

PREVENTIVE EDUCATION
AGAINST HIV/AIDS
in the School Setting

**REPORT OF THE REGIONAL
TRAINING WORKSHOP
Philippines, 18 – 23 October 1999**

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PREFACE

This is a report on the Regional Training Workshop on "Preventive Education Against HIV/AIDS in the School Setting" held from 18 to 23 October 1999 in Quezon City, Philippines. Funding support was provided by the Government of Japan. The aim of the Workshop was to contribute to the professional development of teachers involved in preventive HIV/AIDS education in the Asia and the Pacific region.

The process of the workshop was as significant as the outcomes. The participatory and anticipatory process of the Workshop created strong teamwork and encouraged motivation for further work. The outcomes include: the evaluation of the Training of Teachers (TOT) Manual to facilitate teacher training activities in preventive HIV/AIDS education; the formulation of Guidelines for National Follow-Up Training Activities; and the development of National HIV/AIDS Preventive Education Plans.

Twenty participants from seven countries including China, India, Indonesia, Lao PDR, Sri Lanka, Thailand and the Philippines were present at the Workshop. Notably, the Workshop was designed to include a three-member delegation from each country composed of a health professional, a health educator/ teacher trainer, and a curriculum expert. The countries involved were the same countries which took part in the first two phases of the project: (1): the Country Studies, (2): the Regional Workshop held in Beijing, China, in August 1997. Three experts of different expertise/professional background served as resource persons: a health programme manager/ scientist; a medical doctor/ epidemiologist, and a health educator/ teacher trainer/curriculum expert. The criteria put forward in choosing the participants and the resource persons were formulated with the end view of training teachers in preventive HIV/AIDS education which requires the input of experts functioning as a team.

It is also worth noting, that the host organization of the Workshop, the College of Education, University of the Philippines, has a recognized expertise in promoting health education not only in the Philippines, but also at the regional and the international levels.

**PREVENTIVE EDUCATION AGAINST HIV/AIDS IN THE SCHOOL SETTING:
Regional Training Workshop**

Recognizing the importance of competent and effective teachers in the dissemination of preventive HIV/AIDS education, this regional effort in promoting teacher training and professional development is one of the contributions to prevent the menace from eliminating the existence of humankind. The regional training follows the 'cascade model' recommended in the earlier phases, wherein national follow-up actions will be conducted. Some countries may start from translation, others may proceed to adaptation, while others will already integrate the training in their national plans for prevention of HIV/AIDS. The long-term goal is indeed to put in place preventive education against HIV/AIDS in the school setting.

ABBREVIATIONS

| | |
|----------|--|
| CHASPPAR | Control of HIV/AIDS and STD in Asia and Pacific Region |
| PROAP | Principal Regional Office for Asia and the Pacific |
| SEAMEO | Southeast Asian Minister of Education Organization |
| TOT | Training of Teachers |
| TROPMED | Regional Centre for Tropical Medicine and Public Health Network |
| UNAIDS | Joint United Nations Programme on HIV/AIDS |
| UNDCP | United Nations International Drug Control Programme |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNFPA | United Nations Population Fund |
| UNICEF | United Nations Children's Fund |
| WB | World Bank |
| WHO | World Health Organization |

1.0 INTRODUCTION

1.1 Background

This Regional Training Workshop, "Preventive Education Against HIV/AIDS in the School Setting" was organized from 18 to 23 October 1999, by the College of Education, University of the Philippines in cooperation with the UNESCO Principal Regional Office for Asia and the Pacific (PROAP). The Workshop focused on the training and professional development of teachers involved in HIV/AIDS preventive education.

This workshop is the third phase of the "Prevention of HIV/AIDS and Drug Abuse Through Quality Improvement of Curriculum and Teaching-Learning Materials in Asia and the Pacific" project funded by the Japanese Government which started in 1996. The aim of the project is to make an impact through the school system by introducing new curricular approaches and materials in selected countries of the region.

The three project phases include: Phase 1 which was the undertaking of national studies to analyze the curriculum and school counseling support and to compile teaching-learning materials; Phase 2 was the organization of a regional workshop to develop a common framework for implementation strategies, and to formulate national action plans; and Phase 3 which aims to ensure implementation of teacher training activities including dissemination of teaching-learning materials in the school setting.

This report focuses on Phase 3 of the project. In this project phase, a Regional Workshop was conducted to evaluate the Training of Teachers (TOT) Manual that will facilitate teacher training activities in preventive HIV/AIDS education; to formulate Guidelines for Follow-Up Training Activities; and to develop HIV/AIDS Preventive Education Plans for each participating country.

Seven Asian countries participated in the Workshop, namely, China, India, Indonesia, Lao PDR, Philippines, Sri Lanka, and Thailand.

These countries were selected, using a broad criteria as follows: high, mid and low population countries; geographical location; religious and cultural diversity; existing levels of expertise in HIV/AIDS preventive education; and prevalence of HIV/AIDS. The major purpose in drawing together these representative countries was to support interaction, analyze commonalities and differences, and to identify priority training action areas for the future.

In the Workshop design, the participants were expected to conduct in-country analysis of their existing training activities in preventive HIV/AIDS education. During the Workshop the participants presented their respective country experiences in “Preventive Education Against HIV/AIDS in the School Setting”. Following the exchange of country experiences, they then evaluated the TOT as to its core messages, basic information, and skills to be developed, among others and suggested relevant modifications. As a concluding activity, the participants came up with their country training plans as well as guidelines for these training activities.

1.2 Participation

There were twenty (20) participants and three resource persons who facilitated the workshop. Seven countries (China, India, Indonesia, Lao PDR, Philippines, Sri Lanka, and Thailand) were represented by three members in the team composed of a health professional, a health educator/teacher trainer, and a curriculum expert.

The three resource persons have different expertise/professional orientations: a health programme manager/scientist; a medical doctor/epidemiologist; and a health educator/teacher trainer/curriculum expert. Technical, administrative and support services were likewise provided by the College of Education, University of the Philippines.

The List of Participants and Resource Persons/Facilitator of the Workshop is in Annex 1.

1.3 Objectives and Expected Outcomes of the Workshop

Objectives for the workshop were:

- i) To exchange country experiences regarding “Preventive Education Against HIV/AIDS in the School Setting”;
- ii) To utilize the Training of Teachers (TOT) Manual in developing training skills among country trainees involved in preventive HIV/AIDS education;
- iii) To evaluate basic information, core messages, skills and suggest relevant modifications in the TOT Manual;
- iv) To develop guidelines for the national follow-up training activities; and
- v) To formulate a plan for national follow-up training activities.

The expected outcomes of the Workshop were:

- i) Acquisition of knowledge on the status and trends of the HIV/AIDS epidemic across countries in Asia and the Pacific;
- ii) Acquisition of knowledge, attitudes, values and skills in the training of teachers in HIV/AIDS preventive education;
- iii) Application of various teaching-learning strategies in communicating HIV/AIDS preventive education;
- iv) Integration of HIV/AIDS prevention concepts into the school curricula;
- v) Evaluation of the Training of Teachers Manual on HIV/AIDS preventive education;
- vi) Formulation of guidelines for national follow-up training activities;
- vii) Preparation of National Plans for Teacher Training Programs in HIV/AIDS preventive education.

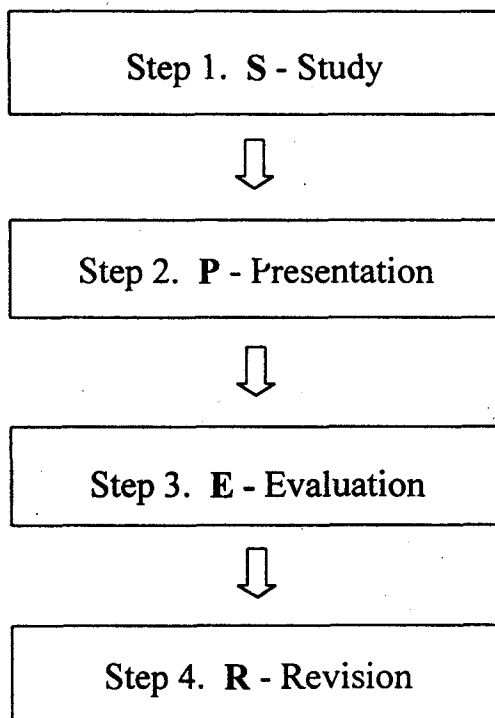
2.0 PROCESS OF THE WORKSHOP

The five-day workshop was designed to facilitate open communication with emphasis on broad participation, shared responsibility and flexibility to accommodate participant needs. Participants were encouraged to consider use of a wide range of reference materials and systematic processes to identify areas of commonality and differences in the Member Countries of the region.

