



TAILORING THE EDUCATION MESSAGE: A DIVERSITY OF SETTINGS AND NEEDS

SYMPOSIUM REPORT

UNAIDS INTER-AGENCY TASK
TEAM (IATT) ON EDUCATION

14 MAY, 2007



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ACKNOWLEDGEMENTS

The Symposium *Tailoring the education message: A diversity of settings and needs* demonstrated the power and value of collaboration. Many people made this interesting and thought provoking symposium possible.

It is important to begin by thanking the four colleagues who provided the substantive content for the Symposium—Ms. Michele Moloney-Kitts, Dr. Sarah Moten, Dr. Gebrewold Petros, and Dr. David Plummer, without whose voluntary contributions there would not have been a Symposium. Deep gratitude is due to Brad Strickland of AIR and to Cheryl Vince-Whitman and Scott Pulizzi, both of EDC, who helped guide the Symposium from its beginnings as a rough idea to its fruition. Similarly, the support and guidance of the UNESCO-based IATT on Education Secretariat was immensely helpful—in particular we recognize Jud Cornell and Justine Sass, along with Joris van Bommel who is the Chair of the IATT Steering Committee.

Special thanks go to Steve Moseley and Jack Downey of AED, whose steadfast commitment to the IATT and its meeting in Washington made it possible to welcome the many participants to AED’s Conference Center and to publish this report. We also wish to acknowledge Frank Beadle de Palomo who has ensured that AED continues its commitment to addressing HIV and AIDS in its programs.

The majority of the organization and work was carried out by a small team. Each member pitched in wholeheartedly, no matter how large or small the task. Margaret Snow led this team from start to finish with energy, grace and aplomb. She was ably supported by Mariel Cedeno, Kaimana Chee, Thomas Clarke, and Alexandra Fallon.



Mary Joy Pigozzi
Senior Vice President and Director
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FOREWORD

The Academy for Educational Development (AED) is pleased to publish this report documenting the UNAIDS Inter-Agency Task Team (IATT) on Education Symposium that it jointly hosted with the American Institutes for Research (AIR) and the Education Development Center (EDC) on 14 May, 2007. All three organizations share the goals of advancing high quality education globally and of working collaboratively to address the HIV and AIDS pandemic.

The IATT Symposium provided an opportunity to address in some detail two selected problems that are critical to stemming the advance of HIV infection—areas that have had some attention, but remain insufficiently understood for education to make the impact that we know it can.

Unfortunately, in the last decade, we have seen the number of people and nations touched by upheaval increase rather than decrease. State instability and fragility are likely to remain with us in the foreseeable future. As a result, there are remaining and new groups of refugees and internally displaced persons (IDPs). This, combined with the fluidity of the situations in which they find themselves, means that it is essential that their education programs be attentive to the full range of issues around HIV and AIDS. In the first paper of this document, Dr. Gebrewold Petros of UNHCR, makes the case for this and provides practical suggestions for how to move forward. His paper also provided opportunity for panelists and participants to share their own experience and jointly make suggestions to improve education for refugees and IDPs.

The second paper, by Dr. David Plummer of the University of the West Indies, takes a very different approach and explores some of the research regarding how Caribbean boys develop their male identities, leading to some important conclusions about the roles of schools and teachers and how these really have to be rethought in regard to gender identity. His paper points to some of the negative results of “hard masculinity” in relation to boys’ participation in education and puts rest to the argument that emphasis on girls’ education has been to the detriment of boys—even though there are real reasons to be concerned about male educational achievement. The paper provoked some thoughtful reflections by panelists and served to provide a series of practical next steps for the IATT and others concerned with HIV, AIDS and education.

Finally, the Symposium provided an opportunity for representatives of the US Government to discuss two key Presidential Initiatives. Ms. Michele Moloney-Kitts of the President’s Emergency Plan for AIDS Response (PEPFAR) and Dr. Sarah Moten, of the President’s Africa Education Initiative (AEI) made an unprecedented joint

presentation. Their presentation outlined the main goals of each initiative and then identified the synergy between them.

While much remains to be done to fully respond to the pandemic, we are confident that education has a pivotal role. It is hoped that this Symposium and its report will serve to further our individual and joint endeavors in this regard.

A handwritten signature in black ink, appearing to read "Stephen Moseley". The signature is fluid and cursive, with a long horizontal stroke at the end.

Stephen F. Moseley
President & CEO
Academy for Educational Development

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1

INTRODUCTION

This is a report on the Symposium that accompanied the 15 – 16 May, 2007 meeting of the UNAIDS Inter-Agency Task Team (IATT) on Education. It consists of five parts:

1. The Introduction gives a brief summary of the purpose and operating procedures of the IATT, outlines the purposes, organization, and structure of the May 2007 Symposium, and briefly describes each of the hosting organizations.
2. This section reflects the morning talk on HIV, AIDS and education in emergency, conflict, post-conflict and fragile states, a panel discussion thereupon, break-out group findings, and implications for the IATT.
3. This section covers the afternoon talk on Masculinity – how male gender roles affect learning and learning spaces and impact on vulnerability to HIV, a panel discussion thereupon, break-out group findings, and implications for the IATT.
4. Informational session on US Presidential initiatives in relation to HIV, AIDS and Education
5. Conclusion

Appendices A and B contain the Symposium program and the participant list respectively.

1.1 The UNAIDS Inter-Agency Task Team (IATT) on Education

The UNAIDS Inter-Agency Task Team (IATT) on Education is one of several IATTs that functions under the UNAIDS umbrella. The IATT on Education is convened by UNESCO and includes as members the 10 UNAIDS co-sponsoring agencies (of which UNESCO is one), bilateral agencies, private donors, and civil society organizations. The IATT on Education aims to accelerate and improve the education sector response to HIV and AIDS. It does this by:

- Promoting and supporting good practices in the education sector related to HIV and AIDS, and
- Encouraging alignment and harmonization within and across agencies to support global and country level actions.

Examples of specific actions taken by the IATT include:

- Strengthening the evidence base and disseminating findings to inform decision-making and strategy development,
- Encouraging information and materials exchange,
- Working jointly to bridge education and AIDS communities, and
- Ensuring stronger education sector responses to HIV and AIDS.

The IATT is an influential and visible group that has managed to bring a range of organizations together to offer countries a coherent educational response to the HIV and AIDS pandemic from the international community. It is known for its solid technical work, its consistent advocacy, and its focus on education as a key link in addressing HIV and AIDS globally.

Membership and meeting participation are by invitation of the current members. While the IATT is active all year, it meets formally twice a year where decisions on activities are taken, ongoing work is reviewed, improved coordination is achieved, issues are discussed, and budgets negotiated and reviewed. Between meetings, key decisions are made by a Steering Committee, which is supported by the Secretariat. Meetings are hosted by one of the members—usually a government.

1.2 The May 2007 meeting of the IATT

The May 2007 meeting was co-hosted by the Academy for Educational Development (AED), the American Institutes of Research (AIR), and Education Development Center, Inc. (EDC), civil society members of the Education IATT, at AED, in Washington, DC. This was the second time that the IATT was hosted by NGOs. (The last time was in London in May 2006.)

According to normal practice, the two-day business meeting was arranged by the Secretariat in collaboration with the Steering Committee and the co-hosts. Traditionally, the hosts provide space, lunches and a reception for the business meeting. The hosts also have the opportunity to organize and present a one-day Symposium on a related topic of their choice and offered to a larger audience of their choosing.

1.3 The symposium—Tailoring the education message: A diversity of settings and needs

In keeping with the educational mission of the IATT and a wish to continue to develop effective educational approaches to addressing the pandemic, the three hosts wanted to focus on selected issues that had been identified earlier by the IATT as important and to bring more attention to them. In addition, in light of the increasing amount of funds from PEPFAR and the program's growing interest in education, the hosts decided to provide an informational session on the US President's initiatives in AIDS and in education in Africa. The Symposium program is contained in Appendix A. The objectives of the Symposium were to:

- Provide more breadth and depth for designing education programs with regard to two selected issues in HIV and AIDS: (a) in fragile states and areas, and (b) masculinity as a key component of gender-responsive strategies; and
- Provide an opportunity for IATT members to learn more about the US President's Emergency Plan for AIDS Relief (PEPFAR) and the Africa Education Initiative (AEI).

The first substantive session focused on HIV and AIDS and education in emergencies, conflict, post-conflict, and fragile states. It was based on the principle that

basic education is a right, even in situations of crisis. In these circumstances, education must be responsive to HIV and AIDS. The session looked at several relevant aspects of basic education: prevention education including among displaced persons; education for persons living with HIV and AIDS (such as treatment adherence and care programs, supply disruptions, and competition among health needs); and stigma and discrimination in education. It consisted of a formal presentation, plenary discussion, and group work. Part 2 of this report contains the presentation and a summary of participant input that is particularly relevant to the work of the IATT.

The second substantive session focused on how male gender roles affect learning and learning spaces, and impact on vulnerability to HIV. This session addressed the importance of developing healthy gender identities with particular emphasis on issues surrounding masculinity, drawing on research in the Caribbean, gender relations and the importance of involving men and boys in gender-responsive approaches to education. Like the first substantive session, it consisted of a formal presentation, plenary discussion, and group work. Part 3 of this report contains the presentation and a summary of participant input that is particularly relevant to the work of the IATT.

1.4 The hosting organizations

The **Academy for Educational Development (AED)** is a private, nonprofit service organization with a mission to make a positive difference in people's lives by working in partnership to create and implement innovative solutions to critical social and economic problems. Our emphasis, now as always, is on people-to-people programs and human development needs. AED ensures strong program outcomes for clients and supporters by our work experience; our relationships with organizations around the globe; our knowledge of different regions and different technical areas; and the latest information, ideas and programmatic strategies.

Since its inception in 1961, AED has served over 4100 human and social development programs in more than 160 countries. AED's headquarters are in Washington, D.C. and there are project offices across the United States and in 60 other countries. Approximately 70 percent of AED's programs are implemented internationally. The two thousand employees are supported by contracts and grants as they engage in programs for state, national, and international agencies; multilateral banks; educational institutions; foundations; and corporations. AED is organized programmatically into three groups. The work of the IATT is the concern of the Global Learning Group (GLG), which has active HIV, AIDS and education programs, mostly embedded in larger education activities.

The **American Institutes for Research (AIR)** is one of the largest behavioral and social science research organizations in the world. Their overriding goal is to use the best science available to bring the most effective ideas and approaches to enhancing everyday life.

Founded in 1946 as a nonprofit organization, AIR is a carefully designed institution motivated by the desire to enhance the human experience. They are committed to contributing to the science of human behavior and the development of man's capacities and potential.

