

**Report on Country Preparedness in dealing with HIV/AIDS
in the Education and Training Sector
Among SADC Member States**

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Prepared by SADC HRD SCU

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Assisted By SADC Education Policy Support Initiative

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The SADC Regional Strategic Framework affirms a three pronged approach to combating the HIV/AIDS pandemic in the Southern Africa Region:

1. CREATING A FOUNDATION FOR ACTION

It will be possible to move forward nationally and regionally if there is – in each country, and within SADC itself – a foundation for action which includes the following building blocks:

- **Dual approach:** strategies to counterattack the pandemic in education that take account of both (1) how to help prevent the further spread of the disease by using resources available to the education sector, and (2) how to reduce the consequences of the pandemic on the education sector itself.
- **Committed and informed leadership:** politicians, senior education department officials, and senior international agency staff who are knowledgeable *and* committed, who are convinced that our situation is grave, and recognise that our learning structures are being steadily undermined.
- **Collective dedication:** understanding that HIV/AIDS in education is not the problem of ministries of education alone. They can only overcome the effects of this pandemic by working with partners inside and outside government. A holistic approach by all sector stakeholders to problems in the whole education sector is now required.
- **Research and monitoring:** a research agenda, along with research principles, priorities, and resources. It should also be possible to identify a set of benchmarks and crisis indicators – alarm bells indicating trouble – which can be monitored over time.
- **Effective management:** recognising that current bureaucratic structures in governments and agencies are not conducive to attacking AIDS. Fighting the pandemic is not a part-time assignment, but a full-time mandate until the situation stabilises. Ministries and agencies must *anticipate* its consequences, and harness resources to counteract it.
- **Policy, planning and regulatory framework:** working arrangements coordinated within a framework of understanding about the pandemic, and its impact on the sector, and disseminated to those responsible for implementing them.
- **Resources:** adequate funds allocated to the fight against HIV and AIDS, including much more substantial funding and support for local and national *nongovernment* partners through government or nongovernment funding mechanisms, including fundholders.

2. MITIGATING THE IMPACT

Mitigating the impact of HIV and AIDS means, in essence, protecting education quality and provision, and reducing the effects of the pandemic on educators, learners, and the system itself.

- **Impact assessment:** assessments of the likely impact of the pandemic over the next two-three decades on learners and educators, and on the health of the sector itself. Policy formulation and planning need to take account of the evidence provided by the assessments, which need to be updated regularly.

- **Projecting future supply and demand:** reasonably accurate predications of future demand for education and , in terms of numbers of learners in various age groups, how many teachers and trainers will be required. A qualitative assessment will be required of the likely characteristics of learners in future, taking account of those who are infected and affected by AIDS.
- **Stabilising education provision and quality (system self-preservation):** even under attack by the pandemic, the system works so that teachers are teaching, children are enrolling and staying in school, managers are managing, and personnel, financial and professional development systems are performing adequately.
- **Reducing the Impact on Institutions of Learning (counteracting the pandemic):** those affected and infected by the pandemic can work and learn in a caring environment which respects the human rights of all
- **Responding Creatively to New Learning Needs (outwitting the disease):** the system continues to provide meaningful, relevant educational services to learners in and out of school, in complex and demanding circumstances.
- **Supporting Orphans and Other Vulnerable Children and Youth:** an environment in which children who have lost parents or who are otherwise affected by HIV and AIDS, receive material, psycho-social and other benefits which enable them to continue learning.

3. PREVENTING THE SPREAD OF HIV/AIDS

Educators need to define: (1) the extent of education's responsibility for fighting the pandemic, and for caring for those affected by the disease; (2) at what point educators should hand over responsibility for learners in difficulty to health and social service agencies; and (3) the extent to which schools and other educational institutions are (or should be) part of the community response to the pandemic.

- **Installing curricula:** integrated or separate life skills programmes at primary, secondary and post-school levels, along with programmes for young people who are permanently or temporarily out of school.
- **Developing and using appropriate materials:** materials have been developed that are appropriate and up-to-date and are widely distributed and available.
- **Developing educator knowledge and skills:**
- **Upgrading teacher educators:** improving the skills, behaviours, attitudes and knowledge of those responsible for INSET and pre-service preparation of teachers of life skills programmes.
- **Evaluating curriculum interventions:** assessing the content, implementation and outcomes of life skills and similar curricula – at all levels from preschool to universities – to determine if this is education's most appropriate contribution to preventing AIDS.
- **Providing counselling and care for learners and educators:** Supporting those affected and infected with professional care through counselling centres or other alternatives.
- **Working in partnership:** A multi-sectoral approach is adopted where any groups with initiative are incorporated into planning for prevention.

