On 20-21 June 2007, Indonesian National Commission for UNESCO organized a Workshop on Challenges in Integrating HIV/AIDS in Secondary School Curriculum through Innovative Approaches. This two-day workshop was attended by 50 secondary-school teachers from Jakarta, Bogor, Tangerang, Bekasi, Ngawi, and Tasikmalaya. The aim of this workshop is to look for learning models according to the facilities provided by the schools and the capabilities of the teachers, and to socialize these models to ASP-net schools.
Opening Ceremony

Welcoming speech by Prof. Dr. Arief Rachman, M.Pd, Executive Chairman of Indonesian National Commission for UNESCO, represented by Ms. Hasnah Gasim, National Coordinator of ASPnet in Indonesia

Nowadays, 40 million people live with HIV/AIDS and 50% of them are youth aged 18-24. Young people are the majority population in Indonesia, thus HIV/AIDS has become a national issue: Youth and HIV/AIDS. This can be solved by various approaches: religious, cultural and educational ones. Hopefully by organizing this programme, the results can be applied in some secondary high schools.

Speech by Mr. Inang Winarso, Indonesian National Commission for AIDS, Assistant Deputy Secretary of KPAN Programme Coordination Unit.

The current condition of HIV/AIDS in Indonesia is drastically increasing in concordance to drug abuse. Estimation of drug users in Indonesia numbered from 190,000-247,000; as reported by all provinces on drug users in their areas. The case of drug abuse has been increasing since 1999. The estimation of population of Infected Drug Users (IDU) in Indonesia spreads almost in all big cities; particularly in Papua. The Department of Health emphasizes on 12 provinces to handle HIV/AIDS cases. The question to raise is, “is there any correlation between economic and political crises and the increase of IDU and the epidemics of HIV/AIDS in Indonesia?” The legislatives are enforced to formulate regulations to control lifestyle in Indonesia in respect to the increase of HIV/AIDS in the country for the sake of the society. The largest numbers of cases are found in the capital of Jakarta.

People definitely have to change their paradigm towards AIDS that it is not easily infecting other people compared to Avian Influenza or other diseases like chicken pox. HIV will only infect people when they are involved in intercourse with those who are infected with HIV/AIDS, but the question is why the percentage of infected people is high? It is because there is an increase in drug abuse. Conducting anti-drugs campaign is the right way; it is not to withdraw the drugs but we have to arrest the drug dealers. This is also because of the weakness of the monitoring system on the spread of drugs in Indonesia. The point to consider is that people live with HIV/AIDS have the same rights as other people.

Furthermore, the Department of Health is responsible for giving services to reduce drug users in four effective ways:
1. Service of sterile needle (LJASS);
2. Service of methadone therapy recovery;
3. Service of drug users rehabilitation;
4. Service of medical treatment for drug users infected with HIV.

**Keynote Speech by dr. Fasli Djalal, P.hd, Director-General of Improvement of Teacher’s Quality and Educational Personnel**

Since early 1990s, Mr. Fasli Djalal has been involved in HIV/AIDS programme. At that time, he was posted in a team to encounter AIDS in Indonesia. He urged that this is the disease for those who like to get into free-sex. It was predicted that there would be around 250,000 people live with HIV/AIDS in 1991. Nowadays, there are some drastic incremental of infected people in Jakarta, Bali and Batam. Indonesian government considered the solution for this problem either in the Department of Health, People Welfare and Social institution.

HIV/AIDS estimated to increase from time to time. In Indonesia, educational institutions have an integral part to socialize the HIV/AIDS phenomenon in the society; in which way schools are included in the learning process through formal education. Teachers should be more knowledgeable to explain wide range of social and national issues. This matter will come up with new issues that we have to anticipate and handle in cooperation with other relevant parties, especially NGOs that work on HIV/AIDS issues. ‘I personally hope that this kind of workshop can be regularly organized to monitor success stories on the application of good model in teaching HIV/AIDS. Furthermore, we have also to share our knowledge and information to prevent further spread of this endemics in Indonesia.’ He, then officially opened the workshop.

**Introduction to UNESCO/UNICEF Programmes on HIV/AIDS by Mr. Simon Baker, Representative of UNESCO Bangkok, Chief of HIV/AIDS Coordination and School Health Unit, moderated by Ms. Mira Fajar**

This programme is a co-organized effort between UNESCO and UNICEF; life-skill based education works for HIV/AIDS prevention. We can make difference in school situation. Preventive Education is important for HIV.AIDS as it could make changes in lifestyles.

