

Prevention of HIV/AIDS and Drug Abuse through Quality  
Improvement of Curriculum and Teaching/Learning Materials  
in Asia and the Pacific



## **REGIONAL STRATEGY : PRIORITY ACTION AREAS**



UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION  
PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC



UNDCP UNITED NATIONS INTERNATIONAL DRUG CONTROL PROGRAMME

**TABLE OF CONTENTS**

1.0 INTRODUCTION.....2  
    1.1 Purpose of Regional Strategy.....3  
    1.2 Components of a Comprehensive  
        School-based HIV/AIDS Prevention  
        Education. ....4  
    1.3 Relationship to UNAIDS and other UN  
        Agency Initiatives.....6  
  
2.0 REGIONAL STRATEGY PRIORITIES.....8  
    2.1 Principal Action Areas.....9  
    2.2 Priority Action Areas for Curriculum  
        and Teaching/Learning Resources and  
        Professional Development of Teachers....12  
  
3.0 SUMMARY.....19

## 1.0 INTRODUCTION

The concept of formulating a Regional Strategy is directly associated with the specific project on "Prevention of HIV/AIDS and Drug Abuse through Quality Improvement of Curriculum and Teaching/Learning Materials in Asia and the Pacific". This project is funded by the Japanese Government and implemented by UNESCO Principal Regional Office for Asia and Pacific (PROAP) in collaboration with partners.

The project has **three phases**: (i) national studies to analyze curriculum, school counseling support and to compile teaching learning materials; (ii) organization of the regional workshop (Beijing, 25 - 29 August, 1997), with a view to developing a common framework for implementation strategies, and with a view to generate ideas for formulating national action plans, and (iii) ensuring implementation of teacher-training activities including dissemination of teaching learning materials.

This document is one of the outcomes of the Regional Workshop which was held from 25 to 29 August 1997, in Beijing, China. The Report of this Regional Workshop "Prevention of HIV/AIDS and Drug Abuse through Quality Improvement of Curriculum and Teaching/Learning Materials in Asia and the Pacific" is printed separately.

**The partners** in the project include: the National Commission of the People's Republic of China for UNESCO; the SEAMEO-Regional Network for Tropical Medicine (TROPMED) and their German Technical Cooperation (GTZ) supported Project "Control of HIV/AIDS and STD in Asia and Pacific Region (CHASPPAR)"; the UNESCO ROSTSEA - Jakarta; UNESCO ROSTCA - New Delhi; and the UNDCP Regional Office, Bangkok. The involvement of UNDCP represents a deliberate strategy to coordinate and streamline activities of common interest across HIV/AIDS and drug use prevention issues.

**The seven countries** from the region involved in this project were China, India, Indonesia, Lao PDR, Philippines, Sri Lanka and Thailand. This selection facilitated discussion of different experiences on the basis of geographic size of countries, population, religious and cultural differences, level of experiences in HIV/AIDS prevention education, and the prevalence of HIV/AIDS.

### **1.1 Purpose of a Regional Strategy**

The nature of this multi-country project facilitates a level of collegiality not generally possible in isolated or independent projects. As such this project offers an opportunity to share experiences and expertise, to analyze commonalities and differences and thereby identify priorities. The Regional Strategy in no way attempts to inappropriately prescribe a single approach, rather to reinforce strategic action for comprehensive school-based HIV/AIDS

and Drug Abuse prevention education across the region while providing for the unavoidable variations across the region and within countries which are essential to meeting needs appropriately. As such, the Regional Strategy provides general direction and identifies priority action areas.

**The purpose of the Regional Strategy is:**

*to assist countries in the region to provide a systematic framework for schools and communities to establish programmes and practices conducive to effective HIV/AIDS education.*

This purpose supports school-based HIV/AIDS prevention education objectives which include promoting and reinforcing in students knowledge, attitudes and skills which can contribute to the prevention of HIV/AIDS and related physical and social harm such as hazardous drug use and discrimination. Such a programme may include promoting healthy relationships, effective communication, responsible decision making, values clarification and other life skills which can assist in protecting young people and others from HIV infection, and also optimize health.

## **1.2 Components of a Comprehensive School-based HIV/AIDS Prevention Education**

It is important to recognize that school-based approaches to HIV/AIDS prevention which primarily focus on education strategies are a subset of the broader area of HIV/AIDS prevention. A comprehensive school-based

HIV/AIDS prevention education strategy includes a variety of substrategies. Given the project framework, the two major areas for focus in school-based approaches are:

- i) Curriculum & supporting teaching/learning resources, and
- ii) Professional Development of Teachers.

