

Training for Life:



Education International
Internationale de l'Éducation
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1. Burkina Faso (*SNEA-B/National Union of African Teachers in Burkina*)
2. Guinea (*FSPE-SLECG/Federation of Professional Education Unions/Free Union of Teachers and Researchers*)
3. Guyana (*GTU/Guyana Teachers' Union*)
4. Ivory Coast (*IE-SCI/Education International Cote d'Ivoire Section*)
5. Kenya (*KNUT/Kenya National Union of Teachers*)
6. Malawi (*TUM/Teachers' Union of Malawi*)
7. Namibia (*NANTU/Namibia National Teachers' Union*)
8. Sierra Leone (*SLTU/Sierra Leone Teachers' Union*)
9. Tanzania (*TTU/Tanzania Teachers' Union*)
10. Uganda (*UNATU/Uganda National Teachers' Union*)

Foreword

In May 2006, Education International (EI) published '*Training for Life*' a draft report aimed at establishing a clear picture on the record of governments in providing pre- and in-service training to teachers on HIV and AIDS. The report was written on the basis of information submitted by EI affiliated teacher unions in 8 countries. This latest edition of *Training for Life* updates the situation regarding teacher training on HIV and AIDS in these countries (where new data was available¹), whilst also taking some newcomers, namely Sierra Leone and Guyana. What unites these countries is that they are all (or are in the process of becoming) participants in the EI EFAIDS Programme on achieving Education for All and preventing HIV infection.

The EFAIDS Programme has three main objectives. One of these is to provide training for teachers in order to provide them with the knowledge and skills to protect themselves, their colleagues and students from HIV infection. As this report reveals, in many of the countries where the EFAIDS Programme is being implemented, governments are not providing such training opportunities to teachers, in spite of the obvious and urgent need for it.

This is why EI, its partner organisations and affiliated unions started working on HIV & AIDS training for teachers back in 2001. Training within the framework of the EFAIDS Programme



does not aim to supplant functions which would normally lie with the state. On the contrary, at the same time as conducting the training, EI and its affiliates have been actively advocating for governments to give HIV and AIDS a slot in the school curriculum and, crucially, to institutionalise training on HIV and AIDS for teachers. The EFAIDS Programme represents a commitment by teachers'

unions to fill the HIV & AIDS training gap in the short to medium term.

"The classroom is the key to change" is a phrase which is often used by national governments and international organisations in recognition of the impact of education on development. It refers to the potential for education to have a positive impact on HIV and AIDS. But what is really happening in classrooms around the world? Are teachers really ready to meet the challenge posed by the pandemic? Are they capable of teaching pupils and students on HIV and AIDS in their classrooms? And what are governments doing to support them? This report is intended to shed light on these questions.

Teachers' unions affiliated to Education International have time and again demonstrated their staunch commitment to the fight against HIV and AIDS. They are eager to move to the forefront of the education sector response to the pandemic. Nonetheless unions still report

¹ In the case of two countries, namely Guinea and Ivory Coast, we did not receive an update to our survey. It should be noted that in some countries, difficult political situations have meant that little has moved in the area of teacher training.

that their members often feel hopelessly incompetent when confronted with questions posed on HIV and AIDS. Teachers tell their union leaders about the lack of training and the poor supply of materials they are faced with. In other instances, education authorities *are* providing teachers with books but not the training they need to be able to diffuse the knowledge contained in them. They often face resistance to teaching on HIV and AIDS related issues from parents and even the education authorities themselves.

Education International and its affiliates fully agree that the classroom situation is the key to change. However to give the classroom its maximum potential, we put the reasonable demand to all national and international authorities to give teachers the tools to do their job properly and with self confidence. With the right amount of training, teachers can make a big difference to the lives of many.

Following a limited survey carried out with our members in countries involved in the EI EFAIDS programme, we are convinced that greater emphasis needs to be put on HIV and AIDS in teacher training, both at the pre-service and in-service stages. Indeed this study confirms our concerns that such training plans are currently lacking in the majority of countries surveyed here. EI and affiliates invite all those who are committed to an adequate response of the education sector to the HIV pandemic to support the teaching community in facing this tremendous challenge.



Fred van Leeuwen
General Secretary

The Role of Teachers in the Education Sector Response to HIV and AIDS

In order to obtain a more detailed and local perspective on the situation regarding teacher training on HIV and AIDS, EI sent out a questionnaire to all unions involved in the HIV and AIDS programme in 2005. The questionnaire was sent out once again in early 2007 to update this study. It was specifically tailored to gather information on the place given to training on HIV and AIDS within official pre- and in-service training programmes. Though the survey was limited in scope, the replies that came back confirmed the fears expressed by EI and its affiliated unions: namely, that little or no time or resources are being devoted to HIV & AIDS in pre- and in-service training.

The Global HIV and AIDS Readiness Survey was published by the United Nations Educational, Scientific and cultural Organization (UNESCO) in 2004. The survey covers a range of issues, all related to the capacity of the education system to give an adequate response to the HIV and AIDS pandemic. The role of teachers is one such issue. In referring to training programmes, the Readiness Survey quotes a 2001 study which states that 'most interventions focused on learners only, with few programmes to equip teachers to deliver the new curricula that embodied HIV & AIDS education².' Three years later, in 2004, the Survey notes that this situation had not improved. EI and its affiliates note this lack of progress with concern.

The Global Readiness Survey furthermore notes that 'When asked whether HIV & AIDS and life skills are considered to be integral components in the curriculum for the professional preparation of all new teachers....78% of high and 62% of low prevalence countries indicated that HIV & AIDS and life skills are in fact essential components of their teacher-training programme³'.