To make education more effective, we have to response to HIV/AIDS holistically. In Indonesia, HIV/AIDS is a part of school’s curriculum, which should be adjusted to the integration of relevant subjects. Life skills based education programmes is one of many alternatives to make positive impacts to people behaviors.
Education curriculum should involve both its contents and its methodology of teaching processes. When we implement the programme at school level, we should have supports from the school principles and school community.

So, what is ‘Life Skills Based Education’? It refers to an interactive process of teaching and learning that enables learners (students) to acquire knowledge and to develop attitudes and skills, which support healthy lifestyles; basic and functional livelihood and life skills are important for children and/or young people.

The clusters of life skills are communication (negotiation/refusal, empathy, cooperation/ teamwork and advocacy); decision making/problem solving skills (critical thinking skills) and self awareness (coping with emotions and stress management). The most effective teaching and learning occur when students are involved in planning and take responsibility for their lessons.

**Question & Answer from the first session**

Agus Supriyo - Ngawi
“I want to comment on the socialization of HIV/AIDS and drugs; what kind of students activities are good for schools? AS in our school, we organize campaign by producing brochures and flyers, so how to develop our school programme activities?"

**Answer**
“What I want to stress out is the importance for teachers to introduce the concept of healthy lifestyle. In many countries, they introduce this through sport activities. These sport events will build young people’s minds in teamwork and cooperation. Young people are occupied in more constructive way to prevent the spread of HIV/AIDS through sport and its competition activities.”

Romlan Syukur – Jakarta
“How do we involve teachers in activities? Because some teachers said that HIV/AIDS is none of our business. HIV is not the main problem in particular schools; so, how to involve more school teachers so that they can be more aware of how to prevent the spread of HIV/AIDS?”

**Answer**
Teaching is a difficult profession and when the day is over, teachers are exhausted. So we have to motivate teachers to get involved in all extra activities outside school hours or formal education.

**Speech**

**By Prof. Dr. Arief Rachman, M.Pd, Executive Chairman of Indonesian National Commission for UNESCO**

There are a lot of problems in the society which were brought into schools, and when the problems cannot be solved, the society will blame the schools for not being able to solve those problems. “What is the main problem of HIV/AIDS?

I think, the most important point in preventing youth from being infected of HIV/AIDS is to save them from free sex and drugs. Education is a means to the young people with adequate knowledge on the spread of HIV/AIDS and the consequence of using drugs. Teachers should involve them in various activities such as sport, games, and meaningful dialog which could build their faith.
“Why HIV/AIDS should get attention?” HIV/AIDS epidemics spread very quickly. The disease that was not known 20 years ago, now has infected of around 60 millions people worldwide and more than 21 millions died. Everyday, infected people with HIV/AIDS increase 14,000 and one half of it are young people aged 15-24; and more than 95% people with HIV/AIDS live in developing countries.

AIDS has become the fourth highest mortality cause on adults in the whole world and in some countries; because HIV/AIDS life span decreases more than 10 years. The rapid increase of mortality numbers on adults causes big increase of orphans – 13.2 millions children throughout the world, where 12.2 millions live in Africa alone. If it is not properly handled, HIV/AIDS will quickly eliminate the progress of development achieved in the last 50 years.

The epidemics situation in Indonesia is about 169 new infections and 90 mortalities of AIDS (including children) everyday. HIV and AIDS cases by occupation in Indonesia as of 30 September 2002 shows that students and unskilled workers are high followed by high-risk and unknown workers.

Why education needs to develop HIV/AIDS prevention education? Groups of learning participants in formal and/or informal education are protected by human resources from the hazard of HIV/AIDS infection. In here, takes the process of peer education among students that can be organized effectively and easily inexpensive, fast and simple.

One of the purposes of HIV/AIDS prevention education is to improve the knowledge and develop the ability of information delivery on prevention education of HIV/AIDS and its risk, while the targets of the education are students of formal and informal education, teachers and/or relevant parties.

The policies of this education are ensuring strategic planning, providing practical funds, including HIV/AIDS issue into health education approach, giving training to teachers – educators, developing resourceful education and lesson materials, giving supports to education participants and continuing the efforts for coordination and interdepartmental cooperation.

