

Sub-Regional Workshop on Guidance and Counselling and HIV/AIDS

**Lake Safari Lodge, Zambia
21-24 March 2006**

WORKSHOP REPORT

Harare Cluster Office

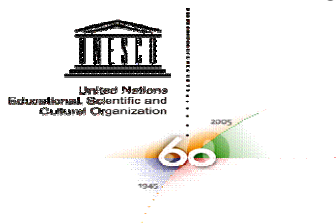


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1. Introduction

The education sector in Sub Saharan Africa has not been spared by the HIV/AIDS pandemic. The sector has been impacted by HIV/AIDS with pupils and education personnel being infected or affected by the disease, raising concerns on the role of the education sector in addressing the emotional needs resulting from psychological trauma and bereavement.

One of the important interventions in HIV/AIDS prevention, mitigation and management is the provision of Guidance and Counselling services in our learning institutions. Guidance and counselling is a very important programme in our educational system as it assists learners to know their abilities, interests, personalities, values and beliefs and potentials which are crucial in HIV/AIDS prevention and management. Guidance and counselling also help learners to develop a positive self-image, sense of hope and value systems that will guide their behaviour and actions. The realization that teachers need to have knowledge and skills in the management of guidance, counselling and HIV/AIDS prevention programmes is therefore critical.

Thus a Regional Guidance and Counselling workshop with Special emphasis on HIV/AIDS Prevention Education was proposed in 2005. Firstly, this came up as a follow up to recommendations made at the 2nd Consultative Meeting of the Secretary Generals of the National Commissions for UNESCO in the SADC Region held in August 2005 in Maun, Botswana and a regional workshop on Teaching and Learning held in September 2005 in Harare. Thirdly, this is a follow up activity to the special online course on HIV/AIDS prevention education being offered by the Virtual Institute for Higher Education in Africa (VIHEAF).

1.1 Workshop Objectives

The overall objective of the workshop was to strengthen the capacity of participants, mainly teachers at all levels and guidance and counselling focal points in Ministries of Education on guidance and counselling for the purpose of improving the effectiveness of HIV/AIDS prevention education programmes.

The specific objectives included to:

- Equip participants with knowledge and skills in counselling, care and support.
- Equip participants with knowledge on HIV/AIDS prevention strategies
- Equip participants with stress management and psychosocial life skills
- Share information and good practices in HIV/AIDS Education

1.2 Expected results

The expected results of the workshop were to achieve:

- Improved knowledge and skills in counselling
- Empowered participants that can help themselves and others to address social issues associated with HIV/AIDS
- Increased understanding and awareness on HIV/AIDS prevention strategies
- Enhanced emotional and stress management skills
- Enhanced information sharing and networking of good practices in the region

1.3 Profile of participants

A total of 23 participants attended the meeting. The participants consisted of guidance and counsellors teachers, Ministry of Education personnel responsible for HIV/AIDS programmes and local and international non-governmental organization representatives working in the area of guidance and counselling and HIV/AIDS programmes. The participants were drawn from UNESCO Cluster Office Harare countries, Botswana, Malawi, Zambia and Zimbabwe. Mozambique was unable to attend. See participants list and programme in Annexes. This report summarizes proceedings of the Regional Guidance and Counselling Workshop held between the 21-24th of March 2006 in, Zambia.

DAY 1

1.5 Welcome and Opening Remarks

The Zambia National Commission for UNESCO Executive Chief Officer Mrs. Felistus Chinanda gave the official opening remarks and stressed on the need for participants to come up with recommendations that would make a difference. She underscored on the impact of the pandemic in developing countries and the role of poverty in reversing various gains of economic development in Africa. Developing countries might not achieve the MDGs by 2015 as they first have to deal with challenges of HIV/AIDS and poverty before they talk of real development.

1.6 Presentation on UNESCO Cluster Office Harare HIV/AIDS Activities

Professor Juma Shabani, the Director and Representative of UNESCO Cluster Office Harare presented on the HIV/AIDS activities implemented by the office in the last and current biennium. The overall objective of UNESCO Harare Cluster's HIV/AIDS programmes is to contribute to the strengthening of the national capacity of the education systems in the cluster countries in order to respond effectively to the threat of HIV/AIDS. UNESCO implements activities in line with the UNESCO Strategy for HIV/AIDS Prevention Education and the HIV/AIDS and education strategic approach of the UNAIDS Inter Agency Task Team (IATT) which covers 5 areas of:

1. Advocacy
2. Changing risk behaviour and vulnerability
3. Caring for the infected and affected
4. Coping with the Impact
5. Resource mobilization.