Their work spans a wide range of substantive areas: education, student assessment, international education, individual and organizational performance, health research and communication, human development, usability design and testing, employment equity, and statistical and research methods. The intellectual diversity of more than 1,100 employees, more than 50 percent of whom hold advanced degrees, enables them to bring together experts in many fields, including education, psychology, sociology, economics, psychometrics, statistics, public health, usability engineering, software design, graphics and video communications—all in the search for innovative answers to any challenge.

For the past fifty years, **Education Development Center (EDC)** has been a pioneer, building bridges among research, policy, and practice. Their award-winning programs and products, developed in collaboration with partners around the globe, consistently advance learning and healthy development for individuals of all ages. Today, EDC's 1300 staff carry out program work in the United States and in 50 countries abroad. EDC addresses critical challenges around the world in education, health and sustainable livelihoods with an overarching concern for social justice. EDC is committed to educational strategies that build knowledge and skill, makes possible a deeper understanding of the world, and engages learners as active, problem-solving participants. The work aims to strengthen nearly every facet of society, including early child development, primary through tertiary education, health promotion and disease prevention, health services research, workforce and community development, learning technologies, basic and adult education, institutional reform, medical ethics, and social justice.

2 HIV, AIDS AND EDUCATION IN EMERGENCY, CONFLICT, POST-CONFLICT, AND FRAGILE STATES

Education has been recognised by numerous international conventions, declarations and commitments as a fundamental human right, key to sustainable development and peace and stability within and among countries. Commitments made by the international community to the achievement of Education for All (EFA) include a specific pledge to “meet the needs of education systems affected by conflict, natural calamities and instability” as well as to create “educational programmes and actions to combat the HIV/AIDS pandemic”.¹ Education on HIV is also recognised by UNHCR as a critical service in its 2006 Note on HIV/AIDS and the Protection of Refugees, IDPs, and Other Persons of Concern. Here, UNHCR indicates that “the right to health includes access not only to HIV treatment, but also to HIV-related education” and that “States and UNHCR should ensure the widespread provision of information about HIV and AIDS to refugees, IDPs and other persons of concern”.²

2.1 Educational Responses to HIV and AIDS for refugees and internally displaced persons by Gebrewold Petros³

Dr. Gebrewold Petros is UNAIDS Officer, HIV Unit, UNHCR HQ, Geneva, Switzerland⁴

Introduction

There has been intensive cooperation among humanitarian organizations to develop minimum standards for education in emergency situations, chronic crisis and early recovery. These are intended to “help achieve a minimum level of educational access and quality in emergencies and early reconstruction as well as to ensure the accountability of the workers these services”.⁵

The Interagency Network for Education in Emergencies’ (INEE) Working Group on Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction facilitated a highly consultative process to develop the *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*. The INEE

¹ The Dakar Framework Education For All: Meeting Our Collective Commitments. Dakar, Senegal, April 2000.

² UNHCR 2006d

³ This paper was based on the publication “Educational Responses to HIV and AIDS for Refugees and Internally Displaced Persons: Discussion Paper for Decision-Makers,” UNESCO and UNHCR, January 2007.

⁴ Dr. Gebrewold Petros joined the Symposium from Geneva via teleconferencing technology.

⁵ INEE 2004

Minimum Standards were developed with the participation of over 2,250 individuals from more than 50 countries in 2003 and 2004.

The Standards are designed for use in emergency response, emergency preparedness and humanitarian advocacy and are applicable in a wide range of situations, including natural disasters and armed conflicts. They provide guidance and flexibility in responding to needs at the most important level – the community – while providing a harmonised framework to coordinate the educational activities of national governments, other authorities, funding agencies, and national and international agencies”.⁶

These standards are a useful departure point for the development of educational responses to HIV and AIDS as they address the policy principles, strategic actions, and coordination mechanisms required for education in emergencies. The following section builds on the standards and indicators presented in the INEE *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*, and the strategies and priorities set forth in the Inter-Agency Standing Committee (IASC) *Guidelines for HIV/AIDS Interventions in Emergency Settings* to present a framework for educational responses to HIV and AIDS.

During the period of displacement – from the onset of a complex emergency to the moment a durable solution is found – refugees are often excluded from host countries’ strategies, policies and programmes on HIV and AIDS, and their needs are generally not addressed in proposals submitted to or funded by major donors.⁷ This may undermine effective HIV prevention and AIDS mitigation efforts for both refugees/internally displaced persons (IDPs) and surrounding populations.

It is critical that efforts be made to ensure that refugees and IDPs, particularly children and young people, have access to educational opportunities as education provides the knowledge and skills essential for the prevention of HIV, and protects individuals, families, and communities from the impact of AIDS. Education also helps to overcome the conditions that facilitate the spread of HIV, and can create the conditions of understanding and tolerance that contribute to reduced stigma and discrimination against people living with HIV⁸.

UNESCO and UNHCR recommend staged and scaled-up interventions that 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. To be effective,

⁶ INEE 2004

⁷ Lubbers 2003

⁸ UNESCO 2006

interventions need to use all educational modalities (formal, non-formal and informal⁹) and ensure multi-sectoral approaches to address the epidemic in an effective and efficient way.

A comprehensive educational response to HIV and AIDS for refugees and IDPs is comprised of five essential components: 1) policy, management and systems; 2) quality education (including cross-cutting principles); 3) content, curriculum and learning materials; 4) educator training and support; and 5) approaches and entry points. This section addresses each of these components, providing examples of policy and programmatic measures to be undertaken by ministries of education, civil society organizations and development partners.

A comprehensive response is critical – all of these five components need to be in place and working well to ensure optimal success in the response to the epidemic among refugees and IDPs. At the same time, UNESCO and UNHCR recognize that every emergency situation is different, and each programme may be at a different starting point. Staged and scaled-up implementation is necessary to prepare individuals and communities to move from a dire situation to one in which they are in charge and for which they have skills, attitudes and health for success.

Policy, management and systems

A crucial lesson learned by UNESCO and UNHCR is the need to ensure that HIV and AIDS policies and interventions for refugees and IDPs are coordinated, mainstreamed and integrated with those at country and organizational levels to maximise resources and services. For example, the needs of refugees and IDPs should be an element of national education sector policies on HIV and AIDS in affected countries, budgeted, and integrated into regular government plans and financial mechanisms.

National legal frameworks and policies including those that promote compulsory education and free schooling should also be applicable to educational programmes for displaced populations. If it is not possible or practical for refugees to attend host country schools, separate educational programmes need to be established in refugee camps. UNESCO and UNHCR support the application of the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction which state that “as part of the emergency response, education authorities and key stakeholders should develop and implement an education plan that takes into account national and

⁹ As explained by UNESCO 2005, ‘formal education’ is usually provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leads to some sort of certification. ‘Non-formal education’ includes learning activities typically organized outside the formal education system. In different contexts, non-formal education covers educational activities aimed at imparting adult literacy, basic education for out-of-school children and youth, life skills, work skills, and general culture. Such activities usually have clear learning objectives, but vary in duration, in conferring certification for acquired learning, and in organisational structure. ‘Informal education’ is learning that takes place in daily life without clearly stated objectives. The term refers to a lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experiences and the educative influences and resources in his/her environment e.g., family and neighbours, work and play, the marketplace, the library and the mass media.

international educational policies, upholds the right to education, and is responsive to the learning needs of affected populations”¹⁰.

Similarly, interventions in emergency settings should also figure, wherever possible, in national AIDS strategies and in broader development frameworks and mechanisms, such as poverty reduction strategy papers (PRSPs). Education networks/working groups can be a consultative vehicle to incorporate HIV and AIDS education into host country AIDS plans by supporting coordination and information sharing among stakeholders. For example, local networks/committees (e.g., refugee camp education committees) can act as a bridge between refugees and policy-makers for HIV and AIDS education issues. Education and HIV and AIDS Focal Points in emergency settings can also liaise with other national agencies conducting HIV and AIDS activities to support synergies and linkages.

Combining resources given for refugees with host country resources can provide additional support for the building and operation of primary and secondary schools, especially in rural areas. In areas where there are few schools, combining donor resources and host country resources for school construction can offer increased access to educational opportunities for refugees and host country nationals alike.

The development of policies and plans is most effective when based on timely assessments undertaken in wide consultation with affected populations and in consideration of previous experience, policies and practices of affected populations. For the establishment of educational programmes in emergency settings, the INEE recommends that “a timely education assessment of the emergency situation [be] conducted in a holistic and participatory manner” and that this assessment be used to develop a framework “including a clear description of the problem and a documented strategy for the response”.¹¹ To be sure that HIV and AIDS are adequately addressed, UNESCO and UNHCR support the incorporation of HIV and AIDS indicators in the situation analysis or baseline assessment and ongoing monitoring and evaluation of educational responses (examples of qualitative and quantitative measurements by population group can be found in Box 1). All data should be disaggregated by sex and age, wherever possible.

¹⁰ INEE 2004

¹¹ INEE 2004:21. See also See Appendix 2 (Planning in an Emergency Situation Analysis Checklist) and Appendix 3 (Information Gathering and Needs Assessment Questionnaire)

Box 1: Selected HIV-and-AIDS-related indicators for Educational Planning, By Population Group

Learners	<ul style="list-style-type: none"> • Sources of information about sexuality, reproductive health and HIV • Knowledge of HIV prevention methods • Median age at first sex • Relationships: expectations; attitudes to sex; transactional sex; forced sex; age mixing • Attitudes towards people living with HIV • Learner’s preferred sex of the educator teaching about HIV and AIDS
Educators	<ul style="list-style-type: none"> • Knowledge of HIV and AIDS • Attitudes towards people living with HIV, including toward involving people living with HIV in the learning environment • Attitudes toward community involvement in the learning experience • Training in HIV and AIDS (including pre and in-service training) • Comfort with and experience of teaching on sexuality, reproductive health, and HIV • Extent willing to address HIV and AIDS in the curriculum
Community Members	<ul style="list-style-type: none"> • Extent to which leaders and other key groups (e.g., women and youth) are included in the HIV curriculum development process • Availability of condoms and other commodities; availability and use of HIV testing services • Attitudes toward HIV and AIDS education • Attitudes toward people living with HIV, including toward involving people living with HIV in the learning environment

Quality education, including cross-cutting principles

Access to a good quality education on its own, apart from anything else, is widely recognised as an effective means of reducing the vulnerability of learners to HIV and AIDS. Education must be rights-based, proactive and inclusive, with curricula and instructional approaches that are gender-sensitive, scientifically accurate and culturally appropriate. Effective learning is critical, requiring educational programmes to support reforms to address the needs at the level of the learner and at the level of the learning system. For example, at the level of the learner, education systems must acknowledge what the learner brings to the learning environment. In refugee situations, this may include a certain sense of hopelessness and fatalism among students and communities, requiring that education be attractive to engage learners and maintain their interest. At the level of the learning system, this may require expanded efforts to measure learning outcomes to measure not only knowledge, but also skills or competencies such as problem-solving, values such as tolerance and gender equality, and behaviours.¹²

To ensure the quality of formal and non-formal educational services and programmes, the INEE minimum standards call for the active participation of emergency affected community members in programme assessment, planning, implementation, and

¹²UNAIDS IATT 2006a

monitoring and evaluation.¹³ “Community education committees,” comprised of parents and/or members of parent-teacher-associations (PTAs), local agencies, civil society associations, community organizations, youth and women’s groups, and teachers and learners, can be key resources in many settings to prioritise and plan educational activities and develop a community-based action plan.