There are about ten strategies that can be taken into account to succeed the prevention education for HIV/AIDS. Among those to mention are organizing HIV/AIDS prevention in preliminary education through curricular and extracurricular activities, while in
high schools also organized through peer education; life skill education and guide and counseling service.

Peer education approach is organized since 1996 by the efforts of National Education in HIV/AIDS prevention, besides the approach is done through socialization and training. Life skills and HIV/AIDS prevention is developed since 2002 and it has close relations to behavioral matters as well as healthy lifestyle habit. UNICEF first supported it then the National Education manages it financially independent.

World Health Organization defines life skills as ability to bravely face life that enables people to handle any kind of pressures and challenges in their daily life effectively; then pro actively and creatively search for solution to handle those problems.

Some experts explained that some life skills are crucial basic skills in improving health and prosperity of children and young people; among those basic skills are decision making, critical and creative thinking, effective communication, stress and emotion management. These life skills are not a one-set of central skill that is well known as emotional intelligences. Life skills are effective means to encourage young people to act positively, to have initiative and to control themselves.

‘Study about AIDS in KTSP (Kurikulum Tingkat Satuan Pendidikan)’
By Ms. Sumiati, Head of Center Curriculum

“I want to recall the purpose of national education that everything is made for the prevention of HIV/AIDS.” The context is to achieve national education in developing abilities and to shape attitudes as well as the civilization of the nation in order to improve nation’s life.

One of many ways if to give early education in schools to support one of the purposes of national education, which is to improve education curriculum. There are different ways to socialize HIV/AIDS awareness through education. Each level of education will be using different ways of socialization. The school committees should not only be involved in the formulation of school syllabus, but more likely to support and to assist the education to increase the students’ awareness of HIV/AIDS.

There are some alternatives of the study about HIV/AIDS, one to mention is the curriculum structures in each education level will vary from one to another. This is to show that some possible alternatives, which can be done in the subject of sport and health education. Students Health Unit has been going for the last 20 years to support students’ awareness of self-health.

Another way is managed through school counseling and guidance programmes as well as self-development, which is one compulsory subject for students to take. For junior and high school students, the message will be conveyed differently through regular and extracurricular programmes. Besides that, integration with other school subjects like science and religion can be properly done to communicate the message to students.
Question & Answer at the first Panel

Sara – SMP Islam Al-Azhar
“To be able to prevent this epidemic, all parties should work together. We can not forget the role of media; referring to how the Ministry of National Education works together with other parties especially with media to prevent free sex and drugs – negative impacts in media.”

Answer
“Interdepartmental cooperation prevents pornography. Media sometimes create negative impacts in the society. Let us prepare our children with strong defensive ability. We focus on our jobs; for example why government does not take into account that students smoke on the other hand, teachers forbid students not to smoke, which affects human labors. This is our challenge, to work together with our students to prevent negative impacts of media in regards of HIV/AIDS awareness.”

Tampubolon
“Regarding School-based curriculum, please formulate models to include HIV/AIDS into school curriculum, so that it will be more easily internalized.”

Answer
“There are two things that I would like to highlight. First, we develop competency-based curriculum, this is to prevent negative content in media. This is not necessarily solving the problems. This is also related to content development. As time goes by even faster, critical and creative thinking will make children aware more of what is right and what is not. This is very principle. Students are encouraged to have healthy lifestyle. The categories to consider are the study, curriculum and class-based education.”

Lab School Jakarta
“Regarding life skill education in schools; this is the model that we need. Actually the subjects in schools are already overloaded for students. Students are already burdened with too many school subjects, what are the solutions?”

Answer
“We are now formulating some models that can be used as pilot project – examples – not a guide that can be modified or directly adopted or adjusted if necessary.”
Panel II
Information and Training on HIV/AIDS
Moderated by KPAI / Ms. Mira Fajar

Reproduction Health Programme and HIV/AIDS Prevention
in Schools
by Ms. Sari, Pelita Ilmu Foundation (YPI)

The purpose of this programme are to increase the standard of
education and health, to afford HIV/AIDS infection prevention and
to improve independence and participation of children as well as
youth and adults in preventing the problems related to HIV/AIDS.

There are some activities that the foundation is organizing such
as training for teachers, youth councilors training, peer education
training, peer education meeting, schools meeting, students
counseling, AIDS Information Service (LIA) and Health Clinic for
Youth.

