TVET Baseline/Situational Study
Towards integrating HIV/AIDS into TVET Curriculum

7th African TVET and FET Conference
27th October 2016
HEAIDS – Background

The Higher Education and Training HIV/AIDS Programme (HEAIDS) is an initiative of the Department of Higher Education and Training that is undertaken by Universities South Africa (USAf), in partnership with SACPO to support public universities and Technical and Vocational Education and Training colleges (TVETs) in responding to the HIV/AIDS pandemic through their core functions of learning and teaching, research and innovation, and community engagement.
Our reach
HEAIDS-FTF HCT and TB/STI screening - early treatment: FTF
Campaign Care & Support: ARV at campus sites

HEAIDS-Alcohol and Drug Prevention Programme

HEAIDS-Women’s Empowerment Programme gender, masculinity, gender based violence, transactional sex

HEAIDS-LGBTI: Lesbian, Gay, Bisexual, Trans Gender, Intersexual

HEAIDS-Men’s Empowerment Programme: Medical Male Circumcision, men's health related issues

HEAIDS-Curriculum development and integration

HEAIDS-Youth Development Campus radio pilot project: compelling programming around HIV/AIDS and related topics
DHET NSF Programme

- HEAIDS awarded NSF Grant in 2014 – R24,8m
- Focuses on teaching and learning space
- Partnership model (DHET, HEAIDS and Curriculum Development and Support Unit)
- Speaks to graduate competency – final outcome
- Articulates key objective of the White paper – responsiveness to the needs of the workplace

Purpose:
To build the capacity of the academic staff (23 HEIs and 50 TVET colleges) to integrate HIV and AIDS in the Curricula = (GRADUATE COMPETENCY)
What did HEAIDS know about TVET colleges

- New environment – since its extended mandate in Dec 2013
- Make inferences from research undertaken and anecdotal information
- Teaching programmes are based on ministerial priorities
- Centrally located and very specific structure
- NC(V) programmes – all 19 have a compulsory LO component
- Unknown - levels of competency in relation to graduates
- Appointed LO Lecturers to teach the subject
- Very little known about the profile of teaching staff, who is teaching what
- Little known about content and material
- Little known about what support would be needed
TVET Baseline study

- Commenced a baseline/situational analysis survey
- Establish where to put the resources

Purpose:
- To better understand current provision of HIV and AIDS education in the TVET Colleges
  - Who was teaching
  - What was being taught – content
  - How was it being taught – pedagogy
  - How did this translate into the competency of students
What current policy says? (Starting with what we have)

- 1999 National Policy on HIV and AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions
  1. Public funds should be made available
  2. HIV and AIDS education should be integrated in the whole curriculum
  3. Educators selected to offer this education should be specifically trained
  4. All educators should be trained to give guidance on HIV and AIDS.
  5. Life-skills and HIV and AIDS education programme must be implemented at all institutions for ALL [learners] and students, educators and other staff members.
  6. ... emphasising the role of drugs, sexual abuse, violence... raising awareness of prejudice and stereotypes around HIV AND AIDS... and cultivating an enabling environment and a culture of non-discrimination towards persons with HIV AND AIDS
What do the new policies say? (Where are we now?)

  - HIV and AIDS is national priority.... Colleges as well as universities have to play a critical educational role...

  - Addresses SA’s health challenges including HIV and AIDS from the perspective of behaviour and lifestyle, advocating informed (educated) decision making as a key mechanism to transforming our nation into a healthy nation and in ensuring positive youth development

  - Stresses the key role of education and training in supporting a transformational agenda

- **DHET Annual Performance Plan (2014-15)**
  - HEAIDS programmes previously in Universities extended to TVET Colleges in line with HEAIDS priorities in its Policy and Strategy Framework
The Study: What did we ask?

- Who teaches HIV and AIDS content?
- Which lecturers? Their qualifications? College capacity building opportunities?
- What is taught? How Much? How is it taught?
- What gaps, if any, are identified in the current curriculum?
- What challenges do lectures experience?
- How can HIV and AIDS education in the colleges be enhanced?
- SSS should be responsible?
- Who did we ask?
  - 25 Colleges across all 9 provinces
  - 104 Students (across all programmes)
  - 55 Life orientation lecturers (NCV)
  - 56 Other lecturers (across NCV, NATED and Occupational programmes)
  - 25 Student Support Managers
  - 24 Deputy Principal: Academic
  - Gender ratios were exactly 50:50
  - 5 key informants form DHET, MERSETA, SABCOHA, SACPO
What did we find?