However teachers' unions have responded that in quite a number of instances the answers provided by their governments to these surveys were over-optimistic. For example they often gave the impression that a pilot initiative was carried out on a large scale or over an extended time period when in fact this was not the case. The responses from teachers suggest a different scenario whereby a lot remains to be done to prepare them to teach on HIV/AIDS. Some of these responses are echoed in the report which follows.

Still this does not necessarily imply that nothing is done. On the contrary. EI affiliates report that at the local level quite a substantial array of activities are being implemented. Still what is generally lacking is a *long-term and systematic approach* from the national education authorities. Non-governmental initiatives are visible but are generally restricted to local initiatives. Furthermore programmes on the basis of intergovernmental funding are apparently not filtering down below the level of the (national) policy makers. In short, claims made by Government authorities on the widespread training of teachers on HIV and AIDS are not substantiated by the would-be beneficiaries.

Teachers report the difficulties they face in addressing HIV and AIDS in the classroom setting. They often opt to avoid raising the issue of condom use in the classroom for fear of causing problem with parents and the school administration. They lack the training to educate and convince other adults on the importance of teaching HIV prevention. Thus teachers are often inclined to limit themselves to the transfer of knowledge. The academic

² Akoulouze, Rugalema and Khanye, 2001

³(2004:125), Global HIV/AIDS Readiness Survey, UNAIDS IATT

arena of scientific definitions and limited data is the 'safer option' that sees teachers avoiding difficult questions which they often simply do not have the answers to.

However, the real value of HIV and AIDS education lies beyond the transfer of knowledge. Knowledge and life skills are two complementary components which both should have their places in pre- and in-service training programmes. EI and its partner organisations, the WHO and EDC, define life skills education as the development of 'abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.' The acquisition of life skills can greatly affect a person's overall physical, emotional, social and spiritual health, which, in turn, is linked to his or her ability to maximise upon life opportunities.

Life skills should form an essential component of teacher training so that, at the end of the day, they are equipped to teach students crucial competencies and not just the facts. Communication and decision making skills, learning how to assert yourself and how to cope with stress should all feature strongly within HIV & AIDS education programmes. Here we note that the record of governments is somewhat better. In most of the countries surveyed where pre- and in-service training has actually taken place, the sessions have included elements of both knowledge and life skills. Still the duration of this training varies widely from country to country. To have full effect training sessions must be carried out intensively and be repeated periodically.

Consultation is another issue. The contemporary rhetoric of the international community on good governance revolves around the concept of the inclusion of, the consultation of, the creation of space for civil society organisations to interact on key decision making areas. Unfortunately the rhetoric has failed to translate into practice. The large majority of the teachers unions reported that they were rarely - if ever - consulted by their governments on the education sector response to HIV and AIDS. Furthermore on the rare occasion when teachers were consulted, such happened after a long process of intensive lobbying. Hardly any Government in the countries concerned has taken the initiative to invite union representatives to map out strategies, policies and programmes. EI takes the view that failing to involve unions or systematically ignoring their views weakens the response to the HIV and AIDS pandemic.

Therefore EI and its affiliated unions call upon the national education authorities to consult teachers on these matters including amongst others the use and the content of materials. At present there are too many diverse messages being propagated, often conflicting because of different donor views. This needs to be addressed with the support and coordination skills of the Education and Health Ministries and the National AIDS Councils.

On this basis, EI calls for immediate changes, including:

- Immediate institutionalisation of long term and wide scale pre- and in-service training on HIV and AIDS for the teaching community;
- Focusing pre- and in-service training on life skills;
- Integrating HIV and AIDS into the curriculum both for teacher training colleges and schools
- The inclusion of unions in policy making and the mapping out of the HIV and AIDS training programmes;

EI sent questionnaires to unions involved in the EFAIDS Programme to gather information on the positioning of HIV and AIDS within pre and in-service training. The following unions responded to the EI survey and feature in this report:

1. Burkina Faso (*SNEA-B/National Union of African Teachers in Burkina*)
2. Guinea (*FSPE-SLECG/Federation of Professional Education Unions/Free Union of Teachers and Researchers*)
3. Guyana (*GTU/Guyana Teachers' Union*)
4. Ivory Coast (*IE-SCI/Education International Cote d'Ivoire Section*)
5. Kenya (*KNUT/Kenya National Union of Teachers*)
6. Malawi (*TUM/Teachers' Union of Malawi*)
7. Namibia (*NANTU/Namibia National Teachers' Union*)
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Their submissions plus additional information including press articles and interviews are the core of this publication. This EI report has no scientific pretensions. However as it is based on data provided by those directly involved, we believe that its value is in offering realistic and up-to-date insight into the situation on the ground in each of these countries. We sincerely hope that it will be of use to all those involved in the education sector response to the pandemic.



The EFAIDS Programme

Launched in January 2006, the new EFAIDS Programme is an initiative of EI and its partners the WHO (World Health Organisation) and EDC (Education Development Center). The Programme is essentially a fusion of two previously separate initiatives, namely the HIV/AIDS Prevention Programme and the EFA Programme. The new combined EFAIDS Programme came about in response to the recognised need for stronger input from and involvement of the membership in EFA-related efforts and, on the other hand, the need to move HIV prevention beyond grassroots training and into areas such as advocacy and research. Consequently it combines the efforts of teachers' unions in advocating for Education For All (EFA) at national level with their commitment to HIV prevention in schools locally.

