EDUCAIDS

OVERVIEWS OF
PRACTICAL RESOURCES

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January 2008

Acronyms

AAU – Association of African Universities
ADEA – Association for the Development of Educaion in Africa
AIDS – Acquired Immunodeficiency Syndrome
ART – Antiretroviral therapy
CBO – Community-based organization
CCIVS – Coordinating Committee for International Voluntary Service
CEDPA - Center for Development and Population Activities
CHAT – Country Harmonisation and Alignment Tool
CSO – Civil society organization
EDC – Education Development Center, Inc.
EFA – Education for All
EI – Education International
EMIS – Education management information system
ESART – EduSector AIDS Response Trust
FHI – Family Health International
FRESH – Focusing Resources on Effective School Health
GCE – Global Campaign for Education
GCWA – Global Coalition on Women and AIDS
GIPA – Greater Involvement of People Living with HIV
HIV – Human Immunodeficiency Virus
IATT – Inter-Agency Task Team
IBE – International Bureau for Education
ICT – Information and communication technology
IDP – Internally Displaced Person
IIEP – International Institute for Educational Planning
ILO – International Labour Organization
InWEnt - Internationale Weiterbildung und Entwicklung gGmbH
IPPF – International Planned Parenthood Federation
KENEPOTE – Kenya Network of Positive Teachers
LSBE – Life skills-based education
M&E – Monitoring and evaluation
MDG – Millennium Development Goal
MSM – Men who have sex with men
MTT – Mobile Task Team on the impact of HIV and AIDS on education
NCPI – National Composite Policy Index
NGO – Non-governmental organization
OECD – Organisation for Economic Co-operation and Development
OVC – Orphans and vulnerable children
PAHO – Pan American Health Organization
PCD – Partnership for Child Development
PLWH – People Living with HIV
PSABH – Primary School Action for Better Health
SHAPE – School-based Healthy living and HIV/AIDS Prevention Education
SIECUS – Sexuality Information and Education Council of the United States
STI – Sexually transmitted infection
UK – United Kingdom
UN – United Nations
UNAIDS – United Nations Joint Programme on HIV/AIDS
UNDP – United Nations Development Programme
UNESCO – United Nations Educational, Scientific and Cultural Organization
UNFPA – United Nations Population Fund
UNGASS – United Nations General Assembly Special Session on HIV/AIDS
UNHCR – United Nations High Commissioner for Refugees
UNICEF – United Nations Children's Fund
VCT – Voluntary counselling and testing
WFP – World Food Programme
WHO – World Health Organization

Introduction

EDUCAIDS is a UNAIDS initiative led by UNESCO. It aims to prevent the spread of HIV through education and protect the core functions of the education system from the worst effects of the epidemic. EDUCAIDS seeks to support the overall national effort on HIV and AIDS by assisting governments and other key stakeholders to implement comprehensive, scaled-up education programmes on HIV and AIDS, ensuring that the education sector is fully engaged in and actively contributing to the national response to the epidemic.

The EDUCAIDS Overviews of Practical Resources provide guidance on the technical and operational aspects of this response. They are intended for technical staff, programme implementers and managers in ministries of education, technical staff in UN and other development cooperation agencies, and civil society partners. The secondary audiences of these Overviews are much broader and include school principals, educators, parents and communities.

Each Overview provides an analysis and summary of approximately 20 reviewed and selected resources. Each Overview is introduced by a resource summary list and is followed by a two-page analysis of the included resources identifying crucial resource gaps, needs for further research, and websites for further information on the topic. The main content of the Overview is an annotated bibliography, and a half-page synopsis of each resource, its purpose and content, and how to access it. The resources in each Overview correspond to the five components of a comprehensive education sector response to HIV and AIDS.
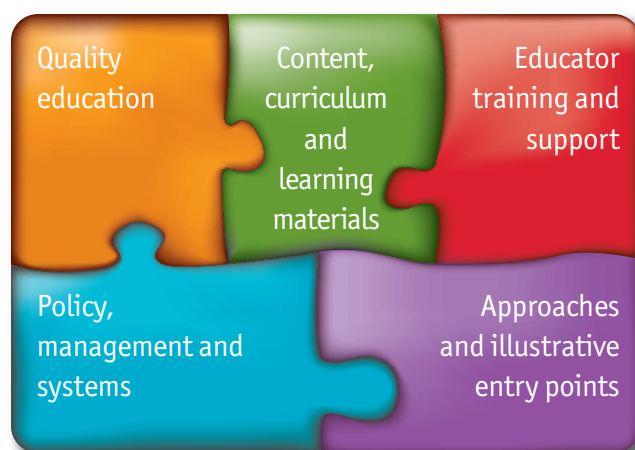
COMPONENT 1: QUALITY EDUCATION

Access to educational opportunities is widely recognised as an effective means of reducing the vulnerability of children and young people to HIV. Education empowers children and young people by building their knowledge and skills and by promoting values and behaviours that enable them to secure their future. In line with the Millennium Development Goals (MDGs) and Education for All (EFA) commitments, UNESCO supports efforts to ensure that all learners are reached with relevant and appropriate learning opportunities of good quality. This includes education that displays a number of cross-cutting principles, including being rights-based, learner-centred, gender-responsive, inclusive, culturally sensitive, age-specific and scientifically accurate.

A primary aim of EDUCAIDS is to achieve coverage of quality education on HIV and AIDS at a national scale. Quality HIV and AIDS education embodies the above cross-cutting principles, while also addressing specific vulnerabilities arising from gender inequality, and mobilising boys and men as well as girls and women in redressing and transforming such inequities. It is delivered in safe and secure learning environments that are free from stigma, discrimination, gender inequity, homophobia, sexual harassment, exploitation and violence. It is focused on and tailored to various groups such as HIV-positive learners, orphans and vulnerable children, young people out of school, minorities, refugees and internally displaced persons, people in sex work, men who have sex with men, injecting drug users, and prisoners. Finally, it promotes the involvement of people living with HIV and AIDS in education sector responses to break down myths, combat stigma and discrimination, and educate about their rights, needs and important contributions.

2 COMPONENT 2: CONTENT, CURRICULUM AND LEARNING MATERIALS

The second essential component concerns content, curriculum and learning materials for HIV and AIDS education. The content of HIV and AIDS curricula and learning materials must be evidence-based, building knowledge and skills to adopt protective behaviours (i.e delaying the onset of sexual activity, reducing the number of sexual partners, and increasing condom use). Approaches that also address the structural drivers of the epidemic, including poverty, gender inequality, stigma and discrimination and violations of human rights, are also essential to producing a lasting and meaningful impact. Finally, the content must not only focus on prevention but also on issues related to care, treatment and support, particularly in highly affected countries.

HIV and AIDS curricula must begin early, before the onset of sexual activity, and be adapted to the age and development stage of the learner. As well as being age-specific and culturally appropriate, curriculum and learning materials must be sequenced through primary, secondary and higher education levels and appropriate for different settings. This includes formal settings (such as schools, colleges, universities or other educational or training institutions) and non-formal settings aimed at, for example, developing literacy, basic education for youth and adults, or technical and vocational education and training.

Successful HIV and AIDS curricula and programmes are developed and implemented with the involvement of young people, teachers, community leaders and other community members, including those who are affected or infected by HIV, to ensure ownership, relevance and support. They are based on interactive education methodologies that focus on specific protective behaviours (e.g. delaying the onset of sexual activity, using condoms after sexual initiation). Experience demonstrates that HIV curricula are most successful when integrated into the national curricula along with specified content standards and minimum time allocation.

3 COMPONENT 3: EDUCATOR TRAINING AND SUPPORT

As EDUCAIDS aims not only to mobilise the education system to respond to HIV and AIDS but also to protect the education system from the negative impacts of HIV and AIDS, support for educators and education personnel, including relevant policy support, is also essential (see component four, below). Educator training and support includes both pre- and in-service training for teachers in the formal education system as well as opportunities for professional development for non-formal educators such as youth leaders, religious leaders and traditional healers. In both formal and non-formal settings, effective educator training builds technical knowledge on HIV and AIDS as well as confidence and experience in interactive and participatory learning methodologies and in discussing sensitive issues such as sexuality, gender, drugs, illness and death. Educator training must not only focus on learners but also address educators' own vulnerabilities to HIV and acknowledge how HIV and AIDS have affected teachers, their families and communities, and their institutions and the education systems of which they are a part.

Effective teacher education programmes are reinforced by supervision, ongoing encouragement, coaching and mentoring by experienced teachers, and complemented by appropriate resources, such as teaching equipment, teaching aids, and the use of information and communication technologies (ICTs). Programmes that link schools with communities offer important opportunities to share knowledge, encourage dialogue, and strengthen parental and community support for HIV and AIDS education. Finally, for teachers living with HIV and AIDS, networks of HIV-positive teachers and teachers' unions play pivotal roles in supporting teachers' rights to access HIV and AIDS prevention, treatment, care and support services, as well as to work in environments free from stigma and discrimination.

4 COMPONENT 4: POLICY, MANAGEMENT AND SYSTEMS

Systems must be in place to provide guidance and oversight of the education sector's response to HIV and AIDS. This includes supporting the inclusion of the education sector's HIV and AIDS policies and plans in national development frameworks and strategies, including national education strategies and plans, and encouraging and participating in the development of multisectoral strategies to address HIV and AIDS. Education sector policies on HIV and AIDS are best developed in consultation with key stakeholders, including teachers' unions, networks of people living with HIV and AIDS, and other civil society and community-based organizations. Similarly, education workplace policies are critical to addressing the impact of HIV and AIDS on teachers, non-teaching staff, and all other staff at the ministry of education and to ensure zero tolerance for violence, abuse and discrimination. Strategic plans that are costed and funded are needed to implement, enforce and monitor policies and should be understood and used at all levels.

HIV and AIDS management structures, such as ministry committees on HIV and AIDS, are essential to guide and monitor the sector's response, to ensure a supportive environment, and to provide visibility and importance to the issue. To be effective, these structures must be adequately resourced. Staff, including those at district and lower levels, must have job descriptions that explicitly state that they will work on HIV and AIDS activities. They must have access to adequate training, supervision and support for the implementation and coordination of their activities. Management structures should ensure representation across various departments in order to include attention to the range of issues needed for a coordinated response. These include, for example, planning, human resources, finance, curriculum development, teacher training, and education management information systems (EMIS).

Evidence-based planning requires the collection and use of HIV- and AIDS-sensitive indicators such as teacher morbidity, mortality, attrition and absenteeism and attendance of orphans and other vulnerable children from EMIS, school surveys or other situation analyses and needs assessments. Monitoring of longer-term impact and human capacity needs can also be undertaken through impact assessments and projection models. At all stages, monitoring and evaluation are essential to successful implementation, to build cohesion among partners about objectives and their achievement, to demonstrate the results of financial support and to ensure adequate resources for successful outcomes. Strategic partnerships can contribute to resource mobilisation efforts and advocacy for strengthened education sector responses.

5 COMPONENT 5: APPROACHES AND ILLUSTRATIVE ENTRY POINTS

A holistic approach which maximises the use of various opportunities and entry points in different contexts is essential. School health can be an effective entry point for teaching about HIV and AIDS at schools, especially in contexts where teaching about HIV and AIDS through sex education is considered problematic. Peer education can reinforce active learning by and among young people. Communications and media interventions and community-based learning and outreach can reach a wide audience, including the socially excluded and those who drop out of the formal education system. Life skills education for HIV prevention is also an important approach for providing young people with the skills they need to reduce vulnerability to HIV infection. This approach has been shown to be useful in developing various skills: personal – how to make better decisions; interpersonal – how to communicate more effectively, how to be more assertive, how to negotiate condom use or refuse sex; and practical – how to use a condom.

Schools and other learning environments must also adapt and develop systems to support infected and affected teachers and learners, and to act as resources for their communities. This includes, for example, establishing school feeding programmes, whether an 'on-site' meal or snack eaten in school during school hours, or 'take-home,' distributed in school for consumption at home. School meals act as an incentive for children, including orphans and vulnerable children, to stay in school, besides of course addressing some of their nutritional needs. Psycho-social counselling and referral to HIV and AIDS services, care and support can assist learners and teachers to deal with trauma and loss and ensure that their health and other social needs are met. Social grants offering subsidies through schools for informal levies (i.e. for textbooks and other programmes) or school fees can help overcome financial barriers to school enrolment. Technical and vocational education to build life and livelihood skills can also assist in encouraging young people to make informed decisions about leading healthy lives.

Each resource was selected based on an extensive review of mostly English language publications, reports, toolkits and training materials. The selection criteria included the following: resources had to be globally applicable; recently published with accurate, up-to-date information reflecting latest "state-of-the-art" knowledge on the issue; evidence- and experience-based and/or tool-based and practical; gender-responsive and culturally-sensitive; user-friendly and accessible; available free or at low-cost in at least one of the official UN languages (Arabic, Chinese, English, French, Russian and Spanish). Preliminary resource lists were approved by UNAIDS Cosponsors or experts in the field before being finalised. All Overviews are considered to be living documents and will be updated at regular intervals.

The EDUCAIDS Overviews are accompanied by a CD-Rom of electronic versions of all available resources profiled in the five thematic components. Linking with the components, UNESCO has developed a complementary series of 35 technical briefs. Each brief is a two-page summary of key issues with each brief tailored to a specific high-level audience, such as officials in ministries of education. The EDUCAIDS briefs can be used as a stand-alone reference or as a package, and they offer comprehensive and flexible guidelines on the continuum of activities required to respond to the AIDS epidemic at the national level. All EDUCAIDS support tools are available online via the UNESCO website http://www.educaids.org

OVERVIEWS

1

Quality education

BACKGROUND

1. The HIV/AIDS Challenge to Education (UNESCO IIEP/ESART, 2007).
2. Quality Education and HIV & AIDS (UNAIDS IATT on Education, 2006).
3. Girls, HIV/AIDS, and Education (UNICEF/GCWA, 2002).
4. Violence Against Children in Schools and Educational Settings (UN Secretary-General, 2006).
5. Greater Involvement of People Living with HIV. Policy Brief. (UNAIDS, 2007).
6. Good Policy and Practice in HIV & AIDS and Education. Booklet 1: Overview (UNESCO, 2008).

CULTURAL SENSITIVITY

7. A Cultural Approach to HIV/AIDS Prevention and Care (UNESCO, 2001).
8. Guidelines on Language and Content in HIV- and AIDS-related Materials (UNESCO, 2006).
9. 24 Tips for Culturally Sensitive Programming: Guide to Working from Within (UNFPA, 2004).

STIGMA AND DISCRIMINATION

10. HIV-related Stigma, Discrimination and Human Rights Violations: Case Studies of Successful Programmes (UNAIDS, 2005).
11. Understanding and Challenging HIV Stigma: Toolkit for Action (The CHANGE Project, 2003).

GENDER

12. Girl Power: The Impact of Girls' Education on HIV and Sexual Behaviour (ActionAid International, 2006).
13. Resource Pack on Gender and HIV/AIDS (UNAIDS IATT on Gender and HIV/AIDS, 2005).
14. Building a Gender Friendly School Environment: A Toolkit for Educators and their Unions (EFAIDS, 2007).

RIGHTS-BASED EDUCATION

15. Building Resilience: A Rights-based Approach to Children and HIV/AIDS in Africa (Save the Children/Sweden, 2006).
16. Children for Health: Children as Partners in Health Promotion (Child-to-Child Trust/WHO, 2005).
17. School-centred HIV & AIDS Care and Support in Southern Africa (UNESCO, 2008).

SPECIAL POPULATIONS

18. Addressing the Educational Needs of Orphans and Vulnerable Children (ActionAid International and Save the Children/UK, 2004).
19. Another Way to Learn ... Case Studies (UNESCO, 2007).
20. Educational Responses to HIV and AIDS for Refugees and Internally Displaced Persons: Discussion Paper for Decision-makers(UNESCO/UNHCR, 2007).

The objective of Overview One is to introduce the reader to the topic of quality HIV and AIDS education by presenting an annotated bibliography of 20 resources.

Quality HIV and AIDS education embodies cross-cutting principles, while also addressing specific vulnerabilities arising from gender inequality, and mobilising boys and men as well as girls and women in redressing and transforming such inequities. The first six documents in Overview One lay the background for quality HIV and AIDS education. The *HIV/AIDS Challenge to Education* (Resource 1) provides the foundation upon which quality education in the context of HIV and AIDS must be understood in highly affected countries. Resource 2, *Quality Education and HIV & AIDS*, presents a framework for quality education that outlines how education systems can and must change in response to the epidemic. Three important issues affecting quality are discussed separately in Resources 3, 4 and 5: girls' education, violence against children in schools, and the greater involvement of people living with HIV (GIPA). Lastly, Resource 6, the *Good Policy and Practice in HIV & AIDS and Education: Overview*, provides examples of how education systems have successfully responded to HIV and AIDS. Significant gaps remain on the above-mentioned cross-cutting principles as well as practical examples of GIPA in the education sector. The remaining resources in this Overview outline the basic principles of what defines quality HIV and AIDS education, namely: cultural sensitivity (Resources 7-9), stigma and discrimination (Resources 10 & 11), gender responsiveness (Resources 12-14), rights-based and child-centred education (Resources 15-17), and attention to vulnerable populations (Resources 18-20). These areas are highlighted in greater detail below.

Cultural sensitivity is addressed by three resources. Aimed at researchers and programme developers, Resource 7, *A Cultural Approach to HIV/AIDS: Prevention and Care*, is a collection of four handbooks outlining culturally-sensitive methodology for policy-building, research, programme design and implementation. The *Guidelines on Language and Content in HIV- and AIDS-related Materials* (Resource 8), on the other hand, is a practice-oriented tool developed to guide professionals in the use of uniform, correct, gender-sensitive, non-discriminatory, and culturally-appropriate language. Resource 9, *24 Tips for Culturally Sensitive*

> **Quality HIV and AIDS education embodies cross-cutting principles, while also addressing specific vulnerabilities arising from gender inequality, and mobilising boys and men as well as girls and women in redressing and transforming such inequities**

Programming, published by UNFPA, is a collection of 13 slides with user-friendly tips for programme planners. For more information on training materials related to cultural sensitivity, refer to Overview Three.

In recognition that HIV-related stigma and discrimination remain fundamental obstacles to successful HIV and AIDS programming, this Overview includes two resources on responding to HIV-related stigma. *HIV-related Stigma, Discrimination and Human Rights Violations: Case Studies of Successful Programmes* (Resource 10) is a showcase of more than 30 successful projects, activities and programmes that have challenged HIV-related stigma and discrimination around the world. Resource 11, *Understanding and Challenging HIV Stigma*, is a toolkit intended for practical use with educators and adults working with young people. The publication includes more than 125 activities, instructions, materials, facilitators' notes, stories and examples which are easily adaptable to various contexts.

Gender is addressed by three resources starting with *Girl Power* (Resource 12) published by ActionAid International. The report presents the results of a systematic literature review on the impact of girls' education on sexual behaviour and HIV. Resource 13, the *Resource Pack on Gender and HIV/AIDS*, is a comprehensive and practical guide developed by the UNAIDS Interagency Task Team (IATT) on Gender and HIV/AIDS for education policy-makers and planners. It includes an operational guide, a review paper, and 17 fact sheets with concise information on gender-related aspects of HIV and AIDS. *Gender Identity, Equality and Safety in Learning Institutions* (Resource 14) is a toolkit developed by EFAIDS partners for educators and their unions in order to provide them with the tools to create healthy, safe and gender-equitable environments for learners of all ages. For more information on training materials on gender, refer to Overview Two.

The right to education in the context of HIV and AIDS is addressed by three resources. *Building Resilience: A Rights-based Approach to Children and HIV/AIDS in Africa* (Resource 15) is a report published by Save the Children/Sweden on the international response for children affected by HIV and AIDS in Africa. Chapter 3 specifically summarises the tenets of a holistic and rights-based approach to programming for young people. This is followed by the book *Children as Partners in Health Promotion*

(Resource 16) which provides a comprehensive overview of a child-centred approach to health promotion with specific details about HIV and AIDS in Part 3: Section 10. Resource 17, *School-centred HIV and AIDS Care & Support in Southern Africa*, is a UNESCO report based on a two-day consultation held in Botswana in May 2007 involving government, civil society partners, academics and UN agencies to examine how schools can support the care and treatment needs of vulnerable students. Important research and knowledge gaps remain in this area.

The remaining three resources address the specific needs of special populations including: orphans and vulnerable children (OVC), out-of-school young people, and refugees and internally displaced persons (IDPs). Resource 18, *Addressing the Educational Needs of Orphans and Vulnerable Children (OVC)*, published by ActionAid International and Save the Children/UK, defines the specific educational needs and responses for this population. The UNESCO publication *Another Way to Learn* (Resource 19) is a collection of case studies presenting education in the context of sustainable livelihoods with out-of-school young people with a specific focus on drug misuse and HIV & AIDS. Lastly, *Educational Responses to HIV and AIDS for Refugees and Internally Displaced Persons*, developed collaboratively between UNESCO and UNHCR, addresses the demand for educational responses in situations of conflict, displacement and HIV and AIDS.

In addition to the resources provided here, a number of agencies should be noted for their involvement in good quality education and HIV. Their websites are included for reference to additional information:

- UNAIDS Inter-Agency Task Team (IATT) on Education http://www.unesco.org/aids/iatt
- UNESCO International Institute for Educational Planning (IIEP) http://www.unesco.org/iiep
- Child-to-Child Trust http://www.child-to-child.org
- Thomas Coram Research Unit, Institute of Education London http://www.ioe.ac.uk/tcru
- EFAIDS http://www.ei-ie.org/efaids

Significant gaps remain on cross-cutting principles as well as practical examples of GIPA in the education sector

1.1

THE HIV/AIDS CHALLENGE TO EDUCATION

Produced by: UNESCO IIEP and ESART

Date: 2007

Language(s) and Size: English, 28 pages, 322 kb (PDF)
French, 33 pages,619 kb (PDF)
Portugese, forthcoming

Overview: This document introduces the reader to the main challenges posed by HIV and AIDS to formal education systems in highly affected countries. Volume 1.2 is part of the series *Educational planning and management in a world with AIDS* which was developed by UNESCO's International Institute for Educational Planning (IIEP) and the EduSector AIDS Response Trust (ESART). This module looks specifically at: how HIV and AIDS affect the context within which education systems function; how the epidemic affects the ability of education systems to function; and the ways in which education systems are changing in response to HIV and AIDS. Building on lessons learnt, the module challenges readers to evaluate the need for further changes in education systems' response to the epidemic.

This publication is particularly useful for education planners, programme managers, school governing boards, and other stakeholders such as donors and civil society organizations.

Purpose: To provide an understanding of how HIV and AIDS affect education systems by building a framework for developing comprehensive responses to the epidemic.

Content: The publication addresses four major subject areas and includes relevant activities to be completed by the reader. The main subject headings are:

▶ The impacts of HIV and AIDS on the context for education
▶ HIV and AIDS constitute a systemic problem for education
▶ The impacts of HIV and AIDS on an education system
▶ HIV and AIDS affect what society expects from its education systems

The report concludes with a summary of lessons learnt and calls for an improved understanding about the education sector response to HIV and AIDS from ministries of education, their civil society counterparts, donors and other stakeholders.

Special features: The module is user-friendly, containing answers to activities and a bibliography with numerous state-of-the-art references on the topic (including web links to online resources). The publication also includes a full list of the IIEP/ESART series.

Access: Can be ordered (hardcopy or CD-Rom) free of charge from information@iiep.unesco.org or downloaded online http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm (Free Adobe Acrobat Reader® software required).

1.2

QUALITY EDUCATION AND HIV & AIDS

Produced by: UNAIDS Inter-Agency Task Team (IATT) on Education

Date: 2006

Language(s) and Size: English, 43 pages, 4.5 mb (PDF)
French, 44 pages, 6.0 mb (PDF)
Spanish, 45 pages, 5.9 mb (PDF)
Forthcoming in Arabic, Chinese and Russian

Overview: This paper presents a framework for quality education and HIV & AIDS that demonstrates how education systems should change their operations in relation to HIV and AIDS. The framework represents a shift of emphasis from "educating" to "learning". The paper demonstrates that significant data and practice gaps remain. More information on legal and policy frameworks for the support of quality education in the context of HIV and AIDS are also needed. The paper ends with a summary of practical applications of how the education sector has responded to the epidemic from a quality perspective.

This publication is particularly useful for education planners, programme managers, school governing boards, and other stakeholders such as donors and civil society organizations.

Purpose: To use a framework for quality education to demonstrate how education systems should change their analysis and conduct in relation to HIV and AIDS.

Content: The publication analyses the inputs, processes, results and outcomes that are necessary to achieve learning at two levels including:

▶ The level of the learner
▶ The level of the learning system

The report closes with general conclusions and some practical suggestions for donors, policy-makers, and NGOs to support quality education in the context of HIV and AIDS.

Special features: Endnotes and a bibliography include numerous references (including web links to online resources) for more information on profiled programmes. Furthermore, a detailed annex provides evidence of the various manifestations of the epidemic on education systems and consequent responses.

Access: Can be ordered free of charge from info-iatt@unesco.org or downloaded online in English, French and Spanish from http://portal.unesco.org/en/ev.php-URL_ID=35461&URL_DO=DO_TOPIC&URL_SECTION=201.html (Free Adobe Acrobat Reader® software required).

1.3 GIRLS, HIV/AIDS AND EDUCATION

Produced by: UNICEF and the Global Coalition on Women and AIDS (GCWA)

Date: 2002

Language(s) and Size: English, 39 pages, 1.6 mb (PDF)
French and Spanish upon request

Overview: This publication examines the changing face of HIV and how the epidemic impacts on vulnerable children, especially girls and orphans. It outlines the responsibilities for the educator in ensuring that good quality basic education and skills-based HIV prevention education are extended to boys and girls equally. The problem of gender-based violence in schools and how education can transform gender relationships are discussed. Special attention is given to the power of girls' education for HIV prevention. The paper contains a call to action, which includes three strategic priorities: to encourage girls to enter and remain in school; to provide life skills-based education; and to protect girls from gender-based school violence.

This publication is particularly useful for education planners, programme managers, school governing boards and other stakeholders such as donors and civil society organizations.

Purpose: To raise awareness of the importance of girls' education in tackling HIV and to relate it to international development commitments such as the Millennium Development Goals, the Dakar Framework for Action and the United Nations General Assembly Special Session (UNGASS) on HIV/AIDS to issues concerning HIV, education and girls.

Content: The publication provides practical guidance on:

▶ Child-friendly, health promoting schools
▶ National policies and strategies for promoting girls' education
▶ Quality life skills-based education
▶ Ensuring safe environments in and around schools

Special features: The publication contains statistics in the annex on gender, HIV and education and a useful list of references.

Access: Can be downloaded online from http://www.unicef.org/publications/index_25047.html (Free Adobe Acrobat Reader® software required).

1.4 VIOLENCE AGAINST CHILDREN IN SCHOOLS AND EDUCATIONAL SETTINGS

Produced by: UN Secretary-General

Date: 2006

Language(s) and Size: English, 62 pages, 776 kb (PDF)

Overview: This publication is a comprehensive overview of the various forms of violence experienced by children and young people in schools the world over. This paper is a chapter in the World Report of Violence against Children commissioned by the Secretary-General of the United Nations. The results of this study were based on the outcomes from nine sub-regional, regional and national consultations held between 2003 and 2006 in: Latin America and the Caribbean, North America and Europe, Asia and the Pacific, the Middle East and Africa.

Building on primary and secondary research, this chapter describes the nature and extent of the problem, the impacts of violence on schools, the factors contributing to violence, and a number of recommendations on how to create non-violent schools.

This publication is particularly aimed at education authorities, civil society partners, policy-makers, donors and educators.

Purpose: To examine the multiple dimensions of violence and the link between school violence and experiences outside of school.

Content: The publication addresses the following topics related to violence in schools:

▶ Nature and extent of the problem
▶ Impacts of violence at school
▶ Factors contributing to violence
▶ Responses to violence against children in educational settings

The report concludes with recommendations for policy-makers, education authorities, school heads, teachers, students, parents and communities as they seek to create non-violent schools.

Special features: Bibliography includes numerous references (including web links to online resources) for more information on profiled programmes.

Access: Can be downloaded online from http://www.violencestudy.org (Free Adobe Acrobat Reader® software required).

1.5

GREATER INVOLVEMENT OF PEOPLE LIVING WITH HIV (GIPA): POLICY BRIEF

Produced by: UNAIDS

Date: 2007

Language(s) and Size: English, 4 pages, 240 kb (PDF)

Overview: This publication is a short, four-page policy brief which advocates for the overall importance of involving people living with HIV in the response to HIV and AIDS. Greater Involvement of People living with HIV (GIPA) is not a project or programme. GIPA is a principle that aims to realise the rights and responsibilities of people living with HIV, including their right to self-determination and participation in decision-making processes that affect their lives. In these efforts, GIPA also aims to enhance the quality and effectiveness of the AIDS response. The publication is based on the tenet and experience that greater involvement of people living with HIV in programme development and implementation and policy-making will improve the relevance, acceptability and effectiveness of programmes. This policy brief is part of a series of UNAIDS policy briefs which have been pilot-tested.

This publication is particularly aimed at government ministries, civil society partners, policy-makers, donors and National AIDS Councils.

Purpose: To advocate for the involvement of people living with HIV in decision-making bodies and programme planning.

Content: The publication describes what GIPA is, why it is important, and what the challenges are in achieving it. Furthermore specific actions for four groups of actors are outlined:

▶ Governments
▶ Organizations of people living with HIV
▶ Civil society and the private sector
▶ International partners

The report concludes with recommendations for donors, policy-makers and NGOs to set, implement, and monitor minimum targets for the participation of people living with HIV (PLWH) in decision-making bodies and to involve PLWH in developing funding priorities and design, implementation, monitoring and evaluation of HIV programmes.