Principles of DAKU are based on the concepts of behavioral change
which uses right approach and training for obtaining the right
information, gathering opinion and build independence besides
working with peers and societies.

In this programme, YAI uses computer as their learning equipment
and the foundation offers safe location for sensitive issues. One of the staff, Endang will
organize Privacy for students, independence and interactive learning process, good
combination between text, pictures, simulation and interaction, minimum preparation
for teachers and major process. There are some chapters in those programme to include
“Everything is started from me.”

The strength of DAKU is to involve young
people in the formulation process and using participative approach for students. In the
programme execution, there are some steps for implementation to begin with the consultation
with the school headmaster. The programmes
are implemented in Jakarta, Bali, Jambi,
Lampung and Medan with the support of WPF
Indonesia.

For the implementation in schools, there are
students, facilitators, case study analysis and
exhibition. Furthermore, there are also some challenges faced by DAKU among those to
mention is the willingness of the schools to accept reproduction health programme that is
suitable for the needs of youth.
Program Implementation in Communication, Information and Education
Yayasan AIDS Indonesia since 1998
by Ms. Robiana, Yayasan AIDS Indonesia

The spread of HIV/AIDS is very fast especially among productive-age people, while they are the next generation in consolidating national development in Indonesia. There should be active role of the society in socializing HIV/AIDS programme to young people. The socialization will focus on the information delivery and to eliminate stigma and discrimination.

Programmes of YAI are divided into three parts: regular programme that include KIE (Communication, Information and Education), counseling and recruitment; specialized programme such as continuing KIE (Edutainment) as well as multimedia programme through its web site at www.yaids.com

The programme of Communication, Information and Education (training) is organized since 1998 that focuses on productive-age people, which are young people in or outside junior and senior high schools. This is organized regularly to optimize the prevention activities that aim for information delivery activity to the society about HIV/AIDS. Currently, there are approximately 121,238 people and around 272 schools are involved in the training.

The implementation of KIE is to produce information addition to school students for them to forward to their peers. Trained young volunteers manage this activity. The methodology used in the training is peer education so that the information delivery process can go more livelier and dynamics. The language used is daily language adjusted to the participants’ condition. One magic word they are using is “Stay Safe, be Abstinence.”

There are some problems and weaknesses in organizing these activities. There is still high discrimination and stigma in the society. Some schools assume that HIV/AIDS information is not important for their schools; with incorrect assumption that their schools are just fine. The tight schedule of school hours and time given is too short, so sometimes it is simply as a spare time activity if the teachers are absent; hit and run become expected output but it is not maximum.

Question & Answer at the second panel

Romlan Syukur
There is a mosque near my house and there are many people in the neighborhood but not many of them utilize it. So, through this occasion, I open opportunity for both organizations to enter my society and give HIV/AIDS training or education for the people.

Answer
Thank you for your offer. But we need to design suitable activities that can be conducted in your society.
Guidance and Counseling by Lab School
Mr. Romlan Syukur


First is to know the purpose of life that is to pray. Second is to have guide of life: personal best (a person will do something with the best efforts they can do), trustworthiness (students have behaviors – attitudes – to be trustworthy in their words and actions by people around them), active listening (students have personality of being able to listen with their eyes, ears and heart), no put-downs (students have personality of never underestimating people with words, actions or body language) and truthfulness (students have personality of being able to act and say honest based on morale responsibility).

Third is to know the way of life by being patient (students live to do something with mental endurance and ability to control their selves to be in the right path even in difficult situation), right (students always live right based on Hakikah, Syariah and adequate benefits), obedient (students put efforts to do all his activities based on the procedures, rules and regulation) helpful (students always be helpful to ensure positive and peaceful condition) and religious (students always ask for protection from God in doing all of their activities).

The application of life skills strategies are: introduction, training, maintaining, getting used to, sampling and rewarding. He closed his presentation by asking the participants to sing together.

Guide & Counseling Programme
Ms. Dwi Okta Dinata, Labschool Junior High School, Kebayoran

Schools are conducting guide and counseling programme in relations to HIV/AIDS awareness. This can be done through personal – social counseling and study counseling. The materials that are used concern about motivation, teamwork, peer relationship, young people and puberty, bullying, sexual harassment, healthy life pattern and HIV/AIDS.

