



Inter-Agency Task Team on Education and School Health

## Symposium Report 2017

***Lessons from implementing HIV and school health initiatives:  
exploring gaps and opportunities for gender-responsive programming  
in education***

Lusaka, Zambia  
10 -11 May 2017

**Annex I – Symposium Concept Note**

**Annex II – Symposium Agenda**

**Annex III - Programme descriptions for field visits**

**Annex IV – List of participants**

## Introduction

On 10 and 11 May 2017, the UNAIDS Inter-Agency Task Team (IATT) on Education and School Health, together with UNESCO as IATT secretariat, hosted a symposium entitled, **Lessons from implementing HIV and school health initiatives: exploring gaps and opportunities for gender responsive programming in education**, in Lusaka, Zambia.

Through a combination of presentations, field visits and participant interaction, the symposium provided opportunity for discourse on the evidence and lessons of: implementing HIV and health education programmes; strengthening interlinkages between education and health sector responses; and, enhancing gender responsive approaches within these programmatic efforts<sup>1</sup>.

Making the most of the meeting's location, the programmes that were showcased had a particular focus on Africa. More than 90 participants attended the symposium, many of whom were from Zambia, while others travelled from Malawi, South Africa, Namibia, Uganda, Zimbabwe and Tanzania, as well as Europe and North America, to attend the one and a half day meeting.

The symposium's participants included representatives from IATT member agencies at global headquarters, regional and national levels as well as representatives of their local implementing partners; representatives of bilateral and multilateral development organizations; and, practitioners and researchers from the fields of education and health. See Annex IV of this report for the list of the symposium's participants.

The symposium's programme was comprised of presentations followed by moderated group and plenary discussions that were organized into five sessions. These were complemented by concurrent field visits to facilitate direct interaction with programme implementers on-site, and a 'Gallery Walk' interactive showcase of a range of partners' programmes and tools.

**All of the symposium's presentations may be accessed via the following Dropbox link:**  
[https://www.dropbox.com/sh/zrwufu067wv9z8a/AACdypcN5\\_wGbDYfymtDd\\_Lka?dl=0](https://www.dropbox.com/sh/zrwufu067wv9z8a/AACdypcN5_wGbDYfymtDd_Lka?dl=0)

The symposium's programme was designed with the following objectives in mind:

- To explore the experiences and lessons learned from implementing HIV and health education programmes, particularly in Africa, and specifically exploring case examples in the host country of Zambia;
- To critically reflect on the gaps and opportunities in gender responsive programmes as part of these HIV and health education initiatives;
- To examine the entry points for applying the lessons, tools and promising practice of gender responsive programming in HIV and health education.

The Symposium was held at the Intercontinental Hotel, Lusaka, which was also the venue for an internal IATT members' meeting that followed the Symposium.

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<sup>1</sup> See Annexes for Concept Note and Agenda

## Summary of the Symposium

### Day I

#### Session I. Welcome Remarks and Opening

Greetings:

*Medhin Tsehain, Representative, UNAIDS Country Office, Zambia*

*Janet Rogan, UN Resident Coordinator, Zambia*

Greetings and objectives of the Symposium from the IATT Steering Committee:

*Margherita Licata, Technical Specialist, International Labour Organization (ILO); Chairperson of the UNAIDS IATT on Education and School Health*

*Cultural item*

Munali boys and girls secondary school

Featured presentation:

#### **The Gender Responsive school**

*Justine Sass, Chief, Section of Education for Inclusion and Gender Equality, UNESCO Paris*

Ms Sass outlined the critical elements of a gender responsive school, highlighting the varied needs of boys and girls, and the policies, curriculum, teaching approaches and environment required to ensure a quality education.

#### Session II. Making the case for gender responsive education systems: what does the evidence say?

Moderator: Justine Sass- Chief, Section of Education for Inclusion and Gender Equality, UNESCO, Paris

Overview: This panel featured programmatic examples of what we have learned about gender responsive education in practice and its relationship with learner health and wellbeing.

Programmatic examples were drawn from the implementation level, such as the school, or the education systems level, that is, across policy, planning, teacher preparation and school monitoring.

Presentations:

#### **Lessons and findings from implementing the Good Schools Approach in Uganda**

*Hassan Muluusi, Program Officer -Violence Against Children, Raising Voices, Uganda*

Mr Muluusi's presentation highlighted how taking a gendered approach to what happens in schools can be a deliberate, structured and manageable education process that demonstrates positive and healthy changes in school climate, interpersonal relationships, individual behaviours, and the educational experience of everyone in the education setting.

***Making the ‘whole girl’ the centre of empowerment programmes, the lessons of AMAA (Give Girls a Chance to Learn), Malawi***

*Cassie Biggs, Chief of Party, Education, Save the Children, Malawi*

Ms Biggs' presentation highlighted the need for a girl-centred approach that looks at the structural barriers to gender equality in education (eg accessibility, socio-economic issues).

***The impact of teaching girls negotiation skills in Zambia***

*Dylan Ramshaw, Country Director, Innovation for Poverty Action, Zambia*

Mr Ramshaw presented emerging evidence of how teaching girls the interpersonal skills needed to negotiate health and educational decisions with authority figures in their lives, impacts their outcomes in both these domains.

***Gender transformative education: masculinities and gender equality***

*Itumeleng Komanyane, Manager – International Programmes and Networks, Sonke Gender Justice, South Africa*

Ms Komanyane's presentation on Sonke's Girls Achieving Power programme highlighted a gender-specific approach to promoting gender equality through and in education, by working with young men and boys on understanding and expressing their masculinity.

**Session III. HIV and Health Education I: Lessons from scaling up sexuality education**

Moderator: John Gillies, Director of Global Learning, FHI 360, Washington

Overview: The panel examined the lessons of implementing national comprehensive sexuality education (CSE) programmes and taking these to scale, with focus on how the education sector and its key partners have worked to both understand and overcome the bottlenecks to implementation and position CSE as an essential requirement of the education of all learners.

Presentations:

***Monitoring political frameworks for advancing adolescent reproductive health and sexuality education: The ESA Ministerial Commitment, 2-year progress***

*Patricia Machawira, Regional HIV and Health Education Advisor for Eastern and Southern Africa, UNESCO*

Ms Machawira shared the findings of the progress report on the Eastern and Southern Africa (ESA) Ministerial commitment, noting the lessons of multi-stakeholder engagement for young people's sexual health and wellbeing, and what ministries of education have learned in trying to achieve the targets on CSE.

