



REPORT ON THE STUDY VISIT BETWEEN BOTSWANA AND ZAMBIA ON THE MAINSTREAMING OF HIV & AIDS IN THE TEVET INSTITUTIONS

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Prepared by

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune-deficiency syndrome
BNVQF	Botswana National Vocational Qualifications Framework
BOTA	Botswana Training Authority
DMSAC	District Multi-sectoral AIDS Committee
DVET	Department of Vocational Education and Training
HIV	Human Immuno-deficiency Virus
IDM	Institute of Development and Management
OBE	Outcome Based Education
TBC	Tswelelopele Brigade Centre
TVET	Technical & Vocational Education & Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
TVTC	Technical and Vocational Teachers' College
TEVETA	Technical Education Vocational and Entrepreneurship Authority
MSTVT	Ministry of Science, Technology and Vocational Training
ZANARA	Zambia National Response on Aids

EXECUTIVE SUMMARY

This study which represents the first activity of an initiative under the small grants from UNESCO-UNEVOC has provided a platform for Botswana and Zambia to share experiences in mainstreaming HIV & AIDS into the TVET sector. The purpose of the study was to document the experiences, lessons learnt and challenges faced in mainstreaming HIV & AIDS in TVET in Botswana and Zambia. The study was also meant to come up with recommendations outlining possible areas of collaboration between the two institutions and suggestions on how the mainstreaming of HIV & AIDS in TVET in Botswana and Zambia could be enhanced.

The objectives for the study were as follows:

1. To facilitate a platform for Botswana and Zambia to share their experiences in the efforts to mainstreaming HIV & AIDS into TVET
2. To document the best practices on mainstreaming HIV & AIDS into TVET in Botswana and Zambia with the view to disseminate to other UNESCO-UNEVOC centres in the region.
3. To facilitate the identification of areas for collaboration and cooperation between BOTA and TVET Zambia to be implemented during October-November 2006

The study visit was organized around four kinds of activities: institutionalization of HIV & AIDS in BOTA & MSTVT structures, inclusion of HIV & AIDS in the learning process, support to vocational training institutions (public and private), and liaison with the key stakeholders in mainstreaming HIV & AIDS. There were meetings and study tours to the selected sites from the 9th-12th October 2006 in Botswana (see appendix 1) and from 27th November to 1st December 2006 in Zambia.

The study found that both Botswana and Zambia had:

- Developed HIV & AIDS Institutional Policies;
- Published Quarterly Newsletters which is learner driven.
- HIV & AIDS clubs, seminars, debates and drama clubs as a common HIV & AIDS communication strategies being done by students.
- Provision of literature and Audio Visio equipment on HIV & AIDS.
- Established resource centres in some institutions.
- Established Counseling Centres which offered counseling services.
- A radio station in an institution, which had proved to be an effective medium of communication for HIV&AIDS programmes. (Evelyn Hone College).
- HIV & AIDS infused in the Sociology programme which has a multiplier effect when the trainees graduate and become teachers (Technical Vocation and Teachers College)
- Linkages of HIV & AIDS programmes implemented with National and District activities
- Developed and piloted outcome-based HIV & AIDS Curriculum, Learning Materials (Trainers Guide & Learner Reference materials, log-book for students) and Assessment Guidelines.

A delegation of officials from Zambia's Ministry of Science, Technology and Vocational Training comprising Mrs. Sarah Kaulule (Head of delegation), Mr. Dominic Kasosa and Mr. Gabriel Konayuma visited Botswana from the 8th to 13th October 2006. The visit was hosted by Botswana Training Authority (BOTA) in relation to mainstreaming HIV & AIDS in technical and vocational education and training (TVET) in Zambia and Botswana. This study visit represents the first activity of an initiative under the small grants from UNESCO-UNEVOC which provided a platform for Botswana and Zambia to share experiences in mainstreaming HIV & AIDS into the TVET sector.

1.0 INTRODUCTION

The TEVET sector faces a challenge of mainstreaming HIV & AIDS in its programmes to ensure that vulnerable students have access to training. In order to decrease transmission rates among Vocational Training learners, quality HIV & AIDS education, must be implemented in vocational training institutions.