Efforts should also be put in place to ensure the INEE minimum standard that “learning environments are secure, and promote the protection and mental and emotional well-being of learners”.¹⁴ This includes working with education personnel and community members to ensure:

- Safe and secure access to educational facilities;
- Appropriate physical structure for the learning site, including adequate space, recreation and sanitation facilities (e.g., water for personal hygiene and clean latrines or toilets for males and females);
- Zero tolerance policies for violence in learning places, including codes of conduct prohibiting sexual relationships between learners and educators; and
- Linkages with health, nutrition and other social services in the vicinity to support the overall well-being of learners. This may include sports and recreation, social clubs and the promotion of mutual support networks.

Content curriculum and learning materials

The development of content, curriculum and training materials for HIV and AIDS education must consider the age or developmental level, language, culture, capacities and needs of learners and include not only prevention knowledge, attitudes and behaviours but also issues related to treatment, care and support as well as stigma and discrimination. It should also follow the INEE Minimum Standard of being “culturally, socially and linguistically relevant and appropriate to the particular emergency situation”.¹⁸

Where curriculum development or adaptation is required, there is a number of important considerations including the curricular approach, core content, teaching and learning objectives and outcomes, pedagogical approach and instructional materials. Wherever possible, curriculum development should be conducted with participation of stakeholders (see also *Quality education, cross-cutting principles*, p.15).

The refugees’ length of stay in a host country may further impact curriculum development. In emergency settings, curricula are often adapted from either the host country, the country of origin or other emergency settings. In Tanzania, for example, UNHCR and UNICEF supported the introduction of the HIV curriculum used in the Burundian schools in the Tanzanian refugee camp schools for this population.

¹³ INEE 2004:14-19

¹⁴ INEE 2004:45

¹⁸ INEE 2004:56

UNHCR recommends that, in longer-term refugee situations, programmes “face both ways” to be acceptable in both the country of origin and the host country. When the language of instruction is the same for refugees and host communities, refugees may follow the host country curriculum since this allows access to national leaving certificates, enabling refugees to continue to access learning opportunities after the emergency.

Educational programmes must also consider and address the psychosocial needs and development of learners and educators at all stages of the displacement cycle, including during the crisis and in preparation for integration, settlement in the host country, resettlement in a third country, or repatriation. Educational programmes (including formal, non-formal and informal education) should not only aim to transfer information, but develop skills to help learners make informed decisions about behaviours and relationships.

Educator training and support

In order to address HIV and AIDS in their own lives and in the lives of those they instruct and mentor, educators must be provided with appropriate HIV-related knowledge, skills and resources, and be supported by institutions and communities. This includes both pre-service training and continuing professional development programmes for teachers in school settings and relevant training for non-formal educators, including peer educators, community and religious leaders, and traditional healers involved in HIV and AIDS education.

For formal educational programmes, the INEE Minimum Standards support the recruitment of “appropriately qualified teachers and other education personnel” through “a participatory and transparent process based on selection criteria that reflect diversity and equity”.¹⁹ Efforts must also be taken to ensure that teacher selection and promotion criteria do not discriminate or stigmatise teachers and other educational programme staff infected or affected by HIV.

In rural areas, where some refugee camps are located, local host communities have a limited resource pool to draw from to staff a school. Typically, educational programmes use an international lingua franca (e.g., Arabic, English, French or Spanish) as the medium of instruction in the upper primary and secondary grades. When there is a compatible lingua franca, teachers may be sought from within the refugee community for HIV education for both the displaced and host community populations. Community members living with HIV can also be powerful educators, serving as role models, reducing stigma surrounding HIV and AIDS, and providing personal benefits to those involved. However, the involvement of people with HIV must be carried out in a planned, sensitive and responsible manner to avoid being tokenistic or exposing them to further stigma and discrimination.

The development of training curriculum and content for educators should be based on their identified needs and may include: core knowledge on HIV and AIDS,

¹⁹ INEE 2004:66

pedagogical and teaching methodologies (including approaches for adult learning or for learners with special needs), curriculum development, psychosocial support to understand trauma related to displacement and promote healthy living, and information on conditions of work and codes of conduct. Provision should be made, wherever possible, for ongoing support, appropriate follow-up, monitoring and supervision and refresher training, as necessary.

Efforts should be made to ensure that the training and education received by refugee teachers, peer educators and students meet the standards of the home countries, and will be recognised upon the refugees' return. Where refugees return to their home country, the arrival of trained teachers, peer educators and community outreach workers can be a critical asset to that country, facilitating the introduction of important educational programmes, including HIV education, in areas of return.

Approaches and entry points

To ensure coverage and sustainability, educational programmes should employ a range of approaches and entry points. These can include, for example, community-based learning and outreach, school feeding and school health programmes, behaviour change communication (BCC) and information-education-communication (IEC) programmes, adult education and literacy courses, and life skills education. Extra-curricular activities that integrate HIV messages can also reinforce formal educational programmes, and can promote dialogue and discussion in culturally appropriate fora (such as community theatre, music, dance performances, and sport). The development of women's groups can also support discussions of sensitive issues such as sexual and gender-based violence, although it is important to ensure that these groups protect confidentiality so that no further suffering is caused and lives are not further endangered.²⁰

In emergency situations as everywhere else, attention to equal access to education for women and girls is paramount. There is compelling evidence that more highly educated girls and women are better able to delay sexual debut and negotiate safer sex. A recent analysis of eight sub-Saharan countries showed that women with eight or more years of schooling were 47 to 87 percent less likely to have sex before the age of 18 than women with no schooling.²¹ There is also evidence that education affects young women's choices regarding the use of condoms or abstaining from high-risk sex. Surveys in 22 countries show a correlation between higher education levels and more condom use.²² In the DRC, Rwanda, Tanzania and Uganda, more educated girls and women have been found to have lower levels of HIV infection.²³ Furthermore, higher levels of education among women are closely associated with lower infant and under-five mortality rates. Better-educated women are more likely than less-educated women to understand the importance of antenatal care, hygienic child care practices and good

²⁰ UNHCR 1999

²¹ de Walque 2004

²² UNICEF 2004

²³ ActionAid International 2006. See also UNAIDS IATT on Education 2006a

nutrition for themselves and their children. They are also more likely to know where to access health care and to be able to afford such care.²⁴

Emergency situations can change the gender balance in classrooms, with varying consequences. Sometimes insecure routes, endemic violence, household, chores and care-giving demands, or low expectations of families keep girls from school. In other situations, refugee and IDP camps achieve increased participation of girls in schooling due to the proximity of learning institutions or structured incentives within the camp setting.²⁵

UNHCR encourages the implementation of special initiatives to support and increase the retention of refugee girls and young women in educational programmes. These include:

- Provision of uniforms and/or clothes;
- Development of safe and gender-friendly learning environments, including separate latrines for girls and boys and the provision of sanitary materials;
- Development and enforcement of a code of conduct for educational staff and students;
- Use of separate classrooms for girls and boys, if culturally appropriate;
- Recruitment of trained teachers from refugee communities and of female teachers (UNHCR recommends that at least 50 percent of all teachers be female in refugee situations);
- Training of teachers on gender issues, including sexual and gender-based violence;
- Facilitation of accessible and confidential access to health and community services, including psychosocial support; and
- Provision of training and income-generating opportunities.

Conclusion and recommendations

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 IDPs. It sets forth some actions that contribute to the minimum standards for HIV and AIDS education in these situations. It can be used to design, implement and advocate for a comprehensive HIV and AIDS educational initiative for refugees and IDPs.

UNESCO and UNHCR have learned a number of lessons which can inform future educational responses to HIV and AIDS for refugees and IDPs. This includes the need for ministries of education, civil society organizations, and their development partners to:

- **Coordinate HIV and AIDS education for refugees and IDPs with other educational initiatives at the country, sub-country and organizational levels in order to avoid duplication of efforts and to maximize the efficacy of human, financial and material resources.** Surrounding populations should be included in

²⁴ AGI 2002

²⁵ Sinclair 2002

refugees' and IDPs' educational activities whenever feasible, in order to maximize use of available financial, material, and human resources. This sharing of resources helps to improve overall capacity and strengthen relationships between displaced persons and the host community. Additionally, this strategy may help to increase HIV and AIDS awareness and reduce the stigma and discrimination which refugees and IDPs often face. However, without adequate funding from both the international donor community and host countries, increased access to educational programmes, in particular formal educational programmes, for both populations will remain inadequate.

- **Promote the principles put forward in the Dakar Framework for Action, including the achievement of Education for All (by 2015).** The international community must strive to provide adequate and sustained support to countries that host refugee and other displaced populations, to provide quality education in these situations. In particular, greater emphasis must be placed on ensuring that refugee and IDP young people, especially girls, have access to educational opportunities to stem the transmission of HIV.
- **Meaningfully involve communities in programme development, implementation, monitoring and evaluation.** In emergency settings, building trust among the various populations is essential. Educational programmes developed through consultation and consensus with the displaced and local host communities have a better chance of success than those imported and implemented directly. Consultation can take place through a committee working with the education providers to discuss how to carry out the programmes and to address concerns about sensitive issues like reproductive health, sexuality and HIV and AIDS.
- **Scale up and make programmes more comprehensive over time and across displacement phases.** Educational programmes may begin with simple community-based activities. However, efforts should be made to develop more formal educational programmes as rapidly as possible, with appropriate materials and educators who have been selected from among the displaced populations and have been adequately trained. Programmes must also be ongoing across displacement phases. For example, during the emergency phase, refugees and IDPs must be informed of the types of HIV-related informational and material services (e.g., condoms and other key prevention commodities) available and how to access them. Structured educational programmes addressing HIV and AIDS should be put in place during this and the post-emergency or stabilization phase, and efforts undertaken to consolidate achievements and ensure a successful transition for those returning home, resettling in another country or integrating into the host country population.
- **Customise the message in consultation with the community.** Tailoring messages to the specific needs of a population is key to changing behaviour, attitudes and practices. Identified good practices and social change programmes, including HIV and AIDS programming, involve messages specifically designed for the target populations. Effective programming of HIV prevention messages, care and support activities, and stigma and discrimination reduction strategies

- require messages to be customized to meet local needs and to take cultural and linguistic diversity into account.
- **Monitor and evaluate programmes to guide future actions and take corrective measures when needed.** In emergency situations, monitoring and evaluation (M&E) can be viewed by overworked professionals as an unnecessary distraction and a strain on limited resources. It is vital to dispel these doubts and to ensure that M&E is undertaken to guide future action and take corrective measures where needed. M&E systems supply a valuable baseline reference to measure the effectiveness of programmes, and thus serve as powerful advocacy tools for successful programmes. They provide useful data which can assist in determining the best way to spend limited resources in order to achieve the best possible results. This can be especially important when developing and implementing new programmes such as HIV and AIDS education. Data collection is nevertheless invaluable to guide programming and make interventions more effective.