2.1 Conceptual Framework

An overview of the steps in the workshop process is summarized in Chart 1.

Chart 1. Steps in the Workshop Process



In **Step 1**, each country team was assigned to lead the study and review one Training Module. Below is the table of Module Assignments for the evaluation by lead country.

Table 1. Module Assignments for Lead Country to Study

| Training Module | Lead Country to Study and Review |
|--|----------------------------------|
| Module 2 Who are Affected by AIDS? | China |
| Module 3 What are the Effects of HIV/ AIDS? | Lao PDR |
| Module 4 Protecting Oneself from HIV/ AIDS? | Indonesia |
| Module 5 Helping the Community to Cope with the Problem of HIV/ AIDS | India |
| Module 6 Integrating the Life-Skills Technique in HIV/ AIDS Preventive Education in Schools | Philippines |
| Module 7 Developing HIV/ AIDS Preventive Education Programmes | Thailand |
| Module 8 Evaluation of Preventive Education Programmes | Sri Lanka |

Participants were guided by the Module Review Questionnaire (Annex 2). They were asked to study and review the title, message, overview, content, objectives, time frame, activities and suggest evaluation of the module as well as other improvements.

Step 2 was the presentation of the study and review of the Training Modules. The participants presented their comments, questions, reactions and suggestions regarding the content, strategies, parts and format of each module.

Step 3 involved the evaluation of what has been presented. Each lead country's presentation was critiqued by another country-team (refer to table 2). Others were given the opportunity to share their views to further improve the Training Modules. Discussions were held to analyze and synthesize the group ideas.

Table 2. Module Assignment for Lead Country To Critique

| | |
|---|-------------|
| China's Study and Review of Module 2 | Philippines |
| Lao PDR's Study and Review of Module 3 | India |
| Indonesia's Study and Review of Module 4 | Sri Lanka |
| India's Study and Review of Module 5 | Thailand |
| Philippines' Study and Review of Module 6 | Indonesia |
| Thailand's Study and Review of Module 7 | Lao PDR |
| Sri Lanka's Study and Review of Module 8 | China |

Step 4 was the presentation of the revised Training Modules. The module and activity format were modified as follows:

Table 3. Module Format

| PARTS OF THE MODULE | |
|----------------------------|---------------------|
| I. | Module Number |
| II. | Module Title |
| III. | Approximate Time |
| IV. | Module Message |
| V. | Overview |
| VI. | Objective/s |
| VII. | Content Outline |
| VIII. | Learning Activities |
| IX. | Summary |
| X. | References |

Table 4. Activity Format

| PARTS OF THE ACTIVITY | |
|------------------------------|--------------------|
| I. | Activity Number |
| II. | Activity Title |
| III. | Approximate Time |
| IV. | Materials |
| V. | Preparations |
| VI. | Introduction |
| VII. | Objectives |
| VIII. | Content Outline |
| IX. | Procedure |
| X. | Learning Outcome |
| XI. | Resource Materials |

Each revised training module was compiled for final review, editing and printing.

2.2 Workshop Proceedings

Opening Ceremonies

In behalf of University of the Philippines Diliman Chancellor, Prof. Claro T. Llaguno, the Director of the Office of Curriculum and Instruction, Prof. Evelina Vicencio, welcomed the participants and guests.

UNESCO-PROAP's Specialist in Science and Technology Education and Focal Person of Preventive Education against HIV/AIDS and Drug Abuse, Mrs. Lucille C. Gregorio, explained the background of the Project. She also acknowledged the contributions of various partners in the implementation of activities, and the generous financial support provided by the Japanese Government for the programme. Likewise she enjoined everybody to do their part in solving the human menace, and for governments, NGO's, IGO's, and all the members of society to work collectively. She encouraged the participants to be active and productive in their involvement not only during but also after the workshop. She ended her message by saying that preventive education against HIV/AIDS is one attempt to face the challenge for aiming at tolerance, international understanding, and peace.

UNAIDS, the 'Joint United Nations Programme on HIV/AIDS' was represented by the Country Program Adviser for the Philippines, Dr. Victor Ortega. He talked about the mandate of UNAIDS, the global program of UN Agencies: UNDP, UNDCP, UNESCO, UNFPA, UNICEF, WHO, and the World Bank. Dr. Ortega acknowledged that the workshop presently being organized is in line with the UNAIDS mandate, emphasizing that the control of HIV/AIDS is not only in the hands of the health sector but of all members of society. He emphasized the importance of education, especially the teachers, being the key to the prevention of HIV/AIDS among young people.

Prof. Francisco Nemenzo, the President of the University of the Philippines, was represented by the Vice President for Public Affairs, Prof. Jose Endriga. Prof. Endriga stressed that the building of human capacities is a function of the University. Training of teachers assures the multiplier effect of sharing expertise. He also pointed out that development of methodology and strategies considering cultural sensitivity very well serve as the basis for

the success of operationalizing the objectives of any training program, in this case, 'Preventive Education Against HIV/AIDS in the School Setting'.

Orientation of the participants regarding the workshop process was given by Prof. Evelina Mejillano, one of the workshop resource persons.

2.3 Workshop Schedule

A self-review questionnaire was administered as a pre-test and a post-test before and after the sessions of the training workshop. The purpose of the test was to determine the HIV/AIDS knowledge, attitudes and practices of the participants.

Country reports were presented during the first two sessions of the training workshop. This was followed by sessions for the module study. Each module was assigned a session for study, presentation and revision. The provisional schedule is shown in Annex 3.

3.0 WORKSHOP OUTCOMES

3.1 Synthesis of Country Reports

Country Reports were presented during the first day. These reports provided input for identifying the gaps in the country programmes. The information also became the basis for formulation of Project Proposals for National Follow-up. The synthesis of these reports appear as Annex 4.

3.2 Revised Training of Teacher's Manual

The review, evaluation, and modification of the Training of Teachers (TOT) Manual developed under the project on "Quality Improvement of the Curriculum and Teaching-Learning Materials on Prevention of HIV/AIDS and Drug Abuse in Asia and the Pacific" was the main focus of this workshop. For this particular module however, the focus is on Preventive Education against HIV/AIDS in the School Setting.

The revised TOT Manual composed of eight modules are compiled in a separate volume, some with new titles as recommended by the Workshop participants.

3.3 Guidelines for Follow-Up of National Training Activities

The following guidelines were formulated to give direction to the drafting of the project proposals for a follow-up national training activities and utilization of the Training of Teachers' (TOT) Manual.

1. Report to national organizations and agencies responsible in making decisions about Preventive Education Against HIV/AIDS. Involvement of teacher training institutions should be recognized. The report should be about the Regional Training Workshop Outcomes and Recommendations.
2. Utilization of the Training of Teachers (TOT) Manual
 - Translation
 - Adaptation
 - Validation
3. Needs Assessment
 - Administration (optional, if sufficient data is available)
 - Utilization of existing data
 - Addition of information to existing data
4. Implementation Scheme for Training Activities based on Existing Country Policies.
 - Planning and Designing of Training Activities
 - Identifying Partners and Mobilizing Linkages and Networking with Cooperating Agencies
 - Implementing Activities for
 - In-Service Training of Teachers
 - Pre-Service Training of Teachers
 - Financial/Budgetary Requirements
 - Identifying Materials Required
 - And other Implementation Components Needed

5. Project Monitoring and Evaluation

- Quality Control (Supervision and Reporting)
- Professional Output and Financial Accountability
- Continuity and Sustainability
- Impact and Mainstream

3.4 Proposals for National Follow-Up

After the revisions of the Training Manual were made each country was asked to draft a project proposal for the National Follow-Up of Teacher Training activities and utilization of the Training of Teacher (TOT) Manual. The Country Proposals are found in Annex 5.

