, to be or not to be? Education about sexual preferences and gender identities worldwide. *Sexualities in Education: A Reader*, 254-269.
- Dart, G. (2007). Provision for learners with special educational needs in Botswana: A situational analysis. *International Journal of Special Education*, 22(2), 56-66.
- Davies, J. and Barimbui, L. (2006). "Teachers helping teachers fight HIV/AIDS in Kenya," paper.
- Davis, W., Shoveller, J., Oliffe, J. and Gilbert, M. (2012). Young people's perspectives on the use of reverse discourse in web-based sexual-health interventions. *Culture, Health & Sexuality: An International Journal for Research, Intervention and Care*, 1-15.
- De Lange, N., and Mitchell, C. (2012). Community health workers working the digital archive: A case for looking at participatory archiving in studying stigma in the context of HIV and AIDS. *Sociological Research Online*, 17(1), 1—14. Retrieved from <http://www.socresonline.org.uk/17/1/7.html>
- De Lange, N., Greyling, L., and Leslie, G. B. (2005). What do we know about the perception educators have of HIV/AIDS and its impact on the holistic development of adolescent learners? *International journal of Adolescence and Youth*, 12(1-2), 29-48.
- De Lange, N., Mitchell, C., and Bhana, D. (2012). Voices of women teachers about gender inequalities and gender-based violence in rural South Africa. *Gender and Education*, 1-16. doi:10.1080/09540253.2011.645022
- De Lange, N., Mitchell, C., Moletsane, R., Stuart, J., and Buthelezi, T. (2006). Seeing with the body: Educators' representations of HIV and AIDS. *Journal of Education*. 38.45-66.
- De Lange, N., Olivier, M.A.J., and Wood, L. (2008). Participatory video documentary: Just for whom? *Education as Change*. 12(2).109-122.
- De Lange, N., Stuart, J., and Mitchell, C. (2011). Learning together: Teachers and community health care workers draw each other. In L. Theron, C. Mitchell, A. Smith and J. Stuart (eds.), *Picturing research: Drawing(s) as visual methodology* (177-189). Rotterdam: Sense.
- De Lange, N. and Stuart, J. (2008). Innovative teaching strategies for HIV & AIDS prevention and education. Wood, L. (ed.) *In Dealing with HIV & AIDS in the classroom*. Cape Town: Juta, 128-148.
- Desalegn, A., Tadele, G. and Cherinet, H. (2008). The response of teacher training institutions to HIV and AIDS: A case study of Ethiopia. UNESCO-IIEP. Paris. 77.
- DFID. (2010). Helpdesk Report: Girls' Education on South Sudan.
- Duflo E., Dupas P., Kremer M., and Sinei, S. Preventing HIV and Teen Pregnancy in Kenya: The Roles of Teacher Training and Education Subsidies.
- Duflo E., Dupas P., Kremer M., and Sinei, S. (October 2006). Education and HIV/AIDS prevention: Evidence from a randomized evaluation in Western Kenya. World Bank Policy Research Working Paper 4024.
- Duflo, E., Dupas, P., Education and HIV/AIDS prevention: Evidence from a randomized evaluation on Western Kenya.
- Duflo, E., Dupas, P., and Kremer, M. (December, 31, 2012). Education, HIV and Early Fertility: Experimental Evidence from Kenya. Working Paper, MIT.
- Dupas, P., Duflo E., Kremer, M. and Sinei, S. (2012) Preventing HIV and Teen Pregnancy in Kenya Through Teacher Training and Subsidies.
- Education Development Centre. (2005). *Living: Skills for life, Botswana's window of hope*. Waltham, MA: Education Development Centre, Inc.
- Education Development Centre. (2012). Health and human development. Education Development Centre. Retrieved July 23, 2013 from <http://hhd.org/resources/publications/living-skills-life-botswana-s-window-hope>
- Esau, O. (2010). Breaking the culture of silence in checkmating HIV/AIDS as a teacher-researcher. *South African Journal of Higher Education*, 24(1), 66-83.
- Federal Democratic Republic of Ethiopia Programme. (2010). The Education Sector Development IV (ESDP IV) 2010/2011 – 2014/2015.
- Fetene, G. T. (2009). Self-reported sexual experiences, sexual conduct and safer-sex practices of Ethiopian undergraduate male and female students in the context of HIV/AIDS pandemic. (Order No. 3356131, State University of New York at Buffalo). ProQuest Dissertations and Theses, 308.
- Francis, D. (2010). Sexuality education in South Africa: Three essential questions. *International Journal of Educational Development*, 30(3), 314-319.
- Francis, D. (2011). Sexuality education in South Africa: Wedged within a triad of contradictory values. *Journal of Psychology in Africa*, 21(2), 319-324.
- Francis, D. (2011). Wedged within a triad of contradictory values: Sexuality education in South Africa. Proceedings from the 3rd International Conference of Teaching and Learning-INTI International University. Putra Nilai, Malaysia.
- Francis, D. (2012). Teacher positioning on the teaching of sexual diversity in South African schools. *Cult Health Sex*, 14(6), 597-611.
- Francis, D. (2013). "You know the homophobic stuff is not in me, like us, it's out there". Using Participatory Theatre to challenge heterosexism and heteronormativity in a South African School. *South African Journal of Education*, 33(4), 1-14.
- Francis, D. and DePalma, R. (2013). Teacher perspectives on abstinence and safe sex education in South Africa. *Sex Education*, 1-14.
- Francis, D. and Msibi, T. (2011). Teaching about Heterosexism: Challenging homophobia in South Africa. *Journal of LGBT Youth*, 8(2), 157-173.
- Frye, M. (2012). Sex and scholastic success: Cultural narratives and demographic outcomes in Malawi. Retrieved from: [paa2012.princeton.edu/papers/120714](http://paa2012.princeton.edu/papers/120714)
- Gachihi, D. (1999). The impact of HIV and AIDS on education systems in the Eastern and Southern Africa region: And the response of education systems to HIV/AIDS. Life Skills Programmes. UNICEF.

- Global Campaign for Education. (2012). Every child needs a teacher: Trained teachers for all. Johannesburg, South Africa: Global Campaign for Education. Retrieved from <http://www.uis.unesco.org/Education/Documents/gce-teachers-report-2012.pdf>
- Gordon, G. (2008). 'One finger cannot kill a louse'—working. In S. Aikman, E. Unterhalter and T. Boler [Eds.] *Gender Equality, HIV, and AIDS: A Challenge for the Education Sector*, (pp. 129-149), London: Oxfam.
- Government of the Republic of Namibia Ministry of Basic Education, Sport and Culture (2002). *The impact of HIV/AIDS on education in Namibia*. Cambridge, MA: ABT Associates South Africa Inc.
- Government of the Republic of Namibia. Ministry of Basic Education, Sport and Culture (MBEC). (2005b). *Education and Training Sector Improvement Program (ETSIP): Planning for a learning nation*. Namibia: Republic of Namibia.
- Government of the Republic of Namibia. Ministry of Basic Education, Sport and Culture and the Ministry of Higher Education, Training and Employment Creation (MBEC & MHE). (2003). *National policy on HIV/AIDS for the education sector*. Namibia: Solitaire Press.
- Government of the Republic of Namibia. Ministry of Basic Education, Sport and Culture. (May 3, 2011). *Appointment of full-time life skills teachers (Form. ED 4/2011)*. Windhoek, Namibia.
- Government of the Republic of Namibia. Ministry of Health and Social Services. (2005). *Follow-Up to the Declaration of Commitment on HIV/AIDS. Namibia Country Report*. Windhoek, Namibia: Republic of Namibia.
- Haoses-Gorases, L., and Grobler, M. (2005). *Contemporary social issues: HIV/AIDS and the University of Namibia*. Windhoek: University of Namibia.
- HEAIDS (Harley, K., Mitchell, C., Stuart, J., Welch, T., Moletsane, R., De Lange, N., Donald, D., Theron, L.C., Wood, L.) (2010c). *Creating space for HIV and AIDS in the curriculum – A Rapid Assessment of curricular responses in South African Higher Education Institutions*. Pretoria: Higher Education South Africa. <http://heids.nmmu.ac.za>
- HEAIDS. (Harley, K., Mitchell, C., Stuart, J., Welch, T., Moletsane, R., De Lange, N., Donald, D., Theron, L.C., Wood, L.). (2008). *Being a teacher in the context of the HIV pandemic*. <http://heids.nmmu.ac.za>
- HEAIDS. (Harley, K., Mitchell, C., Stuart, J., Welch, T., Moletsane, R., De Lange, N., Donald, D., Theron, L.C., Wood, L.). (2010b). *Curriculum-in-the-Making – Being a teacher in the context of the HIV and AIDS pandemic – Teacher Education Pilot Project*. Pretoria: Higher Education South Africa. <http://heids.nmmu.ac.za>
- HEAIDS. (Harley, K., Mitchell, C., Stuart, J., Welch, T., Moletsane, R., De Lange, N., Donald, D., Theron, L.C., Wood, L.). (2010a). *Creating space for HIV and AIDS in the curriculum: A rapid assessment of curricular responses in South African higher education institutions*. Pretoria: Higher Education South Africa.