Professor Juma Shabani further elaborated on the specific programmes implemented in the Cluster countries. These included

- HIV/AIDS and Education database for Eastern and Southern Africa
- The VIHEAF module on HIV/AIDS
- The programme to strengthen pre-service teacher training programmes on HIV/AIDS in the Primary Teacher's Colleges in Zambia and Zimbabwe which saw the production of publications which include a Coping Skills Manual, magazine and HIV/AIDS policies for teacher training colleges.

He noted that UNESCO Harare is involved in various regional programmes such as the JFIT HIV/AIDS Training of Trainers project which targets lusophone and francophone countries and participates in the HIV/AIDS Regional Directors Group meetings hosted by UNAIDS South Africa.

In addition he underscored on UNESCO's involvement in 2 major global initiatives: the Universal Access to prevention, treatment, care and support citing the recently held Brazzaville meeting and the Global Initiative on Education and HIV/AIDS (EDUCAIDS) where Zambia and Zimbabwe are currently the two pilot countries in the cluster.

1.6.1 UNESCO Harare Cluster Guidance and Counselling Programme

1. UNESCO Harare has over the past years supported implementation of guidance and counselling activities through the Malawi Guidance and Counselling Centre. Professor Shabani noted that the Malawi Centre was facing various problems in implementation of programmes, hence the decision made by the Director General at the General Conference for UNESCO Harare to directly implement the activities of the Centre.

2. The JFIT Training of Trainers project mentioned above has a special focus on Guidance and Counselling and outcomes from this project will be shared with other countries.

3. The Building Bridges between the School and Community project raised a number of issues which included the need to address guidance and counselling needs of teachers. He informed participants that a workshop on this project was scheduled to take place in May 2006 and outcomes of this meeting would be integrated into the workshop agenda.

In conclusion Professor Shabani informed participants that this particular meeting was a follow up to a recommendation made at two separate meetings. The SADC Secretary Generals for UNESCO at a meeting held in Maun Botswana in 2005 were issues of guidance and counselling in the Sub Region were discussed. He shared on the two recommendations made at this meeting, which included organizing a Special on Line course on HIV/AIDS through VIHEAF, which already took place between November 2005 and January 2006, and a regional guidance and counselling meeting.

Another recommendation was made by participants of a SADC Regional Training workshop on Basic Education for Institutions of Higher Learning to organize this particular workshop.

Decision for Zambia as the venue of the workshop was because the EDUCAIDS initiative was being piloted in the country.

Comments on Professor Shabani's Presentation

- A question was raised on what challenges UNESCO Harare has faced in implementing HIV/AIDS programmes. The major challenge cited was the lack of adequate documentation and feedback on the impact of programmes by the Office. To address this challenge, UNESCO Harare has since set up a Working Group on HIV/AIDS to facilitate in documenting, monitoring and evaluation of HIV/AIDS programmes.
- Another question raised was on why UNESCO seemed to focus more on teachers and if they had at all involved young people in their HIV/AIDS programmes. In his response, Professor Shabani pointed out to the United Nations division of labour were UNESCO's role is in prevention programmes for young people. Most of UNESCO's programmes involve participation of young people for instance student teachers are the major beneficiaries of the "strengthening pre-service teacher training institutions response to HIV/AIDS project."
- A request was made for VIHEAF programme to resume on the website. Professor Shabani noted that plans were currently underway to decentralize VIHEAF in countries so as to ensure ownership of the programme.
- Another request was made for UNESCO Harare Office to assist the Malawi Guidance and Counselling Centre to be back on track as Zambia had in the benefited from its programmes.

1.7 Presentation on Impact of HIV/AIDS on Education in the SADC Region

Miss Betty H. Makoni presented on the impact of HIV/AIDS on the Education. She noted that the SADC Region had its largest workforce and clientele in the education sector and further highlighted on statistics and various efforts adopted in the region to address the impact of HIV/AIDS. Various meetings to discuss HIV/AIDS related issues have been held in the region which include the Global Conference on School health and HIV/AIDS prevention meeting in 1995 where Education International collaborated with WHO and UNESCO. The SADC protocol on education training signed on the 30th of July 2000 saw a number of efforts by human resource development Ministers mainstreaming HIV/AIDS. While the SADC region has made huge investments into the education sector, HIV/AIDS has compromised quality, supply and demand of education. Both pupils and teachers have been affected in many ways whether in and out of school. The region is still faced with challenges in addressing the increase of cases of child abuse, orphaned and vulnerable children, the various myths surrounding HIV/AIDS, reduced contact time of teachers due to absenteeism and stigma and discrimination amongst others.