The HIV & AIDS component of the EFAIDS Programme is based on a previous EI initiative, the HIV/AIDS Prevention through Schools Programme. The latter was implemented by EI and partner organisations the WHO and EDC in 17 countries from 2001. Over five years, it reached over 133,000 teachers. This included 10 Anglophone countries: Botswana, Guyana, Lesotho, Malawi, Namibia, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe and 7 francophone countries, i.e.: Burkina-Faso, Côte d'Ivoire, Guinea, Haiti, Mali, Rwanda and Senegal.

The teacher training programme which was officially launched after many years of research, collaboration and partnership in the field of HIV & AIDS between the three main organisations involved and other partners aimed at reaching out to as many teachers as possible, in as many schools as possible within the limits of existing resources. Although unions differed in working methods to implement these goals, the bottom-line message was similar to all: using interactive skill-building activities to prevent new infection and advocate for HIV education.

Within the framework of the current EFAIDS programme, unions working towards reducing HIV infection carry out one or more of the following:

- Train teachers to prevent their own infection from HIV or other STIs and help other adults prevent infection and related discrimination
- Train teachers to advocate for effective HIV prevention and education programmes in schools for learners and adults
- Train learners to help young people acquire the skills they need to prevent HIV infection and related discrimination

The EFAIDS Programme is currently being implemented by unions in 35 countries, all of whom had previously participated in the EFA or the HIV Prevention Programme, or in some cases both. At a later stage, the programme will expand operationally to serve more countries, reaching as many as 30 within a year of initiation.

The EFAIDS Programme draws upon the relationships, reputation, and strengths developed over the past five years to strive towards the goal of preventing new HIV infections and increasing the number of learners who achieve basic education. In this respect practise shows that in many countries the EI/WHO/EDC programme is the only one to reach out systematically to the teaching community. We seek recognition of and support for the strengthening of this programme and process.

Country Profiles: The Record on HIV & AIDS Training

1. BURKINA FASO

Data Box

HIV Prevalence Rate ⁴	2.0%
% GDP spent on education ⁵	...
Pre-Service Training⁶	
No. Trainee Teachers in Teacher Training colleges	1,750
No. Trainee Teachers who have received training on HIV/AIDS	1,750
Duration of training	6 months
Focus of training	Knowledge
In-Service Training	
<i>Primary Schools</i>	
Total number of teachers	...
No. Teachers who have received training from state on HIV/AIDS	6,732 school heads
Duration of training	40 hours
Focus of training	Knowledge & Skills
<i>Secondary Schools</i>	
Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	...
Duration of training	...
Focus of training	...

The information received on Burkina Faso came from EI affiliate the National Union of African Teachers in Burkina (SNEA-B). It should be noted that this union was in a position to comment on the situation of primary school teachers only.

The Government of Burkina Faso, via the National AIDS Committee (CNLS-IST) and represented by the Sectoral Committee of the Ministry of Basic Education and Literacy, is currently implementing a programme to provide support for people infected with and affected by HIV/AIDS. It is providing support to teachers through training sessions and awareness building exercises. All 1,750 teachers who carried out pre-service training in the colleges this year were trained on HIV and AIDS over a period of six months. They did not however receive any learning materials for use in their classrooms.

In terms of in-service training, the situation is not quite as favourable. A total of 6,738 school directors and 50 teacher unionists received on the job training from resource persons at the National AIDS Committee. The training, however, did not filter down to the level of the teachers themselves. Thus the potential of the training programme to achieve results is somewhat limited. This same scenario was highlighted by SNEA-B in 2006.

⁴ Source: UNAIDS - 2004 Report on the global AIDS epidemic

⁵ Source: EI Barometer 2004

⁶ Source: EI affiliated teachers' union

SNEA-B also report that a particular problem has been encountered in the provision of financial aid to teachers living with HIV. Many millions of CFA Francs are staying in the hands of the government each year, because teachers refuse to go out and claim their allowances for fear of revealing their status to other colleagues. SNEA-B note that this problem may have been avoided from the outset had the unions been involved in the process.

2. GUINEA⁷

Data Box

HIV Prevalence Rate	1.5%
% GDP spent on education	...%

Pre-Service Training

No. Trainee Teachers in Teacher Training colleges	1942
No. Trainee Teachers who have received training on HIV/AIDS	1942
Duration of training (hours)	12
Focus of training	Knowledge and skills

In-Service Training

Primary Schools

Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	100 (& 380 tutors)
Duration of training (hours)	12
Focus of training	Knowledge and skills

Secondary Schools

Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	320
Duration of training (hours)	12
Focus of training	Knowledge and skills

Since 1983, Guinea has been in the midst of a dictatorial regime. In the last four years, the level of social conflict and violence has heightened significantly, culminating earlier this year in a two-month strike, the mobilisation of large sections of the population by the trade union centres and ferocious repression by the government. The Federation of Professional Teachers' Unions (FSPE) and the Free Union of Teachers and Researchers of Guinea (SLECG), both affiliates of EI, were at the forefront of state-led violence which saw their offices ransacked and their leaders imprisoned. Since then, the situation has settled down somewhat. However, the unions are still struggling to execute the most basic tasks. For this reason the data which appears in this section has not been updated this year.

According to the response of FSPE and SLECG, in 2006 the education authorities in Guinea were performing reasonably well on the preparation of teachers to deal with the fight against HIV/AIDS. Teachers were beginning to be trained, materials were being provided and the focus of the training reached beyond knowledge to skills building. Still, more attention needed to be paid to in-service training where only a very small proportion of teachers are being reached and a correspondingly low impact was being made.

