



ACTION PROGRAMME

ON

**HIV/AIDS IN EDUCATION AND TRAINING IN
THE SOUTHERN AFRICAN DEVELOPMENT
COMMUNITY**

**SADC Human Resources Development Sector
January 2000**

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1. INTRODUCTION

- 1.1 The Southern African region is one of the regions worst hit by the HIV/AIDS epidemic. AIDS is one of the leading causes of death in this sub-continent, and the region has about one-third of all the people infected with HIV in the world. In some countries, up to one-quarter of the adult population is infected with the virus. More alarming is the realisation that HIV/AIDS is not just a health issue, but has additional short and long-term consequences over whole communities and economies. Hence not only is a multi-sectoral approach to dealing with the problem which transcends local or national boundaries.
- 1.2 In Malawi in 1996 at the SADC/EU Conference on HIV/AIDS, SADC pronounced its commitment to a regional approach to combat HIV/AIDS. The Conference came up with a statement on regional responses to HIV/AIDS and agreed on a framework for action to fight the disease. The framework is multisectoral, covering the sectors of health, employment & labour, mining, education, tourism and medical drugs.
- 1.3 The SADC Human Resources Development (HRD) Ministers in their meeting in June 1999 reaffirmed the need for urgent action against the scourge within the education and training sector. In light of this, it was agreed that a Task Force consisting of Mozambique, Namibia, Swaziland and Zimbabwe be established to develop an education and training regional programme on HIV/AIDS. The Council of Ministers in their meeting in August 1999 also called for an urgent development of a regional multi-sectoral programme, which will include all the priority sectors and will be co-ordinated by the SADC Health Sector. The strategy adopted to develop the multi-sectoral regional programme is that each sector should develop its own sector specific programme and submit it to the Health Sector. These sector specific programmes would then be integrated to form the regional programme.
- 1.4 This document outlines a regional programme of action for mitigating HIV/AIDS in the education and training sector as developed by the HRD Sector Task Force on HIV/AIDS. It first discusses the effect of the disease on the education and training sector, highlighting efforts undertaken by some member States and identifies priority issues for regional focus. It then outlines the objectives, strategies and activities to be undertaken to deal with HIV/AIDS within this sector.

2. EFFECT OF HIV/AIDS IN THE EDUCATION AND TRAINING SECTOR

- 2.1 It is acknowledged that education and training is the cornerstone for achieving lasting and sustainable development. It is the sector that provides the skills and builds the necessary human capital vital for economic and social development. The HIV/AIDS epidemic affects people of all ages; however, it is more prevalent among the young population between the ages of 15-29 years, the group that is school going, trainable and productive. This vulnerable section of the population is unfortunately the group in which lies the future development of our economies. The HIV/AIDS epidemic is eroding this human capital and will continue to do so well into the coming decades if no aggressive and effective measures are engaged to counter it.
- 2.2 HIV/AIDS affects the education and training sector in the SADC region in many respects which can be broadly summarized as follows¹:
- 2.2.1 **Learners (students and school entrants):** The high incidence of HIV/AIDS affects the demand for education in that a reduced number of children enter the system as those who are born with the virus die before their fifth birthdays. Furthermore, there may be higher drop-out and repeater rates due to AIDS-related stresses on the household economy and family unit. This may lead to a decline in enrolments, which in the long run will lead to inefficient use of educational facilities. In addition, the youth is the most exposed group to the epidemic and this will result in a significant decline in enrolments not only at the secondary school level but more acutely at the tertiary level, hence reducing the base for skills development in the region. This will further exacerbate the problem of shortages of skilled personnel currently prevailing in the region.
- 2.2.2 **Provision of education and training:-** HIV/AIDS negatively affects the supply of skilled personnel providing educational services and reduces the efficiency in the sector by raising costs of service delivery (e.g. payment for sick leave versus payment for actual work undertaken, increased output regarding teacher training to fill vacant posts, etc.). The sector is experiencing significant losses in teacher numbers due to HIV/AIDS in some parts of the region, which is seriously undermining member States' efforts to increase the pool of trained teachers in a bid to improve both the quality and quantity of education. This has also exacerbated problems already existing in the sector such as recruitment, loss of staff due to poor pay and

