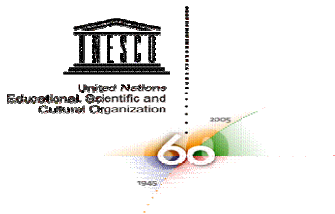


# A CLUSTER WORKSHOP ON BUILDING BRIDGES BETWEEN THE SCHOOL AND THE COMMUNITY

VICTORIA FALLS, ZIMBABWE, 3-5 MAY 2006



## WORKSHOP REPORT



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## 1. Introduction

The debate of delivering HIV and AIDS education within schools is a sensitive topic that often elicits strong feelings from parents, teachers and school administrators. Shrouded in misconceptions that teaching HIV and AIDS education promotes premature sexual debut, many schools shy away from covering HIV and AIDS lessons except for in the context of biological health or natural science class. Although it is often found that parents wish to have their children educated in these topics, the discussion of sex and sexuality proves to be difficult, thus they leave it to the school. The result is that children who are enrolled in school miss out on this crucial dialogue both in the classroom and in their homes.

It is commonly found that schools and communities play very separate roles in delivering HIV and AIDS education, whereby their efforts would be maximized if they integrated their approaches and strengthened their link.

The School has an important role in not only educating children but also parents and the community on HIV and AIDS issues. Schools can reach out to out of school youths and can be a referral centre for various services required by the community such as Voluntary Counselling and Testing (VCT) or Family counselling. Parent Teacher Associations have potential to invigorate HIV and AIDS Education and Teachers Unions and Associations have the potential to promote these linkages through supporting teachers to address issues on HIV and AIDS stigma and discrimination and advocating for effective HIV and AIDS policies in schools.

In an effort to document the relationship between schools and communities in the context of HIV and AIDS education a research was conducted by UNESCO Harare cluster countries between August and December 2005.

This report summarizes the proceedings of the workshop held at Rainbow Mecure Hotel Victoria Falls from the 3<sup>rd</sup>-5<sup>th</sup> of May 2006 to review the research findings from the cluster countries. The participants were representatives from the Malawi, Mozambique, Zambia and Zimbabwe National Commissions for UNESCO, Ministry of Education Zambia, civil society and UNESCO. (*See Annex for Participants List and Programme*).

## 2. Objectives of the Workshop

- The objective of the workshop was to review and consolidate findings from the study.
- To integrate findings into existing UNESCO initiatives and programmes.

## 3. Workshop Expectations

Participants noted the following expectations:

- Development of newer and deeper insights into the response to the HIV and AIDS pandemic.
- Development of practical recommendations for UNESCO to utilise in planning and programming of future activities.
- Strengthen networks within the cluster and beyond on the Focusing Resources on Effective School Health (FRESH) initiative.
- Development of clear mechanisms on strengthening the weakest links.
- Development of common strategies on how to link the school and the community.
- Documentation of research and development of a clearing house for all the documents related to this project and other projects

## 3.1 Opening Ceremony

### 3.1.1 Welcome Remarks

The Acting Secretary General of the Zimbabwe National Commission for UNESCO Mr. Mennas Simbisai Machawira officially opened the meeting. In his address Mr. Machawira welcomed the participants to the UNESCO Harare Workshop titled “**Towards Closer Collaboration: Building Bridges between the School and the Community**”.

Despite the numerous activities that have been implemented since the first discovery of HIV and AIDS, almost 24 years ago, the Secretary General stressed the importance of acknowledging the integrated approaches and links and how these could add on to the response to the HIV and AIDS pandemic. He noted that shared efforts particularly in bridging the gap between the school and the community presented an opportunity for scaling up on going efforts of combating HIV and AIDS in the region. For this to be possible, Mr. Machawira called on the participants to consider the following:

- The school and the community are inter-dependent as the school is part of the community and vice versa.
- Parents are a pivotal part of the school system and should be engaged in the response to HIV and AIDS through the Parent Teacher Associations (PTAs) or the equivalent school structures.
- Collaboration between the school and the community provides out-of-school youth with formal education structures that can provide them with the very much-needed information on HIV and AIDS.
- Religious and spiritual leaders in the communities are generally a source of guidance and counselling and play a crucial role in promoting behavioural change.
- Non Governmental Organisations (NGOs) and other civic organisations in communities can provide support in the school’s efforts to respond to the HIV and AIDS pandemic.