***Partnerships for CSE implementation: a youth perspective***

*Harriet Mwiinga, Country Director, Restless Development, Zambia*

Ms Mwiinga shared the experiences of Restless Development's collaboration with the Ministry of Education on CSE implementation in Zambia, focusing on the experiences of NGO-education sector partnership that also enables youth advocacy and leadership on CSE.

### ***Operational experiences in supporting CSE***

*Naomi Mnthali, Technical Director, Education Development Center, South Africa*

Ms Mnthali reflected on the lessons of CSE implementation based on EDC's support to national ministries of education, examining the practical challenges, real successes and unplanned benefits of delivering CSE at scale. In addition to teacher training, mentoring and coaching support are vital to maintain quality and enthusiasm. Creating safe schools should be a first priority when implementing CSE to ensure that violence, bullying, gender discrimination, stigma etc are not barriers or contradictory to the learning environment required for the sensitive issues addressed in CSE.

### ***Combination approaches and health-education linkages through DREAMS***

*Mathata Madibane, Education Advisor/Prevention Specialist, USAID South Africa*

Ms Madibane examined the promises and pitfalls of multi-component initiatives, the relative position and impact of CSE within the DREAMS framework and the facilitating role of DREAMS in strengthening partnerships between the education and health sectors to improve young people's access to both CSE and SRH services.

## **Session IV. HIV and Health Education II: Lessons from implementing school health programmes**

Moderator: *Seung Lee, Senior Director – School Health and Nutrition, Save the Children USA*

Overview: This panel examined the lessons of implementing diverse school health and health education initiatives with focus on the role and experience of the education sector in ensuring the quality delivery of these efforts as an integral part of their education mandate.

Presentations:

### ***National experience of education sector responses to early and unintended pregnancy, Namibia***

*Catherine Mans Viljoen, Chief Education Officer, Diagnostic and Advisory Services, Ministry of Education, Art and Culture, Namibia*

Ms Mans Viljoen highlighted the role of education sector leadership and action in ensuring that pregnant and parenting students do not have their education interrupted, and how they are supported to continue their learning, noting what the Ministry has learned in the process of implementing its efforts.

### ***Lessons from strengthening menstrual hygiene management***

*Bridget Kakuwa, Partnerships and Communications Advisor, FHI360, Zambia*

Ms Kakuwa highlighted the lessons learned in delivering menstrual health programmes in partnership with the education sector and how schools and their partners innovate to ensure that menstruation is not a barrier to girl's education

***Integrating the health and wellbeing needs of children orphaned or made vulnerable by HIV in education***

*Renuka Pillay, East Africa Regional Representative, Creative Associates, Tanzania*

Ms Pillay examined the opportunities being used by schools to mainstream the needs of especially vulnerable learners in core education processes such as literacy, and through day to day school management, and what this process of integration has taught us.

***Teacher capacity building for addressing school-related gender-based violence (SRGBV)***

*Nora Fyles, Head of Secretariat, United Nations Girls' Education Initiative (UNGEI)- by skype*

Ms Fyles presented on the role of teachers as agents of change in preventing and responding to SRGBV and in promoting a safe and welcoming school environment for all learners

## **Session V. Conversation**

***From promise to practice: stakeholders from the education sector in Zambia discuss young people's access to CSE and SRH services***

Moderator: *Patricia Machawira, Regional HIV and Health Education Advisor for Eastern and Southern Africa, UNESCO*

### Participants

1. Mrs Esvah Chizambe-Assistant Director- Teacher Education & Specialised Services (
2. Mr James Chilufya-Chief / Assistant Director-Curriculum Development Centre
3. Mr Emade Sakala-Headteacher-Kabulonga Primary School
4. Dr Michael Chilala-Director-Examinations Council of Zambia
5. Mrs Chipso Chisango-Class Teacher-Twalumba School
6. Hon Princess Kasune-Parent

This conversation gave the opportunity to dive deeply into the experiences of one country – Zambia – and the various stakeholders engaged in supporting the strengthening of sexuality education.

## Day II

### Session I. Field Visits

Symposium participants spent the morning visiting their choice of 5 programme partners, taking the opportunity to dialogue with the programme providers and each other on such areas as: the potential of the intervention to be gender responsive; how linkages between programme components were addressed to meet the needs of young people, or with other programmes and services not covered by the programme; and, the innovations developed and/or challenges experienced during implementation.

The 5 programme partners visited were: Africa Directions; Kabulonga School; Nyumba Yanga Secondary School; Lifeline/Childline Zambia; and, SAFAIDS.

(See Annex III of this report for descriptions of the partner's programmes visited.)

### Session III. Emerging opportunities in education and school health: a Gallery Walk

Presenters displayed materials and gave brief presentations to small groups of participants, leading to dialogue and discussion around the programmes presented. The themes and presenters are outlined below.

(i) How the health and education sectors come together to meet the needs of the young person: experiences of implementing the "Join-In Circuit on AIDS, Love, and Sexuality" (JIC) in Zambia

*Huzeifa Bodal, Head, German Bilateral Health Programme, GIZ, Zambia; Mubita Simonda, Behaviour Change Specialist, Afya Mzuri, Zambia; Muzalubi Mupotola, Afya Mzuri, Zambia*

(ii) UNFPA Comprehensive Sexuality Education manual for Out-of-School Young People. *Maria Bakaroudis, Comprehensive Sexuality Education Specialist, UNFPA East and Southern Africa*

(iii) Young people lead on SRH. *Vincent Simangolwa, Assistant Programme Coordinator, Restless Development/ the PACT, Zambia*

(iv) Engaging communities in CSE. *Lois Chingandu, Executive Director, SAFAIDS, Zimbabwe*

(v) Providing VMMC services through collaboration with school authorities in Zambia. *Gabriel Kibombwe, Senior Technical Officer-Male Circumcision and Private Sector, FHI360, Zambia*

(vi) Time to Learn: Experiences of implementing a comprehensive scholarship program for OVC in Zambia. *Stefan McLetchie, Chief of Party, Zambia Time to Learn project, EDC, Zambia*

(vii) Update of the UN International Technical Guidance on Sexuality Education. *Joanna Herat, Programme Specialist, Section of Health and Education, UNESCO Paris*