- Extent of HIV and AIDS education provision in DHET funded programmes?
  - Enrolment on NCV programmes 40%
    - HIV and AIDS as part of compulsory Life Orientation
    - Component of topic: Health and Wellness
    - HIV and AIDS content - only a few notional learning hours per year
    - In addition Primary Health Care programme has small HIV and AIDS component
  - Enrolment on Report 191 /Nated (N1-N6) programmes 60%
    - No HIV and AIDS subject content in programmes

- HIV and AIDS education provision in SETA funded programmes?
  - Data on SETA Occupational programme offerings not quantifiable
  - Unit Standards for HIV and AIDS modules are registered with SAQA but these are elective modules/ courses and it was not possible to obtain data on uptake. However it appears that there is little or no uptake.
Overall findings continued:

- Only 40% of TVET students are exposed to HIV and AIDS related content in the formal curriculum through LO in NCV.
- Explicit HIV and AIDS related curriculum coverage in LO is limited to a few hours per year.
- Lack of sufficient and appropriately trained lecturers - 36% of LO lecturers have relevant qualifications (LO or Psychology).
- In service capacity building limited to 2-5 day workshops.
- Range of topics covered is limited.
- There are no national and/or College level guidelines for implementation of HIV and AIDS education.
- Public funds for HIV and AIDS education are not ring-fenced and majority colleges report no dedicated budget for HIV and AIDS.
Findings: Capacity building

- 18.2% of Life Orientation Lectures had attended capacity building workshop and the key focus of the training was:
  - Listening skills
  - identifying HIV & AIDS problems
  - issues related to gender, sexuality & race

- Moreover 26.8% of other lecturers attended training and key focus were in addition to the above:
  - Emotional issues
Findings: What promotes or inhibits implementation of HIV and AID education? (lecturer’s views)

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<tr>
<th>PROMOTORS</th>
<th>INHIBITORS/BARRIERS</th>
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<tr>
<td>Lecturer’s own skills and training</td>
<td>Lecturer’s lack of relevant qualifications and training</td>
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<td>Lecturer’s own positive attitude</td>
<td>Time in the timetable and curriculum</td>
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<td>Financial and other resources</td>
<td>Student’s “AIDS Fatigue”</td>
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Findings: Strengthening HIV and AIDS education: What college respondent’s said?

The majority support:

– The idea of HIV and AIDS related graduate competences (70% all respondent groups)

– Integration of HIV and AIDS content across the curriculum

  (70% LO and 69.6% of other lecturers)

– The idea that all lecturers should be capacitated to teach HIV and AIDS content (78.2% LO and 69.6% other lecturers)

– The idea of strengthening the HIV and AIDS content in the TVET Curriculum (47.8% Deputy Principal: Academic, 65% LO and 82% other lectures)
Findings: What the key informants said?

- **DHET Acting DDG VCET:**
  - HIV & AIDS content to be offered as a subject within a programmatic offering (compulsory for ALL programmes)

- **DHET Acting Director Curriculum (VCET):**
  - HIV & AIDS introduced as a stand alone compulsory subject in ALL programmes

- **MERSETA Respondent:**
  - HIV & AIDS introduced as a stand alone compulsory subject for occupational programmes

- **SABCOHA (SA Business Coalition for Health & AIDS):**
  - HIV and AIDS an important graduate competency for all young people coming into the workplace (particular focus on gender related issues)
Tracking the shift in thinking about HIV and AIDS education

- Understanding infection and prevention – health based issues
- Care and support for those infected by HIV and AIDS
  - living positively, support for OVC
- HIV and AIDS as a human rights issue
  - Stigma and discrimination, employment and education rights

- The transformative agenda - from the personal to the social and professional
  - Gender – gender roles, patriarchy, gender-based violence, identity
  - Cultural beliefs and values – talking about sex
  - Social issues – education levels, substance abuse
  - Economic issues – income inequality, intergenerational and transactional sex, poverty
  - Negotiating the workplace
What does this mean for the College HIV and AIDS Curriculum?

- HIV and AIDS curriculum content needs to go beyond the biomedical and the personal to include a range of social, cultural and professional developmental issues.
- HIV and AIDS related educational content needs to be much more widely and deeply integrated in the formal curriculum.
- If HIV and AIDS curriculum content is more relevant to student lives it will help to address problem of Student “AIDS fatigue”.