⁷ This data dates from May 2006

3. GUYANA

Data Box

HIV Prevalence Rate	2.48%
% GDP spent on education	5.53%

Pre-Service Training

No. Trainee Teachers in Teacher Training colleges	...
No. Trainee Teachers who have received HIV/AIDS training	None
Duration of training (hours)	N/A
Focus of training	N/A

In-Service Training

Primary Schools

Total number of teachers	4,500
No. Teachers who have received training on HIV/AIDS	2,000
Duration of training (hours)	6
Focus of training	Knowledge & life skills

Secondary Schools

Total number of teachers	3,000
No. Teachers who have received training on HIV/AIDS	2,000
Duration of training (hours)	6
Focus of training	Knowledge & life skills

In Guyana, at the pre-service level the Government has carried out no training on HIV & AIDS this year. The Guyana Teachers' Union (GTU) which supplied EI with the information for this report, commented on the poor and fragmented situation with regard to pre-service training. In the absence of state action, NGOs have taken up the task of training in certain regions. Guyana is divided into ten administrative regions numbered one to ten. A given NGO may be strong in its provision of training in Region Ten, another in Region Nine. There are about six or seven NGOs active in the capital Georgetown. But a coordinated training programme with countrywide impact is still lacking.

Almost half of all primary school teachers have received in-service training of some description on HIV and AIDS. The training was facilitated by a team from UNESCO and its focus was both on knowledge and life skills. They also received teaching material in the form of a booklet called "Teaching about H.I.V and AIDS in the Caribbean". The duration of the training at six hours was however somewhat limited and it would be interesting to monitor the efforts of the government to repeat this training on an annual basis.

In secondary schools the record of the government is better. Some two-thirds of secondary school teachers received training on knowledge and life skills towards HIV prevention. Once again however, the duration of the training is short. Also, the Ministry of Education (MoE) training tends to involve training teachers on how to lecture students and to give them tests. In other words, training to facilitate participatory learning is still missing.

To date, the MoE in Guyana has been making efforts to introduce HIV & AIDS issues into the school curriculum. However the multi-cultural, multi-faith nature of Guyana's society has posed a challenge to this process. In certain communities, parents welcome the discussion of condoms, sex and other issues related to HIV and AIDS. In others, there is major opposition to it. This unwillingness to openly address life and death issues is still a major obstacle to the provision of comprehensive education on HIV prevention in Guyana.

4. Ivory Coast⁸

Data Box

HIV Prevalence Rate	7.1%
% GDP spent on education	...%

Pre-Service Training

No. Trainee Teachers in Teacher Training colleges	1,500 (primary)
No. Trainee Teachers who have received HIV/AIDS training	None
Duration of training (hours)	N/A
Focus of training	N/A

In-Service Training

Primary Schools

Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	1,500
Duration of training (hours)	60
Focus of training	Life skills

Secondary Schools

Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	500
Duration of training (hours)	20
Focus of training	Knowledge and skills

In the case of Cote d'Ivoire, EI consulted IE-SCI (Education International Cote d'Ivoire Section, composed of the four teachers' unions affiliated to EI in the country) to obtain the data displayed here, which pertains to 2006.

As regards the pre-service stage, to date no students were exposed to training on HIV and AIDS. The Ministry plans to launch a pilot training programme in the future but this remains to be put into action.

Out of a total of some 32,000 primary school teachers, 1,500 were trained between October 2005 and March 2006 by staff of the national Education Ministry. At secondary level, of about 12,000 teachers 500 were trained by the MoE during the same time period. The teachers are chosen based on the subjects that they teach, and generally life sciences teachers are chosen. In this regard, IE-SCI labels the efforts made to date as verging on insignificant. HIV & AIDS issues are not included in the schools' curriculum. The only sign of

⁸ This data dates from May 2006

activity lies with the 'Club Santé' or 'Health Club' initiative where the MoE is responsible for raising awareness among secondary school students.

5. KENYA

Data Box

HIV Prevalence Rate	6.1%
% GDP spent on education	8%

Pre-Service Training

No. Students in Teacher Training colleges	...
No. Students who have received training on HIV/AIDS	24,000
Duration of training (hours)	40
Focus of training	Peer education & counselling

In-Service Training

Primary Schools

Total number of teachers	173,360
No. Teachers who have received training on HIV/AIDS	30,006
Duration of training (hours)	48
Focus of training	Implementing HIV/AIDS curriculum

Secondary Schools

Total number of teachers	48,890
No. Teachers who have received training on HIV/AIDS	8,700
Duration of training (hours)	48
Focus of training	Implementing HIV/AIDS curriculum

EI affiliate the Kenya National Union of Teachers (KNUT) reported in April 2007 that the Ministry of Education has stepped up its teacher training efforts, with a total of 62,700 teachers at the pre- and in-service levels having received training this year.

At the pre-service level, 24,000 student teachers were trained this year. Teaching methods in training colleges are usually lecture-based. The Ministry of Education has just produced a syllabus and support materials for teaching on HIV in the colleges.

In the schools themselves, some 38,706 of the total 222,250 or about 17% of all teachers received training on HIV/AIDS. The main focus of this training was building the teachers' capacity to implement the HIV and AIDS curriculum. In Kenya, HIV & AIDS are not taught as a stand-alone subject. Rather it is integrated into a range of different subjects. In final exams, students are required to answer some questions on HIV and AIDS. However there is no comprehensive approach to teaching on HIV/AIDS. Furthermore it is reported that many teachers opt not to teach on HIV & AIDS in their classes due to a lack of appropriate training.