4.0 SUMMARY OBSERVATIONS

The Regional Training Workshop, as a whole was successful and highly productive. It achieved its objectives as shown in the outputs and the interpersonal relationships developed among all those involved in the workshop as participants, resource persons, members of the organizing committee or members of the Secretariat. The high spirits, commitments, and active involvement of everyone especially in contributing relevant inputs and insights were indeed fulfilling and lifelong experiences. The resource persons/facilitators successfully challenged the Workshop participants through the utilization of a broad range of strategies in the exchange of ideas and culture, taking cognizance of cultural sensitivities and experiences. As expressed, they gained an updated knowledge and awareness about the status of the HIV/AIDS epidemic in the Asia Pacific region and worldwide. They also learned from the experiences shared in the country reports on preventive education against HIV/AIDS in the school setting, how to communicate the messages, strategies, and methodologies to their target audience. The participatory, anticipatory process and learner-centered learning were all demonstrated. As mentioned earlier, the process is as good as the outcomes.

The main focus of the Workshop to train teacher trainers utilizing the Training Manual was achieved. The training also produced a revised Training

of Teachers (TOT) Manual which will be utilized eventually by the member countries. Each country gave appropriate suggestions in the revision process considering the diversity in the cultural and social environment of the region. The participatory nature of the workshop gave the country participants the opportunity to share their experiences and learn from each other, as well as gain from the expertise of the resource persons in the areas of health promotion management, training and materials development, public health, medicine and epidemiology, related to resolving the menace brought about by HIV/AIDS.

Another important output of the workshop was the formulation of country project plans for the follow-up Training of Teachers utilizing the Training of Teachers'(TOT) Manual. With assured support from UNESCO, utilizing the catalytic funds provided by the Government of Japan, each country drafted its proposals, addressing the national priority areas based on the regional strategy, as agreed in earlier phases. These are: the effective utilization of existing curricular frameworks and resources, the development and implementation of policies on appropriate integration of HIV/AIDS preventive education, and the professional development of teachers and other educational personnel.

This project is a vital instrument in developing strong education programmes aimed at preventing the epidemic. Participants felt a sense of accomplishment, cooperation, belonging, unity and ownership. Everyone in the workshop shared one vision of working together and doing their share in preventive education against HIV/AIDS. Everyone has accepted the CHALLENGE to prevent the global menace affecting humankind.

ANNEXES

Annex 1

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Annex 2

MODULE REVIEW QUESTIONNAIRE

**Preventive Education Against HIV-AIDS: UNESCO Regional
Training Workshop
College of Education, University of the Philippines
October 18-23, 1999**

MODULE REVIEW QUESTIONNAIRE

Module No. _____ Title _____

Name of Evaluator _____

Country _____

Directions:

1. Read the module you want to evaluate.
2. Answer the items below based on the usefulness of the module and consider the socio-economic and political environment in your country.

Part I: Instructions: Please answer the following questions briefly and sincerely.

1. Did you find the **title** interesting and stimulating? Yes No If no, suggest another title _____

2. Did you find the **message** clear, concise and appropriate to the content? Yes No If no, suggest another message _____

3. Is the **overview** appropriate to the content? Yes No If no, suggest some changes _____

4. Is the **content** appropriate to your country's socio-economic and political environment? Yes No If no suggest some changes _____

5. Were the **objectives** formulated following these rules:

5.1 Simple? Suggest some changes, if necessary _____

5.2 Specific? Suggest some changes, if necessary _____

5.3 Short? Suggest some changes, if necessary _____

5.4 Measurable? Suggest some changes, if necessary _____

5.5 Attainable? Suggest some changes, if necessary _____

5.6 Relevant? Suggest some changes, if necessary _____

5.7 Time bound? Suggest some changes, if necessary _____

6. Did you find the suggested **time frame** realistic? Yes No If no, suggest some changes _____

7. Did you find the **Activities** appropriate to the **Objectives**? Yes No If no, suggest some changes in the specific activity based on:

Activity No ____

Title: _____

Purpose/Objective _____

Instructions/Steps _____

Duration _____

Resource Materials _____

Evaluation of the Activity _____

8. Suggest **evaluation** of the Module _____

9. What improvements in the module can you suggest?

Correct typographical error/s and consistency of terms used on pages

Add more resource materials on these topics _____

Change or add more activities on these topics _____

OTHER IMPROVEMENTS, WHAT? _____

10. a. What did you particularly **like** in this module? Please check as it applies to you:

- | | |
|---|---|
| <input type="checkbox"/> Easy to understand | <input type="checkbox"/> Systematic arrangement of topics |
| <input type="checkbox"/> Relevant content | <input type="checkbox"/> Appropriate illustrations |
| <input type="checkbox"/> Clearly explained content | <input type="checkbox"/> Culturally appropriate |
| <input type="checkbox"/> Attractive presentation | <input type="checkbox"/> Others, please add _____ |
| <input type="checkbox"/> Applicable to my work/life | _____ |

b. What did you particularly **dislike** in this module?

- | | |
|---|---|
| <input type="checkbox"/> Typographical errors | <input type="checkbox"/> Broad content |
| <input type="checkbox"/> Not relevant to the course | <input type="checkbox"/> Inadequate examples |
| <input type="checkbox"/> Highly technical language | <input type="checkbox"/> Unclear instructions to activities |
| <input type="checkbox"/> Inadequate Content | <input type="checkbox"/> Others, please add _____ |
| <input type="checkbox"/> Sequence of topics not logical | |

11. What additional comments would you like to give?

Annex 3

PROVISIONAL WORKSHOP SCHEDULE

| TIME/DAY | 17 OCT. SUNDAY | 18 OCT. MONDAY | 19 OCT. TUESDAY | 20 OCT. WEDNESDAY | 21 OCT. THURSDAY | 22 OCT. FRIDAY | 23 OCT. SATURDAY | 24 OCT. SUNDAY |
|-----------------------------|---|--|---|--|--|---|---------------------|---------------------------|
| 8:00-10:00 (2 hrs.) | Arrival of participants | 8:00-9:00 Registration 9:00-10:00 Opening Ceremonies | Study Group | Module 5 Helping the community to cope with the problems of HIV-AIDS | Guidelines for the national follow-up training activities | Module 7 (Continuation) and Presentation of National HIV-AIDS Preventive Education Programme | Closing Programme | Departure of Participants |
| 10:00-10:15 | | Break | | | | | | |
| 10:15-12:00 (1 hr+45min) | Arrival of Participants | Orientation Country Reports: China, India, Indonesia and Lao PDR (15 minutes each) | Module 2 Who are affected by AIDS? | Module 6 The need to integrate the life-skills technique to the HIV-AIDS Preventive Education | Module 7 Developing an HIV-AIDS Preventive Education Programme | Module 7 (Continuation) and Presentation of National HIV-AIDS Preventive Education Programme | | |
| 12:00-1:30 | | Lunch | | | | | | |
| 1:30-3:00 (1 hr+30min) | Meeting of the Steering and Organizing Committees | Country Reports: Philippines, Sri Lanka & Thailand (15 min. each) How to use the Manual | Module 3 What are the effects of HIV-AIDS? | High School class demonstration teaching | Module 7 (Continuation) | Module 7 (Continuation) Module 8 (Continuation) | | |
| 3:00-3:15 | | Break | | | | | | |
| 3:15-5:00 (1 hr+45min) | Continuation of Meeting | Module 1 (Continuation) - Introduction to HIV-AIDS in Asia and the Pacific | Module 4 Protecting oneself from HIV-AIDS | Cultural Visit | Module 7 (Continuation) Module 8 Evaluation of Preventive Education Programmes | Module 8 (Continuation) | | |
| 5:00-5:15 | | Break | | | | | | |
| 5:15-7:00 (1 hr+45 min) | | Hosted Dinner | Module 4 (Continuation) | Hosted Dinner | | | | |