Information exchange and/or delivery are done through wall magazine (Mading), sociodrama, group discussion and training. While, for the socialization, some communication media are used such as posters that fosters bullying, global warming, HIV/AIDS and Gender issue. Besides that, the posters also promote or give tips and tricks on those issues.

The backgrounds of those activities are for preventive actions for the spread and the use of drugs, the increasing numbers of free sex among young people and the escalating statistics of people with HIV/AIDS in Indonesia.
The backgrounds of these activities are connected to the preventive actions for the spread and the use of drugs, the increasing numbers of free sex among young people and the escalating statistics of people with HIV/AIDS in Indonesia.

The information exchange on HIV/AIDS is done through sport and health education, biology subject, guidance and counseling programme and from other related institutions. Furthermore, the information sources of these activities are UNICEF, PKBI (Persatuan Keluarga Berencana Indonesia) – Indonesia Family Planning Association, YAI (Yayasan AIDS Indonesia) – Indonesia AIDS Foundation, Yayasan Pelita Ilmu, Coca Cola Foundation and HIV/AIDS experts.

The teaching methodologies are used by organizing speeches, discussions, games, film presentations and trainings. Furthermore, students will assess their study progress of previous semesters, they will also learn to know themselves, and they will also do sociometry, teenage-hood introductory and psychological test as well as information on drugs and universities for their continuing education.

The school creates syllabus for the counseling programme with its development assignments: achieving maturity in faith to God, achieving maturity in interaction among male and female peers as well as in their roles as male or female, achieving maturity in emotional control, achieving maturity in the growth of healthy physical condition and achieving maturity in portraying and attitude toward family lives. The media of the information exchange used are including charts and VCD on HIV/AIDS.

There are some priorities that are taught in our school. First, religion education in the school includes the teaching of Al-Quran, Hadist, Fiqih, Tarikh and Islamic cultures. Second, applicable religious rituals are also taught, which include Toharah, Shalat (pray), corpse, zakat, Shaum (fasting), Hajj and Umrah as well as donations for orphans. Third, Arabic language teaching in school, which incorporates linguistic, tafsir - interpretation, Al-Quran language, communication language and the grammar. The fourth subject is the teaching of interpersonal communication that comprises the relations and/or communication between human and God, among human beings, marriage, clothing and food and beverage. Furthermore, the school also sets behavioral programme that contains reading Al-Quran, group pray, sunnah fasting, Dhuha pray, smile, and friendly interaction and greetings.

The school also sets points for their students; every student who breaks the school regulation will be given punishments in form of points, according to the actions committed. For example, if a student has reached 200 points of punishment, that student will be sent back to his parents (expelled from school). The 200 points is applicable through their academic years in Islamic Village High School, Tangerang and this policy is valid until radius of 300 m from the school environment.
The programmes that are developed and/or taught are Audio Video (Electronics) Engineering, Electricity Energy Use Engineering and Mechanic Automotive Engineering. The purpose of vocational education is as higher education that prepares students especially to work in particular fields. Schools are samples in the society about the concept or lifestyle without smoking.

From this perspective we can conclude that schools are the producers, students are the products and industry/society are the customers. Products have to hold good physical endurance, are exciting and satisfying, are “solution created” not “problem created”, should have integrity (honesty, discipline, politeness, religiousness, etc) and are professional (working based on their skills of competence, satisfying results, etc.)

The implementation of the risk prevention on HIV/AIDS/drugs/smoking through healthy life approach is by making school regulation on restriction to carry or to distribute or smoke in school environments and its surroundings. Socialization on the risk of cigarette, HIV/AIDS (by Indonesia AIDS Foundation), drugs (by BNK/BNN) is held every year during student orientation programme and the inclusion of study materials about drugs, HIV/AIDS as theoretical study of physics, sport and health education.

The implementation result is satisfying; “Brand image” as a good school increases (public’s compliance to send their children to SMK Taruna Bangsa is quite high); high supports from business and industries; winning YAI Award for Free-Smoke School (receiving trophy and Rp 35 millions).

“DAKU” Prevention Programme for HIV/AIDS
Drs. Martono: Angkasa 2 Halim Senior High School

New students orientation programme is given the training materials on the risk of smoking, using drugs, HIV/AIDS, and information on health reproduction, and facilitated by information sources from NGOs to around 380-400 new students. In year 2002, the school joined reproduction health programme for youth that was organized by Yayasan Pelita Ilmu: training of peer education for students and training for teachers.