1. CREATING A FOUNDATION FOR ACTION

COUNTRY	DUAL APPROACH	LEADERSHIP	COLLECTIVE DEDICATION	RESEARCH AGENDA	EFFECTIVE MANAGEMENT	POLICY AND REGULATIONS	STRATEGIC PLAN	RESOURCES
	Is equal consideration given to (1) preventing spread of the disease and to (2) reducing the anticipated impact of the pandemic on education?	Are political leaders, senior officials, unions, the teaching service, school governing bodies knowledgeable and committed to action?	Are partners outside government involved in the fight against HIV/AIDS? Do mechanisms exist for partnerships?	Is information about HIV/AIDS being collected, analysed, stored and spread? Is there an HIV/AIDS and education research agenda for the education sector?	Has a full-time senior manager been appointed? Does a standing structure exist which includes partners in and out of government?	Are HIV/AIDS sector policies and regulations in place? Are there appropriate codes of conduct for teachers and learners, and are they applied rigorously?	Is there an education sector HIV/AIDS strategic plan which covers all levels of the whole education sector, and is it funded?	Are plans being funded adequately? Are funds being channelled to various levels of the system, and to partners outside government who can use them?
Angola	Yes. Angola is only beginning to acknowledge that there is a dual strategy. The Ministry has introduced HIV/AIDS into the curriculum. There is enforcement of policies in educational institutions and advocacy on TV and radio. It is still viewed as a Health issue and not an Education one.	Yes. They have demonstrated commitment as they organised meetings and other ways of advocating HIV/AIDS prevention. There are a number of associations and parliamentarians involved. It is largely driven at central government but it has filtered down to regional government, institutes and schools.	There are numerous partners involved in the fight – UNICEF, USAID, FNUAP, OMS, PNUD, UNESCO, BM, UNHCR, FAO, EU, Italian Cooperation and Noreuega's Embassy. There are bilaterals with these organisations.	The Ministry of Education has just designed such a project. The National Institute of Research and Development of Education (INIDI) has an HIV/AIDS research agenda. It has a standing committee involving the Ministry.	No, not yet has there been such an appointment. There is a multi-sectoral group headed by the Ministry of Health.	Not for the whole sector as there are human and financial resource problems. There is a plan to initiate a legal project on HIV/AIDS covering policy across all sectors. Presently we have SADC's Codes of Conduct on HIV/AIDS and employment.	There are meetings of multi-sectoral groups that have drawn the national strategic plan to deal with the pandemic, under the Ministry of Health. ONUSIDA, PNLs and the Ministry of Health are the main drivers of strategy and funds being channelled.	Some plans are being adequately funded but generally there is a serious problem of resources and appropriate mechanisms for channelling funding.
Score	1	2	2	1	1	1	1	1
Botswana	Yes. HIV/AIDS has been mainstreamed into the MoE's plans. It is mainstreamed into the curriculum; there is care and support for orphans, and counseling provided.	Political commitment is very high and the challenge is maintain momentum. The President of Botswana chairs the National Aids Council, PS's chair sector committees, district commissioners and council secretaries co-chair district multi-sectoral committees. There is also a high level of denial.	Yes. UNDP, UNAIDS, UNICEF, WHO, DFID, Sida and others. There is a good relationship with all partners and stakeholders and a high level of co-operation.	Statistics are being compiled at the moment. The department of planning, statistics and research is currently collecting data on annual returns from the education regions. Data is stored in an item database. The National AIDS Co-ordinating Agency is managing the research agenda.	In 2000 MoE appointed a full-time AIDS co-ordinator. The Teachers Association against HIV/AIDS was formed.	A national Policy on HIV/AIDS developed in 1993. The Directorate of Public Service Management has developed a code of Conduct on HIV/AIDS. Different Sectors have formulated workplace policies in line with the national policy. These are newly formulated and still need to be rigorously applied.	A Strategic plan is being developed. It is currently in draft form. The UNDP/GOB support programme will fund it.	Funds are channelled to various education sectors within the MoE and outside of it.
Score	3	2	3	3	3	2	2	2

