

Ministry of Basic
Education, Sports
and Culture

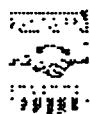


Ministry of Higher
Education, Training and
Employment Creation

Workshop report on
**Strategic and Operational Planning
for the
Management and Mitigation
of HIV/AIDS
in the Namibian Education Sector**

... seriously reflect about the manner in which to further fortify our faith, as citizens of Africa and of our respective nation states, but also to renew our courage and resolve to make strong our inner spirit in order to fight on and eventually defeat this killer called HIV/AIDS.

Honourable Minister, Mr John Mutorwa
MBESC



**Facilitated by the Mobile Task Team on HIV/AIDS in Education
& Supported by USAID
Swakopmund Hotel and Entertainment Centre, Swakopmund
12th – 16th March 2001**

Table of Contents

1.	BACKGROUND.....	5
2.	REPORT FORMAT	5
3.	THANKS	5
4.	OPENING	6
5.	INTRODUCTION OF FACILITATORS.....	6
6.	INTRODUCTION OF PARTICIPANTS	7
7.	WORKSHOP OBJECTIVES – WHY ARE WE HERE?	7
8.	HIV/AIDS : REVIEWING THE FACTS.....	7
9.	HIV/AIDS IN NAMIBIA AND THE NATIONAL STRATEGIC PLAN	8
10.	DEFINING THE EDUCATION SECTOR.....	9
11.	IMPACT ON THE EDUCATION SECTOR	9
12.	MINISTRIES OF EDUCATION - RESPONSE TO DATE.....	10
13.	RAPID APPRAISAL FRAMEWORK OUTCOMES.....	12
14.	COMPARATIVE AND COUNTRY PROFILES	13
15.	PROCESS AND METHOD IN STRATEGIC PLANNING	14
16.	DEVELOPING A VISION FOR EDUCATION IN NAMIBIA	15
17.	DEVELOPING GOALS AND OBJECTIVES IN SUPPORT OF THE VISION STATEMENT	16
18.	EDUCATOR DEMAND MODEL	17
19.	DISTRICT LEVEL EMIS	17
20.	PRIORITISING OBJECTIVES.....	17
21.	DEVELOPING A PARTNERSHIP DATABASE	18
22.	ESTABLISHING ACHIEVEMENT INDICATORS	18
23.	PUBLIC CONSENSUS: WIDENING THE CONSULTATIVE PROCESS	19
24.	TECHNICAL ASSISTANCE – WHO WHEN, WHY?	20
25.	NEXT STEPS – TASK ALLOCATION AND ACCOUNTABILITY	20
26.	CLOSING CEREMONY.....	21
27.	POST WORKSHOP EVALUATION	22

Annexures

- A. Honourable Minister John Mutorwa’s Opening Statement
 - B. Attendance Register
 - C. Workshop Objectives – individual’s responses
 - D. Responses to “Reviewing the facts”
 - E. Presentation: Update of the Situation of HIV/AIDS in Namibia
 - F. Description of the Education Sector
 - G. Rapid Response Framework
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- H. Summary Table of Impact Brief
 - I. Presentation – Country level impact brief on HIV/AIDS and Education
 - J. Presentation – The Zambian Experience
 - K. Presentation – managing the impact of HIV/AIDS in Education in KwaZulu-Natal
 - L. Vision Statement – responses from different sectors
 - M. Goals and objectives for different sectors – version 1
 - N. Presentation – Educator Demand
 - O. Presentation – DEMIS and Sample of DEMIS forms
 - P. Action Plan Template
 - Q. Integrated Action Plans
 - R. Presentation – Project Database
 - S. Proposed Indicators
 - T. Honourable Deputy Minister Buddy Wentworth's Closing remarks
 - U. Analysis of Post-workshop Evaluation responses
 - V. Workshop Programme
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1. Background

During the period 12 – 16 March 2001, representatives of the Namibian Ministry of Basic Education, Sports and Culture (MBESC) and the Ministry of Higher Education, Training and Employment Creation (MHETEC) met together with other interest groups to initiate a process and commence work on developing a practical and implementable strategic action plan for the management and mitigation of the HIV/AIDS in Education. The workshop was convened at the request of the respective chairpersons of the Ministries HIV/AIDS Committees.

2. Report Format

A draft statement of the strategic vision and action plan, drafted during the course of the workshop, is included in this report. This document aims to provide a comprehensive record of the workshop proceedings and attempt to capture the substance of the presentations, planning processes and dialogue. Many of the support documents are provided as annexures to the report, for easy reference.

3. Thanks

The MTT facilitators and the USAID Africa Desk would like to place on record their appreciation and thanks for the warmth of their reception in Namibia and the support received by the Ministry of Basic Education, Sports and Culture and the Ministry of Higher Education, Training and Employment Creation.

Thanks are due to all those involved in the making the necessary arrangements for the workshop - to Ms Etta Mbuye (chairperson of the MHETEC HIV/AIDS committee), Ms Claudia Tjikuua (chairperson of the MBESC HIV/AIDS committee) and members of the respective HIV/AIDS committees for all their support, commitment, planning and the meticulous arrangements made; to Mr Walter Kahivere for making arrangements for all the social activities and to Ms Annatjie Jarman and Ms Rachel Jansen for secretarial support.

Many thanks to all the delegates for their commitment, professionalism and unflinching stamina in what was an exceptionally demanding process. The creative thinking expressed by the delegates endorsed the personal determination of the delegates to overcome the challenge and was indeed a model for ministries of education elsewhere.