Main issues emerging from the presentation

- Participants raised concern on the discrepancy of statistical information on HIV/AIDS in the region as it varied from one source to the other. A recommendation was made for District Education Management and Monitoring Information Systems (DEMMIS) to be introduced and strengthened in Cluster countries as a way of ensuring up to date and relevant data for HIV/AIDS issues in the Education.
- The SADC Region has a lot of good practices in HIV/AIDS and Education prevention programmes but these need to be documented and shared to avoid reinventing the wheel.
- Regionally, coordination of the education sectors response to HIV/AIDS with regards to Life Skills and guidance and counselling programmes need to be strengthened. The National AIDS council structures in countries have a great role to play.
- Lack of coordinated and consistent HIV/AIDS information is fuelling stigma and discrimination at all levels of the Education Sector.

1.8 COUNTRY PRESENTATIONS

Participants made presentations on the structural arrangements in their respective Ministries of Education, current HIV/AIDS trends, policy and challenges with regards to guidance, counselling and HIV/AIDS programmes. These are summarized in the table below.

Table I: Overview of cluster counties

Issue	Malawi	Zimbabwe	Zambia	Botswana
Structure of Education Sector in terms of Guidance Counselling	The Ministry of education has 7 departments, and Guidance and Counselling is in the Department of Education Methods Advisory Services (Department of Inspection).	Ministry of Education Sport and Culture has 7 divisions and Guidance and Counselling is under the Division of Quality Assurance	The Ministry of Education has 5 Directorates. Guidance and Counselling is in the Directorate of Teacher Education and Specialized services. Guidance officers at every level have been appointed.	The Ministry of Education has 9 Departments. The Department of Curriculum Development and Evaluation has 5 Divisions of which Guidance and Counselling is one of the divisions.
Policy	In 1999 Malawi launched the National HIV/AIDS Strategic Framework (NAF) for 2005-2009 which led to the formulation of a National HIV/AIDS policy in 2003. In line with the NAF and the National HIV/AIDS Policy, the Ministry of Education developed an HIV/AIDS Intervention Education Sector Plan and Agenda for Action 2005-2008.	The country has a National AIDS Policy which is under review. The Ministry of Education is currently developing an HIV/AIDS policy.	Have a final draft of the National HIV/AIDS Policy for Education In addition the country has a draft guidance and counselling policy document	Have a National HIV/AIDS Policy
Current trends	The National AIDS Commission estimated that at the end of 2003, 900 000 Malawians were infected with HIV. In relation to the general population, 1 in 10 of every Malawian is infected with HIV.	Zimbabwe has a current HIV prevalence rate of 21.3%. Indications are that HIV prevalence rates have declined from 34% in 2000 to 21.3% in 2004.	Zambia Adult Prevalence Rate currently stands at 16%.	According to the Botswana AIDS Impact Survey (BAIS II) conducted by the National Coordinating Council, in 2004 HIV prevalence rate of general population stood at 17.1%
Challenges	-Increased absenteeism -Lack of accurate information on impact of HIV/AIDS in education sector	-Teachers still do not have adequate information on treatment, -Stigma and discrimination still a major issue. -Perceptions still exist that HIV is associated with witch craft.	-Lack of materials relevant teaching and learning materials - Teacher deployment: This is a big challenge and the country is facing a critical shortage of teachers in some geographic areas. Discordant couples are an area of concern.	-

DAY 2

2. Presentations and Discussions

2.1 Overview of Psychosocial Care and Support approaches for Orphaned and Vulnerable Children (OVC) in Learning Institutions

Mr. Sebastian M. Chikuta presented on the Regional Psychosocial Support Initiative (REPSSI) approaches which they currently implement in Sub-Saharan Africa. He highlighted on the work of his organization in Zambian schools and communities. A gap exists in the general counselling approaches as they tend to focus mainly on spiritual, physical and mental needs and less on social and emotional needs.

He underscored on the REPSSI approaches which go beyond material and physical elements. Thus the REPSSI approach emphasizes on addressing social and emotional needs of children particularly on OVC.

He highlighted the major approaches and tools being used in care and support programmes for OVC. These include:

- Memory Work
- Play Therapy
- Group Interventions for example Group Therapy and Experiential Learning.
- Solution Focused Approach
- Narrative Therapy
- Defence skills for girls
- Journey of Life

Mr. Chikuta showcased various materials and manuals developed by the organization and encouraged partnerships on REPSSI and Guidance and Counselling Departments in Ministries of Education in the Sub Region.