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Lesotho	Equal consideration is given to both prevention and mitigation issues.	Yes. HIV/AIDS has been declared a national crisis and everyone is trying to do something about the pandemic.	i) Yes, through the Lesotho Network of AIDS Service Organisations. ii) Yes, joint workshops/meetings.	i) No. ii) No.	i) No. ii) Yes., through the National AIDS Programme and LE-NASO.	i) There is no HIV/AIDS Education policy. ii) No codes of conduct are in place.	Some aspects of HIV/AIDS in Education are included in the draft National HIV/AIDS Strategic Plan.	No.
Score	3	2	3	0	2	0	1	0
Malawi	Yes. The Ministry has identified 5 priority levels: - Curriculum - Teacher Dev - Guidance and counselling - Human resources - Planning and budgeting	Yes. There is a cabinet committee on HIV/AIDS chaired by the Vice President. The Human Resource management is in the forefront.	Yes. There are numerous donors, NGOs, religious organisations and civil society. The mechanism is through the technical committees in place.	Information is being collected and stored. The analysis of the data is about to being. Some dissemination is taking place.	No, a full time senior manager has not been appointed although it is part of a people's job description.	These are not yet in place but are being developed. There is a code of conduct but it is not being rigorously applied.	The strategic plan is in the process of being developed. Funding is in the pipeline.	The plans are not yet determined. Funds are not yet being channelled to the various levels of the system or to partners outside of government.
Score	3	3	2	2	0	1	2	2
Mauritius	More focus on prevention than on mitigation	Yes there is a national Aids Committee which reports to the Ministry of Health. The Minister of Health and Quality of Life is the highest level in Government with the responsibility for action.	Yes. There is involvement of all stakeholders i.e. NGOs, religious groups, the community in planning of activities. They National Aids Committee provides a forum for partnership approach.	A monthly HIV/AIDS bulletin is issues and circulated and a monthly IEC report is compiled. Research is undertaken by the Mauritius Institute of Health. There is no research agenda specific to education.	There is no specific programme for education. All activities are coordinated by National Aids Control Programme/Health IEC Unit	There is no HIV/AIDS Policy on education nor a legislation in place	There is currently a national HIV/AIDS strategic plan for 2001-005 under development. No specific one for education.	The current activities are being funded by either the Ministry of Health or various donors.
Score	1	2	2	2	1	0	2	2

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Mozambique	There is much more focus on prevention than on mitigation. We have not yet begun to really consider mitigation issues.	There is relatively high commitment at the national and provincial levels among senior officials	There are two key partners involved – UNICEF and UNDP. Mechanisms are planned for involvement of partners but nothing yet implemented.	An initial study has been implemented assessing the impact but very little else has been done or even planned at this stage.	A part-time manager in the Directorate deda Education has been appointed. There is no standing committee formed yet.	There are no HIV/AIDS policies in place for the education sector although there are general policies which may apply. There is no code of conduct yet developed.	An education sector plan has been developed but it only focuses on primary and secondary education. It is not yet funded.	There is ad hoc funding for specific projects. Funds are not being channelled to any partners outside of government.
Score	1	2	2	1	1	1	1	1
Namibia	Interventions have been mainly in prevention, nothing much on impact	Political leaders say something about the pandemic	NGOs more active	Nothing coordinated by government	The Ministry of Education is not involved	Nothing developed yet	There is a national strategic plan which has a chapter on education	Each ministry is supposed to budget for HIV/AIDS
Score	1	2	1	0	0	0	1	1
Seychelles	More consideration given to HIV/AIDS prevention, however, this does not mean that impact issues are neglected.	Yes. There is a National Ministerial Council on HIV/AIDS and HIV/AIDS has been declared a national emergency	There is a National Aids Committee which is cross-sectoral. The Ministry of Health works with schools through shared talks, churches through religious education and NGO'S	Any HIV/AIDS information is currently being collected by the Ministry of Health.. No specific research agenda for education.	Under the Ministry of Health, there is a Aids Prevention and Control Programme Manager. This Manager services the national Aids Committee	There is a national Policy and the Public Health Act. The Act still to be reviewed to address the classification of HIV/AIDS under the Act. With respect to Education, the education sector policy is still at the draft stage and the issue of how to deal with the pandemic within the sector to be addressed	Nothing developed at the moment. However there is a programme called the Personal and Social Education which deals with training of teachers.	There are donors who are supporting work in HIV/AIDS. However, there is still need for more financial support. The Ministry of Health is responsible for channeling resources appropriately through the National Aids Committee.
Score	2	2	2	0	1	1	0	1

