



# HIV/AIDS and TEVT

## Technical Education and Vocational Training

### Fact Sheet

March 2005



Deutsche Gesellschaft für  
Technische Zusammenarbeit (GTZ) GmbH

commissioned by:



Federal Ministry  
for Economic Cooperation  
and Development



## THE CONTEXT



### **HIV/AIDS erodes the fundament for development cooperation**

The HIV/AIDS epidemic is more than a health problem. Its spread and impact are determined by poverty, social and gender inequality, discrimination and poor social services. While it spreads invisibly during the early stages of an epidemic, HIV/AIDS eventually has profoundly negative effects on the economic conditions of individuals, households, communities, countries, regions and whole continents. Countries with more developed epidemics in Eastern, Central and Southern Africa or the Caribbean will not just experience countless personal tragedies but also losses in annual per capita growth rates of up to 4.4% over the next 10-20 years. As HIV/AIDS affects people in their most productive years of life, including the elites, crucial government officials and skilled labourers (according to ING Baring, 19% of all skilled labourers in South Africa will be infected by 2015), it erodes the very fundament for economic progress, capacity development and development cooperation.

### **Still a window of hope if ALL sectors act NOW**

This means that HIV/AIDS threatens sustainable development, not just in regions that are already seriously affected, like many parts of Africa and the Caribbean, but also in those where it is spreading fast right now, such as Asia and Eastern Europe. The latest epidemiological data show that infection rates in many Asian and Eastern European countries stand today where they stood in Southern African countries 12 years ago, and that they are steadily growing. In the meantime, many lessons have been learned: We know that countries like Senegal, Thailand or Brazil, whose governments have openly acknowledged their HIV/AIDS epidemic and implemented comprehensive,

multi-sectoral responses, have been able to reverse the fatal trend. Today, there is still a window of hope for many regions if governments and development actors in all sectors acknowledge the exceptionality of the HIV/AIDS crisis and devise sector-specific responses to it.

### **GTZ responds to the HIV/AIDS challenge**

The German Technical Cooperation (GTZ) recognises the challenge posed by the HIV/AIDS pandemic to its mission. To prevent its further spread and to mitigate its negative effects, GTZ has begun to “mainstream” the response to HIV/AIDS as a cross-cutting issue that needs to be addressed by all sectors. To support this process, this series of fact sheets highlights how HIV/AIDS impacts on different sectors and shows ways in which each sector can contribute to an effective response to it. The first four sections of this fact sheet relate to the following questions:

- **The impact:** How does HIV/AIDS affect the TEVT sector?
- **The comparative advantage:** How can the TEVT sector in particular reduce vulnerability to HIV/AIDS and mitigate its impact?
- **The risk scenarios:** How might TEVT contribute to the spread of HIV or aggravate its impact?
- **The GTZ approach:** How can German development cooperation in the TEVT sector contribute to an effective response to HIV/AIDS?



## **THE IMPACT**

### **TEVT trainees belong to the age group most at risk for HIV infection**

Young adults, as the main the age group the TEVT sector, draws upon to help build a country's competent and effective workforce, is also the group most at risk of HIV/AIDS infection. This means that TEVT institutions will have to deal with more and more trainees falling sick with AIDS and its opportunistic infections. They must also be aware of an increased risk of further infections of other, not yet infected, trainees, mainly through unprotected sexual contacts of trainees who are away from home and family contexts.

### **HIV/AIDS-related poverty can reduce enrolment rates**

In countries with advanced epidemics, a growing number of families will be affected by HIV/AIDS and plunged into poverty by it. The negative socio-economic effects of the pandemic have been shown to reduce enrolment rates for schools and training institutions: more families need their young to help them carry the burden of helping to feed the family and caring for the sick on a day-to-day basis.

### **HIV/AIDS increases the attrition rate of TEVT administrative and teaching staff**

As TEVT teaching or administrative staff at all levels (ministry, national umbrella organisations, training institutions) or their family members fall ill and die of AIDS, the institutions/employers must cope with increased absenteeism and higher attrition rates of experienced staff. There will be an ongoing need for the recruitment and training of new staff to replace those who fell seriously sick or died. In more affected countries, the transfer of institutional knowledge and expertise from affected to newly recruited staff will be increasingly difficult to assure.

### **HIV/AIDS increase the TEVT sector's labour costs**

Like for all other institutions and businesses in high-prevalence countries, recruitment and training of replacement staff, cover for staff on sick leave and the

costs for staff's medical care, burials, and support to dependants will considerably increase the labour costs of the sector.