Special features: The brief is short and user-friendly and includes two case studies from Kazakhstan and Tanzania.

Access: Can be ordered free of charge from distribution@unaids.org or downloaded online from http://data.unaids.org/pub/BriefingNote/2007/JC1299_Policy_Brief_GIPA.pdf (Free Adobe Acrobat Reader® software required).

1.6

GOOD POLICY AND PRACTICE IN HIV & AIDS AND EDUCATION. BOOKLET 1: OVERVIEW

Produced by: UNESCO

Date: 2008. 2nd Edition

Language(s) and Size: English, forthcoming

Overview: This publication provides an overview of why HIV and AIDS are important issues for the education sector, identifies weaknesses in current policy and programming responses, and highlights evidence gaps. It presents ideas, research results as well as policy and programmatic examples which programme and policy developers and implementers can draw on as they prepare education systems to respond to the needs of HIV affected and infected learners and their communities. The booklet is the first in the Good Policy and Practice in HIV & AIDS and Education series of publications which address key themes of UNESCO's work on HIV and AIDS and the education sector and is based on a review of published and unpublished literature,

programme activities (not exclusively UNESCO activities) and case studies.

This publication is particularly useful for education planners, programme managers, school governing boards and other stakeholders such as donors and civil society organizations.

Purpose: To draw on available knowledge and experience to highlight issues and lessons learnt and suggest policy and programming strategies and actions to address the impact of HIV and AIDS on learners and educators.

Content: The publication is divided into two chapters:

▶ HIV and AIDS and the education sector
▶ Policy and programming responses

The report concludes with a call for more evidence to inform effective responses to HIV and AIDS in the areas of policies, data, programming and measuring the impact of HIV and AIDS on the education sector.

Special features: This publication includes numerous relevant country examples, an illustrative management checklist, and a bibliography with numerous references (including web links to online resources) for more information on profiled programmes.

Access: Can be ordered free of charge from aids@unesco.org or downloaded online from http://unesdoc.unesco.org/images/0014/001461/146121e.pdf (Free Adobe Acrobat Reader® software required).

1.7 A CULTURAL APPROACH TO HIV/AIDS PREVENTION AND CARE

Produced by: UNESCO

Date: 2001

Language(s) and Size: English, 56/46/47/50 pages, 385/315/320/439 kb (PDF)
French, 54/43/42/45 pages, 2423/1921/497/523 kb (PDF)
Spanish, 52/42/43/46 pages, 250/250/205/217 kb (PDF)

Overview: A Cultural Approach to HIV/AIDS Prevention and Care was launched in May 1998 as a joint UNESCO and UNAIDS project. This series of handbooks shares the experiences and lessons learnt from a series of workshops in sub-Saharan Africa, Asia and the Caribbean. Four handbooks were developed for target audiences directly involved in policy building, project design, field work and communication.

This publication is particularly useful for education planners, civil society partners, policy-makers, donors and researchers for a comprehensive approach to culturally-sensitive programming.

Purpose: To support readers to tailor the content of prevention and care activities and pace of action to people's beliefs, value systems and capacity to mobilise. To support readers to adopt programmes to meet the specific needs of each target group.

Content: The series contains four handbooks each of which deals with two major topics, a general explanation of the cultural approach to HIV and AIDS, and a specific focus on the levels of action to be considered.

The four handbook topics are:
▶ Appropriate communication for behaviour change
▶ Strategy and policy building
▶ Fieldwork: building local response
▶ Project design, implementation and evaluation

Special features: The information in the handbooks is complemented by numerous case studies and detailed diagrams and provides the basis for culturally-sensitive methodological research. The bibliography includes numerous references (including web links to online resources) for more information on profiled programmes.

Access: Can be ordered free of charge from culture.aids@unesco.org or downloaded online from (Free Adobe Acrobat Reader® software required):

Series 1: English http://unesdoc.unesco.org/images/0012/001255/125589e.pdf
French http://unesdoc.unesco.org/images/0012/001255/125589f.pdf
Spanish http://unesdoc.unesco.org/images/0012/001255/125589s.pdf

Series 2: English http://unesdoc.unesco.org/images/0012/001255/125588e.pdf
French http://unesdoc.unesco.org/images/0012/001255/125588f.pdf
Spanish http://unesdoc.unesco.org/images/0012/001255/125588s.pdf

Series 3: English http://unesdoc.unesco.org/images/0012/001255/125586e.pdf
French http://unesdoc.unesco.org/images/0012/001255/125586f.pdf
Spanish http://unesdoc.unesco.org/images/0012/001255/125586s.pdf

Series 4: English http://unesdoc.unesco.org/images/0012/001255/125585e.pdf
French http://unesdoc.unesco.org/images/0012/001255/125585f.pdf
Spanish http://unesdoc.unesco.org/images/0012/001255/125585s.pdf

1.8 GUIDELINES ON LANGUAGE AND CONTENT IN HIV- AND AIDS-RELATED MATERIALS

Produced by: UNESCO

Date: 2006

Language(s) and Size: English, 62 pages, 780 kb (PDF)
French, 67 pages, 571kb (PDF)
Spanish, forthcoming

Overview: This publication provides guidelines for a harmonised use of language and content in HIV- and AIDS-related materials to reflect an approach to the epidemic which is comprehensive and inclusive, sensitive to the needs and issues of the whole population, but with focused attention on especially vulnerable populations. The guidelines were developed on the basis of many consultations with, and the support of, UNAIDS and other UN agencies as well as key stakeholders in HIV- and AIDS-related work.

This publication is aimed at UNESCO staff members and other professionals working on HIV and AIDS.

Purpose: To provide guidance towards using uniform, correct, gender-sensitive, non-discriminatory and culturally-appropriate language that promotes universal human rights.

Content: The publication is a living document which provides guidance on the use of correct language in three separate sections:
▶ Main language and terminology considerations
▶ The ABCs of HIV prevention (abstinence, being faithful, consistent and correct condom use)
▶ Harm reduction and HIV

Special features: The publication includes simple tables listing commonly used terminology or expressions, their explanation, and the preferred wording. The publication also includes a list of useful acronyms and a glossary of HIV and AIDS terms.

Access: Can be ordered free of charge from aids@unesco.org or downloaded online from (Free Adobe Acrobat Reader® software required):
English http://unesdoc.unesco.org/images/0014/001447/144725e.pdf
French http://unesdoc.unesco.org/images/0014/001447/144725f.pdf
Spanish http://unesdoc.unesco.org/images/0014/001447/144725s.pdf

1.9

24 TIPS FOR CULTURALLY SENSITIVE PROGRAMMING: GUIDE TO WORKING FROM WITHIN

Produced by: UNFPA

Date: 2004

Language(s) and Size: English, 15 pages, 300 kb (PDF)
Arabic, French, German, Russian, Spanish: 15 pages, 300 kb (PDF)

Overview: This publication is a collection of 13 slides presenting 24 tips for culturally sensitive programming in the area of reproductive health and rights. It was based on research carried out by UNFPA on integrating cultural perspectives into its programming. The 24 tips are easily adaptable to the HIV and AIDS education context.

This publication is particularly useful for policy-makers, education planners, donors, civil society partners and researchers for a comprehensive approach to culturally-sensitive programme planning.

Purpose: To summarise the key lessons from integrating cultural perspectives into programming.

Content: The publication addresses the main features that programme planners need to bear in mind when integrating cultural perspectives.

It is based on the findings from two previous UNFPA publications. Some of the tips include:

▶ Investing time in knowing the culture in which programmes operate
▶ Demonstrating respect
▶ Listening to what the community has to say
▶ Gaining the respect of local power structures
▶ Avoiding value judgements
▶ Using language sensitively
▶ Honouring commitments
▶ Building community capacity
▶ Nurturing partnerships
▶ Celebrating achievements

Special features: This publication is practical and user-friendly.

Access: Can be ordered free of charge from info@unfpa.org or downloaded online from (Free Adobe Acrobat Reader® software required):

Arabic http://www.unfpa.org/upload/lib_pub_file/490_filename_24tips_ara.pdf
English http://www.unfpa.org/upload/lib_pub_file/326_filename_24tips.pdf
French http://www.unfpa.org/upload/lib_pub_file/489_filename_24tips_fre.pdf
German http://www.unfpa.org/culture/docs/24tips_ger.pdf
Russian http://www.unfpa.org/upload/lib_pub_file/492_filename_24tips_rus.pdf
Spanish http://www.unfpa.org/upload/lib_pub_file/491_filename_24tips_spa.pdf

1.10

HIV-RELATED STIGMA, DISCRIMINATION AND HUMAN RIGHTS VIOLATIONS: CASE STUDIES OF SUCCESSFUL PROGRAMMES

Produced by: UNAIDS

Date: 2005

Language(s) and Size: English, 75 pages, 1.03 mb (PDF)
French, 80 pages, 1.15 mb (PDF)
Russian, 80 pages, 1.46 mb (PDF)
Spanish, 80 pages, 1.15 mb (PDF)

Overview: This publication shares experiences and lessons learnt from more than 30 successful projects, activities, and programmes from different parts of the world that challenged HIV-related stigma and discrimination with innovative approaches. Evidence for their success comes from a range of sources, including published documents, unpublished reports, external evaluations, and programme reviews. It is part of the UNAIDS Best Practice Collection.

The case studies cover a variety of important topics related to HIV-related stigma and discrimination. For those who are interested in education, the case study of the Centre for the Study of AIDS at the University of Pretoria in South Africa is particularly useful.

This publication is aimed at education planners, programme managers, school governing boards and other stakeholders such as donors and civil society organizations.

Purpose: To share lessons learnt and to fill a gap in the area of HIV-related stigma and discrimination by providing case studies of successful programmes in order to feed into the county-level response to the AIDS epidemic.

Content: The publication presents case studies under three different themes:
▶ Stigma-reduction approaches
▶ Anti-discrimination measures
▶ Human rights and legal approaches

Each case study is reported using the following structure:
▶ Background
▶ Goal and objectives
▶ Key players
▶ Actions taken
▶ Reported outcomes

Special features: In addition to the case studies, the publication also discusses the various forms and contexts of HIV-related stigma and discrimination as well as the close connection between stigma, discrimination and human rights.

Access: Can be downloaded online from (Free Adobe Acrobat Reader® software required):

English http://data.unaids.org/publications/irc-pub06/JC999-HumRightsViol_en.pdf
French http://data.unaids.org/publications/irc-pub06/JC999-HumRightsViol_fr.pdf
Russian http://data.unaids.org/publications/irc-pub06/JC999-HumRightsViol_ru.pdf
Spanish http://data.unaids.org/publications/irc-pub06/JC999-HumRightsViol_es.pdf

1.11 UNDERSTANDING AND CHALLENGING HIV STIGMA: TOOLKIT FOR ACTION

Produced by: The CHANGE Project

Date: 2003

Language(s) and Size: English, 187 pages, 9.6 mb (PDF)

Overview: This toolkit is a collection of resources of participatory educational exercises to raise awareness and promote action to challenge HIV-related stigma. Trainers can select from the exercises to plan their own courses for different target groups. This toolkit evolved out of a three country research project on stigma, "Understanding HIV-related Stigma and Resulting Discrimination" in Ethiopia, Tanzania and Zambia. It is written by AIDS activists from over 50 NGOs in these three countries.

This resource pack is particularly useful for education specialists, policy-makers, civil society partners and educators.

Purpose: To provide people working in HIV and AIDS – especially educators and community activists – with a set of flexible educational materials to raise their own understanding and to facilitate awareness-raising within community groups. The toolkit also aims to help people at all levels understand and raise questions relating to stigma: what it means, why it is an important issue, what are its root causes – and to develop strategies to challenge stigma and discrimination.

Content: The publication includes activities, instructions, materials, facilitator's notes, stories and examples in the following themes:

▶ Naming the problem
▶ More understanding, less fear
▶ Sex, morality, shame and blame, caring for PLWH in the family
▶ PLWHs coping with stigma
▶ Understanding stigma faced by children
▶ Moving to action

Special features: The toolkit employs a wide variety of participatory training methods such as discussion, presentations, small groups, buzz groups, report backs, card storming, rotational brainstorming, stories and case studies, drama or role plays, skill practice with feedback, warm up games and songs. It contains more than 125 exercises and includes images which draw out different aspects of stigma that can be tackled through different exercises.

Access: Can be downloaded online from http://www.changeproject. org/technical/hivaids/stigma.html (Free Adobe Acrobat Reader® software required).

1.12 GIRL POWER: THE IMPACT OF GIRLS' EDUCATION ON HIV AND SEXUAL BEHAVIOUR

Produced by: ActionAid International

Date: 2006

Language(s) and Size: English, 45 pages, 710 kb (PDF)
French, 48 pages, 718 kb (PDF)

Overview: This report shares the results from a systematic review of research published between 1990 and 2006 on the impact of girls' education on sexual behaviour and HIV. The review also looked at the difference between primary and secondary education on HIV vulnerability and some of the possible mechanisms underlying the relationship between HIV and girls' education. The evidence showed that early on in the epidemic (before 1995) highly educated women were more vulnerable to HIV compared to lesser educated women. However, as the epidemic has evolved this trend has changed; today, more educated girls and women are in a better position to have safer sex and reduced HIV prevalences. The evidence showed that more education protects against HIV infection.

This publication is particularly useful for policy-makers, education planners, donors and civil society partners.

Purpose: To provide state-of-the-art evidence on the impact of girls' education on HIV and sexual behaviour.

Content: The publication describes the rationale and background for the review, the methodology that was employed, and the results of the review.

The results are broken down into:

▶ The impact of education on HIV rates
▶ The impact of education on sexual behaviour
▶ Differences between genders and school level
▶ Revisiting possible mechanisms

The report concludes with recommendations for donors, policy-makers, researchers and NGOs to facilitate their advocacy for the expansion of girls' education and the resulting policy implications. Furthermore, the authors call for stakeholders to consider gender and power dynamics in prevention messages, to put in place comprehensive sexual health education, and to undertake more quality research on young people's vulnerability to HIV.

Special features: Bibliography includes numerous references to state-of-the-art scientific articles.

Access: Can be ordered free of charge from mail.jhb@actionaid. org or downloaded online in English and French from: http://www. actionaid.org.uk/100296/hiv__aids.html. (Free Adobe Acrobat Reader® software required)

1.13 RESOURCE PACK ON GENDER AND HIV/AIDS

Produced by: UNAIDS IATT on Gender and HIV/AIDS

Date: 2005

Language(s) and Size: English, Document 1: 50 pages, 516 kb (PDF)
Document 2: 54 pages, 444 kb (PDF)
Document 3: 68 pages, 312 kb (PDF)

Overview: The Resource Pack contains the following three documents: 1) Operational Guide on Gender and HIV/AIDS: A Rights-Based Approach; 2) Integrating Gender into HIV/AIDS Programmes: A Review Paper (WHO); and 3) 17 Fact Sheets with concise information on gender-related aspects of HIV and AIDS. The Operational Guide provides a gender and rights-based approach to HIV and AIDS. It is highly practical and includes a number of checklists and selected tools. The third document in the resource pack 'Integrating Gender' discusses the impact of gender on the HIV epidemic including norms of masculinity and femininity, poverty and dependency and the vulnerability of young people. It outlines technical approaches for gender integration into policies and programmes. The 17 Fact Sheets set out concise information to present policy-makers with core facts and issues organised by thematic areas, one of which is education (Fact Sheet 3).

This resource pack is particularly useful for education specialists, policy-makers, civil society partners and educators.

Purpose: To support readers to tackle gender inequality, a key underlying factor that fuels HIV epidemics. The Operational Guide promotes a rights-based approach and improving responses to HIV and AIDS and to protect the rights of subordinated groups. The three papers aim to promote a gender-enlightened and comprehensive response to HIV and AIDS.

Content: The Resource Pack includes the following practical tools and guidance:

▶ Operational Guide: checklists for gender and rights-based approach including: a) programming, b) funding support, c) communication; and d) networking and advocacy. Twelve tools are provided to develop: vulnerability mapping, monitoring and evaluation, the assessment of the organizational impact of HIV and assessing power in the context of HIV.
▶ Review Paper: provides guidance on gender-sensitive programmes, transformative interventions, interventions that empower and structural elements for gender integration.
▶ Fact Sheets: Includes sheets on gender and human rights, education, young people, violence against women, the world of work, rural development and indicators for monitoring and evaluation.

Special features: A three-component resource pack. Additional resources including web-based resources are listed in the operational guide in section nine of the resource pack. At the end of the review paper is a bibliography that includes numerous references for more information on integrating gender into HIV programmes.

Access: Can be downloaded online from http://unifem.org or http://www.genderandaids.org/modules.php?name=News&file=article&sid=803 (Free Adobe Acrobat Reader® software required).

1.14 BUILDING A GENDER FRIENDLY SCHOOL ENVIRONMENT: A TOOLKIT FOR EDUCATORS AND THEIR UNIONS

Produced by: EFAIDS

Date: 2007

Language(s) and Size: English: 48 pages, 2.88 mb (PDF)
French and Spanish versions forthcoming

Overview: This toolkit was developed by Education International, Education Development Center, Inc. and the World Health Organization to be used by teachers' unions and educators in countries around the world participating in the EFAIDS programme. The aim and activities of the toolkit are concerned with creating safe learning environments with equal opportunities for male and female learners. Key background information is provided such as the link between gender roles and well-being. The bulk of the toolkit is organised around five identified priority areas to assist teachers' unions and educators in challenging gender stereotypes and helping learners develop a healthy gender identity.

This publication is particularly useful for education authorities, teachers' unions and educators.

Purpose: To provide teachers' unions with the tools to create healthy, safe and gender-equitable environments for learners of all ages.

Content: The toolkit provides key information and practical tools to help educators and unions plan and implement activities in the following areas:

▶ Developing union policies and a code of conduct for educators to demonstrate union leadership and commitment to gender equality and the promotion of safe learning environments
▶ Collecting relevant information to inform the suggested actions
▶ Collecting information to support work with government and learning institutions to advocate for policy change
▶ Using sample learning activities for union leaders and educators on gender-related issues
▶ Providing suggestions for creating a publicity strategy to communicate key information and messages with union members and others

In order to be more effective, teachers' unions and educators are urged to conduct activities in all five priority areas.

Special features: The toolkit includes a list of key resource materials and global instruments pertaining to ensuring gender equality.

Access: Can be ordered free of charge from efaids@ei-ie.org or downloaded online from http://www.ei-ie.org/efaids/en/documentation_ei.php (Free Adobe Acrobat Reader® software required).

1.15

BUILDING RESILIENCE: A RIGHTS-BASED APPROACH TO CHILDREN AND HIV/AIDS IN AFRICA

Produced by: Save the Children/Sweden

Date: 2006

Language(s) and Size: English, 59 pages, 832 kb (PDF)

Overview: This report provides a brief overview of the responses of the international community and governments in delivering a rights-based approach to children in the context of HIV and AIDS in Africa. It also outlines the roles of the private sector, civil society, families and communities in dealing directly with children. This paper is based on two previous reviews commissioned by the World Health Organization and the Bernard van Leer Foundation. The paper provides a number of recommendations for building holistic, rights-based, child-centred responses to HIV and AIDS. Responses should engage a wide range of actors including government, stakeholders and children themselves. Programming should be based on situation analyses and coordinated in order to complement what other organizations are doing. Responses should consider the root causes of the spread of the epidemic such as stigma and discrimination and gender inequality. Family-based care initiatives should be encouraged whenever possible.

This publication is particularly beneficial for education planners, policy-makers, donors, programme managers and researchers.

Purpose: To promote a rights-based approach to working with children.

Content: The publication is divided into five chapters which describe:

▶ The scale and nature of the problem
▶ Overview of major responses
▶ Summary of a rights-based approach
▶ Analysis and finding
▶ Recommendations

The report concludes with recommendations for donors, policy-makers, researchers and NGOs to better support holistic, rights-based, child-centred responses to HIV and AIDS.

Special features: The publication is a state-of-the-art overview of current responses to HIV and AIDS and children focusing on Southern Africa. Chapters are supplemented with data and diagrams. The endnotes include numerous references (including web links to online resources) for more information.

Access: Can be ordered free of charge from info@rb.se or downloaded online from http://www.crin.org/docs/save_children_hiv.pdf (Free Adobe Acrobat Reader® software required).

1.16

CHILDREN FOR HEALTH: CHILDREN AS PARTNERS IN HEALTH PROMOTION

Produced by: The Child-to-Child Trust and WHO

Date: 2005

Language(s) and Size: English, 214 pages (book), also available in Arabic, Farsi, French, Gujarati, Hindi, Portuguese and Spanish

Overview: This book advocates for and aims to strengthen the provision of quality health education for all children. The objectives of the book are to broaden the idea of what health education is by providing basic facts on selected heath issues and describing how effective health education programmes help children and their families. In the chapter on the Facts of Life, specific activities for health education programmes for children in formal and non-formal educational setting are covered. The book is illustrated with examples of inspiring work being done across the world by educators and health workers dedicated to improving the lives of children and their families.

This resource pack is particularly useful for education specialists, policy-makers, civil society partners and educators.

Purpose: To strengthen the provision of good quality health education for all children.

Content: This book gives a comprehensive overview of a child-centred approach to health promotion. The information is presented in three parts involving a whole range of health issues including HIV and AIDS:

▶ Children as partners
▶ Children's action
▶ Facts for life: prime messages and supporting information

Special features: The book includes useful checklists, programmatic examples and illustrations. Additional resources are provided in the appendix (including web links to online resources) for more information on profiled programmes (e.g. Focusing Resources on Effective School Health, FRESH).

Access: Can be ordered at low cost from http://www.child-to-child.org or http://www.macmillian-africa.com in Arabic, English, Farsi, French, Gujarati, Hindi, Portuguese and Spanish.

1.17

SCHOOL-CENTRED HIV & AIDS CARE AND SUPPORT IN SOUTHERN AFRICA

Produced by: UNESCO

Date: 2008

Language(s) and Size: English, 40 pages

Overview: This report summarises discussion from a two-day consultation convened by UNESCO in Gaborone, Botswana in May 2007. The aim of the consultation was to bring together current knowledge from key players in academia, civil society and government and lay out the fundamental principles of how schools and other institutions have taken on additional care and support responsibilities. The common understanding is that schools need to respond to HIV and AIDS both as part of efforts towards universal access and also as a necessary part of achieving Education for All (EFA) and Millennium Development Goals (MDGs).

This publication is particularly aimed at education authorities, civil society partners, policy-makers, donors and educators.

Purpose: To bring together current knowledge as to how schools can act as centres for care and support and also to identify some of the underlying challenges and success factors.

Content: The report is presented over four sections with each chapter giving a detailed overview of current knowledge in this subject area. The first three chapters are:

▶ Background
▶ Common elements
▶ Principles for success

The report concludes with a fourth chapter which includes conclusions and recommendations for donors, policy-makers, and NGOs to apply key elements of an integrated school-based treatment, care and support programme.

Special features: This report brings together state-of-the-art knowledge in this subject area, with information on best practice, knowledge gaps, and case studies. Furthermore, a bibliography at the end of the document includes numerous references (including web links to online resources) for more information on profiled programmes.

Access: Can be ordered free of charge from aids@unesco.org or downloaded online from http://www.unesco.org/aids (Free Adobe Acrobat Reader® software required).

1.18

ADDRESSING THE EDUCATIONAL NEEDS OF ORPHANS AND VULNERABLE CHILDREN

Produced by: ActionAid International and Save the Children/UK

Date: 2004

Language(s) and Size: English, 12 pages, 232 kb (PDF)

Overview: This report shares the experiences of the UK Working Group on Education and HIV/AIDS and summarises issues raised from a meeting in London in December 2003. The paper describes the educational disadvantages faced by orphans and vulnerable children (OVC) and goes on to look at educational responses with a specific focus on three in particular: open and distance learning; school feeding schemes; and the index for inclusion. Building on the experiences of working with out-of-school children and young people, it is recommended that interventions are tailored to the specific needs of vulnerable children, that children and young people are consulted in the development process, that interventions involve parents, caregivers, and the community at large, and that interventions receive increasingly more support from ministries of education.

This publication is particularly aimed at education authorities, civil society partners, policy-makers, donors and educators.

Purpose: To discuss the range of educational approaches tailored to the specific needs of orphans and vulnerable children affected and infected by HIV and AIDS.

Content: The publication is divided into three main subject headings and includes specific examples to complement the discussion:

▶ Defining the educational needs of orphans and vulnerable children
▶ The increased need for education in the context of HIV and AIDS
▶ The educational response to orphans and vulnerable children

The report concludes with recommendations for donors, policy-makers, and NGOs to consider the multi-dimensional nature of the vulnerability faced by orphans and vulnerable children.

Special features: The publication is user-friendly and includes helpful illustrations and a summary table of education responses for specific challenges.

Access: Can be ordered free of charge from mail@actionaid.org.uk or downloaded online from http://www.actionaid.org.uk/wps/content/documents/ovcpaper.pdf (Free Adobe Acrobat Reader® software required).

1.19

ANOTHER WAY TO LEARN... CASE STUDIES

Produced by: UNESCO

Date: 2007

Language(s) and Size: English, 81 pages, 3.12 mb (PDF)
Spanish, 91 pages, 3.18 mb (PDF)
Forthcoming in Arabic, Chinese, French and Russian

Overview: This report shares the experiences and lessons learnt by UNESCO over a period of three years involving work with vulnerable communities while employing a range of innovative and creative techniques. The programmes described in the report aim to improve literacy rates, increase access to sustainable livelihoods, and in doing so, raise awareness about drug misuse and HIV and AIDS.

This publication is particularly aimed at education planners, civil society partners and educators working with young people in non-formal educational settings.

Purpose: To share UNESCO's experience and thinking behind a number of projects that have sought to address the needs of disadvantaged young people, in particular those impacted by drug misuse.

Content: The publication outlines the activities of 17 separate projects working with disadvantaged young people on sustainable livelihoods. Each case study provides the history of the project, specific activities relating to the topic of interest, major achievements and lessons learnt, and some information about the future of the project. The projects were spread over four sub-regions.

Special features: The publication is user-friendly and includes helpful illustrations. The appendix includes the contact information of all of the projects show-cased through the document.

Access: Can be ordered free of charge from aids@unesco.org or downloaded online from:

English http://unesdoc.unesco.org/images/0015/001518/151825e.pdf
Spanish http://unesdoc.unesco.org/images/0015/001518/151825s.pdf
(Free Adobe Acrobat Reader® software required).

1.20

EDUCATIONAL RESPONSES TO HIV AND AIDS FOR REFUGEES AND INTERNALLY DISPLACED PERSONS: DISCUSSION PAPER FOR DECISION-MAKERS

Produced by: UNESCO and UNHCR

Date: 2007

Language(s) and Size: English, 33 pages, 821 kb (PDF)
French, 33 pages, 1.5 mb (PDF)
Arabic, 33 pages, 1.8 mb (PDF)

Overview: This paper brings together the arguments in favour of a comprehensive response to HIV and AIDS through education, to address the unique needs of refugees and internally displaced persons (IDPs). It recognises the importance of education for affected populations, and refers to the existing and significant work undertaken to develop minimum standards for education in emergency situations. The paper then focuses on the key components of education sector responses to HIV and AIDS, and addresses the policy and programmatic measures required to address the prevention, treatment, care and support needs of refugees and IDPs as well as the HIV-related stigma and discrimination that they often face.

This publication is aimed at education specialists and policy-makers in ministries of education, civil society organizations, and donor and development agencies involved in emergency, reconstruction and development responses.

Purpose: To make the case for educational responses to HIV and AIDS in situations of conflict and displacement.

Content: The paper is structured to give a comprehensive overview of the situation affecting refugees and IDPs in the context of conflict displacement and HIV. Furthermore, the paper highlights the importance and need for targeted education sector responses to HIV and AIDS for this group. The paper is divided into the following five sections:

- ▶ Current situation of refugees and IDPs
- ▶ Conflict, displacement and HIV
- ▶ Special characteristics and protection risks of refugees and IDPs
- ▶ Education for refugees and IDPs
- ▶ Key components of educational responses to HIV and AIDS for refugees and IDPs

The report concludes with recommendations for donors, policy-makers, and NGOs to coordinate HIV and AIDS education for refugees and IDPs with other educational initiatives at the country, sub-country and organizational levels.

Special features: This publication is user-friendly and includes useful illustrations and check-lists. In addition, the endnotes and bibliography include numerous references (including web links to online resources) for more information on profiled programmes.

Access: Can be ordered free of charge from aids@unesco.org or downloaded online from:

English http://unesdoc.unesco.org/images/0014/001493/149356e.pdf
French http://unesdoc.unesco.org/images/0014/001493/149356f.pdf
Arabic http://unesdoc.unesco.org/images/0014/001493/149356a.pdf
(Free Adobe Acrobat Reader® software required).

2

Content, curriculum and learning materials

BACKGROUND

1.   UNAIDS Action Plan on Intensifying HIV Prevention, 2006-2007 (UNAIDS, 2006).

CURRICULUM STANDARDS AND CONTENT GUIDES

2.   Standards for Curriculum-Based Reproductive Health and HIV Education Programmes (FHI, 2006).
3.   Developing Guidelines for Comprehensive Sexuality Education (SIECUS, 2000).
4.   Manual for Integrating HIV and AIDS Education in School Curricula (IBE, 2006).
5.   IPPF Framework for Comprehensive Sexuality Education (IPPF, 2006).
6.   A Curriculum Response to HIV/AIDS (UNESCO IIEP/ESART, 2007).
7.   Good Policy and Practice in HIV & AIDS and Education. Booklet 5: Effective Learning (UNESCO, 2008).