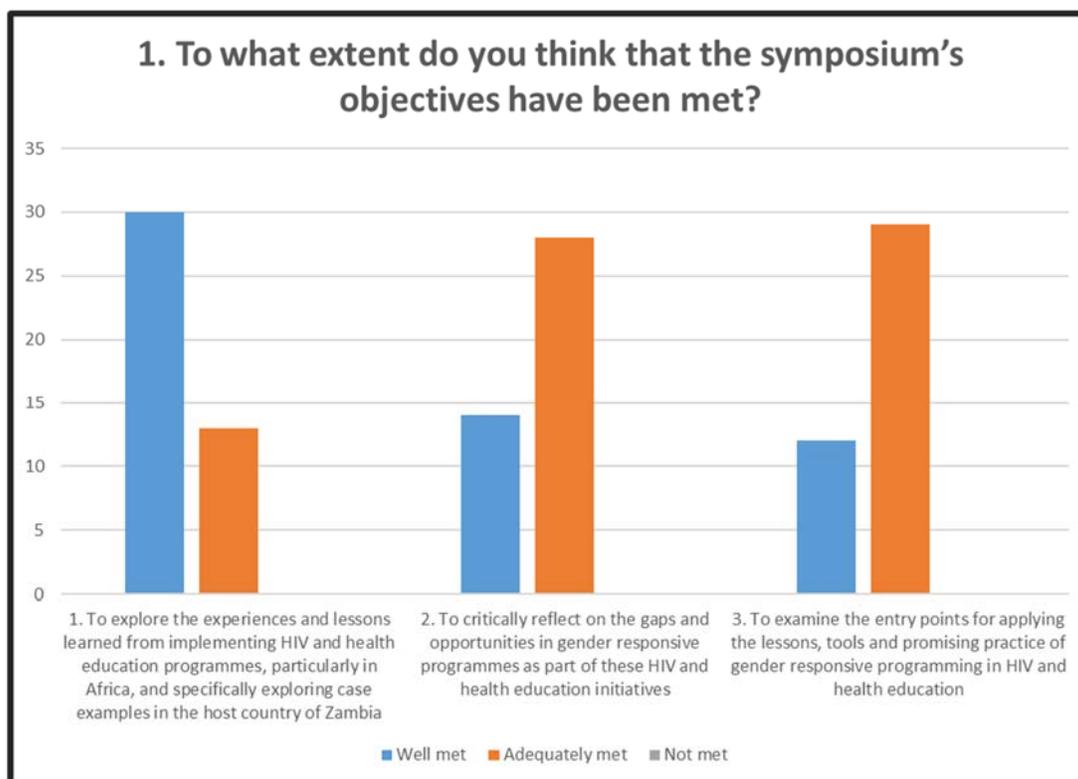
**The Symposium was concluded by Margherita Licata, Technical Specialist, ILO, Chairperson, IATT Steering Committee**

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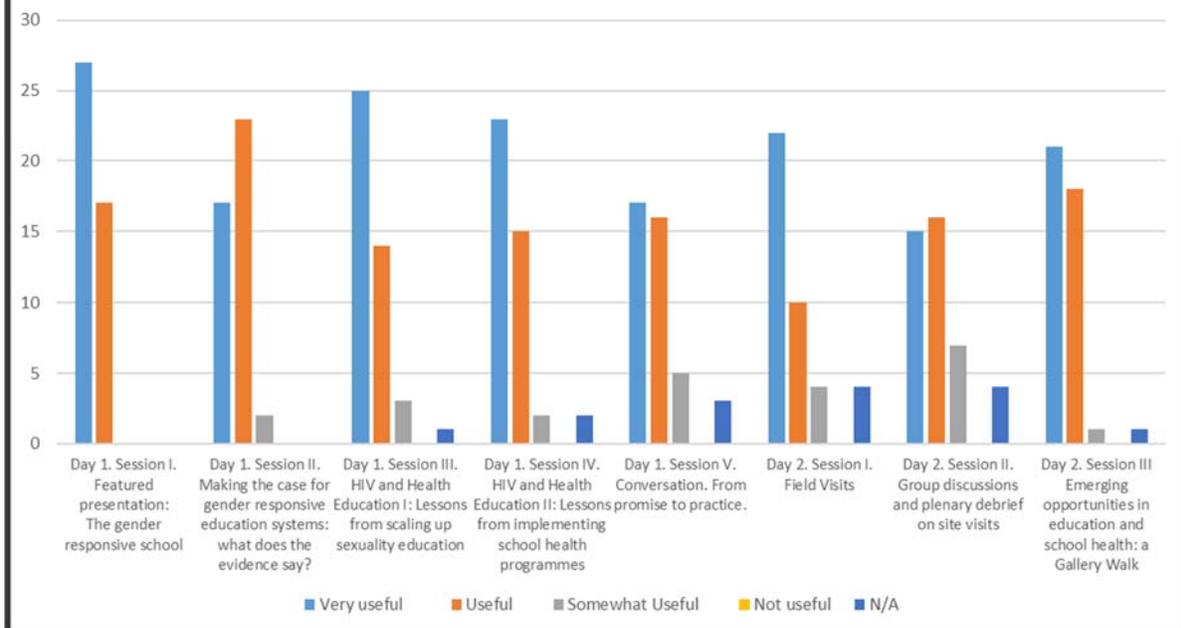
## Summary of Symposium evaluation by participants

At the end of the symposium, participants were requested to complete and return feedback forms that had been provided. Of the ninety-three registered participants, forty-one completed the feedback form. Participants were asked to evaluate, along a scale, their opinion on two questions: to what extent they thought that the symposium's objectives had been met; and, to what extent did they find the content and the activities of the symposium useful for their work. Participants were also asked to provide their overall reflections and recommendations to the IATT on future actions. The majority of the respondents (73 percent) felt that the objective of the symposium had been 'well-met'. Among the agenda's sessions, all sessions were primarily considered 'very useful' or 'useful', with the featured presentation on, 'The gender responsive school' being the most well-received of the symposium. In their overall assessment of the symposium, respondents critiqued that there was not enough time available for discussion and encouraged the organizers to plan fewer presentations and activities and enable more time in the agenda for participants to reflect and discuss. The future actions recommended for the IATT to carry out included to: continue to broaden the disciplines participating in IATT; facilitate more diverse country perspectives at the symposium; and, further explore linkages and referrals for young people's health and wellbeing, as well as continued engagement on gender issues.

Participants' responses are summarized in the following charts.