EI affiliated teacher union the Kenya National Union of Teachers (KNUT) is not satisfied with the way in which the Ministry of Education's HIV and AIDS Policy has been disseminated. The policy was aimed at creating a friendly environment at the workplace. However many

schools and teachers have yet to receive it. A great majority still do not fully understand their rights and are therefore unwilling to test for HIV for fear of repercussions such as stigma and discrimination. It is important to scale up the dissemination of this crucial policy. One further recommendation made by KNUT is that the Ministry of Education needs to strive for a closer coordination of HIV & AIDS activities.

Last year, we reported on the situation of teachers living with HIV and AIDS in Kenya. It is heartening to learn that the situation of HIV positive teachers in the country has improved a lot in the last year. Those who have disclosed their status are receiving support from the Teachers Service Commission (TSC), the body that employs and manages teachers. However the main challenge lies with those who have not declared their status due to fear and ignorance of the existence of policies that exist to protect them.

We referred in particular to the experiences of Margaret Wambete, Vice Treasurer of the Wasingishu Branch of KNUT. Margaret is a HIV positive teacher from Eldoret, a town 300 kilometres from the capital, Nairobi. Some years ago her situation became so bad that she finally agreed to go for treatment and to disclose her HIV status. "We are so many in Kenya. In my primary school alone, 5 of 30 teachers are HIV positive."

Margaret and others started the 'Kenya Network of Positive Teachers' (Kenepote) in 2004. The network now has about 3,000 members who have disclosed their status. 2,000 of them work in the public education system and are members of KNUT. They want to make it known to all that "it is possible to live positively".

Over the last year there have been some palpable positive developments for Margaret and her Kenepote colleagues. The Ministry of Education has conducted training for members of Kenepote, focusing in particular on dealing with stigma and discrimination in schools. The TSC has a HIV & AIDS control unit with one staff member from Kenepote. Therefore whenever a HIV positive teacher has a problem, they know they can turn to the TSC and be greeted by someone who understands their situation.

For example, the TSC has helped teachers by providing psychosocial support and by helping those who are being discriminated against in their schools to obtain transfers. Nevertheless, KNUT recommends that the TSC should consider employing more HIV positive teachers at the district level. Also the HIV unit needs to reach out to more teachers to broaden the uptake of its services.

KNUT has also been making efforts to integrate Kenepote members into its HIV & AIDS training sessions. Due to their experiences they can provide valuable input into training. Their involvement also helps them to feel that they are contributing to HIV prevention. KNUT hopes that the working relationship with Kenepote will grow even closer in future.

All of this said, given the number of teachers in Kenya (235,000) and the extent of the problem (6.1% HIV prevalence rate), these developments are still only a drop in the ocean. In future it will be important to scale up training and to act on making HIV and AIDS education a core component of the schools programme.

On the steps taken to date to integrate HIV & AIDS into the curriculum, Margaret Wambete of Kenepote notes regretfully that "It's just a little here and there, but nothing serious or permanent. Teachers just have to find their own ways and methods."

6. MALAWI

Data Box

HIV Prevalence Rate	14.1%
% GDP spent on education	...%

Pre-Service Training

No. Students in Teacher Training colleges	...
No. Students who have received training on HIV/AIDS	None
Duration of training (hours)	N/A
Focus of training	N/A

In-Service Training

Primary Schools

Total number of teachers	45,075
No. Teachers who have received training on HIV/AIDS	None
Duration of training (hours)	N/A
Focus of training	N/A

Secondary Schools

Total number of teachers	8,975
No. Teachers who have received training on HIV/AIDS	None
Duration of training (hours)	N/A
Focus of training	N/A

The situation with regard to teacher training in Malawi is particularly gloomy. In 2007, *general* education training at teacher training colleges resumed after a hiatus of some ten years. This came about after a great deal of lobbying work by, amongst others, the Teachers Union of Malawi (TUM). However, whereas a triumph of sorts has been achieved with the return to training on the whole, progress on specific training areas, for example, HIV and AIDS, has not been forthcoming. No training of teachers on HIV & AIDS took place at teacher training colleges in 2007.

Likewise, at the in-service level, no teachers received training on HIV and AIDS from the Ministry of Education (MoE) thus far in 2007.

The National Aids Commission (NAC) is responsible for coordination of all activities on HIV and AIDS in Malawi, including the management of funds. The NAC funds institutions like the Ministry of Education when it comes to HIV and AIDS education activities.

In 2006 the MoE received funding from the NAC to develop a plan of action on HIV & AIDS interventions within the education sector. Although TUM was invited to attend the launch of the document in February 2005, it was not consulted on its actual formulation. Furthermore, the HIV & AIDS programmes planned by the MoE never actually got off the ground. As a result of this failure to act, the NAC has decided to no longer consider the MoE for funding.

TUM continue to exert pressure on their Ministry to organise training on HIV & AIDS for teachers. They remind us that each Ministry in Malawi sets aside 2% of its annual budget for HIV & AIDS initiatives. To date, however, these funds have not been drawn upon for this

purpose. Thus in short, a lot remains to be done in Malawi. TUM is determined to keep the pressure up and for the Government to begin to take the situation more seriously.

7. NAMIBIA

Data Box

HIV Prevalence Rate	19.6%
% GDP spent on education	7.3%
<u>Pre-Service Training</u>	
No. Trainee Teachers in Teacher Training colleges	895
No. Trainee Teachers who have received HIV/AIDS training	762
Duration of training (hours)	2-3 per week
Focus of training	Knowledge & life skills
<u>In-Service Training</u>	
<i>Primary Schools</i>	
Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	4823
Duration of training (hours)	9
Focus of training	Knowledge & life skills
<i>Secondary Schools</i>	
Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	3781
Duration of training (hours)	9 hours x 2
Focus of training	...

