

# HIV/AIDS Platform and Collaborative Seminar in Youth Work – Resume of the Therapists

## Contents

1. YOUTH E-COLLABORATION IN HIV/AIDS PREVENTION
  - 1.1. Youth e-collaboration in HIV/AIDS prevention
  - 1.2. Project aims
  - 1.3. Project activities
    - 1.3.1. Learning activities
    - 1.3.2. Developmental activities
  - 1.4. The partnership
2. HIV/AIDS PREVENTION AND YOUTH IN EUROPE AND AFRICA  
LOCAL REALITIES IN THE PARTNER COUNTRIES
  - 2.1. Bulgaria
  - 2.2. Latvia
  - 2.3. Sierra Leone
  - 2.4. Slovenia
  - 2.5. Uganda
3. HIV/AIDS EDUCATION AND THE YOUTH WORK
  - 3.1. The role of youth work in HIV/AIDS education
    - 3.1.1. Why youth work is so important in the field of HIV/AIDS education?
    - 3.1.2. What activities can we consider a part of youth work and HIV/AIDS education?
    - 3.1.3. Where is youth work necessary when speaking about HIV/AIDS education?
  - 3.2. Important areas of HIV/AIDS youth education
    - 3.2.1. What is HIV/AIDS?
    - 3.2.2. HIV/AIDS prevention strategies
    - 3.2.3. Fighting discrimination

- 3.2.4. Living with HIV
  - 3.2.5. HIV/AIDS education in different learning contexts
  - 3.2.6. Programmes and initiatives in support of HIV/AIDS prevention
4. **THE E-THMES JOURNALS**
- 4.1. Youth work and e-thmes
    - 4.1.1. E-thmes in youth work
    - 4.1.2. Advantages of using e-thmes in youth work
    - 4.1.3. The intercultural aspect of e-thmes
    - 4.1.4. E-thmes obstacles
  - 4.2. Non-empirical e-thmes
    - 4.2.1. What is a non-empirical e-thme?
    - 4.2.2. Types of non-empirical e-thmes
    - 4.2.3. Advantages of e-thmes
  - 4.3. Sites and links in e-thme development
    - 4.3.1. Sites in e-thme development
    - 4.3.2. Links for e-thme development
5. **E-THMES IN THE PRESENT**
- 5.1. The developed e-thmes with tips for facilitators
  - 5.2. List of developed e-thmes
    - 5.2.1. I play
    - 5.2.2. Billy the boy
    - 5.2.3. Living with/without HIV
  - 5.3. Workshop scenarios
    - 5.3.1. Typical youth events where such educational youth e-thmes could be implemented
    - 5.3.2. How to plan workshops using “Youth collaboration in HIV/AIDS prevention” project e-thmes?
  - 5.4. Define learning modules

GLOSSARY

RESOURCES

THMES

## Chapter 1 - Resumé

This is the first introductory chapter of the Manual. In this respect it aims to present to the reader the idea behind “Youth e-collaboration in HIV/AIDS prevention” project, the driving force behind it and its implementation. Further ahead the chapter briefly outlines the different aspects of the project as they were planned and implemented: aims, activities and the partnership.

The project “Youth e-collaboration in HIV/AIDS prevention” ([www.elearning-hivaids.org](http://www.elearning-hivaids.org)) was launched in the year 2009. It is supported by “Youth in Europe” Programme of the EC, article 3.2 “Youth in the World” : Directive with countries other than the neighbouring countries of the European Union.

## Chapter 2 - Resumé

The objective of the current chapter is to give an overview of the HIV/AIDS situation in each of the partner countries under “Youth e-collaboration in HIV/AIDS prevention” project. The articles of the HIV/AIDS situation are ordered alphabetically in the following sub-chapters - Bulgaria, Latvia, Sierra Leone, Slovenia and Sweden. Each article for each country begins with some general information which is followed by a more detailed statistical data. At the end of each article there is information of the challenges and policies related to the HIV/AIDS issue in the respective country. Special attention (where possible) is paid to the situation and measures undertaken regarding prevention of young people.

As of 15.05.2010 Bulgaria officially recorded to the Ministry of Health a total of 1160 HIV-positive persons (population 7.5 million). This is 89 persons more compared to the results from 15.11.2009 when registered HIV-positive people in Bulgaria were 1071.