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Swaziland	i) Yes, through the development of curriculum, schools health intervention programme and the crisis communication strategy. ii) Yes, the Ministry of Education is in the process of implementing the recommendations from the Impact Assessment Study.	They are knowledgeable but they are not fully committed. There is very little commitment.	Yes, other Government Ministries such as the Ministry of Health and Social Welfare are involved in the fight against HIV/AIDS together with other NGOs and International agencies.	i) No. ii) No, but ways are being explored to have one.	i) No. ii) Yes.	i) No. ii) No.	i) No. ii) N/A	i) N/A there is no strategic plan in place yet.
Score	2	1	2	0	1	0	0	02
South Africa	There is consideration for both prevention and mitigation, but it is not equal – prevention has been receiving more attention. Only recently has impact begun to be addressed.	There is a high level of commitment at the highest political level.	Yes, but to a limited extent. There is consultation at national, provincial and district levels.	No comprehensive information is available. Information is mainly from antenatal clinics. Yes, there is a research agenda	There is a full-time coordinator for HIV/AIDS who is also advisor to the Minister.	Yes, there is a policy and regulations in place, namely: a) Guidelines for Educators; b) HIV/AIDS in the Workplace; c) National Strategy on HIV/AIDS Prevention at School Level.	Yes/No. There is a Strategic Plan for Prevention at school level which does not cover the tertiary sector.	Yes, plans are funded adequately ; however, uncertain if resources filter down to grassroots level or NGOs.
Score	2	3	1	1	3	2	2	2

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Tanzania	Emphasis is on prevention of immediate factors that contribute to the spread of HIV. Little is done on the impact. Some NGOs/Agencies work on impact on a small scale.	Awareness is reasonably high. Commitment among politicians at all levels. The famous human touch in 1999 that runs in villages in entire country was dedicated to Youth and Prevention of Aids	Yes. Interested partners are involved & their involvement is thru' the support (financial) they provide. A forum exists for exchange of experiences. All undertakings are done under an MoU.	There is a research agenda under the Medium Term Plan of the National Strategic Framework. Data is collected thru' questionnaires or DGR. Electronically processed and documented reports or floppies. Dissemination done thru' publication of reports	There is a full time senior manager with the existing structure of the Min.of Educ & Culture and a full-time Coordinator of HIV/AIDS activities in the Min.of Science, Tech., & Higher Education	Strategic guidelines are based on the Education & Training Policy statement stipulations – Provision of health educ. And nutrition to schools and colleges. There is a guideline for preventive education for HIV/AIDS/STDs for schools and colleges	Yes. Under the National Strategic Framework for prevention and control of HIV/AIDS/STDs - MTPIII	Budget is made and activities are costed. But funding is not always guaranteed.
Score	2	2	2	1	3	2	3	2
Zambia	No, impact issues have not yet received attention they deserve.	Yes, a Ministerial Committee has been appointed at the national level to supervise the work of the National Secretariat and Council.	Yes, through the collective implementation of the BESSIP and the Joint Steering Implementation Committees, which involve donors and NGOs.	i) Yes, through the use of annual statistical returns from schools, districts and provinces newsletters, brochures, annual reports and radio programmes. ii) A research agenda is being set up.	i) Focal points have been appointed at the national, regional, district and school levels but they do not operate on a full time basis.ii) The national council and secretariat comprises Government, Universities, NGOs, the private sector and eminent individuals.	i) Yes, the main policy document is titled "Educating Our Future" and a policy statement on HIV/AIDS education were established by Gvt. ii) No.	Yes, there is. It is titled "Strategic HIV/AIDS Education Plan."	Funds are being channelled to the various levels of the system through BESSIP arrangements.
Score	2	3	3	3	3	2	3	3
Zimbabwe	Yes. Equal consideration being given. A lot on Curriculum development - Life skills education and teacher training.	Government is committed. There is a National Aids Coordinating Programme and a National AIDS Council (NAC)	Yes, there is a close networking system bringing together all actors involved in the fight against HIV/AIDS in the country- a multisectoral approach	There is a research agenda nationwide, but not specifically in the education sector. Impact study still to be done.	Yes, there is a secretariat in the Ministry that works with UNICEF. This unit links with all higher education institutions	There is a national policy on AIDS (Unclear if there is a specific policy in the education sector). Codes of conduct are those that apply to any work place (incl.teachers).	The Min.of Higher Education has a strategic plan. The other ministry is currently working on a 5-year plan to start next month.	Every taxpayer pays an AIDS Levy, which is managed by the National AIDS Council. This money is to take care of orphans, families and education.
Score	2	3	3	2	3	3	2	3