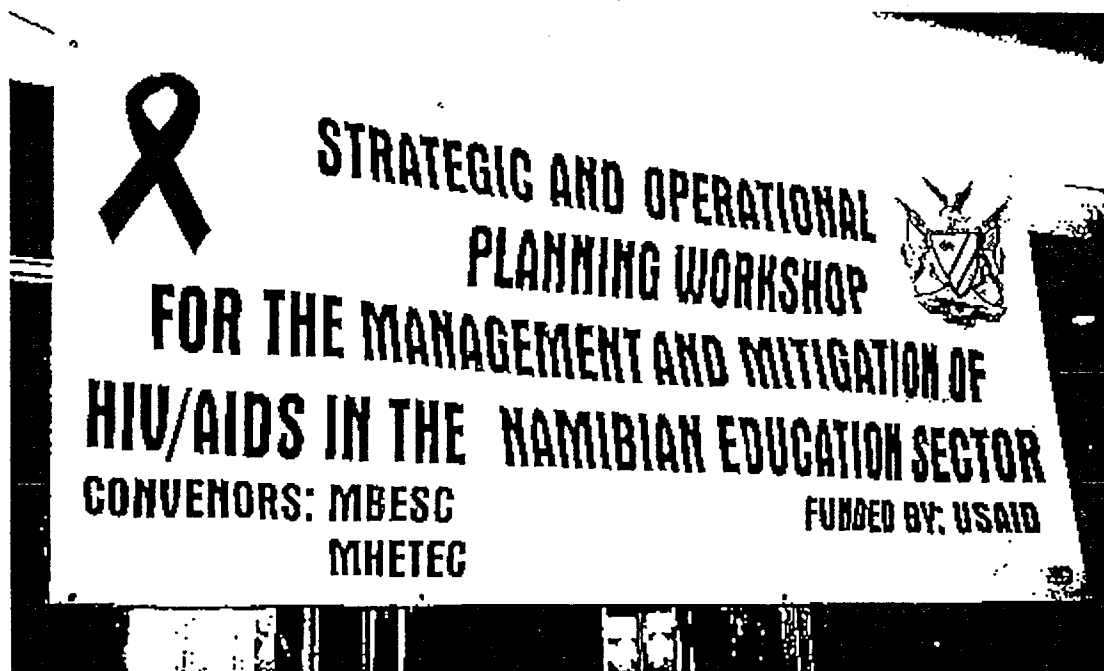
Many thanks are also due to Mr Mathew /Goagaseb of the USAID for his continued support and involvement throughout the proceedings. Thanks to Ms Catherine Powell Miles for her on-going assistance and role in the facilitation of the workshop from the earliest stage of preparation. To Ms Diana Swain, the USAID Namibian Mission Director, a heart felt thanks for her support.

Finally, special thanks are due to the honourable Minister Mr John Mutorwa for opening the workshop and to the honourable deputy Minister Mr Buddy Wentworth for his closing comments. The commitment to action expressed by both ministers is appreciated.

4. Opening

Ms E Mbuye, Chairperson of the MHETEC HIV/AIDS Committee extended a warm word of welcome to all the delegates. She stressed that during the course of the week's proceedings the aim was to look at HIV/AIDS from a management and policy perspective. The honourable Minister of Basic Education, Sports and Culture, Mr John Mutorwa officially opened the workshop by delivering a speech (provided as Annexure A).

In his speech, Minister Mutorwa indicated that "while the best scientific brains in the world continue to search for a permanent solution – a cure for HIV/AIDS – this workshop is being called upon to draft a prioritised and implementable national strategic plan. Such a plan will help us to develop appropriate and effective responses in combating HIV/AIDS, with specific reference to the Education, Culture and Training Sector, in our country, Namibia". The Minister reminded the workshop participants that they were attending the workshop on behalf of many people and that throughout their deliberations and reflections they are to remember the people they are representing. He concluded with these remarks "I look forward to the final recommendation of this workshop, where from, an implementable national Strategic Plan would be developed".



5. Introduction of Facilitators

Mr Peter Badcock-Walters, the team leader of the Mobile Task Team, was requested to introduce the team of facilitators. Peter is a research associate responsible for education at HEARD (Health Economics and HIV/AIDS Research Division) of the University of Natal, Durban (South Africa). He heads the HEARD Mobile Task Team on HIV/AIDS in Education, working throughout Africa to assist and support Ministries of Education to manage and mitigate the impact of the disease on their systems. Ms Rose Smart is an HIV/AIDS consultant and research associate at HEARD. Mr Chris Desmond is a research fellow at HEARD, and an economist and modeller. Ms Wendy Heard is an education consultant, focussing on Education Management Systems and Education Information.

6. Introduction of Participants

All the participants, as per the attached register (Annexure B), were asked to introduce themselves and provide a brief overview of their personal backgrounds and the group or directorate they represented. . Representatives of student bodies, teacher unions, the Ministry of Basic Education, Sport and Culture, the Ministry of Higher Education, Training and Employment Creation, USAID, UNAM, The Polytechnic, UNAIDS, NANSO an other interest groups were represented.

7. Workshop Objectives – Why are we here?

Participants were asked to review the reasons for attending the workshop and also express their expectations in terms what they hope to achieve by the end of the week. All the participants were requested to write down their own workshop objectives on slips of papers provided. These objectives where then grouped into four broad categories:

- Review and understand the current position and Ministries response with regard to the disease
- Develop a shared vision of a desired future for education to manage the HIV/AIDS pandemic
- Develop a prioritised, implementable action plan with responsibilities and time frames
- Other reasons and expectations

The detailed responses of individuals are provided in a schedule (Annexure C). By far the majority saw the objective for the workshop as "developing an action plan for the management of HIV and AIDS in Education". Other important aspects included the provision of information on HIV/AIDS and the adaptation of curriculum to address HIV/AIDS issues.

8. HIV/AIDS : Reviewing the facts

To make sure that as a group all had the same understanding of the disease, delegates were assigned to five groups and were asked in their groups to discuss the following questions:

Group 1:

TRANSMISSION FACTS

- How is HIV spread?
- What body fluids can transmit HIV?
- What do you know about the interaction between HIV and other STDs?

Group 2:

HIV AND AIDS

- What is the difference between HIV and AIDS?
- How does HIV affect the immune system?
- Where did AIDS come from/originate?

