



Internationale Weiterbildung  
und Entwicklung gGmbH



UNIVERSITY of the  
WESTERN CAPE

## Course Announcement

**E-LEARNING COURSE on HIV & AIDS for TEACHER  
EDUCATORS and Curriculum Development Experts**

**accredited by the University of the Western Cape (60 credits)**

**Course duration: 30 August 2010 – 21 May 2011**

**Application Deadline: April 30<sup>st</sup>, 2010**

**Request application from: [aidscourse@uwc.ac.za](mailto:aidscourse@uwc.ac.za)**

## *Breaking the Silence*

# **Teaching and the AIDS Pandemic**

## **A Capacity Building Course for Teacher Educators in Africa**

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### **A Blended E-Learning Course for Teacher Educators on the AIDS Pandemic**

The aim of the course is to use an interactive blended learning approach combining face-to-face learning with E-Learning to enhance the personal and professional capacity of teacher educators to train future teachers about HIV and AIDS. Teacher educators participating in the course will attain new knowledge and teaching skills related to the HIV & AIDS while discovering their own important role in responding to the AIDS pandemic.

This course is a joint initiative of Capacity Building International, Germany (InWEnt) and the University of the Western Cape in South Africa. It was developed specifically for teacher educators throughout Eastern and Southern Africa and is funded by the Federal Ministry for Economic Cooperation and Development of Germany

### **A Different Approach**

HIV and AIDS are about people. This African course for teacher educators represents a significantly different approach to HIV and AIDS, recognizing that the pandemic is a complex and multi-dimensional challenge facing us all. Reaching beyond bio-medical models, the course explores the various meanings that have been constructed around the virus itself while challenging participants to discover the role of teachers in overcoming the pandemic. The course recognizes that a deeper understanding of human beings and the complex ways in which they understand, interact with and assign meaning to the world around them is central to overcoming the AIDS pandemic. It also recognizes the importance of overcoming the epidemic of silence that accompanies AIDS and continuously creates fertile ground for the continued spread of the disease.

### **Why Teacher Educators?**

Throughout Eastern and Southern Africa, teachers are increasingly called upon to help individuals, families and communities affected by HIV and AIDS find solutions to the many challenges that face them. Teachers often find themselves having to provide leadership and care around the pandemic without having the necessary skills or knowledge. This course is based on the premise that skilled, caring and committed teachers can make a significant contribution to addressing the AIDS pandemic and reducing its impact.

The course strengthens teacher educators' capacity to ensure that all teachers gain the knowledge, skills and attitudes necessary to teach and lead in contexts increasingly affected by HIV and AIDS. In addition it aims to develop teachers to be able to address stigma, become caring and compassionate educators and ultimately contribute towards breaking the silence.

## A Practical Approach to Practice

This blended learning course is presented in four modules including three units each:

### **Module 1: Introduction to AIDS and Education**

- Unit 1: Course introduction (Face to face)
- Unit 2: The starting point:: AIDS is about people
- Unit 3: The AIDS pandemic in context: gender, culture and identity

### **Module 2: Schools, teachers and teaching and AIDS**

- Unit 4: AIDS and Education
- Unit 5: Being a good teacher
- Unit 6: School case study: visit 1

### **Module 3: Developing AIDS curricula for schools**

- Unit 7: Teaching and the curriculum 1
- Unit 8: Teaching and the curriculum 2/School case study: visit 2
- Unit 9: Life Skills Education

### **Module 4: Building responses to AIDS in schools and communities**

- Unit 10: Developing schools into nodes of care and support for vulnerable children
- Unit 11: Developing health promoting schools
- Unit 12: Becoming a truly reflective practitioner – my way forward

Each module is nine weeks in length. To derive maximum benefit from the course, participants should plan on spending about 150 learning hours in each of the four modules. Module One begins with a compulsory eight-day face-to-face session involving all course participants and held at the University of the Western Cape in Cape Town, South Africa.

All modules make use of e-learning tools, creating an opportunity for participants to become well versed with discussion forums, using message boards and document pools and linking to reliable websites. The course is supported by a course tutor who remains in direct contact with participants through-out each module and will direct participants' questions to course facilitators who have developed the content of the course.

## Accreditation

The course is accredited by the University of the Western Cape with a total of 60 credits (15 credits per module) at the level of NQF 7 (4<sup>th</sup> year B Ed or Honours level). 60 credits correspond to 600 notional learning hours. A notional learning hour is the total amount of time spent on a course, either attending course lectures, doing course readings, studying preparing related assignments and activities.