- Health Communication Partnership (HCP-Ethiopia). (2005). *Our Actions are for Change! Activity book: Beacon schools*. Addis Ababa: HCP-Ethiopia. Retrieved from [http://www.c-hubonline.org/sites/default/files/resources/main/Activity\\_Book\\_%5BEnglish\\_Language%5D.PDF](http://www.c-hubonline.org/sites/default/files/resources/main/Activity_Book_%5BEnglish_Language%5D.PDF)
- HEARD. (2004). *Annual review*. Retrieved from: <http://www.heard.org.za/search?q=2004+burundi&type=0>
- HEARD. (2013, June). *The Life Orientation Project: Implementation, delivery and engagement with the Life Orientation programme in South African schools*. PowerPoint slides presented at the DBE Satellite Session, 6th SA AIDS Conference.
- Helleve, A., Flisher, A.J., Onya, H., Kaaya, S., Mukoma, W., Swai, C., and Klepp, K.I. (2009). Teachers' confidence in teaching HIV/AIDS and sexuality in South African and Tanzanian schools. *Scandinavian Journal of Public Health*, 37(2), 55-64.
- Holderness, W. L. (2012). *Equipping educators to address HIV and AIDS: A review of selected teacher education initiatives*. SAHARA-J: *Journal of Social Aspects of HIV/AIDS*, 9(1), S48-S55.
- Horizons/Population Council Communications Unit. (2006). *Teacher matter: Baseline findings of the HIV related needs of Kenyan teachers*.
- Hungi, N. (2011). *SACMEQ Characteristic of school heads and their schools*.
- Islam, F. (2010). *'New teachers for new times?' A participatory evaluation of a school-university partnership to improve novice teacher education in rural South Africa in the age of AIDS*. (Order No. NR72610, McGill University (Canada)). ProQuest Dissertations and Theses, 244.
- Islam, F., Mitchell, C., Balfour, R., De Lange, N., and Combrinck, M. (Eds.). (2011). *School-university partnerships for educational change in rural South Africa*. New York: Edwin Mellen.
- Jairam, V.L. (2009). 'I am not a trained counsellor but I know I have to do something': Basic counselling strategies for teachers. In C. Mitchell and K. Pithouse (eds): *Teaching and HIV & AIDS in the South African classroom*. Northlands: MacMillan South Africa.
- James, D. (2002). "To take the information down to the people": Life skills and HIV/AIDS peer educators in the Durban area. *African Studies*, 61(1), 169-191. Retrieved from: [http://eprints.lse.ac.uk/793/1/to\\_take\\_the\\_information.pdf](http://eprints.lse.ac.uk/793/1/to_take_the_information.pdf)
- James-Traore, T., Finger, W., Ruland, C. and Savariaud, S. (2009). *Teacher training: Essential for school-based reproductive health and HIV/AIDS education*. Durham, NC: Family Health International.
- James-Traore, T., Finger, W., Ruland, C., and Savariaud, S. (2004). *Teacher training: Essential for School-based reproductive health and HIV/AIDS education: Focus on Sub-Saharan Africa*. Arlington, VA: Family Health International, YouthNet Program. Retrieved from: <http://dspace.cigilibrary.org/jspui/bitstream/123456789/25378/1/Teacher%20Training%20-%20Essential%20for%20School-Based%20Reproductive%20Health%20and%20HIV-AIDS%20Education.pdf?1>
- Jele, D. (2005). *Political economy of literacy in development: A case study of educational policy in Swaziland*. (Order No. NR10512, The University of British Columbia (Canada)). ProQuest Dissertations and Theses 272.
- Jemmot, J.B., Jemmott, L.S. and Fong, G.T. (2010). Efficacy of a theory-based abstinence-only intervention over 24 months: A randomized controlled trial with young adolescents. *Archives of Pediatrics and Adolescent Medicine*, 164(2), 152-159.
- Jobson, G. Theron, L., Kaggwa, J. and Kim, H.J. (2012). *Sahara: Journal of Social Aspects of HIV/AIDS Research Alliance*, 9(3), 160-163.
- Johannes, H. (2009). *Integrating HIV/AIDS into higher education curricula via blended learning*. A paper presented to the HEAIDS symposium "From Reflection to Action: Obstacles and Success in Integrating HIV/AIDS into University Curricula", East London, University of Fort Hare, May 15–17.
- Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011). *Go girls! Community-based Life Skills for girls: A training manual*. Baltimore, Maryland. Retrieved from: [http://www.aidstar-one.com/sites/default/files/GoGirls\\_English\\_Final\\_Rev1.pdf](http://www.aidstar-one.com/sites/default/files/GoGirls_English_Final_Rev1.pdf)

- Jotia, A. L. (2006). The quest for deep democratic participation: Schools as democratic spaces in the post-colonial Botswana. (Order No. 3226707, Ohio University). ProQuest Dissertations and Theses, 261-261 p. Retrieved from <http://0-search.proquest.com.mercury.concordia.ca/docview/305302442?accountid=10246>. (305302442).
- Kalanda, B. (2010). Life skills and reproductive health education changes behavior in students and teachers: Evidence from Malawi. 5(4), 169-174. Retrieved from: <http://www.academicjournals.org/ERR/PDF/Pdf%202010/Apr/Kalanda.pdf>.
- Kamiru, H. N. (2006). Evaluation of a training program to increase the capacity of health care providers to provide antiretroviral therapy to pediatric patients in Sub-Saharan Africa. (Order No. 3258577, The University of Texas School of Public Health). ProQuest Dissertations and Theses, 126.
- Kamugisha, L. (2007). Uganda Education Sector responses to HIV and AIDS: Exploratory Mission Finding. Paris: UNESCO.
- Kasiry, I. (2012). HIV/AIDS Sero prevalence and socio economic status: Evidence from Uganda. Economic Policy Research Center.
- Kasirye, I., and Hisali, E., (2010). The socio-economic impact of HIV/AIDS on education outcomes in Uganda: School enrollment and the schooling gap in 2002/2003. International Journal of Educational Development, 30 (1), 12-22.
- Katahoire, A. and Kirumira, E. (2008). The Impact of HIV and AIDS on higher education institutions in Uganda. International Institute for Educational Planning. Paris: UNESCO.
- Kelly, M. (2000). Planning for education in the context of HIV/AIDS, IIEP Fundamental of Educational Planning, No.66. Paris: UNESCO.
- Khau, M. (2009). "We are also human...." How do teachers' own sexualities affect how they deal with HIV & AIDS in the classroom? In C. Mitchell and K. Pithouse (Eds.). Teaching and HIV and AIDS in a South African classroom. Macmillan. Johannesburg.
- Khau, M. (2012). Sexuality education in rural Lesotho schools: Challenges and possibilities. Sex Education: Sexuality, Society and Learning, 12(4), 411-423.
- Khau, M., and Pithouse, K. (2008). Studying ourselves as scholars-teachers in the age of HIV and AIDS in Southern Africa. Human Architecture: Journal of the Sociology of Self-Knowledge, 6(2), 39.
- Khau, M., Masinga, L., and Pithouse, K. (2009). 'Let's talk about sex baby; let's talk about you AND ME': Facing the challenges of including teachers' selves in sexuality, HIV, and AIDS education. Pathways to change in teacher education: Dialogue, diversity and self-study, 187-91.
- Kiragu, S.W. (2007). Exploring sexuality education and the burdened teacher: A participatory approach in a rural primary school in Kenya. Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development, 25(3), 5-15.
- Kishindo, P. (2011). Life skills education and reproductive health education: Preliminary findings from the non-biomedical interventions into HIV and AIDS Study. Zomba, Malawi: Centre for Social Research. Retrieved from: <http://www.eldis.org/vfile/upload/1/document/1201/life%20skills.pdf>.
- Kiyaga, E. (2012). Gaps analysis of mainstreaming HIV and AIDS in school curriculum in Rwanda. Final Report. Retrieved from: [www.mineduca.gov.rw/ING/pdf/final.report.on.the.gaps.findings](http://www.mineduca.gov.rw/ING/pdf/final.report.on.the.gaps.findings)
- Kloos, H., Wuhib, T., Haile Mariam, D. and Lindtjorn, B. (2003). Community-based organizations in HIV/AIDS prevention, patient care and control in Ethiopia. Ethiopian Journal of Health Development, 17, 3-31.