Group 3:

TESTING AND COUNSELLING

- How can you find out if you are infected with HIV?
-

- Step 3 Parameters for the planning exercise to be defined
- Step 4 Assess strengths and weaknesses, challenges and opportunities faced in the planning process
- Step 5 Use a creative process to define the essential elements of the group's vision
- Step 6 Agree on a Vision Statement
- Step 7 Define a limited number of goals, that if accomplished will contribute to fulfilling the vision
- Step 8 Write up objectives, based on the goals
- Step 9 Prioritise the objectives
- Step 10 Construct Action Plans that support each of the prioritised objectives
- Step 11 Review the work done to assure that the action plans are consistent across the goals and that they re-inforce and build on each other
- Step 12 Revisit the Vision Statement to assure that it is fully consistent with all the planning results
- Step 13 Systemically assess the implementation of the plan

16. Developing a Vision for Education in Namibia

In developing a Vision for Education in Namibia, it was agreed that all aspects of both the ministries should be combined to provide a joint vision for the education sector.

Participants were encouraged to think creatively and express their vision for Namibia in terms of the following groups:

- All children
- All schools
- The universities, polytechnic, vocational centres, colleges and higher learning institutions
- All learners and educators affected by HIV/AIDS
- The MHTEC
- The MBESC
- Non Government Organizations, Development Agencies and Community organizations
- All educators
- Communities, School Boards and parents
- Political Leadership

The responses to this exercise are provided under Annexure L.

The Vision for the Namibian Education Sector was then developed:

Vision Statement

We have a vision of Namibia as an enlightened, learning society in which all our learners, families, educators, non-government partners and leaders share responsibility for the building of an AIDS-free education environment, in which the rights and dignity of all, including those infected and affected, are respected and honoured

As education planners, we envisage an integrated and co-ordinated approach to learning, teaching and managing in which:

- **Learners** have access to the knowledge and skills required to assert their rights to make informed, value-based decisions and participate in the joint planning, monitoring and communications of HIV/AIDS programs and knowledge.
- **Schools** provide an accessible, safe and conducive learning environment free of stigma and financial barriers, in which a legislated code of conduct guarantees a culture and gender-sensitive education.
- An adequate supply of committed **educators**, who are disciplined, positive role models, are trained and equipped to integrate HIV/AIDS into their teaching and counselling and ensure the participation of HIV/AIDS infected and effected learners.
- Universities, polytechnics, colleges and other **institutions of higher and adult learning** commit time and trained resources to develop and integrate HIV/AIDS courses, undertake research to influence behaviour and provide health support for their students.
- **Ministries of Education** provide a systemic and co-ordinated planning and management response to HIV/AIDS through improved practice and resource utilisation, partnerships and the creation of a dedicated HIV/AIDS management unit with the power and vision to guide education through the crisis.
- **Partnerships** with local and international resource providers supplement Ministry capacity in building on an AIDS-free society.

17. Developing goals and objectives in support of the Vision Statement

The group was divided into five groups who were then tasked with setting goals, for their respective grouping, in support of the Vision Statement. The groups were as follows:

- Civil society

- Communities, parents and school boards
- Higher education learners and sector
- Educators
- All children including those affected by HIV/AIDS, including the basic education sector

The goals and objectives outlined by the groups are provided as Annexure M to the report.

18. Educator Demand Model

Throughout the deliberations all parties stressed how the HIV/AIDS pandemic is impacting on and affecting the ranks of teachers. The facilitators provided a brief overview of a "teacher demand" model that has been developed (annexure N). This is a two-stage model that based on the number of educators needed to meet certain ratios, and the rate at which educator leave the system the required number of teachers is determined. An illustrative example of a school was played out:

In 2001 a school with 1 310 learners requires 38 teachers.
 By 2009, if the patterns continue; the school will have
 1 075 learners and require 31 teachers, with only 4
 remaining from the original staff of 38 teachers.

19. District Level EMIS

The facilitators showed a presentation which argues the need for and the benefits of introducing a district level EMIS (Education Management Information System), capable of empowering managers at the district level with information, and providing them with useful HIV/AIDS indicators on a regular basis. The full presentation as well as illustrative capture forms is provided as Annexure O.

20. Prioritising Objectives

The importance of prioritising objectives and the concept of resource constraints was introduced to the delegates. The ranking of priorities in order to indicate the dependence of one indicator on another was highlighted. The concepts were introduced by means of role-playing a person organizing a party. Different tasks (objectives) were written on separate cards and these had to be organized in such a way to ensure a successful and organized party took place according to schedule and budget.

Six groups were formed and delegates agreed to identify priorities and start work on developing the action plans.

The groups dealt with the following aspects:

- National Cross Cutting strategies
 - 1 – legal framework and management systems
 - 2 - planning, policy and monitoring
- Strategies for education sector employees
- Strategies for Higher Education
- Strategies for Basic Education
- Strategies for Partnerships

In developing their action plans, the groups were provided with a template (Annexure P) and the process of establishing action steps/tasks with outcomes, time frames, allocated responsibilities and the required technical assistance was explained. In determining the resources required, participants were urged to determine the source of funding, rather than the amount of funding required.

The completed action plans (Annexure Q) were presented in a plenary session and then discussed by all participants.



21. Developing a partnership database

The facilitators shared their experiences in working with the KwaZulu-Natal Department of Education and Culture in developing a "project database" that tracks all the projects implemented in Education and the Service Providers and Funding Agencies involved. The value of this source of information was stressed. Throughout the presentation (copy attached – Annexure R) and subsequent discussion several issues were raised:

- The establishment of a specialist unit that works along-side the provincial department was considered to be most beneficial
- The need that the impact of the projects must regularly be monitored and assessed
- Specialist skills, either developed by the projects, or brought in by the service providers were recorded and the register maintained
- The database was able to highlight possible areas of duplication and future programmes were introduced to reduce duplication
- Being able to articulate needs and highlight prioritised areas of need improves prospects for donor funding
- What is missing is HIV/AIDS specialisation!

