Partnerships for change
Addressing HIV and AIDS in the higher education curriculum

5th Annual HIV and AIDS Education Community of Practice
11-12 May 2014
Kopanong Hotel, Boksburg
Partnerships for change
Addressing HIV and AIDS in the higher education curriculum

The integration of HIV and AIDS Education in the curriculum remains a key challenge in South African Higher Education Institutions. From the ground up we note the impact of the epidemic on children at school, teachers, teacher educators, as well as communities as a whole. Various teacher education programmes in the country along with individuals and teams focusing on HIV and AIDS Education have made extensive contributions to addressing the epidemic at higher education institutional level, going over and beyond the suggestions in the HEAIDS Higher Education policy framework (2012), and working hard at building partnerships for change. What can we learn from these partnerships that have been productive in addressing HIV and AIDS in the higher education curriculum? What are some of the challenges? How can we move forward in envisioning new partnerships? Such partnerships can refer to the following: Partnerships between higher education institutions; Partnerships between higher education institutions and departments of education; Partnerships between higher education institutions and schools; Partnerships between higher education institutions and technical vocational education and training institutions; Partnerships between higher education institutions and NGOs; and Partnerships between higher education institutions and communities.
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<tr>
<td>1500</td>
<td><strong>Registration and coffee</strong></td>
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<td>1530</td>
<td><strong>Welcome and Introductions</strong></td>
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<td>Prof Naydene De Lange</td>
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<td>Partnerships for change</td>
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<td>1545</td>
<td><strong>Session One: Situating our work in teacher education curriculum</strong></td>
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<td><strong>within the national context of HIV</strong></td>
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<td><em>Chair, Prof Naydene de Lange</em></td>
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<td>Keynote Address: Partnering to reach Zero New HIV Infections</td>
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<td>Dr Janet Frohlich (DCur), CAPRISA</td>
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<td>Questions and discussion</td>
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<td>1645</td>
<td><strong>Session Two: Department of Basic Education as partner</strong></td>
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<td><em>Chair, Prof Lesley Wood</em></td>
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<td>Address: Dr Ramneek Ahluwalia, HEAIDS</td>
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<td>1700</td>
<td>Keynote Address: Dr Faith Khumalo, DBE</td>
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<td>1745</td>
<td>Round table discussion: Implications of DBE sexuality education work</td>
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<td>for HEI education faculties</td>
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<td>1830</td>
<td><strong>Session Three: Sexuality Education, International funders, and CoP</strong></td>
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<td><em>Chair, Prof Lebo Moletsane</em></td>
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<td>What is going on? Who is looking to partner with us?</td>
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<td>Ms Managa Pillay</td>
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<td>1900</td>
<td>Dinner</td>
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Monday 12 May

0815   **Getting started**  
*Prof De Lange*

0830   **Session Four: Technology in partnerships**  
*Chair, Dr Ndebele*  
Prof Rona Newmark  
Responsible Social Behavior: An integration of creative peer-education, Moodle learning management system and service-learning  
Prof Mandla Hlongwane  
Technology at play in a lecture theatre  
Questions and discussion

0930   **Session Five: Community in partnerships**  
*Chair, Prof Siyakwazi*  
Dr Dipane Hlalele  
Football for Hope: mitigating the impact of HIV and AIDS in a rural community through sport  
Dr Alfred Modise  
Reflection and understanding of HIV&AIDS by the student teachers at Central University of Technology (CUT) in Free State  
Questions and discussion

1030   **Tea/Coffee**

1100   **Session Six: HEIs in partnership with each other**  
*Chair, Dr Hlalele*  
Dr Linda van Laren, Prof Naydene de Lange, Prof Pius Tanga  
Collaborating for HIV&AIDS integration in higher education using participatory visual methodologies in a ‘starting with ourselves’ approach  
Questions and discussion