SYNTHESIS OF COUNTRY REPORTS

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|-----------------------|---|---|--|--|
| C H I N A | <p>In 1995, the Chinese government under the leadership of the State Council set rules that more than 30 ministries and committee leaders should have regular coordinating meetings to (a) do research on HIV/AIDS and STDs prevention; (b) formulate related regulations and policies; (c) develop a step-by-step comprehensive system of HIV/AIDS and STD prevention and control.</p> <p>The following rules and laws on HIV/AIDS prevention and control have been issued regarding:</p> <ul style="list-style-type: none"> - Infectious disease prevention and control law of the People's Republic of China - Donating blood law - Health Education principles of HIV/AIDS and STDs Prevention and control - Mid-term and long-term plan on HIV/AIDS prevention in China from 1998-2010 | <ol style="list-style-type: none"> 1. Moral education and drug abuse prevention will be integrated into the school's overall teaching plan to intensify school health education for HIV/AIDS prevention 2. Integration of adolescence and sex education with HIV/AIDS prevention education in terms of knowledge and proper behaviors for middle school students 3. Scheduling the content of STDs and AIDS prevention in the health education elective courses 4. Integrating AIDS education in physical and health education subjects | <p>The Ministry of Education of China has done much work on:</p> <ul style="list-style-type: none"> - establishing a progressive training network on AIDS prevention; - spreading knowledge on AIDS prevention through AIDS prevention activities; - carrying on AIDS prevention research - strengthening international cooperation <p>The long-term programme on AIDS prevention in China will conduct conferences, discussions training workshops to promote understanding of the significance of school health education for HIV/AIDS prevention and control.</p> <p>Such programme will include the following activities:</p> <ul style="list-style-type: none"> - The SEC will accomplish the activities in line with the long term programme of AIDS prevention and control in China. | <p>Make strong suggestions to:</p> <ul style="list-style-type: none"> - strengthen international exchange and cooperation; - communicate with different countries regularly; - be updated with international research trends; - learn from others' strong points to offset weaknesses; - contribute to HIV-AIDS prevention and control activities. - hold national workshops. - evaluate workshops. - review and modify the teachers' manual on AIDS prevention and control. |

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|-----------------------|--|-----------------------------------|--|--------------------------------------|
| C H I N A | <ul style="list-style-type: none"> - Regulations on School Health - Basic Requirements of School Health for Primary and Middle School Students and the Basic Requirements of School Health for College Students - The 9-year compulsory Education Plan for full-time primary and middle school curricula. - The Evaluation Scheme for School Health Education. | | <ul style="list-style-type: none"> - Strengthening teacher training and setting up a training plan on different levels. - Compiling teacher guidelines and related teaching materials - Developing multi-media materials on HIV/AIDS prevention suited to the culture of China. | |

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|-----------------------|--|--|--|--|
| I N D I A | <p>The National AIDS Control Organization (NACO) under the Ministry of Health in India has adopted a policy of networking and advocacy to make the participation of everyone possible.</p> <p>A National AIDS Policy is in the offing and AIDS Education is being implemented by NACO through AIDS Education Societies set up in States.</p> | <p>The National AIDS Control Organization has prepared multi-pronged strategies.</p> <p>Workshop plans of the Indian National Commission for Cooperation with UNESCO (INC), Department of Education and Ministry of Human Resource Development advocated a co-curricular approach with five basic components:</p> <ol style="list-style-type: none"> 1. Advocacy 2. Material Development 3. Training of Teachers 4. Student Activities 5. Monitoring and Evaluation | <p>AIDS – related projects include the following:</p> <ol style="list-style-type: none"> 1. “AIDS Education in Schools” for implementation in 17 States and Union Territories which were prepared in 1995 with the help in NCERT, concerned State Council of Educational Research Training Institute (SCERTS) and State Institutes of Education (SIES). 2. Five (5) regional workshops that were held in 1997 – 1998 in all States and Union Territories 3. Four (4) AIDS / HIV training workshops in different parts of India in collaboration with UNESCO, New Delhi Office held in 1998 – 1999. 4. A training package “AIDS Education in Schools” developed by NACO in consultation with NCERT, UNESCO and UNICEF. 5. Adolescence Education to be introduced as part of the population education curriculum. | <p>The Indian National Commission for Cooperation with UNESCO (INC) will:</p> <ol style="list-style-type: none"> 1. organize more workshops on AIDS awareness and prevention 2. host an international workshop on HIV/AIDS Preventive Education follow-up. |

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|-----------------------|-------------------|-----------------------------------|---|--------------------------------------|
| I N D I A | | | <p>An operational strategy of the schools' AIDS education programme covers selection of schools, selection of NGO's and advocacy, sensitization of principals / headmasters, training of teachers and peer educators that would include details in school level activities, organization of special events, referral services, monitoring and evaluation.</p> | |

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|--|---|--|---|--|
| <p>I N D O N E S I A</p> | <p>A Presidential Decree No. 36/1994 was ratified to show the national commitment of every member of societies in controlling the AIDS disease, followed by the announcement of a national policy on strategic planning which became the guideline for everybody and every organization participating in the control programmes.</p> <p>A national working group was organized by the Coordinating Ministry of People Welfare to ensure that the master plan be followed and implemented nationally at central level as well as in all provinces and districts.</p> <p>A working group in the Ministry of Education and Culture was set up to develop, complement and monitor HIV-AIDS preventive education in the formal and non-formal education.</p> | <p>The strategy developed based on the new HIV/AIDS prevention education policy outlined the following:</p> <ol style="list-style-type: none"> 1. Integration of HIV/AIDS prevention education in the Primary and Junior Secondary Schools (Compulsory Education Institution). 2. In Senior Secondary Level (15-18 years), besides insertion into the health education and other relevant courses, some forms of extracurricular activities like peer education are also to be implemented. 3. In the Higher Education Institution a series of new additional materials are being developed to implement the policy to develop teaching materials and practices for health-related courses like medical study, dentistry, biological sciences, etc. | <p>The following activities are currently and being initiated: training of the trainers to include lecturers at teachers training institutions for in-service personnel, training of lecturers in teachers training colleges; strengthening the teaching staff at the university; training of the trainers for tutoring for non-formal education, for student leaders, etc.</p> | <p>Basically the HIV/AIDS prevention education programmes are part of the existing health education delivered through formal and non-formal education schemes. Therefore, teaching guides (modules), teachers training, tutors training, reading materials, teaching aids are parts of activities to be implemented.</p> <p>Students of high schools and universities and the teaching staff are the important manpower to be trained.</p> <p>Teacher Union (PGRI) should be brought into serious involvement on prevention education.</p> |

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|--------------------------|--|--|--|--------------------------------------|
| <p>I N D O N E S I A</p> | <p>Program areas to be followed are:</p> <ol style="list-style-type: none"> 1. IEC, information, education and communication 2. Prevention 3. Testing and counseling 4. Treatment, service and care 5. Study and research 6. Monitoring and evaluation 7. Education and training 8. International cooperation 9. Institutional building 10. Law and regulation | <ol style="list-style-type: none"> 4. All teaching and non-teaching staff are also the target clientele for HIV/AIDS prevention education. 5. School/education institution under the Ministry of Religious Affairs will follow the MOEC program of HIV/AIDS preventive education. 6. NGOs are also asked to participate in the programme. 7. Modules for students and lecturers of University and High School are already in place and implemented. The activity to bring teacher of general education is still being developed. | | |