EI affiliate, the Namibia National Teachers' Union (NANTU) is largely satisfied with the action that its Ministry of Education has taken in response to HIV and AIDS. Increasing numbers of teachers' are receiving training and are equipped with the relevant skills needed to teach on and cope with HIV and AIDS in their school environment. The Government of Namibia has joined hands with all stakeholders in the fight against the epidemic. Workshops, seminars and conferences are taking place countrywide. When NANTU runs its EFAIDS training programme, teachers' are released on time and there is always a representative from the Ministry of Education present.

For example from 10 -12 July 2006, the Ministry of Education invited all stakeholders, including NANTU and the Teachers' Union of Namibia (TUN), for a conference aimed at integrating the International Labour Organization and Southern African Development Community (ILO/SADC) HIV and AIDS policy into the Namibian employee wellness programme strategic plan and reviewing Namibia's teachers strategy. NANTU, as a trade union, views this as a strong and positive move.

Likewise NANTU welcome the Government's commitment to fight the epidemic by integrating HIV and AIDS in the school curriculum. NANTU will continue to engage in consultation to make sure that the circular is periodically improved upon and that HIV and AIDS is an examinable subject.

The training offered by the Ministry focuses on the following areas:

- Basic facts on HIV and AIDS, transmission, prevention and symptoms
- Statistics from around the globe and local prevalence rates
- Myths and fact about HIV and AIDS
- Gender and HIV and AIDS
- Impact of HIV and AIDS on the education sector
- HIV and AIDS and disability
- Mitigation of HIV and AIDS impact and workplace policies
- Counselling (pre and post)
- Care and Support and HIV management in schools
- Integration of HIV and AIDS in the school curriculum
- Needs assessment and gap identification

8. SIERRA LEONE⁹

<u>Data Box</u>	
HIV Prevalence Rate	1.68%
% GDP spent on education	...%
<u>Pre-Service Training</u>	
No. Trainee Teachers in Teacher Training colleges	...
No. Trainee Teachers who have received HIV/AIDS training	...
Duration of training (hours)	...
Focus of training	...
<u>In-Service Training</u>	
<i>Primary Schools</i>	
Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	...
Duration of training (hours)	...
Focus of training	...
<i>Secondary Schools</i>	
Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	...
Duration of training (hours)	...
Focus of training	...

The situation in Sierra Leone is somewhat different from other countries featured in this report. A nation which has just emerged from a ten year war, the education system is still reeling from the impact. Schools were destroyed and materials looted. Tens of thousands of teachers and children were displaced and still suffer from the memory and aftermath of the violence. In the process of recovery and on top of all other challenges, the Sierra Leonean school system is starting to make efforts to protect its youth from HIV infection.

⁹ In the case of Sierra Leone, no reliable data was available on data training. In this section, we therefore rely on the accounts of stakeholders only.

James Kamara is a lecturer at the Guidance and Counselling Department of the Milton Magrai College in Freetown. "Our college is one of six teacher training colleges in the country. Here we are preparing some 2000 students for employment in the secondary schools in Sierra Leone. Every year over 700 students graduate from the college." Milton Magrai was the first college to start conducting Voluntary Counselling and Testing (VCT) on campus. "We are the first but I hope that soon all the other colleges will follow. It is very successful. The possibility for counselling and testing started in January 2007 and so far 400 students have actually been tested. "It takes ten minutes to know your status on the basis of a blood sample. But it is important that the actual testing is preceded by a pre-counselling meeting. This is done on a one-to-one basis. I have seen elsewhere that the pre-counselling was done in groups. But that does not work. It requires an individual approach."

These are positive steps but what of the actual training of the students in this college on HIV & AIDS issues, including life skills training? James Kamara informed EI that HIV & AIDS and life skills are infused in all topics taught at the Milton Magrai College. Approximately two hours per week are allocated to life skills training. However he added that this situation is exceptional in Sierra Leone. "In most schools little is actually done at class level, there are too many ad hoc initiatives."

With regard to the coordination of HIV & AIDS initiatives, the Secretary General of the Sierra Leone Teachers Union (SLTU), Davidson Kuyateh said "We have the NACSA, UNFPA, NAC, the MOES, the donors and the NGOs - and many more acronyms. But who amongst them really takes the lead to combat HIV and AIDS in the education sector? So far that leading role is absent."

Maybelle Gamanga, HIV and AIDS coordinator at the Ministry of Education, confirmed this view when she stated that, "yes we have life skills programmes and population and family life education but we still need to harmonise all these initiatives and make sure that they are actually implemented at school level."

Meanwhile teachers still lack the confidence to discuss HIV and AIDS in the classroom. "This is a big problem", says Kuyateh "and the problem is aggravated by the fact that the Government is actually reducing pre-service training for many teachers from two years to one. This gives even less time to train the students on pedagogical issues."

After so many years of devastating war, Sierra Leone is still in the process of finding its feet and rebuilding the education system. "You can not expect that in this country everything is finalised all at once. That is impossible. We must move from projects to large scale intervention", says the Director of the National AIDS Secretariat (NAS). "We see all sorts of initiatives happening but a strong unified approach is still lacking in the education sector. Manuals are made, classes are given on Voluntary Counselling and Testing (VCT) but it is still not widespread. That is absolutely necessary in the next phase. We can not wait because 47% of all infections are recently acquired. So the spread of the disease is moving rapidly."