- Kolosoa, L. C. and Makhakhane, B. (2009). Life Skills for National Development in Lesotho: Can ODL do it? Vancouver, BC: Commonwealth of Learning. Retrieved July 7, 2013 from: [www.col.org/pcf6/fp/zLS3125.doc](http://www.col.org/pcf6/fp/zLS3125.doc)
- Leach, F., Kadzamia, E., and Lemani, E. (2004). Gender violence in schools: Malawi. Malawi Development Exchange. Retrieved from: <http://www.ndr.mw:8080/xmlui/handle/123456789/146>
- Lee, D.E. (2007). Taking the pulse of a sick doctor: A case study of HIV/AIDS-related knowledge, attitudes, and practices of education personnel in Malawi, Africa. University of Massachusetts, Amherst, USA. Unpublished Doctoral Thesis.
- Lees, J. C. (2008). Rethinking AIDS Education: Laying a New Foundation for More Appropriate Practice in South Africa (Doctoral dissertation, University of the Western Cape).
- Lesotho College of Education (2012). Reproductive health and HIV/AIDS- Life Skills course book for teacher trainees. Morija, Lesotho: Morija Printing Works.
- Lesotho College of Education. (2011). College calendar 2011-2012. Morija, Lesotho: Morija Printing Works.
- Lesotho College of Education. (n.d.) Faculties and Departments. Retrieved July 6, 2013 from <http://www.lce.ac.ls/>
- Luecke, J. (2004). Tapestries of teaching practice: A case study of Namibian educators in an era of "post-independence" reform. Unpublished PhD Dissertation, University of Wisconsin - Madison.
- Lynd, M. (2005). Fast Track teacher-training Models for consideration for Southern Sudan. USAID.
- Machawira, P. (2009). Writing in policy, writing out lives. Journal of Education Policy, 24(6), 753-767.
- Major, T. E. (2009). Perceptions of pre-service primary student teachers of their preparatory program: The case of Botswana. (Order No. 3379195, Ball State University). ProQuest Dissertations and Theses, 218.
- Mariaye, M. (2009). The role of the school in providing moral education in a multicultural society: The case of Mauritius. (The University of South Africa (South Africa)). Dissertation. Retrieved July 29, 2013 from <http://umkn-dsp01.unisa.ac.za/handle/10500/1657>
- Mario, M., and Lindsay, B. (2011). 13 Teaching and Administrative Development in Southern Africa: Illustrations from Mozambique and Angola. In B. Lindsay and W. Blanchett (Eds.) Universities and Global Diversity: Preparing Educators for Tomorrow, (pp. 227-244). New York, NY: Routledge.
- Masinga, L. (2007). How can I effectively integrate sexuality education in my teaching practice in a grade 6 class? A teacher's self-study. University of KwaZulu-Natal, Durban.
- Masinga, L. (2009). An African teacher's journey to self-knowledge through teaching sexuality education. In K. Pithouse, C. Mitchell and R. Moletsane (Eds.), Making connections: Self-study and social action. New York: Peter Lang.
- Masinga, L. (2012). Journeys to self-knowledge: Methodological reflections on using memory-work in a participatory study of teachers as sexuality educators. Journal of Education, 54, 121-137. Retrieved from: [http://joe.ukzn.ac.za/Libraries/No\\_54\\_2012/Masinga.sflb.ashx](http://joe.ukzn.ac.za/Libraries/No_54_2012/Masinga.sflb.ashx)
- Mathews, C., Boon, H., Flisher, A. J., and Schaalma, H. P. (2006). Factors associated with teachers' implementation of HIV/AIDS education in secondary schools in Cape Town, South Africa. AIDS care, 18(4), 388-397.

- Maurer, L. and Kelly, M. (2005). Lessons learned and global partnerships: Stories of sexual and reproductive health from Namibia. *American Journal of Sexuality Education*, 1(1), 39-50.
- McGinty, S. K. (2007). Education and HIV/AIDS: Understanding of the issues in the teaching of HIV/AIDS for Namibian pre-service teachers. University of Toronto (Canada). ProQuest Dissertations and Theses, 155.
- McGinty, S. and Mundy, K. (2009). HIV/AIDS education: The challenges and issues for Namibian bachelor of education students. *Teaching and Teacher Education*, 25(1), 141-148.
- MINEDUC School Management. (2010). Training Manual for Deputy Head Teachers in charge of Discipline in secondary schools in Rwanda: Role and responsibilities of a deputy head teacher in charge of Discipline.
- Ministry of Economic Planning and Development (Malawi). (n.d.) Achievements of the Ministry of Economic Planning and Development: 2004-2009. Retrieved from [http://www.malawi.gov.mw/index.php?option=com\\_content&view=article&id=17:achievements-of-the-ministry-of-development-planning-and-cooperation-2004-2009-&catid=6:development-planning-a-cooperation&Itemid=53](http://www.malawi.gov.mw/index.php?option=com_content&view=article&id=17:achievements-of-the-ministry-of-development-planning-and-cooperation-2004-2009-&catid=6:development-planning-a-cooperation&Itemid=53)
- Ministry of Education (Ethiopia). (2002). The education and training policy and its implications. Addis Ababa: The Federal Ministry of Education. Retrieved from <http://www.moe.gov.et/English/Resources/Documents/Education%20Policy%20%20Implementation.pdf>.
- Ministry of Education (Ethiopia). (2008). National adult education strategy. Addis Ababa: The Federal Ministry of Education. Retrieved from <http://www.moe.gov.et/English/Resources/Documents/Adult%20Edu.%20Eng.pdf>.
- Ministry of Education (Ethiopia). (2009). The education sector policy and strategy on HIV/AIDS: Responding to the challenges of HIV/AIDS in Ethiopia. Addis Ababa: The Federal Ministry of Education. Retrieved from <http://www.moe.gov.et/English/Resources/Documents/hivap.pdf>.
- Ministry of Education (Ethiopia). (2011). Annexes: Social assessment for the education sector, Ethiopia. Addis Ababa: Department for International Development. Retrieved from <http://www.moe.gov.et/English/Resources/Documents/avfv.pdf>.
- Ministry of Education (Ethiopia). (2011). Social assessment for the education sector, Ethiopia. Addis Ababa: Department for International Development. Retrieved from <http://www.moe.gov.et/English/Resources/Documents/safd.pdf>
- Ministry of Education and Training (Lesotho). (2005). Distance teacher education program. Retrieved from [http://www.education.gov.ls/index.php?option=com\\_content&task=view&id=20&Itemid=31](http://www.education.gov.ls/index.php?option=com_content&task=view&id=20&Itemid=31)
- Ministry of Education and Training (Lesotho). (2005). HIV and AIDS. Retrieved from [http://www.education.gov.ls/index.php?option=com\\_content&task=view&id=15&Itemid=27](http://www.education.gov.ls/index.php?option=com_content&task=view&id=15&Itemid=27)
- Ministry of Education and Training (Lesotho). (2008). The development of education: National report of Lesotho. Geneva: International Conference on Education. Retrieved from [http://www.ibe.unesco.org/National\\_Reports/ICE\\_2008/lesotho\\_NR08.pdf](http://www.ibe.unesco.org/National_Reports/ICE_2008/lesotho_NR08.pdf)
- Ministry of Education and Training (Lesotho). (2012e). Revision of Life Skills Education in Lesotho: Final consultancy report. Maseru: National Curriculum Development Centre.
- Ministry of Education and Training (Lesotho). (2012f). UNESCO supports young positive generation organization. Retrieved from [http://www.education.gov.ls/index.php?option=com\\_content&task=view&id=578](http://www.education.gov.ls/index.php?option=com_content&task=view&id=578)
- Ministry of Education and Training (Lesotho). (n.d.). The Lesotho Ministry of Education and Training. Retrieved from <http://www.gov.ls/education/default.php>
- Ministry of Education and Training (Lesotho). (October 2009). Life Skills Education curriculum in Lesotho primary and secondary schools. Maseru: National Curriculum Development Centre.