1130   **Session Seven: Workshop: “Picturing change”, Integrating HIV and AIDS into the academic curriculum**  
*Prof Claudia Mitchell, Prof Naydene de Lange and Prof Relebohile Moletsane*  
- Introducing the idea of an exhibition  
- Working with our photographs: “What has changed for me and my university in terms of integrating HIV and AIDS into my academic curriculum”  
  - Writing clear captions  
  - Considering visual ethics  
- What photographs are still missing for a ‘complete’ exhibition?
Planning further photographs of what works in terms of integration and also what the challenges are

- Curatorial statement

1315 Lunch

1400 Session Eight: Reflecting on progress made in HEIs in integrating HIV and AIDS into the academic curriculum

*Chair, Prof Claudia Mitchell*

Reflecting on the progress made in HEIs and among CoP members

1445 Session Nine: Annual General Meeting

1515 Departure

**Acknowledgements**

Steering Committee for the programme

Deans of Education for transport and accommodation of their delegate

Vimbiso Makamure, NMMU, for her administrative assistance

Theodora Chauke at HEAIDS for her administrative support
ABSTRACTS

Rona Newmark (US)
Responsible Social Behavior: An integration of creative peer-education, Moodle learning management system and service-learning

Within the context of the HIV and Aids crisis, Education students need to specialize in Sexuality Education and Life Orientation. Secondly they need to understand their own sexuality, values and beliefs, so that they are able to make responsible choices and guide learners. Yet, students generally become frustrated with programs focusing on sexuality education, as they have had exposure to this often in their life, and this creates a disconnection with the content. In an attempt to rethink the experience of undergraduate students and to prepare students for the challenges they face, including emotional and intellectual preparation, I have been exploring potentially innovative strategies. I present a case study of the BEd Teaching and Learning first and fourth year students of 2014 at the Faculty of Education, Stellenbosch University. I integrated peer presentations, Sun-Learn (Moodle learning management system), as well as service-learning into the curriculum. This programme focuses on the development of the whole person and requires fresh open minds. Data collection techniques include reflections and video material of the student presentations. I critically reflect on the experience of the students, ethical issues and the value of peer-presentation, Sun-Learn and service-learning for sexuality education and life orientation.

Mandla Hlongwane (UniZul)
Technology at play in a lecture theatre

The significance of play therapy is well documented in psychology. Children who are unable to express their thoughts, feelings and actions are assisted through play therapy. The use of technology and play as a teaching strategy have not only opened but also provided opportunities for teaching, learning and communication amongst unlikely partners. New partnerships that are formed are between and amongst students, parents, lecturers, administrators and management in and outside the Psychology module. As a consequence we would like to explore the conversation further outside UNIZULU with other higher education institutions including government officials. The gains made by using technology and play in a lecture theatre still need to be documented but those who have started to integrate them attest to the fact that they by far outweigh performance in a traditional lecture theatre in which a lecturer mainly and formally presents information to students. The researcher uses cellphils, smart board, computers and other teaching materials to teach a Psychology I module which has Sexuality Education - HIV and AIDS as part of the full module themes that are covered in the syllabus. This particular inclusion is one example of a live partnership at UNIZULU between Academic and Support Service Staff. It is informed by a general observation of how new students are often taken advantage of by some senior students. Whilst the emphasis is on making students campus-and-streetwise on unwanted pregnancy, HIV and AIDS, other benefits have been recorded such as the students’ improved self-confidence, self-expression, logical thinking and academic achievement. This is made possible by the systematic application of technology and play as a teaching method and model to enhance performance. The results show a significant improvement in attitude and behaviour change. Sensitive topics on sexuality and HIV and AIDS, previously treated as taboos, are now handled with more confidence and insight.
Dipane Hlalele (UFS)
Football for Hope: mitigating the impact of HIV and AIDS in a rural community through sport

Launched by FIFA in 2005, Football for Hope is an initiative contributing to social development. Support is provided to selected programmes offered by non-governmental organizations that use football as a tool in their daily work. The organisations supported by Football for Hope utilize football as part of their innovative methods to engage children and young people. The partnership reported on in this presentation involves FIFA, SAFA, LoveLife and Maluti-a-Phofung Local Municipality. A football for hope centre was donated to a rural community in Qwaqwa as part of the FIFA 2010 legacy project. The purpose of the project is operationalized by LoveLife with a view to mitigating the impact of HIV and AIDS through education, prevention and behaviour initiatives. The presentation draws from the experiences of three young alumni of the ground breakers programme.