¹ This section provides highlights of the effects without supporting statistics. More detailed research and analysis of the effects of HIV/AIDS in the education sector in the SADC region is required to provide the overall picture of the impact of this scourge. Research is included in the proposed programme below.

conditions, and of lack of infrastructure. Many teachers are themselves, like other families, taking on the orphans of those who have died of AIDS, and increased time is spent going to funerals, and caring for the sick.

2.2.3 Quality of education:- The consequences of HIV/AIDS infection to both teachers and students negatively affects the quality time spent on teaching as well as the learning process of the pupils as both groups of individuals have to deal with AIDS related stresses such as caring for the sick, increased time spent going to funerals and absenteeism due to illness. The epidemic also creates demand for curriculum revision and development and may also increase the teaching load for teachers. This means that future efforts directed at teacher development have to address technical skills that are required to deal with HIV/AIDS both in the workplace and in society.

2.2.4 The epidemic presents the education and training sector with a number of challenges and issues to address. These include the following:

- Provision of education and training to HIV positive learners and educators and their treatment. Coming to terms with the reality of HIV/AIDS in schools and training institutions, and the need to find effective approaches for care and support for those affected, is a big challenge for member States.
- AIDS Orphans:- The region is alarmed at the growing numbers of orphans and the implications of this on future generations and the development of the region as a whole. The number of children who have lost both parents is particularly significant for those countries with high prevalence rates. This has a number of implications in terms of schooling, entry into the labour market, and quality of life of these children (many of whom are likely to join the growing number of children living under difficult circumstances created by economic and political hardships).

Table 1: Children Who Have Lost One or Both Parents, 1997-98

COUNTRY	NUMBER	PER 1000 PEOPLE
Botswana	25 000	13
D.R.C.	310 000	6
Lesotho	8 500	4
Mozambique	150 000	9
Namibia	73 000	36
South Africa	180 000	4
Tanzania	520 000	16
Zambia	360 000	36
Zimbabwe	360 000	30

Source: **Newsweek** January 17, 2000

- Undertaking adult responsibilities: Due to illness and death in the family, the children especially those at secondary school level, have to carry out adult responsibilities which include taking care of their sick parents and/or taking care of their younger siblings. Such children also lack financial support. This may affect the attendance and performance of these children in school.
- Stigmatization and discrimination:- Both students and teachers encounter problems of stigmatization due to lack of knowledge on how to deal with people living with HIV/AIDS. The school children also suffer psychological effects due to peer pressure and exposure to AIDS related death. This creates demand for teachers to provide counseling services to children to mitigate poor performance. Hence the Sector has to deal with the challenge of providing counselling services in schools.
- Integration or incorporation of HIV/AIDS education and life skills in the school curriculum:- The socio-cultural environment plays an important role in the acceptability of inclusion of this subject in the school syllabus. Development of the curriculum to incorporate HIV/AIDS education in the school curricula therefore poses another challenge to the education sector. This also creates the need for teacher training to impart skills to deal with the subject.
- Information, Education and Communication:- In order to create awareness among the stakeholders, the sector has to devise an appropriate strategy for creating awareness and education relevant for the different kinds of stakeholders (i.e. students, teachers and lecturers, parents etc.).
- Prevention strategies: The young people especially those of secondary school and tertiary levels are more exposed to HIV/AIDS infection because of high sexual activity among this group. The sector has to devise strategies to prevent the transmission of the virus among this group. The younger children, especially at primary school level are the window of opportunity in mitigating the impact of the epidemic since sexual activity is not as wide-spread among this group. Some prevention strategies, such as condom distribution in schools, require policy intervention.
- Research and Scientific innovation: The education and training sector has the capacity for research and intellectual capability for scientific innovation. It therefore has a role in undertaking research on the dimensions of HIV/AIDS and developing its cure.