CURRICULUM MATERIALS AND PROGRAMMES

Primary and Secondary Education

8.   Education and HIV/AIDS: A Sourcebook of HIV/AIDS Prevention Programmes (World Bank, 2003).
9.   Training and Resource Manual on School Health and HIV and AIDS Prevention (EI/WHO/EDC, 2004).
10.   Developmentally Based Interventions and Strategies: Promoting Reproductive Health and Reducing Risk Among Adolescents (FOCUS on Young Adults, 2001).

Tertiary Education

11.   A Toolkit for Higher Education Institutions in Africa: Mitigating the Impact of HIV/AIDS (AAU, 2004).
12.   Crafting Institutional Response to HIV/AIDS: Guidelines and Resources for Tertiary Institutions in Sub-Saharan Africa (World Bank, 2004).

LIFE SKILLS-BASED EDUCATION

13.   Stepping Stones: A Training Package in HIV/AIDS, Communication and Relationship Skills (ActionAid International/Alice Welbourne, 1999).
14.   Our Future: Sexuality and Life Skills Education for Young People (International HIV/AIDS Alliance, 2007).

GENDER

15.   Project H: Working with Young Men Series (Instituto Promundo/PAHO/WHO, 2002).
16.   Gender or Sex: Who Cares? Skills-building Resource Pack on Gender and Reproductive Health for Adolescents and Youth Workers (IPAS, 2001).

ORPHANS AND VULNERABLE CHILDREN

17.   Ensuring Access for Orphans and Vulnerable Children. A Planner's Handbook. 2nd Edition (Partnership for Child Development/World Bank/UNICEF, 2006).

HUMAN RIGHTS

18.   HIV/AIDS and Human Rights: Young People in Action Kit (UNESCO/UNAIDS, 2001).

The objective of Overview Two is to introduce the reader to a special selection of Curriculum and Learning Materials on HIV and AIDS by presenting an annotated bibliography of 18 resources.

The background to curriculum and content materials is set by Resource 1, the *UNAIDS Action Plan on Intensifying HIV Prevention*. This publication outlines the joint UN approach of supporting intensified HIV prevention at the national level. Detailed in the Action Plan is also UNESCO's role under the UNAIDS Division of Labour as the lead agency for HIV prevention in educational settings. The remainder of the overview is divided by the following sub-headings: curriculum standards and content guides (Resources 2-6); curricula and programmes for primary and secondary education (Resources 7-10); tertiary education (Resources 11-12); life skills-based education (Resources 13-14); gender (Resources 15-16); orphans and vulnerable children (Resource 17); and human rights (Resource 18).

Several high quality resources were identified under the sub-heading of curriculum standards and content guides. All six resources highlight the latest progress in the field. Resource 2, *Standards for Curriculum-based Reproductive Health and HIV Education Programmes*, published by Family Health International, was based on a systematic review of the evidence of the impact of HIV and sex education programmes on young people in developing countries. Additionally, the manual provides suggestions on how to improve the attainment of these standards as well as examples illustrating how they can be implemented. Next is Resource 3, the *Guidelines for Comprehensive Sexuality Education*, published by the Sexuality Information and Education Council of the United States (SIECUS). This guide is different from the previous one as it presents a 14-step approach for developing comprehensive sexuality education guidelines in different social and cultural contexts. The *HIV and AIDS Curriculum Manual* (Resource 4) is an updated CD-Rom developed by the International Bureau for Education (IBE), a UNESCO Institute which responds to the needs and requests from field offices for tools to guide the effective integration and mainstreaming of HIV and AIDS education in schools. The *IPPF Framework for Comprehensive Sexuality Education* (Resource 5) is an advocacy tool to promote a holistic model for sexuality education with a special focus on addressing the sexual and reproductive rights of young people, especially those living with HIV and AIDS. It is followed by Resource 6, a joint publication between UNESCO's International Institute for Educational Planning (IIEP) and

Under the sub-heading of curriculum standards and content guides, all six resources highlight the latest progress in the field

the EduSector AIDS Response Trust (ESART) on *A Curriculum Response to HIV/AIDS*. This module is part of a self-completion training course introducing the reader to an overview of current concepts associated with HIV and AIDS curricula in schools. Lastly, Resource 7 from UNESCO's *Good Policy and Practice in HIV & AIDS and Education series* is on *Effective Learning and HIV and AIDS*. The booklet presents the results of a review of published and unpublished literature, programme activities and case studies on the topic. The review particularly focuses on factors that hinder or support effective learning and on issues to consider when developing and adapting HIV and AIDS educational materials.

The second and larger selection of resources is contained under the sub-heading of curriculum materials and programmes. The majority of curriculum guides were identified for learners in primary and secondary school; in this review, none were identified for young adults at the tertiary level. Resource 8, the World Bank *Sourcebook of HIV/AIDS Prevention Programmes*, profiles the experience of selected programmes from around the world. Next in the sequence is Resource 9, the *Training and Resource Manual on School Health and HIV Prevention*, published as a collaborative effort between Education International, WHO, and the Education Development Center, Inc. in the context of the EFAIDS programme. The manual is a teacher training guide as well as a resource for activities with young people. Resource 9 is also described in the Overview on Educator Training and Support. Finally, Resource 10, *Developmentally Based Interventions and Strategies: Promoting Reproductive Health and Reducing Risk Among Adolescents*, published by FOCUS on Young Adults has a strong focus on developmentally-based interventions for children and young people aged 10-24 years.

Only two resources were identified as addressing the needs of tertiary institutions in sub-Saharan Africa (Resources 11 and 12). Both of these resources present a strong strategic focus and lessons learnt from programmatic experiences rather than actual curriculum guides. There is a real lack of curriculum resources addressing the needs of tertiary institutions in this topic area. The *Toolkit for Higher Education Institutions in Africa* is a guide for building the capacity of African universities to improve institutional responses to HIV and AIDS. The toolkit is followed by *Crafting Institutional Responses to HIV/AIDS: Guidelines and Resources for Tertiary Institutions in Sub-Saharan Africa* published by the World Bank, which includes a series of four papers that provide the background and overview of what African universities are already doing to respond to HIV and AIDS.

The remaining documents in the Overview are hands-on practical tools tailored to young people within and outside of formal educational settings. The section starts off with two tools on life skills-based HIV and AIDS education (also see Overview 5 on illustrative approaches and entry points). Resource 13, *Stepping Stones: A Training Package in HIV/ AIDS, Communication and Relationships Skills*, is an award-winning training manual developed in response to the need for gender-responsive programming in Uganda. Since the first edition in 1995, the Stepping Stones training manual has been widely adapted and translated into various languages. The second life skills publication is Resource 14, the International HIV/AIDS Alliance's *Our Future: Sexuality and Life Skills Education for Young People*. It is presented as a series of three books for grades 4-5, 6-7, and 8-9 and shares the experiences from learners and teachers in the Chipata District of Zambia. On the topic of gender, Resource 15, *Project H: Working with Young Men Series*, is a training manual developed by Instituto Promundo, the Pan American Health Organization and WHO to address issues of masculinity and sexual and reproductive health among young men aged 15-24 years. The second manual, Resource 16, *Gender or Sex: Who Cares?,* is intended for use with young people of both sexes. It was pilot-tested with partner organizations in various regions of the world and is therefore easily adaptable to specific cultural situations. *Ensuring Access for Orphans and Vulnerable Children* (Resource 17) is a joint publication by the World Bank and UNICEF. The handbook serves as a guide for discussions about enabling orphans and vulnerable children to access education. It is intended for policy-makers, curriculum planners, educators and community activists. Lastly, Resource 18, *HIV/AIDS and Human Rights: Young People in Action*, a joint UNESCO/UNAIDS publication, is a participatory toolkit which can be used to initiate public and peer education, to advocate for HIV and AIDS related issues, and to show care and support for PLWH.

In addition to the resources provided here, a number of agencies should be noted for their involvement in Curriculum and Learning Materials. Their websites are included for reference to additional information:

- UNESCO IBE International Clearinghouse on Curriculum for HIV and AIDS Education http://www.ibe.unesco.org/HIVAids.htm
- Sexuality Information and Education Council of the United States (SIECUS) http://www.siecus.org
- Youth Incentives by the Rutgers Nisso Groep http://www.youthincentives.org/
- Family Health International YouthNet Programme www.fhi.org/en/Youth/YouthNet/ProgramsAreas/ SexEducation.htm

2.1

UNAIDS ACTION PLAN ON INTENSIFYING HIV PREVENTION, 2006-2007

Produced by: UNAIDS

Date: 2006

Language(s) and Size: English, 28 pages, 1.754 mb (PDF)
French, 28 pages, 814 kb (PDF)

Overview: This document was written as a follow up to the *"UNAIDS Policy Position Paper on Intensifying HIV Prevention"* and the recommendations of the Global Task Team on Improving AIDS Coordination among Multilateral Institutions and International Donors in 2005. It presents the UNAIDS action plan for intensifying HIV prevention for the two-year period from 2006 to 2007. The action plan details the joint UN approach of supporting intensified HIV prevention at the country level via the UN Theme Group on HIV/AIDS and supported by the joint UN Team on AIDS and the global and regional teams or offices of the UNAIDS Cosponsors and Secretariat. The success of implementing the UNAIDS Action Plan will be determined by deliverables across the action areas of: evidence; advocacy; policy development; normative guidance and technical support; coordination and harmonisation; and monitoring and evaluation which are to be achieved by the end of 2007.

This publication is particularly useful all of those who have a leadership role in supporting country-level HIV prevention, treatment and care efforts.

Purpose: To outline the UNAIDS operational strategy to support intensification of HIV prevention with a focus at the country level.

Content: The publication covers six broad themes:

- Key principles
- Key deliverables
- Operational strategy
- Regional-level actions
- Global-level actions
- Accountability and reporting progress

Special features: The report is user-friendly and easy to read including many illustrations, graphs and a spreadsheet of HIV prevention outcomes as well as indicators for progress assessment.

Access: Can be ordered free of charge from unaids@unaids.org or downloaded online from (Free Adobe Acrobat Reader® software required):
English http://data.unaids.org/pub/Report/2007/jc1218_
preventionactionplan_en.pdf
French http://data.unaids.org/Publications/IRC-pub07/JC1218-
PreventionActionPlan-PCB_fr.pdf

2.2

STANDARDS FOR CURRICULUM-BASED REPRODUCTIVE HEALTH AND HIV EDUCATION PROGRAMS

Produced by: Family Health International (FHI)

Date: 2006

Language(s) and Size: English: 65 pages, 224 kb (PDF)

Overview: This manual is based on the findings of a systematic review on the *Impact of Sex and HIV Education Programs on Sexual Behaviours of Youth in Developing Countries* and deliberations from an expert consultation meeting convened by Family Health International in January 2006. One of the results of the research was a list of 24 characteristics of effective curriculum-based programmes. Twenty of the standards are adapted from the systematic review and four of the standards emerged from the technical meeting. Coupled with the standards is a publication which provides suggestions on how to improve the attainment of the standards as well as programmatic examples illustrating how the standards can be implemented.

This publication is particularly useful for education specialists, curriculum planners, trainers, head teachers, donors and other relevant stakeholders to learn more about what experts consider state-of-the-art programming to be.

Purpose: To present the findings of an expert consultation meeting on curriculum-based reproductive health and HIV education programmes.

Content: This manual provides solid evidence for the elements of effective curriculum and how these elements should be delivered. It is divided as follows:

- The introduction and overview sections describe the development of the 24 curriculum standards
- A checklist of the 24 standards with brief descriptions
- The 'standards in practice' section provides examples and lessons learnt from experiences of using reproductive health and HIV education curricula

Special features: Annex 4 is a collection of annotated resources that may help in developing or adapting curricula and in developing reproductive health and HIV education programmes. They include background materials, tools, research, curricula, and web sites.

Access: Can be ordered free of charge from youthnetpubs@fhi.org or downloaded online from http://www.fhi.org/NR/rdonlyres/ea6e v5ygicx2nukyntbvjui35yk55wi5lwnnwkgko3touyp3a33aiczutoyb6zh xcnwiyoc37uxyxg/sexedstandards.pdf (Free Adobe Acrobat Reader® software required).

2.3 DEVELOPING GUIDELINES FOR COMPREHENSIVE SEXUALITY EDUCATION

Produced by: Sexuality Information and Education Council of the United States (SIECUS)

Date: 2000

Language(s) and Size: English, 36 pages, 7.431 mb (PDF)

Overview: This handbook shares the experiences of developing country-specific guidelines for comprehensive sexuality education, in terms of content and structure. This document focuses on the key concepts that were recommended in the *Guidelines for Comprehensive Sexuality Education* in the United States and that established the first framework for sexuality education in the country. The framework has subsequently served as an international template for supporting efforts in other countries to advocate for and adapt components of comprehensive sexuality education. This publication presents a 14-step approach for developing guidelines in different social and cultural contexts. It promotes this by sharing a strategic outline of how stakeholders should address the issue. It draws on the work carried out by SIECUS and organizations in Brazil, Nigeria and Russia that have successfully responded to country-specific needs for comprehensive sexuality education and that have supported the creation of National Guidelines Tasks Forces in their respective countries.

This handbook is particularly useful for curriculum planners, education specialists, policy-makers and programme managers in government and civil society.

Purpose: To share the key concepts recommended by the *Guidelines for Comprehensive Sexuality* Education and the accompanying first framework for sexuality education in the United States.

Content: The publication describes the experience of SIECUS in developing comprehensive generic curriculum for sexuality education, focusing particularly on:

▶ The aim of developing guidelines
▶ The basic concepts of comprehensive sexuality education
▶ A 14-step methodology on how to establish a framework for guidelines

Special features: The manual includes a short case study and a list of publications and organizations working on comprehensive sexuality education.

Access: Can be ordered for US$ 10.00/each or downloaded free of charge from http://www.siecus.org/pubs/guidelines/guideintl.pdf (Free Adobe Acrobat Reader® software required).

2.4 MANUAL FOR INTEGRATING HIV AND AIDS EDUCATION IN SCHOOL CURRICULA

Produced by: UNESCO International Bureau of Education (IBE)

Date: 2006

Language(s) and Size: English, 203 pages, 3.52 mb (PDF)
French, 197 pages, 3.11 mb (PDF)
Russian, 216 pages, 8.16 mb (PDF)
Spanish version upon request
Arabic, 130 pages, 1.21 mb (PDF)

Overview: This tool was developed by UNESCO IBE with the goal to improve teaching and learning on HIV and AIDS in official basic education curricula. It includes a set of tools, assembled in a manual, to support the development and adaptation of quality teaching and learning material for HIV and AIDS education, as well as teacher training. Some of the key issues addressed in this manual include: How can HIV and AIDS education be better integrated into existing curricula and school programmes? How can HIV and AIDS teaching and learning materials be effectively adapted or developed?

This manual is particularly useful for curriculum developers and HIV and AIDS education programme officers, teacher trainers and other education sector professionals, especially teachers, community educators and researchers.

Purpose: To facilitate the assessment of existing practices and provide solutions which are adapted to different contexts in order to improve the effectiveness of HIV and AIDS education in primary and secondary schools.

Content: This manual consists of ten tools which can be either used individually or together. As the development and implementation of curricula and school programmes are also political, social and cultural processes, the first three tools are designed to facilitate assessing the context in which HIV and AIDS education occurs. The following seven tools cover technical aspects of the process of developing and implementing school curricula and programmes. The tools provide information and recommendations aimed at addressing the implications of the integration of comprehensive and multi-dimensional HIV and AIDS education into national curricula. They provide guidance on the essential themes, the teaching methods, and the assessment of learning outcomes. The last tool highlights quality criteria for the appraisal of HIV and AIDS material for learners, teachers and teacher training.

Special features: This manual is toolkit which can evolve: each tool is regularly improved and is based on use and feedback from the field.

Access: Can be ordered (hard copy or CD-Rom) free of charge from ibeaids@ibe.unesco.org or downloaded online from (Free Adobe Acrobat Reader® software required):
English: http://www.ibe.unesco.org/AIDS/Manual/Manual_home.htm
French: http://www.ibe.unesco.org/French/Aids/Manual/manuel_home.htm
Russian: http://www.ibe.unesco.org/AIDS/doc/Manuel_complet_AR.pdf
Arabic: http://www.ibe.unesco.org/AIDS/doc/Manuel_complet_AR.pdf

2.5 IPPF FRAMEWORK FOR COMPREHENSIVE SEXUALITY EDUCATION

Produced by: International Planned Parenthood Federation (IPPF)

Date: 2006

Language(s) and Size: English, 9 pages, 741 kb (PDF)

Overview: This document focuses on comprehensive sexuality education which promotes and considers the sexual and reproductive rights of young people, especially those living with HIV. The report favours a framework of sexuality education that also deals with the needs of young people in order to promote an all-inclusive educational agenda. This document is based on consultations with IPPF staff, young people, external organizations and Member Associations. The proposed framework includes evidence from operational practice and thorough research and therefore makes strong recommendations on what principles should be shared in the context of comprehensive sexuality education. This document informs the development of new policies and curricula and creates opportunities for building new partnerships with external agencies working in this area.

This document is particularly useful for curriculum planners, education specialists, programme managers and policy-makers.

Purpose: To provide an in-depth overview of comprehensive sexuality education and encourage future collaboration with external organizations and current partners.

Content: The report examines what constitutes a useful framework of comprehensive sexuality education, focusing particularly on:

▶ Seven essential components including: gender, sexual and reproductive health, sexual citizenship, pleasure, violence, diversity and relationships
▶ Basic principles of good practice

Special features: A contact list of relevant organizations and publications related to comprehensive sexuality education.

Access: Can be downloaded online from http://www.ippf.org/NR/rdonlyres/CE7711F7-C0F0-4AF5-A2D5-1E1876C24928/0/Sexuality.pdf (Free Adobe Acrobat Reader® software required)

2.6 A CURRICULUM RESPONSE TO HIV/AIDS

Produced by: UNESCO IIEP and ESART

Date: 2007

Language(s) and Size: English, 47 pages, 1.233 mb (PDF)
French, forthcoming

Overview: This publication is part of the joint UNESCO IIEP and ESART training series on *Educational Planning and Management in a World with AIDS*. This specific module provides an overview of current concepts related to teaching and learning about sexual and reproductive health, HIV and AIDS education including life skills and the necessary steps for integrating these curricula in schools. The module also highlights some of the main planning implications of including HIV and sex education in the curriculum. Finally, there is a broad discussion of the planning steps involved in integrating HIV and sex education into curricula.

This publication is particularly useful for curriculum planners, education specialists, policy-makers and educators.

Purpose: To provide an overview of the necessary steps in integrating HIV and sex education into school curricula, as well as the implications of this integration, among others, teacher training, community involvement, time allocation and assessment.

Content: The module covers three broad topics:

▶ HIV and AIDS education
▶ Integrating education on HIV and AIDS into regular curricula
▶ Implications of integrating HIV and AIDS education into the regular curriculum

Special features: The module includes user-friendly activities and exercises. The end of the document includes other helpful sections on lessons learnt, answers to questions and activities and several annexes such as a spreadsheet for planning public participation and the International Bureau for Education diagnosis tool to identify the appropriate curriculum. In addition, there is a bibliography at the end of the document.

Access: Can be ordered (hardcopy or CD-Rom) free of charge from information@iiep.unesco.org or downloaded online from http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm (Free Adobe Acrobat Reader® software required).

2.7 GOOD POLICY AND PRACTICE IN HIV & AIDS AND EDUCATION. BOOKLET 5: EFFECTIVE LEARNING

FORTHCOMING

Produced by: UNESCO

Date: 2008

Language(s) and Size: English, forthcoming

Overview: This booklet is the fifth in the *Good Policy and Practice HIV & AIDS and Education* series of publications that address key themes of UNESCO's work on HIV and AIDS within the education sector, and is based on a review of published and unpublished literature, programme activities (but not exclusively UNESCO activities) and case studies. It looks at effective learning in HIV and AIDS education, focusing in particular on factors that hinder or support effective learning and on issues to consider when developing and adapting HIV and AIDS educational materials. Programme experience demonstrates that effective learning should focus on the learner, on content, on processes, on the environment and on learning outcomes.

The booklet is intended mainly for policy-makers, planners and managers working in the education sector, but may also be useful for school governing bodies, administrators, school principals, teachers and other educators working on HIV and AIDS.

Purpose: To provide an overview of effective learning in HIV and AIDS education, focusing in particular on factors that hinder and support it and on issues to be considered when developing and adapting educational materials.

Content: The publication is presented through three broad themes:

- ▶ Effective learning
- ▶ Factors that contribute to effective learning
- ▶ Lessons learnt

Special features: Information is presented in concise case studies throughout the booklet. It concludes with a bibliography and a list of resources and useful websites.

Access: Can be ordered free of charge from aids@unesco.org or downloaded online from http://www.unesco.org/aids (Free Adobe Acrobat Reader® software required).

2.8 EDUCATION AND HIV/AIDS: A SOURCEBOOK OF HIV/AIDS PREVENTION PROGRAMMES

Produced by: World Bank

Date: 2004

Language(s) and Size: English, 373 pages, 26.11 mb (PDF)
French, 402 pages, 19.61 mb (PDF)
Portuguese, 412 pages, 22.65 mb (PDF)

Overview: The Sourcebook aims to support national level efforts to strengthen the role of the education sector in the prevention of HIV by sharing practical experiences of designing and implementing programmes that are targeted at school-age children. The Sourcebook provides concise summaries of successful programmes based on a standard format highlighting their main elements, thus making comparison easier. Each programme summary includes: 1) description; 2) implementation; 3) assessment and lessons learnt; and 4) additional information. Not all programmes are school-based, but the majority could inspire school-based programme developers.

The publication is relevant for anyone seeking to develop or improve an HIV prevention programme and could serve as the foundation for decisions to be made by education policy-makers, planners, managers and practitioners in government and in civil society.

Purpose: To document a variety of promising programmes for school-age children in a user-friendly format and to provide an opportunity to share ideas on how programmes may be re-contextualised to fit a variety of local circumstances.

Content: HIV and AIDS are a challenge to the education sector. However, very few programmes have been in place long enough to be formally evaluated. Rather than delaying access to programme information until success has been confirmed, the Sourcebook combines two approaches to offer some assurance of programme quality. First, the programmes were selected by national experts because they show promise where they have been implemented. Second, all the programmes were benchmarked against criteria that the UNAIDS Inter-Agency Task Team (IATT) on Education considers to be sound programming practice.

Access: Can be downloaded online from http://www-wds.worldbank.org/external/default/main?pagePK=64187835&piPK=64620093&theSitePK=523679&menuPK=64187283&siteName=WDS&sType=2&dAtts=DOCDT,DOCNA,REPNB,LANG,DOCTY,VOLNB,REPNME&sortDesc=DOCDT&query=Education%20and%20HIV/AIDS:%20A%20sourcebook (Free Adobe Acrobat Reader® software required).

TRAINING AND RESOURCE MANUAL ON SCHOOL HEALTH AND HIV/AIDS PREVENTION

Produced by: Education International, WHO, Education Development Center, Inc.

Date: 2004

Language(s) and Size: English, 227 pages, 2.78 mb (PDF)
French, 255 pages, 1.85 mb (PDF)

Overview: This manual is part of the WHO Information Series on School Health and the EI/WHO/EDC Teacher Training Programme to Prevent HIV Infection and Related Discrimination through Schools. The manual contains participatory learning activities to help adults avoid HIV infection, activities to help adults and young people advocate for HIV prevention in schools and activities to help students develop skills to prevent HIV infection and related discrimination. The content was designed collaboratively with teachers, health educators and training experts. The manual stresses the critical importance of teacher training. Prior to implementing HIV prevention efforts in schools, teachers need to examine their own attitudes and knowledge regarding HIV and AIDS, be able to justify and advocate for the importance of HIV education and have the skills and supportive materials to use participatory learning techniques in the classroom.

The activities in the manual have been designed to address each of these three areas.

This publication is particularly useful for teachers, schools, ministries of education, educational planners, trainers and other organizations implementing HIV and AIDS education programmes.

Purpose: To provide resources and examples of participatory learning activities to help prevent HIV infection and related discrimination through schools.

Content: The manual contains three sets of participatory learning activities:

▶ Five activities to help adults avoid HIV infection
▶ Three activities to help adults and young people advocate for effective HIV prevention efforts in schools
▶ Sixteen activities to help students acquire skills to prevent HIV infection and HIV-related discrimination

Special features: The skills-building activities for students are divided by into three age groups (young children, pre-adolescents and adolescents). Other useful features of the manual include an overview of common questions and controversies concerning HIV and AIDS education in schools and suggested responses, tips for dealing with difficult classroom situations and a set of fact sheets.

Access: Can be ordered free of charge from bookorders@who.int or downloaded online from http://www.who.int/school_youth_health/hivaids_project/en/index.html or http://www.who.int/school_youth_health/resources/information_series/en/index.html (Free Adobe Acrobat Reader® software required).

2.10 DEVELOPMENTALLY BASED INTERVENTIONS AND STRATEGIES: PROMOTING REPRODUCTIVE HEALTH AND REDUCING RISK AMONG ADOLESCENTS

Produced by: FOCUS on Young Adults

Date: 2001

Language(s) and Size: English: 42 pages, 458 kb (PDF)

Overview: This publication is a guide for practitioners who promote the reproductive and sexual health of young people to enable the formulation of informed policy, programme and resource decisions. This toolkit outlines some of the key characteristics of young people's development and behaviours by age and stage of development from 10 to 24 years. One of the aims of this publication is to familiarise programme planners, educators and other professionals who are not specialists in working with young people's sexual and reproductive health with the stages of young people's development and to help them to transform these into programme possibilities. Furthermore,

stakeholders are encouraged to consider the policy and programme implications of developmentally-based interventions. The process of developing this toolkit was presented and discussed at the *FOCUS' Southeast Asia State of the Art* training workshop and *Youth Development and Reproductive Health* workshop sponsored by the Center for Development and Population Activities (CEDPA) in 2000.

This publication is particularly useful for education specialists, curriculum planners and policy-makers in developing countries.

Purpose: To guide professionals in designing developmentally-based interventions and strategies for promoting young people's sexual and reproductive health.

Content: This publication is presented as a table which lists key developmental characteristics, goals of programme or intervention, and suggested interventions or activities for each developmental stage:

▶ Pre-puberty (under age 10)
▶ Early adolescence (10-14 years)
▶ Middle adolescence (15-19 years)
▶ Young adulthood (20-24 years**)**

Special features: The report is user-friendly and includes a developmental stage wallchart.

Access: Can be downloaded online from www.pathfind.org/pf/pf/pubs/focus/guidesandtools/pdf/focus-tool4.pdf (Free Adobe Acrobat Reader® software required).

2.11

A TOOLKIT FOR HIGHER EDUCATION INSTITUTIONS IN AFRICA: MITIGATING THE IMPACT OF HIV/AIDS

Produced by: Association of African Universities (AAU)

Date: 2004

Language(s) and Size: English, 60 pages, 1.712 mb (PDF)
French and Portuguese version upon request

Overview: In order to build on the capacity of African universities to respond to HIV and AIDS, the Association of African Universities (AAU) collaborated with several partners to document the role and contribution of its members. The toolkit was specifically developed for tertiary institutions with the aim of supporting the development and management of comprehensive institutional responses to HIV and AIDS. The publication is the result of a set of nine case studies of HIV and AIDS and African Universities commissioned by the Working Group on Higher Education of the Association for the Development of Education in Africa (ADEA) and disseminated in collaboration with the AAU at the Nairobi meeting of the Working Group in 2001. The studies revealed a virtual absence of institution-specific targeting and action. This toolkit comprises resource materials on HIV and AIDS in the African higher education context, advocacy strategies for use within tertiary institutions, and practical guidelines for the design, management and implementation of HIV and AIDS policies and programmes in African higher education institutions.

This publication is particularly beneficial for senior managers at tertiary education institutions, educational planners in government and civil society and policy-makers.

Purpose: To support the efforts of African Universities to initiate or improve their institution specific HIV and AIDS programmes.

Content: The ten-module toolkit provides a practical guide on how to initiate a HIV and AIDS mainstreaming programme and establish helpful processes in the areas of:

- ▶ Management
- ▶ Structure
- ▶ Policy
- ▶ Finance
- ▶ Human resources management
- ▶ Student services
- ▶ Curriculum reform
- ▶ Research
- ▶ Community engagement
- ▶ Monitoring and evaluation

Access: Can be downloaded online from http://www.aau.org/aur-hiv-aids/toolkit.htm or http://www.adeanet.org/publications/en_pubs_wghe.html (Free Adobe Acrobat Reader® software required).

2.12

CRAFTING INSTITUTIONAL RESPONSES TO HIV/AIDS: GUIDELINES AND RESOURCES FOR TERTIARY INSTITUTIONS IN SUB-SAHARAN AFRICA

Produced by: World Bank

Date: 2004

Language(s) and Size: English, 75 pages, 1.148 mb (PDF)

Overview: This publication forms part of the Africa Region Human Development Working Paper Series and presents a collection of four papers that were prepared for a regional conference focusing on *"Improving Tertiary Education in Sub-Saharan Africa: Things that Work"* in Accra, Ghana, on 22-25 September 2003. The four papers provide the background and overview of what African universities are doing to respond to HIV and AIDS, one paper offers practical guidance on how tertiary institutions can go about the process of developing and implementing institutional policies on HIV and AIDS, and the last paper is a practical example of how a Kenyan teacher training college undertook the task of developing and implementing such policies.

All of the papers emphasise that the response to HIV and AIDS must begin with the institutions themselves by involving Vice-Chancellors, Principals and Senate members, academic staff, students, academic staff unions and student associations. The publication concludes by emphasising that responding to HIV and AIDS is both a social and ethical responsibility for tertiary institutions.

This publication is particularly beneficial for senior managers at tertiary education institutions, educational planners and policy-makers.

Purpose: To provide an overview and technical guidance on what tertiary institutions in Africa are doing to respond to HIV and AIDS.

