In focus: Positive learning

Positive learning: meeting the needs of young people living with HIV in the education sector. A new publication from UNESCO and GNP+

More children born with HIV are surviving, reaching adolescence and adulthood. Young people are also becoming newly infected with HIV in all regions of the world. However, the needs of adolescents and young people living with HIV (YPLHIV) are largely not understood or met - this is equally true in the education sector. Young people living with HIV are experiencing stigma, discrimination and challenges in balancing their health and treatment needs with their education attendance.

In 2011, GNP+ and UNESCO collaborated to identify and document the needs of learners living with HIV and develop a set of recommendations for action. The recommendations are simple, practical and feasible, and are intended to give guidance to educators, policy- and decision-makers as well as activists and professionals working with young people to enable YPLHIV to realise their personal, social and educational potential.

The publication will be available to order and download from www.unesco.org/aids and www.gnpplus.net

In this issue

To coincide with the new UNESCO and GNP+ publication “Positive Learning”, this issue focuses on resources related to young people living with HIV and how the education sector can best support their needs.

Also included are resources on gender, girls, and tertiary education, recent policy and strategy documents, and practical guides for implementing responses to HIV and AIDS.

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Selected resources on young people living with HIV

Blame and banishment: the underground HIV epidemic affecting children in Eastern Europe and Central Asia
UNICEF, 2010

This report highlights the issues faced by children living with HIV, adolescents engaged in risky behaviors, pregnant women using drugs, and the more than one million children and young people who live or work on the streets of the Eastern Europe and Central Asia region. Existing health and social welfare services are not tailored to adolescents at greatest risk, who are often exposed to moral judgment, recrimination and even criminal prosecution when they seek treatment and information on HIV. More information

Education, support and protection of learners and educators living with HIV or affected by epidemic: practical recommendations on HIV policy implementation in education sector in Eastern Europe and Central Asia (in Russian)
UNESCO; Office Moscow; ILO Country Office for Eastern Europe and Central Asia, 2012

These practical recommendations provide management and staff of educational institutions with a policy framework and practical tips for supporting students and educators living with or affected by HIV. The recommendations can be used to review and improve national policies, and policies of individual education and training institutions, to ensure a discrimination free, safe and supportive learning environment and to uphold the rights of all workers and learners including those living with or affected by HIV. More information

Equipping parents and health providers to address the psychological and social challenges of caring for children living with HIV in Africa
USAID, 2011

This activity sought to better understand the psychological and social challenges faced by perinatally-infected children aged 0 to 12 years in Africa, their parents/caregivers, and their health providers. It explored factors that contribute to the ability of children living with HIV to cope and thrive, and identified the tools and approaches being used to help parents/caregivers and health providers to provide psychosocial support (PSS) to these children. This report provides general background information on the research and on key PSS issues, as well as the findings and recommendations. More information

Foundation for the future: meeting the psychosocial needs of children living with HIV in Africa
USAID, 2011

This brief describes promising practices in critical services related to the psychological and social well-being of perinatally-infected children aged 0 to 12 years in Africa. These include the identification, testing, and counseling of children so that they are linked to appropriate support as early as possible, as well as the provision of ongoing psychosocial support to help children and their families manage disclosure, stigma, and grief and bereavement processes. Information was collected through a review of published and grey literature, and from interviews with researchers and practitioners. More information

HIV in schools: good practice guide to supporting children infected or affected by HIV
UK. National Children’s Bureau, 2005

This guide provides schools and local education authorities with practical information on ways of supporting children and young people living with HIV. It addresses schools’ concerns about HIV and sets out simple ways in which a school can provide a supportive environment for infected and affected children. This guide has been developed in consultation with a number of schools, local authorities, parents and young people living with HIV. More information
Just normal young people: supporting young people living with HIV in their transition to adulthood
UK.National Children’s Bureau, 2011

This report considers how young people living with HIV make the transition from childhood to adulthood and changes in services and support for young people that occur during this time. It aims to provide a broad picture of current practice around transition, and people’s experiences of this; explore and raise awareness of the challenges associated with transition; share ways in which young people and those who help guide them into adulthood address these challenges; and recommend factors to be considered when providing and developing support for young people with HIV. More information