3. INITIATIVES UNDERTAKEN BY SADC MEMBER STATES²

2.1 Most countries in the region have devised strategies to mitigate the impact of the epidemic at national and sectoral levels. In coming up with a regional strategy to fight against HIV/AIDS in the education and training sector, it is necessary to take cognizance of these initiatives so as to draw lessons from them and to avoid duplication of efforts. In reviewing the efforts of member states in the fight against HIV/AIDS, only programmes within the education and training sector in a few member countries for which information is available are being considered below.

3.1.1 Botswana

- ❖ The Government of Botswana revised the National Policy on Education and made a commitment to integrate HIV/AIDS in the curriculum and that HIV/AIDS education must be made compulsory at all levels of education;
- ❖ The Ministry of Education developed a policy on HIV/AIDS education to provide guidance to curriculum developers, school heads, teachers and other Ministry personnel;
- ❖ HIV/AIDS education is integrated across all subjects in the school curriculum and in the Guidance and Counselling Programme in order to capture the social, cultural and economic aspects of the disease;
- ❖ In 1994, AIDS education materials from other countries such as Uganda, Malawi and Zimbabwe were collected in order to learn from the experiences of other countries and to start the process of developing HIV/AIDS education materials to be used in teaching about the disease in schools. The idea was to adapt the collected materials to the specific needs of Botswana and to adapt the content of the materials to the different levels and age groups of students;
- ❖ The Guidance and Counselling Programme of the Ministry of Education provides in-service training to teachers and educational support staff. Such training covers knowledge about the disease and attempts to equip teachers with special skills to help students who are affected by the disease in one way or another;
- ❖ The Ministry of Education is implementing another programme called Population/Family Life Education, with assistance from UNEFPA. This programme compliments and reinforces issues, which impact on HIV/AIDS Education. It educates school-going youth on population/family life related

² Information used here is derived from limited number of countries, there is need for additional information.

issues in order to create awareness, promote responsible behavior, promote the development of empathetic attributes and seeks to contribute to improving the quality of life of individuals and society;

- ❖ The Ministry of Education is working closely with the National AIDS Control Programme (of the Ministry of Health) in implementing AIDS education through curriculum development, pre-service and in-service teacher training programmes.

3.1.2 Swaziland

- ❖ The Schools Health Section in the Ministry of Health and Social Welfare (MOH&SW) is in the process of formulating school health policies to serve as a framework for schools health educators
- ❖ The Adolescent Reproductive Health Programme in the MOH&SW is also training peer educators on HIV/AIDS education, has produced an HIV/AIDS and adolescent health training manual, and promotes youth friendly services by training the nurses on the provision of youth friendly health services.
- ❖ The Ministries of Health and Education have come up with a collaborative structure that allows schools health nurses and teachers to work as a team in the fight against HIV/AIDS through school health education;
- ❖ A non-governmental initiative called Schools HIV/AIDS and Population Education (SHAPE) was established in 1990, to cater for the in-school and institutionalized youth by delivering strategically targeted programmes on HIV/AIDS education;
- ❖ This project (SHAPE) together with some Government Ministries have drafted guidelines for the development of a policy for Population and Family Life Education for schools;
- ❖ SHAPE encourages awareness of HIV/AIDS and the consequences of irresponsible sexual behaviour among the youth;
- ❖ SHAPE has increasingly focused on addressing issues of Adolescent Reproductive Health problems;
- ❖ SHAPE has recently established a National Crisis Communication Strategy for reducing the spread of HIV/AIDS.

3.1.3 Zimbabwe

- ❖ The Government formed the National AIDS Coordination Programme (NACP) to mobilize the training of manpower who would be tasked with HIV/AIDS advocacy;
- ❖ In 1993, about twenty lecturing staff from each Teacher/Technical College was trained in HIV/AIDS Education. In addition to that, two coordinators were chosen from each college for training in counselling;
- ❖ Again in 1993, the syllabus for HIV/AIDS education and information was developed for mainly two target groups: teacher trainees and students in technical colleges;
- ❖ In 1994, a programme on STD/HIV Education for tertiary institutions was launched and it became compulsory that each student attends at least one hour lecture on HIV/AIDS education, per week;
- ❖ In addition to all these efforts, UNICEF-Harare launched an AIDS Prevention Programme, in support of the Government of Zimbabwe's attempts to curb the AIDS epidemic. This Programme covers six projects, some of which focus on educating communities on how to cope with the disease.