## 2. To what extent did you find the content and activities of the symposium useful for your work?



## Annex I: Symposium Concept Note

### Concept Note

#### UNAIDS Inter-Agency Task Team on Education and School Health

#### Symposium and Member's Meeting 2017

**Theme: *Lessons from implementing HIV and school health initiatives: exploring gaps and opportunities for gender-responsive programming in education***

### Background and Rationale

The 2016 Global Education Monitoring Report (GEMR), in examining the central role of education in the realization of all Sustainable Development Goals (SDGs), and the development of individual knowledge and skills to promote sustainable development and global citizenship, underscores the interrelated nature of sexual and reproductive health, gender equality and human rights. The report notes that 'comprehensive sexuality education' is one of the most pressing and universal priorities for the health, well-being and development of young people. Recent evidence indicates that such education not only plays an important role in preventing negative sexual and reproductive health outcomes, but also offers a platform to discuss gender issues and human rights, and promote respectful, non-violent relationships'.<sup>i</sup> Indeed, a 2015 Population Council study found that sexuality and HIV education programs that address gender and power in intimate relationships are five times more likely to be effective in reducing STIs and/or unintended pregnancy than programmes that do not.<sup>ii</sup> Recent implementation experiences furthermore provide increasing evidence that institutionalization of comprehensive sexuality education, and the strengthening of linkages between education and sexual and reproductive health (SRHR) health facilities play a key role in sustainable SRHR outcomes.

A 2015 review of the status of comprehensive sexuality education (CSE) across 48 countries, published by UNESCO in partnership with UNFPA and UNAIDS, found that almost 80 per cent of the countries included in the assessment have policies or strategies that support CSE, but despite this increased political will, a significant gap remained between the numerous global and regional policies in place and the actual implementation on the ground. Implementation challenges cited include the adequacy of teacher training and capacity, nature and extent of parent and community engagement, along with operational issues of delivery such as the position of CSE in national curricula. The same review found that issues of gender and rights are almost consistently absent or inadequately covered through current curricula across all regions of the globe.<sup>iii</sup> In West and Central Africa, where the Sexually Education Review and assessment (SERAT) tool was used to assess 10 out of 13 national sexuality education programmes, fewer than half of the curricula met global standards for required content across all age groups, with gender and social norms identified as the weakest areas.<sup>2</sup>

Beyond sexuality education, the opportunities for learners to engage on gender transformative education content in schools has also been lacking. The GEMR 2016 report revealed that, in a review of over 110 national curriculum framework documents for primary and secondary education in 78 countries for 2005–2015, the concept of gender equality is poorly reflected: less than 15% of the countries integrate key terms such as gender empowerment, gender parity or

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<sup>2</sup> Developed by UNESCO in 2012, the Sexuality Education Review and Assessment Tool (SERAT), provides a framework for assessing the scope, content and delivery of sexuality education both in, and out of school.

gender-sensitive, while half mention gender equality.

Highlighting the relationship between education and young people's health and well-being, forms part of the mandate of UNAIDS Inter-Agency Task Team (IATT) on Education and School Health. Created in 2002, the UNAIDS IATT on Education and School Health<sup>3</sup> maintains that education is part of the foundation for successful HIV programmes, as individuals need the requisite knowledge, attitudes, values and skills to adopt healthy behaviours to protect themselves and others from HIV infection, and to act against discrimination.

The evolution of HIV education in response to the shifting landscape of the epidemic has meant that HIV education is being increasingly situated within a broad skills-based health education approach, that is contextually and age-appropriate and gender sensitive, and that addresses CSE, gender-based violence, sexual and reproductive health, stigma and discrimination, and substance use, among other issues that affect HIV risk and promote the healthy development of learners. Taking into consideration this shifting landscape, the IATT is in the process of updating its strategic approach and objectives on HIV education, in recognition of the emerging strategies and opportunities for enhancing education sector responses to broader issues affecting the health and well-being of young people. This update will also enable the IATT to align its efforts to the SDG framework, specifically to SDG 3 on health and well-being, as well as other relevant SDG goals, including Goal 4: quality education; Goal 5: gender equality; and Goal 10 on reducing inequalities.

### **IATT members' meeting and symposium**

As part of its practice, the IATT aims to convene approximately one meeting per year rotating locations among host members. The IATT members volunteer to take turns to host the IATT meetings and symposia, so as to facilitate the engagement, ownership and participation of the IATT members in the meetings to address a wide range of issues from multiple perspectives. Each meeting includes a symposium of approximately one day on a theme of interest to both the host and the other IATT members and critical to advancing the goal and mandate of the IATT. This is coupled with an internal member's meeting where member activities and joint action points are discussed to ensure continued dialogue for better coordination, alignment and harmonization among the members of the IATT.

In light of the foregoing, the thematic focus of the 2017 IATT Symposium is '**Lessons from implementing HIV and school health initiatives: exploring gaps and opportunities for gender responsive programming<sup>4</sup> in education**'. The exploration of this theme will build on the last two symposia of the IATT: *Good Quality Education for Adolescent Girls for an AIDS-Free Future* (Washington DC, 2015); *The Role of Schools and the Education Sector in Sexual Violence Prevention* (Cape Town, 2014). The symposium will also present an opportunity for discourse on the evidence and lessons of implementing HIV and health education programmes; efforts towards strengthening interlinkages between education and health sector responses (multisectoral approaches); and, the positioning of approaches that are gender responsive

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<sup>3</sup> The IATT on Education and School Health was formerly known as the IATT on HIV and Education. Its name and mandate was changed in 2015 to reflect evolving education responses to the HIV epidemic.

<sup>4</sup> The World Health Organization (WHO) defines a gender-responsive policy or programme as one that 'considers gender norms, roles and inequality with measures taken to actively reduce their harmful effects'. It has developed a gender responsive assessment scale (GRAS) in which gender responsiveness can be assessed along a continuum. The WHO GRAS includes five levels: gender unequal; gender blind; gender sensitive; gender specific and, gender transformative – but only the last three of the continuum are considered desirable (WHO. 2011. Gender mainstreaming for health managers: a practical approach. Geneva: WHO).

within these efforts - all towards the achievement of SDG goals and targets. Examples of programmes and their implementation lessons will have a particular, although not exclusive focus on Africa.

As in previous years, the IATT annual symposium will be twinned with an internal member's meeting to facilitate member updates, stocktaking and planning, along with the discussion of management, communication and financial matters of the IATT.

### **Symposium Objectives**

- To explore the experiences and lessons learned from implementing HIV and health education programmes, particularly in Africa, and specifically exploring case examples in the host country of Zambia;
- To critically reflect on the gaps and opportunities in gender responsive programmes as part of these HIV and health education initiatives;
- To examine the entry points for applying the lessons, tools and promising practice of gender responsive programming in HIV and health education.

### **Location and Duration**

- IATT Symposium on 10 - 11 May (midday), 2017
- IATT Member's meeting 11 - 12 May, 2017

All meetings will be held in Lusaka, Zambia. Specific location and venue to be confirmed.

