

EDUCATION AND HIV/AIDS



A SOURCEBOOK OF HIV/AIDS PREVENTION PROGRAMS VOLUME 2

Education Sector–Wide Approaches



THE WORLD BANK

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**HIV/AIDS PREVENTION
PROGRAMS**
VOLUME 2

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Preface

In recent years the education sector has played an increasingly important role in the prevention of HIV. Staying in school and getting a good education are now recognized as making an important contribution to helping young people, especially girls, avoid infection. Children of school age have the lowest prevalence of HIV, and even in the worst-affected countries the vast majority of schoolchildren remain uninfected. For these children there is a window of hope, a chance of a life free from HIV/AIDS if they acquire the knowledge, skills, and values to help protect themselves as they grow up. Providing young people with the “social vaccine” of education offers them a real chance of a productive life.

Not only is education important in preventing infection: preventing HIV is essential for education. By affecting education supply, demand, and quality, the HIV epidemic is limiting the capacity of countries to achieve Education for All (EFA) and the Millennium Development Goals (MDGs), and in the worst affected countries we are witnessing a reversal of hard-won educational gains.

This book was produced in response to demand from the readers of the first volume in this series, which largely reported on advocacy programs and on a relatively few, and rather small-scale interventions, often as pilots. The programs described in the new volume reflect the changing character of the education sector’s response to HIV/AIDS. Since 2003, the focus has shifted to large-scale, effective implementation at the national level. Ministries of education across Africa and beyond are playing an increasingly active role in the national multisectoral response to HIV.

The previous volume was one of the most widely disseminated and popular titles among the hundreds of thousands of documents on HIV and education distributed through World Bank-supported projects. We hope that the present volume will prove to be an equally popular and effective source of information for those planning multisectoral responses to HIV, and will assist the development of even more programs that will help children grow up free of infection.



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Availability of the Sourcebook

The *Sourcebook* is available on the Internet, at <http://www.schoolsandhealth.org> and <http://www.unesco.org/education/ibe/ichae>.

French and Portuguese versions are planned for distribution on CD.

For further information or to order printed copies or CDs, contact the World Bank Education Advisory Service, at <http://www.worldbank.org/education>.

You may also e-mail the Education Advisory Service at eservice@worldbank.org or write to:

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Abbreviations

ABC	Abstinence, Being faithful, and Condom use
ACU	AIDS Control Unit
AHI	Action Health Incorporated
AIDS	acquired immunodeficiency syndrome
ARFH	Association for Reproductive and Family Health
CBO	community-based organization
CDC	Centers for Disease Control and Prevention
CfBT	Centre for British Teachers
CIDA	Canadian International Development Agency
COPRESIDA	Presidential Council on HIV/AIDS
CSO	civil society organization
DANIDA	Danish International Development Agency
DFID	Department for International Development
DoSE	Department of State for Education
ECOWAS	Economic Community of West African States
EFA	Education for All
ELPE	Expanded Life Planning Education
FBO	faith-based organization
FLHE	Family Life HIV/AIDS Education
GAC	Ghana AIDS Commission
GAMET	Global Monitoring and Evaluation Team
GDP	Gross Domestic Product
GES	Ghana Education Service
HAART	Highly Active Antiretroviral Therapy
HAMSET	HIV/AIDS, Malaria, STDs, and Tuberculosis Project Management Unit
HAMU	HIV/AIDS Management Unit
HIV	human immunodeficiency virus
ICS	International Child Support
IDF	Israeli Defense Forces
JAIP	Jerusalem AIDS Project
JICA	Japan International Cooperation Agency
KAP	Knowledge, Attitude, and Practice
KAPB	Knowledge, Attitudes, Practices, and Beliefs
KIE	Kenya Institute of Education
LPE	life-planning education
LQAS	Lot Quality Assurance Sampling
LSMoE	Lagos State Ministry of Education
MBESC	Ministry of Basic Education, Sport and Culture
MDGs	Millennium Development Goals
M&E	monitoring and evaluation
MIT	Massachusetts Institute of Technology
MoESS	Ministry of Education, Science, and Sports
MoEST	Ministry of Education, Science, and Technology
NACC	National AIDS Control Council

NAS	National AIDS Secretariat
NERDC	Nigerian Education Research and Development Council
NGO	nongovernmental organization
NIED	National Institute for Educational Development
NSGA	Nova Scotia–Gambia Association
ODA	Overseas Development Agency (U.K.)
PAHO	Pan American Health Organization
PCD	Partnership for Child Development
PEAS	Programa de Educación Afectivo Sexual
POP/FLE	Population and Family Life Education
PP TESCOM	Post Primary Teaching Service Commission (renamed the Teachers Establishment and Pensions Office [TEPO])
PRISM	Primary School Management program
PROCETS	Programa de Control de Enfermedades de Transmisión Sexual y SIDA
PSABH	Primary School Action for Better Health
PTA	parent-teacher association
RHS&A	Robert H. Schaffer & Associates
RRI	Rapid Results Initiative
SEE	State Secretariat of Education
SHAPE	Strengthening HIV/AIDS Partnership in Education
SHEP	School Health Education Program
SMC	school management committee
SQAD	Standard and Quality Assurance Directorate
STDs	sexually transmitted diseases
STI	sexually transmitted infection
TASO	The AIDS Support Organization
TESCOM	Teaching Service Commission
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNFPA	United Nations Family Planning Association
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WHO	World Health Organization
WoH	Window of Hope

Introduction

In response to the education sector's demand for information, in 2004, the World Bank produced a *Sourcebook of HIV/AIDS Prevention Programs*. That volume documented education-based prevention programs targeting children and youth in seven countries in Sub-Saharan Africa. Most of the programs included were small and occurred in nonformal settings. Others concentrated on the production and dissemination of information and educational, and communication materials. Few were led by ministries of education, and none was part of the formal curriculum. The programs documented were typical of the education sector response to HIV/AIDS at the time.