- Ministry of Education and Training (Swaziland). (1999). National policy statement on education. Ministry of Education and Training website. Retrieved July 28, 2013 from <http://www.gov.sz/images/stories/edupolicies/National%20Policy%20Statement%20On%20Education.pdf>
- Ministry of Education and Training (Swaziland). (2011). The Swaziland education and training sector policy. Ministry of Education and Training website. Retrieved July 28, 2013 from <http://www.gov.sz/images/stories/edupolicies/education%20sector%20policy.pdf>
- Ministry of Education and Training (Swaziland). (2013). EFA Plan No. 2. Ministry of Education and Training website. Retrieved July 28, 2013 from <http://www.gov.sz/images/stories/edupolicies/5%20Main%20Sectoral%20Development%20Activities.pdf>
- Ministry of Education of the Republic of Mozambique (MINED). (2012). National Directorate of Teacher Training. [INSET Report]. Ministry of Education of the Republic of Mozambique (MINED). (n.d.). Educacao. Retrieved July 5, 2013 from <http://www.mec.gov.mz/EDUCA/Pages/default.aspx>
- Ministry of Education, Culture and Human Resources (Mauritius). (2009). Education and human resources strategy plan: 2008-2020. Port, Fer: Ministry of Education, Culture and Human Resources. Retrieved July 29, 2013 from <http://ministry-education.gov.mu/English//DOCUMENTS/EHRSP%202008-2020.PDF>
- Ministry of Education, Science and Technology (Malawi). (n.d.). Achievements of the Ministry of Education, Science and Technology, 2004-2009. Retrieved from [http://www.malawi.gov.mw/index.php?option=com\\_content&view=article&id=23&Itemid=81](http://www.malawi.gov.mw/index.php?option=com_content&view=article&id=23&Itemid=81)
- Ministry of Education, Science and Technology (Malawi). (n.d.). Plans and programmes for the Ministry of Education, Science and Technology, 2009-2014. Retrieved from [http://www.malawi.gov.mw/index.php?option=com\\_content&view=article&id=21&Itemid=21](http://www.malawi.gov.mw/index.php?option=com_content&view=article&id=21&Itemid=21)
- Ministry of Gender, Child Development and Community Development (Malawi). (n.d.). Achievements for the Ministry of Gender, Children and Community Development: 2004-2009. Retrieved from [http://www.malawi.gov.mw/index.php?option=com\\_content&view=article&id=28:achievements-for-the-ministry-of-gender-children-and-community-development-2004-2009&catid=21:gender-child-development-a-community-development&Itemid=113](http://www.malawi.gov.mw/index.php?option=com_content&view=article&id=28:achievements-for-the-ministry-of-gender-children-and-community-development-2004-2009&catid=21:gender-child-development-a-community-development&Itemid=113).
- Ministry of Gender, Child Development and Community Development (Malawi). (n.d.). Programmes for the Ministry of Gender, Children and Community Development: 2010-2014. Retrieved from [http://www.malawi.gov.mw/index.php?option=com\\_content&view=article&id=29:future-plans-and-programmes-for-the-ministry-of-gender-children-and-community-development-2010-2014&catid=21:gender-child-development-a-community-development&Itemid=112](http://www.malawi.gov.mw/index.php?option=com_content&view=article&id=29:future-plans-and-programmes-for-the-ministry-of-gender-children-and-community-development-2010-2014&catid=21:gender-child-development-a-community-development&Itemid=112)
- Ministry of Health (Mozambique). (2013). Package of ongoing adolescents and youth programs and activities in the Ministry of Health. Mozambique: Ministry of Health.
- Ministry of Youth Development and Sports (Malawi). (n.d.). Achievements of the Ministry of Youth Development and Sports: 2004-2009. Retrieved from [http://www.malawi.gov.mw/index.php?option=com\\_content&view=article&id=20:achievements-of-the-ministry-of-youth-development-and-sports-2004-2009&catid=15:youth-development-a-sports&Itemid=89](http://www.malawi.gov.mw/index.php?option=com_content&view=article&id=20:achievements-of-the-ministry-of-youth-development-and-sports-2004-2009&catid=15:youth-development-a-sports&Itemid=89)



- Ministry of Education and Training (Lesotho). (2012a). Life Skills Education syllabus for standard four.
- Ministry of Education and Training (Lesotho). (2012b). Life Skills Education syllabus for standard five.
- Ministry of Education and Training (Lesotho). (2012c). Life Skills Education syllabus for standard six.
- Ministry of Education and Training (Lesotho). (2012d). Life Skills Education syllabus for standard seven.
- Mitchell, C. and De Lange, N. (In press). "If we hide it, it doesn't exist, when it actually does". Community based video and social action in the age of AIDS. L. Pauwels (ed). In Handbook on Visual Methods. Sage. London.
- Mitchell, C., and De Lange, N. (2011). Community-based participatory video and social action in rural South Africa. The SAGE Handbook of Visual Research Methods, 171-185.
- Mitchell, C., and Pithouse, K. (2009). Introduction: Hope is Vital. In C. Mitchell and K. Pithouse (eds.), Teaching and HIV/AIDS. (1-8) Johannesburg: Macmillan.
- Mitchell, C., and Pithouse, K. (Eds.). (2009). Teaching and HIV & AIDS. Johannesburg: Macmillan.
- Mitchell, C., De Lange, N. and Thuy, X. (2008). "Let's just not leave this problem": Exploring inclusive education in rural South Africa. Prospects. Vol. 38.99-112.
- Modise, O. M. (2005). Labor market demand and incipient professionalization in African adult education: Tracing graduates of university of Botswana adult education programs. (Order No. 3216628, The Florida State University). ProQuest Dissertations and Theses, 229.
- Mogoane, M. (2012). An evaluation of the benefits of life skills training as a preventative strategy for HIV and AIDS for secondary school learners (grade 9) in the Moretele district of Mpumalanga. (Master's thesis). University of South Africa, Pretoria.
- Mokotedi, R. (2013). Beginning primary school teachers' perspectives on the role of subject specialization in Botswana Colleges of Education: Implications for the professional development of those who did not specialize in languages (English and Setswana). International Journal of Scientific Research in Education, 6(1), 88-99.
- Moletsane, R., Mitchell, C., Smith, A., and Chisholm, L. (2008). Methodologies for Mapping a Southern African girlhood in the age of AIDS. Rotterdam: Sense.
- Morrell, R., Unterhalter, E., Moletsane, L. and Epstein, D. (2001). 'HIV/AIDS. Policies, schools and gender identities', Indicator SA, 18(2), 51-57.
- Moswela, B. (2006). Teacher professional development for the new school improvement: Botswana. International Journal of Lifelong Education, 25(6), 623-632.
- Msibi, T. (2009). Not crossing the line: Masculinities and homophobic violence in South Africa. Agenda, 23(80), 50-54.
- Msibi, T. (2011). The lies we have been told: On (homo) sexuality in Africa. Africa Today, 58(1), 54-77.
- Msibi, T. (2012). 'I'm used to it now': Experiences of homophobia among queer youth in South African townships. Gender and Education, 24(5), 515-533.
- Msibi, T. (2013). Denied love: Same-sex desire, agency and social oppression among African men who engage in same-sex relations. Agenda, 27(2), 105-116.
- Mturi, A. and Hennink, M. (2005). Perceptions of sex education in Lesotho. Culture, Health & Sexuality: An International Journal Source for Research, Intervention and Care, 7(2), 129-143.
- Mufane, P. (2003). Changing patterns of sexuality in northern Namibia: Implications for the transmission of HIV/AIDS. Culture, Health and Sexuality, 5(5), 425-438.
- Mufune, P. (2008). Stakeholder perceptions and attitudes toward sexual and reproductive health in Namibia. Sex Education: Sexuality, Society and Learning, 8(2), 145-157.
- Muhenga C. (2013). Rwanda Debates: Should condoms be distributed in schools <http://www.rnw.nl/english/article/rwanda-debates-should-condoms-be-distributed-schools-0>
- Mukoma, W., Flisher, A., Ahmed, N., Jansen, S., Mathews, C., Klepp, K., et al. (2009). Process evaluation of a school-based HIV/AIDS intervention in South Africa. Scandinavian Journal of Public Health, 37, 37-47.
- Mulama S. (2006). The sexuality education needs of teacher trainers in Kenya. Post sexuality leadership Development Fellowship Report Series No.5
- Mumah, S., et al. (2003). Religiosity and sexual behavior in the era of HIV/AIDS: An Empirical study of primary school teachers in Kenya. Paper presented at Hawaii International Conference on Social Sciences, June 12-15.
- Munier, N. (2011). Who makes education policy? The cases of the Central African Republic, Laos and Botswana. (Order No. 1493815, Western Illinois University). ProQuest Dissertations and Theses, 121.
- Mushaandja, J., Haihambo, C., Vergnani, T., and Frank, E. (2013). Major challenges facing teacher counselors in schools in Namibia. Education Journal, 2(3), 77-84.