The Secretary General concluded his remarks by noting that schools were socializing agents that should be utilized in responding to the HIV and AIDS pandemic. He called on the participants to advocate for the community and school to work in scaling up efforts in response to HIV and AIDS particularly in the school system.

### 3.1.2 Keynote Address by UNESCO Harare Officer

The Officer in Charge (OIC) of UNESCO Harare Office, Mulekeni Ngulube in her keynote address began by informing participants about the Special Summit of the African Union on HIV and AIDS, Tuberculosis and Malaria which was concurrently taking place in Abuja Nigeria. The OIC underscored the importance of communities, noting that though stakeholders at this high level meeting were determined to solve the global crisis brought on by HIV and AIDS, it was the communities that were accomplishing much in addressing issues related to HIV and AIDS at grass root level.

She hoped that this workshop would emphasise the importance of promoting close “collaboration” between schools and communities when it came to preventive education. She highlighted the Sub Regional Colloquium entitled “Teaching in a World with HIV and AIDS” held in Harare in 2004 which noted that though schools and communities both played

educational roles, they were working independently of each other especially in addressing issues related to HIV and AIDS. A recommendation was made at that meeting to explore and document existing and potential linkages between the school and community. As a follow up to this recommendation, UNESCO Harare Office launched a research in its cluster countries and the results of this research were being presented at this workshop.

In her closing remarks, she called on the participants to:

- Use this opportunity of face-to-face discourse to share ideas and formulate strategies and advocate for linkages between the school and community.
- Explore ways and means to duplicate and scale up the efforts that have been successful in mitigating the impact of HIV and AIDS in the communities.
- To take note of best practices that can be adopted in their respective countries.

## **WORKSHOP PROCEEDINGS**

### **3.2 Overview on UNESCO Harare Office HIV and AIDS Programme**

In a presentation on UNESCO Harare's programmes in Education and HIV and AIDS in its five cluster countries, Botswana, Malawi, Mozambique, Zambia and Zimbabwe, Memory Zulu noted one major objective of the UNESCO Harare HIV and AIDS programme as being:

- To contribute to the strengthening of the national capacity of the education systems in the sub-region in order to respond to the threat of HIV and AIDS

She stressed that the UNESCO Harare HIV and AIDS activities followed the framework in line with the UNESCO Strategy for HIV and AIDS Preventive Education and the HIV and AIDS and Education Strategic Approach of the UNAIDS Inter Agency Task Team (IATT) which covers issues of:

- Advocacy
- Changing risk behaviour and vulnerability
- Caring for the infected and affected
- Coping with the institutional impact
- Resource mobilization

Summary of activities implemented by UNESCO Harare office from 2004 to 2005 include:

- The development of a Sub-regional HIV and AIDS database.
- UNESCO Harare Virtual Institute for Higher Education in Africa (VIHEAF) Special Online Course on HIV and AIDS
- District Education Information Management Systems (DEMIS) Project piloted in 105 schools in seven districts in Zimbabwe.
- A Sub Regional Colloquium entitled "Teaching in a World with AIDS".
- Building Bridges Between the School and Community Project.
- A national consultative meeting on the Global Initiative on Education and HIV and AIDS (EDUCAIDS) in the pilot countries Zambia and Zimbabwe.
- Strengthening teacher training institutions capacity to teach HIV and AIDS and Life skills Education Project. Under this project the following activities were carried out:
  - Development of a National HIV and AIDS Policy for Teachers' Colleges in Zambia and Zimbabwe. In Zimbabwe, six colleges have further developed their own college specific HIV and AIDS policies.

- Development of the Coping Skills Manual for lecturers and student teachers colleges.
- Promotion of Voluntary Counselling and Testing Services in Primary Teachers Colleges and establishment of Post Test Support Clubs.
- HIV and AIDS Capacity building workshops for Teacher Teacher Training Colleges.
- Support to Ministry of Education in Zambia in the development and piloting of a generic training programme on HIV and AIDS and Life Skills teaching methods and skills in colleges. .