22. Establishing achievement indicators

The facilitators lead the participants through the process of establishing achievement indicators. Indicators are used to measure progress towards achieving objectives. It was stressed that one needs to establish simple indicators by which the objectives and action steps can be measured in the future. This could include "staying within budget", "meeting deadlines" or "reaching the target group".

Participants developed a selection of indicators of varying types for the different work-plans. Four different types of indicators were identified:

- Base-line indicators
 - Process indicators
-

Short Term indicators
 Long Term indicators

The following table was used to illustrate the different indicator types:

Indicator type	Activity/strategy/policy stage	Examples
Base-line	Exploratory research Review of existing data	KAP study Analysis of STD data
Process	Training Information dissemination Service provision	No. of people trained Education materials distributed No. of condoms distributed
Short-term	Changes in knowledge/attitudes Changes in social/peer norms	% of target audience who discuss message(s) % intending to use condoms at next intercourse
Long-term	Maintenance of protective behaviours Reduced STD/HIV incidence	Teenage pregnancy rate STD prevalence in target population

Annexure S provides a schedule of indicators that were submitted. The indicators are assigned to the different types provided above.



23. Public consensus: widening the consultative process

In plenary, participants contributed ideas on how to involve partners and key groups, keep them engaged and encourage them to take joint ownership of the workshop outcomes. The following points were raised:

- The education sector needs to make a case – all about advocacy
- Two groups need to be targeted: Policy Makers and the High Risk Group
- A lot of excellent work is being done, but much of it is uncoordinated
- The use of the media – at all level – was stressed

- There needs to be far more advocacy amongst the community and peers. The community and peers groups need to be encouraged to get involved.
- It is only the education sector that has over 1 500 "points of operation". These need to be used to full effect.
- Some of the factors raised point to the MPCC. This can be driven forward with immediate effect.
- The UNESCO "Action Letter" should be used to the benefit of the cause.
- There is danger in top down "endorsement". Rather use social movement to empower action.
- The outcomes of the workshop should be published as draft proposals and priorities.
- Need to make HIV/AIDS everyone's priority at every level.
- Many tasks or actions identified required no budget. Crisis intervention strategy is NOT dependent on donors.
- Need to prioritise the creation of an empowered structure.
- Mr Ellis undertook to keep the group network informed. All e-mail contacts to be provided to Mr Ellis.
- All existing strategic plans need to be reviewed and HIV/AIDS needs to be incorporated into these plans.
- Need to involve the youth and keep them involved.
- "Positive" people need to be involved in these activities.
- A short course in advocacy needs to be developed and introduced.
- Need to secure a formal mandate to take this plan forward.
- It was agreed that part time people should not be used to deal with a full time crisis.

24. Technical Assistance – Who when, why?

In plenary, the group created a list of Technical Assistance (TA) resources, both internal and external resources were considered:

- There are advocacy and training skills available in Namibia
- Counselling is a key issue – this needs to be developed further
- TA to include access to best practice and materials
- Need to review the scope and role of volunteers – national youth services needs exploration
- Need assistance in capacity building for the new office - need to audit what is already available
- Audit needs to include all established networks and resources
- Need to build on churches' support
- Access to very few people - need to access skills and skills transfer
- TA on policy and assessment
- Artists should also be considered as TA – they have a lot to offer in dealing with HIV/AIDS issues.

25. Next Steps – Task Allocation and accountability

In plenary, participants were asked to review who will do what in the future:

- The joint committees are mandated to (take) initialise the next steps
 - Constrained by the need to do this as a sector
 - Costs and logistics have to be negotiated by all. Reach consensus, design or identify that which needs to kick start the process
 - Need sectoral and multi institutional support
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- Need to identify systems, may involve some part-timers, at all levels
- Create a working group, perhaps a representative of each of the 6 action planning groups, to take the process forward to the Ministers
- This working group would be nominated and mandated to take the drafts through to completion
- Must be a full time structure that deals with these issues
- It was agreed that the 2 current chairpersons will take the process forward and co-opt members as required. The chairpersons were mandated to form a suitable group.
- It was agreed that every participant is available to help and respond.
- The action plans are to be completed by end of April.

26. Closing Ceremony

The honourable Deputy Minister of Higher Education, Training and Employment Creation, Mr Buddy Wentworth, joined the proceedings to preside over the closing ceremony. Deputy Minister Wentworth was invited to hand certificates of attendance and participation to all delegates. Mr André Strauss then extended a vote of thanks to the sponsors: USAID, the facilitators: The Mobile Task Team and all the participants. Ms Frieda Shimbuli-Mieze provided a brief overview of work completed at the workshop and all that had been achieved.

The honourable Deputy Minister delivered the closing speech. In his speech (copy attached as Annexure T) the Minister indicated that the HIV/AIDS issue "is perhaps the largest single management issue in education". He called on "education managers and planners to research and understand the extent of this impact and devise sustainable counter-measures to protect both the system and the young Namibians it serves". Minister Wentworth thanked the delegates for the hard work done in developing action plans and identifying those responsible for implementation and the time frames. He went on to emphasize that the delegates "have confirmed the need for the sector to work as one, and for the activities of the Ministries to be coordinated and managed through a single, central mechanism. This mechanism could facilitate research, data collection, planning and monitoring and will be responsible for sector-wide communication and partnership". He concluded by thanking all involved in the workshop, especially USAID and their support for the work of the Mobile Task Team.





27. Post Workshop Evaluation

Delegates completed a structured post-workshop evaluation, by evaluating every item on the agenda according to a 6-point scale. Those completing the evaluation sheet were also given an opportunity to comment on the most valuable part of the workshop, the least valuable part of the workshop and how future workshops could be improved. Delegates could also indicate if they would like to be part of the group tasked as being responsible for implementing the plan and keeping it current. Only 4 respondents indicated they would not be available for this task.

A detailed analysis of the responses is provided as Annexure U.