- Muwake, C. (2011). Sexual reproductive health and rights draft policy for Teachers Union of Malawi. [PowerPoint Slides]. Retrieved from: [www.educaids.nl/1/nl/library/download/856916](http://www.educaids.nl/1/nl/library/download/856916).
- Nabandda, R. and Mugimu, C. (2010). The role of pre-service and in-service (PIITT) programs in preparing teachers for HIV curriculum Integration. Paris: UNESCO.
- NACA. (2008). Capacity Building. National AIDS Coordinating Agency (Botswana). Retrieved July 23, 2013 from <http://www.naca.gov.bw/node/37>.
- Namisisi, K., Owor, J., Begumisa, A., and Turinde, A. (2008). Impact of HIV/AIDS on education and teachers in Uganda. Final Report
- National Institute for Educational Development. (2009). A presentation of findings on a survey study that investigated professional development needs of novice teachers and mentor teachers in Namibian schools. Retrieved from: [http://www.nied.edu.na/images/Report%20of%20teachers\\_needs.pdf](http://www.nied.edu.na/images/Report%20of%20teachers_needs.pdf)
- National Institute for Educational Development. (2010). National curriculum for basic education. Retrieved from: <http://www.nied.edu.na/images/national%20curriculum%20for%20basic%20education%20jan10.pdf>
- National Institute for Educational Development. (2011). Monitoring and evaluation of multi-grade teaching in Namibia Schools. Professional Development and Research Unit. Retrieved from: <http://www.nied.edu.na/publications/research%20docs/Multigrade%20Teaching%20in%20Namibia%20Schools-%20Tsumeb-okahandja%20decemb.pdf>
- National University of Lesotho. (2009). HIV and AIDS policy: Educating leaders for HIV and AIDS competent societies. Morija, Lesotho: Morija Printing Works.

- Ndjoze-Ojo, B., and Kandjii-Murangi, I. (2002). An impact assessment survey of the school based HIV/AIDS programmes in Namibia. Windhoek, Namibia: Ministry of Basic Education and Culture Report, Republic of Namibia.
- Ngwena, C. (2003). AIDS in schools: A human rights perspective on parameters for sexuality education. *Acta Academica*, 35(2), 184-204.
- Njue, C., Voeten, H., and Ahlberg, B.M., (2011). Youth in a void: sexuality, HIV/AIDS and communication in Kenyan public schools. *Sex Education*, 11 (4), 459-470.
- Nsiangengo, P. and Diasala, A. (2008). Teacher training colleges in the rural areas of Angola. *Prospects*, 38(1), 247-261.
- Ntaote, G. M. (2011). Exploring ways of assisting Lesotho educators to offer care and support to children orphaned and rendered vulnerable by HIV and AIDS (Doctoral dissertation, PhD thesis, Nelson Mandela Metropolitan University, Faculty of Education, Port Elizabeth, South Africa).
- Ntombela, S. (2006). The complexities of educational policy dissemination in the South African context: A case study of teachers' experiences of inclusive education policy in selected schools in Greater Durban. University of KwaZulu-Natal, Durban, South Africa. Unpublished PhD thesis.
- Nzioka C. and Ramos, L. (2008). Training teachers in an HIV/AIDS context: Experiences from Ethiopia, Kenya, Uganda and Zambia. UNESCO/IIEP.
- Nzioka, C., Korongo, A., and Njiru, R., (2007). HIV and AIDS in Kenyan teacher training colleges: Mitigating the impact. UNESCO/IIEP.
- O'Sullivan, M. (2002). Action research and the transfer of reflective approaches to in-service education and training (INSET) for unqualified and underqualified teachers in Namibia. *Teaching and Teacher Education*, 18(5), 523-539.
- Obono, O. (2010). A tapestry of human sexuality in Africa. Lagos, Nigeria: Action Health Inc.
- Olivier, M.A.J, Wood, L. and De Lange, N. (2008). Picturing hope in the face of poverty, as seen through the eyes of teachers. *Juta*. Cape Town.
- Olivier, M.A.J. and Wood, L. (2007). Eastern Cape teachers' views on their ability to equip learners to cope with life after school. *Acta Academica*. Vol.39.208-227.
- Ombe, Z., Alipio, J. and Nhavoto, A. (2009). Innovation in teacher training in Sub-Saharan Africa: Mozambique team. In the United Nations University's, Revitalizing higher education in sub-Saharan Africa: A United Nations University Project Report. Retrieved from: [http://archive.unu.edu/africa/files/UNU\\_RevitalizingHigherEducation.pdf](http://archive.unu.edu/africa/files/UNU_RevitalizingHigherEducation.pdf)
- Onyango, M. (2009). Exploring the preparation of teachers to teach about HIV/AIDS in Kenya. *Educate Special Issue*. 37-47.
- Pattman, R. and Chenge, F. (2003). 'Dear diary I saw an angel, she looked like heaven on earth': Sex talk and sex education. *African Journal of AIDS Research*, 2(2), 103-112.
- Pedagogue Educational Consultant P.L.C. (2012a). The practice of Sexuality Education in the teacher education institutions of Ethiopia: Review of the curricula using UNESCO's Sexuality Education Review & Assessment Tool (SERAT). Addis Ababa: UNESCO.
- Pedagogue Educational Consultant P.L.C. (2012b). The practice of Sexuality Education in the teacher education institutions of Ethiopia: Mapping study report. Addis Ababa: UNESCO.
- Pedagogue Educational Consultant P.L.C. (2012c). The practice of Sexuality Education in the teacher education institutions of Ethiopia: Review of the TEIs curricula against UNESCO's International Technical Guidance on Sexuality Education (ITGSE). Addis Ababa: UNESCO.
- Pedagogue Educational Consultant P.L.C. (2013a). Module quality standards for the development of Sexuality Education Module: Adapted from Module Standards for Teacher Education, prepared by Ethiopian Ministry of Education. Addis Ababa: UNESCO.
- Pedagogue Educational Consultant P.L.C. (2013b). Sexuality education module for teacher education institutions in Ethiopia [Draft]. Addis Ababa: UNESCO.
- Peltzer, K., and Promtussananon, S. (2003). HIV/AIDS education in South Africa: Teacher knowledge about HIV/AIDS: Teacher attitude about and control of HIV/AIDS education
- Phamotse, P. (2008). HIV & AIDS and the Education Sector in Lesotho. PowerPoint presentation delivered by Chris Castle at the International AIDS Conference, Mexico City, August 3-8, 2008. Retrieved from: <http://www.docstoc.com/docs/49899820/HIV-AIDS-and-the-Education-Sector-in-Lesotho>
- Pithouse, K., Mitchell, C., and Masinga, L. (2009a). Self-study and lifelong learning. In C. Mitchell, C., and Pithouse, K. (eds.), *Teaching and HIV/AIDS*. (237-247) Johannesburg: Macmillan.
- Pithouse, K., Mitchell, C., and Weber, S. (2009b). Self-study in teaching and teacher development: A call to action. *Educational Action Research*, 17(1), 43-62.
- Pomuti, H., LeCzel, D., Liman, M., Swarts, P., and Graan, M. v. (2004). Practicing critical reflection in pre-service and in-service teacher education in Namibia. Paris: Association for the Development of Education in Africa.
- Potgieter, C. and Reygan, F. (2012). Lesbian, gay and bisexual citizenship: A case study as represented in a sample of South African Life Orientation textbooks. *Perspectives in Education*, 30(4), 39-51.
- Prata, N., Vahidnia, F., and Fraser, A. (2005). Gender and relationship differences in condom use among 15-24-year-olds in Angola. *International Family Planning Perspectives*, 31(4), 192-199.
- Rabenoro, M. (2004) Between the 'blindfold' and reality: The impact of culture on sexuality education of young people in Madagascar's Bestimisaraka region, *Sexuality in Africa Magazine*, Lagos: African Regional Sexuality Resource Centre.
- Raht, D., Smith, J. and MacEntee, K. (2009). Creative and participatory approaches to addressing HIV and AIDS. In C. Mitchell and K. Pithouse (Eds). *Teaching and HIV and AIDS in a South African classroom*. Macmillan. Johannesburg. 79.
- Ralaingita, W. D. S. (2008). Re-making the Namibian teacher: A study of teacher reflection in an era of social transition and policy reform. University of Maryland, College Park). *ProQuest Dissertations and Theses*, 332.
- Ramonotsi, M. (2007). Failing Grades: Thousands of Children Lack AIDS Education in Lesotho. Lusaka: PANOS Southern Africa.
- Ramos, L. (2006). Analysing the response of a teacher training institution to HIV and AIDS: A case study from Zambia. Dakar, Senegal: UNESCO.