Activities in 2006-2007:

- Documentation and dissemination of best practices on HIV and AIDS activities implemented in 2004-2005
- Strengthening of teacher training HIV and AIDS programmes.
- Implementation of EDUCAIDS activities in Zambia and Zimbabwe.
- Development of a Knowledge Base on HIV and AIDS and Education.
- Japanese Funds in Trust Project on Development of Leadership Skills in the Management of HIV and AIDS in Secondary Schools in Botswana.
- Japanese Funds in Trust Training of Trainers in HIV and AIDS for Africa
- Zimbabwe DFID Project to strengthen and support the Ministry of Higher Tertiary education in:
  - Establishment of a UNESCO Chair on HIV and AIDS at the University of Zimbabwe
  - Supporting the expansion of the Policy on HIV and AIDS for Teachers Colleges
  - Establishment of workplace programme in the Ministry of Higher and Tertiary Education and its institutions
  - Documentation and dissemination of promising practices in the area of higher and tertiary Education

In addition UNESCO Harare has been participating in joint activities with other UN Agencies such as regional Life Skills activities, United Nations Theme Working Group on HIV and AIDS and Regional Directors Group meetings hosted by UNAIDS in South Africa. In regards to global initiatives, UNESCO Harare would work towards ensuring the achievement of Universal Access to HIV and AIDS Prevention, treatment, care and support (Brazzaville Commitment on Scaling by 2010) and commemorating International World AIDS Day.

### **Comments and Discussions**

- Jaya Conhye-Soobrayen informed participants on useful documents developed by UNESCO Headquarters. These include the “Guidelines on language and content in HIV and AIDS-related materials” developed by the Education and Culture Sectors which suggest appropriate language to be used when referring to HIV and AIDS. These guidelines have been elaborated to discourage the use of words that promote stigma and discrimination. For example, people are encouraged to use words such as “response” instead of “threat”.
- She highlighted that the guidelines were available on the UNESCO website and encouraged participants to share the document widely with relevant stakeholders.

In line with UNESCO’s activities, the participants requested for clarifications on the following issues:

- Inter Agency Task Team on Education (IATT) [http://portal.unesco.org/en/ev.php-URL\\_ID=10967&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=10967&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- UN Division of Labour

The UNESCO Harare Cluster Office promised to forward the UNAIDS Division of Labour document to the participants.

Click [http://data.unaids.org/una-docs/JC1146-Division\\_Of\\_Labour.pdf](http://data.unaids.org/una-docs/JC1146-Division_Of_Labour.pdf).

### **3.3 The Global Initiative on Education and HIV and AIDS (EDUCAIDS)**

Memory Zulu in her presentation on the Global Initiative on Education and HIV and AIDS (EDUCAIDS), noted that EDUCAIDS aimed at assisting governments in developing and implementing Comprehensive Education sector responses to HIV and AIDS. EDUCAIDS was launched by the Cosponsoring Agencies of UNAIDS in 2004. The initiative is an integral part of the planning and programming of the Education for All initiative and is designed to facilitate and complement other global commitments and initiatives.

Seven countries in Africa are participating in the first pilot phase of EDUCAIDS; these are Burundi, Mozambique, Zimbabwe, Zambia, Namibia, Lesotho and Swaziland. In the cluster, Zambia and Zimbabwe held consultative meetings on EDUCAIDS with various stakeholders implementing Education and HIV and AIDS programmes in their respective countries.

With various players implementing education and HIV and AIDS programmes, this UNESCO led initiative aims at promoting coordination of the education sector's response to HIV and AIDS.

#### **Comments**

- UN agencies are encouraged to work collaboratively with stakeholders to ensure that a comprehensive approach is developed in responding to HIV and AIDS globally.
- With regards to EDUCAIDS, UNESCO has a comparative advantage in that it is able to bring stakeholders together and is able to effectively disseminate information. UNESCO supports and provides technical resources that can be used by stakeholders at all levels, for example tools and resources of the FRESH initiative are available at [www.unesco.org/education/fresh](http://www.unesco.org/education/fresh).