### **Participants**

Between 70 and 100 participants are expected to attend the symposium which is open to more than the IATT members. As with previous symposia, the profile of participants will include IATT members, representatives of bilateral and multilateral development organizations, practitioners and researchers from the fields of education – particularly from Ministries of Education and Teacher's Associations, health, and gender, and substantively, representatives of national/regional programme implementing partners of IATT agencies based in the host country and those neighbouring.

### **Outcomes**

- Strengthened knowledge among participants on the successes and bottlenecks of implementing HIV and health education programmes, particularly in Africa
- Strengthened knowledge among participants on the evidence and promising practice of gender responsive HIV and health programmes, based on implementation in the African region
- Needs and priorities identified for supporting governments to incorporate gender responsive approaches into CSE and other prevention programming
- Increased awareness of opportunities and entry-points at national and regional levels to apply gender responsive tools and approaches to existing or future interventions on HIV and health education

## Draft Agenda

The meeting will be a combination of presentations, plenary discussion and facilitated group work to ensure maximum participation and inputs from all stakeholders.

Wednesday 10 May	Thursday 11 May	Friday 12 May
<b>IATT Symposium Day (Day 1)</b>	<b>IATT Symposium Day (Day 2)</b>	<b><i>IATT Members Meeting</i></b>
Welcome and Introduction	Field visit to dialogue with practitioners on implementation experiences	Panel discussions on the development and partnership landscape in HIV and health education
Making the case for gender responsive education: what does the evidence say?	Group discussions and feedback on site visit	Review of Symposium: specific outputs and next steps
HIV and health education: Evidence and lessons from implementing programmes, highlighting gender responsive approaches  <i>Panel discussions</i>	<i>On the horizon: emerging opportunities for gender responsive programming in education and school health</i>  <b>Lunch &amp; End of Symposium</b>	Steering Committee and Secretariat update: discussion of functional and operational issues  <b>Lunch &amp; End of Member's Meeting</b>
	<b>IATT Member's meeting</b>  Introduction & Members' updates	
Moderated conversation: the experience of Zambia from different perspectives	Recent policy and programmatic developments	

<sup>i</sup> UNESCO. 2016. Global Education Monitoring Report 2016. Education for people and planet: Creating sustainable futures for all. Paris, UNESCO. (op. it.)

<sup>ii</sup> Haberland, N.A. 2015. The case for addressing gender and power in sexuality and HIV education: A comprehensive review of evaluation studies. *International Perspectives on Sexual and Reproductive Health*, Vol. 41, No. 1, pp. 31–42.

<sup>iii</sup> UNESCO. UNFPA. UNAIDS. 2015. Emerging evidence, lessons and practice in comprehensive sexuality education. A global review. Paris: UNESCO.

## Annex II: Symposium Agenda

Time	Day 1 – Symposium Wednesday 10 May
8:30 - 9:00	Registration & Coffee
9:00 - 9:40  Symposium Moderator: <i>Joanna Herat, Programme Specialist, Section of Health and Education, UNESCO Paris</i>	<p><b><i>I. Welcome Remarks and Opening</i></b></p> <p>Singing of the National Anthem  <i>Kamulanga Secondary School</i></p> <p>Greetings:            Medhin Tsehain, Representative, UNAIDS Country Office, Zambia            Janet Rogan, UN Resident Coordinator, Zambia</p> <p>Greetings and objectives of the Symposium from the IATT Steering Committee:  <i>Margherita Licata, Technical Specialist, International Labour Organization (ILO); Chairperson of the UNAIDS IATT on Education and School Health</i></p> <p><i>Cultural item</i>            Munali boys and girls secondary school</p> <p><i>Featured presentation:</i>            The Gender Responsive school  <i>Justine Sass, Chief, Section of Education for Inclusion and Gender Equality, UNESCO Paris</i></p>
9:40 - 11:10  Moderator: <i>Justine Sass, Chief, Section of Education for Inclusion and Gender Equality, UNESCO Paris</i>	<p><b><i>II. Making the case for gender responsive education systems: what does the evidence say?</i></b></p> <p>Lessons and findings from implementing the Good Schools Approach in Uganda  <i>Hassan Muluusi, Program Officer -Violence Against Children, Raising Voices, Uganda</i></p> <p>Making the ‘whole girl’ the centre of empowerment programmes, the lessons of AMAA (Give Girls a Chance to Learn), Malawi  <i>Cassie Biggs, Chief of Party, Education, Save the Children, Malawi</i></p> <p>The impact of teaching girls negotiation skills in Zambia  <i>Dylan Ramshaw, Country Director, Innovation for Poverty Action, Zambia</i></p> <p>Gender transformative education: masculinities and gender equality  <i>Itumeleng Komanyane, Manager – International Programmes and Networks, Sonke Gender Justice, South Africa</i></p> <p>Table discussion and plenary feedback</p>
11:10 - 11:40	<i>Tea Break. Participants are invited to sign up for their choice of the next day’s field visits.</i>
11:40 - 13:00	<b><i>III. HIV and Health Education I: Lessons from scaling up sexuality education</i></b>

