

Lesson 13
Exploring AIDS in South Africa II



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Introduction: As many as one out of every four people in South Africa has the HIV virus and will have their life cut short because of AIDS. In our era of a truly globalized economy, with a large division of wealth between the rich and poor nations, who should bear the responsibilities of combating the disease? This lesson requires students to take the perspective of different groups affected by the virus as they compete for funding from the UNAIDS global fund.

Objectives: At the completion of this lesson, the students will be able to:

1. Write public policy solutions to problems related to health care, education, the South African government, the international community, and youth.
2. Persuasively present their solutions in a mock UN hearing session.

Suggested Grade Levels: 9-12 (deals with mature subject matter)

Time: One to two 50-minute class periods

Suggested Subjects: World History, World or Human Geography, Contemporary World Issues, Health (or other AIDS related curriculum), Sociology, Anthropology, Politics, and Government

Materials:

- ◆ Handout 13.1, Position Paper
- ◆ Handout 13.2, AIDS Global Fund Data Sheet

Instructional Procedures:

1. With the students, review the chart from Lesson 12 depicting the impact of HIV/AIDS on South Africa.
2. Organize the students into five-person groups (use the same groups from Lesson 12). Have each group be responsible for formulating policy recommendations based upon one of the following policy areas: Health Care, Education, South African Government, International Community, and Youth.
3. Distribute Handout 13.1, Position Paper. Instruct each “expert policy-working group” to write their position paper to respond to the AIDS pandemic. Explain that each group will present their recommendations in a mock UN session. Instruct each group to include the following components in their position papers: 1) a rationale explaining why their group is important and worthy of funding; 2) a specific description of what levels of support and funding they need; and 3) an “assessment” plan for measuring the success of their policy when implemented. Allow sufficient time for re-reading, discussion, and presentation planning.

4. Conduct the hearing. Instruct each group to carefully listen to each other's presentations and to make their own evaluations based on the different proposals.
5. Conclude by assuming the role of a UN representative and allocate funding to the groups based on how well their policy recommendations meet the criterion established in the AIDS Global Fund Data Sheet (Handout 13.2).

Assessment: Can be based on their written policy proposals or based on class evaluations of which proposals merited funding.

Extensions:

1. Have students consult the AIDS Global Fund Data Sheet (Handout 13.2) to determine if their policy meets the funding criterion.
2. Challenge students to do their own search to create an AIDS/HIV database of related articles. (See bibliography below.)
3. Specific students could act as UN Advisors and advise each group on how to make their policy proposal meet UNAIDS Global Fund objectives. Then these students could later act as the UN judges who vote for the policies or policy combinations that they fund and support.
4. Students could create a template for judging the policy solutions by identifying key criteria (e.g., based on the number of people treated, likelihood of prevention, utilization of existing resources, cost for implementation, etc.).

Bibliography:

McGeary, Johanna. "Death Stalks a Continent." *Time Magazine*, 12 February 2001.

McNeil Jr., Donald G. "South Africa's Small Warrior Against AIDS Dies Quietly." *The New York Times*, 2 June 2001 <www.nytimes.com>.

United Nations. "In its first meeting of 2000, the Security Council focuses on 'The impact of AIDS on peace and security in Africa'." UN News Documents (10 January 2000). 30 May 2002 <www.un.org/news/dh/latest/scafrica.htm>.

Whiteside, Alan and Clem Sunter. *AIDS: The Challenge for South Africa*. Human & Rousseau: Cape Town, 2000.

Handout 13.1 Position Paper

Each group is required to write a one-page summary of his or her group's position and recommendation that will be discussed in the committee hearing. Position Papers are a vital part of the conference as they allow the student to become better acquainted with his or her group's policy preferences. Each student's position paper should include the following:

- I. General Statement: An overview of his or her group's stance regarding the topic and how it is important to his or her constituency.
- II. Particulars: Particular concerns that his or her group feels are necessary to address, and possible solutions that his or her group would favor and the reasons behind such choices.