### **3.4 Equipping the School, Teacher and Student: Guidance and Counselling Outcomes from the Zambia Meeting**

Mr. Louis Nawa highlighted the outcomes of the Guidance and Counselling workshop held in Zambia in March 2006. He noted that the provision of guidance and counselling services in the learning institutions was one of the important interventions by the education sector in HIV and AIDS prevention, mitigation and management.

The Zambia workshop deliberated and shared experiences on Guidance and Counselling programmes implemented by Ministries of Education in the cluster. The realisation that those infected and affected by HIV and AIDS in the school have differing psycho-social needs brought about a need to equip the teacher and learners in acquiring the relevant skills, attitudes and values to cope with impact of HIV and AIDS. A major recommendation from the workshop was the need for schools and communities to work collaboratively in strengthening referral systems within the schools. Schools were noted to be centres of care and support and links with

appropriate referral services such as health, legal and guidance and counselling should be encouraged.

### **3.5 Strengthening the Weakest Link: Roles of community-based organisations in bridging the gap between schools and communities**

The role of community based organisations in bridging the gap between the schools and the communities was presented by Rachel Tongoona using the Girl Child Network (GCN), a community based organisation in Zimbabwe working with communities in areas related to child abuse and HIV/AIDS. The presentation highlighted the

- GCN community based Empowerment model
- Best practices such as the establishment of Girls Empowerment Villages used to empower girls who have been abused and rejected by their families.
- Effective community participation

#### **Comments from Participants:**

- There is an increase of reports on child sexual abuse cases in schools in the region which need to be seriously addressed.
- A recommendation made to the Girl Child Network was on that the network should include males in their programmes, particularly the young boys, to socialise them into the habit of respecting their female counterparts. Engaging only the girls was seen as winning half the battle. Participants noted that there was a need for organisations to develop programmes that worked in partnership with the perpetrators of child sexual abuse so as to effectively address the issues.

### **3.6 Advocacy helps the link presentation**

Maggie Mzumara in her presentation highlighted how advocacy could be used to promote school and community linkages. With regards to HIV and AIDS, advocacy was key in promoting behaviour change, reducing risk and vulnerability and strengthening links between the school and the community.

She took participants through the “adoption ladder” crucial for promoting advocacy. The adoption ladder focuses on awareness, interest, knowledge and comprehension, attitude, legitimization and practice.

She gave a few pointers on practical advocacy as being:

- Engaging relevant stakeholders in the process
- Empowering the messenger
- Maximising on contact opportunities
- Employing the GIPA principle
- Use of role models, youth centres, AIDS clubs, HIV & AIDS Concerts, Inter-school quizzes
- Participation by stakeholders in commemoration of World Aids Day, International Teachers’ Day and other important events that can be used to engage communities.

In addition she highlighted that the media was a powerful advocacy tool in the dissemination of HIV and AIDS information.



### 3.7 Best practices in the Region: Focusing Resources on Effective School Health (FRESH)

In her presentation on the FRESH initiative, Jaya Conhye- Soobrayen began by highlighting the background of FRESH noting that it is an inter-agency initiative and an Education for All flagship programme.

The 4 components of the FRESH framework include:

1. school health policies
2. water, sanitation and the environment,
3. skills-based health education
4. School based health services.

She highlighted the three main strategies that support the FRESH framework, namely the promotion of effective partnerships between the education and health sectors, between the school and the community and pupil awareness and participation.

With regards to the link between FRESH and HIV and AIDS, she noted that school health provides a useful entry point for teaching HIV and AIDS especially in countries where stigma and discrimination are very high.

Within the FRESH partnership, UNESCO has developed tools and resources which have been tested in various regions and are available on the UNESCO FRESH website and CD Rom for use by teachers, school administrators and other education and health stakeholders

#### Comments

Participants noted that they were unaware of the FRESH initiative and requested UNESCO to disseminate more information on the initiative. They noted that though various agencies in their respective countries were engaged in FRESH activities, they were unaware that these were operating under the FRESH Framework.

In her response Jaya Conhye- Soobrayen informed participants that not much operational work on FRESH has been done in Africa. However, a FRESH Partners' meeting was scheduled for end of May 2006 and one of its aims is to discuss the issue of documenting and strengthening the activities carried out in different regions by the partners.