<p>Moderator: <i>John Gillies,</i> <i>Director of</i> <i>Global Learning,</i> <i>FHI 360,</i> <i>Washington</i></p>	<p>Monitoring political frameworks for advancing adolescent reproductive health and sexuality education: The ESA Ministerial Commitment, 2-year progress <i>Patricia Machawira, Regional HIV and Health Education Advisor for Eastern and Southern Africa, UNESCO</i></p> <p>Partnerships for CSE implementation: a youth perspective <i>Harriet Mwiinga, Country Director, Restless Development, Zambia</i></p> <p>Operational experiences in supporting CSE <i>Naomi Mnthali, Technical Director, Education Development Center, South Africa</i></p> <p>Combination approaches and health-education linkages through DREAMS <i>Mathata Madibane, Education Advisor/Prevention Specialist, USAID South Africa</i></p> <p>Table discussion and plenary feedback</p>
<p>13:00 - 14:00</p>	<p>Lunch</p>
<p>14:00 - 15:20</p> <p>Moderator: <i>Seung Lee,</i> <i>Senior Director</i> <i>– School Health</i> <i>and Nutrition,</i> <i>Save the</i> <i>Children USA</i></p>	<p><b>IV. HIV and Health Education II: Lessons from implementing school health programmes</b></p> <p>National experience of education sector responses to early and unintended pregnancy, Namibia <i>Catherine Mans Viljoen, Chief Education Officer, Diagnostic and Advisory Services, Ministry of Education, Art and Culture, Namibia</i></p> <p>Lessons from strengthening menstrual hygiene management <i>Bridget Kakuwa, Partnerships and Communications Advisor, FHI360, Zambia</i></p> <p>Integrating the health and wellbeing needs of children orphaned or made vulnerable by HIV in education <i>Renuka Pillay, East Africa Regional Representative, Creative Associates, Tanzania</i></p> <p>Teacher capacity building for addressing school-related gender-based violence (SRGBV) <i>Nora Fyles, Head of Secretariat, United Nations Girls' Education Initiative (UNGEI)- by skype</i></p> <p>Table discussion and plenary feedback</p>
<p>15:20 - 15:40</p>	<p>Tea Break</p>
<p>15:40 - 17:10</p> <p>Moderator: <i>Patricia</i> <i>Machawira,</i> <i>Regional HIV</i> <i>and Health</i> <i>Education</i> <i>Advisor for</i> <i>Eastern and</i> <i>Southern Africa,</i> <i>UNESCO</i></p>	<p><b>V. Conversation</b></p> <p><b><i>From promise to practice: stakeholders from the education sector in Zambia discuss young people's access to CSE and SRH services</i></b></p> <p>Participants</p> <ol style="list-style-type: none"> <li>1. Mrs Esvah Chizambe-Assistant Director- Teacher Education &amp; Specialised Services (TESS)</li> <li>2. Mr James Chilufya-Chief / Assistant Director-Curriculum Development Centre</li> <li>3. Mr Emade Sakala-Headteacher-Kabulonga Primary School</li> <li>4. Dr Michael Chilala-Director-Examinations Council of Zambia</li> <li>5. Mrs Chipso Chisango-Class Teacher-Twalumba School</li> <li>6. Hon Princess Kasune-Parent</li> </ol>

17:10 - 17: 30	Check in and check out Plenary overview and wrap up
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Time	Day 2 – Symposium (cont’d) Thursday 11 May
8:15 - 11.30 Moderator: <i>Ronnie Lovich,</i> <i>Technical</i> <i>Director –</i> <i>Health,</i> <i>Education</i> <i>Development</i> <i>Center, USA</i>	<p><b>I. Field Visit</b> Convene at 8:15 at meeting venue for group departure to sites for field visits. Departure at 8:30 <i>Options from among:</i></p> <p>Africa Directions Kabulonga School Nyumba Yanga Secondary School Lifeline/Childline Zambia SAFAIDS</p> <p><b>II. Group discussions and plenary debrief to collate feedback on site visits (30 mins)</b></p>
11:30 - 12:50 Moderator: <i>Remmy</i> <i>Mukonka,</i> <i>Program</i> <i>Officer –In</i> <i>school</i> <i>Implementation</i> <i>&amp; M&amp;E,</i> <i>UNESCO,</i> <i>Zambia</i>	<p><b>III. Emerging opportunities in education and school health</b> <b>A Gallery Walk</b></p> <p>(i) How the health and education sectors come together to meet the needs of the young person: experiences of implementing the “Join-In Circuit on AIDS, Love, and Sexuality” (JIC) in Zambia <i>Huzeifa Bodal, Head, German Bilateral Health Programme, GIZ, Zambia; Mubita Simonda, Behaviour Change Specialist, Afya Mzuri, Zambia; Muzalubi Mupotola, Afya Mzuri, Zambia</i></p> <p>(ii) UNFPA Comprehensive Sexuality Education manual for Out-of-School Young People <i>Maria Bakaroudis, Comprehensive Sexuality Education Specialist, UNFPA East and Southern Africa</i></p> <p>(iii) Young people lead on SRH <i>Vincent Simangolwa, Assistant Programme Coordinator, Restless Development/ the PACT, Zambia</i></p> <p>(iv) Engaging communities in CSE <i>Lois Chingandu, Executive Director, SAFAIDS, Zimbabwe</i></p> <p>(v) Providing VMMC services through collaboration with school authorities in Zambia <i>Gabriel Kibombwe, Senior Technical Officer-Male Circumcision and Private Sector, FHI360, Zambia</i></p> <p>(vi) Time to Learn: Experiences of implementing a comprehensive scholarship program for OVC in Zambia <i>Stefan McLetchie, Chief of Party, Zambia Time to Learn project, EDC, Zambia</i></p> <p>(vii) Update of the UN International Technical Guidance on Sexuality Education <i>Joanna Herat, Programme Specialist, Section of Health and Education, UNESCO Paris</i></p>

12:50 - 13:00	<p><b>IV. Concluding remarks and Closure of Symposium</b></p> <p>Margherita Licata, Technical Specialist, ILO, Chairperson, IATT Steering Committee</p> <p><i>Participants complete and submit their feedback forms</i></p>
13:00 - 14:00	<b>Lunch and departure for non-participants of Members' meeting</b>
<b>Time</b>	<b>Day 2 (afternoon) – Members' Meeting Thursday 11 May</b>
14:00 - 15:45	<p><b>IATT Members' Meeting</b></p> <p><b>1. Introduction</b></p> <p>1.1. Welcome remarks and introductions 1.2. Adoption of meeting agenda 1.3. Review of action points from Washington Meeting</p> <p><b>2. Members' Updates</b></p> <p>Brief update from all members on significant or new programme developments</p> <p><i>Presentation</i></p> <p>- Global Early Adolescent Study Venkatraman Chandra-Mouli, Adolescent Sexual and Reproductive Health, WHO <i>by skype</i></p>
15:45 - 16:00	Tea Break
16:00 - 17:15	<p><b>3. Reflections on the Symposium</b></p> <p>3.1. Recap of the symposium and lessons learnt 3.2. Discuss potential IATT Action points emerging from the symposium</p>
17:15 - 17:30	Reflections and adjournment

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## Annex III: Programme descriptions for field visits

### Africa Directions



#### Brief Background

Africa Directions (AD) was conceptualized by four Zambian youths in 2001, as part of the response to the growing HIV epidemic in Mtendere, a high density area in the eastern part of Lusaka. The project was motivated by the increase in HIV incidence amongst youth aged between 15 and 19 years. Recognizing that the motivating factors of HIV incidence amongst the youth was a lack of recreational activities, transactional sex and little or no reproductive health education, AD was established to provide children and youth with information, recreational and sporting facilities and empower them with life skills to prevent new HIV infections.

AD focuses on the dissemination of sexual and reproductive health information using a variety of evidence based communication methodologies, the provision of sexual and reproductive health (SRH) services including Voluntary Counselling and Testing (VCT) and capacity development for children and youth through life skills and entrepreneurship skills training. AD is also renowned for the use of arts (Participatory Theatre for Change), recreational activities and sports as an entry point to engagement with young people on matters of health.