In year 2005, Programme of “Dunia Remajaku Seru!” (DAKU) supported by Yayasan Pelita Ilmu, the school acted as working group; facilitators of DAKU module; organized a series of training for DAKU facilitators; schools are as the module experiments of DAKU (2005), DAKU implementation (2006) and integrated guidance and counseling programme (2007).

The process of DAKU implementation: agreement between the school and YPI, teachers selection as future facilitators, training for facilitators, choosing

SMK Taruna Bangsa Module in Preventing the Dangers of HIV/AIDS/Drugs/Smoking through Healthy Life approach (Free Smoke School)
Mr. Ruslan: Taruna Bangsa Senior High School
the implementation time (once a week), students selection as the participants of DAKU programme, notification/permission letter from the students’ parents and the implementation in the schools.

The benefits of the programme are improving knowledge and skills of the teachers and the students, as the challenge of teachers to teach using computers, increasing teacher’s concerns on youth, teacher’s approach methodology to students and facilitating the needs of students for information on HIV/AIDS, drugs and reproduction health.

The barriers of the programme are time constricts, lack of awareness of the programme benefits by many parties, punctuality of the students, minimum supports and opposition of personal values that affect professional values. This programme also offers challenges: changing the old paradigm that teachers are the center of education, including HIV/AIDS programme into compulsory subject and changing negative image about students’ health from the teachers’ point of view.

We expect that more schools will educate subject on reproduction health for youth, the National Education Ministry through the curriculum can urge schools to include DAKU.

HIV/AIDS Education through Project-Based Learning (PBL)
Ms. Ira Damayanti Fasa: Labschool high school

Project-based learning is an education strategy, in which students are faced directly with complex and real problems, where they are forced to develop and apply their skills and knowledge. Students can find out various techniques and education intelligence as well as ability to combine experiential learning and cooperative learning strategies.

PBL is important because there are varieties of skills that have to be mastered by students as individuals. PBL can enforce them to develop those skills with more realistic contexts. PBL is able to combine inquiry-based learning, hands-on experience, cooperative learning, authentic assessment and embedding learning in real contexts in a process of education.

The differences between conventional and 21st century education are that in traditional education, teachers are the center of education, one-way communication, mass-based. Meanwhile, 21st century education emphasizes students as the centre of education, two-way communication, and personal based. Successful PBL starts from strong relationship between teachers and students and wide opportunities for students to talk and choose.

The keys to success of a standard-based project are methodology (or set of design principles), content or particular science, skills/habits of mind and adequate scoring. Creating PBL Unit: set of design principles starting from final purpose; creating driving questions, planning the grading, mapping the process and managing the process.

A driving question should be provocative, open-ended, specific into particular science and challenging, taken from day-to-day problem and consistent with the curriculum standard and education planning. The problem that usually appears when creating driving question is that the topic is too wide and difficult to answer, as it needs many sources and time.

‘Curriculum Wheel’ focuses on Science, Literature, Social studies, Economics and Art. Furthermore, the sources for information are the Internet, museums, radios and TV’s, community leaders and the library. For scoring, it has a scoring method alternative: scoring guide (rubrics), content specific rubric, process rubric, presentation portfolio rubric, products, and portfolios.
Learning Circle in iEARN Indonesia
Mr. Amani Nawawi

Learning Circles are about sharing information by writing a meaningful project through online collaboration. The sharing time will be done phase-by-phase following the instruction from the facilitator through weekly assignment.

iEARN Indonesia’s Learning Circle emphasizes on health, culture, environment and peace. Schools are divided based the themes. Health theme group is including SMAN 6 Makassar, SMA 8 Pekanbaru, SMAN 13 Jakarta, SMAN 2 Padang and SMAN 8 Yogjakarta. These schools are doing projects on their own called “HIV/AIDS Beyond My Own Backyard”, “Malnutrition in Our Region”, “Dengue Fever”, “Drug Abuse” and “Avian Influenza”

The Learning Circles Teacher’s Guide are:
1. Getting ready
2. Opening the circle
3. Planning circle project
4. Exchanging student work
5. Organizing circle publication, and
6. Closing the circle.