## Aims of the Course

The course aims to ensure that what is learned leads to practical implementation in teacher training institutions and in schools. In addition to regular online interaction with other teacher educators, throughout the course each participant will participate in a field study of a local primary or secondary school. These experiences will serve as multi-country case studies for the course.

Participants will be guided on how to apply the course content to their own workplace situation and teaching curricula. In addition, throughout the course participants' will critically reflect on how the content impacts on them personally.

Evaluation of the course will be based on written assignments, participation in on-line discussion forums, personal reflection in a journal to complete throughout the course, the school field study and the ability to apply the course content to participants' own practice.

### Time schedule

| Component                     | Dates   |
|-------------------------------|---|
| Face to face session (8 days) | 30 <sup>th</sup> August – 7 <sup>th</sup> September 2010  |
| Unit 2                        | 13 <sup>th</sup> September – 1 <sup>st</sup> October 2010 |
| Unit 3                        | 4 <sup>th</sup> October – 22 <sup>nd</sup> October 2010   |
| Unit 4                        | 25 <sup>th</sup> October – 13 <sup>th</sup> November 2010 |
| Unit 5                        | 15 <sup>th</sup> November – 3 <sup>rd</sup> December 2010 |
| Unit 6                        | 6 <sup>th</sup> December – 24 <sup>th</sup> December 2010 |
| Unit 7                        | 17 <sup>th</sup> January – 4 <sup>th</sup> February 2011  |
| Unit 8                        | 7 <sup>th</sup> February – 25 <sup>th</sup> February 2011 |
| Unit 9                        | 28 <sup>th</sup> February – 18 <sup>th</sup> March 2011   |
| Unit 10                       | 21 <sup>st</sup> March – 8 <sup>th</sup> April 2011       |
| Unit 11                       | 11 <sup>th</sup> April – 29 <sup>th</sup> April 2011      |
| Unit 12                       | 2 <sup>nd</sup> May – 21 <sup>st</sup> May 2011           |

### Application

Teacher educators from Malawi, Tanzania, Namibia, Kenya and South Africa are welcome to apply for this 2010/2011 course offering. The primary requirement is that the applicant is a teacher educator in a university or teacher training institution or an expert in curriculum development. He/she should be committed to responding to the challenges and opportunities the AIDS pandemic brings to teacher education and to communities, and committed to sharing what is learnt in the course with colleagues in their own institution.

Applications are due by **April 30th, 2010**. Applicants will be notified of the decision of the selection committee by May 21st, 2010.

Course requirements and application forms can be requested from: [aidscourse@uwc.ac.za](mailto:aidscourse@uwc.ac.za)

### Course Fees

A once-off registration fee of US \$30 is payable to the University of the Western Cape at the start of the course.

InWEnt will cover the costs for full board and lodging during the introductory face-to-face session in Cape Town, South Africa from 29th August to 8th of September 2010.

Please note that InWEnt will, however, **NOT** automatically cover any **travel costs** or travel related costs (e.g. visa, airport fees etc.). InWEnt can provide funding for international travel costs (flight only) upon a written request by the institution sending you on the course and only for participants from public institutions in the following countries: Malawi, Kenya and Tanzania. This request must be sent together with the application by **April 30<sup>th</sup>, 2010**.