At a UNESCO-UNEVOC meeting in Malawi, MSTVT of Zambia and BOTA of Botswana, in their capacity as UNEVOC Centres, presented issues of HIV & Aids and how far the two countries had gone in mainstreaming them in the TEVET system. A proposal was then drafted by the two countries and presented to UNEVOC. The collaboration between the two countries resulted into this comparative study whose outcome will be shared with other UNEVOC Centres in the African region.

As HIV & AIDS continues to affect all sectors of the economy and the much needed skilled human resources in Botswana and Zambia, provision of HIV & AIDS-related education and services at vocational training institutions remains one of the main elements in sensitizing and educating trainers and learners about HIV & AIDS (BOTA & MSTVT, 2006)¹. In their efforts to mainstream HIV & AIDS into the Vocational Training curriculum Botswana Training Authority (BOTA) and the Ministry of Science, Technology and Vocational Training (MSTVT) have institutionalized HIV & AIDS issues within their organizations. In addition, BOTA and MSTVT have developed outcome based curricula to mainstream HIV & AIDS into the TEVET curricula and have collaborative synergies with varied stakeholders including the public and private vocational training institutions to strengthen their responses to HIV & AIDS. BOTA also requires all vocational training institutions who apply for registration and accreditation to have an HIV & AIDS policy and prove the implementation of HIV & AIDS activities.

Currently, not many studies have been undertaken on HIV & AIDS in the TEVET sector in Zambia. One recent study undertaken was that by TEVETA. The main objective of the study was to provide baseline data on issues pertaining to HIV & AIDS aspects in training institutions. The study was only conducted in one province due to financial and time constraints. The study found that most lecturers (42.6 percent) expressed need for institutions to enlist with some health institutions to get help on HIV & AIDS related problems. The study reviewed that over 50 percent of institutions reported having taken up HIV & AIDS sensitization campaigns while 38.5 percent reported taking no measures to incorporate HIV & AIDS education in their institutions. Only 2.6 percent of institutions reported supplying condoms for its staff and students (TEVETA, 2004).

¹ BOTA & MSTVT (2006) Assessment study on barriers to mainstreaming HIV & AIDS in TVET. A joint proposal for Botswana and Zambia. June 2006.

2.0 THE SCOPE OF THE STUDY

The specific objectives and tasks for the study were as follows:

4. To facilitate a platform for Botswana and Zambia to share their experiences in the efforts to mainstreaming HIV & AIDS into TVET
5. To document the best practices on mainstreaming HIV & AIDS into TVET in Botswana and Zambia with the view to disseminate to other UNESCO-UNEVOC centres in the region.
6. To facilitate the identification of areas for collaboration and cooperation between BOTA and TVET Zambia to be implemented during October-November 2006

Therefore, this study is aimed at documenting the experiences, lessons learnt and challenges faced from mainstreaming HIV & AIDS in TEVET in Botswana and Zambia and ultimately come up with a report and recommendations outlining possible areas of collaboration between the two institutions and suggestions on how the mainstreaming of HIV & AIDS in TEVET in Botswana and Zambia can be enhanced. It will thus document the best practices on mainstreaming HIV & AIDS into TVET in Botswana and Zambia with the view to disseminate to other UNESCO-UNEVOC centres in the region. This study also aims at finding out whether or not TEVET institutions have recognized HIV & AIDS as a work place issue.

3.0 METHODOLOGY

The study visit was organized around four kinds of activities: institutionalization of HIV & AIDS in BOTA & MSTVT structures, inclusion of HIV & AIDS in the learning process, support to vocational training institutions (public and private), and liaison with the key stakeholders in mainstreaming HIV & AIDS. There were meetings and study tours to the selected sites from the 9th-12th October 2006 in Botswana (see appendix 1) and from 27th November to 1st December 2006 in Zambia (see appendix 2). Information that was collected answered the following questions:

1. What are the current efforts of mainstreaming HIV & AIDS into TVET?
2. What are some of the promising practices/interventions and at what scale are these being implemented?
3. How are these interventions monitored?
4. What are the barriers to implementation and how to overcome these?