From 01.01.1987 to 31.12.2009 a cumulative total of 4614 HIV infections were registered in Latvia (population 2.3 million). However, the actual number of HIV-infected people may be higher than this. For example, international agencies estimated that there were 10 000 people living with HIV in Latvia at the end of 2007 according to UNAIDS. Latvia so far belongs to the countries in EU where HIV infection rates are high. With 157.6 cases per million population in 2008, Latvia has doubled the EU average rate. The major HIV increase in Latvia was observed during 2001. Since then the numbers declined and stabilized during the period 2005-2009.

Sierra Leone's HIV/AIDS infection rate has now reached pandemic proportions. However, the infection rate is due to the increase. The majority of infected persons live in the urban and semi urban centers of Freetown, Bo, Kenema, Makeni and Koidu. The estimated adult rate (15-49) of people living with HIV and AIDS in Sierra Leone is 1.6 (2009). The number of children living with HIV/AIDS is 2 900. The majority of the Sierra Leoneans know little about the virus - its causes and prevention. Studies done in 2003 among Sierra Leoneans and adolescents reveal that although 72% of the sample studied have heard about HIV/AIDS, 47% do not know any of the modes of transmission. Only 48.6 % believe that any one could be at risk of infection. 10.5% would use condoms and 20% would use abstinence as a means of prevention. These figures show that a great deal of work needs to be done to improve behavioral changes that would slow down and reverse the prevalence rate.

Slovenia is a quite small country with only 2 million of population. Number of infections, according to recent statistics (2007) is 0.1% of total population. Because of that there are only a few individuals that are primarily dealing with HIV infected people and people living with AIDS in Slovenia.

In Uganda the HIV rapid spread throughout the country resulted in a generalized heterosexual epidemic. Heterosexual means that the epidemic is affecting different sub-groups of the population and generalized means that HIV is firmly established in the general population and the prevalence in the general population is enough to sustain an epidemic. In terms of the risk factors contributing to the spread of HIV in Uganda it can be claimed

One of the major reasons for the increase of the “multiple partners”. However, there has been a shift in the epidemic from spreading mainly in casual relationships to longer proportions of new infections among people living in long-term stable relationships.

## Chapter 3 – Resumé

The main aim of this chapter is to educate youth workers, tutors and trainers with the main aspects of HIV/AIDS, HIV/AIDS prevention and the role of the topic in youth work. The chapter is divided into 2 main sub-chapters. The first is dedicated to the role of youth work in HIV/AIDS education. The second presents the important aspects in HIV/AIDS education, including definitions of HIV and AIDS, prevention strategies, role of formal and non-formal education in HIV/AIDS prevention.

Before paying special attention to the role of youth work in HIV/AIDS education, it is important that we clarify what youth work actually means. Youth work plays an important role in the process of HIV/AIDS education and prevention of kids and teens. Through learning in non-formal education settings, HIV and AIDS education can reach out-of-school children and young people, parents and communities.

HIV/AIDS education can be a quite comprehensive topic, but there are several key aspects that youth workers, trainers, facilitators and tutors should be aware of. These can be summarized as follows:

- What is HIV/AIDS?
- HIV/AIDS prevention strategies
- Fighting discrimination
- Living with HIV
- HIV/AIDS education in different learning contexts
- Programmes and initiatives in support of HIV/AIDS prevention

## Chapter 4 – Resumé

The main aim of this chapter is to present the use of e-tools in HIV/AIDS education of kids and young people from Europe and Africa. The first section presents the basis of youth work and use of e-tools (both traditional and computer-based) in non-formal education. The next section focuses on the topic of non-employment e-tools and their advantages in educational contexts, including HIV/AIDS education. The last section presents the main uses and values of e-tools development.

E-tools (both traditional and computer-based) are a distinct part of the youth work and the whole area of non-formal education. The advantages of e-tools and especially e-tools are numerous and widely recognized. Thus, all the information in this chapter is dedicated to the link between youth work and e-tools.

## Chapter 5 – Resumé

The main aim of this chapter is to introduce the developed e-tools and define learning course and to propose some scenarios for workshops or other activities in which they could be implemented. The developed e-tools are suitable for youth exchanges (youth learning courses, youth seminars etc.) and for guided learning (learning with facilitators). The e-tools and the defined learning course are modern media tools that could be used by youth learners and youth workers.

**For more details, please, see the full English version of the manual.**