INTEGRATION HIV/AIDS INTO THE CURRICULUM AT THE UNIVERSITY OF FORT HARE: STAKEHOLDERS FEEDBACK ANALYSIS
INTRODUCTION

• **Stakeholder analysis** in programme administration is the process of identifying the individuals or groups that are likely to affect or be affected by a proposed action, and sorting them according to their impact on the action and the impact the action will have on them.

• This **presentation** highlights the findings pertaining to the evaluation of the stakeholder HEAIDS workshop on the integration HIV/AIDS into the curriculum at the University of Fort Hare (UFH).

• Twenty participants attended the workshop representing various faculties and departments at UFH, DHET and the DVC: AA, UFH
BACKGROUND TO THE PROJECT

• UFH was awarded the National Skills Fund Direct Grant by HESA/HEAIDS strategy group focusing on Integrating HIV and AIDS in the curriculum of HEIs. For the period 15 January 2015- 31 January 2017.

• Contract under capacity building indicated that “Senior management personnel or an employee of equivalent seniority will further be required to participate in training related to the mainstreaming of HIV and AIDS in higher education”.
UFH INITIATIVES – PILOTTING

• Embark on the 2 year cycle pilot study to develop fundamental strategies to sustainable HIV/AIDS curriculum integration across all faculties, at least, by end of 2030.

• Four programs in three faculties were identified:
  – (1) the School of Health Science BCur program
  – (2) Post Graduate Diploma programs - in the Faculty of Science and Agriculture;
  – (3) LKA program (Life Knowledge, Life Knowledge, Action, and Grounding),
  – (4) one program of three modules in the Faculty of Law.
CONTEXT & PRINCIPLES

• The HIV/AIDS pandemic is one of the current global issues that bring to the fore the reality that complex issues cannot be adequately dealt with within single, unitary or even cognate disciplines.

• Humanising pedagogy allows for the engaging of critical dialogue with students and other partners as equals; recognizing and respecting the values, ideas, needs and histories of our communities
A humanising pedagogy:
(i) Is peer centered.
(ii) Is rooted in processes of dialogue and meaning making.
(iii) Raises the bar of self-discipline and accountability.
(iv) Focuses on the praxis that combines new knowledge with meaning making through learning cycles, action and reflection.
(v) Recognizes the diversity of knowledge and experience of students.
CAPACITY BUILDING

• Workshop approach in 2015
  – Participants – DVC:AA, Head of School of Health Sciences; Law School Deputy Dean; Lecturers, Programme Manager; Academic Interns of LKA programme = 21
  – Workshop objectives: Discussions and sharing of experiences with the models to be used; Clear understanding of what each role player will bring to the project
  – Evaluation Response were based on What motivated one to attend this workshop; foreseen challenges in the integration of HEAIDS into teaching courses and how to overcome them; and perceived benefits for integration and also benefits of the workshop
STAKEHOLDER PROFILE & ANALYSIS

- DVC-AA: Governance
- Head of School & Deputy Dean: Disciplinary leadership & Curriculum Development
- LKA coordinators, lecturers, interns: implementation

- Nursing Sciences- lead role; PBL
- LKA- transdisciplinary, foundational, cross cutting
- LAW- discipline imbedded, human rights, regulation and constitutional imperatives
## LKA/GROUNDING PROGRAMME

<table>
<thead>
<tr>
<th>Umthamo 1</th>
<th>Umthamo 4</th>
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<tr>
<td>Introduction to Life, Knowledge and Action</td>
<td>Science, Technology, Environment and Society</td>
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<th>Umthamo 2</th>
<th>Umthamo 5</th>
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<td>Collective Futures: Becoming a Proud fort Harian</td>
<td>Poverty, Inequality and Development</td>
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<th>Umthamo 3</th>
<th>Umthamo 6</th>
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<td>Democracy, Diversity and Identity: Considering Oppression and Liberation</td>
<td>Loving, Living and Learning</td>
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<tr>
<td>Level</td>
<td>Implication</td>
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<td>Level 1: Participants’ Reaction</td>
<td>Helps improve the design and delivery of programs.</td>
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<td>Level 2: Participants’ Learning</td>
<td>Validates the relationship between what was intended and what was achieved.</td>
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<td>Level 3: Organizational Support and Change</td>
<td>Some of the best and most promising improvement strategies have been seriously stifled or halted completely because of seemingly immutable factors in the organization’s culture (Fullan, 1993).</td>
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<td>Level 4: Participants’ Use of New Knowledge and Skills</td>
<td>Are participants using the new knowledge and skills to implement the practice as it was intended to be implemented?</td>
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<td>Level 5: Student Learning Outcomes</td>
<td>Changes in teacher practices are sustained only when professional development and implementation is combined with evidence of improved student learning (Guskey, 1982, 1984).</td>
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STAKEHOLDERS’ FEEDBACK-1

- HIV/AIDS affects most people’s lives and it would be helpful to be able to deal confidently with the subject.
- Stakeholders highlight
  - time constraints,
  - increased workload of trying to infuse the HIV/AIDS syllabus into the existing syllabi and;
  - possible resistance of staff members
  - Challenges in strategic assessment (valid, authentic and measurable)
  - challenges could be addressed by further discussion; encouragement through capacity building efforts; reviewing curricula; increasing the content in readers so that class time could be minimized; and research and dialogue
STAKEHOLDERS’ FEEDBACK-1 (contd)

- Attendees felt that the workshop would assist them to integrate HIV/AIDS into their curricula by the views and approaches teased out by the various stakeholders at UFH.
- They maintained that process increased their insights and developed greater awareness on the integration processes and options.
- They stated that the perceived benefits of the integration of HIV/AIDS into existing curricula would be the elimination of stigma; increase knowledge; greater graduate competency and hopefully changed behaviour of students in the long run.
STAKEHOLDERS’ FEEDBACK-1 (contd)

• The feedback analysis on HIV/AIDS curriculum integration clearly indicates the need for capacitation of stakeholders and thorough planning if integration is to be effective and stated outcomes achieved.

• NB**a second paper on “Exploring the views of students and academic staff on integration HIV/AIDS into the curriculum at the University of Fort Hare”
LESSONS LEARNT

- March 2017
- Focus on 3 departments/programmes: Nursing Science; LKA and Law, Nursing science
- Best model to integrate HIV/AIDS into the curriculum – infusion/stand alone
- Law – infused into 1st – 4th year selected modules (a mixture of clinical/skills and substantive law modules)
- LKA – infused in Umthamo (study unit) 3 & 6
- Benefits – break barriers in staff across disciplines enhancing collaboration; encourage learner/learning centred approaches but calls for recurrucilation of university programs