Love, life and HIV. Voices of young people with HIV from around the world
IPPF; UNFPA; Young Positives; GCWA, 2011

The Love, Life and HIV interviews were recorded, produced and edited by young people living with HIV. This toolkit is designed to explore the issues raised in the accompanying DVD, provide information on how to reduce HIV-related stigma and discrimination, and develop a greater understanding of what it means to be young and living with HIV. The activities in this toolkit have been primarily designed for all young people and could be carried out in secondary schools, universities and youth groups. More information

Needs, challenges and opportunities: adolescents and young people living with HIV in Zambia
International HIV/AIDS Alliance, 2011

The aims of this qualitative study, carried out in 2010, were twofold. The first was to explore and document the psychosocial, sexual and reproductive health needs of adolescents (10-19) living with HIV in Zambia. The second aim was to identify gaps between these needs and existing SRH and HIV-related initiatives and services currently available to young people. More information

A qualitative review of psychosocial support for young people living with HIV
WHO, 2009

Whether infected during the neonatal period or during adolescence, young people living with HIV (YPLHIV) have unique and pressing psychosocial needs on top of the daily challenges of being an adolescent. In the absence of empirical data, and confronted by a disease whose implications change constantly, this review explores the interventions that organizations are implementing around the world to provide psychosocial support for YPLHIV and synthesizes their recommendations for future interventions. More information

Special needs of in-school HIV positive young people in Uganda
Population Council, 2009

The objective of this study was to explore the special needs of HIV positive young people in primary and secondary schools in Uganda with a view to identifying possible responses by the education sector to these needs. Key findings include: lack of adequate material support for schooling; lack of proper mechanisms for health care in schools; lack of training in HIV care and support for caregivers; non disclosure of HIV status in school; lack of support groups/clubs or services in school; discrimination, stigma and physical abuse in schools. More information

Supporting the educational needs of HIV-positive learners: a desk based study
UNESCO; EduSector AIDS Response Trust, 2009

The purpose of this desk-based research was to review policy with respect to the education of HIV-positive children and to examine how their education can be encouraged and supported in primary and secondary school settings. This was done through an appraisal of the scientific literature that had a bearing on the special needs of the children, and the public statements of national and international organizations dealing with the epidemic. More information
Supporting the educational needs of HIV-positive learners: lessons from Namibia and Tanzania
UNESCO; EduSector AIDS Response Trust, 2008

This report is a review of best practice as well as an exploratory study in Namibia and Tanzania to understand how the education sector should support HIV-positive learners at school. The report identifies the specific challenges faced by the education system in responding to the needs of HIV-positive learners and develops a set of recommendations and guidelines about how best to support them. More information

What’s new in our library
A selection of the latest additions to the Clearinghouse library

Gender

Tracking gender mainstreaming in HIV/AIDS workplace policies of Zambian government line ministries. Support to the HIV/AIDS Response in Zambia (SHARe) project
Abt Associates Inc., 2010

The objective of this study is to determine the extent to which gender has been mainstreamed in HIV/AIDS workplace policies of government line ministries in Zambia. Activities included: review of policies to determine the extent to which gender is referenced; review the mandate of each ministry, and the related HIV/AIDS risks to its employees, and examine how or if the mandate is addressed in the HIV/AIDS policy; identify gaps and challenges in HIV/AIDS workplace policies and programmes and provide recommendations; examine whether ministries have made gender part of their HIV/AIDS workplace policy development agenda. More information

Girls

The establishment of a National Coalition on Women, Girls and AIDS
Network of Non Governmental Organizations (NGOs) of Trinidad and Tobago for the Advancement of Women, 2010

The Network of Non-Governmental Organizations of Trinidad and Tobago for the Advancement of Women has been contracted by the United Nations in Trinidad and Tobago to execute the "Formation of a National Coalition on Women, Girls and AIDS". The project entails: a mapping of organizations working on women, girls and AIDS in Trinidad and Tobago; and the development of a structure and three year work plan for the coalition in consultation with national partners. This report documents the process undertaken in developing the coalition including the results of the literature review and mapping exercise, the proposed structure of the coalition and a proposed work plan for the next three years. More information

Vijana Tunaweza Newala: findings from a participatory research and action project in Tanzania
International Center for Research on Women, 2011