Issues Raised

- A question was raised on whether REPSSI sought clearance from the Ministry of Education in Zambia before embarking on its activities in the schools.
- This issue was raised because there have been concerns in various countries of some civic society organizations working with schools, disseminating messages and implementing programmes conflicting with Ministry of Education standards.
- In Zambia, the HIV/AIDS unit in the Ministry of Education scrutinizes every organization desiring to work with schools. Each organization is expected to seek clearance from the relevant authorities at different levels (national, provincial and district).

2.2 Country Experiences in Guidance and Counselling

2.2.1 Zimbabwe

The presentation was made by Mrs Idzai Gweme who noted that the Ministry of Education Sport and Culture had a secretariat for HIV/AIDS which was supported financially and technically by partners such as UNESCO and UNICEF.

The division of psychological and special needs is responsible for the implementation of guidance and counselling programmes. They also develop guidance and counselling materials. She noted that currently the Ministry has over 00 000 teachers and has trained 15 000 in psycho-social support.

Planned and implemented activities in guidance and counselling by the Ministry in 2005 include-

- Finalization of the Education sector's HIV/AIDS policy and strategic plan.
- Training of peer educators.
- Training of girls in leadership and life skills.
- In-service training for teachers.
- Setting up of HIV/AIDS and Girls Education Movement (GEM) clubs at school level.
- Implementation of the Basic Education Assistant Model (BEAM) to cater for needs of orphans and vulnerable children.
- Training of School Development Committees in Triple "A" (Assessment, Analysis and Action) and coming up with school development plans that cater for needs of OVC.
- Sensitization of policy makers on HIV/AIDS related issues.
- Training of education managers on basic care, support and protection of learners.
- Strengthening support of youth clubs in schools.
- Development of an appropriate monitoring and evaluation system.

Challenges by the ministry in implementation of guidance and counselling activities:

- Shortages of human and financial resources.
- Inadequate capacity to assist teachers to cope with their own HIV status and to access treatment.
- Inadequate capacity to deal with OVC needs at school level.

Comments made on Presentation

1. A question was raised on how HIV/AIDS is taught in the schools. In Zimbabwe the subject is by infusion. Similarly Malawi too has infused HIV/AIDS education into the school curriculum. The Malawi Ministry of Education has advocated for the adoption of a teaching and learning methodology so the teacher is not left unguided.
2. A proposal was made that when teaching methods are formulated it is important for the Ministry's of Education to collaborate with all relevant departments including the teachers themselves.
3. On responding to the question on who is responsible in Zimbabwe for planning and managing guidance and counselling programmes that assist OVC, it was noted that HIV/AIDS coordinators have been introduced in the districts. These work very closely with primary and secondary teachers and have assisted to reduce load of the overburdened teachers.
4. Botswana participants added on the effectiveness of working with youth forums. These are structures that can work closely with Ministry's of Education in guidance and counselling programmes.

Botswana participants promised to forward documents to UNESCO on youth forums for redistribution to the other participants.

2.2.2 Zambia

In her presentation Miss Irene Mlambo noted that the Ministry of Education has had many partnerships with different organizations in promoting guidance and counselling services. Partnerships have been made with organizations such as REPSSI, UNESCO, UNICEF and Irish based organizations.

The ministry has personnel working as guidance and counselling officers and one of their roles is to promote guidance and counselling in the education sector. At National level the Ministry of Education encourages teachers to go for Voluntary Counselling and Testing and the government now offers free anti- retro viral drugs to all.

Two years ago the Ministry of Education benefited from various programmes of the Malawi Guidance and Counselling Centre and several girls were trained on peer education and counselling skills.

At district level, Mr Christopher Banda noted that the objectives of the Ministry of Education in 2005 in guidance, counselling and HIV/AIDS programmes in the district were to:

- Develop strategies for strengthening guidance, counselling and HIV/AIDS programmes in schools.
- Establish HIV/AIDS workplace peer education programmes.
- Capacity building programmes for guidance and counselling teachers, HIV/AIDS Peer Educators and counsellors.
- Equip pupils with psycho-social skills.

Planned and Implemented Activities for the year 2005 included:

- Awareness campaigns in Districts to sensitize school heads and teachers on the importance of guidance and counselling.
- Training in basic counselling skills for guidance and counselling teachers and peer educators.
- Strengthening of Anti AIDS Clubs in school.
- Introduction of HIV/AIDS peer education workplace programme in schools.
- Distribution in schools of Information, Education and Communication (IEC) materials and other literature on HIV/AIDS, guidance and counselling.
- Facilitating access to bursaries for OVC.
- Monitoring and Evaluation of guidance and counselling programme in schools.