### **HIV/AIDS affects demand on TEVT in terms of quantity and quality**

In countries with advanced epidemics, up to a quarter of trainees will be infected with HIV and eventually, even after completion of their training, fall sick with AIDS. This will have repercussions on the effective output of the TEVT sector: more trainees need to be trained in order to meet the same mid-term demand by industry and businesses for skilled labour. At the same time demand from industry and businesses for skilled manpower will rise as their employees also die because of AIDS.

But HIV/AIDS also affects the pool of capacities and skills that TEVT institutions must equip their trainees with: Today, a skilled worker must be willing and able to protect himself and his co-workers against HIV-infection through responsible behaviour at the workplace and beyond.



### **HIV/AIDS gives new urgency to measures ensuring workplace safety**

Workplace safety and measures against occupational hazards and industrial accidents have always been an integral part of the TEVT curriculum. In a high-prevalence country, it becomes even more vital that trainees learn how to act safely in situations involving open injuries and blood.



## THE COMPARATIVE ADVANTAGE

TEVT has direct access to the group most at risk of infection – who is also the group with the greatest potential for positive changes in behaviour and attitudes. TEVT institutions work with young adults, giving them a perspective for their life and a motivation for long-term planning and avoiding risky behaviour. TEVT institutions can shape their trainees' knowledge, views and attitudes with respect to responsible social behaviour, gender relations and sexual health. This direct access puts TEVT in a position of responsibility in countries' fight against HIV/AIDS.

TEVT also takes place at the workplace itself. Behaviour learned during training can directly be applied after training, in employment, as it happens in the same environment.

If it achieves its goals, TEVT can increase the skills level of a country's workforce, increase its productivity and help it **move out of poverty and towards economic growth**. As poverty and the spread of HIV/AIDS are inextricably linked, TEVT helps to curb the pandemic by effectively pursuing its sector-specific objectives.

## THE RISK SCENARIOS

For each sector, there are specific HIV/AIDS-related risk factors that development experts need to be aware of. For the TEVT sector, the following factors need to be considered:

### Distant posting of teaching staff increases their risk of infection

When adults are posted away from their partners and families, they will be at increased risk for HIV-infection through casual sexual contacts.

### Unprotected sexual contacts by trainees put them at risk of infection

Separation from families, partners and the socio-cultural norms that guide social and sexual behaviour in individuals' home communities is known to increase the risk of being infected with HIV. When a large

number of sexually active young adults come together for training purposes, the increased risk for unprotected sexual contacts and HIV-infections must be acknowledged and addressed through appropriate prevention and information measures.

### Industrial accidents involving bloody injuries carry the risk of HIV-infection

As part of the training provided through TEVT takes place at the workplace, there is always a risk of industrial accidents. In countries where many people are HIV-positive, unprotected contact with larger amounts of blood carries a certain risk of HIV-infection.



### Stigma and discrimination

Discrimination and stigma are an omnipresent corollary of the HIV/AIDS epidemic. TEVT institutions that do not address HIV/AIDS in their statutes and policies may inadvertently pursue discriminative staff and student selection policies, or the stigmatisation and social exclusion of HIV/AIDS-affected staff. In addition, they miss an important chance to contribute to their community's effective response to the HIV/AIDS epidemic.

## THE GTZ APPROACH

GTZ projects and programmes in the TEVT sector have developed a range of approaches to respond to HIV/AIDS:



- Seeking information regarding the partner country's **national HIV/AIDS strategy** and particularly any HIV/AIDS-related plans developed at national level for the TEVT sector. To avoid multiple, potentially contradictory strategies for the same sector, UNAIDS has called on all development actors to follow the so-called "Three Ones" principle for the effective coordination of one coherent national HIV/AIDS response (one strategy, one coordinating body, one M&E system).
- **Conducting a situation analysis:** A situation analysis can be conducted together with the partners on how HIV/AIDS affects the TEVT sector, its overall performance, staff and trainees. This type of research will not only provide valuable data but also enhance the awareness for the problem amongst project and partner staff and gain their commitment to address it as a relevant aspect of TEVT. A GTZ HIV/AIDS Mainstreaming project in Malawi (M. Kade, 2005) has developed an effective framework for such an analysis, "The Mainstreaming Dialogue", that can be ordered from the AIDS sector project (see below under contacts).
- **Raising awareness for HIV/AIDS at all levels of the TEVT sector:** Technical advisors can facilitate the dialogue about HIV/AIDS, its impact and the challenges it poses at the level of the responsible ministries, umbrella and reference organisations and individual TEVT institutions. Ideally, HIV/AIDS should be considered in sectoral policies and regulations, in the accreditation process of TEVT institutions and in budgetary and operational plans. At all three levels, existing statutes and regulations should be reviewed with a focus on the implications of HIV/AIDS.
- **HIV/AIDS workplace programmes:** Partner institutions at all levels (ministry, reference institutions and individual TEVT institutions) can be supported in developing and implementing HIV/AIDS workplace programmes. By providing prevention and information campaigns, voluntary counseling and testing and care to their employees, these will make TEVT programmes more su-