Committee: UNAIDS

Topic(s):

Group Represented:

Delegation: (student names)

I. General Statement (provide background and rationale)
We believe...

II. Particulars

**List of possible Preambulatory Phrases to use
in the General Statement:**

Affirming	Emphasizing	Keeping in mind
Alarmed by	Expecting	Noting with regret
Approving	Fulfilling	Noting with satisfaction
Aware of	Fully aware	Noting with deep concern
Believing	Fully alarmed	Noting with approval
Bearing in mind	Fully believing	Observing
Confident	Further deploring	Realizing
Convinced	Guided by	Reaffirming
Declaring	Having adopted	Recalling
Deeply concerned	Having considered	Recognizing
Deeply convinced	Having examined	Seeking
Deeply disturbed	Having studied	Taking into consideration
Deeply regretting	Having heard	Viewing with appreciation
Desiring	Having received	Welcoming

**List of possible Operative Phrases to use in the
Particulars section of the Position Paper:**

Accepts	Designates	Notes
Affirms	Emphasizes	Proclaims
Approves	Encourages	Reaffirms
Authorizes	Endorses	Recommends
Calls	Expresses its appreciation	Reminds
Calls upon	Expresses its hope	Regrets
Condemns	Further invites	Requests
Congratulates	Further proclaims	Solemnly affirms
Confirms	Further reminds	Strongly condemns
Considers	Further recommends	Supports
Declares accordingly	Further resolves	Takes note of
Deplores	Further requests	Transmits
Draws the attention	Have resolved	Urges

Handout 13.2

AIDS Global Fund Data Sheet

The [United Nations Foundation](http://www.unfoundation.org) has set up a special account to receive private contributions to the Global Fund and to hold them in readiness until it is officially launched. To date, pledges to the Global Fund from government and private contributions amount to over US\$1.4 billion (www.globalfundatm.org). This new fund would focus on HIV/AIDS, tuberculosis and malaria, and would promote an integrated approach to the three diseases. Geared at strengthening and expanding existing development processes rather than designing new projects, the fund is intended to serve as a means for mobilizing, managing and disbursing new and additional resources. The fund would be underpinned by a set of principles—including the need to achieve better coordination in efforts to confront diseases, to improve the transparency and flexibility of those efforts, and to support national-level decision-making and leadership. Equally important is the opportunity to decrease the work required of national governments when dealing with a range of donors, to achieve more equitable allocation of resources and to enable a clearer focus on results. Below is a list of the principles underlying the Global Fund, as stated on the official website:

The Global Fund to Fight AIDS, Tuberculosis and Malaria

Principles:

- The Fund is a financial instrument, not an implementing entity.
- The Fund will make available and leverage additional financial resources to combat HIV/AIDS, tuberculosis and malaria.
- The Fund will base its work on programs that reflect national ownership and respect country-led formulation and implementation processes.
- The Fund will seek to operate in a balanced manner in terms of different regions, diseases and interventions.
- The Fund will pursue an integrated and balanced approach covering prevention, treatment, and care and support in dealing with the three diseases.
- The Fund will evaluate proposals through independent review processes based on the most appropriate scientific and technical standards that take into account local realities and priorities.
- The Fund will seek to establish a simplified, rapid, innovative process with efficient and effective disbursement mechanisms, minimizing transaction costs and operating in a transparent and accountable manner based on clearly defined responsibilities.
- The Fund should make use of existing international mechanisms and health plans.
- In making its funding decisions, the Fund will support proposals which:
 - Focus on best practices by funding interventions that work and can be scaled up to reach people affected by HIV/AIDS, tuberculosis, and malaria.
 - Strengthen and reflect high-level, sustained political involvement and commitment in making allocations of its resources.
 - Support the substantial scaling up and increased coverage of proven and effective interventions, which strengthen systems for working: within the health sector; across government departments; and with communities.

- Build on, complement, and co-ordinate with existing regional and national programs (including governments, public/private partnerships, NGOs, and civil society initiatives) in support of national policies, priorities and partnerships, including Poverty Reduction Strategies and sector-wide approaches.
- Focus on performance by linking resources to the achievement of clear, measurable and sustainable results.
- Focus on the creation, development and expansion of government/private/NGO partnerships.
- Strengthen the participation of communities and people, particularly those infected and directly affected by the three diseases, in the development of proposals.
- Are consistent with international law and agreements, respect intellectual property rights, such as Trade-Related Aspects of Intellectual Property Rights (TRIPS), and encourage efforts to make quality drugs and products available at the lowest possible prices for those in need.
- Give due priority to the most affected countries and communities, and to those countries most at risk. Aim to eliminate stigmatization of and discrimination against those infected and affected by HIV/AIDS, especially for women, children and vulnerable groups.

In addition to the above principles, evaluate the group's application for funding using the following Funding Checklist:

- _____ Presentation of position paper was clear and included:
- _____ Explanation of why their group is important—or worthy of funding.
- _____ A determination of what levels of support and funding they would need.
- _____ An “assessment” to measure the success of their policy when implemented.