3.2 Lessons for the Region

A few lessons can be drawn from the national initiatives given above. First, it is important that SADC Governments establish National Policies on Education, with clear pronouncements on how to deal with HIV/AIDS within this sector. Secondly, it is clear that the countries in the region being at different levels of development have advanced at different paces in the fight against AIDS, within the education and training sector. Given such a background, therefore, member States should join forces in combating the disease, so as to come up with more effective strategies to deal with it, since they would learn from each other and complement each other's strengths in this area. Lastly, it seems imperative that HIV/AIDS education should be made a compulsory subject in the syllabus for all students, at all levels of education. This would ensure that as many school-going children as possible are exposed to correct knowledge about the disease and thus empowered to reduce its transmission and equipped with knowledge on how to live with it.

4. PROPOSED REGIONAL ACTION PROGRAMME

4.1 Priority Areas For Regional Action

The priority areas of focus at the regional level in the education and training sector are as follows:

- (i) Development of policies
- (ii) Curriculum development
- (iii) Coordination of regional research
- (iv) Information dissemination and exchange, sectoral mobilization
- (v) Training of Trainers
- (vi) Resource Mobilization

4.2 Overall Objective

To promote, coordinate and support individual and collective efforts of member States in reducing the transmission, incidence and impact of HIV/AIDS infection within the education and training sector.

4.3 Objectives

- (i) To create a supporting policy environment for the fight against HIV/AIDS within the education Sector;
- (ii) To impart knowledge and skills which are life enhancing to both learners and teachers;
- (iii) To facilitate change of attitudes towards HIV/AIDS and people living with HIV/AIDS, thereby reducing the socio-economic impact and its transmission;
- (iv) To promote exchange of information and personnel among the SADC member States on approaches and strategies for mitigating the pandemic within the education and training sector;
- (v) To determine the impact of HIV/AIDS, to strengthen policy development; and sharing of research information. And generally to inform decision making in the fight against HIV/AIDS;
- (vi) To create awareness and mobilize support of the sector's stakeholders in the campaign against HIV/AIDS;
- (vii) To empower educators with skills to effectively teach the subject and handle learners affected by HIV/AIDS;
- (viii) To mobilize resources for implementing programmes and projects intended to mitigate the impact of the scourge.

4.4 STRATEGIES

4.4.1 POLICY DEVELOPMENT

Objectives:

- (i) To create a supporting policy environment for the fight against HIV/AIDS within the education and training sector.

Activities:

- (a) Review existing education policies on HIV/AIDS, paying particular attention to the following issues:
 - Provision of education for orphans
 - Provision of Government funding to students who are living with HIV.
 - Condom procurement and distribution in schools;
 - HIV testing for potential learners and educators;
 - provision of counselling services in schools
 - teaching of HIV/AIDS education in schools and methods of teaching
 - AIDS related sick leave and absenteeism
 - stigmatization and discrimination
- (b) Develop appropriate regional policy to serve as a guide and disseminate this to member States;
- (c) Facilitate the development and implementation of national policies to address HIV/AIDS in the sector;
- (d) Monitor the development and implementation of national education policies in this area;

4.4.2 INCORPORATION OF HIV/AIDS EDUCATION IN THE CURRICULUM AT ALL LEVELS OF EDUCATION

Objective:

- (i) To impart knowledge and skills which are life enhancing to both learners and teachers;
- (ii) To empower educators with skills to effectively teach the subject and handle learners affected by HIV/AIDS;

Activities:

- (i) Establish a committee of curriculum experts to assess existing HIV/AIDS curricula in the region with a view to developing a curriculum framework, which would include monitoring, and evaluation instruments.
- (ii) Undertake curriculum review at national level to ensure adherence to regional standards. Both the curriculum framework and the review should focus on the curricula for both teacher training and schools. It is important to remember that teachers are potentially also vulnerable to HIV/AIDS infection, and therefore there is need to equip them with skills not only to effectively teach the subject to students, but also to instill responsible and exemplary behaviour.
- (iii) Facilitate the joint development of teaching materials and the development of a system to facilitate the interchange of such materials throughout the region;
- (iv) Undertake monitoring and evaluation of curricula development and implementation.

4.4.3 COORDINATION OF REGIONAL RESEARCH

Objectives:

- (i) To determine the impact of HIV/AIDS,
- (ii) To strengthen policy development and promote the sharing of research information.
- (iii) To inform decision-making in the fight against HIV/AIDS

Activities

- (i) Undertake a study to establish the current position with regard to the impact of HIV/AIDS in the education and training sector as well as identify research needs in the SADC member States.
- (ii) Establish a regional database on the impact of HIV/AIDS in the sector
- (iii) Develop a regional mechanism for research in the field of education and training
- (iv) Undertake impact assessment of previous research activities
- (v) Undertake joint research activities

4.4.4 INFORMATION DISSEMINATION AND EXCHANGE, SECTORAL MOBILISATION

Objectives:

- (i) To facilitate change of attitudes towards HIV/AIDS and people living with HIV/AIDS, thereby reducing the socio-economic impact and its transmission;
- (ii) To reduce stigmatization and discrimination of people affected or living with HIV/AIDS;
- (iii) To create awareness and mobilize support of the sector's stakeholders in the campaign against HIV/AIDS.
- (iv) To promote exchange of information and personnel among the SADC member States on approaches and strategies for mitigating the pandemic within the education and training sector;

Activities

- (i) Undertake an inventory of intervention programmes on HIV/AIDS in all member States and other countries (such as Uganda). The intention is to learn from the experiences of intervention programmes and to build upon these initiatives.
- (ii) Sharing of such information and networking among sector stakeholders through various means including:
 - Sector newsletter
 - Website
 - Sector's documentation centre
 - Dedicating specific sessions to discussion of HIV/AIDS issues in every meeting, workshop or seminar organized by the HRD Sector.
 - Organization of specific group meetings to discuss specific issues on HIV/AIDS.
- (iii) Encourage and promote initiatives throughout the SADC region for educating people on how to live with HIV/AIDS from a health, social and cultural perspective, for instance, through radio and TV drama programs. Greater involvement of

people with HIV/AIDS in another effective way driving the point home about the realities of HIV/AIDS, and reducing the stigma and discrimination against those living with the virus. As much as possible, therefore, the Sector will endeavour to involve this section of society in its activities, including the development and delivery of HIV/AIDS education programmes.

4.4.5 UNDERTAKE TRAINING OF TRAINERS

Objectives:

- (i) To empower educators with skills to effectively teach the subject and handle learners affected by HIV/AIDS.

Activities:

- (i) Organize regional training workshops and seminars on HIV/AIDS education for training of those who train or teach others at all levels of education;
- (ii) Organize regional training workshops/seminars for curriculum developers to inculcate HIV/AIDS in the design of curricula for all levels of education.
- (iii) Facilitate the collaboration of teacher training institutions and faculties of education to share information on curriculum and teaching methodologies.

4.4.6 RESOURCE MOBILISATION

Objectives:

- (i) To mobilize resources for implementing programmes and projects intended to mitigate the impact of the disease.

Activities

- (i) Develop and implement a strategy for mobilizing financial resources from government, private sector and cooperating partners.

5. IMPLEMENTATION

The institutional framework for implementing the programme will be developed in collaboration with the SADC Health Sector which is responsible

for overall coordination of the regional multi-sectoral programme. However, the following suggestions are made on actions that may facilitate the effective implementation of the programme.