tainable by protecting the human capital of the TEVT sector against HIV-infection, HIV/AIDS-related stigma and the suffering caused by untreated opportunistic infections or AIDS.

- **Integration of HIV/AIDS and life skills modules:** At the level of TEVT curriculum development, technical advisers can support the integration of HIV/AIDS and life skills modules. Training in first aid must also consider universal precautions against HIV infection.
- **Teacher Training:** In the same vein, teacher training must enable teachers to discuss HIV/AIDS with their students. They need to learn ways in which difficult issues such as gender relations and sexuality can be adequately addressed with their students.



- **Edutainment:** In addition to classroom teaching, there are a number of other ways of getting students and teachers involved with the topic of HIV/AIDS: newsletters, drama competitions and AIDS clubs are just some of the methods that have been successfully implemented by GTZ projects in Africa.



## RECOMMENDED READING

The following texts have been selected as recommended reading. They give up-to-date, focussed and readable insights into the issues discussed above. The pdf-files can be ordered from [carmen.perez-samaniego@gtz.de](mailto:carmen.perez-samaniego@gtz.de)

Tsevere, M. (2004) **HIV/AIDS in TEVT Staff Development: Designing and implementing a Life skills curriculum focusing on combating HIV/AIDS in TEVT: The role of TEVT Instructors**, Chinhoyi University of Technology, Zimbabwe

*This paper describes how to develop a life skills curriculum for TEVT institutions. It provides a number of good ideas for practitioners.*

Overeem, M. (2003) **HIV/AIDS in TEVT Staff Development in Botswana**, paper presented at the LLLFW Workshop 2003, Botswana Training Authority (BOTA)

*This paper describes the background, strategic context and possible and actual interventions with respect to HIV/AIDS and staff development in the TEVT sector in Botswana.*

Kelly, M. J. (2003) **Education and HIV/AIDS in the Caribbean**, International Institute for Educational Planning/UNESCO

*This book is an excellent summary of the interaction between HIV/AIDS epidemic and the education sector.*

Coombe, C. (2004) **Confronting the Impact of HIV and AIDS: the consequences of the pandemics for education supply, demand and quality. A global review from a Southern African Perspective**, SPECIAL ESSAY, Policy Futures in Education, Volume 2, Number 1, 2004, p. 102-140

*The latest article analyses current and anticipated impact of HIV/AIDS on education and looks at education's current responses to HIV/AIDS, principally in high prevalence countries. Although not specifically*

*written for TEVT it provides useful information for practitioners.*

Muchiru, S. and Becker, A. (2002) **Mainstreaming HIV/AIDS in the Vocational Education and Training Sector Botswana**

Kruger, V. (2005) **Mainstreaming the HIV/AIDS Response in the Vocational Training Sector in Botswana- Promising Practices, Lessons Learnt and the Way Forward**

*These two reports consist of the results of a baseline study as the basis for the introduction of an HIV/AIDS Division at the Botswana Training Authority as well as an evaluation of its achievements two years later.*

This is the UNESCO website for vocational training resources and it includes a helpful section on HIV/AIDS: [www.unevoc.unesco.org](http://www.unevoc.unesco.org)

## CONTACTS AND NETWORKS

To facilitate the mainstreaming of HIV/AIDS, each sector has appointed HIV/AIDS focal points: experts in their own field who can advise and support their colleagues with regard to HIV/AIDS mainstreaming.

At GTZ head office, in the department of development and planning, this is

**Klaus-Dieter Przyklenk**

[klaus-dieter.przyklenk@gtz.de](mailto:klaus-dieter.przyklenk@gtz.de)

The AIDS team responsible person for WiRAM at head office is

**Elisabeth Girrbaach** [elisabeth.girrbaach@gtz.de](mailto:elisabeth.girrbaach@gtz.de)

Photos: WHO/P.Virot, Stefan Erber.

Authors: Jost Wagner, Anna v. Roenne