Content: The publication is composed of four individual papers:

- ▶ Introduction: The Response Begins at Home: HIV/AIDS and Tertiary Education in sub-Saharan Africa
- ▶ Institutional Policies for Managing HIV/AIDS in Africa
- ▶ An HIV/AIDS Toolkit for Tertiary Institutions
- ▶ A Kenyan Teacher's College Experience with Developing an Institutional Policy on HIV/AIDS

Special features: Additional resources are provided at the end of each paper for more detailed information on each topic area.

Access: Can be ordered free of charge from eservice@worldbank.org or downloaded online from http://siteresources.worldbank.org/AFRICAEXT/Resources/no_64.pdf (Free Adobe Acrobat Reader® software required).

2.13

STEPPING STONES: A TRAINING PACKAGE IN HIV/AIDS, COMMUNICATION AND RELATIONSHIPS SKILLS

Produced by: ActionAid International and Alice Welbourne

Date: 1999

Language(s) and Size: English, 240 pages
French, Spanish, Portuguese, Russian, Ki-Swahili, Afrikaans, Khmer, Singhala

Overview: Stepping Stones is an award-winning training manual on HIV and AIDS, gender issues, communication and relationship skills developed in Uganda. It grew out of a need to address women's and young people's vulnerability to lack of decision-making in sexual relationships. Stepping Stones forms part of the UNAIDS *Best Resources for Community Mobilisation* series. Since the first edition in 1995, the Stepping Stones training manual has been widely adapted and translated into various languages. It provides detailed guidance on how to run workshop sessions designed for women and men of all ages "to explore their social, sexual and psychological needs, to analyse the communication blocks they face, and to practise different ways of behaving in their relationships". The goal is to enable individuals, their peers and their communities to change their behaviour, individually and together, guided by the "stepping stones" which the various sessions provide. Originally designed for use throughout sub-Saharan Africa, the Stepping Stones training manual has been adapted for use in Asia, Europe and Latin America and the Caribbean. Individual sessions are designed for a team of skilled mixed-sex facilitators who work with groups in small-scale community settings.

This toolkit is particularly useful for education specialists, programme managers and educators.

Purpose: To enable women and men of all ages to explore their social, sexual and psychological needs, to analyse the communication blocks they face, and to practice different ways of behaving in their relationships.

Content: The training package is designed to enable people to explore the range of issues which affect their sexual health - including gender roles, money, alcohol use, traditional practices, attitudes to sex, attitudes to death and their own personalities. The main themes of the training manual are:

▶ Group cooperation
▶ HIV and safer sex
▶ Why we behave in the ways that we do
▶ Ways in which we can change

Special features: The training manual is accompanied by a 70 minute workshop video. The training manual is based on a participatory approach to learning during which participants are encouraged to discuss and share their own experiences. Participation does not require literacy.

Access: Can be pre-viewed on http://www.steppingstones.feedback.org or http://stratshope.org ordered at low cost from TALC on http://www.talcuk.org.

2.14

OUR FUTURE: SEXUALITY AND LIFE SKILLS EDUCATION FOR YOUNG PEOPLE

Produced by: International HIV/AIDS Alliance

Date: 2007

Language(s) and Size: English: Book 1, 132 pages, 2.94 mb (PDF)
Book 2, 128 pages, 3.16 mb (PDF)
Book 3, 150 pages, 3.54 mb (PDF)

Overview: This toolkit shares the experiences of a project on sexuality and life skills led by the International HIV/AIDS Alliance started in 2003. The toolkit is based on a number of workshops and discussions with teachers and students. Throughout development of the toolkit, students contributed questions, stories, problem letters and pictures. The result is a series of three books developed with teachers and learners in grades 4-9 from 14 schools in the Chipata District of Zambia and involving collaboration between the Zambian Ministry of Education, Planned Parenthood Association of Zambia and the NGO You, Happy, Healthy and Safe. The toolkit was field-tested in classroom sessions. The activities in the toolkit foster the virtues and skills needed by young people to develop caring and loving relationships, make good decisions, solve problems and seek help. All three books are accompanied by a Teachers' Guide.

This toolkit is particularly useful for curriculum planners, education specialists, programme managers and educators.

Purpose: To support educators to provide clear and factual information about puberty, friendship, gender, sexuality, pregnancy, sexually transmitted infections (STIs), HIV and AIDS and drug use to young people in and out of school.

Content: The toolkit is composed of a series of three books for grades 4-9. Each book addresses the topics of working together safely, children's rights, growing up, STIs and understanding HIV and AIDS in addition to other developmentally-specific topics. The toolkit includes the following:

▶ Book 1 for grades 4-5 develops the topics of gender, sexuality and reproductive health
▶ Book 2 for grades 6-7 develops the topics of friendship, love, sex and abstinence
▶ Book 3 for grades 8-9 develops the topics of love, marriage, sexuality and pregnancy

Special features: The toolkit is user-friendly using many learning activities and illustrations.

Access: Can be ordered free of charge from mail@aidsalliance.org or downloaded online from http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_4-5.pdf; http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_6-7.pdf; http://www.aidsalliance.org/graphics/secretariat/publications/Our_Future_Grades_8-9.pdf (Free Adobe Acrobat Reader® software required).

2.15 PROJECT H: WORKING WITH YOUNG MEN SERIES

Produced by: Instituto Promundo, PAHO and WHO

Date: 2002

Language(s) and Size: English, 2 mb per booklet (PDF)
Spanish, 2 mb per booklet (PDF)
Portuguese, 2 mb per booklet (PDF)

Overview: This series of five manuals focuses on young men. While many initiatives have sought to empower women in addressing gender-based inequality, the needs of young men appear often to have been neglected. This manual applies a gender perspective in working with young men. It incorporates two major perspectives: gender specificity and gender equity. It seeks to engage boys and to reflect about gender inequities, to reflect about the ways that women are often disadvantaged and have to take responsibility for child care, sexual and reproductive health and domestic work. It looks at how boys are socialised and attempts to engage them in discussions about risky behaviour, violence and substance abuse.

This publication is particularly useful for programme implementers, educators and community activists.

Purpose: To help health educators, teachers and volunteers in working with 15-24 year old young men on topics such as sexuality and reproductive health, fatherhood, violence, and HIV prevention, care and support.

Content: The programme manual is divided into five booklets. These are:

▶ Sexuality and reproductive health (includes gender and masculinity, male sexuality and sexual orientation)
▶ Fatherhood and caring (includes fatherhood and care with young men including adolescent parents)
▶ From violence to peaceful coexistence (includes violence and young men, violence against women and the prevention of violence)
▶ Reasons and emotions (includes mental health, substance abuse and suicide)
▶ Preventing and living with HIV and AIDS (includes adolescent boys, sexuality and intimate relationships, risk, men who have sex with men (MSM), condom use, STIs, violence, substance abuse and voluntary counselling and testing (VCT))

Special features: Each section contains educational activities lasting from 45 minutes to 2 hours for use with groups of young men. With adaptations they could also be used with mixed groups. The activities have been developed and tested with young men in various places and settings. The appendix gives details of field testing.

Access: Can be ordered free of charge from promoundo@promoundo. org.br or downloaded online from English http://www.promundo. org.br/396?locale=en_US; Spanish http://www.promundo.org. br/396?locale=es; Portuguese http://www.promundo.org.br/ 396?locale=pt_BR (Free Adobe Acrobat Reader® software required).

2.16 GENDER OR SEX: WHO CARES? SKILLS-BUILDING RESOURCE PACK ON GENDER AND REPRODUCTIVE HEALTH FOR ADOLESCENTS AND YOUTH WORKERS

Produced by: IPAS

Date: 2001

Language(s) and Size: English 96 pages, 644 kb (PDF)

Overview: This manual offers an introduction to the topic of gender and sexual and reproductive health for professionals and volunteers who work with young people aged 13-24 years in a variety of settings. It was developed by IPAS and Health & Development Networks with technical support from the Instituto de Educación y Salud (Lima, Peru) and the WHO. It includes a special emphasis on violence, HIV, STIs, unwanted pregnancy and unsafe abortion. The curriculum was pilot-tested with partner organizations in various regions of the world and is therefore easily adaptable to specific cultural situations. The curriculum adopts a skills-building approach for working with young people. It focuses on encouraging young people to adopt responsible and healthy lifestyles which promote positive experiences of sexuality and childbearing. A series of participatory activities encourage participants to think about the difference between gender and sex as well as the social values associated with women and men and femininity and masculinity.

This publication is particularly useful for programme implementers, educators, and community activists.

Purpose: To provide an introduction to the topic of gender and SRH for young people.

Content: The manual contains the following sections each with small group work exercises:

▶ Defining gender and sex
▶ Learning about gender and sex
▶ Applying gender concepts to sexual and reproductive health

Special features: This resource pack includes a manual, curriculum cards and overhead transparents and handouts. The manual itself includes background materials, supplementary exercises, references and links to other resources.

Access: Can be ordered free of charge from ipas_publications@ipas. org or downloaded online from http://www.ipas.org/Publications/ Gender_or_sex_Who_cares.aspx (Free Adobe Acrobat Reader® software required).

2.17 ENSURING ACCESS FOR ORPHANS AND VULNERABLE CHILDREN: A PLANNERS HANDBOOK, 2ND EDITION

Produced by: Partnership for Child Development, World Bank and UNICEF

Date: 2006

Language(s) and Size: English, 118 pages, 784 kb (PDF)

Overview: This handbook serves as a guide for discussions about enabling orphans and vulnerable children to access education. It was developed as part of a package of toolkits by the UNAIDS IATT on Education's Working Group to Accelerate the Education Sector Response to HIV and AIDS. Individual sections are guided by a number of questions which are aimed to facilitate users' discussion of the current standing of OVC and propose activities to support them. The handbook is action-oriented; at the end of each section, users are asked to identify and prioritise the key issues that must be addressed if orphans and vulnerable children are given access to education. Section eight is dedicated to "response templates", examples of how users may develop plans to address the educational barriers faced by orphans and vulnerable children.

This publication is particularly aimed at policy-makers, curriculum planners, educators and community activists.

Purpose: To learn about access to education for OVC as well as a move towards the creation of a coordinated, collaborative inter-sectoral response to the challenges faced by this group.

Content: The handbook contains eight sections. Sections one to seven enable users to examine different issues relating to the education of orphans and vulnerable children in their country.

▶ **Section 1:**   Definitions
▶ **Section 2:**   Estimating numbers
▶ **Section 3 - 4:** Impact of HIV
▶ **Section 5:**   Policy environment
▶ **Section 6:**   Programming and need for inter-sectoral collaboration
▶ **Section 7:**   Monitoring

Special features: The sections in the handbook can either be used sequentially or as "stand alone" resources for discussion and thought. Section eight contains a sample "response template" that enables users to identify key aspects of responses to identified priority issues.

Access: Can be ordered free of charge from pcd01@imperial.ac.uk; eservice@worldbank.org or downloaded online from http://www.child-development.org or http://www.worldbank.org/education/schoolhealth (Free Adobe Acrobat Reader® software required).

2.18 HIV/AIDS AND HUMAN RIGHTS: YOUNG PEOPLE IN ACTION. A KIT OF IDEAS FOR YOUTH ORGANIZATIONS

Produced by: UNESCO and UNAIDS

Date: 2001

Language(s) and Size: English, 68 pages, 1.15 mb (PDF)
French, 68 pages, 1.26 mb (PDF)
Russian, 64 pages, 1.81 mb (PDF)
Spanish, 68 pages, 1.31 mb (PDF)

Overview: HIV and AIDS not only affects the physical health of individuals, but it also can have adverse effects on their social identity and condition. HIV-related stigma and discrimination can be as destructive as the disease itself. Lack of recognition of human rights causes personal suffering and loss of dignity especially for PLWH. Stigmatising or discriminating against people affected or infected by HIV also contributes directly to the continued spread of the epidemic. This kit presents ideas for young people's action on human rights and HIV and AIDS. It has been prepared in close consultation with young people from various young people's associations and NGOs.

This publication is particularly useful for educators and programme managers working directly with young people in formal and informal educational settings.

Purpose: To initiate public and peer education, to advocate for HIV and AIDS related issues, and to show care and support for PLWH.

Content: The publication includes activities and examples related to each of the main topics. It is divided into four main sections as outlined below:

▶ Basics to get started
▶ Education and communication
▶ Advocacy
▶ Care and support

Special features: The publication is user-friendly and includes helpful illustrations, group activities, a glossary of terms, and frequently asked questions on HIV and AIDS. Each booklet contains a bibliography which includes numerous references (including web links to online resources) for more information on profiled programmes.

Access: Can be ordered free of charge from aids@unesco.org or downloaded online from (Free Adobe Acrobat Reader® software required):

English   http://unesdoc.unesco.org/images/0012/001264/126403e.pdf
French   http://unesdoc.unesco.org/images/0012/001264/126403f.pdf
Russian   http://unesdoc.unesco.org/images/0012/001264/126403r.pdf
Spanish   http://unesdoc.unesco.org/images/0012/001264/126403s.pdf

3

Educator training and support

BACKGROUND

1. Teacher Formation and Development in the Context of HIV/AIDS (UNESCO IIEP/ESART, 2007).
2. Approaches to Estimating the Impact of HIV/AIDS on Teachers (ActionAid International and Save the Children/UK, 2004).
3. The Sound of Silence: Difficulties in Communicating on HIV/AIDS in Schools (ActionAid International, 2003).

CAPACITY-BUILDING FOR SAFE SCHOOL ENVIRONMENTS

4. Teacher Training: Essential for School-based Reproductive Health and HIV/AIIDS Education (FHI, 2004).
5. Training for Life: EI Report on Teacher Training on HIV/AIDS (EI, 2007).
6. HIV /AIDS Guidelines for Educators (Ministry of Education, Republic of Zambia, 2003)
7. Building a Gender Friendly School Environment: A Toolkit for Educators and their Unions (EFAIDS, 2007).

EDUCATOR TRAINING MANUALS ON HIV AND AIDS

8. Breaking the Silence: Teaching and the AIDS pandemic, A Capacity Building Course for Teacher Educators in Africa (InWEnt/University of the Western Cape, 2005).
9. HIV & AIDS Education Training Module: Virtual Institute for Higher Education in Africa (UNESCO Harare Cluster Office/National Universities Commission Nigeria, 2004).
10. Reducing HIV/AIDS Vulnerability among Students in the School Setting: A Teacher Training Manual (UNESCO Bangkok, 2005).
11. School and Community Course A and B Training Notes (PSABH, 2006).
12. Training and Resource Manual on School Health and HIV and AIDS Prevention (EI/WHO/EDC, 2004).
13. Sexually Transmitted Infections: Briefing Kit for Teachers (WHO Regional Office for the Western Pacific, 2001).

EDUCATOR CARE AND SUPPORT

14. Good Policy and Practice in HIV & AIDS and Education: educator Development and Support (UNESCO, 2008).
15. HIV/AIDS Care, Support and Treatment for Education Staff (UNESCO IIEP/ESART, 2007).
16. Supporting HIV-Positive Teachers in East and Southern Africa: Technical Consultation Report (UNESCO, 2008).
17. Inclusion is the Answer: Unions Involving and Supporting Educators Living with HIV (EFAIDS, 2007).
18. Kenya: The Teaching Profession in United Against HIV and AIDS (ADEA, 2006).

The objective of Overview Three is to introduce the reader to a selection of materials pertaining to educator training and support in the area of HIV and AIDS by presenting an annotated bibliography of 18 resources. Preparing educators to teach about HIV and AIDS and responding to the care and support needs of teachers and other education sector personnel infected and affected by HIV and AIDS are important elements of a comprehensive response undertaken by the education sector to prevent and mitigate the effects of HIV and AIDS on teachers and learners, institutions and communities.

The first three resources in this overview offer a general conceptual and analytical introduction to educator training and support. Resource 1, *Teacher Formation and Development in the Context of HIV/AIDS*, is a joint publication between UNESCO IIEP and ESART. This self-completion training module, part of the *Educational Planning and Management in a World with AIDS* series, covers the topic of preparing educators to address HIV and AIDS, clarifying the difference between 'teacher formation and development' versus 'teacher training' and emphasising the educator's role as a positive social change agent. Resource 2, a report from the UK Working Group on HIV/AIDS and Education, examines approaches to estimating the impact of HIV and AIDS on teachers and provides recommendations for improving data collection. Resource 3, a publication by ActionAid International, explores some of the major barriers associated with delivering HIV and AIDS education in schools and provides concrete recommendations to overcome these challenges. The remainder of the resources in the overview are organised around the following three sub-headings: capacity-building for safe school environments (Resources 4-7), educator training manuals on HIV and AIDS (Resources 8-13) and educator care and support (Resources 14-18).

Four key resources are included under the sub-heading capacity-building for safe school environments. These resources address educators' needs for skills development, appropriate teaching and learning materials, guidance on instructional methods and models, and institutional and community support to deliver HIV and AIDS education to learners. Resource 4, *Teacher Training: Essential for School-*

> **Preparing educators to teach about HIV and AIDS and responding to the care and support needs of teachers and other education sector personnel infected and affected by HIV and AIDS are important elements of a comprehensive response**

based Reproductive Health and HIV/AIDS Education, is useful for those looking for a better understanding of the importance of preparing and supporting educators to deliver HIV and AIDS education. It provides an analysis of the roles that teachers play in imparting knowledge and skills to young people, as well as the support required by teachers from the educational system and broader community to be effective mentors and instructors. Resource 5, *Training for Life: EI Report on Teacher Training on HIV/AIDS*, examines the current state of teacher training on HIV and AIDS in ten countries. The report concludes that while some improvements have been made in recent years there remains much to be done to improve the scale and duration of educator training on HIV and AIDS. Resource 6, *HIV/AIDS Guidelines for Educators*, is an example of a guide for educators on HIV and AIDS which was produced and distributed by the Ministry of Education in Zambia.

Resource 7, *Building a Gender Friendly School Environment: A Toolkit for Educators and Their Unions*, addresses gender equality, an important aspect of creating safe and supportive learning environments for teachers and students. It is a hands-on toolkit to help prepare educators and their unions to challenge gender stereotypes and create safe and gender-equitable environments for learners of all ages. Additional resources on gender can be found in Overviews One and Two.

The third and largest sub-section in this overview contains a selection of educator training manuals on HIV and AIDS. Ministries of education, teacher training institutions and continuing professional development programmes for teachers are being called upon to address HIV and AIDS in pre- and in-service teacher training. This has demanded increased expertise of teacher trainers on HIV and AIDS and appropriate pedagogy for HIV and AIDS education. Resources 8 and 9 are online training courses aimed at teacher trainers wishing to supplement their knowledge and understanding of HIV and AIDS and to develop skills to train future teachers to address HIV and AIDS. Resource 10, *Reducing HIV/AIDS Vulnerability among Students in the School Setting: A Teacher Training Manual*, is a practical manual developed by UNESCO's Asia and Pacific Regional Bureau for Education in Bangkok to equip teachers with the knowledge and skills to teach HIV and AIDS education.

It contains guidance on conducting educator trainings along with 11 training modules. For those interested in the training model for a particular programme, Resource 11 provides the training guide and approach from the *Primary School Action for Better Health* project, a HIV prevention programme for primary schools in Kenya. In addition, Resources 12 and 13 are useful tools for teachers seeking lesson examples and guidance on strategies for teaching HIV and AIDS education, including tips for handling sensitive issues. Resource 12, the *Training and Resource Manual on School Health and HIV and AIDS Prevention* is also described in the Overview on Content, Curriculum and Learning Materials.

The remaining resources in the Overview pertain to the increasingly recognised need for educator care and support. In addition to preparing teachers to address HIV and AIDS in schools, the education sector and institutions are being called upon to respond to the care and support needs of teachers and education sector personnel infected and affected by HIV and AIDS. *Educator Development and Support*, a booklet in UNESCO's *Good Policy and Practice in HIV & AIDS and Education* series, highlights issues and lessons learnt while suggesting strategies for addressing educator care and support, including the need to foster a supportive teaching and learning environment through implementing workplace policies, tackling stigma, discrimination and violence in schools and ensuring educator access to care and support services. Resource 15, *HIV/ AIDS Care, Support and Treatment for Education Staff*, is a user-friendly, self-completion training module outlining key components of a sector or institution workplace care, support and treatment programmes. It contains tools and activities to help develop or improve a workplace programme. Other resources on developing and implementing workplace policies can be found in Overview Four. Resources 16, 17 and 18 specifically address the rights and needs of teachers living with HIV. Resource 16 examines the impact of HIV and AIDS on HIV-positive teachers and their subsequent needs while Resource 17, *Inclusion is the Answer: Unions Involving and Supporting Educators Living with HIV*, provides guidance and activities to help teachers' unions and educators support and involve teachers living with HIV. Resource 18, a documentary-style video, sheds light on the challenges and stigma and discrimination that HIV-positive teachers face and offers a visual tool for exploring this important issue.

Additional research and evaluation are needed on the efficacy and long-term impact of teacher education approaches on HIV and AIDS. For example, Resource 4 em-phasises that little research has documented which type of training works best, how long training programmes should last, the role of refresher courses, the need for supervision and monitoring, and the linkages between teacher training programmes and the community. Further studies are needed to document lessons learnt and to provide more guidance on this issue. In addition, as discussed in Resource 2, efforts are needed to improve methods for measuring the impact of HIV and AIDS on educators, including the use of qualitative research to expand understanding of issues which are not captured by quantitative data alone. Care and support for educators and other educator sector personnel within the context of creating safe teaching learning environments for educators and learners and tackling stigma and discrimination are important issues calling for additional research, programmatic attention and experience sharing on effective approaches.

In addition, the following websites may be useful for additional information and resources:

- UNESCO HIV and AIDS Impact on Education Clearinghouse http://hivaidsclearinghouse.unesco.org
- UNESCO International Clearinghouse on Curricula for HIV and AIDS Education http://www.ibe.unesco.org/HIVAids.htm
- EFAIDS http://www.ei-ie.org/efaids
- Family Health International YouthNet Programme http://www.fhi.org/en/Youth/YouthNet/ProgramsAreas/SexEducation/teachertraining.htm

Additional research and evaluation are needed on the efficacy and long-term impact of teacher education approaches on HIV and AIDS

3.1 TEACHER FORMATION AND DEVELOPMENT IN THE CONTEXT OF HIV/AIDS

Produced by: UNESCO IIEP and ESART

Date: 2007

Language(s) and Size: English, 44 pages, 351 kb (PDF)
French, forthcoming

Overview: In many cases, HIV and AIDS, sexuality and life skills education have been introduced into the curriculum without adequate planning and resources to prepare educators. As indicated by the title, this module addresses the importance of teacher formation and development in the context of HIV and AIDS. The module uses the term 'teacher formation and development' rather than 'teacher training' to emphasise that, in addition to knowledge and teaching skills, educators need the time and space to reflect on their own attitudes and to develop their capacity to respond positively to HIV and AIDS in order to help their students do the same. The publication is Module 4.2 in the *Educational Planning and Management in a World with AIDS* series developed by the UNESCO International Institute for Educational Planning (IIEP) and the EduSector AIDS Response Trust (ESART). This and the other modules of the series have been developed iteratively between 2005 and 2007 with the support of some 20 international experts.

This publication is particularly useful for education planners in ministries of education, programme managers and teacher training institutions.

Purpose: To address the importance of teacher formation and development to address HIV and AIDS and suggest key planning and management actions to be taken at different system levels.

Content: The module begins by introducing the topic of teacher formation and development in the context of HIV and AIDS and examining some of the major challenges related to integrating HIV and AIDS education into the curriculum. The remainder of the module addresses the following:

▶ Broad suggestions regarding curriculum content
▶ Discussion of models of programme delivery within schools and through pre-service and in-service teacher training
▶ Teaching methodology
▶ Counselling and care issues in schools
▶ Overview of key management and institutional issues related to HIV and AIDS

The report concludes with a reflection on education as a moral enterprise and a summary of key steps to be taken and lessons learnt.

Special features: This user-friendly module includes specified aims and objectives as well reflective questions and a series of short activities to engage readers. The publication also includes a full list of the other modules in the series.

Access: Can be ordered (hardcopy or CD-Rom) free of charge from information@iiep.unesco.org or downloaded online from http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm (Free Adobe Acrobat Reader® software required).

3.2 APPROACHES TO ESTIMATING THE IMPACT OF HIV AND AIDS ON TEACHERS

Produced by: ActionAid International and Save the Children/UK

Date: 2004

Language(s) and Size: English, 12 pages, 307 kb (PDF)

Overview: This paper examines the different approaches to measuring the impact of HIV and AIDS on teachers and provides suggestions to address methodological limitations and gaps. Approaches to quantifying the current, past and future impact of HIV and AIDS on the education sector are discussed. In addition, the paper addresses the importance of using qualitative data to help better understand the complete picture and issues which are not fully captured by quantitative data alone. The paper stresses the need for better data to provide more accurate projections and guide educational planning. The paper was developed by the UK Working Group on HIV/AIDS and Education and summarises the discussion from the group's first meeting in July 2003.

This publication is particularly useful for ministries of education, educational planners, monitoring and evaluation specialists and researchers.

Purpose: To address the complexities of studying the impact of HIV and AIDS on teachers and teaching.

Content: The paper is organised around two major topics:

▶ Approaches for quantifying the impact of HIV and AIDS on teachers
▶ The need for qualitative research to complement quantitative teacher mortality data

The report concludes with a discussion stressing the need for more rigorous country-level impact data, the value of conducting both quantitative and qualitative research and the importance of addressing improvements in data collection as part of overall efforts to improve education management systems as a whole.

Special features: The report includes a series of boxes highlighting key recommendations as well as a list of questions requiring more qualitative research.

Access: Can be downloaded online from http://www.actionaid.org/assets/pdf/HIV_teahers.pdf or http://www.aidsconsortium.org.uk/Education/educationworkgroupseminars (Free Adobe Acrobat Reader® software required).

3.3 THE SOUND OF SILENCE: DIFFICULTIES IN COMMUNICATING ON HIV/AIDS IN SCHOOLS

Produced by: ActionAid International

Date: 2003

Language(s) and Size: English, 54 pages, 475 kb (PDF)

Overview: This report explains how HIV and AIDS education is implemented and perceived in schools in India and Kenya – two countries chosen because of the existence, in each of the chosen regions, of a state-sponsored HIV curriculum. Through both qualitative and quantitative analyses, the research catalogues the reported attitudes toward HIV and AIDS education of 3,706 teachers, learners, parents and other stakeholders in the educational community.

The target audience is mainly policy-makers, teacher trainers, curriculum planners and education specialists. International donors, development agencies, NGOs and researchers may also benefit from this report.

Purpose: This report attempts to place HIV and AIDS education within a wider context of education in resource-poor settings, and to understand some of the difficulties encountered in providing HIV and AIDS education in schools.

Content: The report aims to answer the following four questions:

▶ What is the parental and community demand for school-based HIV and AIDS education?
▶ What roles do schools have in teaching young people about HIV?
▶ How is HIV and AIDS education being taught in the classroom?
▶ What difficulties exist in successfully delivering school-based HIV and AIDS education?

The key findings include the problem of silence in communicating on HIV and AIDS and the obstacles to teaching HIV and AIDS. Key recommendations are provided at the end of the document.

Special features: Two approaches for HIV and AIDS education from ActionAid are presented at the end of the document.

Access: Can be downloaded online from http://www.actionaid.org/doc_lib/146_1_sound_silence.pdf (Free Adobe Acrobat Reader® software required).

3.4 TEACHER TRAINING: ESSENTIAL FOR SCHOOL-BASED REPRODUCTIVE HEALTH AND HIV/AIDS EDUCATION

Produced by: Family Health International (FHI)

Date: 2004

Language(s) and Size: English, 29 pages, 450 kb (PDF)

Overview: This paper is the third in Family Health International's YouthNet Programme's "Youth Issues" series. It examines teacher training in the context of school-based reproductive health and HIV education and summarises the research available on the topic. The paper addresses the importance of teacher training, elements of teacher training curricula and teacher selection issues. In addition, four teacher training projects are highlighted. It is based on interviews with more than two dozen stakeholders in Kenya and Uganda, a focus group in Uganda, literature review on teacher training, and input from the Consultation on HIV and AIDS and Teacher Education in East and Southern Africa in South Africa, 28-30 October 2003.

Ministries of education, teacher training institutions, university teacher education programmes, teacher associations and civil society organizations will find this publication useful.

Purpose: To support efforts to improve teacher training on reproductive health and HIV topics.

Content: The paper examines:

▶ The role of teachers in imparting knowledge and skills to young people, advocating for healthy school environments, guiding students to information and services, and the preparation, skills and support required to deliver this role
▶ Existing evidence on teacher training on reproductive health and HIV education, and the particular challenges present in the African context
▶ Teacher training projects in Ghana, Kenya, Uganda and Zimbabwe
▶ Teacher selection for training programmes and the elements of teacher training curriculum

The paper concludes with a chapter presenting eight recommendations to guide future efforts.

Special features: Numerous text boxes and lists compile research and relevant information including, for example, teacher selection criteria for teaching reproductive health and HIV content to young people; and objectives, teaching methods, and activities for HIV and AIDS education. Programme examples of teacher training programmes in Africa include visual images of relevant materials, quotations from programme reports and evaluations, and recommendations for the design and implementation of HIV and AIDS education programmes in similar contexts.

Access: Can be downloaded online from http://www.fhi.org/en/Youth/YouthNet/ProgramsAreas/SexEducation/teachertraining.htm (Free Adobe Acrobat Reader® software required).