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2.2 Panel discussion

In response to Dr. Petros' presentation, panelists Ms. Susan Ngongi of UNICEF's Office of Emergency Programs, Dr. Linda Sussman, a Public Health Consultant and Mr. John Williamson of USAID's Displaced Children and Orphans Fund added their comments.

Ms. Ngongi, Programme Officer, Office of Emergency Programs, UNICEF, reiterated that emergencies lead to heightened vulnerabilities, especially for women and children, and recognized the need to focus on the overlap of HIV, AIDS and emergency settings. She also noted that millions of children have their education disrupted by conflict and that ensuring access to basic and HIV prevention education is crucial to their protection. Ms. Ngongi also touched on humanitarian assistance reform and the effort to implement a cluster approach to strengthen coordinator systems and create predictable humanitarian financing.

Dr. Sussman, Public Health Consultant, focused her comments on HIV prevention messages that are disseminated in school. She argued that most programs assume that youth have the ability to take information and change behavior based on the messages, but in emergency settings this is often not the case. There is a great need to address the care, support and protection that gives youth the agency to reduce risk. She also pointed out that conventional interventions are not reaching those most at-risk and that the context of out-of-school youth and child soldiers needs to be taken into consideration as well.

Mr. Williamson, Senior Technical Advisor, Displaced Children and Orphans Fund of USAID, spoke of the difficulty in elevating the importance of HIV prevention among refugees in situations where daily survival is paramount. He also noted that emergency contexts create many areas of vulnerability and there is a for need broad child protection measures to protect against HIV. When addressing HIV within schools, it is important to remember that the school environment is not necessarily protective and it needs to be made so. It is also necessary to have HIV education that conveys age-appropriate information and skills. Two positive ways to engage youth in HIV and AIDS are to enable students to provide support to HIV affected households or invite people living with HIV/AIDS (PLWHA) to speak with young people.

Following the panelists comments, the floor was opened for comments and questions from the audience. During this discussion participants remarked on the need to:

- Continue advocacy for the importance of funding paying attention to lessons learned from humanitarian sector on coordination and sector wide approaches.
- Address treatment in addition to prevention education in emergency settings.
- Examine from crisis to reconstruction phases of emergencies in terms of funding and programming
- Actively disseminate information and tools so that they reach people working on the ground

2.3 Break-out sessions

The presentation was followed by seven break-out sessions where participants discussed “burning” issues and recommendations regarding education in post-conflict and fragile states.

Burning issues comprised:

- The culturally-driven silence and accommodation of offenders by the authorities and community members including parents on the susceptibility of school-based girls
- Fragmented or absent education and other systems to reinforce prevention education in schools
- Family and cultural fragmentation
- Overloaded teachers
- Breakdown of cultural norms as a result of emergency situations
- Frequently fatalist attitudes towards life in emergencies.

Further findings included that an assessment of HIV and AIDS education work is needed in three situations: 1) conflict situations; 2) non-conflict situations; and 3) moving out from conflict situations to non-conflict situations. The assessment should look specifically at two things: what type of HIV and AIDS education is being undertaken and how is it being done. Data should be collected in all three situations to compare and contrast what works and does not work across the spectrum. As the lessons are learned, apply them appropriately to different situations so that the HIV and AIDS education takes place. IATT could be effective in mobilizing and gathering this information.

Regarding teachers, the perception is that teachers have a high level of knowledge of HIV and AIDS. Findings in several countries have found this is not true. Since teachers are in a unique position to educate and work with students and their families, it is important to train teachers in HIV and AIDS. Teacher first need knowledge about HIV and AIDS. More importantly, they need the tools to teach about sensitive issues and ensure that the message meets quality standards and is understood. They need to learn how to teach this topic and deal with taboos, cultural norms and stigmas associated with HIV and AIDS.

- Teachers also need life skills training in order to empower themselves and internalize appropriate behavior.
- A code of conduct is also needed so that teachers act and behave appropriately. An example of dealing with ethical issues was peer teacher groups.
- The shortage of teachers results in large class sizes and double shifts. They have a demanding curriculum and are addressing other issues such as gender, environment, etc. How can the teachers deal with these constraints?
- Teacher deployment continues to be an issue. Husband and wife teachers are separated, which affects their relationship. Housing for teachers is needed in rural areas.

The two areas of concern in regard to treatment of HIV and AIDS are access and adherence. Teachers want to go to places to be tested and treated that show discretion. They will not go to public clinics. An example of addressing this is to train private doctors that teachers are able to visit and set up a hotline that teachers can call. Adherence to treatment is particularly difficult for those in the rural areas. Limited support is available to the rural areas to make sure that people take their medicine, are aware of the side effects and adhere to the treatment.

Recommendations follow:

- Using or adapting existing standards to assess the situation on the ground vis-à-vis HIV, AIDS and education. Can we go a step further—how are standards used? How should they be used? Institutionalizing standards.
- Establishing a better monitoring mechanism on HIV and AIDS in education, including, for example, indicators on safe schools, integration in the curriculum, etc.
- Making schools safer by using/mobilizing communities and other keystakeholders who could play a role in school management, school board and parent teacher associations (PTA's).
- Carrying out a service mapping exercise: who is doing what and where in emergency situations, with regard to coordination, planning and implementation? This should be a useful and accessible format to be used at local levels as well.
- Identify large NGOs that work in conflict and disasters and influence what these do on the ground; strengthen NGO's involvement in providing HIV and AIDS prevention education.
- Examine and put forward recommendations that enhance the accountability of organizations in terms of their achievements and tackle administrative barriers to progress.
- Ensure that lessons regarding successful non-formal education experiences are adequately captured and disseminated and that they become part of the overall debate on prevention.
- Actively work on developing understanding of approaches that lend themselves to ensuring non-formal education (and other forms of prevention education) can be successful. This includes :
 - Peer education
 - Active involvement of young people in the design and dissemination of messages
 - Promoting self-organization at community level.
- Education as a mandatory package for emergencies that integrates HIV and AIDS in a speedy fashion.
- Increasing access to schools for normalcy and protection. That is, enforce a right to education drive.
- Schools that function with favourable conditions, providing protection and psychosocial support as appropriate.

- Promoting peer education—a powerful approach to prevention education especially among the out of school children.
- De-linking politics from support to prevention education e.g., the case of Zimbabwe.
- Drop-in centers to provide multi-education programmes such as vocational training, voluntary counseling and testing (VCT) and psychosocial services etc. Caribbean countries through Family Life Education is a good practice.
- Involvement of faith-based organizations with which persons have trust to send messages and combine this with the provision of services such as treatment.
- Content of education to include health and AIDS related content such as treatment education; education about the options, treatment regimes, responsible behaviours, and referral systems. UNESCO has done guidelines on this.
- Linking HIV and AIDS prevention education content with school, health and nutrition (SHN).
- Updating and enforcing the code of conduct for HIV and AIDS responsiveness as it currently is inadequate in content and in application.
- Key role of surrounding communities, especially PTAs to address school-based sexual harassment.
- Integrating HIV and AIDS in radio education programs e.g., Peace Corps in Mozambique, Life Skills curriculum through radio in Zambia Community schools
- The idea of what training could be provided might be interesting to explore. Use qualified teachers to give support to less qualified ones. What would be needed to ensure their capacity development (i.e., monitoring once a month, mentoring, etc)? What would Education International agree to support?
- Non-formal and formal are different but potentially synergistic approaches. The formal education can support the non-formal. The informality of non-formal education is an opportunity for successful prevention education, and in emergencies non-formal education has an advantage of being well supported. Non-formal education also has the advantage of flexibility and more actors.

Conflict resolution needs to be mainstreamed in participants' own work in affected countries but more guidance is needed to do so including the development of a conceptual framework for programming and relevant indicators/measures of progress. One participant said that the UNESCO/UNHCR paper appeared to be a useful resource to this end but wished that more attention had been paid during the session to the recommendations in the resource. Agencies could support dissemination and use of INEE guidelines and other standards at the country level for programming in formal education settings.

A need was expressed for better information-sharing on who does what on this issue, who funds educational programming on HIV for refugee populations (concern about silo funding) and examples of coordination. There was mention of the difficulties of getting people around the table – those working on education, those on refugees and those on HIV and AIDS – for effective programming.

2.4 Implications for the IATT

- Engage with humanitarian assistance organizations to emphasize non-formal prevention education among groups that are not currently being reached by IATT activities
- Advocate for the existence of HIV and AIDS education curriculum in emergency settings and help to define what this curriculum should include. This could include working with the INEE on incorporating HIV and AIDS into their quality of education minimum standards
- Examine what role the IATT could play in promoting HIV and AIDS education within the cluster approach
- Promote mechanisms for disseminating research, guidelines and tools among stakeholders at all levels of intervention planning and implementation
- Given the importance of non-formal education in ensuring that prevention reaches groups that are currently not being reached, the IATT should make new overtures with agencies it is not currently engaging with. This may mean inviting agencies that are not part of the IATT to join the network.
- The IATT could play a key role in addressing information-sharing and coordination and this should be discussed in November.

3

MASCULINITY— HOW MALE GENDER ROLES AFFECT LEARNING AND LEARNING SPACES AND IMPACT ON VULNERABILITY TO HIV

Concerns about gender relations have long been an issue for those working in the area of HIV, AIDS and education. Much of the initial work focused on girls and women with a particular emphasis on their higher degree of vulnerability to HIV. More recently, attention has turned to male behavior as it affects females and, in particular, masculinities. The following paper is an example of some of the very interesting emerging research.