2.MITIGATING THE IMPACT OF HIV AND AIDS ON EDUCATION

COUNTRY	ASSESSMENT	RISK PROFILE	STABILISING	PROJECTING	MITIGATING	RESPONDING CREATIVELY	ORPHAN NEEDS	ALL SUBSECTORS
	Has an assessment been done of the likely impact of HIV/AIDS on the education sector in future?	Is there some understanding of the factors which make educators and learners vulnerable to infection?	Are steps being taken to sustain the quality of education provision and to replace teachers and managers lost to the system?	Have relatively accurate projections been made of likely enrolments and teacher requirements at various levels of the system over the next five to ten years?	Are children affected and infected by the pandemic receiving counselling and care? Is there a culture of care in schools and institutions? Are human rights protected in learning institutions and education workplaces?	Is the system trying to provide meaningful, relevant educational services to learners affected by HIV/AIDS, finding new times, places and techniques for learning and teaching?	Is planning underway to understand and respond to the special needs of increasing numbers of orphaned and other vulnerable children?	Is attention being made to the planning requirements of all education subsectors – from early childhood development through to university?
Angola	An evaluation of the impact is currently going on. There is a national Strategy Plan produced by a multi-sectoral committee.	Yes, but the evaluation will confirm this.	Steps have just begun. Advice is being given to people to use preventatives and to reject blood that is not well certified.	The evaluation will provide this information.	Testing is voluntary. Human rights are being protected through policy.	Not yet.	This is an issue that the multi-sectoral committee is dealing with.	This is on the agenda.
Score	1	2	2	1	1	0	1	1
Botswana	A study on the impact of HIV/AIDS is currently going on. A school survey on impact by DFID was completed in 2000. In 1999 University of Botswana completed KAP assisted by WHO.	DFID's mini school assessment identified factors but the recommendation is to undertake a more comprehensive study.	Not at the moment but in future it might be a problem	Scenarios for the future expected to be projected by the impact study. This will be used for planning and development of intervention strategies.	Yes. Teachers are trained to give this support. There are also Village AIDS committees. There is policy which protects human rights in the workplace and education institutions.	This is being planned.	In collaboration with the Ministry of Local Government, orphan care support is offered to children in difficult situations. The Government of Botswana has developed a Short-Term Plan for Orphans.	
Score	3	2	0	1	2	1	2	
Lesotho	No.	This is hard to ascertain without carrying out an impact assessment.		Yes, they have. These are found in the World Bank report, Epidemiological Report on HIV/AIDS 1999 and the sentinel surveillance conducted by the MOH.	No consideration is being given to the need for more care and counselling in schools. However, the targeted equity based programme will provide bursaries for children in need, including orphans.	Yes. Primary school teachers are trained to teach HIV/AIDS in schools.	There are plans to establish a targeted equity based programme to provide bursaries for children in need.	This should be catered for under the National Strategic Plan.
Score	0	0	0	3	1	1	2	2

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Malawi	An assessment has been done but the findings have not yet been disseminated.	The underlying factors can be attributed to physiological, psychological and economic factors. Multiple sex partners are the biggest single cause of infection.	Not yet.	Not yet.	There is no identification of children as being affected or infected by the pandemic. They are not isolated or labelled.	Not yet.	Planning is underway.	Yes. Attention is being given to the planning requirements of junior, senior and medium levels only.
Score	3	2	0	0	0	0	2	2
Mauritius	No assessment has been done due to low prevalence rate	No	Not yet due to low prevalence rate.	No	There is no specific programmes to deal with counseling in school. There is the general service open to the Public offered by Ministry of Health	No	No	No coverage for pre-primary and primary
	0	0	0	0	1	0	0	1
Mozambique	An assessment was completed in Dec 2000. The report is due to be published soon.	The underlying factors that make educators and learners vulnerable to infection are cultural, and socio-economic.	There are no plans or actions been taken although it is recognised as a problem.	These projections are to be found in the Dec 2000 study.	There is no counselling and care yet been offered in schools. It is being discussed but there are no plans yet.	No plans yet developed although discussions are taking place.	No plans. There is a problem in that there is no identification of children as being orphaned by AIDS because of the stigma of it.	The focus is only on primary and secondary education.
Score	2	1	0	3	0	0	0	2