- Reddy, P, James, S. and McCauley, A. (2005). Programming for HIV prevention in South African schools: A report on program implementation. Cape Town: Health Promotion Research and Development Unit, Medical Research Council, Horizons Program.
- Reddy, V., Sandfort, T., and Rispel, L. (2009). From social silence to social science: Same-sex sexuality, HIV & AIDS and gender in South Africa: Conference proceedings. Cape Town, South Africa: HSRC Press.
- Republic of Kenya, MoEST, (1999). AIDS education syllabus for schools and colleges. Nairobi: Government Printer.

- Republic of Mauritius. (2007). The national sexual and reproductive health policy: steering the sexual and reproductive health programme in order to provide optimum services. Mauritius: Ministry of Health and Quality of Life. Retrieved from <http://health.gov.mu/English/Documents/healthpol07.pdf>
- Republic of Mauritius. (2008). The national gender policy framework. Mauritius: Ministry of Women's Rights, Child Development, Family Welfare & Consumer Protection. Retrieved from <http://ministry-education.gov.mu/English/Searchcenter/Pages/results.aspx?k=policies%20teacher>
- Republic of Mauritius. (2011). HIV and AIDS at the workplace: Policy for HIV/AIDS at the workplace. Mauritius: Ministry of Labour. Retrieved from <http://labour.gov.mu/English/Documents/Code%20of%20Practice/Hiv-Aids%20at%20Workplace.pdf>
- Republic of Rwanda (2007). Ministry of Education Teacher Development Policy in Rwanda.
- Republic of Rwanda (2009) Rwanda National Strategic Plan in HIV & AIDS 2009-2012.
- Republic of Seychelles. Policy on HIV/AIDS in the workplace. Ministry of Employment and Human Resources Development and Social Partners
- Republic of South Africa. (2007). National policy framework for teacher education and development in South Africa. Pretoria, South Africa: Department of Basic Education.
- Republic of South Africa. (2011b). Integrated strategic planning framework for teacher education and development in South Africa 2011-2025: FAQs. Pretoria, South Africa: Department of Basic Education. Retrieved from: <http://www.education.gov.za/DocumentsLibrary/Publications/tabid/93/Default.aspx>.
- Republic of South Africa. (2011c). Peer education as an HIV prevention strategy in schools: Findings of a baseline study. Pretoria, South Africa: Department of Basic Education. Retrieved from: <http://www.education.gov.za/DocumentsLibrary/Publications/tabid/93/Default.aspx>.
- Republic of South Africa. (2011d). Sexuality education: Panacea for the prevention of HIV and AIDS amongst young people in school. Pretoria, South Africa: Department of Basic Education. Retrieved from: <http://www.education.gov.za/DocumentsLibrary/Publications/tabid/93/Default.aspx>.
- Republic of South Africa. (2011e). The Department of Basic Education's draft integrated strategy on HIV and AIDS, 2012-2016. Pretoria, South Africa: Department of Basic Education. Retrieved from: <http://www.education.gov.za/DocumentsLibrary/Publications/tabid/93/Default.aspx>.
- Republic of South Africa. (2011f). Understanding health knowledge levels of SA primary school learners and their teachers on HIV and AIDS: findings of the third SACMEQ study. Pretoria, South Africa: Department of Basic Education. Retrieved from: <http://www.education.gov.za/DocumentsLibrary/Publications/tabid/93/Default.aspx>.
- Republic of South Africa. (1998). National policy on HIV/AIDS for learners and educators in public schools, and students and educators in further education. Pretoria, South Africa: Department of Basic Education.
- Republic of South Africa. (2011a). Integrated strategic planning framework for teacher education and development in South Africa, 2011-2025. Pretoria, South Africa: Department of Basic Education. Retrieved from: <http://www.education.gov.za/DocumentsLibrary/Publications/tabid/93/Default.aspx>.
- Republic of South Africa. (2013). Draft national policy on HIV and TB. Pretoria, South Africa: Department of Basic Education.
- Republic of Uganda. (2005). Uganda National Policy Guidelines for HIV counseling and testing. Kampala, Uganda: Ministry of Health.
- Republic of Uganda. (2012). Global AIDS response progress report. Kampala, Uganda: Uganda AIDS Commission.
- Republic of Zambia Ministry of Education. (2007). Tutor's guide: HATAC: HIV/AIDS teacher education course for Primary Colleges of Education. Lukasa, Zambia: Community Health and Nutrition, Gender and Education Support-2 (CHANGES2) Program. Retrieved from [http://www.air.org/files/HATEC\\_Tutors\\_Guide.pdf](http://www.air.org/files/HATEC_Tutors_Guide.pdf)
- Republic of Zimbabwe. (2010). Zimbabwe National HIV and AIDS Strategic Plan [ZNAPII 2011-2015]. National AIDS Council.
- Republica de Angola. (2010). AVALIAÇÃO DA RESPOSTA DO SETOR EDUCATIVO NA LUTA CONTRA O VIH/SIDA: Relatoriopreliminar. [Portuguese]. Luanda, Angola: UNESCO and UNICEF.
- Restless Development. (2013). Zambia newsletter. London, England: Restless Development: The Youth-Led Development Agency. Retrieved from <http://www.restlessdevelopment.org/zambia>
- Rugalema, G., and Khanye, V. (2002). Mainstreaming HIV/AIDS in the Education Systems in sub-Saharan Africa: Some preliminary insights. *Perspectives in Education*, 20(2), 81-103.
- Rumajogee, R., Jeeroburkhan, F., Mohadeb, P. and Mooneesamy, V. (2003). ADEA working group on distance education and open learning. Association for the Development of Education in Africa. Retrieved July 29, 2013 from <http://wikieducator.org/images/4/47/Adea.pdf>
- Ruto, S., Chenge, F., and Wawire V. (2009). Kenya's HIV/AIDS Education Sector Policy: Implications for orphaned and vulnerable children and their teaching of HIV/AIDS education.
- Ruto-Korir, R. and Lubbe-De Beer, C. (2012). The potential for using visual elicitation in understanding preschool teachers' beliefs of appropriate educational practices. *South African Journal of Education*, 32(4), 393-404.
- "SACMEQ Policy Issues Series, Number 3, September 2010". Retrieved from ([http://www.sacmeq.org/sites/default/files/sacmeq/reports/sacmeq-iii/policy-issue-series/003-sacmeqpolicyissueseries-hiv\\_aidsknowledgetests.pdf](http://www.sacmeq.org/sites/default/files/sacmeq/reports/sacmeq-iii/policy-issue-series/003-sacmeqpolicyissueseries-hiv_aidsknowledgetests.pdf))
- Scanteam. (2012). In-depth review of the Geracao Programme in Mozambique: Synthesis report. Oslo: Scanteam Analysts and Advisors.
- Sefhedi, S., Montsi, M., and Mpofu, E. (2008). In-school HIV & AIDS counselling services in Botswana: An exploratory study. *Perspectives in Education*, 26(1), 63-71. Retrieved from <http://0-search.proquest.com.mercury.concordia.ca/docview/61962843?accountid=10246>
- Setoi, M.S. (2012). Youth and adult learning and education in Lesotho. Rosebank, GP: Open Society Initiative for Southern Africa. Retrieved July 7, 2013 from [http://www.osisa.org/sites/default/files/lesotho\\_yale\\_final.pdf](http://www.osisa.org/sites/default/files/lesotho_yale_final.pdf)
- Shikwambi, S. (2005). Namibia principals' knowledge and attitudes toward HIV/AIDS and their compliance with the ministry's national policy. University of Northern Iowa. ProQuest Dissertations and Theses, 213-213.
- ShimwooshiliShaimemanya, C. (2006). Teaching desertification: An investigation of teacher and classroom attributes, instructional strategies, locus of control, attitudes, and self-efficacy of Namibian junior secondary school teachers. Florida Institute of Technology. ProQuest Dissertations and Theses, 329-329.

- Sigamoney, V. and Epprecht, E. (2013). Meanings of homosexuality, same-sex sexuality and Africanness in two South African townships: An evidence based approach for rethinking same-sex prejudice. *African Studies Review*, 56(2), 83-107.
- Sikwibele, A. and Mungoo, J. (2009). Distance learning and teacher education in Botswana: Opportunities and challenges. *The International Review of Research in Open and Distance Learning*, 10(4), 1-9.
- Simbayi, L. C. (2005). *Workplace Policies in Public Education: A Review Focusing on HIV, AIDS*. HSRC Press.
- Singh, S., Bankole, A. and Woong, V. (2005). Evaluating the need for sex education in developing countries: Sexual behavior, knowledge of preventing sexually transmitted infections/HIV and unplanned pregnancy. *Sex Education: Sexuality, Society and Learning*, 5(4), 307-331.