#### Africa Directions – artistic, indigenous, youth led NGO

AD was established by youth who lived in Mtendere and understood the realities and frustrations of youth living in high density areas such as Mtendere and Chilenje on a personal level. AD was initially funded by the Royal Netherlands Embassy at a time when there was little evidence around the ability of youth led organizations to manage their own programmes. This led to the cautious formulation of a partnership with AD. In this respect AD has made the case for the potential of youth led organizations to manage sustainable and effective programmes.

For more information on Africa Directions you can visit [www.africadirections.org](http://www.africadirections.org)

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## **PROGRAM**

- 00:00Hrs** Welcoming remarks including additional information on Africa Directions to be done by Africa Directions Executive Director – Mark Chilongu.
- 00:00Hrs** Question and Answer session with UNESCO visitors
- 00:00Hrs** Tour of centre activities – VCT, Recreation, Girls Club, Peer Educators, etc. – Young person will guide the tour
- 00:00Hrs** Introduction of some of the key stakeholders (Clinic, Schools, and Area Counsellor Etc.) is introduced to the UNESCO visitors.
- 00:00hrs** Questions from UNESCO visitors to AD and stakeholders
- 00:00hrs** Entertainment Africa Directions theatre group

**END**

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**REPUBLIC OF ZAMBIA**

**MINISTRY OF EDUCATION**

**KABULONGA BASIC SCHOOL**

**SCHOOL PROFILE**



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**1. INFRASTRUCTURE**

The school has sixteen (16) permanent classrooms for lessons, one (1) staffroom, one ICT centre, and two (2) special rooms for Home-Economics (HE) and Art. The school has an administration block and 6 blocks of sanitation buildings. The school has its own source of water from the school borehole. The school structures are surrounded by block wall for security. The school is connected to the national suppliers of electricity.

**2. SCHOOL STAFFING**

- a) The school has 50 members of staff of which 40 are female and 10 are males (ratio 4:1)
- b) The school has a shortage of mathematics and science teachers.
- c) The school has eight (8) Support staff, three who are employed by the government of the Republic of Zambia while 4 are employed by the PTA.

**3. PUPIL POPULATION**

Currently the school has a population of **852 boys** and **748 girls** giving a total of **1 600 pupils**. On enrolment figures from 2002 – 2012. Ratio is 1:1 of both boys and girls.

**4. SCHOOL CURRICULUM**

- a) The school has a curriculum that is aimed at promoting the full and well-rounded development of the physical, intellectual, social, affective skills, moral and spiritual qualities of all pupils.
- b) The school has put in place a curriculum that aims to accord each child a chance to develop into a complete person, for his or her own personal fulfilment and the development or good of our country, Zambia.
- c) To achieve this basic education aim, the school offers the following subject

## **What to see at Kabulonga Primary school during the IATT visit**

Kabulonga Primary School is one of the first schools that benefitted from the rollout of CSE programme in Zambia. The head teacher of the school is a CSE materials author and trainer. Several teachers in the school are champions of CSE.

During the visit, there will be a class demonstration to integrate CSE as well as an opportunity to engage with few teachers so that visitors can ask questions. We take note that this visit will be during a school holiday. There is a chance that not many learners will be in the school. However, specific classes has been requested to turn up for the purposes of the visit.

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## Nyumba Yanga Secondary School

Nyumba Yanga Secondary School was opened in 2013 and is owned by Government. The school has 767 girls and 728 boys. The total number of teachers is 51 out of the full establishment of 55.

The School is integrating CSE across all carrier subjects as required by the revised curriculum which contains CSE. The school recently held a breakfast meeting with parents around CSE. The school was recently visited by the Parliamentary Committee on health. The purpose of the Parliamentarians visit was to appreciate the integration of CSE at school level.

During the IATT site visit, there will be a class demonstration to integrate CSE as well as an opportunity to engage with few teachers so that IATT participants can ask questions. Kindly note that this visit will be during a school holiday. There is a chance that not many learners will be in the school. However, specific classes have been requested to turn up for the purposes of the visit.

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## Lifeline/Childline Zambia

Lifeline/Childline Zambia is an organization that conducts telecommunication and outreach services such as counseling, guidance and referrals on various social and health problems that affect Zambian Children through a toll free line 24/7 including SRGBV, CSE and SRH services. Child line Zambia is a toll free telephone counselling and guidance service. This service aims at promoting a child protection and is accessible for both child callers and those calling on behalf of children.

This service was introduced as a response to the child protection and welfare needs of a children living in Zambia and is accessible for in school young people. A team of partners comprising of Ministry of Community Development, Mother and Child Health, Plan Zambia, Save the Children Sweden and UNICEF, who all have child protection and participation programs facilitated the introduction of the Child line in Zambia. UNESCO is currently supporting Child line outreach activities in schools.

### PROGRAM

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|-----------------|---|
| <b>00:00Hrs</b> | Welcoming remarks by ED and explanation about Lifeline/Child line Call Centre and how they addressing SRGBV and complementing the implementation of CSE at school level |
| <b>00:00Hrs</b> | Conducted Tour of the Lifeline/Childline Call Centre  |
| <b>00:00Hrs</b> | Questions from UNESCO visitors to Lifeline/Childline  |

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## **SAfAIDS: Key Services being implemented relating to CSE/SRH**

SAfAIDS implements a number of activities that links information provision on CSE and SRH to Services. SAfAIDS aims to enhance access to integrated SRHR, MCH and HIV information and services for adolescents and young people (10 -19 year) through promotion of comprehensive sexuality education. Key to this approach is use of the skills of the pool of young4real SRHR champions who are have been trained in CSE and are able to assert self-behaviour change, demand SRHR services to meet their needs, and contribute to shaping the SRH policy and environmental plane for themselves and their peers. To this end SAfAIDS implements an intensive and high impact integrated HIV/SRHR/MCH CSE communication campaign at aimed at raising awareness among young people and parents, increasing open and frank dialogue on SRH, HIV and MCH, promote behaviour change and enhance service utilisation of available SRH and MCH information and services among adolescents and young people.

Key activities involve:

- CSE mass media national and community radio programs
- Radio Listening clubs
- Capacity Building of Adolescents, Teachers, Parents and Service providers using the Process Oriented Approach
- School debates and dialogues
- Dialogues between parents, teachers and pupils to enhance open communication
- Referral to SRH services

For the planned visit, SAfAIDS will facilitate a family Friday dialogue between the parents, service providers and adolescents and young people. The purpose will be to enhance communication between young people, parents and service providers on issues of sexuality and uptake of the SRH services. The dialogue will be held in a community at or close to health facilities where participants of the dialogue can also be referred for services.