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Namibia	No. First assessment to be done in April 2001	Identified, but not very certain because no assessment has been done	Nothing done yet	Was not so accurate	This is hampered by Human rights & confidentiality considerations	Difficult to cater for orphans or respond appropriately bec' no distinction from other orphans and also bec' orphans are absorbed by extended families	-Not very cultural; - Where orphans are identified, they are exempted from paying for fees, textbooks, etc. - Loans & bursaries, are also provided, particularly at higher education level	
Score	2	1	0	1	1	0	3	0
Seychelles	No impact assessment undertaken	Yes.	The Personal and Social Education Programme includes a component on teacher training for equipping teachers to deal with pandemic as well as to train enough teachers.	No	There is no specific counseling in the schools however, there are counseling services which are available to the public.	Efforts have been focused on IEC and to some extent integration of HIV/AIDS in the curriculum as well as teacher training.	Orphans requiring help and assistance will be priority and there will be no discrimination	Efforts have tended to focus on primary, secondary and teacher training. There is nothing much happening at higher training institutions.
Score	0	1	2	0	1	1	1	1

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2. MITIGATING THE IMPACT OF HIV AND AIDS ON EDUCATION

COUNTRY	ASSESSMENT	RISK PROFILE	STABILISING	PROJECTING	MITIGATING	RESPONDING CREATIVELY	ORPHAN NEEDS	ALL SUBSECTORS
	Has an assessment been done of the likely impact of HIV/AIDS on the education sector in future?	Is there some understanding of the factors which make educators and learners vulnerable to infection?	Are steps being taken to sustain the quality of education provision and to replace teachers and managers lost to the system?	Have relatively accurate projections been made of likely enrolments and teacher requirements at various levels of the system over the next five to ten years?	Are children affected and infected by the pandemic receiving counselling and care? Is there a culture of care in schools and institutions? Are human rights protected in learning institutions and education workplaces?	Is the system trying to provide meaningful, relevant educational services to learners affected by HIV/AIDS, finding new times, places and techniques for learning and teaching?	Is planning underway to understand and respond to the special needs of increasing numbers of orphaned and other vulnerable children?	Is attention being made to the planning requirements of all education subsectors – from early childhood development through to university?
Swaziland	Yes. An impact assessment study was undertaken for the Ministry of Education in 2000.	The study does reveal factors such as: alcohol and drug abuse, sugar daddies, etc but these have not been subjected to empirical testing.	Teachers that are lost to the system are replaced either by temporary or permanent substitutes. No provision for future consequences has been made yet.	Projections have been made, the accuracy of which may not be easily determined.	Indications are that there are no children known to be infected with HIV/AIDS in schools due to the high stigmatisation of the epidemic. It is not known who is infected and affected. This means that no counseling services are available in schools.	Very few learners have the courage to reveal that they are either infected or even affected by the disease, thus no provision is made to avail such services to them.	Yes.	Yes.
Score	3	2	1	2	0	0	1	2
South Africa	Yes, an impact assessment has been undertaken.	No assessment has been done of the risk factors; but there is some understanding of some of factors e.g. poverty, STDs, TB, unemployment, gender inequality, etc	Not yet taken any steps specifically in relation to losses due to AIDS.	Some projections have been made.		No. Appropriate response still to be developed.	The Social welfare department is playing a leading role.	Yes.
Score	3	2	0	2	0	0	1	2