First phase, ‘getting ready’ organizes the link of the classroom computer to the world. Second phase, ‘team formation’ activities include ‘Classroom online survey’ – about the students, the school and the community; and ‘Welcome Packs’ (postal mail) – sending whatever fits in a large envelope (pictures, brochures, drawings, symbols, etc) that will tell others about who you are, what you look like, what you like to do and where you live.

Third phase, ‘planning circle projects’ that determines the responsibility and commitment – each class as a team organizes or ‘sponsors’ a project for the group, every class is responsible to send at least one response to the projects in their Learning Circle and project ideas (driving questions). Fourth phase, ‘students work exchange’. Within a team work – students work in groups send their works to all of the Learning Circle projects, students receive work from other students and store the information for later use and each class team monitors the work received on their sponsored projects and encourages their partners to complete work on schedule.

Phase five, ‘publishing projects’ that encourages students to become publishers – students reflect on their projects and make decisions about how to present their projects collectively and then students evaluate, edit and format the information that they select to create a chapter, section or report for the Circle Publication. In this phase, students also learn to work with information, analyze, compare and edit to create a final presentation, to use technical tools to create a final presentation and to accept responsibility for the work as well as to make sure that all tasks are completed within a group time line.

Phase six, ‘closing the leaning circle’ will send a goodbye message to your Learning Circle, make sure that all students have the opportunity to read the published stories on the Internet, students thank their Circle Facilitator and they disseminate Learning Circle Certificates to the students.
Group Discussion and Presentation

The participants are divided into 3 groups. Each of the group discuss Religious and Morale Approaches, Guidance and Counseling Approaches, and NGOs and iEARN Approaches. Below is the list of the groups.

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Presentation by each group and Recommendation

Group 1: Religious and Morale Approach
‘Role of Religion Education in Shaping Morale in School to Prevent HIV/AIDS’
Students have correct understanding about religious values to avoid themselves from HIV/AIDS infection.

The standard competency is that students have a good religious understanding so that they can stay away from HIV/AIDS. While the basic competencies are that students can obtain information on HIV/AIDS, students can distinguish between myths and facts about HIV/AIDS, students can gather data on HIV/AIDS from various media, students can write papers about HIV/AIDS in groups and students can apply healthy life pattern based on religious teachings.

There are some activities that can be organized: giving information on HIV/AIDS by doing ice breaking interactive (two-way) dialogue and using balls and name tags as the media; Distinguishing between myths and facts about AIDS by arranging role-play “wild fire” and using envelopes and papers as the media; gathering data about HIV/AIDS from various media by assigning the participants to search the information in newspapers, the Internet and magazines.

Furthermore, we are also encouraging students to write papers about HIV/AIDS by assigning them to make presentations by using laptop and LCD projectors; applying healthy life pattern based on religious teachings by giving assignments and demonstration through posters, leaflets and brochures.

Group 2 Guidance and Counseling Approach
Cognitive approach is done for knowledge sharing about the definition, the causes, the preventions, the infections, the effects and the treatment of HIV/AIDS by doing collaborative learning (biology and physic education – sport). Skills are developed to implement healthy life pattern and socialization for peer education by doing training on peer education.

Affective approach is done to enable students to protect themselves from HIV/AIDS through assertive attitude and maintain healthy life pattern by doing sociodrama and project-based learning. The meeting frequency is twice for theoretical meeting and twice for assignments and discussion meeting and once for film presentation meeting. The targets of the programme are students in 1st, 2nd and 3rd grade of high schools. The materials are adjusted for junior high schools, high schools and vocational high schools based on the definition, causes, preventions, infection, effects and treatments.

The methodologies used are project-based learning, sociodrama, student expression and exhibition. The supporting materials are self-understanding, assertive thinking, sexual disease, reproduction health, healthy life pattern and right and obligations. Furthermore, the media being used are films, photos, slides, CD’s and leaflets, while the evaluation is done through portfolio, sociodrama, grading of the nine aspects and collaborative learning.
Group 3
NGO’s and iEARN Approaches
Cognitive approaches are done through biology science, religious and morale backgrounds, while behavioral change is done through guidance and counseling programme. This is about how the growing problems in the society taught through integrated schools’ subjects.

The phases of the implementation are training on iEARN for schools that have no information on iEARN, training for teachers on Project-Based Learning and teaching collaboration; Introduction to HIV/AIDS by experts, projects organization – facilitators and posting the results of the projects.