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|--------------------------------|---|---|---|---|
| L A O P D R | <p>National Policy on AIDS Education</p> <ul style="list-style-type: none"> - To educate students and communities on the danger and seriousness of AIDS problems for relevant organizations to incorporate AIDS Education Content into General and Non-Formal Education curriculum as well as to produce instructional materials for schools and non-formal education centers all over the country. - To educate target groups (students and other high risk groups) for NRIES in cooperation with other relevant organizations to develop HIV/AIDS Education Curriculum for General and Non-Formal Education. | <p>Strategies on AIDS Education</p> <ul style="list-style-type: none"> - To integrate HIV/AIDS/STD Preventive Education into existing relevant subjects in all levels of education. - To conduct teaching of HIV/AIDS Education in general and Non-Formal Education schools - To train teachers on HIV/AIDS/STD Education and on life skills including teaching methods, especially the student-centered strategies. - To enhance the awareness of existing HIV/AIDS/STD prevention education offerings among education authorities and parents. - To produce appropriate materials on AIDS Education for given target groups | <ul style="list-style-type: none"> - The following teachers were trained: 18 from Primary schools, 18 from Lower Secondary, 18 from Higher Secondary and 18 from Non-formal Education. - More than 150 education administrators were trained on HIV/ AIDS/ STD Preventive Education. <p>As a result, teachers get professional and life skills training that are not only useful for AIDS Education but could be used in teaching other subjects. Educators/ administrators get understanding about problems and solutions on AIDS Education.</p> | <p>Future Planning</p> <ul style="list-style-type: none"> - Curriculum will be revised - Provide instructional materials (textbooks, teacher's guides, posters, brochures, cartoons, visuals and audio cassettes) - Teacher Training on AIDS Preventive Education |

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|--|--|--|---|--|
| <p style="text-align: center;">P H I L I P P I N E S</p> | <p>Republic Act No 8504, otherwise known as Philippine AIDS and Prevention and Control Act of 1998 promulgates policies and prescribes measures for the prevention and control of HIV/AIDS in the Philippines; institutes a nationwide HIV/AIDS information and education program for the school, community, workplace; establishes a comprehensive HIV/AIDS monitoring system; and strengthens the Philippines National AIDS Council.</p> <p>Section 4 HIV/AIDS Education in School: The DECS, CHED, TESDA utilizing official information provided by the DOH shall integrate instruction on the causes, modes of transmission and ways of preventing HIV/AIDS and other STDs in subjects taught in public and private schools, elementary, secondary and tertiary levels including the non-formal and indigenous learning systems.</p> | <p>The school-based HIV/AIDS education program (a research and development project) is concerned with:</p> <ol style="list-style-type: none"> Information Education and Communication (IEC) <ul style="list-style-type: none"> development of Modules on AIDS Prevention and Control for integration into the existing curricula. The modules have been developed, field tested and revised, and have undergone initial printing. The instructional materials shall be printed for utilization in all public and private schools in all levels development of information materials such as Information Handbooks preparation of visual materials such as brochures, leaflets, posters, etc. communication strategies for the School Health personnel and teachers | <ol style="list-style-type: none"> Teacher Staff Development components of HIV/AIDS Education: <ul style="list-style-type: none"> Orientation (training program of school administrators, coordinators, teachers, school health and guidance personnel) In-service training program on strategies, curricular integration, development and proper use of modules, development of communication skills for information dissemination and organized counseling services Cross-Posting – coordination with local ASEAN and International governmental and non-governmental organizations for travel fellowship grants Parent Education and Community Outreach through non-formal education. Involvement of all sectors (government, non-government, business and civic organizations) | <p>Research, Monitoring and Evaluation at various stages of the programme.</p> |

PREVENTIVE EDUCATION AGAINST HIV/AIDS IN THE SCHOOL SETTING:
Regional Training Workshop

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|--|---|--|--|--------------------------------------|
| <p style="text-align: center;">P H I L I P P I N E S</p> | <p>All teachers and instructors of said HIV/AIDS Preventive Education shall be requested to undergo seminar or training on HIV/AIDS prevention and control to be supervised by DECS, CHED and TESDA, in coordination with DOH before they are allowed to teach the subject.</p> | <ul style="list-style-type: none"> • co-curricular activities and ancillary services, informal education approach activities. | | |

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|---|--|---|---|---|
| <p>S R I L A N K A</p> | <ul style="list-style-type: none"> • Constitution acknowledges health as a fundamental right • Constitution upholds principles of universal and compulsory education • MOH (Ministry of Health) policy statements aim to: <ol style="list-style-type: none"> 1. raise the health status of the population 2. provide for a satisfactory level of health care 3. provide appropriate delivery system to meet the demands and needs of the people | <ul style="list-style-type: none"> • Curricular strategies: development of content and teaching methods, learning aids and assessment materials. • Teaching-learning modules on HIV/ AIDS prevention for ages 6 to 13 • Handbook on AIDS- resource book for teachers • Orientation of Master Teachers on AIDS Education Programmes for Science And Social Science Master Teachers on AIDS preventive education • In service training for teachers on integration strategies including Guidance and Counseling School Health Clubs; facilitated by Health and Education Sectors | <ul style="list-style-type: none"> • National Level Seminars for provincial and national level policy makers and administrators of the Department of Health and Education • Orientation Seminars for in-service Training Advisers • Seminars for Directors of Education District • Production and printing of the 'Teaching – Learning Module' for secondary school teachers • Orientation training of school principals and Health and Social Science teachers on the use of the module in selected districts. • Information seminars for student leaders and peer communicators in the school settings of selected schools in priority districts • National level poster-making competition involving secondary school students • Updating and modification of the Teaching – Learning Modules • Workshops for middle level Health and Education managers. | <ul style="list-style-type: none"> • Consultative Workshop on follow up of School Health Education on STD / AIDS prevention involving national level policy makers and administrators • Training of core trainers and Education and Health Services staff • Preparation and printing of guidelines for strengthening of HIV/AIDS Prevention component of the School Health Clubs programme • Production of printed materials and other teaching aids. • Development of participatory techniques and plans for monitoring and evaluation. |

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|-----------------|---|--|---|---|
| T H A I L A N D | <p>The Ministry of Education (MOE) has realized the danger of AIDS, drug abuse and unsafe sex among teenagers. Preventive policies formulated in response to this realization aim to:</p> <ul style="list-style-type: none"> • prevent and decrease problems of drug addiction, unsafe sexual practices among teenagers by revising the curriculum and instructional process and supporting educational institutions that provide health support programs. • provide AIDS knowledge to higher level administrators, teachers, educational supervisors, other personnel in schools, parents and students and to arrange meetings, seminars and training. • cooperate with other governmental and private agencies that provide education programmes and other support activities. | <p>The structure of the Revised Elementary School Curriculum is divided into parts:</p> <ul style="list-style-type: none"> • Skills Group • Life Experience Group • Work-Oriented Education Group • Special Experience Group <p>The Revised Secondary School Curriculum provides direct teaching of HIV/AIDS in Health & Physical Education and Health Science; and integration of this subject in Social Studies.</p> <p>This MOE has developed guidelines for formal HIV/AIDS prevention instructions in elementary, secondary, vocational and tertiary schools and institutions with the following steps:</p> <ol style="list-style-type: none"> 1. provide knowledge and capacity building for the teachers to talk about sex education more comfortably; | <ul style="list-style-type: none"> • TOT Training for Life Skills Development nationwide. • Inclusion of life skills development subjects into the curriculum of teacher training institutes. | <p>The MOE gives its full support to plan production of AIDS Prevention Instructional Packages for the group of school youths whose task is to help reduce risks and juvenile sexual behaviors. Nine (9) learning skills of school youths will be shared namely:</p> <ul style="list-style-type: none"> • self awareness and self esteem • critical and creative thinking • decision-making and problem solving • information skills • communication and interpersonal relations • coping with emotions and stressors • living with rapid change; implementing goals and plans |

PREVENTIVE EDUCATION AGAINST HIV/AIDS IN THE SCHOOL SETTING:
Regional Training Workshop

| COUNTRY | Policy Guidelines | Curriculum Integration Strategies | Current and Future Training of Teachers & Others | Action Plan for Follow-up Activities |
|------------------------|-------------------|--|--|--------------------------------------|
| <p>T H A I L A N D</p> | | <ol style="list-style-type: none"> 2. raise students' awareness and consciousness; 3. provide organized activities by educational institutions; 4. develop Thai youths' capacity to think and make proper decisions critically and reflectively; 5. promote appropriate changes in students' behavior. | | |

PROJECT PROPOSAL (P.R. CHINA)

I. TITLE: Proposal of follow-up activities on HIV/AIDS Prevention in Schools

II. PROJECT PROPONENT: The Ministry of Education, P.R. China

III. PROJECT BACKGROUND:

1. The existing situation about HIV/AIDS epidemic in China.

Since the first case of AIDS (from U.S.A.) was reported in 1985 in the mainland of China, the numbers of HIV/AIDS cases increased significantly, especially in the southern provinces and economically booming zones. From the monitoring reports of the Ministry of Health, China, up to the end of June in 1999, 13913 HIV/AIDS cases were reported. There were 451 AIDS cases among them, 237 of whom have already died of AIDS.