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Tanzania	No comprehensive assessment done. However, there are scattered assessment studies by individual NGOs, organisations & institutions	Yes. Scattered attempts have been made by TANESA, Medical University & individual researchers at University of Dar-es-Salaam . nothing done by MoEC	Not yet. However, the pinch has been felt. But no deliberate efforts are done to replace educators lost to AIDS.	Nothing has been done. Very small scale by individual researcher	Due to confidentiality, counseling for infected persons In general, this is done. Some schools take care of orphans – payment of schools fees, etc. Support comes from community, not the ministry. Tes, there is protection of human rights in institutions and workplaces.	Such a system is not known at the moment.	Scattered studies have been done. Some are ongoing to study the magnitude. But not done by the Ministries of Education and Higher Learning.	Advocacy and sensitisation is made especially at higher levels. More advocacy is needed for target groups and implementers.
Score	1	0	0	0	1	0	1	2
Zambia	Not yet.	This is hard to determine as an impact assessment has not been carried out.	Yes, through alternative training methods.	Some projections have been made through the National HIV/AIDS Strategic Framework.	Yes, counseling services are available. The Ministry of Education has removed fees at the Basic Education level.		Yes, through the provision of counseling services and the provision of free education at the Basic Education level.	Some attention is being given to planning but a need for further training in this area for mitigating the impact of the pandemic on the education system.
Score	0	0	2	2	3	0	2	1
Zimbabwe	The Min.of Higher Education conducted an impact assessment on the tertiary sector.	No, a risk profile assessment is still to be done.	No. In-service training for serving teachers is under the Ministry of Education, Sports and Culture	No. It is beginning to be done, however.	Evaluation is being done continuously.	Yes, through the AIDS Levy	Some assessment of orphan needs planning being undertaken – factors being considered include: counseling requirements, community outreach activities, etc.	Yes.
Score	1	0	0	0	0	1	2	2

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3. PREVENTING THE SPREAD OF HIV/AIDS

COUNTRY	APPROPRIATE CURRICULUM IN ALL SCHOOLS	MATERIALS DEVELOPED AND DISTRIBUTED	SERVING TEACHERS PREPARED	TEACHER EDUCATORS PREPARED	EVALUATION	COUNSELLING FOR LEARNERS	COUNSELLING FOR EDUCATORS	PARTNER-SHIPS
	Are learners being guided through the curriculum on safe sex and appropriate behaviours and attitudes?	Have materials suitable for learners in schools and post-school institutions been developed and distributed to institutions? Are they up to date?	Are school teachers adequately prepared through preservice and inservice to teach life skills curricula? Have they accepted this responsibility?	Have university, teacher training college and local teacher support staff been trained in HIV/AIDS issues and curriculum implementation?	Have materials and courses been evaluated in terms of content, implementation and outcomes?	Can pupils and students who are affected by AIDS find help from their teachers? Or from someone else?	Are teachers affected by AIDS, and those who are dealing with the trauma of children affected by AIDS getting help to cope?	Are other partners helping with prevention programmes?
Angola	A subject on HIV/AIDS has been introduced in schools.	Yes.	Some pilot projects are training teachers to be prepared.	This is beginning.	Not yet.	There is no recognition of the disease in schools.	There is access to counselling when they are tested.	There are a number of co-operating partners who are helping with preventative programmes.
Score	1	2	2	1	0	0	1	1
Botswana	HIV/AIDS education is a compulsory at all levels of education. It is integrated across all subjects in the curriculum.	In 1994, AIDS education materials from other countries were collected and adapted for use here..	Guidance and Counselling Programme of MoE provides inservice training to teachers and education support staff.	Yes, through continuous training and workshops.	MoE is piloting a WHO HIV/AIDS education material in 30 schools for the purpose of adopting a school health promotion initiative.	The Guidance training attempts to equip teachers with special skills to help students affected by the disease.	There is counselling offered at clinics.	There is a high degree of other partner involvement – BOFWA, PACT, PSI, WAR.
Score	3	2	3	2	2	2	2	2
Lesotho	This is being planned but currently not much has been done to include sex education in the curriculum.	Not much is being done to integrate knowledge about the pandemic in all subject areas at the local university.	Primary school teachers are trained to teach HIV/AIDS in schools, mainly through training workshops.	Primary school teachers are trained to teach HIV/AIDS in schools.	No.	Counselling services are provided in Government Hospitals.	Counselling services are provided in Government Hospitals	Yes e.g. The UN Theme Group
Score	1	1	2	1	0	1	1	1