## Structure of course

### Module 1: Introduction to AIDS and Education

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|--------------------------|--|
| <b>Brief description</b> | <p>The module has been developed in response to the identified need to capacitate teacher educators in Africa to train teachers who are able to respond to the challenges of the AIDS pandemic.</p> <p>This module aims to ensure core knowledge about the pandemic, how to access up-to-date information using the world wide web, to expand understanding of the core drivers of the epidemic in Africa with a specific focus on gender and culture. The module also aims to familiarize participants with the e-learning platform used in the course and to foster a better understanding of the use of e-learning tools in their own teaching practice. This takes place in three content blocks:</p> <ol style="list-style-type: none"> <li>1. An experiential 8-day face-to-face session</li> <li>2. An introduction to and critical reflection on the AIDS pandemic</li> <li>3. The role of gender, culture and identity in the pandemic in Africa</li> </ol>   |
| <b>Learning outcomes</b> | <p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Consolidate and extend their knowledge of the epidemic</li> <li>2. Understand the consequences for themselves, their family, friends, community and society</li> <li>3. Start rethinking their own role and agency as teacher educators in the pandemic</li> <li>4. Apply new methods and tools to their own teaching practice (story telling, searching the world wide web etc)</li> <li>5. Achieve basic competency in using the e-learning platform</li> </ol>  |
| <b>Duration</b>          | 8 days face-to-face training plus 100 additional notional learning hours in a tutored on-line environment  |
| <b>Contents/topics</b>   | <p>This module is composed of three separate units:</p> <ol style="list-style-type: none"> <li>1: Introduction to the course             <ol style="list-style-type: none"> <li>a) introduction to e-learning tools and platform</li> <li>b) start to build a community of practice</li> <li>c) personalize the pandemic: telling our own stories</li> <li>d) contextualize the pandemic via on-site visits to schools and orphanages</li> </ol> </li> <li>2. The starting point: AIDS is about people             <ol style="list-style-type: none"> <li>a) reframe the pandemic to focus on people and their behaviour</li> <li>b) personally reflect on the impact of the pandemic on themselves, their families, institutions and practice</li> <li>c) review and learn key facts about the pandemic</li> <li>d) learn to use the world wide web as a permanent resource base on HIV and AIDS for their teaching</li> </ol> </li> <li>3. The AIDS pandemic in context: gender, culture and identity             <ol style="list-style-type: none"> <li>a) Build a shared understanding of the impact of gender, culture and identity on the pandemic in sub-Saharan Africa</li> <li>b) Improve own teaching practice to focus on gender and culture</li> <li>c) Reflect on methodologies of transformation and change that facilitate shared creation of solutions and responses to challenges like the AIDS pandemic</li> </ol> </li> </ol> |

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| <b>Conceptual approach</b> | The main objective is to increase the capacity of teacher educators in sub-Saharan Africa to prepare teachers to respond to the challenges of HIV and AIDS in their classrooms: address pandemic-related issues within and outside of their teaching curriculum; critically reflect on and change their own practice; to respond in caring ways to the challenges of the pandemic both personally and professionally |
| <b>Learning materials</b>  | The module is available on-line, as a hard-copy folder and as a CD rom. Access to the internet is required for participation in shared activities and submission of assignments and activities. DVD collection of personal stories and short films to use as teaching tools is provided as well as core readings in the form of a reader.  |
| <b>Quality assurance</b>   | For each of the three units, participants have to submit all activities, reflective journal entry and a written assignment, that is assessed by experts and submitted to a university appointed external moderator.  |

## **Module 2: Schools, teachers and teaching and AIDS**

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|--------------------------|---|
| <b>Brief description</b> | <p>The module has been developed in response to the identified need to capacitate teacher educators in Africa to train teachers who are better able respond to the AIDS pandemic. This module aims to enhance teacher educators' awareness of their potential role in strengthening the education sector's capacity to respond to the AIDS pandemic in sub-Saharan Africa. It addresses teaching practices, and nurtures increased self-reflection as part of good teaching. It also aims to enhance understanding of the impact of the pandemic at school level through the use of a case study approach. Participants will conduct basic research in a case study school, which will inform and reform their own practice. Participants will reflect on and understand the core qualities of a good teacher. This takes place in three content blocks:</p> <ol style="list-style-type: none"> <li>1. AIDS and education</li> <li>2. Being a good teacher</li> <li>3. School case study – visit 1</li> </ol> |
| <b>Learning outcomes</b> | <p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Understand the impact of the pandemic on all aspects of the education system</li> <li>2. Learn to use a case study approach</li> <li>3. Critically reflect on and change their own practice based on their findings in their case study school</li> <li>4. Personally reflect on their own change during the module</li> <li>5. Share good practices with fellow participants and so build a community of practice</li> <li>6. Apply new methods and tools to their own teaching practice (eg case study approach)</li> <li>7. Understand the qualities of a good teacher and how to impart these to their own students</li> </ol>  |
| <b>Duration</b>          | 150 notional learning hours in a tutored on-line environment supplemented with research project in a school setting   |
| <b>Contents/topics</b>   | <p>This module is composed of three separate units:</p> <ol style="list-style-type: none"> <li>1. AIDS and education <ol style="list-style-type: none"> <li>a) The impact of AIDS on the education sector</li> </ol> </li> </ol>  |

- b) The role of education in overcoming the AIDS pandemic
- c) The potential impact of AIDS in their own workplace