What conclusions can be drawn from all of this? First concrete data are still not available. Worthwhile initiatives are being undertaken, but they are still largely fragmented. The SLTU reports that there is no clear leadership in the prevention of HIV in the education sector. One positive development is that the union - with its 30,000 teacher members - has been invited by the Ministry of Education and NAS to step up its involvement in the fight against HIV/AIDS. If this cooperation takes off, it has great potential to build a comprehensive and systematic response to HIV & AIDS prevention.

9. TANZANIA

Data Box

HIV Prevalence Rate	6.5%
% GDP spent on education	4.5%

Pre-Service Training

No. Trainee Teachers in Teacher Training colleges	9,557 (primary) 5,959 (secondary)
No. Trainee Teachers who have received HIV/AIDS training	None
Duration of training (hours)	N/A
Focus of training	N/A

In-Service Training

Primary Schools

Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	None
Duration of training (hours)	N/A
Focus of training	N/A

Secondary Schools

Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	None
Duration of training (hours)	N/A
Focus of training	N/A

According to EI affiliate the Tanzania Teachers' Union (TTU), no training of teachers on HIV & AIDS has been provided by the Government thus far in 2007. The TTU received information from the HIV & AIDS unit at the Ministry of Education that neither training nor funding have yet been forthcoming this year. In 2006, although pre-service training was lacking, training for teachers in the schools was taking place. It was also of a decent duration and the focus went beyond knowledge to life skills. The issue at the time was one of scale i.e. the training was not reaching nearly enough teachers.

At first sight, it would appear that efforts to promote HIV & AIDS training in Tanzania have fallen off drastically in 2007. However at the time of writing, the education sector budget speech was about to take place and the union was still awaiting confirmation of budget allocations to HIV and AIDS within education. The TTU is hopeful that its government will continue live up to its commitments to fight HIV & AIDS through the education sector.

10. UGANDA

Data Box

HIV Prevalence Rate	6.7%
% GDP spent on education	5.2%

Pre-Service Training

No. Students in Teacher Training colleges	15,946
No. Students who have received training on HIV/AIDS	All
Duration of training	...
Focus of training	Knowledge

In-Service Training

Primary Schools

Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	None
Duration of training (hours)	N/A
Focus of training	N/A

Secondary Schools

Total number of teachers	...
No. Teachers who have received training on HIV/AIDS	None
Duration of training (hours)	N/A
Focus of training	N/A

In Uganda, the government is performing relatively well in providing pre-service training on HIV and AIDS. This year all trainee teachers (13,119 in Primary Teachers Colleges (PTCs) and 2,827 in National Teachers Colleges) received training on HIV and AIDS. In terms of materials, guides are supplied to schools for use during training. However one big issue is the actual content of the training which tends to be limited to knowledge rather than focusing on life skills.

At the in-service stage, no training on HIV & AIDS was conducted with primary school teachers this year. Training is normally organised by civil society organisations such as the non-governmental organisation, the Uganda Program for Human and Holistic Development (UPHOLD). Their coverage is still limited and thousands of teachers especially in the secondary sector have not been reached. Furthermore, these programmes do not address the needs of the teachers themselves, they target learners only.

Last year UPHOLD together with Ministry of Education & Sports (MOES) trained 8,337 primary teachers under the Presidential Initiative on AIDS Strategy for Communication to the Youth (PIASCY) programme. Under PIASCY, teachers are required to give messages to children through school assemblies. They have designed so-called school 'talking compounds' or spaces where messages on HIV/AIDS are written.

Whereas the PIASCY programme has had an impact in primary schools, there was barely any intervention noted in secondary schools. No training was conducted this year. Last year, only a sample of teachers in 40 Secondary Schools in Kampala and Kumi received training. The basis for selection was on the interest of the teachers and their ability to handle student affairs. The focus was on prevention, knowledge and life skills. Limited amounts of teaching materials were provided.

HIV & AIDS are considered by the authorities as issues which should be integrated into other school activities, rather than as a distinct part of the national curriculum. HIV & AIDS are mainstreamed into the curriculum of teacher training institutions and particularly activities which complement but do not form part of the official curriculum.

Last year EI commissioned an article entitled '*Can Uganda's Teachers Save Children from AIDS?*' on the situation vis à vis HIV & AIDS training in schools. It warned that, 'a comprehensive approach to provide susceptible school children with information and life skills like assertiveness is urgently needed'. Indeed, although some HIV/AIDS-related messages are being integrated into the teacher-training curriculum, particularly for primary school trainees, the authorities have failed to follow this up with the incorporation of HIV & AIDS in the actual schools curriculum.

As noted by the Dean of Kyambogo University who is responsible for curriculum development for teacher education in Uganda "Our approach should be incorporated into the schools' curriculum. Otherwise, we shall be training teachers what they cannot implement." Equipped with scientific definitions alone, teachers and learners in Ugandan secondary schools have little to shield them from HIV infection.



CONCLUSIONS

In 2006 the draft EI Report 'Training for Life' reflected the urgent need to step up efforts to facilitate the teachers' response to HIV and AIDS. Much remained to be done to prepare teachers for the challenges facing them in their classrooms. Indeed, the report confirmed the conclusions of the UNESCO Global Readiness Survey that 'programmes as are offered tend to be unsystematic, ad hoc and poorly followed through.'