On the effectiveness of the toolkit she noted that:

- The toolkit has practical resources that promote child to child partnerships and child participation in classroom activities.
- Tools can and have been translated/adapted into vernacular languages to address language barriers; for example some of the tools have been translated and adapted into Arabic, Spanish and Russian.
- In Russia, some of the tools have been used in youth summer camps in 2005 for activities pertaining to sensitization on HIV and AIDS and issues of healthy living, stigma and discrimination
- The toolkit addresses cultural issues with regards to the delivery of HIV and AIDS education.
- The toolkit provides guidelines on how to introduce HIV and AIDS issues into the curriculum and tools are available for interactive classroom activities that engage the interest of students in discussing HIV and AIDS issues.
- The toolkit is useful for the design and implementation of school health policies

- In addition it is a useful tool for teachers who feel they have inadequate knowledge and are not confident enough to talk about HIV and AIDS.

With regards to the link between EDUCAIDS and FRESH, one of the main links is through life skills based education. She further noted that plans are underway to document the link between FRESH and other global initiatives.

### **3.8 Country Presentations: Summary of issues highlighted from Research Findings**

#### **3.8.1 Malawi**

- Very few teachers are trained in teaching Life Skills-based Education, guidance and counselling.
- Very few teachers publicly declared their HIV AND AIDS status.
- Teachers are able to identify children who have exhibited signs of illness and or learning problems.
- Teachers are the main source of information on HIV and AIDS for the students and sometimes this extends to the community as well. The second source of information for the pupils includes books and the radio respectively.
- A large majority of the teachers have not gone for Voluntary Counselling and Testing because they were not ready, did not believe they could have the virus or were simply afraid to find out.
- HIV and AIDS is not taught as a stand alone subject, rather it is infused into Science subjects.
- Schools lacked well defined HIV and AIDS policies.
- Schools at times engage the community members to assist in providing guidance and counselling. However, the involvement of members of the community in school-based HIV and AIDS activities is not systematically organised.
- Despite the high prevalence rates, communities still shy away from discussing HIV and AIDS, sexuality and reproductive health.
- There was need to sensitise members of the community particularly the influential members that include the chiefs, the teachers and the traditional healers and to advocate for the linking of the community and the school in the response to HIV and AIDS.

#### **3.8.2 Mozambique**

- Schools are making efforts to address HIV and AIDS issues through the establishment of AIDS clubs.
- Teachers have exhibited a lack of seriousness and commitment when teaching pupils on HIV and AIDS mainly because it is a non-examinable subject, because of the fear of angering the parents and the community at large and/or the lack of understanding of the gravity of the effect of HIV and AIDS on development.

#### **School and Community**

- Despite the high prevalence of HIV and AIDS in the communities, awareness campaigns do not cover some groups of the community such as the pupils in lower grades.
- Lack of materials and resources especially policies and incentives to guide and motivate the teachers and community authorities in teaching HIV and AIDS Education.
- Various sources of information are available in the community but these are not coordinated and do not reach the majority of the community.
- Lack of financial and material resources to scale existing HIV and AIDS responses.

- Lack of a data base on HIV AIDS that can be used as a reference point on HIV and AIDS issues and effective activities that can be adopted and adapted to suit the different communities.
- Lack of openness among children and or teachers and parents about sex, sexuality and reproductive health.
- Children and youth' lack of support, information, skills and services they require to adequately handle HIV and AIDS challenges.
- Lack of employment and recreational facilities exposes the children to high-risk behaviour.
- Very few teachers have disclosed their HIV status due to fear of stigmatization and discrimination.

### **Existing Opportunities in promoting School and community Linkages**

EDUsport activities provide opportunities for collaboration by school and communities. Coca Cola sponsored a "Cultural Saturday" event that brought together the school and community members. HIV and AIDS education activities were promoted at these functions.