Alfred Modise (CUT)
Reflection and understanding of HIV&AIDS by the student teachers at Central University of Technology (CUT) in Free State

This study was to investigate the student-teachers reflection and understanding of HIV/AIDS at CUT in the Free State Province. The participants in this study were 20 students-teachers (female=60%, male=40%) who were in second year of B.ED studies. The research question of this study was to investigate the experience of and extent to which the student teachers at CUT are engaged with other stakeholders with regards to HIV&AIDS? Since one of the requirements of the Department of Basic Education is that “school represent an existing network of many components, including school staff, learners, the care-givers, school; governing bodies (SGBs) and the broader school community” (DBE, 2010:10). The study employed a qualitative research approach of data collection, using interviews and questionnaires. Data were analysed using open-coding; the data belonging to each category was assembled in one place. The content of each category was subdivided into sub-categories. The results showed that student teachers are well informed about HIV/AIDS due to the partnership that has been established at CUT with other stakeholders e.g. churches, NGO’s, Love life. They further indicated that there is a wellness week whereby different stakeholders are invited to engage with them. The student teachers indicated that HIV/AIDS is not included in the curriculum and lecturers are not including it during the lesson presentation. The results showed that student teachers teach learners at school about HIV/AIDS education during practice teaching. Lastly the results showed that students are not free to talk about HIV/AIDS to their parents due to the challenge of culture. The study recommended that the lecturers should be encouraged to include HIV/AIDS in curriculum. The study also recommended that the partnership must be extended to the schools and entire community. Lastly the study recommended that Higher Education must produce student teachers who are well trained on HIV/AIDS issues.

Linda van Laren (UKZN), Naydene de Lange (NMMU) & Pius Tanga (UFH)
Collaborating for HIV&AIDS integration in higher education using participatory visual methodologies in a ‘starting with ourselves’ approach

In 2011, a year after the formal launch of the HIV &AIDS Education Community of Practice (CoP), the Steering Committee CoP arranged a two day workshop entitled “Research method and pedagogy using of participatory visual methodologies”. Three academics, each from a different South African higher education institution (HEI), who attended, participated and/or presented at this workshop formed a collaborative research team to focus on HIV&AIDS integration. We decided to make use of what we had learnt at the participatory visual methodologies workshop and combine this methodology with a ‘starting with ourselves’ approach to explore HIV&AIDS integration initiatives. Each researcher commenced this collaborative project by locating colleagues, at his/her own HEI, who integrate HIV&AIDS in their own disciplines. Each researcher interviewed his/her identified
colleagues to learn more about these colleagues’ initiatives and asked each colleague to make a drawing/sketch to explore his/her personal views on involvement in HIV&AIDS integration. To extend our research in the area of HIV&AIDS integration we considered it necessary to explore each researcher’s involvement in HIV&AIDS integration and individually, and separately, each researcher responded to the following prompt: “Draw how you see how collaborating using participatory visual methodologies helped (or not) to further HIV&AIDS integration in your research. In your drawing you should be able to identify yourself, HIV&AIDS and your collaborative research.” The results show how each researcher illustrated a different scene depicting his/her involvement in HIV&AIDS integration. One researcher illustrated how the use of visual methods facilitates seeing the community through ‘a different lens’. The second drawing shows participatory research as facilitating connections and allowing the researcher to network with youth, teachers, health workers and students. The third researcher’s drawing depicts collaborative research, using participatory visual methodologies, as a means of counteracted isolation in the area of HIV&AIDS integration. By making use of participatory visual methodologies the three research collaborators in this HIV&AIDS integration project were able to learn from other higher education colleagues, as well as collaborating team members, to further HIV&AIDS integration in higher education.