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## Annex IV: List of Meeting Participants

Mr/Mrs	First Name	Last Name	Organization
Ms	Alice	Saili	UNESCO, Zambia
Ms	Audrey	Mwendapole-Muchemwa	SIDA, Zambia
Ms	Beth	Deutsch	USAID Malawi
Ms	Brenda	Yamba	USAID South Africa
Mr	Brian	Wheeler	Peace Corps Namibia
Ms	Bridget	Kakuwa	FHI 360 Zambia, Zambia
Ms	Cassie	Biggs	Save the children Malawi
Ms	Catherine Beatrice	Mans	MOE, Namibia
	Chilufya	Mwaba-Phiri	ZECHT, Zambia
Ms	Chipo Natasha	Zulu	Embassy of Sweden in Lusaka (SIDA)
Mr	Denis	Okema	Peace Corps Uganda
Mr	Dylan	Ramshaw	Innovation for Poverty Action, Zambia
Ms	Erin	Berghammer	USAID Zambia
Mr	Fred	Nkowe	Save the Children, Zambia
Mr	Gabriel	Kibombwe	FHI 360 Zambia
Mr	Gift	Thakwalakwa	Peace Corps Malawi
Ms	Harriet Yowela	Mwiinga	Restless Development, Zambia
Mr	Hassan Tinkamanyire	Muluusi	Raising Voices, Uganda
Mr	Huzeifa	Bodal	GIZ, Zambia
Ms	Itumeleng	Komanyane	Sonke Gender Justice, South Africa
Mr	John	Gilles	FHI 360 , USA

Mr	Kudakwashe	Dube	UNFPA
Ms	Lois Barbara	Chingandu	SAFAIDS, Zimbabwe
Ms	Maria	Bakaroudis	UNFPA ESARO, South Africa
Ms	Mathata	Madibane	USAID South Africa
Mr	Michael	Welsh	FHI 360, Zambia
Ms	Molisa	Manyando	USAID Namibia
Mr	Mubita	Simonda	Afya Mzuri, Zambia
Mr	Muzalubi	Mupotola	Afya Mzuri, Zambia
Ms	Mwilu	Mumbi	UNESCO, Zambia
Ms	Namakau	Nyambe	FHI 360 Zambia
Ms	Naomi	Mnthali	EDC, South Africa
Mr	Onesimo	Maguwu	USAID Zimbabwe
Ms	Patricia	Machawira	UNESCO
Mr	Remmy	Mukonka	UNESCO
Ms	Renuka	Pillay	Creative Associates, Tanzania
Ms	Ronnie	Lovich	EDC (Education Development Center), USA
Ms	Sabine	Diallo	GIZ South Africa
Ms	Sarah	Illingworth	USAID Zambia (Dreams)
Mr	Stefan	McLetchie	EDC Zambia
Ms	Tara	O'connell	UNICEF Zambia
Mr	Tassew	Zewdie	Creative Associates International Inc.
Mr	Stephen	Chilobwa	Spechi Cons, Zambia
Mr	Mathews	Kalabo	United Nations Youth
Ms	Andrea	Adolph	GIZ, Zambia

Mr	Chrispin	Chomba	SAFAIDS
Mr	Kizito	Chileshe	Sport in Action
Mr	Frank	Mushindu	Sport in Action
Ms	Nampaka	Nkumbula	IPA
Ms	Tamara	Mashebe	Diakonia
Ms	Rose	Zambezi	PACT - ZCHPP
Mr	David	Sombaile	Plan international
Ms	Miriam	Mwiinga	YWCA
Ms	Chongo	Mwila	YWCA
Ms	Charity	Bamda	MOGE
Mr	Amos	Mwale	CRHE
Mr	Simukoko	Crshom?	School Wiwali
Mr	Japhet	Chulu	AD
Mr	Brian	Kambenja	School Munali
Mr	Julius	Kazembe	School Munali
Mr	Munyongo	Lumba	UNICEF/MOGE
Mr	Nathan	Tempo	G12
Mr	David	Mvula	Common Grounds Network
Ms	Estella	Witola	Libala Sec
Ms	Anne	Anamela	Irish Aid
Mr	Cassius	Chanda	Matero Gris
Ms	Susan	Musonda	Ministry of Education Zambia
	Exilda	Gondwe	MODE/CDC
Mr	Samson	Njapau	MOGE/CDC

Mr	Michael	Chilala	SCZ
Mr	Benny	Zulu	Family Health Trust
Ms	Chipo	Chisango	Twalumba Primary School
Ms	Erika	Chambers	Peace Corps
Mr	Moffat	Ng'ombe	Peace Corps
Ms	Besler	Mulente	?
Mr	Emade	Sakala	Kabulong Primary School
Ms	Joan	kawwalf	PPAZ
Ms	Amy	Galigan	Canadian Zambia High Commission
Ms	Annaliese	Limb	USAID Washington
Ms	Janet	Rogan	UNRC Zambia
Ms	Josephine	Musamba	FHI 360 Zambia
Ms	Joy	Masheke Manengu	UNFPA
Ms	Justine	Sass	UNESCO HQs, Paris
Ms	Kimberly	Vo	Peace Corps Namibia
Ms	Krista	Kruft	Save the Children Zambia
Ms	Margherita	Licata	ILO
Ms	Medhin	Tsehaiu	UNAIDS
Ms	Princess	Kasune	Parliament from home
Mr	Sivers	Hamukoma	ZINGO
Mr	Zoonadi	Ngwenya	Saj Zambia
Mr	Chikalamba	?	Zambia Centre for communications program
Mr	Andrew	Mlewa	FHI 360 Zambia
Ms	Eyerusalem	Tesfay	CCELA, Ethiopia

Ms	Ire	Manyando	USAID Namibia (OVC, Care & Support Advisor/ Health)
Ms	Iris	Young	USAID Zambia
Ms	Joanna	Herat	UNESCO HQs, Paris
	Judakwashe	Dube	UNFPA
	Nzovwa	Banda	Nyumba Yanga Secondary School Zambia
Ms	Prisca	Kasonde	FHI 360, Zambia
Mr	Richard	Mutemwa	FHI 360 Zambia
Ms	Seung	Lee	Save the children , USA
Mr	Stanley	Sakaumba	Kamulanga Secondary School, Zambia
Mr	Thierry	Malebe	FHI 360 Zambia
	Mercy	Mwiya	MOGE, Zambia