However these two major areas of focus rely on several other supporting actions for their quality and relevance in practice. These support areas can each affect the potential to achieve development of teacher training and curriculum and teaching/learning resources. The support areas can be summarized by the following four headings:

1. Research and programme evaluation on HIV/AIDS risk factors including student (teacher, and related school, community including family) knowledge, attitudes and behaviours;
2. Development of policy and guidelines to support mobilization and implementation;
3. Development of community awareness programmes as an adjunct to school-based programmes, and
4. Development of a communication and coordination substrategy.

### **1.3 Relationship to UNAIDS and other UN agency initiatives**

It is important to acknowledge the two **UNAIDS goals by the year 2000** which relate specifically to school-based HIV/AIDS prevention:

- to increase significantly the number of countries which have developed detailed policies and implemented programmes for non-discrimination and HIV/AIDS prevention in the school setting, and
- to increase towards full coverage the percentage of young people attending school, who learn how to avoid discrimination and reduce the risk of infection.

As a partner in HIV/AIDS prevention, this Regional Strategy under the auspicing project seeks to be consistent with UNAIDS goals and activities, and those of other UN agencies working in relevant areas (e.g. WHO, UNDCP, UNICEF), without unnecessary duplication. In so doing, this Regional Strategy acknowledges existing initiatives and guidelines, such as descriptions and goals of comprehensive school health education and STD/HIV/AIDS prevention education, and recommendations on appropriate entry points or curriculum time which are not replicated here. (See WHO, UNESCO, UNICEF, 1992; WHO & UNESCO, 1992; WHO & UNESCO, 1994). As such, the

Regional Strategy focuses primarily on identifying priority action areas for the region, and implies that execution of such activities will be consistent with the existing recommendations (albeit drafts in some cases) regarding school health education and particularly education on HIV/AIDS, STD, reproduction, population or other related areas of education.



## 2.0 REGIONAL STRATEGY PRIORITIES

In supporting a comprehensive strategy particular direction or emphasis in the pursuit of improved HIV/AIDS prevention education has been identified. Priority Areas were identified under two key areas (see 1.2) i) Curriculum and Teaching/Learning Resources, and ii) Professional Development of Teachers. In addition, two priority action areas which affect both Curriculum and Teaching/Learning Resources and Professional Development of Teachers were also identified: (1) Communication and coordination of activities, and (2) Advocacy at all levels. The Table below gives an overview of the priority areas.

### Summary of Priority Areas for the Regional Strategy

<b>1. Communication and Coordination activities</b> <b>2. Advocacy at all professional and community levels, and for primary and secondary school activities</b>	
<b>Curriculum and Teaching/Learning Resources</b>  Priority 1. Effective utilization of existing curriculum frameworks and re-sources Priority 2. Development and implementation of policies on appropriate integration of HIV/AIDS prevention education	<b>Professional Development of Teachers</b>  Priority 1. Coordination, communication and monitoring of teacher training activities Priority 2. Research to support HIV/AIDS related Teacher Development Priority 3. Create a pool of expertise in-country Priority 4. Design and implement sustainable and supported teacher training

## 2.1 Principal Priority Action Areas

### Priority 1. Communication and Coordination of Activities

Suggestions for achieving this include:

- more strategic clustering of activities needs to occur to concentrate efforts rather than splinter and diffuse efforts
- identification of mechanisms in-country for creating an inventory of activities and initiatives which may act as potential vehicles for HIV/AIDS prevention in schools, for example initiatives in drug education, population education, children's rights, health promoting schools as well as health education
- seek representation on existing national networks and committees or tasking working groups to access current information on activities
- inviting broad participation by all stakeholders.

### Priority 2. Advocacy at all Professional and Community Levels, and for Primary and Secondary School Activities

Suggestions for achieving this include :

- establishing strategic intersectoral alliances, especially between health and education sectors, and including all agencies with common interest in school-based HIV/AIDS prevention education

- ensuring representation of advocates for school-based HIV/AIDS activities within the relevant networks and in-country committees
- identifying appropriate advocates and representatives, through considered criteria or guidelines
- utilizing research findings and evidence-based arguments to inform stakeholders and invite broad participation
- encouraging open communication and participation in endeavouring to represent the full spectrum of the educational context of HIV/AIDS prevention education beyond the common perception of “sex education and condoms” to consider the much larger domain of relevant knowledge, attitudes and behaviours.