“There is much talk of crisis, of human tragedy and of the prospects of the HIV/AIDS pandemic leading to the collapse of the education system. Not only will this NOT happen, but we must and will seize the opportunity – in the face of this crisis – to respond by reviewing every aspect of education delivery and emerging stronger and more effective”

Honourable Deputy Minister, Mr Buddy Wentworth
MHETEC

**STATEMENT BY JOHN MUTORWA, MINISTER OF BASIC EDUCATION,
SPORT AND CULTURE, DELIVERED AT THE HIV/AIDS WORKSHOP,
HELD AT SWAKOPMUND ON 12 MARCH 2001, 08H30**

1. I thank the joint committee of the Ministries of Basic Education, Sport and Culture and Higher Education, Training and Employment Creation (MBESC and MHETEC), for having organized this important Workshop. I thank you for allowing me, through your kind invitation, to participate in its deliberations by making this official opening statement. I also thank the Consultancy of Mobile Task Team on HIV/AIDS in Education (MTT in short) from the RSA for your valuable input to the realization of this workshop. All participants, thank you for coming.
 2. Our world of the twenty first Century is continuously moving forwards at a fast rate. The human race is surely also moving ahead and in some cases reversing. In many respects, however, the mere existence of the human race – the people – on our planet earth is seriously and vigorously being challenged and threatened by armed forces-soldiers – who do not need; neither use sophisticated or expensive weapons and ammunition; to successfully conduct their wars of extermination. These dangerous soldiers do not need territorial advantage (land, sea or air) to execute their wars from. In most cases, the seed of eventual deterioration destruction and death is planted in most innocent, intimate, private and personal circumstances.
 3. It is a fact, that as we closed the last chapter of the twentieth century and as we turned on page one of the twenty first Century, there is abundant evidence to convince all of us that, humanity has witnessed and is witnessing significant developments and innovations, especially in the fields of SCIENCE and TECHNOLOGY. In many parts of the world, in many countries, in many villages, in many schools and in many families today; however, such breakthroughs are seriously threatened and destroyed by the HIV/AIDS pandemic – a pandemic that has descended upon humanity like a dark cloud, that brings in its wake, fatal and devastating storms, thunder and floods. What is the reality today? The reality is that: many brilliant brains of today and of tomorrow who are and ought to have been responsible for more scientific discoveries are dying and many still, will die. Is the future of the human race itself not at stake here? While the best scientific brains in the world, continue to search for a permanent solution – a cure for HIV/AIDS, this workshop is being called upon to draft a prioritised and implementable NATIONAL STRATEGIC PLAN. Such a plan will help us to develop appropriate and effective responses in combating HIV/AIDS, with specific reference to the Education, Culture and Training Sector, in our country, Namibia.
 4. Chapter four (4) of the Report of the Presidential Commission of 1999 on Education, Culture and Training is exclusively devoted to HIV/AIDS and its serious negative impacts on education and training. For example, on page 61 of the Report, the following, amongst others, is said: “If the present rapid spread of the disease is not halted and reversed, the population of the country will be greatly
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reduced and the plans for national economic and personal development will be nullified”, (Commission Report, page 61). To quote UNAM’S Report on HIV/AIDS, which summarizes the proceedings of a workshop held from 9-11 October 2000: “The threat posed to Africa by HIV/AIDS continues to increase. The epidemic is not restricted by national boundaries. Neither is it confined by age, gender, social status or learning environment. Once it has gained a foothold, it can affect every part of a country, every level of a society, every aspect of an institution (page 3).

5. I fully associate myself with the Namibia National Teachers’ Union (NANTU) when, they, in their policy document on HIV/AIDS, inter alia, state the following: “HIV/AIDS is conceptualized as having the potential to affect education through different mechanisms, ie.: reduction in demand, reduction in supply, reduction in availability of resources; adjustments in response to the special needs of a rapidly increasing number of orphans; adaptation to new interactions both within school and between school and communities, curriculum modification, altered roles that have to be adopted by teachers and the education system, the ways in which schools and the education system are organized, the planning and management of the system and donor support for education (p.5).

Permit me to conclude my opening statement as follows. Distinguished Workshop participants: in your deliberations and interactions, please, do remember that you have also come here, on behalf of many people, in your country, in our country, schools and training institutions; in order to pause and solemnly, though very seriously reflect about the manner in which to further fortify our faith, as citizens of Africa and of our respective nation states; but also to renew our courage and resolve to make strong our inner spirit in order to fight on and eventually defeat this killer called HIV/AIDS. I believe that the education system is quite capable to play a pro-active role, in instilling the necessary knowledge, beliefs, norms, values, skills and attitudes, especially for children and young people, to maintain healthy social behavior and also to make informed decisions when it comes to matters affecting their sexuality and sexual practices.

I look forward to the final recommendations of this workshop, wherefrom, an implementable NATIONAL STRATEGIC PLAN would be development. I now declare the workshop, officially opened.

I thank you

References

1. NANTU Policy on HIV/AIDS, December 2000.
2. UNAM: HIV/AIDS – The Challenge for Tertiary Institutions, Printech, Windhoek, December 2000.
3. HIV/AIDS Charter of Rights: Legal Assistance Centre, Windhoek, 2000
4. 1999 Presidential Commission on Education, Culture and Training, Capital Press, Windhoek, 1999.