Challenges in implementation of Guidance, Counselling and HIV/AIDS programmes:

- Lack of trained staff to provide guidance and counselling services.
- Teachers already overburdened.
- Lack of appropriate office accommodation for guidance and counselling activities.

At school level, Linda Mbulo, a teacher at Kasama Boys High narrated the activities and challenges experienced by the school in implementing guidance and counselling activities. Two major challenges noted at school level were lack of support and appreciation from the school administration on guidance and counselling activities and overburdened guidance and counselling teachers who ended up performing poorly as they had other responsibilities.

2.2.3 Malawi

Dorothy Matiti and Peter Katuma highlighted that the Malawi Ministry of Education Strategic Plan on combating HIV/AIDS covers five critical functions on:

- ⊖ Curriculum Development and Implementation
- ⊖ Teacher Education and Development
- ⊖ Human Resource Management
- ⊖ Guidance and Counselling
- ⊖ Planning and Budgeting

The guidance and counselling function is aimed at providing HIV/AIDS guidance, counselling and workplace education services in the entire education sector. The Ministry of Education offers guidance and counselling services designed to ensure the educational, vocational, personal, psych-social and well being of all children and youth.

Objectives of the guidance and counselling services in Malawi are to:

- ⊖ Raise awareness on the importance of guidance and counselling in schools, colleges and the workplace
- ⊖ Enhance the capacity of teacher educators and teachers in provision of guidance and counselling activities
- ⊖ Increase access to voluntary counselling and testing services in the education sector
- ⊖ Strengthen collaborative links between education institutions and community organizations in provision on guidance and counselling services.
- ⊖ Monitor and evaluate on going implementation of HIV/AIDS activities in guidance and counselling programmes.

Activities implemented in guidance and counselling in 2005:

- ⊖ Guidance and counselling training on HIV/AIDS in Teacher Training Colleges.
- ⊖ E-Learning guidance and counselling training on HIV/AIDS

The Malawi National Aids Commission in 2005 released 100 million Malawi Kwacha to the Ministry of Education for HIV/AIDS programmes. The allocated resources were used to conduct training on HIV/AIDS guidance and counselling programmes for primary and secondary school teachers.

Challenges

Lack of adequate resources in guidance and counselling department in the Ministry which impacts on implementation.

2.2.4 Botswana

In their presentation Naomi Mnthali and Oikameng Kelaeng noted that in Botswana the number of people infected and affected by HIV/AIDS is declining. The prevalence rate currently stands at 17.1%. Some initiatives by the government of Botswana to address HIV and AIDS include:

- **Talk Back** – This is a national television (TV) programme on Botswana TV where HIV/AIDS issues are discussed. The Ministry of Education curriculum development and evaluation division is responsible for development and running of this programme.
- **Youth Forums**
Youth forums have been established in the districts to address psycho-social needs of young people.

In regards to guidance and counselling and HIV/AIDS:

The Botswana Ministry of Education introduced the guidance and counselling programme into the education system in order to respond to the disintegration of the traditional social structures and services normally rendered by families and communities.

The guidance and counselling division is responsible for the development and programme delivery of guidance and counselling services in schools. The division develops materials to support the school programmes and provides in service training to teachers in guidance and counselling. School visits and monitoring programme implementation is another key area of the division.

The division of guidance and counselling is sub-divided into the four sections listed below. These facilitate the delivery of guidance and counselling in HIV/AIDS.

- I. Psychological Section: facilitates activities that enable learners to acquire life skills to prevent HIV infection as well as be able to cope with life challenges.
- II. Field Support Section: ensures that all regions in Botswana are exposed to activities facilitated by the guidance and counselling division.
- III. Careers Section: works with schools and stakeholders to facilitate dissemination of information on career guidance to learners through various activities.
- IV. The Material Development Section: works with teachers and other stakeholders in the development of guidance and counselling materials for schools, ensuring that HIV/AIDS is covered.

Objectives of the Botswana Ministry of Education Guidance, Counselling and HIV/AIDS services are:

- To increase capacity and confidence of teachers in addressing HIV/AIDS in the classroom.
- To facilitate the provision of materials that enable teachers and learners to engage in participatory learning for the acquiring of life skills.
- To address the needs of orphans and vulnerable children
- To enhance the acquisition of life skills by learners as a way of preventing HIV infection.

Through the above objectives and in line with the country's Vision 2016 the Ministry of Education seeks to achieve a zero infection rate by 2016.