It is estimated by the related experts that the real infectious cases of HIV/AIDS may be over 0.4 million by the end of 1998. China has entered a rapidly increasing period of HIV/AIDS infection.

2. Secondary schools and university students are target groups.

In the absence of a preventive vaccine against HIV, or a cure for AIDS, the only way to halt the pandemic is through preventive education. This way is not only a cost-effective way, but also a feasible way for the Chinese population. The students in secondary schools and university are in an active period in many aspects and will face many risks before some effective preventable methods can be taken in the school setting.

3. The school is an ideal setting to implement HIV/AIDS prevention Health Education. It is easy to carry out the Health Education program covering a large number of students. The students are very receptive to information about the program.

4. Teachers play an important role in the HIV/AIDS Prevention in School.

5. The material is a support factor for effective implementing.

IV. PROJECT JUSTIFICATION:

1. On the basis of the existing data and the existing situation.

In view of the HIV/AIDS epidemic in neighboring countries and the monitoring reports of HIV/AIDS in China, there is an urgent need for the country to wage a vigorous campaign for HIV/AIDS prevention.

Following the unified principles of anti- HIV/AIDS activities formulated by Chinese authorities, adopting to the Chinese specific features, and giving full play to its own advantages, The Ministry of Education (MOE) and the administrators of education at all levels have done much work and achieved great progress in achieving the national goals and objectives of HIV/AIDS prevention.

2. On the basis of what we have done and the national plan on HIV/AIDS prevention.

However, there are still obstacles in fully achieving the national goals and objectives of HIV/AIDS prevention, such as the lack of the full recognition of the HIV/AIDS epidemic by the public and the teachers, thinking that HIV/AIDS is far away from China, etc. Some of the greatest disadvantages are the lack of a national teachers manual of guidelines, nationwide training of teachers, and instructional materials.

In response to this national problem and in order to facilitate the HIV/AIDS prevention, The Department of Physical, Health and Art Education of The Ministry of Education is intent on developing a national educational material on HIV/AIDS prevention and will hold a workshop by adapting the Training of Teachers Manual presented by UNESCO.

V. PROJECT OBJECTIVES:

1. To develop a national teacher training manual on HIV/AIDS prevention
2. To adapt the "Training of Teachers Manual on Preventive Education on HIV/AIDS in the School Setting" (translating, reviewing, modifying and validating)
3. To train the core key teachers by using the translated/adapted manual

VI. PROJECT DESCRIPTIONS:

| | Translate | Review | Hold a workshop | Evaluate |
|--------------------------|--|---|--|--|
| 1. Activities | | | | |
| 2. Matrix of integration | <ul style="list-style-type: none"> • School Health Education • Moral Education • Extra-curriculum Textbooks | <ul style="list-style-type: none"> • School Health Education • National Characteristics | | |
| 3. Target group | Curriculum experts and coordinators | Key implementors/ Administrators of Education and key teachers | Administrators of Education and key teachers | Trainers |
| 4. Time frame | Dec. 1999 | Jan. 2000 – March 2000 | Aug. 2000 | Sept. 2000 |
| 5. Materials needed | Training of Teachers Manual on HIV/AIDS prevention (Draft) | National Manual (Draft) Local Manual and other materials | Modified National Manual | 1. Integral National Manual 2. Questionnaires 3. Technical support |
| 6. Budget | US\$1,000.00 | US\$1,500.00 | US\$4,000.00 | US\$500.00 |

VI. INSTITUTIONAL PARTNERS:

The Project proponent will establish linkage with UN agencies such as UNESCO, UNAIDS, the UNESCO National Committee in China institutions, and the Department of Education at provincial level.

VII. MONITORING AND EVALUATION:

1. Trainors' effectiveness (according to the manual indicators)
2. Materials:
 - By evaluating the translated manual, to decide how much of the contents will be adapted, and how such will be applied.
 - To evaluate the modified manual.
3. Trainors
 - KAP questionnaires
 - The capability of applying the life skills on HIV/AIDS prevention in schools.

PROJECT PROPOSAL (INDONESIA)

I. TITLE: Developing Teacher Training on HIV/AIDS Prevention Education

II. PROJECT PROPONENT: The Ministry of Education Indonesia

III. PROJECT BACKGROUND:

As other Asian countries, Indonesia is still experiencing the exponential increase of HIV/AIDS ever since it was detected in 1987. The current information shows that most of the cases fall under the age group of 15-29 and also shows the tendency to be infecting the younger population.

HIV/AIDS prevention education has been recognized as one important way to overcome the pandemic. For this reason a national policy on prevention education has been ratified to be the guideline for all education institutions in Indonesia to follow the National Policy and Global Program on AIDS which was previously made public.

To support the currently implemented program as elaborated in the current policy, teacher competency to deliver HIV/AIDS prevention education should be developed and strengthened before the curriculum or insertion program is implemented in any formal education setting.

The project aims at supporting the implementation of the National Policy laid by the Ministry of Education and Culture which will be later implemented by the school or education institution under the Ministry of Religious Affairs.

IV. PROJECT OBJECTIVES:

1. To enhance teacher training skills
2. To develop standard teacher's training guides
3. To train all teachers on HIV/AIDS prevention education
4. To develop curriculum for pre-service teacher training

V. PROJECT DESCRIPTIONS:

Developing teachers training in HIV/AIDS prevention education will be conducted using the UNESCO modules which will be adapted, reformatted, translated and validated to suit Indonesia's situations and needs.

Twenty core team members will be selected using certain criteria and prepare them for special training and orientation to master the modules that have been produced. The core team of training workshop will follow to train 94 teacher trainers with two teachers from each center.

Further training in every center will be done by the trained trainers to follow the already existing teacher training scheme as can be seen in the Table reflecting the activity plan.

TABLE: ACTIVITY PLAN

| Activities | Objectives | Target | Time Frame | Performance Indicator | Budget |
|--|---|----------------------------|----------------------|---|---|
| 1. Module Translation | Adaptation Large format | | Nov. 1999 | Module Indonesian version | UNESCO ± \$7000 |
| 2. Preparation Meeting | Socialization Module validation | MOEC MOH MORA NGO | 5 Dec. 1999 | Final draft of the module Teaching guide Teaching material | ++ government counterpart (will be elaborated later) |
| 3. Workshop | Final drafting Agreement on National TT guide Teaching material development | 40p 10 + univ. | 15-20 Dec. 99 | | |
| 4. Selection & orientation of core team | Preparing the National trainers | 20 p. (2 every module) | 15-20 Dec. 99 | 20 names with certain criteria | |
| 5. TOT for 47 Center | Training National trainers | 47 x 2 = 94 | Jan 2000 (3 regions) | 94 trainers trained | |
| 6. TT implementation | Production of trained teachers | 400,000-5000.000/y | Feb. 2000 onwards | 1.4 Million Teachers Trained in 3-5 years | |
| 7. Develop curriculum for pre-service teacher training | Curriculum ready by mid 2000 | | | | |

VI. Institutional Partners:

All activities will be channeled through the working group on HIV/AIDS Education MOEC with the involvement of:

- 1.) Curriculum Development Center
- 2.) Teachers' Training Center
- 3.) Teachers' Training College
- 4.) Local NGOs
- 5.) International NGOs such as UN-AIDS, WHO, UNICEF, US-AIDS
(HIV/AIDS Prevention Project)
- 6.) Teachers' Union (PGRI)
- 7.) Teachers' College Alumni Association (ISPI)

VII. Monitoring and Evaluation:

Monitoring and evaluation will be conducted at the end of the project term using agreeable performance indicators as stated in the matrix. Financial auditing can be done on a regular basis as stated in the contract.