3.1 Has learning become taboo and sexual risk compulsory? Researching the relationship between masculinities, education, and HIV by David Plummer

Dr. David Plummer is the Commonwealth/UNESCO Regional Professor of Education (HIV Health Promotion) in the School of Education, University of the West Indies, St. Augustine, Trinidad.

Introduction

Recent decades have witnessed important shifts in educational outcomes in the Commonwealth Caribbean for both boys and girls. These shifts are cause for both celebration and for concern.

On the one hand, educational outcomes for girls have improved significantly: girls now constitute the majority of secondary school enrolments in the region (Reddock 2004: xv) and girls' school attendance and retention rates exceed those for boys for all age cohorts (Chevannes 1999:11).

These trends are in evidence at the tertiary level too²⁶. The number of women graduating each year from the University of the West Indies now exceeds the number of men (Figueroa 2004: 141; Reddock 2004: xv). Not surprisingly, this has not always been the case. Between 1948 and 1972, males occupied a sizeable majority (over 60%) of places at the University (Figueroa 2004: 142-143). However, this situation has been changing for some years now so that by 1974 female enrolments at the Jamaican campus

²⁶ The University of the West Indies is a keystone university which covers almost all of the English-speaking Caribbean. It has three main campuses in Jamaica, Barbados and Trinidad. It also has facilities in 12 other Caribbean countries and territories.

passed 50% for the first time and by 1982 they exceeded 50% for all campuses. This trend has continued even further: by late 1992, 70% of graduates from the Jamaican campus were female (Reddock 2004: xv).

Of course, these changes might simply reflect a shift in the types of course offered by the university. Indeed, Mark Figueroa notes that the gender balance in registrations is not uniform over all disciplines: for example, in Jamaica 54% of law enrolments are female; for agriculture this figure drops to 33%; and for engineering 10%. (Figueroa 2004: 142-143). Nevertheless, it remains the case that subjects that were once dominated by men are no longer so.

While we should rightly celebrate the achievements of Caribbean women, we should also examine what is happening with the men. In this regard, there is mounting evidence that the educational status of boys and of young men is not faring nearly as well: boys' enrolment, retention and completion rates are lower throughout the system. There is little doubt that boy's performance has declined relative to the growing successes of girls, but what remains unclear is whether the data reflects a real decline or a relative decline? That is to say: boys only seem to be slipping relative to girls because girls are now doing much better or are boys less likely to reach their potential in real terms when compared with how boys performed in the past?

Methods

In an attempt to understand the situation better, and to add meaning to the accumulating quantitative evidence, interview data from a larger project on Caribbean masculinities were examined. This project involved interviewing young men in their late teens and early twenties about their experiences of gender while they were growing up, particularly in peer groups and at school.

To date interviews have been conducted in 3 Caribbean countries: Guyana, Trinidad and St Kitts. It should be noted that the findings being reported here are preliminary and further interviews are planned for the coming year along with more detailed analyses. Nevertheless, these findings along with cumulative evidence from other researchers is building a compelling case that academic achievement is indeed becoming taboo at least for some Caribbean boys.

Policing masculinity

The interview data confirms that achieving a gendered identity – being able to convincingly project yourself as masculine – takes centre stage for most boys as they mature. There is a sense that boys both aspire to masculine status and that their behaviour is policed to ensure that it conforms to prevailing masculine standards. Central to this policing process is the peer group, which the data reveals to be a formidable force in boys lives.

As the boy approaches pre-pubescent years... the peer group begins to exercise its magnetic pull. (Chevannes 1999: 29)

Indeed, the present research reveals that for many teenaged boys the authority of the peer group at least competes and frequently exceeds the authority of any of the adults

who feature in the boys lives. In that respect the data corroborates the words of Barry Chevannes who says:

The peer group virtually replaces mother and father as the controlling agents or, if not entirely a substitute, a countervailing force. (Chevannes 1999: 30)

So while it is popular to blame parents, teachers and the media for boys' adverse outcomes, more often than not it is the peer group that exercises the most profound influence (and it is here that we researchers should turn to, to seek a better understanding of the dynamics that underpin the relationship between gender and education). As we will see shortly, this peer-group influence has wide-ranging social ramifications from educational achievement through to crime.

Of course peer group influences are not necessarily bad – but they can be, in fact they can be very bad. Here are the words of Bailey and colleagues in Jamaica;

The worst and most individualistic and predatory aspects of the street became the norm for youngsters who found validation for their behaviour in their peers and in the larger environment. (Bailey, Branche, McGarrity & Stuart 1998: 82)

Moreover, the present research found strong linkages between peer groups and gang-related activity—to such an extent that a core research question emerged: at what point does a peer group become a gang?

In time, some of these groups become fundamental identity-bearing groups that not only impose themselves on the behaviour of the young men but separate them competitively and conflictually from other similar groups of young men (Bailey, Branche, McGarrity & Stuart 1998: 59)

It seems as if in the absence of sufficient restraint, for example where there is lack of supervision or a 'power vacuum' for whatever reason, the male peer group readily assumes authority in that space. Often this occurs on the streets, where the peer group really comes into its own.

But surely these dynamics don't arise spontaneously? These peer groups have to source their behaviours from somewhere? Someone must be responsible? Paradoxically, the answer is both yes and no. Yes, it is the case that the rules of masculinity are comprehensively coded into our cultures. Moreover, parents, teachers and adult 'role models', including women, contribute significantly to setting the standards that boys emulate. As Crichlow reports:

[My mother] instilled in me a very rigid hyper-male gender prison (Crichlow 2004: 193)

And when Crichlow then 'acted out' the hard masculinities that were instilled, he notes:

... these activities demonstrated "power" to parents, women, teachers and friends, who were proud to see that a young man was not a buller, a sissy or a coward. (Crichlow 2004: 201)

As you may be aware, the term ‘buller’ is used in Trinidad and Barbados to denote a homosexual. We will return to the significance of this term shortly.

As for the ‘no’ case concerning the responsibility of some external influence, the research found that young men are not simply cultural sponges; the peer groups themselves are able to actively fashion dominant masculinity. Here is Barry Chevannes again:

An adolescent boy’s friends exact an affinity and a loyalty as sacred as the bond of kinship as strong as the sentiment of religion. They socialise one another, the older members of the group acting as the transmitters of what passes as knowledge, invent new values and meanings. (Chevannes 1999: 30)

This phenomenon (of transmitting peer group codes down the generations) I have elsewhere referred to as ‘rolling peer pressure’ (Plummer 2005: 226). Rolling peer pressure identifies a mechanism that explains how the cultures of boys and young men can be semi-autonomous and can effectively take on a ‘life of their own’. Codes and standards are continually passed down the chain from older to younger boys often at arms length from adults. As a result, peer groups have a culture generating role that is, on reflection, highly evident in most modern societies. It also means that neither parents, nor teachers nor the media can be held primarily responsible for social movements that emanate from youth culture, including the problems that accompany them.

Aspiring to be bad: peer group obligations and the rise of hard masculinity

For many boys the constant social ‘policing’ of masculinity literally becomes a straight-jacket. These young men find themselves caught in a vice, occupying a narrow space of authorised masculinity while simultaneously being cut off from vast fields of social life which are rendered taboo by the same masculine standards they are under pressure to conform to. The rhetoric of the young men who were interviewed and their descriptions of the powerful influence of peer groups provided revealing insights into the standards against which boys are judged and the penalties exacted for failing to conform. At the forefront of these standards is hard, physical, narrow, polarised masculinity. As Bailey *et al* note:

It appeared as if the younger teenaged boys had embraced, in the most uncompromising way, the [prevailing] male gender ideology. (Bailey, Branche, McGarrity & Stuart 1998: 82)

The relentless policing of ‘manliness’ relies on boys being closely scrutinised. Surveillance is particularly intense from peers. As a result, boys learn to choose their styles carefully and to craft an image for projection to the outside world, which partly reflects their personality but also carefully attests to their allegiance to the prevailing standards of masculinity endorsed by their peers. Elaborate codes arise which govern acceptable clothing, the designer labels to be worn, the deployment of ‘bling’ (jewellery acceptable to men), authorised styles of speech, striking a ‘cool’ pose and so on. For many boys image is everything – it sustains their masculine reputation.

Of course, image is more than merely appearance, it also stems from what you do – image is very much about performance. In contemporary male culture, masculine status is enhanced greatly by displays of sexual prowess, physical toughness and social dominance. Moreover, the consequences of valorising hard and risky masculinities are far reaching – this valorisation constitutes the very foundations of many of our most profound social problems. There is strong pressure to resist adult authority, to earn status by taking risks and to display your masculine credentials in hard, physical and sometimes anti-social ways.

In an attempt to temporarily secure my masculinity or hyper-masculinity and hegemonic heterosexuality, I participated in events such as stealing... breaking bottles with slingshots or stones on the street, engaging in physical fights, and “hanging on the block” with boys until late at night. (Crichlow 2004: 200)

It is here that the links between the prevailing standards of masculinity and crime start to emerge. In effect, crime becomes the ultimate symbol of the forms of masculinity that a society promotes—it stems from boys emulating the ways ‘real men’ are supposed to act according to the culture they grew up in:

The so-called inner-city don is a role model not only because of his ability to command and dispense largesse, but also because he is a living source of power the power over life and death, the ultimate man. Among the youth, a common word for penis was rifle (Chevannes 1999: 29)

Sexual prowess and risk

Gender roles are the engine that drives the HIV epidemic. Men are subject to comprehensive social pressures to conform to these roles, and the roles that relate to sexual risk-taking are directly implicated in the epidemiology of HIV.

Boys learn very early about complex codes of gender-based obligations and taboos that they are subjected to. In the words of Bailey and colleagues:

By the age of 10... boys began to realise that toughness, physical strength and sexual dominance, all features of traditional masculinity, were expected of them (Bailey, Branche, McGarrity & Stuart 1998: 53)

Moreover, while it is commonly claimed that there are taboos against speaking about sexuality, this taboo does not extend to young people. On the contrary their environment is saturated with sexual references.

Sex then was very much in the environment of the young boys and girls... they did pick up a great deal of information from observing their environment and from listening to “people”, particularly the age group just older than themselves. (Bailey, Branche, McGarrity & Stuart 1998: 29)

By way of contrast, parents and teachers are notable for their silence on these issues:

Boys are expected to obtain virtually all their sexual preparation on the street and secondarily from school. (Brown & Chevannes 1998: 23)

Clearly young people are teaching themselves about sexual practice and the gender roles that should accompany that practice, largely with inputs from older peers and popular culture.