3.5 TRAINING FOR LIFE: EI REPORT ON TEACHER TRAINING ON HIV/AIDS

Produced by: Education International

Date: 2007

Language(s) and Size: English, 24 pages, 1.1 mb (PDF)
French, 24 pages, 1.16 mb (PDF)

Overview: This report is concerned with assessing teacher training on HIV and AIDS in countries participating in the EFAIDS programme on achieving Education for All and preventing HIV infection, which is a multi-agency initiative involving EI, WHO and EDC. The report examines what governments in participating countries are currently doing to prepare teachers to implement HIV and AIDS education and is based on questionnaire responses from teachers' unions in 10 countries participating in the EFAIDS programme and other supplemental information. The report concludes that while some improvements have been made in recent years, many governments are not providing adequate training and materials for teachers and there is a strong need for more pre-service and in-service teacher training and for national education authorities to develop long term and systematic approaches. The report is an update to a previous 2006 report on the same topic.

Teachers' unions, ministries of education, teacher training institutions and other stakeholders involved in efforts to prepare teachers to implement HIV and AIDS education will benefit most from this report.

Purpose: To assess the current situation regarding teacher training on HIV and AIDS.

Content: The report contains:

▶ Background on the EFAIDS programme
▶ 10 country profiles on HIV and AIDS teacher training (Burkina Faso, Guinea, Guyana, Ivory Coast, Kenya, Malawi, Namibia, Sierra Leone, Tanzania and Uganda)

The report concludes with three questions for discussion and reflection:

▶ Should HIV and AIDS be a separate subject in the curriculum?
▶ Should HIV and AIDS be a compulsory subject?
▶ Should HIV and AIDS be examinable?

Special features: Each country profile includes a data box with key information about the extent of pre- and in-service teacher training such as the total number of teacher trainees and teachers, number of teacher trainees and teachers who received training on HIV and AIDS and the content and duration of the training. The data box is complimented by a narrative describing country activities in more detail.

Access: Can be ordered free of charge from efaids@ei-ie.org or downloaded online from http://www.ei-ie.org/efaids/en/documentation_ei.php (Free Adobe Acrobat Reader® software required).

3.6 HIV/AIDS GUIDELINES FOR EDUCATORS

Produced by: Ministry of Education, Republic of Zambia

Date: 2003

Language(s) and Size: English, 38 pages, 479 kb (PDF)

Overview: This booklet was produced by the Ministry of Education in Zambia and is based on an adaptation of a similar guide for educators in South Africa. It recognises HIV and AIDS as a major development issue in Zambia which is impacting the education sector due to the increasing number of infected and affected learners and teachers. The booklet addresses the unique role that the education sector and teachers have to play in HIV prevention and aims to meet educators' needs for practical and concise ideas, information and support. It contains a description of the Ministry of Education's approach for addressing HIV and AIDS along with basic information about HIV and AIDS, key prevention messages, creating enabling learning environments and challenging common culturally-based arguments against openly discussing HIV- and AIDS-related issues in schools and with young people.

This publication is particularly useful for ministries of education and educators. School governing boards and parent-teacher associations may also benefit from the booklet.

Purpose: To provide practical information and policy guidelines for educators in Zambia.

Content: The booklet begins with a summary of the current HIV and AIDS situation in Zambia. The remainder of the booklet contains the following:

▶ Description of the Ministry of Education's approach and implementation plan for dealing with HIV and AIDS
▶ Basic information on HIV and AIDS, common misconceptions and key prevention messages
▶ Preventing HIV infection in schools
▶ Care and support and creating an enabling environment for infected and affected learners
▶ Importance of networking and partnerships
▶ Development of school policies on HIV and AIDS

The report concludes with a discussion of the relationship between culture, human rights and HIV and AIDS.

Special features: The format and language of the booklet are easy to read and the contents include useful information such as a description of universal precautions and the recommended contents of first aid kids in schools.

Access: Can be downloaded online from http://hivaidsclearinghouse.unesco.org/ev_en.php?ID=3152_201&ID2=DO_TOPIC (Free Adobe Acrobat Reader® software required).

3.7 BUILDING A GENDER FRIENDLY SCHOOL ENVIRONMENT: A TOOLKIT FOR EDUCATORS AND THEIR UNIONS

Produced by: EFAIDS

Date: 2007

Language(s) and Size: English, 48 pages, 2.88 mb (PDF)
French and Spanish versions forthcoming

Overview: This toolkit was developed by EI, WHO and EDC to be used by teachers' unions and educators in countries around the world participating in the EFAIDS programme. The aim and activities of the toolkit are concerned with creating safe learning environments with equal opportunities for male and female learners. Key background information is provided such as the link between gender roles and well-being. The bulk of the toolkit is organised around five identified priority areas to assist teachers' unions and educators in challenging gender stereotypes and helping learners develop healthy gender identities.

This publication is particularly useful for learning institutions, educators and teachers' unions.

Purpose: To provide teachers' unions with the tools to create healthy, safe and gender-equitable environments for learners of all ages.

Content: The toolkit provides key information and practical tools to help educators and unions plan and implement activities in the following areas:

▶ Developing union policies and a code of conduct for educators to demonstrate union leadership and commitment to gender equality and the promotion of safe learning environments
▶ Guidance on collecting relevant information to inform the suggested actions
▶ Information to support work with government and learning institutions to advocate for policy change
▶ Sample learning activities for union leaders and educators on gender-related issues
▶ Suggestions for creating a publicity strategy to communicate key information and messages with union members and others

In order to be most effective, unions and educators are urged to conduct activities in all five priority areas.

Special features: The toolkit includes a list of key resource materials and global instruments pertaining to gender equality.

Access: Can be ordered free of charge from efaids@ei-ie.org or downloaded online from http://www.ei-ie.org/efaids/en/documentation_ei.php (Free Adobe Acrobat Reader® software required).

3.8 BREAKING THE SILENCE: TEACHING AND THE AIDS PANDEMIC, A CAPACITY-BUILDING COURSE FOR TEACHER EDUCATORS IN AFRICA

Produced by: Internationale Weiterbildung und Entwicklung gGmbH (InWEnt) and University of the Western Cape

Date: 2006

Language(s) and Size: English online training course

Overview: This capacity-building course is a joint initiative between InWEnt and the University of the Western Cape. It aims to build the capacity of teacher trainers in East and Southern Africa to train future teachers to address HIV and AIDS. The course focuses on personal and professional development through interactive learning methods. In addition to knowledge and skill acquisition, the course challenges teacher trainers to explore the unique role they have to play in responding to HIV and AIDS, including the importance of addressing stigma and discrimination and overcoming silence surrounding HIV- and AIDS-related issues.

The course is open to all teacher trainers in Africa.

Purpose: To enhance the personal and professional capacity of teacher trainers to train future teachers on HIV and AIDS.

Content: The course consists of two modules:

▶ Module 1: AIDS in the African Context
This module contains four units which address key information regarding the epidemic, the impact of HIV and AIDS on the education sector, ethnographic case studies to explore the social and cultural dimensions of HIV and AIDS and guidance on conducting one's own case study.

▶ Module 2: Building AIDS-Competent Schools
The four units in this module focus on learner-centred, participatory teaching methodologies, developing health promoting schools, schools as centres of care and support for children, school-level capacity-building of school enabling their leaders to respond to HIV and AIDS.

The course requires approximately 10-12 hours per week for 14 weeks. A five-day in-person introductory session takes place prior to Module 1 in order to help participants refine necessary computer skills and reflect on their attitudes, values and experiences.

Special features: The course makes use of e-learning modules, discussion forums and message boards which are supported by a course tutor. A school field study component is included to help enhance the relevance and practical application of the course content.

Access: Can be ordered free of charge from education@inwent.org or downloaded online from http://www.uwc.ac.za/aids/courses/breakingthesilence.pdf (Free Adobe Acrobat Reader® software required).

3.9 HIV & AIDS EDUCATION TRAINING MODULE: VIRTUAL INSTITUTE FOR HIGHER EDUATION IN AFRICA

Produced by: UNESCO Harare Cluster Office in collaboration with the National Universities Commission, Nigeria

Date: 2006

Language(s) and Size: English online training programme
French, forthcoming

Overview: This online training module on HIV and AIDS education is one of a series of modules available at the Virtual Institute for Higher Education in Africa. The modules are available in quarterly cycles, and teacher trainers and teachers complete the lessons according to their own schedules and needs. In addition to the online learning materials, those completing the course receive an HIV and AIDS Training Booklet and a CD-Rom based on the module. An electronic "chat room" is available on the site in French and English for teacher trainers and teachers to discuss the course and its application in their professional situations.

This module specifically targets teacher trainers and teachers in primary and secondary schools, universities, polytechnics and colleges.

Purpose: To develop the knowledge and skills of teachers on HIV-related topics so that they can effectively train other teachers or students in HIV and AIDS education.

Content: This online module is comprised of more than 20 lessons including information on basic facts regarding HIV and AIDS; history and prevalence of the epidemic; life cycle of HIV; HIV transmission routes; symptoms of infection; HIV testing, counselling and care; impact of HIV and AIDS; anti-retroviral treatment; modes of prevention; the role of the education sector in HIV and AIDS education; and HIV-related stigma and discrimination. Each lesson provides content designed to deepen teacher trainers' and teachers' understanding and knowledge of the issue, and a focus on how this content could be adapted and applied to train other teachers and students.

Special features: Each lesson concludes with how to apply the content to the classroom; key points to remember; review questions; and a test to determine learning acquisition. Certification upon the successful completion of the programme is available.

Access: Can be accessed online at http://www.viheaf.net/hiv.cfm. Registration is free. All course participants should have Internet access to be able to benefit fully from the training.

3.10 REDUCING HIV/AIDS VULNERABILITY AMONG STUDENTS IN THE SCHOOL SETTING: A TEACHER TRAINING MANUAL

Produced by: UNESCO Bangkok

Date: 2005

Language(s) and Size: English, 263 pages, 1.2 mb (PDF)
Vietnamese, 310 pages, 4.9 mb (PDF)

Overview: UNESCO Office in Bangkok and Regional Bureau for Education in Asia and the Pacific developed this manual as part of its project on "Strengthening and Expanding the Provision of HIV and AIDS Life Skills and Preventive Education in Teacher Training Colleges." It was piloted and peer-reviewed by participants from thirteen countries in the Asia-Pacific region in Pattaya, Thailand, in September 2004. The result is a generic manual that may be adapted, translated and modified to suit the different needs and cultural and social environments of different countries. An updated and more interactive version of the manual is forthcoming.

The target audience of the manual is teachers and teacher trainers involved in pre- and in-service training.

Purpose: To help teachers analyse basic information, core messages, values and practices related to HIV prevention education; sharpen teachers' skills in using life skills techniques and learner-centred activities; and support the integration of HIV and AIDS education within school curricula.

Content: The training manual is divided into two parts. Part one provides an introduction and describes the roles, responsibilities and skills of trainers. Part two, the bulk of the manual, consists of 11 different training modules:

1. Basics of growing up - understanding adolescence and adolescent sexuality
2. Unplanned pregnancy and STIs
3. Basic facts about HIV and AIDS
4. The HIV and AIDS epidemic and its impact
5. HIV and AIDS, drugs and substance abuse
6. HIV and AIDS and human rights
7. Care and support for PLWH
8. Working together in the community to combat HIV and AIDS
9. The integration of HIV and AIDS preventive education within the school curriculum
10. Learner-centred strategies and life skills techniques
11. Assessment tools for use in HIV and AIDS prevention education

Special features: The manual includes sample agendas, tests to measure learning outcomes, lessons plans, and "how to's" for different topic areas. Each module is outlined with expected duration, message, overview, objectives, content outline, learning activities and evaluation. Learning activities are further outlined and developed with supporting materials.

Access: Can be downloaded online from http://www2.unescobkk.org/elib/publications/hiv_aids_manual/index.htm (Free Adobe Acrobat Reader® software required).

3.11 SCHOOL AND COMMUNITY COURSE A AND B TRAINING NOTES

Produced by: Primary School Action for Better Health

Date: 2006

Language(s) and Size: English, 163 pages, 13.59 mb (PDF)

Overview: Primary School Action for Better Health (PSABH) is a HIV prevention programme for primary schools developed by the Centre for British Teachers. PSABH was implemented and evaluated in two provinces in Kenya from 2001-2004 and in 2005 was implemented nationally. The programme targets students aged 12-14 years and aims to provide accurate information, promote abstinence and delay the onset of sexual activity. PSABH works with and through the education system to train teams of teachers, community representatives and peer supporters. Initially, one head teacher, one resource person or senior teacher and one community representative attend a week-long training session. Two additional teachers attend a week-long training session the following term. Finally, four peer supporters and one teacher-supervisor are trained at a later date.

Trained teachers are expected to train other colleagues to integrate HIV and AIDS education across the curriculum and plan on-going classroom and school-wide teaching and learning activities. These training notes were compiled over the course of five years of PSABH implementation experience. The training notes serve as a reference and support tool for those conducting training or implementing the course syllabus.

This publication is particularly useful for education ministries, programme planners and teacher training institutions.

Purpose: To train teachers to deliver HIV and AIDS education with a focus on positive behaviour change in upper primary school students to reduce their risk of HIV.

Content: The training notes begin by describing the purpose, output, approach and main activities of PSABH. The remainder of the manual is divided into the training materials for Course A (School and community training) and Course B (Additional teacher training). The training materials are organised around thematic training sessions. Each session contains the following:

▶ List of training materials needed for the session
▶ Session objectives
▶ Description of the session contents and process, including expected duration
▶ Session handouts

Special features: The manual contains various practical tools to support all phases of training such as training timetables for planning, course forms, training charts and assessment sheets.

Access: Can be downloaded online from http://www.psabh.info (Free Adobe Acrobat Reader® software required). In addition, other implementation resources, evaluation results and a list of programme papers can be downloaded from the PSABH website.

TRAINING AND RESOURCE MANUAL ON SCHOOL HEALTH AND HIV/AIDS PREVENTION

Produced by: Education International, WHO and Education Development Center, Inc.

Date: 2004

Language(s) and Size: English, 227 pages, 2.78 mb (PDF)
French, 255 pages, 1.85 mb (PDF)

Overview: This manual is part of the *WHO Information Series on School Health* and the *EI/WHO/EDC Teacher Training Programme to Prevent HIV Infection and Related Discrimination* through Schools. The manual contains participatory learning activities to help adults avoid HIV infection, activities to help adults and young people advocate for HIV prevention in schools and activities to help students develop skills to prevent HIV infection and HIV-related discrimination. The content was designed collaboratively with teachers, health educators and training experts. The manual stresses the critical importance of teacher training. Prior to implementing HIV prevention efforts in schools, teachers need to examine their own attitudes and knowledge regarding HIV and AIDS, be able to justify and advocate for the importance of HIV education in schools and have adequate and appropriate training to use participatory learning techniques in the classroom. The activities in the manual have been designed to address each of these three areas.

This publication is particularly useful for teachers, schools, ministries of education, trainers and other organizations implementing HIV and AIDS education programmes.

Purpose: To provide resources and examples of participatory learning activities to help prevent HIV infection and related discrimination through schools.

Content: The manual contains three sets of participatory learning activities:

▶ Five activities to help adults avoid HIV infection
▶ Three activities to help adults and young people advocate for effective HIV prevention efforts in schools
▶ Sixteen activities to help students acquire skills to prevent HIV infection and related discrimination

Special features: The skills-building activities for students are divided into three age groups (young children, pre-adolescents and adolescents). Other useful features of the manual include an overview of common questions and controversies concerning HIV education in schools and suggested responses, tips for dealing with difficult classroom situations and a set of fact sheets.

Access: Can be ordered free of charge from bookorders@who.int or downloaded online from http://www.who.int/school_youth_health/hivaids_project/en/index.html or http://www.who.int/school_youth_health/resources/information_series/en/index.html (Free Adobe Acrobat Reader® software required).

3.13 SEXUALLY TRANSMITTED INFECTIONS: BRIEFING KIT FOR TEACHERS

Produced by: WHO Regional Office for the Western Pacific

Date: 2001

Language(s) and Size: English, 39 pages, 658 kb (PDF)

Overview: This briefing kit was developed by WHO to improve the capacity of teachers in providing accurate and appropriate information on STIs. It contains key information on STIs, as well as suggestions for teaching about STIs and HIV. It supports the use of participatory methods to develop young people's negotiation and communication skills (including delaying sexual debut or refusing to have sexual intercourse), and recognises the information, skills and supporting factors required by teachers to effectively teach HIV and AIDS education.

This kit is particularly useful for teachers and curriculum planners working with young people in secondary schools and for teacher trainers in training and continuing professional development programmes.

Purpose: To improve the capacity of teachers to provide accurate and appropriate information on STIs by: 1) making teachers aware of their role in teaching about SRH; 2) informing teachers about how STIs relate to young people; 3) helping teachers understand the behavioural issues affecting today's young people; and 4) instructing teachers about content, principles and techniques of SRH education.

Content: The briefing kit provides information on:

▶ Basic information on STIs (types, transmission routes, symptoms and health effects, measures for prevention and treatment)
▶ SRH education (role of teachers, barriers to STI education, impact of STI education, STIs and young people)
▶ STI and behaviour (social and biological factors related to STI transmission, specific risks for adolescents)
▶ Teaching STI prevention (skills required, developing an STI education programme, strategies and teaching approaches)

Finally, it concludes with a resource list for SRH education including curriculum, guides and books, videos and comic books.

Special features: Text boxes draw out the key issues and examples, and each chapter concludes with "Points to Remember."

Access: Can be downloaded online from http://www.wpro.who.int/ NR/rdonlyres/DC57A9FD-11B3-41F1-9810-3A0E28752101/0/STI_ Briefing_Kit_for_Teachers_2001.pdf (Free Adobe Acrobat Reader® software required).

3.14 GOOD POLICY AND PRACTICE IN HIV & AIDS AND EDUCATION. BOOKLET 3: EDUCATOR DEVELOPMENT AND SUPPORT

Produced by: UNESCO

Date: 2008. 2nd Edition

Language(s) and Size: English, forthcoming

Overview: This booklet addresses issues affecting educators in the context of HIV and AIDS, including training, conduct, care and support. It is the third publication in UNESCO's *Good Policy and Practice in HIV & AIDS and Education* series. This booklet, along with others in the series, presents ideas, research results, policy and programmatic examples which programme and policy developers and implementers can draw on as they prepare education systems to respond to HIV and AIDS. The booklet aims to bring together a variety of programmatic and policy experiences from different regions, highlight lessons learnt and provide evidence and ideas for action. Improved training of educators, supportive work environments and workplace policies, educator access to services and support and the need to tackle stigma and discrimination are among the issues addressed in the booklet. This booklet, along with others in the seires, are viewed as a work in progress and will be updated in future editions.

This publication is intended for policy-makers, planners and managers working in the education sector, school governing bodies, administrators, school principals, teachers and other educators working on HIV and AIDS.

Purpose: To draw on available knowledge and experience, to highlight issues and lessons learnt and suggest policy and programming strategies and actions to address the impact of HIV and AIDS on educators and learners.

Content: The booklet includes information along with programmatic and policy examples pertaining to the following thematic areas:

▶ Educator training and support needs in the context of HIV and AIDS
▶ Educator conduct and addressing sexual abuse and violence in school settings
▶ Prevention, care, treatment and support for infected and affected educators

Special features: This publication includes numerous country examples, checklists and guidelines for developing workplace HIV and AIDS policies, and an extensive bibliography and resource list (including web links to online resources) for more information on programmes and practical tools.

Access: Can be ordered free of charge from aids@unesco.org or downloaded online from http://unesdoc.unesco.org/images/ 0014/001463/146308e.pdf (Free Adobe Acrobat Reader® software required).

3.15 HIV/AIDS CARE, SUPPORT AND TREATMENT FOR EDUCATION STAFF

Produced by: UNESCO IIEP and ESART

Date: 2007

Language(s) and Size: English, 30 pages, 375 kb (PDF)
French, forthcoming

Overview: This module addresses the care, support and treatment needs of teachers and other education sector personnel infected or affected by HIV and AIDS. It describes key components of a comprehensive HIV and AIDS care, support and treatment programme and includes tools to apply information to design or improve a sector or institution workplace programme. The document is Module 4.4 in the *Educational Planning and Management in a World with AIDS* series developed by UNESCO IIEP and ESART. Readers are encouraged to use this particular module in conjunction with Module 1.4, *AIDS-related Stigma and Discrimination*, and Module 5.1, *Costing and Resource Implications of AIDS within the Education Sector*, in the IIEP/ESART series. This and the other modules of the series have been developed iteratively between 2005 and 2007 with the support of some 20 international experts.

This publication is particularly useful for Human Resource departments in ministries of education, programme managers, school governing boards and education institution administrators.

Purpose: To help readers to plan and implement a comprehensive care, support and treatment programme for education sector employees who are infected or affected by HIV and AIDS.

Content: This module addresses the following:

▶ Integrating HIV and AIDS within a workplace wellness programme
▶ Overview of different needs of staff infected or affected by HIV and AIDS
▶ Description of 10 AIDS-related components of a comprehensive workplace wellness programme
▶ Suggestions regarding the delivery of workplace wellness programmes

The module concludes with summary remarks and an overview of five key lessons learnt.

Special features: The module contains reflective questions and activities to enhance learning. In addition, the module includes excerpts from employee assistance programmes, wellness programme checklists and additional resource materials. A full list of the other modules in the series is also included.

Access: Can be ordered (hardcopy or CD-Rom) free of charge from information@iiep.unesco.org or downloaded online from http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm (Free Adobe Acrobat Reader® software required).

3.16 SUPPORTING HIV-POSITIVE TEACHERS IN EAST AND SOUTHERN AFRICA: TECHNICAL CONSULTATION REPORT

Produced by: UNESCO and EFAIDS

Date: 2007

Language(s) and Size: English, 33 pages, 214 kb (PDF)

Overview: This report summarises discussions held during a technical consultation organised by UNESCO and EFAIDS programme partners. The report begins by summarising the multiple levels at which HIV and AIDS impact HIV-positive teachers and the subsequent needs of teachers living with HIV. The report emphasises the importance of working with HIV-positive teachers to address the individual, occupational, community and systematic needs of teachers living with HIV. The origins, objectives and challenges of three active HIV-positive teacher networks in Kenya, Uganda and Tanzania are presented along with a recommendation for stronger partnerships between HIV-positive teacher networks and teachers' unions

The target audience of this publication includes ministries of education, teachers' unions, HIV-positive teacher networks, school management and development partners.

Purpose: To identify common elements of comprehensive responses for HIV-positive teachers based on country experiences.

Content: The report is divided into three main sections:

▶ Defining the impact of HIV and AIDS on positive teachers and their HIV-related needs
▶ Examples and opportunities for educators to support one another through HIV-positive teacher networks and teachers' unions
▶ Support for teachers by the education sector (workplace policies, monitoring tools and systems, teacher training, teacher deployment, role of school administrators and community support)

The report concludes with recommendations and a summary of some of the key components of a comprehensive response to support HIV-positive teachers.

Special features: Highlighted text boxes provide useful information on sub-topics such as factors impacting the decision to disclose one's HIV status, background on the GIPA principle and a profile of the Ministry of Education in Zambia's programme to promote teacher access to VCT, treatment and support.

Access: Can be ordered free of charge from aids@unesco.org or downloaded online from http://unesdoc.unesco.org/images/0015/001536/153603e.pdf (Free Adobe Acrobat Reader® software required).
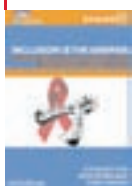
3.17 INCLUSION IS THE ANSWER: UNIONS INVOLVING AND SUPPORTING EDUCATORS LIVING WITH HIV

Produced by: EFAIDS

Date: 2007

Language(s) and Size: English, 55 pages, 3.06 mb (PDF)
French and Spanish versions forthcoming

Overview: This toolkit was developed by EI, WHO, EDC to be used by teachers' unions and educators in countries around the world participating in the EFAIDS programme. It contains activities and suggestions to help unions work to eliminate HIV-related discrimination within teachers' unions and provide greater support for, and involvement of, HIV-positive educators in union activities. The information and suggested actions are organised around five themes – research, policy development, advocacy, publicity campaigns and training.

Teachers' unions and educators will find this toolkit particularly useful.

Purpose: To help educators and unions support and involve teachers living with HIV.

Content: The toolkit begins by addressing the importance of involving people living with HIV in HIV- and AIDS-related activities and programmes. The remainder of the toolkit focuses on providing practical tools to help educators and unions plan and implement activities in the following five areas:

▶ Guidance on gathering information to support policy development, advocacy, communication and training
▶ Development of a union HIV and AIDS policy
▶ Working with government and learning institutions to advocate for policy change
▶ Creating a publicity strategy to communicate key information and messages with union members and other stakeholders
▶ Training modules for union members on stigma and discrimination, accessing treatment services and providing support during HIV testing and treatment

The toolkit urges unions to conduct activities in all five priority areas in order to be more effective.

Special features: The toolkit includes appendices with lists of relevant resource materials and contact information for networks of people living with HIV around the world.

Access: Can be ordered free of charge from efaids@ei-ie.org or downloaded online from http://www.ei-ie.org/efaids/en/documentation_ei.php (Free Adobe Acrobat Reader® software required).
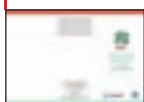
3.18 KENYA: THE TEACHING PROFESSION UNITED AGAINST HIV AND AIDS

Produced by: Association for the Development of Education in Africa (ADEA)

Date: 2006

Language(s) and Size: English, French, Portuguese: 25 minutes, (DVD)

Overview: This video draws attention to the issues that teachers living with HIV face in their personal and professional lives through interviews with HIV-positive teachers talking about their experiences, classroom footage and conversations with students and parents. The video addresses the important role that people living with HIV and AIDS, and HIV-positive teachers in particular, have to play in HIV and AIDS education. It also examines the challenges, stigma and discrimination that HIV-positive teachers face from other educators, learners, parents and community members. The video was filmed in Kenya and highlights the work of the Kenya Network of HIV-Positive Teachers (KENEPOTE), an organization founded in 2003 by two HIV-positive teachers. The video supports the vision, mission and objectives of KENEPOTE, which include advocating for the rights and needs of HIV-positive teachers and working to reduce stigma and discrimination.

Ministries of education, decision-makers, policy-makers, teachers' unions, school governing boards, educators, parents, students and community-based organizations are among the groups and individuals who will benefit from this video.

Purpose: To raise awareness of the issues impacting HIV-positive teachers and advocate for the rights and needs of teachers living with HIV.

Content: This documentary-style video includes:

▶ Interviews with HIV-positive teachers discussing their personal experiences
▶ Interviews with parents
▶ Discussions with students regarding HIV and AIDS and HIV-positive teachers

Special features: Personal interviews with teachers, parents and students provide tangible and moving examples of the challenges and HIV-related discrimination that HIV-positive teachers face, thus providing a unique visual tool for raising awareness and sparking dialogue and discussion about HIV and AIDS-related issues among teachers.

Access: Can be ordered from adea@iiep.unesco.org or downloaded online from http://www.adeanet.org. An information brochure about KENEPOTE can be downloaded online from http://www.policyproject.com/pubs/brochures/KEN_KENPOTEBrochure.pdf (Free Adobe Acrobat Reader® software required).

4

Policy, management and systems

BACKGROUND

1.   Planning for Education in the Context of HIV/AIDS (UNESCO IIEP, 2000).

POLICIES

2.   Education Sector Global HIV & AIDS Readiness Survey 2004: Policy Implications for Education and Development (UNAIDS IATT on Education, 2006).

3.   Toolkit for Mainstreaming HIV and AIDS in the Education Sector: Guidelines for Development Cooperation Agencies (UNAIDS IATT on Education, 2008).

MANAGEMENT STRUCTURES AND GUIDES

4.   Analyzing the Impact of HIV/AIDS in the Education Sector (UNESCO IIEP/ESART, 2007).

5.   Mitigating HIV/AIDS Impact on Education: A Management Checklist (UNESCO IIEP/ESART, 2007).

6.   HIV/AIDS Management Structures in Education (UNESCO IIEP/ESART, 2007).

7.   Addressing HIV/AIDS through School-based Programmes (Central European University Center for Policy Studies/Open Society Institute, 2003).

FUNDING AND STRATEGIC PARTNERSHIPS

8.   Funding the Response to HIV & AIDS and Education (UNESCO IIEP/ESART, 2007).

9.   Raising Funds and Mobilising Resources for HIV/AIDS Work: A Toolkit to Support NGOs/CBOs (International HIV/AIDS Alliance, 2002).

10.   UNDP and Civil Society Organizations: A Toolkit for Strengthening Partnerships (UNDP, 2006).

11.   HIV/AIDS and Education: A Toolkit for Ministries of Education (UNESCO Bangkok, 2003).

12.   Good Policy and Practice in HIV & AIDS and Education: Partnerships in Practice (UNESCO, 2008).

SITUATIONAL ANALYSIS

13.   Country Harmonization and Alignment Tool (CHAT) (UNAIDS World Bank, 2007).

PROJECTION MODELS

14.   Projecting Education Supply and Demand in an HIV/AIDS Context (UNESCO IIEP/ESART, 2007).

15.   Modelling the Impact of HIV/AIDS on Education Systems: How to use the Ed-SIDA Model for Education-HIV/AIDS Forecasting (World Bank PCD, 2006).

MONITORING AND EVALUATION

16.   Project Design and Monitoring (UNESCO IIEP/ESART, 2007).

17.   Monitoring the Declaration of Commitment on HIV and AIDS: Guidelines on Construction of Core Indicators. 2008 reporting (UNAIDS, 2007).

WORKPLACE POLICIES

18.   Implementing the ILO Code of Practice on HIV/AIDS and the World of Work: An Education and Training Manual (ILO, 2002).

19.   An HIV/AIDS Workplace Policy for the Education Sector in the Caribbean Region (ILO/UNESCO, 2006).

20.   An HIV/AIDS Workplace Policy for the Education Sector in the Southern African Region (ILO/UNESCO, 2006).

The objective of Overview Four is to introduce the reader to the topic of policy, management and systems in the context of HIV & AIDS and education by presenting an annotated bibliography of 20 resources.