In order to achieve the above objectives, the Ministry of Education has embarked on the activities shown in Box I below:

Box I: Summary of activities of the Botswana Ministry of Education

➤ **Roll out of materials on HIV and AIDS Education**

The department of curriculum development and evaluation through the guidance and counselling division developed materials on HIV/AIDS education for both teachers and learners from Standard 1 to Form 5. The Ministry of Education plans to roll out the materials to all schools in Botswana in 2006. In training the teachers on the use of the materials, the Department will work closely with the Department of teacher training and development. This department has a teacher capacity building project to improve teachers' handling of HIV/AIDS issues in the classroom.

➤ **National Life Skills framework**

The guidance and counselling division is currently working with UNICEF to develop a National Life Skills Framework. The framework will allow organizations developing life skills programmes to have a reference document when developing their programmes.

➤ **Leadership skills in the Management of HIV/AIDS in the classroom project**

The Department of Secondary Education is in the process of implementing this project. The project aims at equipping the school management team with HIV/AIDS strategic management skills. It targets school heads, heads of department, AIDS Co-ordinators and senior teacher guidance teachers. Equipping the school management teams with leadership skills will provide a more enabling environment for the implementation of HIV/AIDS programmes in schools.

➤ **In-Service Training-** The guidance and counselling division will continue to train teachers on the Life Planning Skills Manual and support training workshops for teachers in counselling skills.

Challenges faced by the Ministry of Education in implementing guidance and counselling activities:

- Lack support from administrators
- Guidance and counselling personnel overburdened
- Lack of adequate resources to facilitate training of peer counsellors
- Lack of appreciation of guidance and counselling services by some communities.

2.3 Girl Child Network Presentation

The Girl Child Network is a non-governmental organization that supports empowerment of the girl child in all spheres; home, school and community. The main goal of the organization is to promote, the holistic and total empowerment of the girl child as well as eradication of all forms of abuse and practices that impede the growth and development of the girl child.

Miss Hazviperi Betty Makoni, the organization's Director and a former teacher noted that the organization holds various short-term training workshops which target teachers, schools and communities. She gave a comprehensive presentation on guidance and counselling activities that the organization implements in schools highlighting two main models on the Peer to Peer Counselling and Group Counselling.

She underscored on the importance for school counsellors to be thoroughly trained in order to effectively address the needs of children. Teachers need to be cognisant of gender disparities and be able to identify the hidden needs of children.

She noted that the impact of contrasting HIV/AIDS messages in the media tend to erode the results of counselling provided at the schools hence group counselling is a valuable method in engaging children.

Issues emerging from Presentation

- **HIV/AIDS messages:** Participants debated on HIV/AIDS messages being disseminated to young people. Zambia shared on its HIV/AIDS prevention strategies in schools as being posters, sheets of metals, T-shirts with HIV/AIDS messages worn on Fridays by school personnel.
- HIV/AIDS "talking compounds" were also noted to be common structures in Zambian schools where young people could meet and discuss on HIV/AIDS related issues.
- Concern was raised on the inadequate emphasis on spiritual messages which focus strongly on moral behaviour. HIV/AIDS messages were stated to be unbalanced, as there seems to be more advocacies for condoms than for abstinence. A recommendation was made to ensure that HIV/AIDS messages in schools gave children information on all the various prevention methods they can choose from.
- **Sexual Abuse:** Participants discussed the increase in sexual abuse cases in schools and noted the need to urgently address the issue. The girl child in particular has been the primary target.

DAY 3

3. Building Bridges between the School and Community in Guidance and Counselling activities.

In her presentation Memory Zulu noted that schools and communities play very important roles in delivering HIV/AIDS education. However it has been noticed that there is a difference between the HIV/AIDS activities delivered by schools and those by the community. This realization presented an opportunity to explore ways to effectively building linkages between these two closely connected environments.

In 2004, UNESCO Harare Cluster office in collaboration with National Commissions for UNESCO in its countries conducted a research to explore on existing and potential community and school linkages in HIV/AIDS programmes.

Findings from the research showed that the school was a socialising agent in communities and thus can play an important role in promoting comprehensive HIV/AIDS programmes. In addition teachers had assumed additional roles of being counsellors, caregivers and guardians to orphaned and vulnerable children in the classroom. It was also found that, there were many organisations working in the community which have played a critical role in providing HIV/AIDS resources and training. However teachers noted their lack of capacity in providing appropriate guidance and counselling services. In line with the issues mentioned above the presentation took note of the following recommendations:

- Ministries of Education should strengthen their guidance and counselling programmes. There is a need to intensify training in guidance and counselling skills for in-service teachers.
- Graduate teachers and those in teaching practice should be encouraged to fully utilize the guidance and counselling skills they have acquired.
- Schools should be provided with relevant guidance and counselling materials (booklets, videos etc).
- HIV/AIDS related activities in schools should be enhanced by involvement and participation of People Living Positively with HIV/AIDS.
- Schools should establish links with relevant referral centers in the community that can address guidance and counselling needs such as civic society, legal or health service providers.