- As a first step in the implementation of this programme, it is necessary that a meeting or workshop of experts dealing with HIV/AIDS within the education and training sector from all fourteen member States be convened. Holding this meeting will form part of sectoral mobilisation and will ensure support and ownership of the programme. This group will become an ad hoc committee, which will have overall responsibility for overseeing the implementation of the proposed programme. The group will exist continuously through out the programme life as a monitoring and supervisory body for the programme.
- A smaller committee should be appointed from this group which will be responsible to work on policy development (Strategy 1), which is very crucial to set the stage for subsequent implementation of the other actions on the programme. It is necessary that the development of appropriate regional and national policies on HIV/AIDS generally and in the education and training sector particularly, be accelerated so that a conducive environment exists for the fight against HIV/AIDS to succeed.

Strategy 1: Policy Development

Target Group	Issues	Activities	Inputs	Actors	Indicators	Time Frame
All stakeholders, including policy makers, politicians, churches, NGOs, etc	<ul style="list-style-type: none"> • Education policies; • Legislation; • Funding; • Provision of education for orphans; • HIV/AIDS training; • Networking, • Condom procurement and distribution; • HIV testing to potential students; • Counselling 	1. Review of existing education policies to address HIV/AIDS issues;	1.1 Recruit a program Coordinator (PC) 1.2 Organize a sectoral mobilisation workshop	SADC HRD SCU & member States	PC in office Workshop report	Sept.-Dec 2000
		2. Develop and disseminate appropriate regional policy guidelines to member States;	2.1 Following Workshop, PC to develop regional policy guidelines 2.2 Convene Workshop of policy development experts to consider draft regional policy	SADC HRD SCU (PC) HRD SCU (PC) & member States	Draft Regional policy document	Jan.-May 2001
		3. Facilitate the development & implementation of national policies to address HIV/AIDS;	3.1 Finalise & solicit approval by HRD Ministers 3.2 Disseminate policy to member States 3.3 Undertake training of policy developers - 1 regional training workshop	HRD SCU (PC) & member States	Final Document	June 2001
		4. Monitor the development and implementation of national education policies	4.1 Develop a monitoring tool & undertake periodic monitoring visits; day-to-day monitoring to be undertaken by existing national structures 4.2 Undertake impact assessment of new policies after a reasonable length of time	HRD SCU (PC), member States	Workshop report Evaluation reports	August 2001 Jan.2002 and ongoing

Strategy 2: Incorporation of HIV/AIDS Education in the Curriculum

Target Group	Issues	Activities	Inputs	Actors	Indicators	Time Frame
<ul style="list-style-type: none"> Teacher training colleges Faculties of Education in universities and technikons Curriculum development centres All other affected groups 	<p>Curriculum development to consider issues such as :</p> <ul style="list-style-type: none"> Sexual reproductive health Community based care Gender equity Counseling Socio-cultural issues Substance abuse Human rights Teaching methodology Information, education and communication 	1. Establish a committee of curriculum experts to develop a curriculum framework	1.1 Convene a workshop of curriculum experts to review existing situation and develop guidelines or a regional curriculum framework, along with teaching/learning materials standards	SADC HRD SCU (PC) & member States	Committee exists	March 2001
		2. Undertake curriculum review at national levels		Committee and Curriculum designers & developers in member States	Review reports	July-Dec.2001
		3. Development of teaching materials		Committee, Curriculum centres, training institutions	Teaching materials developed	Start in Jan.2002 and ongoing
		4. Implementation of curricula			Meeting report	Start Jan 2002 & ongoing
		5. Monitoring & evaluation of curriculum implementation		Convene a regional feedback meeting to evaluate progress and impact and to recommend improvements	HRD SCU (PC) Institutional & external evaluators	Evaluation reports