Annexure B

Name	Representing / Position	e-mail
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Mr G.K.K. Tshiguu	Director: Ondangwa West	
Mr A. Amushila	Ondangwa West Region	
Mr C. Sinvula	Director: Caprivi Region	
Mr A.J. Mungunda	Acting Director: Keetmanshoop	
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Mr F. Risuro	Deputy Director: Khorias Region	
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Objectives of the workshop:

Group 1:

- To convey the impact of HIV-AIDS on the economy to the grass-roots levels, parents and learners
- To know more on how to convince the people to start to change their attitude to use condoms
- To know how to convince my teachers and learners about the danger of HIV/AIDS
- Identify the management issues the education sector has to deal with the effect of HIV AIDS
- To ensure logistical support to HIV AIDS programmes
- To deliberate on the effects of HIV AIDS pandemic in the education system
- To ponder why HIV AIDS in Namibia is increasing?
- To understand the implications of HIV AIDS
- To review the current objectives of the education sector regarding HIV AIDS
- To minimise the spread of HIV AIDS epidemic in our nation

Group 2:

- To have the necessary skill and knowledge about the transmission of the information to the schools
- To empower the education system in Namibia to adopt a consistent country wide educational programme for HIV AIDS
- How to stress the importance of involvement of teachers in HIV AIDS education
- To try and find ways on how to address the HIV AIDS Pandemic
- To develop a comprehensive HIV AIDS programme of sex education for education sector
- To ensure that proper morality and conduct is instilled in the minds of young men and women
- To minimise/eradicate HIV AIDS through the management of education, sport and culture, training and employment creation
- To learn from each other, share ideas, advise each other on how to protect, fight against it in every day life.
- To address the needs of teachers to feel more comfortable and skilled in delivering the HIV AIDS message to their learners
- To refocus our strategies on HIV AIDS
- Morally equip learners to take control of their lives.

Group 3:

- To be able to facilitate the plans of HIV in my region
 - Be able to effectively implement the ministry HIV AIDS programme
 - To have the programme monitored by those in authority
 - A plan of action that would reduce and eventually arrest the spread of HIV AIDS
 - To prioritise objectives for urgent action – specific future steps
 - To plan for co-ordination management of programmes
 - At the end I want to go back at set up an action plan
 - To come up with a strategic plan that will help to alleviate the HIV/AIDS situation at the college and in Namibia as a whole
 - Design out reach strategies
 - To formulate concrete policy which enable the government and MBBCS to arrest the current situation
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- To develop programmes which will change behaviours/attitudes towards HIV/AIDS understanding
- To develop a national plan focusing on decreasing HIV/AIDS increase amongst young people
- To develop tools to minimise the spread of HIV/AIDS
- Identify the role of the RACE
- To implement the committee which will be able to responsible to analysing the HIV on the national level
- To find a workable programme for the implementation
- At this end of this workshop I want to gain some knowledge as how to plan and eradicate HIV AIDS in my region
- To ensure that the sectoral strategic plan obligations are known to all in education
- Identify strategies to contain rapid spread of HIV AIDS in Namibia
- Workout mechanisms (practical ones) to facilitate the implementation of the mentioned/developed strategies
- Planning strategies that are practical to apply to reduce the HIV infection effects in the education sector
- Concrete suggestions for implementation of HIV AIDS programme in curriculum
- People with disabilities are also infected by HIV AIDS and should be informed fully about the danger of HIV AIDS
- Through discussion I want to be effective strategies to be found which will help to decrease the spread of HIV AIDS amongst Namibians
- To have clear communication plan on how to tackle the target groups in Namibia Education Sector
- Artists can play an important role in the fight against the spread of HIV AIDS
- To obtain more workable strategic skills on the information dissemination about HIV AIDS
- Learn on the ways to implement measures that would address the AIDS issues
- Agree on priority actions to be taken by the education sector re management of HIV AIDS
- To help infected and affected people in our family, community and country as whole.
- To search for effective strategy to combat spreading of HIV AIDS
- How to get integrated local action on HIV AIDS
- To determine the link between my work and HIV AIDS and to develop a practical plan to address HIV AIDS problem

"Other"

- Effective information system
- To avail funds specifically for the fight against HIV/AIDS in the Namibian budget
- Sensitise the committees
- To have positive skills on HIV/AIDS
- To develop guidelines which assist the region to change the attitude of teachers, learners and the community towards the spread of HIV/AIDS
- How can we learn together about how to cope and overcome HIV/AIDS
- To mobilise staff members to join the campaign against HIV/AIDS
- Skills are gained to convince Namibians to accept that AIDS is killing all of us
- To be able to include HIV/AIDS education in to the entire Namibian Education curriculum
- To be able to change the moral beliefs and customs of the communities
- I want to change the mind of my people when I go back from this workshop
- Review and understand the current picture
- Be able to empower learners and Regional Office staff members with the knowledge and skills of how to protect themselves against HIV/AIDS
- To make Namibians aware of the effects of HIV/AIDS
- To increase the youth's understanding and awareness of HIV/AIDS and sexually transmitted disease
- To increase the youth's understanding HIV/AIDS and alcohol
- How can we bring about more self-examination about what causes HIV/AIDS to spread?

- To increase awareness amongst the developing communities
 - To educate and train our generation on the issue of HIV/AIDS
 - To make people aware of the dangers of unprotected sex
 - To start a driving force – management tool – on behaviour change amongst adults and young in order to curb the further spread of HIV/AIDS
 - To ensure active youth participation amongst out of school youth pertaining programmes on HIV/AIDS/STIs
 - Identify how gender and AIDS are related
 - Able to develop strategies that will allow people to publicly talk about HIV/AIDS
 - Ways to have people change sexual behaviour
 - Establish how to cope with AIDS and poverty
 - To formulate concrete policy which enables the government and Ministry to arrest the current devastating epidemic
 - To able to assist people with HIV/AIDS
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Prioritised Goals, Objectives and Actions defined by each sector/group