3.1 Experience of two schools in Zambia implementing the School and Community Linkages project

Following the UNESCO presentation, two presentations were made on the experiences of the two pilot schools that participated in the school and community project in Zambia; Serenje Boma Basic School and Kafue Day High. The research led to advocacy for the strengthening of linkages between the schools and their respective communities in HIV/AIDS activities. Broad based involvement and promotion of partnerships between the community and school were noted to be effective way of addressing HIV/AIDS related issues.

To date the two schools have made progress in their attempt to strengthen linkages between the school and community. The following were noted:

- Serenje Boma Basic School has since established a committee which is composed of teachers, health personnel, school head, Church and NGO representatives, a United Nations

volunteer, representatives of people living with HIV and pupils. One of the committee's objectives is to facilitate the provision of skills in guidance and counselling, peer education and care and support to the community.

- In Kafue Day high, the school partnered with a community based organization which equips young people with Life Skills to create a girl's soccer team. The establishment of the soccer team has since had a positive impact in that the girls are acquire skills which assist them to make choices that reduce risky behaviour.

Issues Emerging from the Presentations

- Emerging from the discussion was a consensus by participants that the school had an important role in the response to the HIV/AIDS. Participants at the workshop highlighted that apart from educating children, schools were socializing agents as well as referral centers for the various services required by the community such as guidance and counseling.
- A consensus was reached that the school and the community would benefit more if their partnership was strengthened. School and community linkages were seen to have the potential in addressing guidance and counseling needs in the schools.

3.2 Workshop Conclusions and recommendations

- One of the important interventions in HIV/AIDS prevention, mitigation and management is the provision of Guidance and Counseling services in our learning institutions. Guidance and counseling is a very important programme in educational system as it helps learners to know their abilities, interests, personalities, values and beliefs which are crucial in HIV/AIDS prevention and management.
- Guidance and counseling also help learners to develop a positive self-image and sense of identity and value systems that will guide their behaviour and actions. It emerged from the workshop that schools in most countries lacked guidance and counseling structures to address needs of both the teachers and pupils. Teachers were ill-equipped to deal with issues of guidance and counseling among themselves and pupils.
- The participants highlighted the need for capacity building on issues of guidance and counseling and child abuse. A call was made by the participants for teachers to be trained in participatory methods.
- Curriculum in teacher training colleges in most countries did not adequately address the issues to do with HIV/AIDS, guidance and counseling, life skills education, care, support and treatment.
- Some programmes in Botswana were noted to be best practices in addressing needs of orphaned and vulnerable children. Lessons can be learnt from the Botswana Ministry of Education.
- From findings of the UNESCO Harare building bridges between the school and community project, advocate for joint programming between the school and community in implementation of guidance and counseling activities. Stakeholders involved in HIV/AIDS education programmes need to work together and collaborate with schools in ensuring that schools become focal centres in guidance and counseling. Participants further noted that this could contribute to the strengthening schools to become centres for care and support.
- The participants made a resolution to discuss the emerging issues from this workshop with their respective Ministries of Education.

At country level they agreed to:

- I. Follow up on issues raised at the workshop.
- II. Advocate for time bound statements on HIV/AIDS using the Botswana as a case study (Vision 2016).
- III. Advocate for internal coordination of structures responsible for guidance and counseling in the Ministry of Education.
- IV. Advocate for the inclusion of the guidance and counseling component in education policies and ensure that it reaches the grassroots level so that the teachers and pupils benefit.
- V. With regards to sexual abuse in schools, advocate for the review of policies and the enforcement of stringent measures to address perpetrators.
- VI. Advocate for inclusion of moral education in Life Skills curriculum in school and teacher training institutions.
- VII. Advocate for the establishment of guidance and counseling structures in schools where they are not present.
- VIII. Advocate for the inclusion of guidance and counseling in national budgets and fundraise for dissemination of information on HIV/AIDS.
- IX. Advocate for incentives for teachers involved in guidance and counseling.