#### **3.8.3 Zimbabwe**

- Lack of commitment and seriousness by teachers in teaching HIV and AIDS education.
- Schools have made moves in tackling the impact of the HIV and AIDS pandemic through AIDS clubs.
- Teachers are ill equipped to teach HIV and AIDS subjects, Life Skills and to provide guidance and counselling to pupils.
- Communities are uncomfortable to discuss HIV ad AIDS, sex, sexuality and reproductive health. Instead the culture of silence has become more and more prevalent in most communities.
- There is need for entertainment and recreational facilities to protect the pupils from risky behaviour.
- Communities have disregarded their moral responsibility of creating safety nets for the children especially child headed families in the community. For example in the study, boys and girls belonging to a child headed family were sharing one hut.
- Orphans and other children made vulnerable by HIV and AIDS are usually sexually, emotionally and physically abused.
- There are very many organizations involved in the response to HIV and AIDS but there is lack of coordination and communication among all the stakeholders.
- Harmful cultural activities such as polygamy hamper the progress and success of HIV and AIDS responses.
- Lack of information, skills and services on HIV and AIDS for utilization by the community.
- There was lack of communication between parents and teachers leading to a conflict of issues taught at home and at school.
- Programmes and activities run in communities should include the boy child
- The need for incentives to help motivate the learner, teachers and the community members for effective sustainability of HIV and AIDS programmes.

#### **3.8.4 Zambia**

- Presence of peer education at both teacher and pupil level
- Teachers lack the adequate knowledge, skills and information to effectively teach on HIV and AIDS.

- Pupils receive conflicting information from teachers because of the influence of their religious and other traditional orientation and value systems
- Lack of communication skills among parents and some teachers on the issues related to sexuality and HIV and AIDS
- HIV and AIDS issues are discussed during assemblies, club meetings, PTA meetings and professional teachers' meetings.
- Though partnerships exist between civil society and the school community, there is still a lack of coordination among the stakeholders involved in the response to the HIV and AIDS pandemic.
- Under utilization of various methods of communication such as poems, songs and sport in HIV and AIDS sensitization.
- Lack of information on HIV and AIDS, sex, sexuality and reproductive health.
- Teachers and pupils involved in peer education do not have an independent stance
- Cultural practices continue to pose a challenge to the efforts made towards the reduction of HIV and AIDS infections.
- Lack of financial and human resources to scale up the response to HIV and AIDS.

### **3.8.5 Cross cutting issues emerging from country presentations**

- HIV and AIDS Education or Life Skills-based Education (LSE) is taught at higher grades and is still a non-examinable subject.
- There is lack of collaboration between stakeholders such as the Parent-Teacher Associations (PTA), Non-governmental (NGO), Community Based (CBO) and Faith Based Organisations (FBO) in the community's response to the HIV and AIDS pandemic.
- Some schools have inactive PTAs to assist in the coordination of activities between the school, the community and other stakeholders in the response to HIV and AIDS. Others who have active PTAs do not carry out activities on HIV and AIDS.
- No support mechanisms exist for HIV and AIDS affected and infected teachers, pupils and members of the community.
- Stigma and discrimination is a major challenge in schools and communities .

Overall the research indicated that the linkages between the school and community are minimal though opportunities exist for collaborative efforts.

## **3.9 Promising Approaches**

The advocacy meetings which were part of the research strategy did yield some results as some communities went on to establish school and community committees. Feedback on the impact of the research was presented by two teachers from Serenje Boma Basic School and Kafue Day High School, the case study sites in Zambia. The presentations focused on the work that had been done by the two schools in relation to developing partnerships with the community.

### **3.9.1 Serenje Boma Basic School**

The Building Bridges between the School and Community project is noted to have motivated the school in establishing a school and community committee comprising of school teachers, health personnel, school head, Church and NGO representatives, United Nations volunteer, People Living with HIV and AIDS (PLWA) and the pupils. In order to respond effectively to the impact of HIV and AIDS in their community the committee has come up with the following objectives:

- To create awareness on issues of HIV and AIDS among school populace and surrounding communities
- Provide skills and training to caregivers at community level and peer educators in schools
- To train guidance and counseling personnel at community level.
- To facilitate the procurement of hammer mills for IGA project and feeding of OVCs.
- Facilitate the construction of boarding dormitories for pupils with particular attention to OVCs.
- Promote change of harmful social and gender norms to enhance effective behavioral change.
- Improve welfare of PLWA's and OVC's.
- Empower widows and widowers with survival skills

### **3.9.2 Kafue Day High School**

The research in Kafue enabled the school to realize the advantages of working in partnership with the community. The school realized that NGOs, CBOs, and FBOs were equipped with resources that could be utilized by the school in its response to HIV and AIDS and to date the school has:

- Collaborated with non civil society in sponsoring some youth enrollment and retention in school.
- Identified organizations that can meet specific needs of the school.
- Promoted HIV and AIDS awareness programmes through the arts, drama, songs and poetry.