Group	Goal	Objectives	Strategic Actions
	1. A well co-ordinated management response to HIV/Aids is in place and operational	1. To review existing management systems and structures for the education sector in light of the impact of HIV/AIDS 2. Co-ordination and development of management systems and structures for the education sectors in the light of the impact of HIV/AIDS	1. Mandate joint committee of this workshop to set up task force 2. Produce recommendations to joint committee 3. Pronounce position on the recommendations of the task force 1. Refer recommendations to OPM 2. Secure funding from treasury 3. Implementation of new structure
	2. A legal and ethical framework exists through which HIV/AIDS issues are addressed	1. To establish legal and ethical review of all new policies and regulations to ensure the consideration of HIV/AIDS by the end of 2001 2. To revise the national Code of Conduct for teachers 3. To ensure that the Code is implemented and monitored in all regions	1. Establish working group to review legal and ethical aspects of policies related to HIV/AIDS in education 2. Recommendations to Cabinet 3. Implementation by new structure (see Goal 3, Objective # 2.3) 1. Revise latest draft of Code of Conduct for teachers in terms of HIV/AIDS and sex related issues 2. Code of Conduct made regulation 1. Workshop with AT/School management on implementation and clarification at Regional level 2. Monitoring to be carried out on the levels of school and college management; inspectorate; regional directorate and PS
	3. Effective policies and regulatory frameworks to combat/prevent HIV/AIDS and to mitigate its effects are developed participatively and implemented 5- HIV/AIDS issues incorporated in all budgeting, planning and monitoring functions to mitigate the effects of the pandemic on the education system and on the Namibian culture.	1. To review existing international and national laws and policies to ensure that the HIV/AIDS in Education policy conforms 2. To put in place HIV/AIDS policy to create a framework for action 1. To assess, track and project the impact of HIV/AIDS on the sector	1. Review existing instruments and policies 1. Produce policy arc (?) to bullets in documents 1. Identify aspects affecting the sector that need to be assessed (study available documentation, literature and consult head/regional offices) 2. Establish what information is required for the assessment, tracking and projections – identify sources of data 3. Design data collection instruments and data processing/analysis system – pilot survey and revision 4. Data collection, processing, analysis, reporting, dissemination 5. Implement tracking of impact of HIV/AIDS
Workshop Report:		Strategic and Operation Planning for the Management and	Annexures Mitigation of HIV/AIDS in Education in Namibia

Group	Goal	Objectives	Strategic Actions
			<p>6. Project the impact of HIV/AIDS on the sector</p> <p>1. Review the Strategic Plan and NDP 2 to ensure that the expected effects of HIV/AIDS have been catered for – revise if required</p> <p>2. Raise an awareness of the effects of HIV/AIDS among planners and managers and devise measures compelling them to take the effects into account</p> <p>3. Review existing policies, such as the staffing norms, to establish whether they need to be adjusted for the effect of HIV/AIDS</p> <p>1. Finalise the Namibia Education Sector HIV/AIDS Strategic Plan and present it to the MPCC (and equivalent in MHETEC) for endorsement</p> <p>2. Scrutinise action plan for required actions and resources – submit proposals to MPCC (and equivalent in MHETEC)</p> <p>3. Instruction to budget holders to explicitly budget for the implementation of the Sector HIV/AIDS Strategic Plan in the 2002/03 budget proposals</p> <p>1. Continue present development of teacher demand and supply model</p> <p>2. Allocate loans (and bursaries ?) for student teachers in agreement with projected needs</p> <p>3. Guide College and University intakes according to projections</p> <p>1. Identify data source(s) and design data collection instruments (if required, registers to be kept by data source)</p> <p>2. Print data collection instruments (and other instruments, if required), training, implementation</p> <p>3. Start collecting information on teacher absenteeism and attrition</p> <p>4. Process and analyse information</p>
		<p>2. To revise planning in the light of the findings</p> <p>3. Lobby for the implementation of the Namibia Education Sector HIV/AIDS Strategic Plan and for securing financial and other resources</p>	
	<p>6. An appropriate model for (i) teacher demand and supply and (ii) management and support staff is developed</p>	<p>1. To develop a computerised model for projecting the demand and supply of teachers</p> <p>2. To collect data on teacher absenteeism and attrition</p>	

Group	Goal	Objectives	Strategic Actions
	<p>1. Appropriate information is available, curricula are developed and training is implemented for all education sector employees to empower them to effectively handle all aspects of HIV/AIDS</p>	<p>1. To sensitize management, teaching and support staff to HIV/AIDS issues by the end of 2001</p>	<p>1. Gather appropriate messages</p> <p>2. Develop writing scripts/texts</p> <p>3. Print 2 posters, 1 pamphlet and 1 booklet</p> <p>4. Develop video tape on HIV/AIDS</p>

Workshop Report:

Annexures

Strategic and Operation Planning for the Management and Mitigation of HIV/AIDS in Education in Namibia

Group	Goal	Objectives	Strategic Actions
		<p>2. To develop curricula and materials for management, teaching and support staff to address HIV/AIDS issues by early 2003</p> <p>3. To facilitate appropriate training for management, teaching and support staff by the end of 2003</p> <p>4 (COMBINED WITH OBJ 5): To increase the capacity of managers, teaching and support staff through information sharing</p> <p>1. To investigate existing arrangements regarding counselling in all teaching institutions by August 2002</p>	<p>5. Broadcast radio talk shows</p> <p>1. Identify trainers to train 200 trainers</p> <p>2. Secure funds</p> <p>3. Develop a multimedia resources pack</p> <p>4. Secure materials and adapt the material</p> <p>1. Identify and nominate 200 trainers</p> <p>2. Conduct training workshops for 200 trainers</p> <p>3. Conduct training workshops for teachers (+85 teachers per trainer)</p> <p>4. Conduct training workshops for managers/support staff in Regions</p> <p>5. Conduct training workshops for managers/support staff in Head Office</p> <p>6. Monitor the success of the training</p> <p>1. Communicate e-mail and fax addresses</p> <p>2. Print and circulate e-mail messages bi-monthly to each school/office</p> <p>3. Establish a forum for information exchange at Head Office & Regional Offices</p> <p>1. Prepare questionnaires & send them out to MOHSS/RO/schools</p> <p>2. Disseminate information on counselling through discussion meetings</p>
	<p>2. Counselling services are in place and functional in all teaching institutions</p>	<p>2: To identify and train teachers and other strategic employees in basic HIV/AIDS counselling skills according to ratio of 1:250 or 1:200 by March 2003</p> <p>3. To progressively provide counselling services to orphans and vulnerable children and affected and infected staff</p> <p>4: Counselling services are in place and functional in all teaching institutions by 2001</p>	<p>1. Buy in trained counsellors (2/3) for training</p> <p>2. In consultation with counsellors, develop training materials</p> <p>3. Train 50 trainers from the identified 200 trainers</p> <p>4. 50 Trainers to train 1 counsellor for each school 250:1 or 200:1</p> <p>5. Establish service in schools/hostels</p> <p>1. Establish offices in schools and all education workplaces</p> <p>2. Place counsellors</p> <p>3. Establish work schedules of counselling</p> <p>4. Monitor counselling services</p> <p>1. Establish support group networks for staff providing counselling</p> <p>2. Facilitate telephone / e-mail links between counsellors within each region</p> <p>3. Establish a forum in each region for counsellor support to meet bi-monthly</p> <p>4. Have a national list of counsellor supervisors to give individual support to counsellors on request</p>