[HEAIDS Logo: Higher Education and Training HIV/AIDS Programme]
What does this mean for College lecturers?

The role of Teacher/Lecturer is key: Importance of Capacity Building

- Lecturers are in a position to entrench & polarise stereotype gender roles OR to tackle gender bias
- A nuanced and critical approach engendered in lecturer training leads to a graduate cohort capable of contributing to the eradication of factors that drive the pandemic
- Lecturers often find it difficult to talk about issues related to sexuality with their students
- Lecturer capacity building need to be tackled both qualitatively AND quantitatively
- If teaching methods are more responsive, this may also help to combat student “AIDS Fatigue”.
Current reality

- **College respondents:** Support strengthening of the curriculum; integration of HIV and AIDS content across curriculum; and delivery by all lecturers
- **Key informants:** Recognise need for specialisation/trained staff and support idea of separate, but compulsory HIV & AIDS module.

Current reality in TVET Colleges

- Too few appropriately qualified lecturers
- Not enough resources
- Not enough time
- Student Aids fatigue
- Curriculum gaps
Recommendations
How do we achieve our vision?

Creating an enabling environment – Overall

DHET: (Role – leadership, support and oversight)
- Review and finalise national HIV & AIDS policy for TVET Colleges (aligned to Social Inclusion Policy Framework)
- Prepare national HIV & AIDS implementation framework & guidelines for TVET Colleges including timetabling / time allocation for provision of HIV and AIDS education.
- DHET Regional officials monitor and support implementation

The Colleges: (Role of AM – implementation, support, management)
- Include HIV & AIDS education objective/s and activities, budget, HR and resource allocation in college annual operational plans
Recommendations

Short Term:
TVET Academic Managers COP

- Launched in March 2014 by HEAIDS and DHET
- Providing learning and teaching resources for ALL Programmes
- DHET/HEAIDS to explore the development of a set of interactive material, incl video presentations problematizing a range of HIV & AIDS related issues – personal, socio-cultural & professional)
- Make use of existing Learner Support System currently being rolled out to Colleges to deliver video presentations & other resources for ALL TVET Programmes (NCV, Nated and SETA/Occupationally directed)

Lecturer capacity building for ALL Programmes

- Establish Communities of Practice – lecturers selected from all programmes
- Interactive/reflective and innovative pedagogy
- Oversee training of selected College LO staff to facilitate student discussion and activities related to material developed
Recommendations

Midterm

HEAIDS/DHET

- To oversee revision and adaption of existing HEAIDS Teacher Training module – *Being a Teacher in the Context of the HIV and AIDS Pandemic* - for in-service professional development of selected lecturers

- Identify and secure the services of training providers (University Education Departments offer short course training/ Other Options?)

Colleges

- Academic Managers and HR oversees professional development of TVET college lectures
Recommendations

Long term

DHET

- Review and revise (expand?) HIV and AIDS Curriculum
- Ensure that HIV and AIDS education is a compulsory part of all TVET programmes (NCV, Nated and Occupationally Directed)
- Commission development of further learning and teaching support materials (LTSM)
- Engage universities in development of specialist HIV & AIDS qualifications for TVET lecturers
Three work streams

**Life orientation** work stream - 19 national certificate vocational (NCV) programmes that already contain a compulsory life orientation module. Baseline study established that there was a lack of standardisation in the practical element of life orientation modules. HEAIDS will support the development of a standardised practical assessment for life orientation
Three work streams

- **Agriculture** work stream pilot - collaboration with the DHET Curriculum Development Support unit, international collaboration McGill University in Canada and the Ethiopian TVET colleges in collaboration with their Department of Foreign Affairs, Trade and Development. Focus mainstreaming of HIV, gender and related issues. Kwa-Zulu Natal.

- **Mining/engineering** work stream pilot - will seek to develop a special module on managing HIV, TB and related matters in the world of work and will be piloted in the NATED 191 programmes – which are currently devoid of HIV content. Chamber of Mines, Department of Mineral Resources, International Labour Organization and other relevant organisations - Technical Guidance developed by these agencies to manage HIV and TB in the mining environments. GP, NC, Limpopo
Emerging thinking

In conclusion – emerging arguments:

- Curriculum requires transformation

- Curriculum key to shaping future graduates – issues graduate competencies and citizenship cannot be ignore

- Teaching and learning staff – key role moulding future leaders

- Lecturer support and capacity development is key – HEAIDS has initiated this process and look forward to sharing our results
THANK YOU

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