The methodology employed during the visits to the selected institutions, focused on discussions and meetings as well as questions and answers. The other method used was presentations by various stakeholders at different meetings. At each institution visited, the information was shared and collected by interviewer respondent interactions.

The following institutions in the TVET sector in both Botswana and Zambia were visited:

In Botswana

1. Mega Size College
2. Gaborone Academy of Education
3. Tswelelopele Brigade in Ramotswa
4. Zwenshambe Brigade Centre

In Zambia

1. Zambia Air Services Training Institute
2. Chordot Training Centre
3. Technical and Vocational Teachers' College in Luanshya
4. Chikankata AIDS Management Centre
5. Evelyn Hone College of Applied Art and Commerce

4.0 MAINSTREAMING OF HIV & AIDS IN BOTSWANA AND ZAMBIA

The discussions held during the visits revealed that there were a lot of similarities and differences in the way the institutions were mainstreaming the HIV & AIDS issues. Some TEVET institutions were implementing the HIV & AIDS curriculum by integrating it in the existing courses while others were implementing the HIV & AIDS activities out side the main time table. The table below is a comparative analysis of what has been done so far in mainstreaming issues of HIV & AIDS in vocational training institutions by both Botswana and MSTVT.

Current efforts of mainstreaming of HIV & AIDS by TVET Institutions

	Botswana -BOTA	Zambia -MSTVT
Interventions	<p>BOTA has formulated an HIV & AIDS workplace policy drawn from the National Strategic Policy</p> <p>BOTA offers technical assistance in the following areas:</p> <p>HIV& AIDS policy, Establishment of HIV & AIDS committees, Development of Activity plan, HIV & AIDS Curriculum implementation, Implementation of Extra curricula activities (peer education, drama, sports etc), IEC-access, Implementation of Minimum, Internal Package (HIV & AIDS in the work place activities), Linkages with on going HIV & AIDS programmes, NGOs including representation at DMSAC, Outreach to the community. The same will be a requirement during validation visit.</p> <p>BOTA co-ordinates two committees consisting of HIV & AIDS focal persons at institutions.</p> <p>Publish Quarterly Newsletters (<i>Emang</i>) which is learner driven</p> <p>One institution has established a Counseling Centre</p> <p>Developed and piloted outcome-based HIV & AIDS Curriculum, Learning Materials (Trainers Guide & Learner Reference materials, log-book for students) and Assessment Guidelines.</p> <p>Templates for the development of HIV & AIDS Institutional Policies have been developed.</p>	<p>Zambia MSTVT has formulated the Work place HIV & AIDS policy</p> <p>HIV & AIDS clubs, seminars, debates and drama are the common HIV & AIDS communication strategies being done by students.</p> <p>Focal point persons on HIV & AIDS have been appointed.</p> <p>Provision of literature and Audio Visual equipment on HIV & AIDS. Establishment of resource centres in some institutions.</p> <p>Establishment of Counseling Centres which offer counseling services.</p> <p>HIV & AIDS Curriculum have been developed</p> <p>Templates for the development of HIV & AIDS Institutional Policies have been developed.</p> <p>The existence of a radio station in an institution has proved to be an effective medium of communication for HIV&AIDS</p>

programmes. (Evelyn Hone College). TVTC, a teacher training institution has HIV & AIDS infused in the Sociology programme which has a multiplier effect when the trainees graduate and become teachers.

Standardisation of training materials in peer education and counseling by TVTC has a potential to harmonize the HIV & AIDS training in training institutions.

Distribution of condoms (male and female). Access to female condoms is still a challenge.

Church based organisations do not advocate for the use of condoms but prefer other means of AIDS prevention.

Linkages of HIV & AIDS programmes implemented with National and District activities

Publish Quarterly Newsletters which is learner driven.