2. Being a good teacher

- a) Understanding the qualities and practices of a good teacher
- b) Critically reflecting on how to ensure that student teachers understand and practice these qualities
- c) Critically reflect on own practice as a teacher educator

3. School case study: visit 1

- a) gain first-hand experience of the impact of AIDS in a school setting
- b) conduct basic case study research
- c) critically reflect on implications of the research for their own practice

**Conceptual approach** The main objective is to increase the capacity of teacher educators in sub-Saharan Africa to prepare teachers to respond to the challenges of HIV and AIDS in their classrooms: address pandemic-related issues within and outside of their teaching curriculum; critically reflect on and change their own practice; to respond in caring ways to the challenges of the pandemic both personally and professionally

**Quality assurance** For each of the three units, participants have to submit all activities, reflective journal entry and a written assignment, that is assessed by experts and submitted to a university appointed external moderator.

### **Module 3: Developing AIDS curricula for schools**

**Brief description** The module has been developed in response to the identified need to capacitate teacher educators in Africa to train teachers who are able respond to the AIDS pandemic. This module aims to help participants understand the core components of an effective HIV prevention curriculum, appropriate learner-centred teaching methods, and how to teach HIV and AIDS related content appropriately in large classes. There is a strong focus on helping participants understand the importance of life skills education, its theoretical base, and appropriate teaching methods. The module also aims to help participants change their own practice as teacher educators. In this module participants will visit a case study school to research what is being taught in schools relating to HIV and AIDS. Based on this experience participants are expected to translate some of their findings into changing their own practice as teacher educators. This takes place in three content blocks:

1. Teaching and the curriculum 1
2. Teaching and the curriculum 2
3. Life Skills Education

**Learning outcomes** Participants will:

- Understand the core components of an effective HIV and AIDS curriculum
- Plan an appropriate curriculum
- Understand appropriate learner-centred methods for teaching HIV and AIDS related content

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|----------------------------|--|
|                            | <ul style="list-style-type: none"> <li>• Understand the concept and core components of life skills education</li> <li>• Apply new methods and tools to their own teaching practice</li> <li>• Extend their basic research skills</li> <li>• Know how to teach in large classes</li> <li>• Demonstrate that they can apply what they learn in the module to changing their own teaching practice</li> </ul>           |
| <b>Duration</b>            | 150 additional notional learning hours in a tutored on-line environment and includes a research component in a case study school   |
| <b>Contents/topics</b>     | This is module composed of three separate units: <ol style="list-style-type: none"> <li>1. Teaching and the curriculum 1</li> <li>2. Teaching and the curriculum 2</li> <li>3. Life skills education</li> </ol>  |
| <b>Conceptual approach</b> | The main objective is to increase the capacity of teacher educators in sub-Saharan Africa to prepare teachers to respond to the challenges of HIV and AIDS in their classrooms: address pandemic-related issues within and outside of their teaching curriculum; critically reflect on and change their own practice; to respond in caring ways to the challenges of the pandemic both personally and professionally |
| <b>Quality assurance</b>   | For each of the three units, participants have to submit all activities, reflective journal entry, participate in online sharing with fellow participants and a written assignment that is assessed by experts and submitted to a university appointed external moderator.   |

#### **Module 4: Building responses to AIDS in schools and communities**

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|--------------------------|---|
| <b>Brief description</b> | <p>The module has been developed in response to the identified need to capacitate teacher educators in Africa to train teachers who are better able respond to the AIDS pandemic. This module aims to introduce teacher educators to the importance of the concept of health promoting schools and to help them use this framework to support HIV interventions in schools. It also aims to re-conceptualise the role of schools to support children affected and infected by HIV and AIDS. Participants will do this using a case study approach. The module uses critical self-reflection to help participants create action plans to change their teaching practice in their own institutions to better respond to the pandemic.</p> <p>This takes place in three content blocks:</p> <ol style="list-style-type: none"> <li>1. Developing schools into nodes of care and support for vulnerable children</li> <li>2. Developing health promoting schools</li> <li>3. Becoming a truly reflective practitioner – my way forward</li> </ol> |
| <b>Learning outcomes</b> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand the risk and protective factors for children growing up in a time of AIDS</li> <li>• Understand how schools need to respond better to the needs of vulnerable children in the context of AIDS</li> <li>• Understand the implications of this new role of schools for teacher education</li> </ul>   |