Strategy 3: Coordination of Regional Research

Target Group	Issues	Activities	Inputs	Actors	Indicators	Time Frame
All stakeholders in education and training sector	<ul style="list-style-type: none"> ◆ Impact and dimensions of HIV/AIDS on education and training sector ◆ Identification of available research on HIV/AIDS ◆ Identification of Research needs ◆ Regional coordination of research 	1. Undertake a study to establish current position on impact and dimensions of HIV/AIDS ³	1.1 Engage a team of 1 regional and 14 national consultants to undertake the study	HRD SCU (PC)	Study report	March. – August 2001
		2. Establish a regional database on the impact of HIV/AIDS in the sector	2.1 Equipment and short-term consultancy to establish database and develop a tool for its maintenance and regular updating	HRD SCU, research institutions, member States	Database	Sept.2001 and ongoing
		3. Develop a regional mechanism for research in education and training		HRD SCU, research institutions, member States		
		4. Undertake impact assessment of previous research activities		Research institutions, Government ministries, NGOs, other stakeholders	Reports	2002
		5. Undertake joint research activities	5.1 Funding for research based on identified research needs	Research institutions, government ministries, NGOs, other stakeholders	Publications	Dec.2002 and ongoing

³ This activity could be undertaken with Strategy 1. The proposed initial experts group meeting could establish the status and impact of the HIV/AIDS epidemic in the sector through country presentations.

Strategy 4: Information Dissemination and Exchange

Target Group	Issues	Activities	Inputs	Actors	Indicators	Time Frame
All stakeholders within the education and training sector	<ul style="list-style-type: none"> Awareness Attitudes support 	1. Undertake inventory of existing intervention programmes in the region ⁴		HRD SCU (PC) to commission a study	Inventory/database	March-Aug. 2001
		2. Sharing of information and networking ⁵ :				
		- Newsletter, website and documentation centre	Articles/Contributions to Newsletter	HRD SCU, Health SCU	Articles published in newsletter and website, also available in Doc. Centre	August 2001 and ongoing
		- special sessions for discussion of HIV/AIDS during sectoral meetings and workshops	A budget for Health/ HIV/AIDS experts to conduct workshops	HRD SCU, Health SCU		Sept.2001 and ongoing
- organisation of specific group meetings to discuss specific issues	A budget for Health/ HIV/AIDS experts to conduct workshops	HRD SCU, Health SCU, member States	Meeting reports	Sept.2001 onwards		
3. Encourage and promote ongoing initiatives					Ongoing	

⁴ This activity will be combined with Activity 1 under *Strategy 3 : Coordination of Regional Research (see above)*. Aspects of intervention programmes in place and the lessons learnt, etc. will be included in the terms of reference for the study under Research.

⁵ Some of the information to be shared will come from the database on Activity 2 under Strategy 3, plus other sources.

Strategy 5: Training of Trainers

(This Strategy to be undertaken together with Strategy 2: Curriculum Development)

Target Group	Issues	Activities	Inputs	Actors	Indicators	Time Frame
Educators and trainers of those who teach or train others, such as lecturers in teacher training institutions and faculties of education in universities and technikons	Effective teaching of HIV/AIDS in schools and training institutions	1. Organise regional training workshops and seminars on HIV/AIDS education for training of trainers (3 workshops)	3Workshops of five days' duration, 24 participants per workshop	HRD SCU (PC)	Workshop/seminar reports	Start Jan.2002
		2. Organize regional training workshops/seminars for curriculum developers (3 workshops)	Same as above	HRD SCU (PC)	Workshop/seminar reports	Start July 2002
		3. Facilitate the collaboration of teacher training institutions and faculties of education to share information on curriculum and teaching methodologies		HRD SCU (PC)		

Strategy 6: Resource Mobilisation

Target Group	Issues	Activities	Actors	Indicators	Time Frame
All stakeholders	Commitment to allocating resources to support the fight against HIV/AIDS	1. Develop a strategy for mobilizing financial resources from government, private sector, NGOs and cooperating partners	SADC sectors of Health, mining, HRD, etc, under coordination of the Health sector		Sept.-Dec 2000
	Successful implementation of the proposed programme	2. Utilise the strategy above, and circulate the proposed strategic programme to solicit support	same	Funding secured	Feb.2000 and ongoing