## **4. Workshop Recommendations**

Following various discussions and a group work session, the following workshop recommendations were put forward:

### **I. Policy Issues**

- Schools should be encouraged to develop school-specific HIV and AIDS policies.
- Advocate for HIV and AIDS education to become an examinable subject.
- Child abuse issues should be infused as a component in the guidance and counselling programmes and policies.
- Work of HIV and AIDS education programme implementers in schools and communities should be coordinated by the National AIDS Councils or the equivalent structures.

### **II. Capacity Building**

- Teachers both pre and in service should be trained in guidance and counselling, HIV and AIDS and other related subjects- UNESCO, the Ministries of Education and other stakeholders should provide technical and financial support for these.
- Empower communities to enable them to conduct basic community counselling.
- Teachers' Union and Parent Teacher Unions should be trained on guidance and counselling and HIV and AIDS education so that they can be effectively engaged in bridging the gap between the school and the community.

### **III. Use Existing Initiatives or opportunities**

- Explore opportunities for linking HIV and education programmes in schools with the FRESH initiative.
- Introduce EDUsports or any other recreational activity to keep the youth occupied. In this instance stakeholders should begin to advocate for youth resource centres, play grounds or sports kits in their communities.

### **IV. Communication and Information**

- The media has an important role to play as a tool for dissemination of information in the response to the HIV and AIDS pandemic.
- Young people must be involved in the development of messages on HIV and AIDS. Parents should become more enlightened and communicate with their children.
- Use accurate statistics which have already been gathered such as the EMIS and NESIS statistics.

### **V. UNESCO was tasked with the following:**

- To develop a clearing house and disseminate country findings.
- Establish mechanisms for monitoring and evaluation of progress in the schools such as Serenje school and community committee.
- Disseminate information on the FRESH initiative to the stakeholders.
- In collaboration with other UN agencies and NGOs, UNESCO must endeavour to empower both the teachers and pupils by training them in life skills and human rights.
- UNESCO should sponsor and facilitate training programmes in which all the stakeholders mark out the activities to be done in HIV and AIDS.
- Work out a common activity to bring out all National Commissions and all other stakeholders to discuss HIV and AIDS education issues.
- Have sensitisation workshops on EDUCAIDS initiative.
- Document and share best practices for example Zambia Guidance and Counselling programmes and Serenje School and Community Committee
- Gather information from other agencies such as UNICEF on school and community partnerships and share with cluster countries.
- Advocate for the school and community linkages in the response to HIV and AIDS in various fora.
- Hold meetings to sensitize stakeholders in the region on the FRESH initiative.

### **VI. The National Commissions were tasked with:**

- Developing in collaboration with UNESCO and other agencies and organisations activities such as drama with appropriate messages for use in the communities.
- Sensitise and impress upon the curriculum centre to translate manuals and tool kits
- Use FRESH in a way that is suited to each country and make the FRESH tools available to all the stakeholders.
- Use of the VIHEAF online course for teacher training.
- Sensitising traditional healers on HIV and AIDS to mitigate the further spread of myths by the traditional to their clients. In addition to the traditional healers, the sensitisation on HIV and AIDS should extend to the traditional leaders.
- Adapting the “Education Make the News Kit for Journalists” to promote HIV and AIDS education issues with the media.

- Taking ownership of UNESCO programmes.

**VII. Teachers were tasked with the following:**

- Teachers unions should avail support to teachers and pupils affected and infected by HIV and AIDS.
- Monitoring and evaluation of activities of the Serenje school community committee.
- Sharing best practices on promising school community linkages with other stakeholders.

**5. Closing Remarks**

In her closing remarks Jaya Conhye-Soobrayen began by highlighting that the meeting had provided a platform for learning and sharing of local knowledge and good practices. She noted that UNESCO will continue to play the role of facilitator and disseminator of information and best practices to member states.