Resource 1, *Planning for Education in the Context of HIV/AIDS*, provides an Overview of the AIDS epidemic as well as the impact of the epidemic on development, and more specifically on education systems. The remainder of the Overview is divided into the following sub-headings: policies (Resources 2-3); management structures and guides (Resources 4-7); funding and strategic partnerships (Resources 8-12); situational analysis (Resource 13); projection models (Resources 14-15); monitoring and evaluation (Resources 16-17); and workplace policies (Resources 18-19).

Resources 2 and 3, respectively, provide an overview of, and guidelines for, developing policies in the area of education and HIV & AIDS. *Education Sector Global HIV & AIDS Readiness Survey 2004: Policy Implications for Education and Development* (Resource 2) provides analysis and policy guidance based on a landmark survey of 71 countries which was conducted in 2004. It is the first review of its kind, documenting the extent to which governments have developed institutional mechanisms to tackle HIV and AIDS in the education sector. Resource 3, the *Toolkit for Mainstreaming HIV and AIDS in the Education Sector*, on the other hand, provides a series of succinct and easy-to-use tools to enable education sector specialists to assess the status of mainstreaming HIV and AIDS into education sector plans and programmes.

Four resources fall under the sub-theme of management structures. Resource 4, *Analysing the Impact of HIV/AIDS in the Education Sector,* provides an introduction to impact assessments, and aims to familiarise the reader with the issues involved in conducting them in a step-by-step way. A broader overview is provided by Resource 5, *Mitigating the HIV/AIDS Impact on Education: A Management Checklist*, which outlines a strategic framework to provide ministries of education with a bigger picture within which a comprehensive checklist of action phases and steps can be situated. Resource 6, *HIV/AIDS Management Structures in Education*, focuses more specifically on describing the roles, compositions and functions of HIV and AIDS management structures. Resource 7, Addressing *HIV/AIDS through School-based Education Programmes*, is a short paper summarising the issues and actions involved in designing and implementing an HIV and sexual health education programme in schools.

> A review of the resources in this component highlights important gaps. There are few resources that focus on resource mobilisation at the national level

There are five documents within the sub-theme of funding and strategic partnerships. *Funding the Response to HIV/AIDS in Education* (Resource 8) provides guidelines to help mobilise resources at both national and international levels. The same topic is addressed by Resource 9, *Raising Funds and Mobilising Resources for HIV/AIDS Work: A Toolkit to Support NGOs/CBOs*, which provides a range of participatory exercises to support resource mobilisation efforts by building skills. Resource 10, *UNDP and Civil Society Organizations (CSOs): A Toolkit for Strengthening Partnerships*, on the other hand, focuses specifically on developing partnerships with CSOs, with a range of adaptable tools (including a detailed template for assessing the capacity of CSOs in Chapter 3). Resource 11, *HIV/AIDS and Education: A Toolkit for Ministries of Education*, is designed specifically for mid- to senior-level officials in ministries of education to provide broad guidance in developing approaches to HIV & AIDS and education and provide a foundation to share and implement best practice. Lastly in the sub-theme, Resource 12, *Partnerships in Practice*, is part of UNESCO's *Good Policy and Practice in HIV & AIDS and Education* series and is targeted at a broad audience, providing a wide range of case studies of partnerships in HIV & AIDS and education.

Only one resource was identified on the topic of situation analysis. Resource 13, *Country Harmonization and Alignment Tool (CHAT)*, provides a generic HIV and AIDS tool that could be adapted to an educational context. CHAT is a tool that has been developed to assess the degree of engagement of country-based partners in the national response to HIV and AIDS, as well as to evaluate the degree of harmonisation and alignment among international partners.

Two practical guides for projection models are provided by Resources 14, *Projecting Education Supply and Demand in an HIV/AIDS Context, and 15, Modelling the Impact of HIV/AIDS on Education Systems: How to use the Ed-SIDA Model for Education-HIV/AIDS Forecasting*. The former provides a 'non-technical' overview of the methods used for projecting school enrolment, human and financial resources within an education system operating under the impact of HIV and AIDS. The latter focuses on setting out the Ed-SIDA model which is used to project the number of teachers and the impact that HIV and AIDS will have on this group.

A practical guide to monitoring and evaluation (M&E) is provided in the second part of resource 16, *Project Design and Monitoring*, which demonstrates how logframe construction as an integrated activity at the start of a project

can facilitate M&E over its lifespan. Resource 17, *Monitoring the Declaration of Commitment on HIV/AIDS: Guidelines on Construction of Core Indicators (2008 Reporting)*, is the manual used at national and global level by National AIDS Councils and UNAIDS to gather data on the epidemic. As such, it is the baseline reference for the development and utilisation of all indicators on HIV and AIDS.

The *ILO Code of Practice on HIV/AIDS and the World of Work* is the foundation for the three resources appearing in the workplace policies sub-theme. Resource 18, *Implementing the ILO Code of Practice on HIV/AIDS and the World of Work: An Education and Training Manual* contains eight modules ranging from 'HIV/AIDS and Human Rights' to 'Workplace Programmes for HIV/AIDS Prevention'. References for the education sector on this issue can be found in Resources 19 and 20 *HIV/AIDS Workplace Policies for the Education Sector in the Caribbean and HIV/AIDS Workplace Policies for the Education Sector in Southern Africa*. The policies were adopted by multi-stakeholder meetings in Kingston, Jamaica and Maputo, Mozambique at the end of 2005 and provide a framework for addressing HIV and AIDS as workplace issues in education sector institutions and services.

A review of the resources in this component highlights important gaps. There are few resources that focus on resource mobilisation at the national level, to ensure long-term sustainability. The other major gap is in the sub-theme on situation analysis evidenced by the absence of literature specifically targeted to the field of HIV & AIDS and education.

There are a number of websites that provide useful additional information:

- UNESCO IIEP and ESART *Education Planning and Management in a World with AIDS* http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm.
- The HIV/AIDS Impact on Education Clearinghouse (UNESCO IIEP) http://hivaidsclearinghouse.unesco.org/ev_en.php
  This includes links to HIV and AIDS policies and strategies in a range of countries as well as sections on educational planning and workplace issues.
- UNAIDS Inter-Agency Task Team (IATT) on Education, convened by UNESCO
  http://www.unesco.org/aids/iatt
- The World Bank (page on tools and guidelines on HIV and AIDS)
  http://www1.worldbank.org/hiv_aids/tools.asp

The other major gap is in the sub-theme on situation analysis evidenced by the absence of literature specifically targeted to the field of HIV & AIDS and education

4.1 PLANNING FOR EDUCATION IN THE CONTEXT OF HIV/AIDS

Produced by: UNESCO IIEP

Date: 2000

Language(s) and Size: English, 110 pages, 316 kb (PDF)
French, 127 pages, 361 kb (PDF)

Overview: This booklet examines the nature and features of HIV and AIDS and the impact of the epidemic on development. Within this context, it considers the interaction between the epidemic and education from two perspectives: the use of education in preventing HIV transmission, and the impact of the disease on education systems. The booklet is part of UNESCO IIEP *Fundamentals of Educational Planning* series. The booklet was one of the first to summarise the issues and is an essential background reader for anyone working in the area.

The booklet is designed to provide an overview to educational planners, government officials and policy-makers on the issues surrounding specifically HIV & AIDS and education, policy, management and systems.

Purpose: To show how HIV and AIDS impacts upon development and outline the vital role that education systems have in addressing the epidemic.

Content: The booklet begins by outlining the HIV and AIDS epidemic and then is divided into the following chapters:

▶ The role of education in HIV prevention
▶ The impact of HIV and AIDS on education
▶ The impact of HIV and AIDS on educational supply and demand
▶ HIV and AIDS in relation to content, process, and organizational aspects of education
▶ HIV and AIDS in relation to funding and planning aspects of education

The booklet concludes by listing qualities and approaches, within the framework of the principles outlined in the Dakar 2000 World Education Forum that educational policy-makers and planners need to adopt to effectively address the epidemic.

Special features: The topic is clearly presented in an easy to read format.

Access: Can be downloaded online from (Free Adobe Acrobat Reader® software required):

English http://unesdoc.unesco.org/images/0012/001224/ 122405e.pdf
French http://unesdoc.unesco.org/images/0012/001224/ 122405f.pdf

4.2 EDUCATION SECTOR GLOBAL HIV & AIDS READINESS SURVEY 2004: POLICY IMPLICATIONS FOR EDUCATION AND DEVELOPMENT

Produced by: UNAIDS Inter-Agency Task Team (IATT) on Education

Date: 2006

Language(s) and Size: English, 74 pages, 2.1 mb (PDF)
French, 74 pages, 2.1 mb (PDF)
Spanish, 74 pages, 2.1 mb (PDF)

Overview: This report documents the outcomes of the first international survey of education sector readiness to manage and mitigate the impact of HIV and AIDS and lists a series of policy implications. It collates the findings of two research processes involving ministries of education in 71 countries and civil society organizations in 18 countries. The surveys were conducted in 2004 on behalf of the UNAIDS IATT on Education, by the Mobile Task Team on the Impact of HIV/AIDS on Education (MTT) and the Global Campaign for Education (GCE). The surveys were designed to help participating countries better understand the impact of HIV and AIDS on education, to identify key problems and omissions in their response to date, and to guide future planning and programming. The report offers unprecedented country-specific evidence for the education sector and provides a benchmark from which to measure future responses.

This publication will be particularly useful for planners and decision-makers working in the education sector on HIV and AIDS and provides essential background material for advocacy and research in this area.

Purpose: To document the outcomes of the first international survey of education sector readiness to manage and mitigate the impact of HIV and AIDS.

Content: The report outlines the methodology of the two surveys and then synthesises key issues arising from ministry of education and civil society responses in nine areas which include:

▶ Ministry of Education HIV and AIDS structures
▶ Enabling environment for an effective response to HIV and AIDS
▶ HIV and AIDS mainstreaming
▶ Workplace issues and human resources
▶ Partnership development in response to HIV and AIDS

In each section, the report discusses policy implications, specifically in terms the challenges, opportunities and issues of operational importance. The report concludes by providing a number of recommendations designed to influence future responses in the education sector.

Special features: A CD-Rom containing the policy implications report in all three languages, plus the original GCE surveys, can be ordered from.

Access: can be downloaded online from (Free Adobe Acrobat Reader® software required):

English http://unesdoc.unesco.org/images/0014/001446/ 144625e.pdf
French http://unesdoc.unesco.org/images/0014/001446/ 144625f.pdf
Spanish http://unesdoc.unesco.org/images/0014/001446/ 144625s.pdf

4.3 TOOLKIT FOR MAINSTREAMING HIV AND AIDS IN THE EDUCATION SECTOR: GUIDELINES FOR DEVELOPMENT COOPERATION AGENCIES

Produced by: UNAIDS Inter-Agency Task Team (IATT) on Education

Date: 2008

Language(s) and Size: English, 84 pages, 1 mb (PDF)
French and Spanish, forthcoming

Overview: This toolkit aims to enable education sector specialists to assess the status of mainstreaming HIV and AIDS into education sector plans, and to develop strategies for addressing and prioritizing key areas that are not included. It provides 12 brief tools as resources for training and discussions. The materials are an adapted and expanded version of material used at a seminar held in Lusaka in 2005 on HIV and AIDS education and which were further developed by the UNAIDS Inter-Agency Task Team (IATT) on Education.

This toolkit is targeted at field- and headquarters-based education staff from development cooperation agencies. It will also be of interest, however, to planners and policy-makers in ministries of education.

Purpose: To assist education staff in development cooperation agencies to support the process of mainstreaming HIV and AIDS into education sector planning and implementation.

Content: The toolkit begins with a joint position paper on HIV & AIDS and Education, providing principles and priorities for agencies. The majority of the toolkit is made up of a series of mainstreaming tools, which focus on a range of issues which include:

▶ Defining and assessing the status of mainstreaming, and identifying entry points
▶ Communication and advocacy
▶ Stakeholder/partner analysis
▶ Gender equality
▶ Children who are vulnerable to and affected by HIV and AIDS
▶ Moving from policy to implementation

Each tool contains 'questions for exploration' and a list of links and resources where more information can be found.

Special features: The tools are practical and have been designed to be used independently or in conjunction with one or more of the other tools, depending on the local needs and context. There is a list of reference materials on HIV and AIDS mainstreaming in education with a link to an online data base, as well as links to resources with experience in supporting mainstreaming of HIV and AIDS in education.

Access: Can be ordered free of charge from info-iatt@unesco.org or downloaded from http://unesdoc.unesco.org/images/0015/001566/156673e.pdf (Free Adobe Acrobat Reader® software required).

4.4 ANALYZING THE IMPACT OF HIV/AIDS IN THE EDUCATION SECTOR

Produced by: UNESCO IIEP and ESART

Date: 2007

Language(s) and Size: English, 32 pages, 739 kb (PDF)
French, forthcoming

Overview: This document introduces the reader to the process of undertaking HIV and AIDS impact assessments in the education sector. It is Module 3.1 of the *Education Planning and Management in a World with AIDS* series developed by UNESCO IIEP and ESART. The module presents the process of setting up an education sector impact assessment. It explores objectives, scope and methodologies, the type of information that needs to be collected, and how this can be used to influence partners and stakeholders in the education sector. The module stresses the importance of process and the need for buy-in, efficiency, quality and skills transfer, with assessments being seen as part of the response to HIV and AIDS. This and the other modules of the series have been developed iteratively between 2005 and 2007 with the support of some 20 international experts.

The publication is particularly useful for educational planners and managers working at national or provincial levels as well as for trainers working on these issues. The target audience also includes policy-makers and directors of primary and secondary education, as well as inspectors and administrators at the local level to help them address the issues that the epidemic in their day-to-day work.

Purpose: To familiarise the reader with the issues and options involved in conducting assessments of the impacts of HIV and AIDS on the education sector.

Content: The publication addresses three major subject areas and includes relevant activities to be completed by the reader. The main subject headings are:

▶ Objectives of impact assessment
▶ Methodology
▶ Presenting results

The report concludes with a summary of lessons learnt, and stresses the need to have clear objectives, scope and methodology to increase the efficiency and usefulness of impact assessments.

Special features: The module is user-friendly and contains model answers to activities and a bibliography.

Access: Can be ordered (hardcopy or CD-Rom) free of charge from information@iiep.unesco.org or downloaded online from http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm (Free Adobe Acrobat Reader® software required).

4.5

MITIGATING THE HIV/AIDS IMPACT ON EDUCATION: A MANAGEMENT CHECKLIST

Produced by: UNESCO IIEP and ESART

Date: 2007

Language(s) and Size: English, 23 pages, 315 kb (PDF)
French, forthcoming

Overview: This document provides a management tool to support ministries of education to respond to HIV and AIDS. It is Module 5.4 of the *Education Planning and Management in a World with AIDS* series developed by UNESCO IIEP and ESART. The module presents a strategic response framework to provide ministries of education with a bigger picture within which a comprehensive checklist of action phases and steps can be situated. The framework can be tailored to fit country circumstances and should address donor requirements to have prioritised and achievable plans. This and the other modules of the series have been developed iteratively between 2005 and 2007 with the support of some 20 international experts.

The publication is particularly useful for policy-makers and managers in ministries of education. The target audience also includes managers working at national or provincial levels, and trainers working on these issues. It may be of interest to directors of primary and secondary education, as well as inspectors and administrators at district level to help them address the issues that the epidemic raises in their day-to-day work.

Purpose: To provide a comprehensive framework, and a checklist of steps and activities, that can be used in ministries of education to advocate, guide and inform the planning and management of the HIV and AIDS response.

Content: The publication addresses the steps involved in developing a strategic response framework. This includes relevant activities to be completed by the reader and is split into three 'phases':

▶ Understanding impact
▶ Planning mitigation
▶ Implementation monitoring and review

The report concludes with a summary of lessons learnt, and highlights the fact that the process in developing a response is intense and complex and requires management, coordination and reporting – with a need for clear responsibilities to be allocated to identified structures and individuals.

Special features: The module is user-friendly and contains answers to activities. A list of intervention and support tools and resources is provided.

Access: Can be ordered (hardcopy or CD-Rom) free of charge from information@iiep.unesco.org or downloaded online from http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm (Free Adobe Acrobat Reader® software required).

4.6

HIV/AIDS MANAGEMENT STRUCTURES IN EDUCATION

Produced by: UNESCO IIEP and ESART

Date: 2007

Language(s) and Size: English, 24 pages, 305 kb (PDF)
French, forthcoming

Overview: This document outlines the structures that should be in place to facilitate a response to HIV and AIDS in the education sector. It is Module 2.2 of the *Education Planning and Management in a World with AIDS* series developed by UNESCO IIEP and ESART. The module presents the internal and external functions of HIV and AIDS management structures, looking specifically at the differing roles of HIV and AIDS management units and HIV and AIDS committees. This and the other modules of the series have been developed between 2005 and 2007 with the support of some 20 international experts.

The publication is particularly useful for policy-makers and managers in ministries of education. The target audience also includes planners and managers working at national or provincial levels, and trainers working on these issues. It may be of interest to directors of primary and secondary education, as well as inspectors and administrators at district level to help them address the issues that the epidemic raises in their day-to-day work.

Purpose: To enable the user to describe the roles, composition and functions of different HIV and AIDS management structures within an education sector.

Content: The publication presents two main types of management structures. This includes relevant activities to be completed by the reader and is split into three 'phases':

▶ HIV/AIDS Management Unit
▶ HIV and AIDS committee
▶ Other education sector structures with potential AIDS-related roles

The report concludes with a summary of lessons learnt, noting that creating multiple layers of HIV and AIDS management structures is time-consuming and requires human resources. They will however have long-term benefits as much of an education sector's HIV and AIDS response must be delivered at the local level.

Special features: The module is user-friendly and contains answers to activities and a bibliography.

Access: Can be ordered (hardcopy or CD-Rom) free of charge from information@iiep.unesco.org or downloaded online http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm (Free Adobe Acrobat Reader® software required).

4.7

ADDRESSING HIV/AIDS THROUGH SCHOOL-BASED EDUCATION PROGRAMMES

Produced by: Central European University Center for Policy Studies and the Open Society Institute

Date: 2003

Language(s) and Size: English, 11 pages, 59 kb (PDF)

Overview: In the early 1990s, HIV and AIDS education was insufficiently addressed in Armenian schools. This paper provides a summary of the issues involved in advocating for HIV and sexual health education programmes within the context of school health in Armenian schools. It stresses that implementation of such programmes must involve the support of parents and families, community outreach programmes and the mass media. The paper concludes with recommended actions, implementation issues and a communication analysis.

This publication is aimed at policy-makers at all levels and curriculum planners, although school administrators, head teachers and teachers may also find it useful.

Purpose: To analyse the political feasibility and the institutional readiness and potential for integration of a HIV and AIDS education programme in the school curricula in Armenia, and to provide sound recommendations for effective integration of HIV and AIDS education into comprehensive school health education.

Content: The paper outlines the following issues:

▶ Options for consideration (how to integrate HIV and AIDS education)
▶ Recommended actions (ranging from making a situation analysis to designing an evaluation)
▶ Implementation issues
▶ Communication analysis

The paper notes how programme content and methods are influenced by cultural norms and social and ethical values. Support for HIV and sexual health education programmes is necessary at every level, from parents to the government, with the need to communicate the results of evaluations of programmes at an early stage.

Access: Can be downloaded online from: http://pdc.ceu.hu/archive/00001773/01/Ghukasyan.pdf (Free Adobe Acrobat Reader® software required).

4.8

FUNDING THE RESPONSE TO HIV/AIDS IN EDUCATION

Produced by: UNESCO IIEP and ESART

Date: 2007

Language(s) and Size: English, 25 pages, 183 kb (PDF)
French, forthcoming

Overview: This document provides guidelines for practitioners working on HIV and AIDS in the education sector to effectively mobilise resources. It is Module 5.2 of the *Education Planning and Management in a World with AIDS* series developed by UNESCO IIEP and ESART. The module outlines the processes in developing proposals and suggests ways to understand the wider context and opportunities for funding at national and international levels. This and the other modules of the series have been developed between 2005 and 2007 with the support of some 20 international experts.

The publication is particularly useful for policy-makers and managers in ministries of education. The target audience also includes planners and managers working at national or provincial levels, and trainers working on these issues. It may be of interest to directors of primary and secondary education, as well as inspectors and administrators at district level to help them address the issues that the epidemic raises in their day-to-day work.

Purpose: To help identify and analyse the donor funding landscape and identify potential resources for programmes, and position a resource mobilisation strategy in existing international and national plans and strategies.

Content: The module considers two main areas:

▶ Regarding the national context: creating the national agenda
▶ Developing proposals: steps involved (including consultations, resource mapping, project design, writing the proposal, and incorporating monitoring and evaluation)

The report concludes with a summary of lessons learnt, noting that the difficulty is not necessarily a lack of resources, but more in developing effective programmes and knowing where and how to access funds.

Special features: The module is user-friendly and contains answers to activities. An appendix provides an indicative list of organizations to target, with a bibliography and list of websites.

Access: Can be ordered (hardcopy or CD-Rom) free of charge from information@iiep.unesco.org or downloaded online from http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm (Free Adobe Acrobat Reader® software required).

4.9 RAISING FUNDS AND MOBILISING RESOURCES FOR HIV/AIDS WORK: A TOOLKIT TO SUPPORT NGOS/CBOS

Produced by: International HIV/AIDS Alliance

Date: 2002

Language(s) and Size: English, 76 pages, 1.5 mb (PDF)
French, 82 pages, 1.5 mb (PDF)
Portuguese, 76 pages, 1.5 mb (PDF)
Spanish, 75 pages, 1.5 mb (PDF)

Overview: This toolkit provides a range of participatory exercises for facilitators to support resource mobilisation, including the introduction of a framework and practical skills development. It has been inspired by the experience and ideas of many organizations in multiple countries, particularly in Latin America and Asia, and has been endorsed by a number of international donors. Most of the activities in the toolkit can be undertaken in a five-day workshop. The toolkit is one of several resources based on the practical technical support experience of the International HIV/AIDS Alliance, their partners and other organizations.

The toolkit is aimed at non-governmental organizations (NGOs) and community-based organizations (CBOs) in developing countries. It will also be useful for other audiences seeking to mobilise resources.

Purpose: To support NGOs and CBOs in developing countries by building their confidence and skills to mobilise resources for HIV and AIDS activities in a strategic and systematic way.

Content: The toolkit describes a range of participatory activities which can be used to build skills under the following headings:

▶ Introducing a resource mobilisation framework
▶ Developing skills for planning resource mobilisation work
▶ Building practical resource mobilisation skills

Handouts are included at the back of each section with additional information and worksheets.

Special features: The toolkit is practical and flexible. Activities in the toolkit are designed to be adapted by facilitators, and the contents of most sections follow a five-stage format (aim, introduction, instructions, facilitators' notes and an example).

Access: Can be downloaded online in English, French, Portuguese and Spanish from: http://www.aidsalliance.org/sw7448.asp (Free Adobe Acrobat Reader® software required).

4.10 UNDP AND CIVIL SOCIETY ORGANIZATIONS: A TOOLKIT FOR STRENGTHENING PARTNERSHIPS

Produced by: UNDP

Date: 2006

Language(s) and Size: English, 94 pages, 1.2 mb (PDF)

Overview: This toolkit is a practical aid for organizations to develop substantive partnerships with civil society organizations (CSOs), from the perspective of UNDP. It provides a methodology for mapping out CSOs, outlines operational information on working with them, describes the UNDP CSO Advisory Committee structure, and describes a mechanism for peer-to-peer community learning. The toolkit was developed by UNDP's CSO division in response to the most frequently-asked questions from country offices and regional service centres.

The toolkit is designed specifically for UNDP country offices, but will be useful for any organization (particularly government-based) looking to develop partnerships with CSOs.

Purpose: To provide essential tools, instruments and information to organizations to help them build substantive partnerships with CSOs.

Content: The toolkit has a user-friendly format and has been designed so that specific components can be copied for use in training, planning and programming. It is divided into four main sections:

▶ Mapping CSOs
▶ Operational Guide to Working with CSOs
▶ The Civil Society Advisory Committee
▶ Community-to-Community Learning Exchanges

Special features: The toolkit contains several tables which have been field tested as planning frameworks – including for CSO mapping, types of NGO engagement, and a tool to assess the capacity of CSOs. National case studies of Civil Society Advisory Committees and Community-to-Community Learning Exchanges are provided. The resources section of the toolkit lists CSOs which provide useful knowledge-sharing and capacity-building resources, as well as UN resources pertaining to engagement with civil society.

Access: Can be downloaded online from: http://www.undp.org/partners/cso/publications/CSO_Toolkit_linked.pdf (Free Adobe Acrobat Reader® software required).

4.11 HIV/AIDS AND EDUCATION: A TOOLKIT FOR MINISTRIES OF EDUCATION

Produced by: UNESCO Bangkok

Date: 2003

Language(s) and Size: English, 20 pages, 5.4 mb (PDF) Bangladeshi (5.5 mb), Chinese (8 mb), Farsi (2.3 mb), Kyrgyz (751 kb), Russian (52 mb), Tajik (733 kb), Thai (5.9 mb) and Vietnamese (1.7 mb). Print versions available in Dahu, Kazakh, Khmer, Lao, Nepalese, Pashtu, Urdu and Uzbek.

Overview: This toolkit provides a basic overview of HIV & AIDS and education issues and guidance for ministries of education. It was developed by UNESCO and UNAIDS as a tool to support ministries of education in South East Asia and has been translated and adapted for use within the region and in other parts of the world. In providing knowledge and evidence in an accessible and easy-to-use format about what education can do to prevent HIV, the toolkit seeks to provide a foundation to share and implement best practice.

This publication is designed for mid- to senior-level officials in ministries of education in South East Asia, but will be of interest to anyone wishing to have a basic overview of issues relating to HIV, AIDS and education.

Purpose: To promote HIV and AIDS education and to increase understanding among people working in the education sector of the relationship between HIV & AIDS and education and the impact of HIV and AIDS on the system.

Content: The toolkit is practical and its advocacy sheets address a number of issues which include:

- Basic facts, the HIV and AIDS situation in Asia and its impact on the education sector
- Reducing risks and vulnerabilities, and helping in the school context
- Existing government agreements, and possible next steps for decision-makers

A central message is that the education sector has a crucial role to play in the national response to the epidemic.

Special features: The toolkit includes easy-to-use information sheets, a fact sheet, case studies, a glossary, a collection of references and links, as well as a power point presentation to enable the target audience to pass on information to their colleagues and counterparts. There is also a checklist for ministries of education to assess their response to HIV and AIDS. Additional sheets consider HIV & AIDS and drugs, and HIV & AIDS and women.

Access: Can be downloaded online in English, Bangladeshi, Chinese, Farsi, Thai and Vietnamese from (Free Adobe Acrobat Reader® software required): http://www2.unescobkk.org/elib/publications/aids_toolkits/index.htm. And in:

Kyrgyz http://www.unesco.kz/publications/hivaids/Advocacy_Toolkit_kg.pdf

Russian http://www.unesco.kz/education/2005/advocacy_toolkit_rus.pdf

Tajik http://www.unesco.kz/publications/hivaids/Advocacy_Toolkit_ru_tj.pdf .

Hard copies of other versions (Dahu, Kazakh, Lao, Nepalese, Pashtu, Urdu and Uzbek) available upon request aids@unescobkk.org.

4.12 GOOD POLICY AND PRACTICE IN HIV & AIDS AND EDUCATION. BOOKLET 4: PARTNERSHIPS IN PRACTICE

FORTHCOMING

Produced by: UNESCO

Date: 2008

Language(s) and Size: English, forthcoming

Overview: This booklet looks at partnerships in HIV & AIDS and education, including why partnerships are important and what partnerships can achieve, based on examples of partnerships at different levels and between different stakeholders. The booklet is the fourth in the *Good Policy and Practice in HIV & AIDS and Education* series of publications which address key themes of UNESCO's work on HIV and AIDS and the education sector and is based on a review of published and unpublished literature, programme activities (not exclusively UNESCO activities) and case studies.

The booklet is intended mainly for government, donor and NGO policy-makers, planners and managers working in the education sector, but may also be of use to school governing bodies, administrators, school principals, teachers and other educators working on HIV and AIDS.

Purpose: To draw on available knowledge and experience to highlight issues and lessons learnt around partnerships, and suggest policy and programming strategies and actions. It does not intend to provide a comprehensive overview or scientific analysis of experience.

Content: The booklet is divided into two principal sections:

- *Types of partnership in HIV & AIDS and education* (including at global and regional levels; between government and development partners; between UN agencies; between sector ministries; within the education sector; with civil society; with communities; and with children and young people)
- *How partnerships can support Education for All (EFA)* and increase universal access to education; strengthening capacity in HIV and AIDS policy and planning; enhancing HIV prevention education; securing commitment and support for HIV & AIDS and education; and mitigating the impact of HIV and AIDS

Lessons learnt about partnerships are summarised in the last section of the booklet, within three main areas (developing clear ground rules, involving all relevant stakeholders, and building capacity for partnership).

Special features: Information is presented in concise case studies throughout the booklet. It concludes with a bibliography and a list of resources and useful websites.

Access: Can be ordered free of charge from from aids@unesco.org or downloaded online from http://www.unesco.org/aids (Free Adobe Acrobat Reader® software required).