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Malawi	Because of the high predominance of religious organised schools in the country the emphasis is on abstinence rather than safe sex.	The materials are in the process of being developed.	No, not yet except for some trial schools. However, there are plans and funding in the pipeline to do so.	Not yet.	No.	Yes.	No.	Yes.
Score	2	1	1	0	0	1	0	2
Mauritius	Currently no curriculum for HIV/AIDS in the school system	No. Focus is on IEC	No programme currently in place.	Not yet	No	There is general counselling services under the Ministry of Health which are free.	No	Donor agencies support Aids programme.
Score	0	0	0	0	0	1	0	1
Mozambique	A new curriculum is being planned to be introduced in 9 districts by 2002. The rest of the country will be reached by 2004.	UNICEF has provided some complementary material for the existing curriculum in the whole country.	A few teachers have been trained on a project basis so far. This seems to have been well received by these teachers.	Some teacher educators have received basic HIV/AIDS training. It is planned that all should receive training by 2001. They have not been trained in the new curriculum. The challenge is that our teachers are very under qualified.	No evaluation has happened as the materials are still to be used.	No, as it is very uncommon for people to openly recognise AIDS. There are virtually no trained counsellors.	There is only one HIV/AIDS counselling centre in Maputo that serves the whole country.	An American organisation, PSI, among others are involved in small projects. At the national level there is UNICEF and UNDP.
Score	1	2	1	1	0	0	0	2

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PREVENTING THE SPREAD OF HIV/AIDS

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Namibia	No curriculum on HIV/AIDS has been developed	No materials	Not yet prepared	No.	No evaluation because there are no materials	Difficult because of confidentiality	None, except that from the Health Sector	Yes, especially the international organisations
Score	0	0	0	0	0	0	1	2
Seychelles	Curriculum for primary and secondary schools developed.	Yes.	Under the Personal and Social Education Programme, there is teacher training component which is aimed at equipping teachers to cope with the pandemic. In addition, specialist teachers in secondary schools are being trained.	The training of teachers is being undertaken in teacher training institutions.	no	None	none	Yes, especially the International organisations. WHO and UNFP are the major partners
Score	2	2	3	2	0	0	0	2
Swaziland	Curriculum is being developed to incorporate HIV/AIDS and Life Skills Education.	Some books and other IEC materials have been developed and distributed to schools.	Curriculum is being developed to incorporate HIV/AIDS and Life Skills Education.	Some activities are in the pipeline. The University of Swaziland has already started some activities in this area.	No, except for a fact-finding mission commissioned by UNESCO-Harare. The report is still awaited.		This still remains a challenge.	Yes, but it would be appreciated if they would clearly define and indicate their plans and the extent to which they intend to assist, not just popping in whenever and wherever they wish.
Score	2	1	2	1	1	0	0	2
South Africa	Yes	Yes	Starting to train teachers.					Yes
Score	2	2	2	0	0	0	0	2

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Tanzania	Yes. AIDS/STDs and Lifeskills education is integrated in carrier (?) subjects. Primary, secondary and teacher education. Schools package consists of 4 components: AIDS/STDs education (class), peer educ., guardian initiative and school AIDS Action Committee	There are some materials developed: peer education activity book, Training materials for teachers, Tutors & student books for teachers' colleges, Guardian manuals and a new revised set of books for teachers & students for class 1-7. No materials for higher learning institutions and technical colleges.	Yes. It has been done for inservice teachers for primary schools. Some have not. Sexuality component a barrier for them (?)	Yes, done in Teacher Training Colleges since 1999. Not yet done in universities and technical colleges.	Only one evaluation has been done in Teachers colleges. None done comprehensively.	Confidentiality/disclosure of HIV status a constraint to accessing information on counseling needs	Difficult to counsel because of confidentiality	Yes. Collaborate very well with a number of partners- NGOs, private sector, UN organisations, bilateral, etc
Score	2	2	1	1	1	1	1	2
Zambia	It is not clear how HIV/AIDS Education is included in the curriculum especially at the lower levels. However, the School of Education, specifically Home Economics does accommodate knowledge about the pandemic.	Yes.	Some educators are being sensitized and teachers' manuals are being prepared. The pre-service and in-service teacher training curriculum has been revised to include HIV/AIDS education.		Not much has been done in terms of impact assessment.	Counseling services are provided in schools.		They are. As part of the National HIV/AIDS Council and Secretariat.
Score								1
Zimbabwe	Yes. Through peer education and community involvement.	Yes. Some learning materials covering Grades 4 to Form 6 distributed	Yes. About 30% of the teaching workforce now trained.	HIV/AIDS now part of the core subjects in Teacher Education in Training Colleges.	Evaluation is an ongoing exercise and is being undertaken by the Curriculum Development Unit	Students are being counseled in colleges and universities, but not in schools. Training of counsellors required urgently for schools.	No help is given to teachers. Matter needs to be addressed urgently.	Yes, many partners including the private sector, are helping with prevention programmes
Score	3	3	1	2	3	1	0	2

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