The findings of this report, the 2007 update on 'Training for Life', are somewhat mixed. They do give some grounds for optimism. In certain countries, considerable improvements in government performance have been registered over the period 2006-2007. In Kenya for example, pre-service training on HIV & AIDS that was absent last year, has been organised by the Ministry of Education this year. In-service training has continued. Also crucially, there have been some small but significant developments in the support provided for teachers living with AIDS by the Teachers' Service Commission in Kenya. The key issue for the future will be scaling up on these existing efforts.

Likewise, in Namibia, NANTU provides a glowing report on the efforts of the government, not only to provide training at the pre- and in-service levels, but also to integrate teachers and their unions into its own initiatives to fight the pandemic. Furthermore, HIV and AIDS have been integrated into the schools curriculum. This marks a huge departure from 2006, when there was no in-service training for secondary school teachers, consultation of the unions was lacking and the curriculum was still in the process of being reformed.

However the picture is not so positive everywhere. In Uganda, the state has performed well in its provision of pre-service training, but rather dismally at the in-service level. Again there is still an urgent need for a 'comprehensive approach to provide susceptible school children with information and life skills like assertiveness' Meanwhile, in Malawi, a country where the HIV prevalence rate stands at over 14%, the government is still not providing any kind of pre- and/or in-service training for teachers on HIV and AIDS. Although a budget for such training is available, the Ministry of Education has failed to take action.

This raises the issue of the role of unions in advocating for training. The potential of the Teachers' Union of Malawi (TUM) to secure training for their members was proven this year, when the Government finally - after ten years - reintroduced general education training for teachers. In a country so visibly affected by HIV and AIDS, the next step will be to push for much needed training on HIV prevention. Within the scope of the EFAIDS Programme, unions are constantly improving their advocacy efforts by holding training sessions, conducting research and developing well-informed policies. Though the main focus is on HIV prevention, EFAIDS training workshops include sessions on increasing the capacities of teachers and teacher unionists to engage with their state-level partners, to present them with well-researched positions and to convey their arguments in an effective manner. The EFAIDS Programme also encourages the unions to work with academics and university students to come up with valuable research providing hard evidence and statistics to back up their arguments.

The duration of training is still problematic. In Guyana for example, teachers receive no training in the teacher training colleges and only six hours of in-service training. The *scale* and subsequent reach of efforts is a further issue for consideration. For example, in Burkina Faso over the last two years, in-service training has been targeted at school directors and a small number of unionists only. Clearly it is important to spread messages on HIV & AIDS to the upper levels of school administration. After all, they are the ones with much of the

power to push training programmes and curriculum changes through. However it is vital that the reach of the training extends further to the rank and file teachers so that the knowledge and skills passed on during training actually makes it into the classrooms.

The school curriculum is another key issue to raise. In those countries where teachers have been fortunate enough to benefit from HIV and AIDS training, there are still many who are left frustrated by their inability to put that training to use. Although related messages may be reaching the students in Training Colleges, for the teachers in their schools, there is generally no specific HIV & AIDS component in the schools' curriculum. In this way the training is not sustainable, it has little impact and skills learned are soon forgotten due to lack of use. The reality in the classroom is that due to pressure to cover exam course materials and to churn out high-performing school graduates, teachers simply do not have time to devote to extra-curricular subjects. Thus if HIV & AIDS are not integrated into their curriculum, they will simply not be able to teach on it. This connects closely to three major questions that unions at national and subregional level are confronted with:

1. Should educating on HIV and AIDS become a separate subject in the curriculum so as to make sure that it is not 'hidden' (and often ignored) in other subjects?
2. Should it be a compulsory subject in the curriculum?
3. Should it be examinable?

Debate is taking place in unions on these questions which relate to the frustration of teachers who do not have the time and support to teach their students on HIV and AIDS related life skills. In the coming years we are likely to see unions providing policy recommendations on these three interrelated questions. The health of their members and their members' students will depend upon their ability to effectively convince their Ministries, and school administrations to make HIV & AIDS a stand-alone, examinable subject which involves teaching both knowledge and life-skills.

Over the last six years, the Botswana Teachers' Union (BTU) has been organising HIV & AIDS education training for its members within the framework of EI programmes. In March, Dorah Johnson, EFAIDS Coordinator of the BTU for the Moragakgama region gave her views to EI on the issue of integrating HIV and AIDS into the curriculum.

1. Should HIV and AIDS education be a special subject on the curriculum?

In my view, it should not be treated as a separate subject in schools because in Botswana, HIV and AIDS education is now mainstreamed into various subjects, such as religious and moral education, social studies and science. However, some of my colleagues take the view that it should be a separate and single subject, since HIV and AIDS are not dealt with properly at primary school level.

2. Should educating on HIV and AIDS be compulsory?

Yes, definitely and it is possible to do so by integrating the issues into all of the subjects mentioned above. Only making it compulsory will lead to all teachers really teaching on HIV and AIDS and guaranteeing a follow up.

3. Should educating on HIV and AIDS be made examinable?

Yes, and it is possible to do so. It is imperative to show whether pupils have absorbed adequate information. This does not necessarily mean that they have changed behaviour. But by making HIV and AIDS examinable, you make sure that teachers and students take the issue more seriously.

Training for Life:

EI Report

Teacher Training on HIV & AIDS

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Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale

5 bd du Roi Albert II
1210 Brussels, Belgium
Tel +32-2 224 06 11
Fax +32-2 224 06 06
headoffice@ei-ie.org
www.ei-ie.org

Education International (EI) is a global trade union federation representing over 30 million teachers and other education workers, through 384 member organisations in 169 countries and territories.



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