Group	Goal	Objectives	Strategic Actions
--	<p>1. The tertiary institutions influence behaviour through a range of strategies including the integration of HIV/AIDS education into the curriculum.</p>	<p>1. To add an HIV/AIDS course into the existing curriculum of tertiary institutions</p>	<p>1. Establish curriculum committee at tertiary level and provide to the committee</p> <p>2. Draft HIV/AIDS education curriculum</p>

		<p>3. Submit curriculum to relevant approving body</p> <p>4. Orientation of lecturing staff on HIV/AIDS curriculum</p> <p>5. Implementation of HIV/AIDS curriculum</p> <p>6. Monitor the implementation of HIV/AIDS curriculum</p> <p>1. Review the existing structures</p> <p>2. Develop a plan of new structures</p> <p>3. Submit plan of new structures</p> <p>4. Introduce new structures</p> <p>5. Monitor progress of new structures</p> <p>1. Invitations sent to institutions to nominate suitable candidates to serve on the HIV/AIDS research Committee</p> <p>2. Select committee from nominations</p> <p>3. Call first meeting</p> <p>4. Setting of committee terms of reference</p> <p>5. Disseminate the research agenda to relevant stakeholders</p>
2. Tertiary institutions include HIV/AIDS considerations in their management process and systems	1. To establish a structure to co-ordinate HIV/AIDS issues at institutional level	
3. The higher education sub-sector establishes HIV/AIDS Research as a priority area	1. To establish HIV/AIDS research committee with representatives of all tertiary institutions by end 2001	

Group	Goal	Objectives	Strategic Actions
Basic Education	<p>1: To integrate HIV/AIDS into existing curricula in 80% of school subjects at all levels by 2004</p> <p>2: To review existing management processes and systems in light of the impact of HIV/AIDS and, where necessary, to develop new ones, or amend the existing ones</p> <p>3: To develop appropriate and suitable extra-curricular life skills and peer education programmes for youth in and out of school</p>	<p>1. Review the existing level of integration of HIV/AIDS into the curriculum</p> <p>2. Submit the recommendations of the Swakopmund workshop to the current Review Task Force on the integration of HIV/AIDS into the curricula</p> <p>3. Obtain feedback from Review Task Force on said submission</p> <p>4. Lobby for the inclusion of HIV/AIDS information into syllabi processes</p> <p>1. Establish a working group to review existing management systems and processes</p> <p>2. Development of comprehensive terms of reference</p> <p>3. Review existing management processes and systems</p> <p>4. Submit the report to the Minister</p> <p>5. Implement and monitor the recommendations of the report</p> <p>1. Review existing programmes on HIV/AIDS</p> <p>2. Modify and enhance existing programmes</p> <p>3. Develop and implement and monitor a new programme for the under-15 age group</p>	

Group	Goal	Objectives	Strategic Actions
	1. Civil society including communities, parents and school boards will support a conducive social, legal, economical, political and cultural environment to facilitate the response of the education sector to the HIV/AIDS pandemic	1. To develop a joint White Paper	1. Set up a drafting committee

Group	Goal	Objectives	Strategic Actions
2. Civil society, including communities, parents and school boards internalise the impact of HIV/AIDS and revisit cultural and traditional practices which facilitate the spread of HIV		1. To orientate/sensitise communities and their leaders around the impact of HIV/AIDS by 2006	2. Develop a plan of action 3. Set up terms of reference 4. Start the process of drafting and finalising the policy (White Paper) <ul style="list-style-type: none"> 1. Train 30 identified members from CSOs as trainers of trainers
		2. To identify and address, cultural and traditional practices/beliefs customs that facilitate the spread of HIV/AIDS by 2006	1. MBESC and MHETEC management level to organize a chiefs consultation meetings in conjunction with MLGH 2. Create a database of all potential stakeholders and resource providers in HIV/AIDS 3. Establish a civil society task force in all regions
		? Number 3??	1. Collect HIV/AIDS related information from public and private sector on a continual basis 2. Distribute HIV/AIDS information to the public 3. Use artistic, cultural, social and traditional practitioners and their activities to disseminate information
		4. To assist with the dissemination of information and advocacy through artistic, cultural, social and traditional practitioners, civil society organisations will operate in alliances with the public/private sector	
3. Civil society, including communities, parents and school boards develop a culture of open discussion and support for HIV/AIDS infected and affected members of the society		? Number 1??	1. Establish HIV/AIDS clubs in communities 2. Provide HIV/AIDS information materials to community clubs
		2. To establish functional and sustainable platforms that address issues related to HIV/AIDS at community level by 2006.	
4. Civil Society including communities, parents and school boards, will support a conducive social, legal, economical, political and cultural environment to facilitate the response of the education sector to the HIV/AIDS pandemic.		?Number 1 and 2??	1. MBESC and MHETEC negotiate for possible office space 2. Fully equipped office, staffed with senior education officer
		3. To establish a HIV/AIDS crisis office 4. To develop policies and guidelines to effectively address the relationship between HIV/AIDS and poverty	1. Consultative Meeting and Assessments 2. National Consultative Conference 3. Approval of document by cabinet and distribute to EPI