Specific focus of advocacy efforts at different levels is suggested as:

*At the highest decision making levels:*

- to position the necessary policies to support school based activities, especially teacher training and appropriate entry points and adequate time requirements
- adequate consideration of relevant concepts (not just HIV specific information) in both primary and secondary school levels
- non-discrimination policies for school students and the broader school community, and to ensure access to the related services for care and support consistent with reducing the physical and social impact of HIV/AIDS

- to ensure awareness of government policies relating to school-based HIV/AIDS prevention education and related issues among students and the school community.

*At the curriculum development level:*

- to identify clear objectives for HIV/AIDS prevention education, including learning outcomes at different year levels.

*At the teacher level:*

- through planned and strategic teacher training to encourage teachers to analyze their approaches and attitudes in relation to the facts and student needs
- to extend the traditional information-based and teacher-centred approach to a more student-centred approach which considers the necessary elements of information relevant to prevention, as well as the important areas of attitudes and behaviour change.

*At the community level:*

- to inform the broad school community (including families) about the relevance of HIV/AIDS prevention and also to enhance understanding about what HIV/AIDS prevention education is and is not, especially through multisectoral alliances between health and education sectors.

## **2.2 Priority Action Areas for Curriculum Teaching/ Learning Materials and Professional Development of Teachers**

The specific priority action areas for (i) Curriculum and Teaching/Learning Resources and (ii) professional Development of Teachers are presented with suggestions,

### **Focus Area I: Curriculum and Teaching/Learning Resources**

#### **Priority 1. Effective utilization of existing curriculum frameworks and resources**

Suggestions for achieving this include:

##### *Mapping what exists:*

- developing an inventory of existing curriculum frameworks and teaching/learning resources.

##### *Coordination & sharing of resources nationally & internationally:*

- identifying appropriate coordination strategies for ongoing mapping and access to existing curriculum & resources.

*Research:*

- shift emphasis towards research and piloting to adapt existing curriculum and resources to local needs where possible, rather than developing new resources per se or by simple translation. Piloting of proposed materials and processes should precede large scale implementation. Such research should involve broad participation of stakeholders, including decision-makers, curriculum developers, teachers, students, parents and other school community members
- to ascertain appropriate timing and methods for introduction of particular core messages into different year levels, based on the knowledge, attitudes and risk levels of the primary target group (students) and other target groups (teachers, parents, community members)
- to enhance access and distribution systems of available resources.

*Distribution policies:*

- support shifts away from simplistic approaches which assume that merely providing resources will ensure utilization of resources in favour of policies which link distribution of resources with comprehensive training programmes to equip teachers to use the resources effectively. Such policies should be designed to maximize both distribution and ultimately implementation of activities

**Priority 2. Development and implementation of policies on appropriate integration of HIV/AIDS prevention education**

Suggestions for achieving this include:

*Referral to UNAIDS:*

- the Interagency Working Group should be consulted for advice on appropriate entry points for HIV/AIDS prevention education in terms of core curriculum or co-curricular activities, as well as issues of timing the introduction of particular core messages into different year levels.

*Research:*

- conduct research on current knowledge, attitudes and behavioural risks of the primary target group (students) as well as other target groups such as teachers, parents and other community members to negotiate appropriate integration.

*Maximize, reach & reinforcement of consistent messages:*

- where possible integration of HIV/AIDS messages should favour inclusion in the core (compulsory) curriculum which may be supplemented by co-curricular (non-compulsory) activities to maximize reach and reinforcement of the programme for all students.

## **Focus Area II: Professional Development of Teacher**

### **Priority 1. Coordination, communication and monitoring of teacher training activities**

Suggestions for achieving this include:

#### *Mapping of teacher training:*

- through relevant institutions and agencies, in relation to projects or activities occurring locally and nationally to contribute to overall monitoring and coordination of teacher training.

#### *Teacher training institutions:*

- direct involvement of these institutions is warranted to up-grade both pre-service and in-service training for teachers. In the longer term, improved pre-service training will lead to a more effective workforce which is more open to progressive teaching methods, and in the shorter term, teacher training institutions should be involved in in-service training to upgrade the existing workforce.



**Priority 2. Research to support HIV/AIDS related professional development of teachers**

Suggestions for achieving this include:

*Needs assessment:*

- which focuses on behavioural science approaches to identifying existing knowledge, attitudes and behaviours relevant to HIV/AIDS prevention education in schools. Such studies are required in both primary and secondary levels involving broad participation of students, teachers, other school staff, and the surrounding school community including parents.