PROJECT PROPOSAL (LAO PDR)

I. TITLE: Lao Training of Trainers on HIV/AIDS Preventive Education in the School

II. PROJECT PROPONENT: Lao Teacher Training Department (TTD), National Research Institute for Educational Sciences (NRIES), Dept. of Non-Formal Education (DNFE), Ministry of Education

III. PROJECT BACKGROUND:

The AIDS education team, Ministry of Education has developed curriculum textbooks, teachers' guides and supplementary books on AIDS prevention for primary, lower secondary, upper secondary schools and for Non-Formal Education. In 1998-1999, these instructional materials were tried out in five provinces, Vientiane municipality, Vientiane province, Bokeo, Luang Prabang and Champasack.

The results from the evaluation of the try-out showed that it is important to expand the use of the teaching-learning materials on AIDS prevention education. In addition, the curriculum and instructional materials need to be revised.

There is a need to maximize resources and linkages under existing projects on HIV/AIDS, such as with UN Agencies, as well as the CHASPPAR (Control of HIV and STD's Prevention in Asia Pacific Region) funded by GTZ and coordinated by SEAMEO TROPMED which have preventive AIDS educational programmes for schools and for youths.

IV. PROJECT JUSTIFICATION:

To further enhance the projects and linkages mentioned above, it is critical that a core of trainers be trained who will in turn, train the teachers in schools on HIV/AIDS prevention.

V. PROJECT OBJECTIVES:

- 1 To translate the Training of Trainers (TOT) Manual in the UNESCO sponsored Workshop in Manila on 18-23 October 1999.
- 2 To try-out the TOT Manual.
- 3 To organize a workshop to adapt the TOT Manual to train trainers.
- 4 To train a core of 20 trainers from the five provinces
- 5 To organize follow-up training of teachers in the five provinces.

VI. PROJECT DESCRIPTIONS:

1. Activities

Activity 1: Translation of the TOT Manual into Lao language and curriculum analysis

Activity 2: Try-out of the translated TOT Manual

Activity 3: Organization of workshop to adapt the TOT Manual

Activity 4: Conduct training of 20 trainers from five provinces

Activity 5: Follow training of teachers in five provinces

2. Matrix of Integration

Analysis of curriculum to locate entry points of HIV/AIDS prevention

3. Target Groups

Core of Teacher Trainers, Teachers

4. Time Frame

| | | |
|------------|---|----------------|
| Activity 1 | - | November 1999 |
| Activity 2 | - | January 2000 |
| Activity 3 | - | March 2000 |
| Activity 4 | - | May 2000 |
| Activity 5 | - | September 2000 |

5. Materials needed

To be discussed with Teacher Training Department, NRIES, DNFE.

6. Budget

| | | |
|---|-------|------------------|
| Translation & curriculum analysis | ----- | US\$ 500 |
| Try-out | ----- | 500 |
| National Workshop and Training | ----- | 4,000 |
| Communication, supplies and Administrative support | ----- | 800 |
| Printing and Dissemination | ----- | 1,000 |
| Miscellaneous | ----- | 200 |
| Total | ----- | <u>US\$7,000</u> |

VII. INSTITUTIONAL PARTNERS:

The project proponent will consider making partnerships with relevant institutions/organizations for this TOT. Details and specific terms of references for each of these partner will be determined later after discussion are held with them.

UNESCO National Commission, Lao PDR
NCCA Lao
UNAIDS Lao PDR
CHASPPAR
Ministry of Health
UNESCO PROAP Bangkok
NGOs in Lao

VIII. MONITORING AND EVALUATION:

Guidelines will be followed and monitoring and evaluation will be by the project proponents.

IX. PLAN FOR FOLLOW-UP ACTION:

To be discussed by proponents and various partners working on Preventive Education against HIV/AIDS in Lao PDR. This will link with other existing projects on HIV/AIDS Prevention

PROJECT PROPOSAL (PHILIPPINES)

I. TITLE: National Training of Trainers on HIV/ AIDS Prevention Education

II. PROJECT PROPONENT: Health and Nutrition Center of the Department of Education, Culture and Sports

III. PROJECT BACKGROUND:

AIDS in our country has increasingly become a public health problem. The emergence of this fatal disease threatens each of us in a personal way, and our nation as well. HIV/ AIDS is no longer confined to sex workers and homosexuals but has increasingly affected even students.

In response to this health problem and to operationalize the policy statement – Republic Act 8504 otherwise known as Philippine AIDS Prevention and Control Act of 1998 and due to lack of teachers who are health education majors or minors, a training program for trainers is being proposed.

V. PROJECT OBJECTIVES:

General: To upgrade the competencies of trainers who will be selected as national trainers for HIV/ AIDS Preventive Education.

Specific:

1. Equip trainers on knowledge and skills necessary to integrate HIV/ AIDS messages in the school curriculum using the Training of Teachers Manual on HIV/ AIDS Preventive Education.
2. Utilize various teaching strategies in the integration of HIV/ AIDS preventive education in different subject areas.
3. Perform actual teaching integrating HIV/ AIDS prevention in the lessons.
4. Draft the action plan to integrate HIV/ AIDS Preventive Education in different subject areas.

VI. PROJECT DESCRIPTIONS:

1. Training Scheme:

A training for a core of national trainers utilizing the UNESCO Training of Teachers Manual on Preventive Education on HIV/ AIDS in the school setting will be conducted

- The national trainers will be selected in the regions based on the formulated criteria.
- Four trainers will be selected from each region (elementary and secondary).
- The training will be conducted in three batches:

| | | | |
|-----------------------|--------------------|---|--------------------|
| 1 st Batch | Luzon Group | | |
| | Manila, April 2000 | | |
| | Region I | - | 4 |
| | Region II | - | 4 |
| | Region III | - | 4 |
| | CAR | - | 4 |
| | NCR | - | 4 |
| | Total | - | 20 trainers |

| | | | |
|-----------------------|-----------------------|---|--------------------|
| 2 nd Batch | Visayas Group | | |
| | Cebu City, April 2000 | | |
| | Region IV | - | 4 |
| | Region V | - | 4 |
| | Region VI | - | 4 |
| | Region VII | - | 4 |
| | Region VIII | - | 4 |
| | Total | - | 20 trainers |

| | | | |
|-----------------------|----------------------|---|--------------------|
| 3 rd Batch | Mindanao Group | | |
| | Davao City, May 2000 | | |
| | Region IX | - | 4 |
| | Region X | - | 4 |
| | Region XI | - | 4 |
| | Region XII | - | 4 |
| | ARMM | - | 4 |
| | CARAGA | - | 4 |
| | Total | | 24 trainers |

- To ensure that there will be continuous monitoring and evaluation, the Regional Science Supervisor and the Regional Medical Officer of every region will be invited as participants.