- Skovdal, M. and Ogutu, V. (2009). I washed and fed my mother before going to school: understanding the psychosocial well-being of children providing chronic care for adults affected by HIV/AIDS in Western Kenya. *Globalization and Health* 2009, 5 (8).
- Sommer, M. (2009) Where the education system and women's bodies collide: The social and health impact of girls' experiences of menstruation and schooling in Tanzania. *Journal of Adolescence*, 33(4), 521-529.
- Sommer, M., Sutherland, M. and Wood, S. (2013). Technical consultation on improving menstruation education (ME) and menstrual hygiene management (MHM) in the education sector 16 – 18 July 2013, Nairobi, Kenya.
- Southern Sudan. (2008). HIV/AIDS policy.
- Spiegel, P. and Nankoe, A. UNHCR, HIV/AIDS and refugees: Lessons learned. *Forced Migration Review*, 19(1), 21-23. Retrieved July 29, 2013 from <http://www.fmreview.org/en/FMRpdfs/FMR19/FMR1909.pdf>.
- Streuli, N., and Moleni, C. (2008). Education and HIV and AIDS in Malawi: The Role of Open, Distance and Flexible Learning. SOFIE Opening Up Access Series No. 3. London: SOFIE.
- Stuart, J.D. (2004). Media matters: Producing a culture of compassion in the age of AIDS. *English Quarterly*. Vol.36. 3-5.
- Stuart, J.D. (2007). "From our frames": Exploring visual arts-based approaches for addressing HIV and AIDS with pre-service teachers. University of KwaZulu-Natal, Durban, South Africa. Unpublished Doctoral Thesis.
- Support for International Change (2008). *HIV Education and Prevention Curriculum*. Arusha, Tanzania.
- Swarts, P. (2003). *The transformation of teacher education in Namibia*. Windhoek, Namibia: Gamsberg Macmillan.
- Theron, L.C., Geyer, S., Strydom, H., and Delport, C.S.L. (2008). The roots of Reds: a rationale for the support of educators affected by the HIV and Aids pandemic. *Health SA Gesondheid*. Vol. 13.No. 4.77-88.
- Tjiramba, E. (2007). Urging teachers to meet the needs of Namibia's vulnerable children: A case study of Concordia College. Pacific Lutheran University). ProQuest Dissertations and Theses, 62.
- Tjivikua, M. (2003). Determining support for new teachers in Namibian schools. Unpublished Doctoral Dissertation, University of Massachusetts Amherst.
- UNAIDS (2012). *Countries: HIV and AIDS estimates (2012)*. Retrieved from: <http://www.unaids.org/en/regionscountries/countries/>.
- UNAIDS Inter-Agency Task Team (IATT) on Education. (2008). *Improving the education response to HIV and AIDS: Lessons of partner efforts in coordination, harmonisation, alignment, information sharing and monitoring in Jamaica, Kenya, Thailand and Zambia*. Paris, France: UNESCO.
- UNAIDS. (2010). *UNAIDS 2011-2015 strategy: Getting to zero*. Retrieved from: [www.unaids.org/en/media/unaids/contentassets/documents/unaidspublications/2010/JC2034\\_UNAIDS\\_Strategy\\_en.pdf](http://www.unaids.org/en/media/unaids/contentassets/documents/unaidspublications/2010/JC2034_UNAIDS_Strategy_en.pdf)
- UNDP. (2005). *Human development reports: Burundi*. Retrieved from: <http://hdr.undp.org/en/reports/national/africa/burundi/name,3404,en.html>
- UNDP. (2006). *Strengthening the education system in Angola to combat HIV/AIDS*. Luanda, Angola: United Nations Development Program. Retrieved July 29, 2013 from <http://www.ao.undp.org/HIV%20Project.htm>.
- UNESCO (2012) *Comprehensive sexuality education: the challenges of scaling up*. Conference ready version. Paris, UNESCO
- UNESCO (2013b) *Young People Today, Time to Act Now*. Paris, France, UNESCO
- UNESCO (2014) *Charting the Course of Education and HIV* Paris: UNESCO
- UNESCO (unpublished) *Volume 2 of the Comprehensive Sexuality Education in Teacher Training in East and Southern Africa, 2014 report – 21 country summary reports*
- UNESCO and the Lesotho Working Party of Key Stakeholders. (April 2008). *The development and state of the art of adult learning and education (ALE): National report of the Kingdom of Lesotho*. Retrieved July 5, 2013 from [http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIIL/confintea/pdf/National\\_Reports/Africa/Africa/Lesotho.pdf](http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIIL/confintea/pdf/National_Reports/Africa/Africa/Lesotho.pdf)
- UNESCO. (2007). *Educational planning and management in a world with AIDS: Costing, monitoring and managing*. Retrieved from: [http://www.iiep.unesco.org/fileadmin/user\\_upload/Research\\_Highlights\\_HIV\\_AIDS/HIV\\_CD\\_ROM/Volumes/Volume\\_5.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/Research_Highlights_HIV_AIDS/HIV_CD_ROM/Volumes/Volume_5.pdf).
- UNESCO. (2009). *International technical guidance on sexuality education: An evidence-informed approach for schools, teachers and health educators*. Paris, France: UNESCO.
- UNESCO. (2010). *International technical guidance on sexuality education: An evidence-informed approach for schools, teachers and health educators*. Paris, France: UNESCO.
- UNESCO. (2010). *Lever of success: Case studies of national sexuality education programmes*. Paris, France: UNESCO.
- UNESCO. (2010a). *Lever of success: Case studies of national sexuality education programmes*. Paris, France: UNESCO.
- UNESCO. (2011a). *Booklet 6: Pre-service teacher training. Good Policy and Practice in HIV & AIDS and Education*. (Booklet series). Paris, France: UNESCO.
- UNESCO. (2012a). *Sexuality education: A ten-country review of school curricula in East and Southern Africa*. Johannesburg, South Africa: Regional AIDS Support Team for East and Southern Africa.
- UNESCO. (2012a). *Sexuality education: HIV & AIDS*. Retrieved from: <http://www.unesco.org/new/en/hiv-and-aids/our-priorities-in-hiv/sexuality-education/>
- UNESCO. (2012b). *Sexuality education: A ten-country review of school curricula in East and Southern Africa*. Johannesburg, South Africa: Regional AIDS Support Team for East and Southern Africa.

- UNESCO. (2012c). Strengthening sexual and reproductive health and HIV prevention amongst children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa. Paris, France: UNESCO.
- UNESCO. (2012d). Strengthening sexual and reproductive health and HIV prevention amongst children and young people through promoting comprehensive sexuality education in Eastern and Southern Africa. Paris, France: UNESCO.
- UNESCO. (2013a). Integrating sexuality education into the Ethiopian teacher education curricula: Consultative workshop report. Addis Ababa: UNESCO.
- UNESCO. (2013a). Integrating sexuality education into the Ethiopian teacher education curricula: Consultative workshop report. Addis Ababa: UNESCO.
- UNESCO. (2013b). Measuring the education sector response to HIV and AIDS: Guidelines for the construction of core indicators. Paris, France: UNESCO.
- UNESCO. (2013c). Measuring the education sector response to HIV and AIDS: Guidelines for the construction of core indicators. Paris, France: UNESCO.
- UNESCO. (2004). UNESCO's strategy for HIV/AIDS prevention education. Paris, France: UNESCO.
- UNESCO. (2010/2011). World data on education. Botswana. Paris, France: UNESCO. Retrieved July 26, 2013 from [http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WDE/2010/pdf-versions/Botswana.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Botswana.pdf)
- UNESCO. (2011b). Cost and cost-effectiveness analysis of school-based sexuality education programmes in six countries. Paris, France: UNESCO.
- UNICEF. (2006). Life skills: Introduction. Jan. 2006. Retrieved from: <http://www.unicef.org/lifeskills>.
- UNICEF. (2011). Annual Report for South Sudan.
- United Nations Population Fund. (2013). Mapping of adolescents and youth organizations in Mozambique, in the field of sexual and reproductive health rights and HIV/AIDS. Mozambique: UNFPA publications.