All societies attach paramount importance to achieving an appropriately gendered identity. The combination of adults being largely absent from sex education and of ceding sex education to young people has important implications for this achievement. Sexuality and gender are tightly intertwined, and accomplishing a masculine (gendered) reputation is tightly linked to adolescent discourses, peer group dynamics and sexual accomplishments. In Barry Chevannes' words:

Manhood is demonstrated by sexual prowess... it is usually measured... by the number of female sexual partners (Brown & Chevannes 1998: 23)

Under these circumstances, where having multiple partners attests to one's masculine status, even being faithful to a single partner can be the source of scorn and loss-of-face.

For males, multiple partnerships could become also a matter of status... (p 65). The term 'one burner' applied to a faithful male in some Jamaican communities was a phrase of derision. (Bailey, Branche, McGarrity & Stuart 1998: 66)

Indeed, the importance attached to having multiple sexual relationships for one's reputation is tied to one of the deepest male social taboos, homophobia, as the following quotation from Wesley Crichlow suggests:

Someone who did not have as many women as they did was "sick", "suspected as a buller"²⁷ or not "the average young black male". (Crichlow 2004: 206)

Furthermore, gendered youth cultures, at least in the English-speaking Caribbean, have consequences that go far beyond sexual practice: a combination of obligation and taboo imposed by gender codes profoundly configures the *quality* of young people's relationships too – often adversely so. The basis for this impact on relationships stems from equating successful masculinity with physical and emotional strength and social dominance; a consequence of which is the creation of taboos around weakness,

²⁷ "Buller" is the term in the South-Eastern Caribbean for homosexual - the equivalent in the United States is "faggot".

tenderness and commitment. These taboos impact on relationships between men and women and between men themselves.

Masculine taboos – enforcing ‘no-go’ zones

Almost as noticeable as the symbols of masculinity that are widely flaunted, are the human qualities that go ‘missing in action’. An early casualty is the ability to cry, or to be more accurate the ability to cry is not lost (the tear ducts still function), however crying in public is steadfastly suppressed. Most of the rest of the boy’s emotional repertoire soon falls under similar heavy restraints, particularly those that denote tenderness. However, not all emotions are expunged, some – for example aggression and anger – are actively cultivated precisely because these have come to symbolise masculine strength.

In the following quote, Brown and Chevannes describe how boys use aggressive acts as a substitute for other emotions:

Boys greet each other with clenched fists and backslaps, and often use other forms of aggression to express their feelings. (Brown & Chevannes 1998: 30)

Of course, there are always two sides to binary phenomena: aggression is both an expression of masculinity and a simultaneous public disavowal of tenderness. Here is Morgan’s perspective:

Our fights usually indicated an “overt disdain for anything that might appear soft or wet – more a taboo on tenderness than a celebration of violence” (Morgan quoted in Crichlow 2004: 200)

It becomes increasingly clear from the present research and from the cumulative findings of other Caribbean researchers that much of the ‘macho’ acting out of that is seen among boys and young men simultaneously affirms one’s allegiance to prevailing standards of masculinity while publicly attesting to what is being rejected: soft, feminising and castrating ‘failed’ masculinities.

The culture demanded physical responses from boys and made toughness the hallmark of the real male. Young boys knew that if they performed outside the expected, traditional roles they would be ridiculed and labelled ‘sissy’ by boys and girls. (Bailey, Branche & Henry-Lee 2002: 8)

Is boys’ education a casualty of the rise in hard masculinity?

The combination of masculine obligation and taboo narrows boys’ potential down and cuts them off from large areas of social life, to their ultimate disadvantage. Embracing hard, risk-taking, often anti-social ‘hyper-masculinities’ puts the lives of young men in danger: sexually, on the road, in the gang, and potentially in conflict with authority. By disenfranchising boys from activities that have been rendered taboo by their own codes of masculinity, boys are denying themselves access to considerable longer-term social benefits. For example, if being safe is considered “sissy”, then driving small low-powered cars at a safe speed potentially comes at a cost to one’s reputation – and many opt to place themselves (and others) at risk (in this case, on the roads) in order to affirm their masculine status instead. Likewise, if youth culture has come to

equate education with their own emasculation through deep homophobic or misogynistic taboos, then getting an education is no longer something that a 'real man' would want to do. Yet this is exactly what the present research has found and these findings have been corroborated by the accumulated evidence of other Caribbean researchers as the following quotations confirm.

First, in a quote from a Jamaican boy to Barry Chevannes:

"School is girl stuff!" This declaration by an eight-year old inner-city boy... reveals the association built up in the minds of many boys. (Chevannes 1999: 26)

Second, the following quote illustrates both homophobic and misogynistic taboos undermining the educational aspirations of boys:

Many young men in Trinidad argue that academic subjects such as mathematics, physics and English are for bullers and women, while trades are for men" (Crichlow 2004: 206)

Third, from Mark Figueroa, we see misogynistic prejudice underwriting contempt for education by boys:

There is evidence that boys actually actively assert their maleness by resisting school. This is particularly true with respect to certain subjects that are seen as "feminine". Male-child subculture therefore exerts considerable peer pressure on boys to be disruptive in school and to underrate certain subjects. (Figueroa 2004: 152)

Fourth, we see these same taboos reinforcing an anti-academic ethos of contemporary Caribbean masculinity in the work of Odette Parry:

The homophobic fears expressed by staff and the resulting censure of attitudes and behaviours which were felt to be "effeminate", "girlish", "sissy like" and "nerdish" reinforce a masculine gender identity which rejects many aspects of schooling as all of the above. (Parry 2004: 179)

Discussion

The educational achievements of Caribbean women over the last couple of decades constitute an important success story that deserves both recognition and praise. Unfortunately, these successes are at risk of being overshadowed by changes in boys' education, which by-and-large show that male educational achievement is declining. Some commentators assume that these two changes are linked – that the progress made by Caribbean girls is at the expense of Caribbean boys. The implications of such a proposition are profound and demand careful analysis.

In 1986 Errol Miller published his work "The marginalisation of the black male: insights from the development of the teaching profession". Miller's thesis - that Caribbean men were being marginalised by social forces largely beyond their control - struck a chord which continues to reverberate 20 year later, especially in popular culture. Likewise his thesis stimulated vigorous debate in academic circles and has been the

subject of many academic critiques over the years. In addressing the issue of ‘male marginalisation’ Barry Chevannes did not appear to be convinced when he said:

Are males being marginalised? Certainly not if the main factor being considered is power. (Chevannes 1999: 33)

Mark Figueroa took the argument further by arguing that changes in male educational outcomes are a paradoxical effect of traditional male privilege rather than of marginalisation. According to this theory, males traditionally enjoyed privileged access to public space which they dominated, whereas women were largely restricted to private domestic space. In the context of education, this male privileging of public space worked against their academic endeavours whereas women being largely confined to the domestic sphere were inherently better placed to undertake study.

While Figueroa’s thesis reconfigures the debate from marginalisation to male privilege, it seems to perpetuate the cross linking of girls’ achievements and boys’ shortcomings as the following quote suggests:

Increasingly, as women “take over” so-called male academic subjects, the options for boys will be more and more limited. Ultimately, there will be little that boys can safely do without threatening their masculinity. (Figueroa 2004: 159)

But it should be noted that boys’ education and men’s academic pursuits in the past were privileged male domains too and an explanation is still needed why boys might be vacating these particular areas of traditional privilege with apparent alacrity.

Data from the present research adds a further dimension to the analysis of Caribbean boys’ educational achievements. The research supports previous findings that boys’ affinity with public space and physicality is linked to the development of masculine identity. Moreover, in contemporary Caribbean settings, this identity seems to preferentially elevate hard, aggressive, dominant masculinity as the epitome of manhood – perhaps increasingly so in recent years. Certainly, gang culture and music laced with violent allusions have become more prominent in the Caribbean in the last couple of decades. But the present research adds data concerning the role of masculine taboos in creating social ‘no-go zones’ for young men – one of which increasingly seems to be education.

A surprising but important finding that has emerged is the role of homophobia in stigmatising boys who are academically inclined. This stands out as a consistent and deep seated phenomenon, not a minor diversionary issue. In the first instance, the role of homophobia seems difficult to account for, but it starts to make sense in the light of recent research that has found homophobic abuse to be a mechanism that is primarily used by male peer groups to police manhood (by stigmatising boy’s transgressions and ‘failed’ masculinities) and is only secondarily concerned with sexual practice (Plummer 2005). In this sense, as a repository for ‘failed manhood’ and as a mechanism for policing the standards of masculinity, homophobia is rightly seen as being a gender prejudice – one which impacts on the lives of all men. Gender in development programmes therefore need to take a much more active interest in it - this is no peripheral issue!

So where do these findings leave the ‘male marginalisation’ thesis? The conclusion from the present work is that if boys are being marginalised, then it seems likely that they are in fact actively marginalising themselves in order to escape the stigma of masculine taboos. The process of developing male identity involves adopting and displaying shared symbols of masculinity while simultaneously disavowing any hint of failed masculinity. Lately, education seems to have become increasingly associated with feminising and homophobic taboos. This may well have coincided with the progress made by girls in education, but there would seem to be no reason why this has to be the case: greater access by women to education does not explain why males should necessarily have lesser access, unless it becomes taboo. It is the misogynistic and homophobic taboos that alienate boys from large areas of social life that they would be much better off having access to. While this occurs in the context of wider social expectations of masculinity, the peer groups themselves actively manipulate masculinities as our highly visible youth cultures repeatedly demonstrate. In Barry Chevannes’ words:

In a way we are all responsible. We [Society] provide the building blocks, the young people design and construct their own edifice. (Chevannes 1999: 31)

The question to consider is whether the data offer any clues as to ways forward. In this regard, there are a number of possibilities (see Box 2).

Box 2: The way forward

- Celebrate girls’ educational successes as important Caribbean accomplishments
- Take a more strategic approach to promoting boys’ achievements
- De-link girls’ successes from boys’ difficulties
- Recognise that contemporary dominant masculinities are problematic
- Resist hard, narrow, polarised masculinity
- Counterbalance hard, physical, narrow masculinities with well-rounded male role models
- Embrace diverse masculinities and alternative male role models
- Re-associate masculinity with education and academic prowess
- Engage more fully with peer group dynamics
- Confront the taboos that cause boys to flee from educational pursuits and retreat to hard, physical masculinity
- Reject homophobic and misogynist prejudices
- Support research into masculinities, masculine taboos and peer group dynamics

First, while associations have been made by some commentators between girls’ accomplishments and boys’ difficulties, it is important to recognise that these do not have to be linked. The problem clearly lies with the prejudices indoctrinated into men and boys rather than with girls and women being held responsible (girls are just as much a victim of these prejudices as the boys are, but in different ways). But for as long as they play a role in the development of young men’s identity, then they will impact on educational outcomes. On the other hand, if those taboos can be alleviated, then boys will find it much easier to engage with the education system and in more constructive

ways – because engagement will not come at the expense of masculine reputation. At least this particular social domain (education) will no longer be seen as belonging to one gender or the other, but as a site where both sexes can develop in fulfilling and meaningful ways.