**Priority 3. Create a pool of expertise in-country**

Suggestions for achieving this include:

*Teacher training institutions:*

- inviting active participation of teacher training institutions in HIV/AIDS prevention education in schools
- identifying advocates from appropriate teacher training institutions (e.g. based on but not limited to motivation, expertise, experience, potential, leadership qualities, peer esteem and in the interests of having a diverse group of trainers in terms of gender, age, or ethnic background)

- providing appropriate training and development opportunities in school-based HIV/AIDS prevention education
- establishing and marketing “centres of expertise” in-country to act as teacher training resource centres for schools and teachers
- provide opportunity for access to the expertise in the development of preventive HIV/AIDS and drug education.

#### **Priority 4. Design and implement sustainable and supported teacher training**

Suggestions for achieving this include:

*The cluster model:*

- which sequences or phases in teacher training in strategic “chunks” of concentrated effort to gradually achieve full coverage rather than attempting unrealistic simultaneous coverage and risking splintered and diffused impact activity could emanate from, and be supported by centres of expertise

*Cascading or multiplier ‘train the trainer’ model:*

- whereby master trainers at centres of expertise train and support expert trainers in the regions, who in turn train and support classroom teachers locally. Additional layers in this cascading model can be added to address challenges such as geographical expanse and population size. Activity should be initiated in manageable and sequenced portions over time.

*Intensive training programmes:*

- which model participatory and action learning principles and offer opportunities to both experience and practice teaching methods in a supported environment
- design training programmes which offer intensive initial exposure to appropriate teaching methods (as above) as well as follow-up activities and support from experienced trainers in implementation phases
- offer support at local regional, national and other levels to teachers to extend their expertise, including offering recognition and incentives (in various forms)
- train teams of teachers from geographically linked areas to “build in” peer support, sustainability, and shared responsibility.

*Teacher selection for training:*

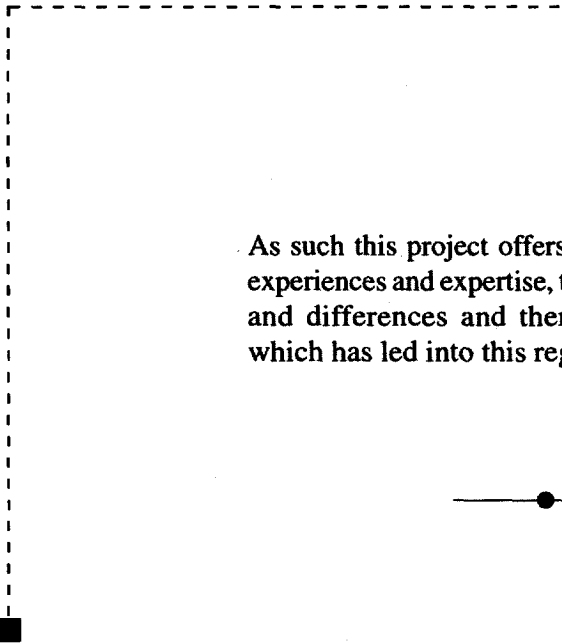
- suggest guidelines for selection of teachers (e.g. based on but not limited to motivation, expertise, experience, potential, leadership & advocacy qualities, peer esteem and in the interests of having a diverse group of trainers in terms of gender, age, or ethnic background)

It is further suggested that the design and implementation process be considered in the development of preventive education strategies for HIV/AIDS and drug demand education. For better effectiveness and efficiency, mechanism should be examined to integrate both HIV/AIDS and drug education component into the process.

### **3.0 SUMMARY**

The Regional Strategy on Preventive Education against HIV/AIDS and Drug Abuse is an attempt to show an approach which maybe useful to the countries of the Asia region. As mentioned this could be one of the many strategies to reinforce strategic action for comprehensive school-based HIV/AIDS and Drug Abuse prevention education across the region, specifically in curriculum and teaching/learning resources and professional development of teachers. The regional strategy has considered the patterns across the Asian region and within countries which is recognized for its diversity and variations, not only in population and geographic size, but also in terms of cultural and religious differences as well as the presence of expertise on HIV/AIDS and drug education and the prevalence of HIV/AIDS. The context of how this will be utilized, needs to be essentially taken into consideration in order to meet the needs appropriately. As such, the Regional Strategy provides general direction and identifies priority action areas in a general sense.

The project on "Prevention of HIV/AIDS and drug abuse through Quality Improvement of Curriculum and Teaching-Learning Material in Asia and the Pacific", facilitates a level of collegiality not generally possible in isolated or independent projects.



As such this project offers an opportunity to share experiences and expertise, to analyze commonalities and differences and thereby identify priorities which has led into this regional strategy.