5.0 PROMISING PRACTICES

A lot of progress has been made in the mainstreaming of HIV & AIDS in the TVET sector by both Botswana and Zambia. However, during the visits and discussions, it was clear to note that each college or TVET provider, in both Botswana and Zambia, was unique in the way they were mainstreaming the issues of HIV & AIDS. Each institution is a different entity from another institution and exists in a unique environment. Interventions implored by institutions varied from situation to situation. Some of the good practices and interventions presented by institutions in general are as outline below:

- Development and implementation of HIV & AIDS Institutional Policies that cater for both learners and trainers and recognize HIV & AIDS as work place issue
- Publish Quarterly Newsletters which is learner driven.
- HIV & AIDS clubs, seminars, debates and drama clubs are the common HIV & AIDS communication strategies being done by students and have potential to effect positive behaviour change amongst learners.
- Provision of literature and Audio Visual equipment on HIV & AIDS.
- Establishment of resource centres in some institutions.
- Establishment of Counseling Centres which offer counseling services.
- The existence of a radio station in an institution has proved to be an effective medium of communication for HIV&AIDS programmes. (Evelyn Hone College).

- TVTC, a teacher training institution in Zambia has HIV & AIDS infused in the Sociology programme which has a multiplier effect when the trainees graduate and become teachers.
- Linkages of HIV & AIDS programmes implemented with National and District activities is critical as it reinforces referrals to essential health services that is often not offered at TVET institutions
- Implementation of outcome-based HIV & AIDS Curriculum, Learning Materials (Trainers Guide & Learner Reference materials, log-book for students and Assessment Guidelines) makes it easier for HIV & AIDS to be assessed using modern assessment systems which will lead to certification of trainees who undergo HIV & AIDS training.

The reason for selecting these promising practices and interventions is to expose these practices so that they can be shared with other institutions. Institutions are being encouraged to either emulate the good practices or improve on what others are already doing. It should be noted, however, that there is no limit to the proposed list of good practices and interventions because not all institutions were visited. Therefore, institutions should be able to explore and add on to the given list.

6.0 MONITORING

It was also clear from the discussion held during the visits that in both countries the mainstreaming of HIV & AIDS issues are being monitored through.

- Field Monitoring Visits
- Holding self reporting at Stakeholders Meetings
- Periodic Research
- Documentation of processes and reporting of activities to relevant Stakeholders

7.0 CHALLENGES

The following were outlined as the immediate challenges to the implementation of the interventions in mainstreaming the HIV & AIDS by TVET institutions in both countries:

- Curriculum: Allocation of time in the time-table.
- Implementation of out-come based training is yet to be appreciated.
- Inadequate funding.
- Sustainability of activities due to lack or inadequate staff.
- Capacity and retention of trainers who can handle HIV & AIDS issues.
- Absence of monitoring mechanisms
- Capacity in information dissemination

8.0 PROPOSED ACTIONS

The study visit reported only on the TVET institutions that have already mainstreamed HIV & AIDS. What is very clear is that not all the institutions within the TVET sector are responsive enough to carry out HIV & AIDS activities. The proposed action to overcome barriers for mainstreaming HIV & AIDS issues into the TVET sector in Botswana and Zambia are as follows

8.1 Curriculum

- (a) HIV & AIDS curriculum needs to be time-tabled and have dedicated staff like other subjects
- (b) HIV & AIDS curriculum should be integrated in all subjects.

8.2 Funding

BOTA (Botswana)

- (a) Institutions should be encouraged to link up with ongoing community HIV & AIDS Projects for technical and financial support, and for sourcing information on HIV & AIDS issues.
- (b) VT trainers and trainees should also be equipped with skills to strengthen and sustain projects.
- (c) Build capacity of institutions in project proposal writing.

MSTVT (Zambia)

- (a) Institutions should be encouraged to access information on alternative sources of funding.
- (b) Build capacity of institutions in project proposal writing.

8.3 Capacity and retention of trainers who can handle HIV & AIDS issues

- a) There is need to provide technical and training support to the trainers in HIV & AIDS curriculum.
- b) Use of resource persons from the health service providers.
- c) Standardize teacher training on delivery methods and encourage trainers to implement practical activities such as role play, drama, talk shows etc.