Major recommendations to UNESCO Harare Office:

- UNESCO Harare office was called upon to facilitate in the documentation of best practices in guidance and counseling for HIV/AIDS in cluster countries. These case studies would then be disseminated to all the relevant stakeholders in the region.
 - Look into the possibility of reviving activities of the Malawi Guidance and Counselling Centre.
 - Introduce DEMMIS tool to assist education sector to capture accurate HIV/AIDS statistical data.
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PROGRAMME

GUIDANCE AND COUNSELLING AND HIV & AIDS REGIONAL WORKSHOP
20TH TO 24TH MARCH, 2006 AT LAKE SAFARI LODGE, SIAVONGA

Day 1 Tuesday 21st March 2006

TIME	TOPIC/ACTIVITY	PRESENTER	CHAIRPERSON
08:30 – 09:30 hours	Registration		
09.30 -10:00 hours	Fears and Expectations Ground Rules Workshop Objectives		Secretariat
10:00 – 10:30 hours	Tea Break		
10:30 – 11:00 hours	Official Opening	Minister Of Education	
11:00 – 11:30 hours	Overview on HIV/AIDS issues in the Harare cluster with special focus on Guidance and Counselling	Prof Juma Shabani	Zambia
11:30 – 12:30 hours	Plenary Discussion on above and on common challenges faced by learners in institutions of learning		Zambia
12:30 – 14:00 hours	Lunch Break		
14:00 -15:30 hours	Country Report- Malawi Country Report- Zimbabwe Country Report- Mozambique		Zimbabwe
15:30 –16:00 hours	Tea Break		
16:00 – 17:00 hours	Country Report- Botswana Country Report- Zambia		Zimbabwe

Day 2 Wednesday 22nd March 2006

TIME	TOPIC/ACTIVITY	PRESENTER	CHAIRPERSON
08:30 – 09:00 hours	Recap	Rapportuers	
09:00 – 10:00 hours	Psychosocial care and support strategies for learners in institutions of learning	Sebastian Chikuta	Botswana
10:00-10:30 hours	Tea Break		
10:30 -11:00 hours	Guidance and Counselling and HIV/AIDS in Zimbabwe	Zimbabwe	Botswana
11:00 – 11:30	Guidance and	Botswana	Botswana

hours	Counselling and HIV/AIDS in Botswana		
11:30-12:00 hours	Overview of Guidance and Counselling in Zambia	Zambia	Botswana
12:30-14:00 hours	Lunch		
14:00 – 15:30 hours	HIV Prevention strategies in Education	Irene Malambo	Malawi
15:30 – 16:00 hours	Tea Break		
16:00 – 17:00 hours	Peer to Peer and Group Counselling		Malawi

Day 3 Thursday 23rd March 2006

TIME	TOPIC/ACTIVITY	PRESENTER	CHAIRPERSON
08:30 – 09:00 hours	Recap	Rapportuers	
09:00 – 10:00 hours	Issues of Guidance and Counselling in the school Community Linkages Project	Memory Zulu	Harare UNESCO Cluster/Zimbabwe
	School Community Linkages	Bwale	
10:30 – 11:00 hours	Tea Break		
11:00 -12:00 hours	Developing Action Plans		Harare UNESCO Cluster
12:00 – 13:00 hours	Way Forward/Workshop close		Zambia/ Harare UNESCO Cluster
13:00 – 14:00 hours	Lunch		
14:00 – 17:00 hours	Sight Seeing		Zambia

Annex 2

PARTICIPANTS LIST

	Name	Position	Country	Address	Phone	E-Mail
1.	Sebastian M. Chikuta	SRC	Zambia	REPSSI Box 34422	260-1-256479	Sebastian@repssi.org
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10.	Hanyanga John	A/District Guidance Coordinator	Zambia	Box 630035 Choma	260-97-410833 260-97-410931	
11.	Patrick Kintankwa	"	"	Box 260495 Kalulushi	260-97-592390	
12.	Sakala Catherine	HIV/AIDS Focal Point Person	Zambia	Box 360086 Kafue	260-97-616802	
13.	Idzai Gweme	HIV/AIDS National Coordinator	Zimbabwe	Ministry of Education Box CY 121 Causeway Harare	263-4-794538 or 263-4-732006	mo@zoi.co.zw

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15.	Peter Katuma	Guidance and Counselling Officer	Malawi	Ministry of Education P/Bag 328 Lilongwe	265-9-350378	Peterkatuma2004@yahoo.co.uk
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17.	Lindah Mbulo	A/Guidance and Counselling Coordinator	Zambia	Box 410235 Kasama	260-97-660976	lindahmbulo@yahoo.com
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23.	Memory Zulu	HIV/AIDS Focal Point-UNESCO	Zimbabwe	Box 435 Highlands Harare	263-776775-9	m.zulu@unesco.org