Girls' accomplishments in education need to be celebrated and sustained. In addition, we need to take a much more strategic approach to boys' education. The assumption of a link between girls' achievements and boys' difficulties needs to be exposed as unnecessary as it is harmful. Moreover, men need to realise that prevailing contemporary masculinities which valorise both narrow and hard role models are leaving young men in a difficult situation. It is masculinity that is at the root of many of boys' educational problems: hard, narrow, polarised masculinities, and these must be resisted. Well rounded, diverse male role models need to be visible and accessible. Notions of masculinity need to be reconnected with intellectual achievement. The complex and powerful role of male peer groups need to be carefully studied and sophisticated strategies developed to intervene in their anti-social potential. Taboos have to be confronted if progress is to be possible. Based on the evidence from the present research, the corroboration with the findings of other Caribbean researchers, this necessarily includes addressing misogyny and homophobia.

Finally, I want to make some observations about the relationship between this research and HIV.

Gender roles drive HIV. To better prevent HIV and to manage the consequences of the epidemic we have no choice but to engage with these roles at fundamental levels and in sophisticated ways. This paper finds that gender roles create a trap that

Box 3: Social Embedding

- Gender roles
- Peer group dynamics
- Taboo and stigma
- Socioeconomics

disadvantages both men and women. Through the twin mechanisms of obligation and taboo, a wide range of risks, including sexual risks have become resiliently embedded in the social fabric and are therefore highly resistant to change. I call this phenomenon 'social embedding' (Box 3). But there is reason for optimism. Research has shown that gender roles are in a constant state of flux and dominant masculinities have changed radically over time and across cultures, and gender roles are clearly amenable to remodelling. The way forward then, is to accept that individualistic behaviour change interventions will inevitably have limited outcomes due to the way that risk is socially embedded. Instead, we need to look towards producing grassroots social change with embedded behavioural outcomes. These are much more likely to produce widespread, sustained impacts.

I would like to thank the Commonwealth, UNESCO and the University of the West Indies for supporting this research.

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3.2 Panel discussion

In response to Dr. Plummer's presentation, a two-person panel shared thoughts and reactions.

Chloe O'Gara, Director of Education, Save the Children commented on the numerous ways in which gender roles are embedded in societal structures from the limited amount of land owned by women, inequities in earnings and more. In this era of very rapid change, gender roles are also changing and changing very fast. *Education for All (EFA)* is a revolutionary view of the concept of education that has potential to bring about enormous change. Education has always been a privilege of the wealthier classes. Educational systems are linked to economic power.

She listed many roles for education in grassroots social change and gender change. These include the curriculum of the school and the importance of developing gender safe and healthy attitudes at an early age. She advocated for using EFA as a leverage point for fostering diversity in the education system and argued it can help us think of new ways to shape gender and other roles in classrooms. She also urged us all to look at diverse models of schooling to accommodate for the diverse range of learner's needs.

Carla Sutherland Program Officer, Education & Sexuality Program, Ford Foundation/Nairobi spoke on three aspects of gender relations and its relation to programme efforts, these are: research, violence, and popular culture. Regarding research,

she noted that “we don’t know enough about this area. We haven’t asked the right question or found the right answers. We need more research and scholarship, especially in the Southern context.” She mentioned that the Ford Foundation is convening persons from 13 countries to discuss gender and its intersection with race, class, religion, among other identities.

Regarding the issue of violence, she mentioned that men are well placed to take a lead on the issue and cautioned that we should not only think of gender-based violence between men and women, but also between men. She also noted that there are many programmes and interventions, particularly those run by faith-based groups, that are taking on the issues of violence amongst men.

On the issue of popular culture, Ms Sutherland stressed the importance of peer-based programming that develops critical thinking and media literacy to challenge the values promoted such as misogyny, homophobia, and hyper-masculinity. She noted the documentary about hip hop called “Beyond Beats and Rhymes” as a good example of critical analysis of popular culture and gender stereotyping. She also brought the discussion of popular culture into the global capitalist framework saying that white/western corporations are profiting from popular culture and they have responsibility.

The audience was very energised by the panel’s presentation and a lively discussion followed. Issues concerning evaluation, the import of peer influence and peers as leaders of change, and how to deal with gender roles in the age of child-headed households were raised. Participants also wanted to discuss how parents can be used positively to affect change, and what to do when a power vacuum is created in the absence of parents and who will fill that role.

3.3 Breakout sessions

Following the presentations, participants broke into six breakout sessions where they discussed the issues raised and tried to move towards recommendations.

One group recommended that pedagogical approaches should be adapted to take into account gender relations and the different approaches to learning by girls and boys—their different learning attitudes and habits. The groups urged us to reflect better the importance of using various effective teaching techniques by teachers in the class.

Furthermore, the group recognized the importance of the social context and social embedding. Learning is not only occurring in schools, but also in the social context and peer groups. It was suggested to reflect on the possibilities of using school grants or delegating funds to school committees or PTA’s for income generating activities. There are various experiences how those grants have been used to promote girls’ education, but probably this strategy could be used to engage the communities and peer groups and to focus on issues related to masculinity.

Another group highlighted issues concerning the fact that education and learning are not just about classrooms and schools but that it takes place in many spaces, only some of which are influenced by educators. The implication of this is that in order

to address challenging gender issues educators need to work with many other partners and identify unique contributions and opportunities. The group also stressed that there is a need to ensure that further research is done in this area, given that the situation in the Caribbean is particular to that context and cannot easily be 'translated' to other contexts.

Other groups called for:

- Engaging religious institutions, i.e. churches, to task on their own basic principles. Moving to middle ground to meet them.
- Making schools safe places. Map out safety zones, dangerous places. Inform school patrolling.
- Creating good policies – zero tolerance for bullying, codes of conduct, etc.
- Exploring the utility of child friendly schools similar models (be mindful of unintended consequences of interventions).
- Considering boys/men as well as girls/women in gender-based violence interventions for more balanced approaches. Men/boys are also affected by gender-based violence. Boys can take on a positive role to prevent violence; we need to look at how we can highlight positive male peer roles, especially in out of school youth groups.
- Starting with incremental approaches to teaching about gender, for example, what are the basic things about gender that people need to know? At the family level, relationships between boys and girls is a good place to start.
- Undertaking a complete overhaul/reform of the education incrementally using strategic partners e.g. teacher unions, law enforcers, teacher training
- Democratizing the schooling system for information flow and involvement of the community.

There was a feeling by participants that a better job needs to be done of dealing with gender. Gender often still focuses on women and girls and doesn't appropriately address relationships between men and women, men and men and women and women. There was a growing consensus that we've left out masculinity all together. If we focus on **power dynamics**, the construction of a gender-safe educational space would look very different. This could be developed and built on **through education levels**, for example at the primary level through developing a ground base on issues of gender, at the secondary level discussing issues on sexuality and sexual behaviour, and at the tertiary education looking at a rights based framework.

The role of the teacher was considered to be important in supporting positive messages on masculinity (including addressing homophobia and violence) but this was recognised to be difficult as in many places frank discussions about sex and relationships are already problematic. Examples of effective examples of pre-service and in-service training on gender and gender-safe classrooms and development of a rights-based framework would be useful, and **teachers unions should play a key role**.

There is a need to support empirical research grounded in local contexts to expand the evidence base and understanding of appropriate programmatic responses of how men “police” masculinity and the linkages between masculinity, homophobia and gender-based violence. An example was provided by one participant of research that has moved the agenda forward. Research was undertaken by the Population Council on men who have sex with men – the results were taken on by activists to support the development of a rights-based framework. A social space (film festival, World Social Forum) provided opportunity to break down the binary notion of heterosexual sex as the only option. Kenya Human Rights Commission: all Kenyans have rights, you can’t pick and choose. National AIDS Council took it on as an issue. But how you pull this into education sector was recognised to remain a challenge.

3.4 Implications for the IATT

The participants listed several ways that the IATT can engage and lead on the issue of gender and HIV and AIDS education. These are in the areas of:

- Research on how gender is taught with new emphasis on understanding males and males’ success or failure in the educational system;
- Promising practices and interventions
- How to engage with policy makers
- How the education sector makes links to broader civil society such as NGOs, CBOs, and FBOs.

4 | INFORMATIONAL SESSION ON US PRESIDENTIAL INITIATIVES IN RELATION TO HIV, AIDS AND EDUCATION

Joint Presentation on the USG Response to HIV and AIDS through the Education Sector as Coordinated by the President’s Emergency Plan For AIDS Response (PEPFAR) and the President’s Africa Education Initiative (AEI). The presenters were:

Ms. Michele Moloney-Kitts, Director of Program Services, Office of the Global AIDS Coordinator, US Department of State

Dr. Sarah Moten, Chief Education Division, USAID/Africa Bureau and Director of the President’s Africa Education Initiative

In keeping with the IATT’s mandate for global information exchange about important technical programs and sources of funding, and with the goal of increasing awareness about initiatives originating in the country hosting the IATT symposium and meeting, the co-hosts of the IATT invited Ms. Michele Moloney-Kitts and Dr. Sarah Moten to make a joint presentation on coordination of activities in education and HIV and AIDS through US Government foreign assistance. Ms. Moloney-Kitts and Dr. Moten coordinated their presentation to provide an overview of the President’s Emergency Plan for AIDS Relief (PEPFAR) and the Africa Education Initiative (AEI), describing how the two programs can coordinate activities in partnerships that “wrap” HIV and AIDS and education into coherent approaches that support HIV prevention and mitigation while also building on and promoting important education reform in host countries.

Some **PEPFAR overview highlights** included the following information:

- PEPFAR was announced in the 2003 US State of the Union Address
- It is a \$15 billion five-year program to fight HIV and AIDS in 15 focus countries around the world
- PEPFAR is led by the Global AIDS Coordinator, housed at the US Department of State, who coordinates “one USG” approach for all USG international AIDS efforts (including USAID)

- USG agencies administering PEPFAR work with international, national and local leaders worldwide to support integrated prevention, treatment and care programs
- PEPFAR is mandated to provide clear reports about its results and performance
- Focuses on 15 most heavily impacted countries in the world
- The Global AIDS Coordinator also oversees HIV and AIDS activities in over 100 other countries (non-focus countries)
- PEPFAR numeric goals include:
 - Treatment of 2 million HIV-infected people
 - Prevention of 7 million new HIV-infections
 - Care for 10 million people infected with and affected by HIV and AIDS, including orphans and vulnerable children.