Closing Ceremony

Prof. Dr. Arief Rachman, M. Pd., Executive Chairman of Indonesian National Commission for UNESCO
“Act locally and think globally,” but sometimes we need to act globally and think locally. There will be some adjustment, because HIV/AIDS is behavior matter, but it will come back to religion. “I suggest you that you can be cosmopolitan people, they don’t give up, they have the courage to say something and they are more patient.”

Complaint is a negative investment that will lead you to anger and disappointment. Please do not complain, but you have to thankful to God Almighty. Let us declare this workshop as the beginning of our efforts to combat HIV/AIDS among youth at school level.

Mr. Simon Baker
Thank you for all your hard works. One of the most important is when you start teaching is it an opportunity for you and for us. It is about how to keep going. I am hoping that in the future you will be more proactive. There will be a project by UNESCO Office Bangkok that is to conduct a competition for school teachers; to design action plans regarding HIV/AIDS. It is to explore your ideas and interest while we are giving motivation for you to develop your ideas.

Ms. Mira Fajar
I am just going to deliver some points after this two-day workshop. This good initiative also received positive responses from other UN agencies like UNICEF and UNFPA. This programme is grounded, as this will be done through teachers’ lessons in classes. There are some challenges, but if we can get through them, it will be indicators for us to evaluate our previous programmes. We will keep in touch through mailing list. I hope that this workshop can be very useful not only for Indonesian schools but also for schools in other countries.
Ms. Hasnah Gasim
Good indeed, you have to change. This is only the beginning of further progress to transfer your knowledge you gained from this workshop to others. You will all be included in the mailing list.

Ms. Rani
One point to consider is that I really hope through the forthcoming competition – action plans production – the key point will be grounded. I also hope that anyone of us can win this competition.

Testimonial from the participants
Sanan – SMA Angkasa 2
I think we really need this, as teachers for guidance and counseling. We need more knowledge transfer; moreover, the topic of the workshop is very useful for us. I hope that this meeting will not end here and if there is further information, please share it with us so that we can keep developing our knowledge.

Tri Vivery SMAN 99
I hope that his workshop does not end here, this should be maintained further and also develop this programme not only at particular schools but also any other schools especially those with possibility of students having problems with HIV/AIDS.
AGENDA
WORKSHOP ON CHALLENGES IN INTEGRATING HIV-AIDS IN SECONDARY SCHOOL CURRICULUM THROUGH INNOVATIVE APPROACH
JAKARTA, 20-21 JUNE 2007

20 June 2007
09.00-10.00 : Registration and coffee break
10.00-10.20 : Opening Ceremony:
- Welcome speech by Prof. Dr. Arief Rachman, MPd.
- Speech by the Director of UNESCO Office Jakarta
- Keynote Speech by dr. Fasli Jalal, Director General
10.20-11.00 : Introduction to UNESCO/UNICEF Bangkok Program on HIV/AIDS
11.00-11.30 : PANEL I
Policy of HIV/AIDS Programme in Indonesia by :
- Kepala Pusat Pengembangan Kualitas Jasmani
- Pusat Kurikulum, DEPDIKNAS
11.30-12.30 : PANEL II
Socialization and Training of HIV/AIDS programme by NGOs :
- Yayasan Pelita Ilmu
- Yayasan AIDS Indonesia
- Komisi Penanggulangan AIDS
12.30-13.30 : Lunch and dhuhur prayer
13.30-15.30 : PANEL III
Lesson Learnt and Innovative Teaching Approaches Through :
- Guidance and Counseling by LabSchool Junior High School
- Religion by Islamic Village Senior High School
- Discipline by Taruna Bangsa Senior High school
- “DAKU” Programme by Angkasa 2 Halim Senior High School
- ICT/Programme iEARN by iEARN Team
15.30-16.00 : Coffee Break
16.00-17.00 : Group Discussion (participants are divided into 3 groups)

21 June 2007
09.30-10.00 : Coffee Break
10.00-12.00 : Group Discussion Continued
12.00-13.30 : Presentation by each group
14.30 - : Closing Ceremony
# LIST OF PARTICIPANTS

**WORKSHOP ON CHALLENGES IN INTEGRATING HIV-AIDS IN SECONDARY SCHOOL CURRICULUM THROUGH INNOVATIVE APPROACH**

**JAKARTA, 20-21 JUNE 2007**

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<td>Sunari Fatimah</td>
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