2. Activities:

- Prepare for the conduct of the training
 - Authority to conduct the training
 - Memorandum to the region
 - Guidelines for the selection of trainers
 - Communications
 - Budgetary requirement
 - Supplies and materials
 - Training design (Tentative program of activities)
 - Evaluation instruments
- Methodology
 - Pretest/ Post-test
 - Training on the use of the manual
 - Lesson planning
 - Demonstration
 - Action Planning
 - Evaluation of the training

3. Materials needed

130 manuals
ballpens
pencils
Risograph and Riso ink
transparencies
bond papers (10 reams)

4. Proposed Budget

\$ 7000 from UNESCO
\$ 10000 from DOST

VII. INSTITUTIONAL PARTNERS:

- UNESCO
- DOST
- UNAIDS
- PLAN International
- PNAC
- National AIDS Council
- Teacher-Training Institutions
- WHO

VIII. MONITORING AND EVALUATION:

- Trainers
- Supervisors
- Central Office

TENTATIVE SCHEDULE OF ACTIVITIES

| Time | Day 0 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------------|---------------------------------|--|----------|----------|-----------------|---|
| 8:00 – 10:00 | | Registration Opening Ceremonies | Module 1 | Module 5 | Lesson Planning | Action Planning |
| 10:00 – 10:15 | B R E A K | | | | | |
| 10:15 – 12:00 | | <ul style="list-style-type: none"> • Orienta-tion • The HIV/AIDS Situation | Module 2 | Module 6 | ↓ | Presentation of Action Plans and Evaluation |
| 12:00 – 1:30 | L U N C H B R E A K | | | | | |
| 1:30 – 3:00 | Arrival of Participants | Life Skills | Module 3 | Module 7 | Critiquing | Closing Program |
| 3:00 – 3:15 | B R E A K | | | | | |
| 3:15 – 5:00 | | Walk-Through of the Manual | Module 4 | Module 8 | Action Planning | HOME SWEET HOME! |
| 5:00 – 6:00 | B R E A K | | | | | |
| 6:30 – 8:00 | ↓ | Preparation for the demonstra-tion | ↓ | ↓ | ↓ | |

PROJECT PROPOSAL (SRI LANKA)

- I. TITLE:** **Teacher Training Programme for STD/AIDS Preventive Education in Schools in Sri Lanka with Assistance from UNESCO**
- II. PROJECT PROPONENT:** Health Education Bureau of the Department of Health

III. PROJECT BACKGROUND:

- Guidelines have been prepared jointly by the departments of health and education.
- Teaching learning modules have been prepared and used in limited settings.
- Teaching modules used during the past 4 years are being modified.
- HIV/STD preventive education is integrated in the school curriculum for grades 6-13.
- HIV/STD preventive education on reproductive health.

IV. PROJECT JUSTIFICATION:

- Need to discuss the present policy
- Reviewing the activities undertaken in the past
- Agreement on policy and strategies
- Use of the Training of Teachers Manual

V. PROJECT DESCRIPTIONS:

Activity 1 – Consultative

A. Objectives:

- To synthesize the existing policy;
- To agree on uniform integrated policy;
- To review present strategies;
- To decide on the need for integration of the modules produced by UNESCO to the training of teachers; and
- To strengthen the present teacher training programmes

- B. Target group – policy makers and Administrators of Health Education sectors.
- C. Time frame – January 2000.
- D. Material needed – 25 copies of the manual prepared by UNESCO.
- E. Budget US\$2500
- F. Performance indicators
 - circular about uniform policy
 - comprehensive guideline on strategies

Activity 2 – Adoption of the Module

- A. Objectives:
 - To identify the need for adoption;
 - To identify areas for integration; and
 - To produce an integrated module.
- B. Target Group - Resource/participants NIE and HEB; teachers' training faculty; curriculum experts; teacher training experts; module writers
- C. Time frame 5 days – February 2000
- D. Material needed - 60 copies of the TOT from UNESCO; 60 copies of the module prepared in the country
- E. Budget – US\$2500

Activity 3 - Training of Trainers

- A. Objective:
 - To develop a group of trainers with the ability to use the integrated module in teacher training activities.
- B. Target group - key trainers pre-service training; key trainers in-service training
- C. Time frame – 5 days in March 2000
- D. Material needed - 100 copies of integrated modules
- E. Budget – US\$ 1500

Activity 4 - Guidelines for integration of STD/AIDS Preventive Education to the School Health Club Programme

A. Objective:

- To strengthen the quality of information education and communication inputs on STD/AIDS prevention

B. Target group - managers of the Education Sector at district level and school principals/teachers, student leaders, managers of the Health Sector at district level and workers

C. Time frame - April 2000

D. Materials needed - finalized guidelines for printing

E. Budget - US\$2000

VI. INSTITUTIONAL PARTNERS:

Planning institution meetings – (formal and non-formal)

Health – HEB, MOH, NSACP, NIHS

Education – MOED, NIE, Provincial Ministries of education.

Organizations of joint action committee

VII. MONITORING AND EVALUATION:

Activity 1: Consultative Meeting

Method:

- Comments by resource participants
- Participatory observations
- Performance indicators
- Reports on policy guidelines

Activity 2: Adoption of the Module

Method:

- Comments by participants
- Participatory observations
- Performance indicators
- Adopted module

Activity 3: Training of trainers

Method:

- Pre-test
- Post-test
- Participatory observations
- Performance indicators
- 100 trainers with capability of training teachers

Activity 5: Guidelines for school health clubs

Method:

- Reports from the field
- Performance indicators
- Number of schools receiving the guidelines

PROJECT PROPOSAL (THAILAND)

I. TITLE: UNESCO/Thailand TOT Workshop on HIV/AIDS Preventive Education

II. PROJECT PROPONENTS:

- Office of Rajabhat Institute Council (ORIC)
- Curriculum & Instruction Development Department
- AIDS Division, Communicable Disease Control Department

III. PROJECT BACKGROUND:

From epidemiological statistics, there are more than 150,000 HIV symptomatic and AIDS reported cases, 65 percent of whom are in the 14-15 year old bracket. The youth (12-18 years old), mostly students represent the most vulnerable group. Most of them are prone to exhibit risky behaviours. HIV/AIDS preventive education is vital in such case since education is one of the most effective methods to prevent the spread of this epidemic among the youth.

IV. PROJECT JUSTIFICATION:

Education is considered a crucial strategy in HIV prevention. The Ministry of Education should issue the policy to include HIV prevention in the national school curriculum. Education for HIV prevention using the life skills approach should be compulsory and implemented immediately in all subjects. The training of trainer workshop should be held to build the capacity of Thai teachers to facilitate HIV/AIDS and lifeskills learning in school-based education.

V. PROJECT OBJECTIVES:

1. To analyze the HIV/AIDS situation in the country
2. To conduct a needs assessment and define the target group
3. To review and translate the TOT Manual to the Thai language
4. To try-out and revise the manual
5. To design the training workshop
6. To train trainers who will train school-based teachers on HIV/AIDS preventive education
7. To utilize the teacher's manual
8. To build the trainee's capacity to develop teacher training network

VI. PROJECT DESCRIPTIONS:

1. Activities

Nov 1999

- Analyze the HIV/AIDS situation
- Conduct needs assessment and define the target group

Dec 1999

- Review and translate the manual
- Design and prepare training components and training curriculum

Jan 2000

- Conduct workshop for validation of the teacher's manual
- Produce training materials

Mar 2000

- Train 20 trainees (Pre-test and Post-test)

Mar-May 2000

- Consultation
- Follow-up survey of the impact of training by integrating in routine supervision

Mar 2000

- Make working plan for the trainees
- Write lesson plans

Jun 2000

- Write Report

2. Matrix will integrate HIV/AIDS in many subjects such as Health Education, Social Studies and Science

3. Target group will consist of 20 Lower Secondary teachers recruited from various subject areas.
4. Time Frame: 8 months
5. Materials needed:
 - TOT Manual
 - Supplies for teaching –learning materials
 - Stationary
 - Others (to be discussed with the trainees)
6. Budget: 10,000 US dollars (7,000 support from UNESCO, 3,000 from GOs and other cooperating partners).

VII. INSTITUTIONAL PARTNERS:

The project proponent will establish linkages with relevant institutions. Specific terms of reference for each of these partnerships will be determined after discussions are held with the following agencies:

- UNESCO
- UNAIDS
- Universities
- NGOs

VIII. MONITORING AND EVALUATION:

1. A Teachers' Training Network will be established.
2. Follow-up survey that will evaluate the impact of the training will be integrated in routine supervision of teachers.