Ms. Moloney-Kitts described how in fiscal year 2006, 83 percent of PEPFAR partners were local organizations, supporting more than 15,000 project sites for prevention, treatment and care. She led the audience through power point slides with maps and figures to explain that by September 2006 PEPFAR had supported in the 15 focus countries alone:

- Antiretroviral treatment for 822,000 people
- Prevention of Mother to Child Transmission (PMTCT) services for women during more than 6 million pregnancies
- 18.7 million counseling and testing sessions for men, women and children
- Care for nearly 4.5 million, including more than 2 million orphans and vulnerable children.

Dr. Sarah Moten provided the following information in an **overview of the Africa Education Initiative** which is administered by USAID:

- President Bush's Africa Education Initiative (AEI) will spend \$600 million on education in Africa over the years 2002-2010
- AEI's key components include:
 - Textbooks and learning materials
 - Teacher training (pre-service and in-service)
 - The Ambassadors Girls' Scholarship Program
 - HIV and AIDS and Community Participation are cross cutting themes
 - Outreach to marginalized populations (AEI Phase II starting in 2007)
 - School rehabilitation (AEI Phase II starting in 2007)
 - Information technology and interactive radio instruction (AEI Phase II starting in 2007).

Dr. Moten used powerpoint slides with photos and text to relate AEI focus countries with their key component activities:

- AEI teacher training activities – Benin, Ghana, Guinea, Malawi, Mali and Zambia

- AEI Textbook and other Learning Materials – Benin, Ethiopia, Guinea, Mali, Senegal, South Africa
- Education Program design – DRC, Djibouti, Ethiopia, Ghana, South Africa, Sudan, Tanzania, Uganda and Zambia
- The Ambassadors Girls’ Scholarship Program covers many other countries in Africa as well.

Selected AEI targets by 2010 include:

- 550,000 scholarships provided to African girls for primary and junior secondary school
- 15 million textbooks and related teaching and learning materials developed and distributed in partnership with African institutions and American minority serving institutions
- 920,000 teachers and administrators trained through innovative methods
- 80 million children cumulatively will benefit from AEI activities.

Moloney-Kitts and Moten identified key operating principles that have been agreed upon in **PEPFAR and AEI to facilitate collaboration between education and HIV and AIDS**. The programs have agreed to co-locate geographically where possible, to utilize common communication structures for implementing partners, engage common support structures where possible for teachers, parents and community members, provide services for all levels of the education system where appropriate, utilize technical expertise from education and health where appropriate, and replicate best practices from both sectors.

Moloney-Kitts and Moten described how applying these common operating principles to reach target populations in the education sector including youth, OVC, teachers, parents, and government ministries, PEPFAR and AEI are able to coordinate delivery of HIV prevention, care and treatment in schools, ministry offices and communities. These target populations in the education sector in some countries can be reached by joint PEPFAR-AEI activities through peer education programs, school-wide seminars, anti-AIDS clubs, scholarship programs and other support for AIDS affected OVC, and through provision of counseling and testing services at educational settings. These activities are especially well suited to reaching youth with HIV and AIDS services.

PEPFAR and AEI partnerships can also provide key HIV and AIDS support for teachers through in-service and pre-service teacher trainings, HIV and AIDS education and VCT programs with teacher unions, development and dissemination of integrated curricula for students and teachers, workplace programs for teachers and administrators, adoption of OVC identification and surveillance tools in educational settings, and development of joint national policy on HIV/AIDS and education.

Additional opportunities for partnership between PEPFAR and AEI may emerge as the two sectors continue to engage education and health technical expertise to refine and identify new priorities.

A model of collaboration in education and HIV and AIDS, between PEPFAR and AEI was provided by a closer look at the USAID Zambia program, in which PEPFAR and AEI co-fund activities in education to support the following:

- Teacher training (pre-service and in-service) for skills based HIV prevention education (CHANGES2-PEPFAR, AEI)
- Secondary school OVC scholarships to support boys and girls (CHANGES2-PEPFAR)
- Scholarships for primary school girls, with a preference for OVC girls (Ambassador's Girls Scholarship Program)
- Community mobilization for HIV prevention education built into the USAID-MOE school health program (CHANGES2-AEI, PEPFAR)
- Peer education program activities for HIV and AIDS prevention and support (CHANGES2-PEPFAR)
- Psychosocial support for OVC in targeted primary schools (CHANGES2-AEI)
- Capacity building training for local organizations working in HIV and education (CHANGES2-PEPFAR)
- Small grants to schools, community based organizations, zone and district level education resource centers to support OVC activities (CHANGES2-PEPFAR, AEI)
- MOE work-place programs for teachers and administrators that promote VCT and antiretroviral treatment, support positive living clubs for HIV positive teachers (EQUIP2-PEPFAR).

These activities are implemented in Zambia by international and local education NGOs together with the Zambian MOE. The programs are funded through AEI-USAID and PEPFAR contributions to existing USAID contract mechanisms that allow impact reporting to follow structures common to the MOE, USAID and PEPFAR.

5 | CONCLUSION

The May 2006 Symposium was an attempt to bring concerns about education in relation to HIV and AIDS to a more detailed level of analysis—it moved from general approaches to education to beginning to understand how different settings and needs must be taken into consideration for educational actions to be effective.

Two very different but very important contexts were considered—education, both formal and non-formal for refugees and IDPs, and the need to better understand masculinity in relation to education and HIV vulnerability. While any number of educational contexts could have been chosen, these two had emerged several times in the IATT meetings and in the work of its membership as pressing areas in need of attention with regard to HIV and AIDS.

The first paper outlined the rationale for education for refugee and IDP populations and why attention to HIV and AIDS is necessarily a key component. It presented, in very practical terms, how to move forward toward a comprehensive approach, bearing in mind the unique characteristics of education for these particular communities. Participant input gave several useful suggestions for the IATT to advance this work.

The second paper addressed gender identity, its formation, and its role in HIV vulnerability, using the Caribbean as an example. Among other key arguments, it pressed for an understanding of how “hard masculinity” ultimately restricts and harms boys and men, and it put to rest the notion that recent gains in girls’ educational achievement were at the expense of boys’ progress. Participants argued for further work in better understanding gender identity and for gender-based programs that addressed men and boys as well as girls and women.

The informational session on two of President George W. Bush’s initiatives: on HIV and AIDS and on girls’ education in Africa, provided details on the initiatives, their goals, and modalities. In addition, it underscored the interest of the Government to begin to further link these programs.

The three sponsoring organizations, AED, AIR, and EDC, look forward to taking these issues forward with the IATT and other partners in an attempt to further improve education globally and to strengthen education as a key element to addressing the pandemic.

Appendix A – Symposium Program

HIV, AIDS AND EDUCATION SYMPOSIUM TAILORING THE EDUCATION MESSAGE: A DIVERSITY OF SETTINGS AND NEEDS

MAY 14, 2007

- Objectives:**
- Provide more breadth and depth for designing education programs with regard to two selected issues in HIV and AIDS: (a) in fragile states and areas, and (b) masculinity as a key component of gender-responsive strategies; and
 - Provide an opportunity for IATT members to learn more about the U.S. President’s Emergency Plan for AIDS Relief (PEPFAR) and the Africa Education Initiative (AEI).

Meet and Greet

8:45-9:15am

Morning—Session 1..... **9:15-10:00am**

Chair: Ms. Cheryl Vince Whitman, Sr. Vice President, EDC and Director, Health and Human Development Programs

- **Overview**
Welcome and Introduction to the Day – Dr. Mary Joy Pigozzi, Senior Vice President and Director, Education Quality, AED
- **Key Networks and Mechanisms**
The IATT on Education – Dr. Bradford Strickland, Managing Project Specialist, Education and Health, International Development Program, AIR
The US Basic Education Coalition (BEC) – Ms. Carolyn Bartholomew, Executive Director

Break

10:00-10:30am

Morning—Session 2..... **10:30-12:30pm**

Chair: Dr. Hamidou Boukary, Sr. Program Specialist, Association for Development of Education in Africa (ADEA)

- **HIV, AIDS and education in emergencies, conflict, post-conflict and fragile states.**
10:30–11:30am
Basic education is a right, even in situations of crisis. In these circumstances, education must be responsive to HIV and AIDS. The session will look at several relevant aspects of basic education: prevention education including among displaced persons; education for persons living with HIV/AIDS (such as treatment adherence and care programs, supply disruptions, and competition among health needs); and discrimination and stigma in education.

Speakers: Dr. Gebrewold Petros, Liaison Officer UNAIDS, HIV Unit, UNHCR
Ms. Marian Schilperoord, HIV, AIDS Technical Program Officer, UNHCR
Panelists: Ms. Susan Ngongi, Programme Officer, Office of Emergency Programs, UNICEF
Dr. Linda Sussman, Public Health Consultant
Mr. John Williamson, Senior Technical Advisor, Displaced Children and Orphans Fund of USAID

Breakout Groups 11:30-2:30pm

Luncheon Presentations 12:30-2:00pm
Chair: Mr. Frank Beadle de Palomo, Sr. Vice President and Director, Global HIV/AIDS Programs, AED

- **PEPFAR: Insights into Working and Partnering with the Education Sector**
Ms. Michele Moloney-Kitts, Director of Program Services, Office of the Global AIDS Coordinator, US Department of State
- **Africa Education Initiative—Integrating HIV & AIDS Issues into Education Programs**
Dr. Sarah Moten, Chief, Education Division, USAID Bureau of Africa

Afternoon—Session 3 2:00-4:00pm
Chair: Mr. Wouter Van der Schaaf, Coordinator, EFAIDS Program, Education International

- **Masculinity—how male gender roles affect learning and learning spaces and impact on vulnerability to HIV.** 2:00-3:00pm
This session will address the importance of developing healthy gender identities with particular emphasis on issues surrounding masculinity, gender relations, and the importance of involving men and boys in gender-responsive approaches to education.

Speaker: Dr. David Plummer, Commonwealth/UNESCO Regional Professor of Education (HIV Health Promotion), School of Education, University of the West Indies
Panelists: Dr. Chloe O’Gara, Director of Education, Save the Children
Dr. Carla Sutherland, Program Officer, Education & Sexuality, Ford Foundation/Nairobi

Breakout Groups 3:00-4:00pm

Break 4:00-4:30pm

Afternoon—Session 4..... 4:30-5:30pm
Chair: Ms. Kara Mitchell, Education Analyst, Policy Branch, Canadian International Development Agency (CIDA)

- **Lessons for Educators**—A list of practical suggestions from the rapporteurs with regard to how education in specific contexts (i.e., in school, out-of-school target groups, and the social environment surrounding schools) can respond to each of the two main session topics that have been discussed during the day

Appendix B – Participant List

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