She expressed pleasure to see teachers at the workshop noting that this was an indication that UNESCO's efforts indeed were reaching those at grassroots levels. In addition the research had revealed potential for development of school and community linkages which can be exploited by all the stakeholders to enhance the response of the Sub Saharan region to HIV and AIDS. The example of the Mozambican Coca Cola Cultural Saturday's activities was noted to be one such opportunity.

Lastly, Jaya Conhye-Soobrayen expressed her gratitude to the National Commissions for UNESCO and colleagues for an informative and successful meeting and encouraged the participants to maintain and strengthen this partnership.

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**“Towards Closer Collaboration”: A CLUSTER WORKSHOP ON BUILDING  
BRIDGES BETWEEN THE SCHOOL AND THE COMMUNITY**

**Victoria Falls, Zimbabwe, 3-5 May 2006**

**PROGRAMME**

**Wednesday, 3 May 2006 (DAY ONE)**

**09:00-09:15 Registration**

**09:15-09:30 Welcoming and Introductions:** Workshop Objectives, Review & Adoption of Agenda

**09:30-10:30 Opening Ceremony**

- Opening and Welcome Remarks by Secretary General, Zimbabwe National Commission for UNESCO
- Keynote Address by UNESCO Harare

**10:30-11:00 Discussions** on Ground Rules, Workshop Expectations and Fears

**11:00-11:30 Tea/Coffee Break**

**11:00-13:00: Session One: Broader Picture -HIV/AIDS and Education responses globally and regionally Presentations and Discussions**

- Overview of UNESCO’s Programmes on HIV/AIDS and Education in the Harare Cluster and the Global Initiative on Education and HIV/AIDS (EDUCAIDS) – *Memory Zulu*
- **Equipping the School, Teacher and Student:** Addressing their needs in terms of Guidance and Counselling and Life Skills in the face of HIV/AIDS-*Louis Nawa Zambia Natcom*
- Discussion

**13:00-14:00 Lunch**

**14:00-16:00 Session Two: Why link the school and the community in the context of HIV/AIDS and Education responses.**

Presentation and Discussion on

- **Bridging the gap:** Schools and Communities where, why and how is the link - *Memory Zulu*
- **Strengthening the Weakest Links:** Roles of community based organizations in bridging the gap between schools and communities – *Rachel Tongoona, Girl child network*

**16:00- 16:30: Tea/Coffee Break**

**16:30-18.00: Advocacy Presentation and Discussion**

**“Advocacy helps the link”- *Maggie Mzumara***

**Thursday, 4 May 2006 (DAY TWO)**

**09:00- 09:05 Recap**

**09:05-11:00: Session Three: Best Practices in the Region-FRESH - *Jaya Conhye-Soobrayen*  
Country Presentations and Discussion**

- Malawi – Presentation and Discussion
- Mozambique – Presentation and Discussion

**11:00-11:30 Tea/Coffee Break**

**11:30-13:00 Country Presentations and Discussion**

- Zimbabwe - Presentation and Discussion

**13:00-14:00 Lunch**

**14:00–16:00 Session Four: Country Presentation and Case Studies**

- Zambia - Country Presentation and Discussion

**Community Linkages Work: Case Studies**

- Serenje
- Kafue

**16:00- 16:30: Tea/Coffee Break**

**16:30 – 18:00 Emerging Issues**

- Discussion on emerging Issues from overall research findings
- Presentation of emerging issues

**Friday, 5 May 2006 (DAY THREE)**

**09:00-09:05 Recap**

**09:05-11:00 Session Five: WRAPPING UP**

- Group work on how emerging issues can be integrated in already existing UNESCO programmes
- Priority areas identified and Recommendations made to UNESCO

**11:00-11:30 Tea/Coffee Break**

**11:30-12:45 CLOSING**

- Presentation and Adoption of Main Recommendations and Strategies for Way Forward
- AOB

**12:45-13:00: Closing Remarks - *UNESCO Harare***

**13:00- 14:00 Lunch**

**14:00-17:00 Site Visit to the Victoria Falls**