- United Nations Population Fund. (2011). ProgramaGeracaoBiz. Investing in youth: The story of a national SRH programme for adolescents and youths in Mozambique. Mozambique: UNFPA Publications. Retrieved from: <http://mozambique.unfpa.org/?publications=4109>
- United Nations Population Fund. (2012). Linking HIV and sexual reproductive health and rights in Southern Africa. [Performance Report- Lesotho]. Retrieved from: <http://www.integrainitiative.org/blog/wp-content/uploads/2012/09/Lesotho-Annual-Performance-Report-2011.pdf>
- United Nations, Department of Economic and Social Affairs. (2012). World population prospects: The 2012 revision: Both sexes. [Excel Tables-Population Data]. Retrieved from: <http://esa.un.org/wpp/Excel-Data/population.htm>
- United States Agency for International Development. (2003a). Country programs: USAID's efforts to prevent mother to child transmission of HIV. Retrieved from: <http://www.usaid.gov/na/project.asp?proid=5>
- United States Agency for International Development. (2008). Namibia, Africa: Strategy objectives: Quality primary education. Retrieved from: [www.usaid.gov/na/so2.htm](http://www.usaid.gov/na/so2.htm)
- United States Agency for International Development. (nd). First principles: Designing effective education programs for in-service teacher professional development. Washington, DC: United States AID. Retrieved from: [http://www.equip123.net/docs/E1-FP\\_In-Svc\\_TPD\\_Compndium.pdf](http://www.equip123.net/docs/E1-FP_In-Svc_TPD_Compndium.pdf)
- United States Agency for International Development. (2003b). Namibia. Washington, DC: United States AID. Retrieved from: [http://www.usaid.gov/our\\_work/global\\_health/aids/Countries/africa/namibia\\_profile.pdf](http://www.usaid.gov/our_work/global_health/aids/Countries/africa/namibia_profile.pdf)
- vanGraan, M., Leu, E., Price-Rom, A., and Barrow, K. (2006). Namibia pilot study of teacher professional development: Quality in education, teaching, and learning: Perceptions and practice. Washington, DC: USAID Educational Quality Improvement Project 1.
- Van Laren, L. (2007). Using metaphors for integrating HIV and AIDS education in a mathematics curriculum in pre-service teacher education: An exploratory classroom study. *International Journal of Inclusive Education*, 11 (4), 461-481.
- Van Laren, L. (2008). Exploration of strategies to integrate HIV and AIDS education in pre-service teacher education. *African Journal of Research in SMT Education*, 12 (Special Edition), 47-62.
- Van Laren, L. (2009). Starting with ourselves: Integrating HIV and AIDS education in a mathematics curriculum in pre-service teacher education. University of KwaZulu-Natal, Durban, South Africa. Unpublished Doctoral Thesis.
- Van Laren, L. and Ismail, R. (2009). Integrating HIV and AIDS across the curriculum. In C. Mitchell and K. Pithouse (Eds.). *Teaching and HIV and AIDS in the South African classroom*. Macmillan. Johannesburg.
- Van Laren, L., Mitchell, C., Mudaly, R., Pithouse-Morgan, K. and Singh, S. (2012). Exploring university educators' lived experiences of curriculum innovating through integrating HIV/AIDS. *Alternations*.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Althouse Press. London, Ontario. 220.
- Van Zyl, H., Visser, P., van Wyk, E., Kotze, M. and Laubscher, R. (2011). HIV eLearning and classroom research study: Comparing the use of eLearning to traditional classroom learning to enhance HIV knowledge uptake in Life Orientation in primary schools in the Western Cape, South Africa and in Dublin, Ireland. Cape Town: Web & Media Technologies, Medical Research Council.
- Vergnani, T., and Jacobs, J. (2005). The Zaweka HIV/AIDS peer education project.
- Vergnani, T., and Schaay, N. (2001). Comment on the Code of Good Practice: Key Aspects of HIV/AIDS and Employment. *Law Democracy & Dev.*, 5, 223.
- Vergnani, T., Filsher, A. J., Lazarus, S., Reddy, P., and James, S. (1998). Health promoting schools in South Africa: Needs and prospects. *Southern African Journal of Child and Adolescent Mental Health*, 10(1), 44-58.
- Visser, M.J. (2001). Life Skills training as HIV/AIDS prevention strategy: A systems theoretical evaluation. University of Pretoria, Pretoria, South Africa. Unpublished Doctoral Thesis.
- Visser-Valfrey, M. (2008). *EDUCAIDS Angola: Report*. Luanda, Angola: EDUCAIDS.
- Von Wietersheim E. and Haihambo C. K. (2007). *Training Manual for Teacher Educators for the training of Student Teachers in Window of Hope and My Future is My Choice*. Ministry of Education and UNICEF Namibia.

- Wamoyi, J., Fenwick, A., Urassa, M., Zaba, B., and Stones, W., (2010). Parent-child communication about sexual and reproductive health in rural Tanzania: implications for young people's sexual health interventions. *Reproductive Health*, 7(6).
- Witte, K., Coleman, P., Shoemaker, J., and Lazell, C.K. (2003). HIV/AIDS lifestyles, knowledge, attitudes and practices: A baseline survey of greater Windhoek youth in Namibia. Baltimore, MA: Johns Hopkins University: Center for Communication Programs.
- Wolfe, W. R., M.D., Weiser, Sheri D.M.D., M.P.H., Leiter, Karen, J.D., M.P.H., Steward, Wayne T, PhD., M.P.H., Percy-de Korte, F., DPH, Phaladze, N., PhD., . . . Heisler, Michele, M.D., M.P.A. (2008). The impact of universal access to antiretroviral therapy on HIV stigma in Botswana. *American Journal of Public Health*, 98(10), 1865-71.
- Wolhuter, C., Steyn, S. and Steyn, H. (2003). Learning from south-south comparison: The education systems of South Africa and Madagascar, *South African Journal of Education*, 23(1), 29-35.
- Wood, L. (2009a). 'Not only a teacher, but an ambassador': Facilitating HIV/AIDS educators to take action. *African journal of AIDS research*, 8(1), 83-92.
- Wood, L. (2009b). Teaching in the age of AIDS: exploring the challenges facing Eastern Cape teachers. *Journal of Education*, 47, 127-150.
- Wood, L. (2009c). What kind of respect is this? Shifting the mindset of teachers regarding cultural perspectives on HIV & AIDS. *Action research*, 7(4), 405-422.
- Wood, L. (2011a). Faculty views of HIV & AIDS education in the curriculum at tertiary level. *South African Journal of Higher Education*, 25(4), 819 - 837.
- Wood, L. (2011b). HIV and AIDS education in pre-service teacher programmes. *ActaAcademica*, 43(4), 181-202.
- Wood, L. (2012). 'Every teacher is a researcher!' Creating indigenous epistemologies and practices for HIV prevention through values-based action research. *SAHARA-J: Journal of Social Aspects of HIV/AIDS*, 9(sup1), S19-S27.
- Wood, L., and Olivier, T. (2011). Video production as a tool for raising educator awareness about collaborative teacher-parent partnerships. *Educational Research*, 53(4), 399-414.
- Wood, L., and Webb, P. (2008a). HIV-and AIDS-related (mis) perceptions and (non) responses of school principals in the Eastern Cape, South Africa. *African Journal of AIDS Research*, 7(1), 111-121.
- Wood, L., and Webb, P. (2008b). The perceptions and responses of South African school principals regarding HIV and AIDS in their schools. *Vulnerable Children and Youth Studies*, 3(2), 143-149.
- Wood, L., Ntaote, G. M., and Theron, L. (2012). Supporting Lesotho teachers to develop resilience in the face of the HIV and AIDS pandemic. *Teaching and Teacher Education*, 28, 428-439.
- Zambezi, R. and Hernando, J. (2006). Engaging communities in youth reproductive health and HIV projects. A guide to participatory assessments, Arlington: Family Health International Youthnet. Retrieved from: <http://www.fhi360.org/NR/rdonlyres/pxbmrqbfd33fe7ccoajmezvqqnuxdjaav26mhz6dpjj5hgpkihd/PLAguideenyt1.pdf>
- Zealand, D.D. (2005). Sexuality and sex education in Namibia: Livingstone, Zambia (Not published in any proceedings). Retrieved from: <http://www.unam.na/faculties/educ/Staff%20Tables/Zealand-Donovan.html> (e-mail address: dzealand@unam.na).
- Zeichner, K. (2005). Teacher education reform and educational reform in post-independence Namibia. Final Report to the Spencer Foundation, Chicago.
- Zeichner, K., and Ndimande, B. (2008). Contradictions and tensions in the place of teachers in educational reform: Reflections on teacher preparation in the USA and Namibia. *Teachers and Teaching: Theory and Practice*, 14(4), 331-343.
- Zigama, J.C., and Antal, C. (2011). Good Practice in Pre-service teacher education in Rwanda and Madagascar. A paper represented at the Achieving Quality Education for All: Regional Summit – Kigali.





United Nations  
Educational, Scientific and  
Cultural Organization