4.13 COUNTRY HARMONIZATION AND ALIGNMENT TOOL (CHAT)

Produced by: UNAIDS and the World Bank

Date: 2007

Language(s) and Size: English, 85 pages, 994 kb (PDF)

Overview: This guide provides an overview of CHAT (Country Harmonization and Alignment Tool) components, principles and processes. It explains how to complete the three components (mapping, national partners assessment, and international partner assessment), and provides a survey instrument to gather information about the degree of harmonisation and alignment of the various stakeholders. The guide was developed in response to recommendation 4.1 of the *Global Task Team on Improving AIDS Coordination Among M ultilateral Institutions and International Donors*, and harmonized with the Organization for Economic Cooperation and Development (OECD) monitoring framework, utilising experience from work conducted in Mozambique and Zambia. Field testing of the pilot CHAT was carried out in seven countries (Botswana, Brazil, Democratic Republic of the Congo, Indonesia, Nigeria, Somalia and Zambia).

This guide has been written for national AIDS coordinating authorities (in collaboration with international partner agencies) and other country-level partners involved in planning and monitoring progress in the national AIDS response.

Purpose: To assist national AIDS coordinating authorities to assess the participation and degree of engagement of country-based partners in the national response as well as the degree of harmonisation and alignment among their international partners.

Content: The guide is divided into three sections:

▶ Introduction to CHAT
▶ Implementation guide
▶ CHAT surveys

The guide concludes with some sample pages of the blank questionnaire form.

Special features: The guide is conceived as an easy reference manual. A CD-Rom containing the text and practical tools that can be adapted to the local context (including blank survey instruments and a simple spreadsheet for analysis), which will facilitate adaptation and reproduction of the CHAT at country level, is available online at www.unaids.org or by e-mailing CHAT@unaids.org.

Access: Can be downloaded online from: http://data.unaids.org/pub/Report/2007/jc1321_chat_en.pdf?preview=true (Free Adobe Acrobat Reader® software required).

4.14 PROJECTING EDUCATION SUPPLY AND DEMAND IN AN HIV/AIDS CONTEXT

Produced by: UNESCO IIEP and ESART

Date: 2007

Language(s) and Size: English, 33 pages, 423 kb (PDF)
French, forthcoming

Overview: This module introduces enrolment projections and simulation models and discusses how they can be used to predict likely HIV and AIDS scenarios in order to help planners and decision-makers implement effective response policies and plans. It is Module 3.4 of the *Education Planning and Management in a World with AIDS* series developed by UNESCO IIEP and ESART. The module discusses the practice, and the strengths and weaknesses, of using projects, forecasts and simulation models. It shows how these models can be useful instruments for developing enrolment projections as well as for discussing policy and strategy options with the various concerned partners. This and the other modules of the series have been developed iteratively between 2005 and 2007 with the support of some 20 international experts.

The publication has been developed for educational planners and other ministry staff involved in the management and prevention of HIV in the education system.

Purpose: To provide a practical overview of the methods used for projecting school enrolment, human, physical and financial resources within an education system operating under the impact of HIV and AIDS.

Content: The publication includes relevant activities to be completed by the reader, with the following main subjects presenting the technical issues involved in education projections:

▶ Using projections, forecasting and simulation models
▶ Supply and demand in projections and simulations
▶ The bigger picture: strengths and limitations of a simulation model
▶ Education models, and how to incorporate HIV and AIDS into them

The various models and techniques are presented in a simple and accessible way, and the module concludes with a summary of lessons learnt.

Special features: The module is user-friendly and contains model answers to activities and a bibliography, with an appendix comparing two projections with and without the impact of HIV and AIDS.

Access: Can be ordered (hardcopy or CD-Rom) free of charge from information@iiep.unesco.org or downloaded online from http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm (Free Adobe Acrobat Reader® software required).

4.15 MODELING THE IMPACT OF HIV/AIDS ON EDUCATION SYSTEMS: HOW TO USE THE ED-SIDA MODEL FOR EDUCATION-HIV/AIDS FORECASTING

Produced by: World Bank and the Partnership for Child Development

Date: 2006

Language(s) and Size: English, 59 pages, 917 kb (PDF)

Overview: This manual sets out the Ed-SIDA model and explains how it can be used to project the total number of teachers infected as well as the annual number who will die of AIDS until 2015. It also serves as an introduction to the epidemiology of HIV and AIDS, the impact it can have on the education sector, its scale and how this can be captured by the Ed-SIDA model. It is part of the Ed-SIDA initiative which aims to assist countries in responding to the impact of HIV and AIDS on their education systems. The initiative was started by ministry of education staff from nine West African countries in 2000, and has subsequently grown to include 33 countries from sub-Saharan Africa and a similar number of development partners. The experiences and lessons learnt since 2000 are reflected in the updated 2006 edition.

The manual has been designed for ministry of education planners, World Bank staff and other stakeholders involved in country-level planning.

Purpose: To serve as a practical training manual to implement the Ed-SIDA model at country level to assist with educational planning in the context of HIV and AIDS.

Content: The manual begins with an overview of the HIV and AIDS epidemic and how education impacts upon this. It then provides a practical outline of the four aspects of using the Ed-SIDA model:

▶ Modelling the supply of education
▶ Modelling the demand for education
▶ Data entry
▶ Model outputs

The manual considers the implications of the Ed-SIDA model and concludes with the policy implications of using the model.

Special features: Chapter 5 provides two examples for applying the Ed-SIDA model in Southern and Western Africa (as areas of higher and lower HIV prevalence). There is a bibliography and contacts through which more information can be requested. The manual states that it should be distributed with the Microsoft Excel spreadsheet 'edsida.xls'. However at the time of writing, this was not yet available to download; requests for a copy of the spreadsheet can be sent to pcd01@imperial.ac.uk.

Access: Can be downloaded online from: http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080042112/Modeling_impact_HIVeducation_systemsEn02.pdf (Free Adobe Acrobat Reader® software required).

4.16 PROJECT DESIGN AND MONITORING
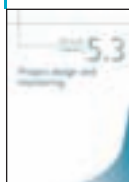
Produced by: UNESCO IIEP and ESART

Date: 2007

Language(s) and Size: English, 49 pages, 375 kb (PDF)
French, forthcoming

Overview: This document discusses how to develop and design projects and make them appeal to donors, as well as developing and implementing a monitoring and evaluation (M&E) plan. It is Module 5.3 of the *Education Planning and Management in a World with AIDS* series developed by UNESCO IIEP and ESART. The module details the process of preparing and writing a proposal and provides a practical guide for the development of an M&E logframe (stressing that M&E should be built into the framework from the start), and also demonstrates the use of conducting a needs assessment at the beginning and employing conceptual frameworks. This and the other modules of the series have been developed between 2005 and 2007 with the support of some 20 international experts.

The publication is particularly useful for policy-makers and managers in ministries of education. The target audience also includes planners and managers working at national or provincial levels, and trainers working on these issues. It may be of interest to directors of primary and secondary education, as well as inspectors and administrators at the district level to help them address the issues that the epidemic raises for them in their day-to-day work.

Purpose: To set out the basic and practical steps needed to develop and submit proposals to resource partners, and to develop sound project M&E.

Content: The module addresses two major subject areas and includes relevant activities to be completed by the reader:

▶ Project design, preparatory steps and composition (section by section)
▶ M&E: rationale and steps for developing a practical plan

The module concludes with a summary of lessons learnt, and aims to equip the reader with the ability to write projects that are logical, consistent and evidence-based and to 'sell' their vision to beneficiaries, donors and the wider community.

Special features: The module is user-friendly and contains model answers to activities and a bibliography. Section 3, a section-by-section guide to writing the proposal, contains a series of useful checklists. Section 4 contains an exercise guiding the reader to create an M&E logframe of a project or activity that they are currently working on or planning.

Access: Can be ordered (hardcopy or CD-Rom) free of charge from information@iiep.unesco.org or downloaded online from http://www.unesco.org/iiep/eng/focus/hiv/hiv_4.htm (Free Adobe Acrobat Reader® software required).

4.17 MONITORING THE DECLARATION OF COMMITMENT ON HIV/AIDS: GUIDELINES ON CONSTRUCTION OF CORE INDICATORS (2008 REPORTING)

Produced by: UNAIDS

Date: 2007

Language(s) and Size: English, 139 pages, 836 kb (PDF)

Overview: These guidelines present the revised core indicators developed within the framework of the United Nations General Assembly Special Session (UNGASS) Declaration of Commitment on HIV/AIDS (June 2001). They also provide an overview of global indicators to be used by UNAIDS and its partners to assess the key components of the response to HIV and AIDS that are best measured on a worldwide basis. The refinements were based upon input received from a variety of partners through an extensive debriefing process, an analysis of indicator performance in the 2005 reporting round, and new programmatic developments.

This publication is designed for National AIDS Councils (or their equivalent) and other key constituents such as ministries of education that are actively involved in a country's response to AIDS.

It will also be of interest to anyone interested in the construction and management of indicators.

Purpose: To provide technical guidance on core indicators that measure the effectiveness of national responses to HIV and AIDS.

Content: The guidelines provide a background to the development of HIV and AIDS indicators and discusses their implementation at national level in terms of gathering, analysing, interpreting and reporting data. The document lists the 25 national and 4 global indicators which fall under the following headings, including two education sector-specific indicators:

▶ National commitment and action indicators
▶ National programme indicators
▶ Knowledge and behaviour indicators
▶ Impact indicators
▶ Global commitment and action indicators

Each indicator has a description of its purpose, applicability, data collection frequency, measurement tool and method of measurement.

Special features: A series of appendices highlight the changes to the indicators since 2005 and provides methodological support, for example in constructing a National Funding Matrix and with a template for the National Composite Policy Index (NCPI) questionnaire. The latter is reproduced in an accompanying CD-Rom which also includes Indicator data return forms.

Access: Can be ordered free of charge from distribution@unaids. org or downloaded online from http://data.unaids.org/pub/Manual/2007/20070411_ungass_core_indicators_manual_en.pdf (Free Adobe Acrobat Reader® software required).

4.18 IMPLEMENTING THE ILO CODE OF PRACTICE ON HIV/AIDS AND THE WORLD OF WORK: AN EDUCATION AND TRAINING MANUAL

Produced by: ILO

Date: 2002

Language(s) and Size: English, 320 pages, 1.5 mb (PDF)
French, 297 pages, 1.7 mb (PDF)
Spanish, 307 pages, 2.2 mb (PDF)

Overview: This manual contains a comprehensive set of resources (in eight modules) for raising awareness of, and the issues around, HIV and AIDS in the workplace. It seeks to help apply the *ILO Code of Practice on HIV and AIDS and the World of Work* (adopted in May 2001), which is at the core of ILO's programme and on HIV and AIDS. The manual was developed and field tested by ILO.

The manual has been developed for ILO's partners: governments, employers and workers, and will be of particular interest to trainers.

Purpose: To help people understand the issues and apply the *ILO Code of Practice on HIV and AIDS and the World of Work*.

Content: The manual begins with an introduction to the modules and includes sample programmes for different stakeholders in the workplace. The eight modules are:

▶ HIV/AIDS: the epidemic and its impact on the world of work
▶ HIV/AIDS and human rights
▶ Workplace action through social dialogue: the role of employers, workers and their organizations
▶ A legal and policy framework on HIV/AIDS in the world of work: the role of government
▶ The gender dimensions of HIV/AIDS and the world of work
▶ Workplace programmes for HIV/AIDS prevention
▶ Care and support
▶ HIV/AIDS and the informal economy

Special features: The manual has been designed to support active learning, study circles and workshops. Each module presents the main issues and includes learning activities, case studies and references. The modules also contain extracts, models and samples of legislation, policies and collective agreements. The reference and resources section contains useful websites and links to sectoral codes, guidelines and information.

Access: Can be downloaded online in English, French and Spanish from: http://www.ilo.org/public/english/protection/trav/aids/publ/manualen.htm (Free Adobe Acrobat Reader® software required).

4.19 HIV/AIDS WORKPLACE POLICIES FOR THE EDUCATION SECTOR: IN THE CARIBBEAN
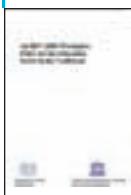
Produced by: ILO and UNESCO

Date: 2006

Language(s) and Size: English, 32 pages, 164 kb (PDF)

Overview: This policy provides guidance to the education sector to enhance its response to HIV and AIDS in the Caribbean. It aims to help protect the rights of all employees and students, prevent HIV infections, and provide a caring, safe and supportive learning environment. The policy has a very similar structure and was developed by ILO and UNESCO, based on the ILO *Code of Practice on HIV/AIDS and the World of Work* (adopted in May 2001). It was carefully reviewed and modified during tripartite workshops with representatives of ministries of education and labour, teacher trade unions, private employers and National Councils and Commissions in a workshop in Kingston, Jamaica, on 28-30 September 2005 with representatives from five Caribbean countries.

The policy is targeted at those responsible for policy-making at a national level in the education sector, and for individual education and training institutions at all levels: early childhood, primary, secondary, tertiary, technical/vocation and adult education.

Purpose: To provide a framework for addressing HIV and AIDS as a workplace issue in education sector institutions and services.

Content: The policies set out key principles and provide guidance on a number of areas in the workplace including:

▶ Rights and responsibilities
▶ Prevention: education, information and training
▶ Prevention: a supportive, safe and healthy work environment
▶ Testing, confidentiality and disclosure
▶ Employment, care, treatment and support
▶ Disciplinary procedures and grievance resolution

The policies conclude with a checklist for the implementation of an HIV and AIDS policy for education sector workplaces.

Special features: A glossary of terms is provided and succinct supportive material given in the appendices.

Access: Can be downloaded online from: http://unesdoc.unesco.org/images/0014/001472/147278E.pdf (Free Adobe Acrobat Reader® software required).

4.20 HIV/AIDS WORKPLACE POLICIES FOR THE EDUCATION SECTOR: IN SOUTHERN AFRICA

Produced by: ILO and UNESCO

Date: 2006

Language(s) and Size: English, 44 pages, 216 kb (PDF)
Portuguese, 44 pages

Overview: This policy provides guidance to the education sector to enhance its response to HIV and AIDS in Southern Africa. It aims to help protect the rights of all employees and students, prevent HIV infections, and provide a caring, safe and supportive learning environment. The policy has a very similar structure and was developed by ILO and UNESCO, based on the *ILO Code of Practice on HIV/AIDS and the World of Work* (adopted in May 2001). It was carefully reviewed and modified during tripartite workshops with representatives of ministries of education and labour, teacher trade unions, private employers and National Councils and Commissions in a workshop in Maputo, Mozambique from 30 November to 2 December 2005 with representatives from seven countries in the region.

The policy is targeted at those responsible for policy-making at a national level in the education sector, and for individual education and training institutions at all levels: early childhood, primary, secondary, tertiary, technical/vocation and adult education.

Purpose: To provide a framework for addressing HIV and AIDS as a workplace issue in education sector institutions and services.

Content: The policies set out key principles and provide guidance on a number of areas in the workplace including:

▶ Rights and responsibilities
▶ Prevention: education, information and training
▶ Prevention: a supportive, safe and healthy work environment
▶ Testing, confidentiality and disclosure
▶ Employment, care, treatment and support
▶ Disciplinary procedures and grievance resolution

The policies conclude with a checklist for the implementation of an HIV and AIDS policy for education sector workplaces.

Special features: A glossary of terms is provided and succinct supportive material given in the appendices.

Access: Can be downloaded online from: http://unesdoc.unesco.org/images/0014/001469/146933E.pdf (Free Adobe Acrobat Reader® software required). The Portuguese version of the Southern Africa policy can be ordered free of charge from maputo@unesco.org.

5

Approaches and illustrative entry points

LIFE SKILLS

1. Skills for Health: Skills-based Health Education Including Life Skills (WHO, 2003).
2. Life Skills Approaches to Improving Youth's Sexual and Reproductive Health (Advocates for Youth, 2002).
3. My Future is My Choice (UNICEF/Government of Namibia/University of Maryland School of Medicine, 1999 and 2001).
4. Sexuality Education in Schools: The International Experience and Implications for Nigeria (POLICY Project, 2004).
5. Life Skills-based Education for HIV Prevention: A Critical Analysis (ActionAid International and Save the Children/UK, 2005).

COMMUNITY INTERVENTIONS

6. The Effectiveness of Community Interventions Targeting HIV and AIDS Prevention at Young People in Developing Countries (WHO, 2006).
7. Reaching Out-of-School Youth with Reproductive Health and HIV/AIDS Information and Services (FHI, 2004).
8. Act, Learn and Teach: Theatre, HIV and AIDS Toolkit for Youth in Africa (UNESCO/CCIVS, 2006).
9. Developing Materials on HIV, AIDS and STIs for Low-Literate Audiences (FHI, 2001).
10. Effective Prevention Strategies in Low Prevalence Settings (FHI, 2002).

PEER EDUCATION

11. Youth Peer Education Toolkit (FHI/UNFPA, 2006).
12. Effective Peer Education: Working with Children and Young People on Sexual and Reproductive Health and HIV and AIDS (Save the Children/UK, 2004).

TREATMENT EDUCATION

13. HIV and AIDS Treatment Education: A Critical Component of Efforts to Ensure Universal Access to Prevention, Treatment, and Care (UNAIDS IATT on Education, 2006).

SCHOOL HEALTH AND FEEDING PROGRAMMES

14. Focusing Resources on Effective School Health: A FRESH Start to Enhancing the Quality and Equity of Education (WHO/UNESCO/UNICEF/World Bank, 2000).
15. FRESH Toolkit (UNESCO, 2005).
16. Training and Resources Manual on School Health and HIV and AIDS Prevention (EI/WHO/EDC, 2004).
17. SHAPE: School-based Healthy Living and HIV/AIDS Prevention Education (UNICEF/Government of Myanmar, 2002).
18. Getting Started: HIV/AIDS Education in School Feeding Programs (World Food Programme, 2003).

The objective of Overview Five is to introduce the reader to a set of 18 resources which are important methodological approaches and entry points for delivering education on HIV and AIDS.

The resources in this overview are organised around five sub-themes: life skills-based education (Resources 1-5), community interventions (Resources 6-10), peer education (Resources 11-12), treatment education (Resource 13) and school health and feeding programmes (Resources 14-18). Collectively, these resources represent proven methods and entry points for reaching diverse groups of young people in and out of formal educational settings with HIV and AIDS education.

The first five resources focus on life skills. Life skills-based education (LSBE) is centred around the widely accepted principle that information alone is not sufficient for changing behaviour. In addition to helping young people acquire necessary HIV- and AIDS-related knowledge, LSBE addresses communication and negotiation skills, values and attitudes, self-efficacy, critical consciousness and behavioural intentions in order to help young people develop skills to protect themselves from HIV. However, a degree of uncertainty remains among many regarding how to best design, implement and evaluate quality LSBE particularly in the formal school setting. Resource 1 provides a practical introduction to the topic of skills-based health education. This user-friendly manual clarifies key concepts and terminology, discusses factors and barriers for success and provides useful information for those planning, implementing and evaluating LSBE. Resource 2, *Life Skills Approaches to Improving Youth's Sexual and Reproductive Health*, offers an overview of life skills in the form of a short issue brief for individuals looking for a concise introduction to the topic. For those interested in a programmatic example, *My Future is My Choice* (Resource 3) is a skills-based HIV prevention and risk reduction programme that has been implemented on a national scale in Namibia through a partnership between the Government of Namibia and UNICEF. A number of programme implementation tools are available including training manuals, a participant workbook and a booklet for parents. Resource 4 addresses lessons learnt from the international experience in implementing sexuality education and implications for the Nigerian context while Resource 5 provides a

> **These resources represent proven methods and entry points for reaching diverse groups of young people in and out of formal educational settings with HIV and AIDS education**

more critical reflection and analysis of some of the major challenges surrounding the implementation of LSBE.

The next five resources in the Overview fall under the sub-heading of community interventions. Millions of school-age young people around the world are not enrolled in or attending school. Community interventions are an important avenue for reaching young people, especially out-of-school young people, with critical HIV and AIDS education and services. Resource 6, *The Effectiveness of Community Interventions Targeting HIV and AIDS Prevention at Young People in Developing Countries*, identifies qualities of successful HIV prevention interventions for young people delivered in geographically bounded communities. Meanwhile, *Reaching Out-of-School Youth with Reproductive Health and HIV/AIDS Information and Services* (Resource 7) suggests goals and actions for programmes targeted at out-of-school young people and includes case studies of interventions for mainstream and socially marginalised out-of-school young people. Individuals and organizations interested in using theatre as a tool for HIV and AIDS education will benefit from *Act, Learn and Teach: Theatre, HIV and AIDS Toolkit for Youth in Africa* (Resource 8), a user-friendly toolkit developed by UNESCO and the Coordinating Committee for International Voluntary Service (CCIVS). Family Health International's *Developing Materials on HIV/AIDS/STIs for Low-Literate Audiences* (Resource 9) is another practical manual providing guidelines for creating print materials for low-literate audiences to reduce the incidence of STIs, including HIV, within the context of behaviour change communication programmes. Finally, policy-makers and programme planners in countries with low HIV prevalence will find Resource 10 useful as it offers suggestions specifically pertaining to the context and challenges of HIV prevention in low prevalence settings. Further practical tools are found in Overview Two.

Peer education, the third sub-theme in this overview, is another key method for delivering HIV and AIDS education. Young people are often more comfortable speaking with their peers about sensitive issues pertaining to sexual and reproductive health than with adults. Peer education of young people, the process by which young people are trained to educate and share information with other young people, can be used with young people in school or out-of-school and be tailored to reach specific sub-groups. Family Health International and UNFPA have developed a

five-part *Youth Peer Education Toolkit* (Resource 11). This resource contains a set of tools for developing, assessing and improving peer education programmes. In addition, Save the Children's *Effective Peer Education: Working with children and young people on sexual and reproductive health and HIV and AIDS*, Resource 12, will help programme managers adapt peer education to fit their local context.

One resource was identified for inclusion under the sub-theme of treatment education. With the increase in availability of ART, HIV and AIDS treatment education is a crucial element of comprehensive HIV and AIDS education. Resource 13 provides an introduction to the topic of treatment education, including content and strategies. Education and health ministries as well as policy-makers and programme planners will benefit from this paper.

The final resources in the overview pertain to school health and feeding programmes as an entry point for addressing HIV and AIDS in formal school settings. Resources 14 and 15 are from the Focusing Resources on School Health Initiative (FRESH). FRESH is a multi-agency initiative promoting comprehensive school health programming which is supported by numerous partners. Resource 14 provides an introduction to the foundation and reasoning underlying FRESH while Resource 15, the *FRESH Toolkit*, contains practical resources for implementing the core components of the FRESH framework. Resource 16, *Participatory Learning Activities from the EI/WHO Training and Resources Manual on School Health and HIV and AIDS Prevention* contains a set of participatory learning activities for students and adults to help prevent HIV infection and related discrimination through schools. The content was developed in collaboration with teachers and includes tools to help adults and young people develop the skills to advocate for HIV prevention in schools. *SHAPE: School-based Healthy Living and HIV/AIDS Prevention Education*, Resource 17, is an example of a school health education curriculum designed to help young people develop the knowledge, attitudes and skills for healthy living and HIV prevention. Teacher manuals and lesson guides are available. Finally, Resource 18, *Getting Started: HIV/AIDS Education in School Feeding Programs* addresses the subject of integrating HIV and AIDS education activities into school feeding programmes.

HIV and AIDS education can be implemented using a number of different approaches and delivery channels as illustrated by the resources included in this Overview. In general, there is a need to conduct more thorough process and outcome evaluations of intervention approaches. As discussed in Resource 6, stronger evaluation designs and cost analyses are essential in order to better identify characteristics of successful interventions and provide recommendations to inform evidence-based decision-making. With regards to LSBE in particular, Resource 5 notes that work must be undertaken to develop a stronger pedagogical foundation for life skills and to examine how to best adapt life skills curricula to different contexts. In the area of treatment education, practical guidelines and materials are needed and, as is the case with all the approaches discussed, the value of documenting and sharing experiences must not be overlooked.

The following websites are included for reference to additional information and materials:

- Focusing Resources on School Health (FRESH)
  http://www.unesco.org/education/fresh
- WHO – Global School Health Initiative
  http://www.who.int/school_youth_health/en/
- UNICEF – Life skills
  http://www.unicef.org/lifeskills/index.html
- Schools and Health hosted by the Partnership for Child Development
  http://www.schoolsandhealth.org
- Family Health International – Youth Net
  http://www.fhi.org/en/Youth/YouthNet/index.htm

5.1 SKILLS FOR HEALTH: SKILLS-BASED HEALTH EDUCATION INCLUDING LIFE SKILLS

Produced by: WHO

Date: 2003

Language(s) and Size: English, 90 pages, 423 kb (PDF)

Chinese, 91 pages, 6.104 mb (PDF)

Russian, 126 pages, 1.19 mb (PDF)

Arabic (cover and preface), 91 kb (PDF)

Overview: This document, which is part of the *WHO Information Series on School Health*, provides a clear and practical introduction to skills-based health education, including life skills, with a focus on its application to school-based programmes. While focused specifically on skills-based health education, this document describes and advocates for life skills-based education within the context of a comprehensive school health programme as outlined in the FRESH approach. The document introduces and defines key terminology and concepts, summarises the theoretical foundation of life skills-based education and describes different teaching and learning approaches. In addition, the document presents evidence from evaluations and practical experiences; reviews criteria for planning effective programmes, including facilitators and barriers to success; and provides process and outcome evaluation guidance.

The publication is aimed at a broad audience, including government policy- and decision-makers, civil society organization staff, community members, school personnel and others interested in starting, strengthening or building support for skills-based health education, including life skills.

Purpose: To introduce and encourage more schools and communities to use skills-based health education, including life skills, for improving health and education of young people.

Content: The content of the document is organised around the following key topics:

► An introduction to the content and teaching and learning methods used in skills-based health education and life skills
► An overview of the main theories and principles providing a foundation for skills-based health education
► Research results and evaluation of the effectiveness of skills-based health education, including lessons learnt and facilitators and barriers to success
► Recommended actions for improving the quality and scale of skills-based health education
► Guidance on planning and evaluating skills-based health education

Special features: The document contains a resource list of advocacy, planning and evaluation tools as well as a table of selected skills-based health education interventions. An overview of other documents in the *WHO Information Series on School Health* is also provided.

Access: Can be downloaded online from http://www.who.int/school_youth_health/resources/information_series/en/ (Free Adobe Acrobat Reader® software required).

5.2 LIFE SKILLS APPROACHES TO IMPROVING YOUTH'S SEXUAL AND REPRODUCTIVE HEALTH

Produced by: Advocates for Youth

Date: 2002

Language(s) and Size: English, 4 pages, 141 kb (PDF)

Overview: This brief is part of the Advocates for Youth *Issues at a Glance* Series, a set of short, easy-to-read documents on issues relevant to young people's sexual and reproductive health. This brief focuses specifically on life skills approaches. The life skills-based education approach is defined. In addition, three different programmes and their outcomes are described. The remainder of the brief summarises lessons learnt from life skills-based education approaches addressing young people's sexual and reproductive health. The lessons learnt are organised thematically around issues pertaining to participants, content, processes, environment and outcomes.

This publication is particularly useful for policy-makers, education planners and programme managers, civil society counterparts, education personnel and others interested in a concise summary of life skills approaches.

Purpose: To provide a concise description of life skills and the life skills-based education approach; highlight a limited number of programmatic examples; and summarise key lessons learnt from the life skills approach to HIV prevention education.

Content: The content of the brief is organised around discussing three common questions:

► What are life skills?
► What is the life skills-based education approach?
► Are life skills-based education programmes effective in improving young adults' sexual and reproductive health?

The report concludes with a list of key lessons learnt from life skills-based education approaches to prevent HIV among young people.

Special features: Reference list includes information and web links to the three profiled programmes described in the brief.

Access: Can be downloaded online from http://www.advocatesforyouth.org/publications/iag/lifeskills.pdf (Free Adobe Acrobat Reader® software required).

5.3 MY FUTURE IS MY CHOICE

Produced by: UNICEF, Government of Namibia, University of Maryland School of Medicine

Date: 1999 and 2001

Language(s) and Size:

Trainer of trainers manual: 26 pages, 113 kb (PDF)
Facilitator's manual: 103 pages, 1.64 mb (PDF)
Handbook for AIDS clubs: 101 pages, 4 mb (PDF)
Participants' workbook: 64 pages, 3 mb (PDF)
Booklet for parents: 5 pages, 283 kb (PDF)
Parental consent form: 2 pages, 9 kb (PDF)

Overview: My Future is My Choice is a skills-based peer education programme addressing HIV prevention and risk behaviour reduction. The programme, which is based on an adaptation of two existing curricula, was developed and implemented in Namibia through a partnership between the Government of Namibia, UNICEF and the University of Maryland School of Medicine. The curriculum addresses sexual health, pregnancy prevention, STIs, HIV and AIDS and alcohol and drugs. Furthermore, improved communication and decision-making skills regarding delaying sexual intercourse, making informed decisions about one's sexual health and facing peer pressure are among the topics that the curriculum addresses.

This resource is particularly useful for ministries of education, community based organizations, schools and others implementing HIV and AIDS education programmes.

Purpose: To provide young people aged 15-18 with the information and skills to avoid HIV infection, prevent teen pregnancy and avoid alcohol and substance abuse.

Content: The curriculum consists of ten two-hour training sessions and includes the following resource implementation tools:

▶ Trainer's trainer manual
▶ Facilitator's manual
▶ Handbook for AIDS awareness club activities
▶ Participants' workbook
▶ Booklet for parents and parental consent form

Special features: Each session has articulated objectives which are addressed through four types of activity: 1) Let's Play: games to teach skills in a fun way and to help participants feel at ease; 2) Let's Do: activities to help participants practice what they have learned and small group work; 3) Let's Talk: questions and discussion; and 4) Closing Circle: relaxing activities and closing discussions for each session.

Access: Can be downloaded online from http://www.edsnet.na/Resources/AIDS/MFMC.htm or http://www.unicef.org/lifeskills/index_14926.html (Free Adobe Acrobat Reader® software required).