8.4 Measuring the effectiveness of the interventions

- a) There is need to encourage and ensure that the vocational training institutions closely monitor their HIV& AIDS initiatives. This is important to tell the progress and impacts made by the programmes so that what works and does not is kept in check, documented and shared. Therefore, BOTA and ZAMBIA MSTVT should develop national systems in consultation with the stakeholders for HIV & AIDS work in TVET sector.

- b) TVET sector in Botswana and Zambia have shown headway in mainstreaming HIV & AIDS into the vocational training sector and need to facilitate access to the information on their experiences and lessons learnt in the process with other organizations. The dissemination of such information can be done by posting the information on the websites of BOTA & ZAMBIA MSTVT, conducting workshops, and holding of strategic meetings with the relevant stakeholders. Publication and documentation of the familiarity and lessons learnt in mainstreaming HIV & AIDS into the TVET sector is also important to show case the achievements by BOTA and ZAMBIA MSTVT.

Lastly, much of the potential to enhance the TVET response to mainstreaming HIV & AIDS lies with the institutions being proactive and building greater collaborations amongst themselves and with other stakeholders such as health providers. The other collaborative stakeholders include their community; especially where these synergies capitalizes on strengthening their HIV & AIDS responses and help in accessing funding.

In addition, BOTA and ZAMBIA MSTVT should continue to support the institutions with regard to capacity building on the delivery of HIV & AIDS activities which are linked to Botswana National Vocational Qualifications Framework (BNVQF) and scaling the human resource trained in HIV & AIDS education and counseling. A need to help the institutions to systematically monitor and evaluate their activities for program improvements and to attain the program goals and objectives can not be over emphasized.

9.0 CONCLUSIONS AND RECOMMENDATIONS

The study visit facilitated the exchange of experiences, lessons and challenges from mainstreaming HIV & AIDS in TVTIs in Botswana and TEVET in Zambia. This was achieved by having briefings at BOTA offices and participating in the field visits to the vocational training institutions implementing HIV & AIDS activities. It was clear that both BOTA and ZAMBIA MSTVT are at advanced stages of mainstreaming HIV & AIDS activities into the vocational training sector and in mobilizing and facilitating the VT sector response to HIV & AIDS. However, what are distinct are the nature and the levels of implementation of these HIV & AIDS interventions at the different vocational training institutions. Some are already implementing accredited programmes, the outcome based HIV & AIDS curriculum linked to unit standards, designed their activities based on the national framework on HIV & AIDS, and others having adopted more innovative and comprehensive approaches which involve other stakeholders in the communities they operate in.

10.0 WAY FORWARD

Out of the seven institutions visited a selection of four institutions (two from Botswana and two from Zambia) was made by the team. The team recommended that further detailed study be conducted in the named institutions:

Botswana

1. Tswelelopele Brigade Centre in Ramotswa
2. Zwenshambeni Brigade Centre

Zambia

1. AIDS Management Training Services under Chikankata Hospital
2. Technical and Vocational Teachers' College in Luanshya

The reasons for selecting the institutions are as follows:

In Botswana, BOTA is completed piloting of the HIV & AIDS Unit Standards at Tswelelopele Brigade Centre for the standards unit. It will therefore be of great importance that such a study is followed up and the results shared within the TVET sector in Africa. As for Zwenshambe Brigade Center and Chikankata AIDS Management Training Services in Zambia, they are both using the holistic approach in mainstreaming HIV & AIDS issues and they involve local communities and stakeholders in the process hence making the whole implementation very affordable and sustainable. They both involve the community, the members of staff and students and they are both in the rural setting. The Technical and Vocational Teachers' College in Zambia deals with the Trainers of the Trainers. This college has integrated the HIV & AIDS curriculum in one of the main courses. This special case needs to be explored further for the benefit of many institutions in the TVET sector. It has a multiplier effect in that any trainer inducted in the TEVET sector will have exposure on HIV & AIDS hence making it easier and affordable to implement HIV & AIDS activities.

11.0 REFERENCES

TEVET Policy 1997, MSTVT, Lusaka. Zambia
Emang Magazine, 2006, BOTA Botswana
HIV & AIDS Joint proposal for Botswana and Zambia. 2006

12.0 APPENDICES