Feedback received during the review and use of the first sourcebook suggested that because school systems reach large numbers of young people and have the infrastructure to deliver large-scale, cost-effective education, it would be useful to document school-based programs led by ministries of education. A second phase of work was proposed that focused on identifying and documenting school-based approaches that are appropriate in cost and scope for implementation by the public sector.

This volume describes 10 school-based HIV prevention programs (table 1). Unlike the first volume, it includes programs from non-African countries that have relevance to Africa. All of the programs are school based and involve teachers; target school-age children; are considered successful, well implemented, and innovative; and have the potential to be replicated and scaled up.

In order to develop the Sourcebook, the Partnership for Child Development (PCD)—the organization that acted as the secretariat charged with production of the Sourcebook—sent requests for information on programs to more than 30 experts in education sector-based HIV prevention.¹ Programs that met the inclusion criteria were included on a shortlist, which the international experts reviewed. The shortlist included as wide a variety of different program approaches as possible, including programs based on curriculum-based teaching, extracurricular activities, and peer education.

The Sourcebook's findings are based on the responses to three sets of questionnaires administered to program managers and implementers, as well as a questionnaire administered to student participants. Responses to the program description questionnaire described the rationale, aims and objectives, target audience, components, and main approaches of each program. Responses to the implementation questionnaire described the program's process, from the initial needs assessment through the development of materials and training to the practical details of implementation. They

Table 1: Program Descriptions

COUNTRY	PROGRAM	PROGRAM DESCRIPTION
Dominican Republic	Programa de Educación Afectivo Sexual (PEAS)	Sex education with strong component on sexually transmitted infections, including HIV, integrated into curriculum in all secondary-school grades
Eritrea	Rapid Results Initiative [®] (RRI)	Rapid implementation of school-based extracurricular HIV prevention activities
Gambia, The	Integrated Sector-Wide HIV/AIDS Preventive Education	Country-level education sector response to HIV/AIDS coordinated by the Department of State for Education and implemented by a range of partners
Ghana	School Health Education Program (SHEP)	Government-coordinated school-based HIV/AIDS education implemented by range of governmental and nongovernmental stakeholders
Israel	Jerusalem AIDS Project (JAIP)	Volunteer-provided HIV/AIDS extracurricular education for primary- and secondary-school students
Kenya	Primary School Action for Better Health (PSABH)	Teacher-led HIV/AIDS and behavior change education for students aged 12–16
Kenya	Primary School AIDS Prevention	Randomized assessment of impact of different approaches aimed at reducing risky behavior among adolescents
Namibia	Window of Hope (WoH)	Extracurricular HIV/AIDS and life-skills education tailored to needs of different age groups
Nigeria	Expanded Life Planning Education (ELPE)	Curricular and extracurricular HIV/AIDS and life-skills education
Nigeria	National Family Life HIV/AIDS Education (FLHE)	HIV/AIDS and life-skills teaching integrated into two main carrier subjects in regular curriculum for junior-secondary school students

Source: Authors.

also provided information on the finances of each program, which in some cases are used to estimate unit costs. Responses to a third questionnaire provided insights on challenges and lessons learned and the extent to which the program complied with a set of characteristics of effective programs drawn from an initial analysis of 83 evaluations of sex and HIV education programs in developing and developed countries, later published as Kirby, Laris, and Roller (2005).

The Sourcebook is organized as follows. Each program is described in its own chapter, which begins with “at-a-glance” information and ends with an assessment of program performance on a set of impact benchmarks and contact information. The four main sections of each chapter—program description, implementation, research and evaluation, and lessons

learned—provide readers with a thorough sense of each intervention and its applicability to other settings.

Discussion of the curricular approach in each chapter examines how HIV/AIDS education is integrated into the school curriculum. This integration usually takes one (or a combination) of five forms:²

- *Stand-alone subject.* The topic is clearly labeled and included in the school curriculum. It addresses all issues relevant to HIV prevention and mitigation.
- *Integrated in one main carrier subject.* Teaching and learning of most of the relevant material is addressed within one main carrier subject, such as social science, family education, or biology.
- *Cross-curricular subject.* The topic is integrated in a limited number of subjects (in no more than one-third of all subjects in the curriculum). HIV/AIDS teaching and learning within these few subjects is clearly divided across carrier subjects.
- *Infused throughout the curriculum.* The topic is integrated into a wide range of subjects.
- *Extracurricular or co-curricular topic.* Schools sponsor extracurricular activities, which may be taught during the regular school day or after school. Course credit is rarely given for these activities. Some programs also offer co-curricular activities (activities that complement or reinforce the regular curriculum), for which students can receive credit.

Notes

1. Created in 1992, the Partnership for Child Development is committed to improving the education, health, and nutrition of school-age children and youth in low-income countries. It is based within the Department of Infectious Disease Epidemiology in the Faculty of Medicine at London's Imperial College. The organization helps countries and international agencies turn the findings of evidence-based research into national interventions that benefit children around the world.
2. Definitions of curricular approaches are based on those described in IBE-UNESCO (2005). See also IBE-UNESCO (2006). The terms used to describe the different approaches vary across countries. For consistency the definitions shown here are used throughout.

References

IBE-UNESCO. 2005. *The Quality Imperative: Assessment of Curricular Response in 35 Countries for the EFA Monitoring Report 2005*. Geneva: IBE-UNESCO. Available at