5.4 SEXUALITY EDUCATION IN SCHOOLS: THE INTERNATIONAL EXPERIENCE AND IMPLICATIONS FOR NIGERIA

Produced by: POLICY Project

Date: 2004

Language(s) and Size: English, 23 pages, 161 kb (PDF)

Overview: This report was written when Nigeria was in the early stages of implementing a new sexuality and reproductive health education policy. Based on international experiences, the report provides an overview of the value that school-based sexuality education programmes can have to positively influence young people's sexual and reproductive health and highlights the relevance of key international findings to the Nigerian context. The report was originally prepared for the National Stakeholders Meeting on Adolescent Sexuality and Reproductive Health Education (September 2003, Abuja, Nigeria) and was revised and updated following further input from the meeting. Common political and technical challenges pertaining to implementing, maintaining and the scaling up of sexuality education programmes are presented. Tips and suggestions for addressing challenges are provided along with short examples from different country experiences.

School administrators, programme planners and advocates working to build support and develop sex education programmes will benefit the most from this report.

Purpose: To summarise the international experience of school-based sexuality education programmes and discuss implications for the Nigerian context.

Content: The report introduces the reproductive health challenges facing young people in Nigeria and the role of schools in addressing those challenges. The remainder of the report is organised around the following three themes:

▶ Link between sexuality education and young people's sexual and reproductive health
▶ Effectiveness of sexuality education
▶ Discussion of challenges pertaining to the initiation, maintenance and expansion of sexuality education projects as well as implementation challenges at the institutional level

The report concludes with a summary of the key findings and their relevance to Nigeria.

Special features: In addition to the reference list, a separate list of Nigeria-specific documents on young people's reproductive health and sexuality education are provided.

Access: Can be downloaded online from http://www.policyproject.com/abstract.cfm/1959 (Free Adobe Acrobat Reader® software required).

5.5

LIFE SKILLS-BASED EDUCATION FOR HIV PREVENTION: A CRITICAL ANALYSIS

Produced by: ActionAid International and Save the Children/UK

Date: 2005

Language(s) and Size: English, 15 pages, 238 kb (PDF)

Overview: This paper was developed for the UK Working Group on Education and HIV/AIDS, and summarises issues raised at a meeting held in London in May 2004. Recognising the increased support for life skills-based education in recent years, this paper explores major conceptual and practical challenges in the implementation, pedagogy and relevance of life skills education in schools. The paper notes that the quick push to implement life skills-based education preceded the development of a strong pedagogical foundation and therefore this report emphasises the critical need for life skills-based education which reflects local contexts and realities. Alongside its analysis, the paper provides a number of recommendations to address the challenges discussed.

This publication is particularly useful for policy- and decision-makers, donors, researchers and education planners.

Purpose: To examine the challenges facing life skills-based education in terms of implementation, pedagogy and relevance, and suggest recommendations on how to address some of these obstacles.

Content: The publication sets the tone for its analysis of life skills-based education by beginning with a brief introduction to the history and background of life skills. This is followed by an examination of the following:

▶ Progress in implementing life skills in schools
▶ Overview of some of the major concerns regarding the implementation of life skills in schools
▶ Challenges and thinking regarding implementing life skills-based education in the context of broader underlying structural constraints such as poverty and gender inequality

The report concludes with a summary of the main challenges and notes that the successful implementation of skills-based and participatory approaches to HIV and AIDS education require more effort.

Special features: A series of recommendation boxes distributed throughout the report provide concrete planning, research and implementation suggestions linked to the report's analysis.

Access: Can be downloaded online from (Free Adobe Acrobat Reader® software required):
http://www.actionaid.org/assets/pdf/life_skills_new_small_version.pdf or
http://www.aidsconsortium.org.uk/Education/Education%20downloads/life_skills_new_small_version.pdf

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5.6

THE EFFECTIVENESS OF COMMUNITY INTERVENTIONS TARGETING HIV AND AIDS PREVENTION AT YOUNG PEOPLE IN DEVELOPING COUNTRIES

Produced by: WHO

Date: 2006

Language(s) and Size: English, 357 pages (pp 243-286), 3.41 mb (PDF)

Overview: This resource is a chapter from *Preventing HIV and AIDS in Young People: A Systematic Review of the Evidence from Developing Countries*. The full report, developed over a two-year period, provides a comprehensive and systematic review of the results of HIV prevention programmes and polices among young people. This particular paper, chapter eight, is concerned with the effectiveness of community interventions delivered in geographically-bound communities. Twenty-two interventions were reviewed. The interventions were categorised according to four programme types: 1) interventions targeting young people and delivered through existing organizations; 2) interventions targeting young people but not affiliated with existing organizations; 3) interventions targeting all community members and delivered through traditional kinship networks; and 4) interventions targeting entire communities and delivered through community-wide events. Type 1 interventions, those targeting young

people and delivered through existing organizations, received a 'ready' rating (to be implemented widely, but carefully evaluated). In general, the paper stresses the need for more thorough process and outcome evaluation.

This publication is useful for a broad audience including policy-makers, programme developers, government ministries, donors, development partners and researchers.

Purpose: To identify successful HIV prevention interventions targeting young people and delivered in geographically-bound communities in developing countries.

Content: The paper is preceded by an abstract describing the paper's objectives, methods, findings and conclusions. The remainder of the paper contains the following:

▶ A description of the methods used in the study, which consisted of literature review to identify interventions which were subsequently divided into four types of interventions according to the target group and the mode of intervention implementation
▶ A summary of the major findings of the interventions included in the study
▶ Recommendations for researchers, policy-makers and programme development and delivery staff including a discussion of intervention components and approaches to avoid

Special features: The paper includes tables summarising the interventions reviewed, outcome evaluation results of each study and key characteristics of different intervention types.

Access: Can be downloaded online from http://www.who.int/child-adolescent-health/publications/ADH/ISBN_92_4_120938_0.htm (Free Adobe Acrobat Reader® software required). Abstracts of the full report are available in French, Spanish, Arabic, Russian and Chinese.

5.7 REACHING OUT-OF-SCHOOL YOUTH WITH REPRODUCTIVE HEALTH AND HIV AND AIDS INFORMATION AND SERVICES

Produced by: Family Health International (FHI)

Date: 2004

Language(s) and Size: English, 34 pages, 341 kb (PDF)

Overview: This paper is one in the series of the YouthNet Programme's *Youth Issues Papers*, which provide in-depth reviews of topics pertaining to young people's reproductive health and HIV prevention. This *Youth Issues Paper* focuses specifically on the topic of out-of-school young people who miss opportunities to gain HIV prevention knowledge and skills in a stable classroom environment and may be more prone to receiving misinformation or no information at all. The paper begins by addressing the diversity of out-of-school young people differentiating between "mainstream" and "socially marginalised" young people. The second chapter discusses the connection between schooling and safer sexual behaviour. The remainder of the paper has a programme-based focus. Suggested goals, programme actions and case studies are used to illustrate different approaches for working with mainstream and socially marginalised young people.

Donors, civil society organizations, programme planners and community leaders will find this paper particularly useful.

Purpose: To examine how to best reach out-of-school young people with reproductive health and HIV and AIDS education and services.

Content: The paper focuses on young people aged 11 to 18 years who are not enrolled in school and includes the following:

▶ A discussion of the different types of out-of-school young people, which are discussed in terms of two main groups; mainstream and socially marginalised young people
▶ Three recommended goals, along with suggested actions, for programmes targeting out-of-school young people
▶ Case studies of four different programmes for out-of-school young people, including a radio education programme for young people in squatter compounds in Zambia, an alternative secondary education project for rural young people in Latin America and a sexual and reproductive health project targeting young sex workers and young people living on the streets in Uganda.

Special features: The suggested goals and actions in chapter three, along with the observations and recommendations in the final chapter, provide concrete suggestions for programme planners. In addition, the four case studies offer programme examples and lesson learnt.

Access: Can be ordered free of charge from youthnetpubs@fhi.org or downloaded online from http://www.fhi.org/en/Youth/YouthNet/ Publications/YouthIssuesPapers.htm (Free Adobe Acrobat Reader® software required).

5.8 ACT, LEARN AND TEACH: THEATRE, HIV AND AIDS TOOLKIT FOR YOUTH IN AFRICA

Produced by: UNESCO and CCIVS

Date: 2006

Language(s) and Size: English, 70 pages, 3.071 kb (PDF)

Overview: This toolkit was developed by UNESCO and the Coordinating Committee for International Voluntary Service (CCIVS). It provides an introduction on how to use theatre as an educational tool for addressing HIV- and AIDS-related issues and to engage young people and communities in a participatory manner. The toolkit was designed for groups of young people and amateur theatre groups in English-speaking Africa. In addition to providing a general introduction to the concept of Forum Theatre, the toolkit offers clear and user-friendly guidance on how to plan and carry out Forum Theatre projects. A manual, CD-Rom and posters are included with the toolkit. The toolkit emerged from a workshop in Uganda involving young people from Africa, India and Canada which was organised by the Eastern African Work Camps Association.

Civil society and community organizations, groups of young people, theatre groups and educators will find this toolkit particularly useful in their work with young people and communities.

Purpose: To introduce Forum Theatre as an HIV and AIDS education tool and inspire creative thinking for addressing HIV and AIDS.

Content: Beginning with an overview of the use of theatre for education and awareness-raising, the remainder of the toolkit is organised around a description of the process of putting together and performing a Forum Theatre project. The toolkit includes:

▶ An explanation of the basic structure of Forum Theatre, which involves introducing the audience to the activity and performing the play, replaying key scenes and finishing with a discussion
▶ Possible messages, themes and storyline ideas for creating a play to explore HIV and AIDS-related issues
▶ Suggestions for debriefing and evaluating performances

Special features: The toolkit includes a set of annexes with examples of different Forum Theatre scenarios, basic HIV and AIDS information and a list of resources. In addition, the CD-Rom contains interviews with Forum Theatre actors and clips from Forum Theatre plays.

Access: Can be ordered free of charge from culture.aids@unesco.org or downloaded online from http://unesdoc.unesco.org/images/0014/ 001492/149283e.pdf In addition, similar theatre manuals in Arabic, French and Spanish can be downloaded online from: http://portal. unesco.org/en/ev.php-URL_ID=36066&URL_DO=DO_TOPIC&URL_ SECTION=201.html (Free Adobe Acrobat Reader® software required).

5.9

DEVELOPING MATERIALS ON HIV AND AIDS AND STIS FOR LOW-LITERATE AUDIENCES

Produced by: Family Health International (FHI)

Date: 2002

Language(s) and Size: English, 192 pages, 2.87 mb (PDF)

Overview: Building on experiences and lessons learnt in over 45 countries, this manual provides guidance for developing effective print materials on HIV and AIDS for audiences with low literacy skills. Creating materials for individuals with limited reading skills on the complex issues surrounding HIV and AIDS and behaviour is challenging. This manual stresses the importance of learning about the audience through the use of qualitative research methodology and developing relevant and effective messages in a participatory manner. In addition, the guide provides tips for how to pre-test and revise materials to ensure that messages and content are understood by those they are trying to reach and influence. Those developing materials are encouraged to follow the steps outlined in the manual in the sequence described in order to help ensure the quality of materials.

Programme staff from government programmes, NGOs, CBOs, and others involved in the development of health education materials will find this guide particularly useful in their work.

Purpose: To provide step-by-step guidelines for developing print materials for low-literate audiences to reduce the incidence of STIs, including HIV, in the context of behaviour change communication programmes.

Content: The manual begins with an introduction to behaviour change communication and includes tips on how to use the manual. The remainder of the manual describes the process for developing materials and addresses the following:

▶ Identifying the target audience and conducting qualitative and quantitative research through the use of methods such as focus groups and interviews to enable a better understanding of an audience's information needs
▶ Developing effective messages, including a description of key material design principles
▶ Key concepts for communicating messages on STIs, HIV and AIDS
▶ Guidance on pre-testing, revising, printing and distributing materials
▶ Description of methods for evaluating new materials

Special features: Contains numerous practical worksheets, including examples of workplans and budgets, sample focus group guides and forms to use when pre-testing materials.

Access: Can be downloaded online from http://www.fhi.org/en/HIVAIDS/pub/guide/lowliteracyguide.htm (Free Adobe Acrobat Reader® software required).

5.10

EFFECTIVE PREVENTION STRATEGIES IN LOW PREVALENCE SETTINGS

Produced by: Family Health International (FHI)

Date: 2001

Language(s) and Size: English, 44 pages, 475 kb (PDF)

Overview: This report discusses the importance of HIV prevention in countries with low HIV prevalence. It seeks to identify the challenges that low prevalence countries face, explores the role of an HIV and AIDS classification system and suggests appropriate surveillance methods. In addition, the paper proposes a recommended prevention strategy for use in low prevalence countries, as well as key approaches for working with sub-populations. Noting that low prevalence is all too often linked with a low prioritisation in addressing of the issue, this paper urges low prevalence countries to develop and implement appropriate prevention strategies early in order to help reduce the spread of HIV and the associated costs and impacts linked to increased prevalence. Highlighting young people as a critical section of the population, the report stresses the importance of HIV prevention which specifically targets young people.

This publication is particularly useful for policy- and decision-makers, programme planners, CSOs and others involved or interested in planning HIV prevention responses.

Purpose: To identify challenges for HIV prevention in low prevalence countries and propose prevention strategies for maintaining low HIV prevalence.

Content: The report examines the specific issues and challenges facing countries with low HIV prevalence and presents prevention approaches for use in low prevalence settings. The report includes the following:

▶ Description of key factors which influence the spread of HIV and AIDS
▶ The role of an HIV and AIDS classification system and appropriate surveillance methods in low prevalence settings, including emphasis on the importance of collecting behavioural data
▶ Important elements of HIV prevention and a recommended prevention strategy for low prevalence countries
▶ Key HIV prevention approaches for specific sub-populations such as sex workers, young people, injecting drug users and people living with HIV and AIDS

The report concludes by stressing that widespread early prevention with high risk behaviour groups is the most cost-effective way to maintain low prevalence.

Special features: Chapter eight describes eleven essential steps in creating an effective prevention strategy while chapter nine outlines the importance of six key approaches for addressing specific sub-populations.

Access: Can be downloaded online from http://www.fhi.org/en/HIVAIDS/pub/guide/effectiveprevention.htm (Free Adobe Acrobat Reader® software required).

5.11 YOUTH PEER EDUCATION TOOLKIT

Produced by: Family Health International and UNFPA

Date: 2006

Language(s) and Size: Part I: English, 211 pages, 3.28 mb (PDF)
Part II: English, 87 pages, 1.20 mb (PDF)
Part III: English, 111 pages, 770 kb (PDF)
Part IV: English, 78 pages, 1.44 mb (PDF)
Part V: English, 46 pages, 571 kb (PDF)

Overview: This set of resources was produced by Family Health International and UNFPA for UNFPA's *Youth Peer Education Network* (Y-PEER) project. Peer education, the informal or organised process of young people educating other young people, has become an increasingly popular approach for addressing HIV- and AIDS-related issues. There is, however, a great deal of variation in the quality of peer education projects. This toolkit, based on evidence and research from Eastern Europe and Central Asia, consists of five parts and provides practical guidance for improving the quality and effectiveness of peer education programmes. The first tool outlines a sample six-day peer education 'training of trainers' curriculum, while the third tool focuses specifically on training to integrate theatre-based techniques into HIV and AIDS peer education. The second

tool provides a checklist of standards and a code of ethics for peer education programmes. Assessing and improving the quality of peer education programmes are the focus of the last two resources in the toolkit. The tools can be used collectively or separately as needed.

Trainers, managers and staff of peer education projects, as well as organizations and programmes wishing to initiative or assess peer education projects, will find this toolkit particularly useful in their work.

Purpose: To help peer education managers and staff develop and maintain more effective peer education programmes.

Content: The toolkit consists of the following five resources:

▶ Part I: The training of trainers manual
▶ Part II: Standards for peer education programmes
▶ Part III: Theatre-based techniques for youth peer education: A training manual
▶ Part IV: Performance improvement: A resource for youth peer education managers
▶ Part V: Assessing the quality of youth peer education programmes

Special features: A set of standards for peer education programmes along with checklists, tips, short examples, worksheets, handouts and sample training guides are among the many user-friendly and practical features of this toolkit. Part two, three and five include lists of other peer education resources.

Access: Can be downloaded online from (Free Adobe Acrobat Reader® software required): http://www.unfpa.org/publications/detail.cfm?ID=286 or http://www.fhi.org/en/Youth/YouthNet/Publications/peeredtoolkit/index.htm

5.12 EFFECTIVE PEER EDUCATION: WORKING WITH CHILDREN AND YOUNG PEOPLE ON SEXUAL AND REPRODUCTIVE HEALTH AND HIV/AIDS

Produced by: Save the Children/UK

Date: 2004

Language(s) and Size: English, 166 pages (hard copy)
French, 221 pages, 1 mb (PDF)

Overview: It is important for children and young people to have comprehensive information and develop skills to protect their sexual and reproductive health and to reduce their vulnerability to HIV. Peer education can be a powerful intervention approach to achieving this, but is it always the right method to use and, if so, how can its impact be increased? This handbook addresses these questions, discusses elements of good peer education programmes, and provides tools to help improve the quality of peer education. It was developed with

programme managers, peer educators and staff with expertise and experience in the fields of education, sexual and reproductive health and HIV & AIDS.

This handbook will be useful to development workers, teachers and educational planners who are running or planning to run peer education programmes.

Purpose: To assist project and programme managers to adapt peer education for their own particular circumstances.

Content: This publication includes:

▶ Suggestions for improving the quality of peer education programmes, including how to make them more sustainable and how to link them to other young people-friendly services
▶ An overview of key issues and questions to consider along with participatory activities, case studies, lessons learnt and suggestions
▶ A series of quick guides to 18 possible programming options, from condom distribution to advocacy among national policy-makers

Special features: The publication contains a comprehensive glossary and presents a list of relevant resources for further inquiry.

Access: Can be ordered in English at low cost or downloaded free of charge in French from http://www.savethechildren.org.uk/en/54_2319.htm (Free Adobe Acrobat Reader® software required).

5.13

HIV AND AIDS TREATMENT EDUCATION: A CRITICAL COMPONENT OF EFFORTS TO ENSURE UNIVERSAL ACCESS TO PREVENTION, TREATMENT AND CARE

Produced by: UNAIDS Inter-Agency Task Team (IATT) on Education

Date: 2006

Language(s) and Size: English, 52 pages, 2.04 mb (PDF)
French, 52 pages, 2.25 mb (PDF)
Spanish, 53 pages, 2.08 mb (PDF)

Overview: This report was developed for the UNAIDS IATT on Education for presentation at a meeting in Cape Town, South Africa, in January 2005. A definition and the various components of HIV and AIDS treatment education are explored, including key strategies such as how to effectively engage and prepare communities, involvement of people living with HIV and tackling stigma and discrimination. The paper argues that the education sector, along with other sectors, has a vital role to play in the delivery of treatment education and that without effective treatment education the full potential of ART will not be achieved. Additionally, the paper identifies the need for practical guidelines, materials and sharing of effective approaches in the area of treatment education in order to further work in this area.

This publication is particularly useful for education and health sector personnel and curriculum planners. In addition, civil society organizations and development partners working on HIV and AIDS education and access to treatment will benefit from this paper.

Purpose: To examine some of the main issues pertaining to HIV and AIDS treatment education, explore key treatment education strategies and suggest possible future directions in treatment education.

Content: The content of this publication includes:

▶ Definition of treatment education and discussion of its importance as part of overall efforts to achieve universal access to prevention, treatment care and support
▶ Important aspects of treatment education including encouraging individuals to know their HIV status
▶ Discussion of some key strategies and methods for implementing treatment education

The report concludes with a summary of six major recommendations regarding treatment education.

Special features: An appendix provides examples of target audiences and sample messages for treatment education.

Access: Can be ordered free of charge from info-iatt@unesco.org or downloaded online from (Free Adobe Acrobat Reader® software required):

English http://unesdoc.unesco.org/images/0014/001461/146114e.pdf
French http://unesdoc.unesco.org/images/0014/001461/146114f.pdf
Spanish http://unesdoc.unesco.org/images/0014/001461/146114s.pdf

5.14

FOCUSING RESOURCES ON EFFECTIVE SCHOOL HEALTH: A FRESH START TO ENHANCING THE QUALITY AND EQUITY OF EDUCATION

Produced by: WHO, UNESCO, UNICEF and the World Bank

Date: 2000

Language(s) and Size: English/French/Spanish (trilingual): 28 pages, 167 kb (PDF)

Overview: FRESH is an inter-agency school health initiative that was launched in April 2000 at the World Education Forum in Dakar, Senegal. FRESH is concerned with achieving the EFA goals and the link between good health, nutrition and education. School health programmes, among other things, can help increase school enrolment and promote healthy lifestyles such as obtaining the knowledge and skills to prevent HIV. This booklet describes the foundation underlying FRESH, including that an effective school health programme increases the efficacy of other child development programmes, ensures better educational outcomes, achieves greater social equity and is cost-effective. FRESH advocates for comprehensive, multi-component school health programmes based on four core components to be adapted to local needs.

Education and health ministries, schools, donors, CBOs and policy- and decision-makers will benefit from the introduction to FRESH provided by this booklet.

Purpose: To explain the foundation and components of FRESH, an interagency school health initiative supported by WHO, UNESCO, UNICEF, EI, EDC, PCD and the World Bank.

Content: The booklet describes the following:

▶ Background behind the FRESH initiative
▶ Description of the four core components that comprise the FRESH framework for a comprehensive school health programme (health-related school policies, safe water and sanitation; skills-based health education and school-based health and nutrition services)
▶ Summary of the three identified strategies supporting the FRESH framework (partnership between the health and education sectors, community involvement and young people's participation)

Special features: The booklet is written in English, French and Spanish and begins with a series of quotes from the leaders of supporting agencies.

Access: Can be downloaded online from http://unesdoc.unesco.org/images/0012/001240/124086mo.pdf (Free Adobe Acrobat Reader® software required).

5.15 FOCUSING RESOURCES ON EFFECTIVE SCHOOL HEALTH (FRESH) TOOLKIT

Produced by: UNESCO

Date: 2005

Language(s) and Size: English website and CD-Rom

Parts of the toolkit are available in French, Spanish and Russian

Overview: School heath programmes are linked to better health and learning outcomes for young people. FRESH is a framework to guide the development and implementation of effective school health programmes. This toolkit provides an introduction to the FRESH school health initiative along with a series of practical tools to support the implementation of a FRESH approach to school health programming. The bulk of the toolkit consists of tools organised around the four FRESH components and further divided among six health themes, one of which is HIV and AIDS. In addition, there are also a number of tools specifically addressing the planning and evaluation of school health programmes. The toolkit is available online or as a CD-Rom.

Educators, school administrators and educator planners will find this toolkit particularly useful in supporting their work. In addition, health workers and CBOs will also benefit from the tools.

Purpose: To provide practical tools to support the implementation of the FRESH approach to school health programming.

Content: The FRESH toolkit provides numerous tools for planning and implementing an effective school health programme. The toolkit is organised around the four core components of the FRESH framework:

▶ School health policies
▶ Water, sanitation and the environment
▶ Skills-based health education
▶ School-based health services

Within the four core components, the tools are further divided around six major health themes:

▶ HIV and AIDS
▶ Food and nutrition
▶ Helminths and hygiene
▶ Malaria
▶ Violence
▶ Drugs, alcohol and tobacco

Special features: The toolkit also contains a series of stories for health education and skills development as well as guidance on how to use and the adapt stories.

Access: Can be ordered (hard copy or CD-Rom) from aids@unesco.org or downloaded online from http://www.unesco.org/education/fresh (Free Adobe Acrobat Reader® software required).

5.16 TRAINING AND RESOURCES MANUAL ON SCHOOL HEALTH AND HIV/AIDS PREVENTION

Produced by: Education International, WHO, Education Development Center, Inc.

Date: 2004

Language(s) and Size: English, 227 pages, 2.78 mb (PDF)
French, 255 pages, 1.85 mb (PDF)

Overview: This manual is part of the *WHO Information Series on School Health* and the *EI/WHO/EDC Teacher Training Programme to Prevent HIV Infection and Related Discrimination* through Schools. The manual contains participatory learning activities to help adults avoid HIV infection, activities to help adults and young people advocate for HIV prevention in schools and activities to help students develop skills to prevent HIV infection and HIV-related discrimination. The content was designed collaboratively with teachers, health educators and training experts. The manual stresses the critical importance of teacher training. Prior to implementing HIV prevention efforts in schools, teachers need to examine their own attitudes and knowledge regarding HIV and AIDS, be able to justify and advocate for the importance of HIV education in schools and have adequate

and appropriate training to use participatory learning techniques in the classroom. The activities in the manual have been designed to address each of these three areas.

This publication is particularly useful for teachers, schools, ministries of education, trainers and other organizations implementing HIV and AIDS education programmes.

Purpose: To provide resources and examples of participatory learning activities to help prevent HIV infection and related discrimination through schools.

Content: The manual contains three sets of participatory learning activities:

▶ Five activities to help adults avoid HIV infection
▶ Three activities to help adults and young people advocate for effective HIV prevention efforts in schools
▶ Sixteen activities to help students acquire skills to prevent HIV infection and related discrimination

Special features: The skills-building activities for students are divided into three age groups (young children, pre-adolescents and adolescents). Other useful features of the manual include an overview of common questions and controversies concerning HIV education in schools and suggested responses, tips for dealing with difficult classroom situations and a set of fact sheets.

Access: Can be ordered free of charge from bookorders@who.int or downloaded online from http://www.who.int/school_youth_health/hivaids_project/en/index.html or http://www.who.int/school_youth_health/resources/information_series/en/index.html (Free Adobe Acrobat Reader® software required).

5.17 SHAPE: SCHOOL-BASED HEALTHY LIVING AND HIV/AIDS PREVENTION EDUCATION

Produced by: UNICEF and the Government of Myanmar

Date: 2002

Language(s) & Size: Manual for primary schools:
All in English, 112 pages, 112 kb (Word)
Manual for middle and high schools:
English, 16 pages (PDF)
SHAPE 5th grade: English, 94 pages, 1.64 mb (PDF)
SHAPE 6th grade: English, 69 pages, 1.49 mb (PDF)
SHAPE 7th grade: English, 82 pages, 1.30 mb (PDF)
SHAPE 8th grade: English, 95 pages, 1.59 mb (PDF)
SHAPE 9th grade: English, 61 pages, 1.01 mb (PDF)

Overview: SHAPE is a skills-based health education curriculum designed to help young people develop the knowledge, attitudes and skills for healthy living and HIV prevention through the use of student-centred participatory teaching and learning strategies. The curriculum addresses a number of health topics, including HIV and AIDS, personal health and hygiene, growth and development, relationships and alcohol and drugs. Lessons are built around helping young people build 10 core life skills. UNICEF and the Government

of Myanmar collaborated on the development and implementation of SHAPE initially as a non-formal programme and later as the official life skills-based education curriculum for primary, middle and high school students. SHAPE PLUS, an adapted programme tailored to the unique needs of out-of-school young people, has also been developed.

This publication is particularly useful for schools, teachers, principals, ministries of education, civil society organizations and others implementing HIV and AIDS education.

Purpose: To equip young people with the knowledge, skills and attitudes to promote healthy living and to prevent the transmission of HIV and AIDS.

Content: The curriculum includes two manuals for teachers and eight sets of lesson guides:

▶ Teacher's manual for primary schools (includes lessons for 2nd, 3rd and 4th grade)
▶ Teacher's manual for middle and high schools
▶ SHAPE 5th – 9th grade

Special features: Curriculum lessons are organised around health themes and include a description of the life skills competencies addressed, lesson objectives, teaching instructions, content and personalised discussion questions.

Access: Can be downloaded online from http://www.unicef.org/lifeskills/index_14926.html (Free Adobe Acrobat Reader® software required). Other documents, including results from a 2002 assessment report and paper on the Myanmar experience with SHAPE can be downloaded from http://www.unicef.org/lifeskills/index_8795.html.

5.18 GETTING STARTED: HIV/AIDS EDUCATION IN SCHOOL FEEDING PROGRAMMES

Produced by: World Food Programme (WFP)

Date: 2003

Language(s) and Size: English, 24 pages, 1.41 mb (PDF)

Overview: School feeding programmes provide an entry point for supporting HIV and AIDS education. This document provides ideas and suggestions for integrating HIV and AIDS awareness as well as prevention activities into school feeding programmes. Readers are encouraged to select activities that fit their country context and capacities. Gathering information and becoming familiar with existing HIV and AIDS activities are noted as important first steps, along with initiating partnerships with other key stakeholders at the national, school and community level. The document includes suggestions, guiding principles and five programme examples from Uganda, Lesotho and Madagascar respectively.

While this paper is targeted to WFP school feeding focal points and HIV and AIDS focal points, schools, development partners and others organizations involved with feeding programmes may also find this publication useful.

Purpose: To provide clarification for school feeding and HIV and AIDS focal points on how to integrate HIV and AIDS awareness and prevention education activities into school feeding programmes.

Content: The document includes the following:

▶ Discusses the relationship between HIV and AIDS education and feeding programmes and the role and contribution of the WFP
▶ Describes action steps for WFP staff such as collecting information about what is happening at the country, community and school level and developing relationships with stakeholders
▶ Presents a list of key questions to address with partners; namely with government, non-governmental organizations and other UN agencies
▶ Includes five short programme examples such as a project in Lesotho in which WFP provides food as part of school bursary programme to support orphans and vulnerable children to continue their education

Special features: A glossary of terms and a list of additional HIV and AIDS resources are also provided.

Access: Can be downloaded online from http://www.wfp.org/food_aid/doc/Getting_Started_eng.pdf (Free Adobe Acrobat Reader® software required).

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The numbers listed below refer to the number of the practical resource in each component, not the page number.

Resources:

Languages:

Note: * indicates forthcoming at the time of publication.

Published by:
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