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|----------------------------|--|
|                            | <ul style="list-style-type: none"> <li>• Conduct a case study</li> <li>• Understand the concept and importance of health promoting schools</li> <li>• Acquire the skills to implement the health promoting schools strategy</li> <li>• Create action plans to change teaching practice in their own institutions in relation to AIDS</li> <li>• Introduce participants to the GC21 Alumni Network</li> </ul>   |
| <b>Duration</b>            | 150 notional learning hours in a tutored on-line environment supplemented with research project in a school setting  |
| <b>Contents/topics</b>     | <p>This module is composed of three separate units:</p> <ol style="list-style-type: none"> <li>1. Developing schools into nodes of care and support for vulnerable children <ul style="list-style-type: none"> <li>• The risk and protective factors of children growing up in the age of AIDS</li> <li>• The new role for schools in responding to vulnerable children</li> <li>• Implications for teacher educator practice</li> </ul> </li> <li>2. Developing health promoting schools <ul style="list-style-type: none"> <li>• The concept and importance of health promotion and health promoting schools</li> <li>• Implementing a health promoting schools strategy</li> <li>• Critical reflection on implications of the case study research for their own teaching practice</li> </ul> </li> <li>3. Becoming a truly reflective practitioner – my way forward <ul style="list-style-type: none"> <li>• Personal reflections on learning in this course and the implications for teacher educator practice</li> <li>• Creating action plans for changing own teacher training practice in the age of AIDS</li> <li>• Establishing communities of practice and introduction to GC21's Alumni Network</li> </ul> </li> </ol> |
| <b>Conceptual approach</b> | The main objective is to increase the capacity of teacher educators in sub-Saharan Africa to prepare teachers to respond to the challenges of HIV and AIDS in their classrooms: address pandemic-related issues within and outside of their teaching curriculum; critically reflect on and change their own practice; to respond in caring ways to the challenges of the pandemic both personally and professionally   |
| <b>Quality assurance</b>   | For each of the three units, participants have to submit all activities, reflective journal entry and a written assignment, that is assessed by experts and submitted to a university appointed external moderator.  |
| <b>Form of reporting</b>   | Experts and tutor provide written and verbal reports to the course coordinator at the University of the Western Cape. All marked assignments are submitted to an external moderator. External evaluators and experts submit reports to course coordinator at UWC as well as to InWEnt. The course is continuously reviewed based on participant and expert feedback.   |

**Further information can be obtained from:**

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Capacity Building International  
Germany

InWEnt – Capacity Building International, Germany, is a non-profit organisation with worldwide operations dedicated to human resource development, advanced training, and dialogue. Our capacity building programmes are directed at experts and executives from politics, administration, the business community, and civil society. We are commissioned by the German federal government to assist with the implementation of the Millennium Development Goals of the United Nations. In addition, we provide the German business sector with support for public private partnership projects. Through exchange programmes, InWEnt also offers young people from Germany the opportunity to gain professional experience abroad.

Quality of instruction, sector management, peace education and teacher education on HIV and AIDS are core issues for the Education Division. InWEnt has extensive experience in the capacity building of teacher educators in learner-centred, interactive teaching and learning in Latin America and Africa. In addition to advanced face-to-face training programs, to exchange and policy dialogue, emphasis is also given to networking with the help of e-learning. With Global Campus 21® ([www.gc21.org](http://www.gc21.org)) InWEnt has developed an internet platform for e-learning and cooperation.

InWEnt – Internationale Weiterbildung und Entwicklung gGmbH  
Capacity Building International, Germany  
[www.inwent.org](http://www.inwent.org)



UNIVERSITY of the  
WESTERN CAPE

The University of the Western Cape (UWC) is a South African university very aware of its academic role in helping build equitable and dynamic societies. UWC is committed to its African context as evidenced by its many collaborative projects with other African universities. The university subscribes to the SADC Protocol on Education and Training and to the declaration of the African Association of Universities.

UWC is strongly committed to responding to the AIDS pandemic. It has a dedicated HIV and AIDS programme that reports directly to the Vice Chancellor of the university.

UWC's strong commitment to addressing the AIDS pandemic is equally evidenced in the Education Faculty's development of courses in AIDS-related subjects for pre- and in-service teachers. These highly-rated courses are regular components of all teacher education programmes and reflect the work of the faculty's on-going research into the area of HIV and teacher education.

University of the Western Cape  
HIV&AIDS Programme

<http://www.uwc.ac.za>  
<http://hivaids.uwc.ac.za>