Girls and young women are more likely to be HIV-positive than their male peers, due in large part to an array of gender inequalities that negatively impact their mental and physical well being. ICRW and Taasisi ya Maendeleo Shirikishi Arusha (TAMASHA), in collaboration with Pact Tanzania, developed a participatory research and action project that aimed to understand and respond to girls’ HIV-related vulnerabilities. This research highlights four root causes of girls’ vulnerabilities: harmful gender norms, erosion of the social fabric, exploitative and early sex, and limited communication and support. More information
Stratégie nationale de communication pour le changement de comportements en matière des IST, VIH et SIDA au Togo 2011-2015
Conseil national de lutte contre le SIDA et les infections sexuellement transmissibles, 2011
Cette stratégie est un instrument de référence conçu pour contribuer à l’accélération de la prévention contre le VIH avec la promotion de comportements positifs, et contenu dans la planification nationale. La stratégie fait l’état des lieux sur la communication pour le changement de comportements, définit des orientations stratégiques et propose un mécanisme.  

Zanzibar national HIV strategic plan II (ZNSP-II) 2011-2016
Zanzibar AIDS Commission; United Nations Tanzania, 2011
The goals of ZNSP-II is to: prevent the spread of HIV in Zanzibar; mitigate the associated ill health (morbidity), socio-economic and psychosocial impact of the HIV epidemic on individuals, their families and communities, the key populations in Zanzibar and the whole nation; and provide access to care and treatment for all eligible PLHIV. The plan has five priority areas: prevention of new infections; treatment, care and support of the PLHIV; mitigation of socio-economic impact of the epidemic; creation of an enabling environment; and research, monitoring and evaluation.

Imagined Futures V: vision 2020
University of Pretoria, Centre for the Study of AIDS, 2010
The Centre for the Study of AIDS, in collaboration with the Health and Wellness Centre and the University of Botswana, hosted the 5th Imagined Futures conference in September 2010. The conference looked back on a decade of HIV/AIDS programmes implemented at universities in southern Africa, in the hopes of identifying challenges and priorities for the next. A number of sub-themes were included: testing and treatment at universities - then and now; research and HIV and AIDS - are we critical thinkers or loyal followers?; prevention - what has prevented us from achieving innovation?; curriculum – have we learnt from what we teach?; sexual and reproductive rights – silence and discourse.

Monitoring and evaluating life skills for youth development
Jacobs Foundation, 2011
The mission of the Jacobs Foundation is to foster children and youth development. Many times, our operational partners find it difficult to clearly understand, define, track and measure the development of life skills in their projects, particularly in settings where learning is less formal. The first volume of these guidelines aims to provide a better understanding of what we mean by life skills and why we think they are of such importance for children and youth development. The second volume aims to provide a tool box for monitoring and evaluating life skills in the field.

Monitoring and evaluating life skills for youth development
Jacobs Foundation, 2011
This framework is designed to enable the education sector at a national level to understand the need for a robust response to HIV and AIDS in order to achieve Education for All and the education-related Millennium Development Goals. It highlights the education sector’s role in providing a unique and critical contribution to national responses to HIV and AIDS in the context of universal access to HIV and AIDS prevention, treatment, care and support. The framework provides an approach that the education sector can use to mainstream HIV and AIDS in ways that are adapted to each national context.
Journal watch

A selection of recent peer reviewed articles from scientific journals


Upcoming events

HIV & AIDS and education related events, conferences and workshops

May
23-25 May, Marseille, France
International Symposium on HIV and Emerging Infectious Diseases, ISHEID 2012
More information

June
6-8 June, Lilongwe, Malawi
Southern and Eastern Africa Youth on HIV/AIDS and Reproductive Health Rights for Sustainable Development (SEYCOHAIDS)
More information

July
19-20 July, Washington DC, USA
LIVING 2012 - 13th International Conference of People Living with HIV
More information

22-27 July, Washington DC, USA
XIX International AIDS Conference
More information

September
19-22 September, Cairo, Egypt
Sexual Health & Culture in Africa - 5th Africa Conference on Sexual Health and Rights
More information

November
21-22 November, Melbourne, Australia
First National Sexual and Reproductive Health Conference
More information