

Draft for discussion



Ministry of Education and Sports

Draft 2

**EDUCATION SECTOR POLICY
ON HIV/AIDS**

28 February 2004

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Acronyms

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| <i>AIDS</i> | Acquired Immune Deficiency Syndrome |
| <i>ART</i> | Anti-Retroviral Therapy |
| <i>ARV</i> | Anti-Retroviral |
| <i>BCC</i> | Behaviour Change Communication |
| <i>CBO</i> | Community Based Organization |
| <i>CSO</i> | Civil Society Organisation |
| <i>EFA</i> | Education for All |
| <i>EFAG</i> | Education Funding Agencies Group |
| <i>EPD</i> | Education Planning Department |
| <i>ESC</i> | Education Service Commission |
| <i>ESCC</i> | Education Sector Co-ordinating Committee |
| <i>ESR</i> | Education Sector Review |
| <i>FBO</i> | Faith Based Organisation |
| <i>GIPA</i> | Greater Involvement of People living with HIV/AIDS |
| <i>GIS</i> | Geographic Information Systems |
| <i>HIV</i> | Human Immunodeficiency Virus |
| <i>IEC</i> | Information Education Communication |
| <i>ILO</i> | International Labour Organisation |
| <i>MOES</i> | Ministry of Education and Sports |
| <i>MOLG</i> | Ministry of Local Government |
| <i>MOGLSD</i> | Ministry of Gender, Labour and Social Development |
| <i>NGO</i> | Non-Government Organisation |
| <i>NSSF</i> | National Social Security Funds |
| <i>OVC</i> | Orphans and other Vulnerable Children |
| <i>PEAP</i> | Poverty Eradication Action Plan |
| <i>PEP</i> | Post Exposure Prophylaxis |
| <i>PHA</i> | People living with HIV/AIDS |
| <i>PMTCT</i> | Prevention of Mother to Child Transmission |
| <i>SCE</i> | |
| <i>SRH</i> | Sexual and Reproductive Health |
| <i>STIs</i> | Sexually Transmitted Infections |
| <i>UBOS</i> | Uganda Bureau of Statistics |
| <i>UNGASS</i> | United Nations General Assembly |
| <i>VCT</i> | Voluntary Counselling and Testing |

Definitions

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| <i>Affected</i> | Refers to a person who experiences the impact of HIV/AIDS through loss or sickness of family members, friends or colleagues. |
| <i>AIDS</i> | Acquired Immune Deficiency Syndrome (AIDS) is the final phase of HIV infection and is a condition characterised by a combination of signs and symptoms caused by HIV which attacks and weakens the body's immune system making the affected person susceptible to other life threatening diseases. |
| <i>Child</i> | A person who is below the age of 18 years |
| <i>Education Sector</i> | Refers to all organisations, persons, programmes, activities and role players in the field of education and sports. |
| <i>Educator</i> | Means any person who imparts knowledge and skills within the education sector. |
| <i>Employee</i> | Any person engaged in the education sector to perform a certain task for the purpose of earning a wage or salary or any other form of remuneration. |
| <i>Employer</i> | A person or body that engages others to perform certain tasks for payment of a wage or salary or any other form of remuneration. |
| <i>Essential service</i> | These are interventions aimed at providing a supportive environment and OVC and other vulnerable groups and ensuring that they live to their full potential. These interventions include appropriate psycho-social support, shelter, good nutrition, health and other services, protection from all forms of discrimination, exploitation and abuse. |
| <i>Gender</i> | All attributes associated with women and men, boys and girls, which are socially and culturally ascribed and which vary from one society to another and over time. |
| <i>HIV</i> | Means the 'Human Immunodeficiency Virus' - the virus that causes AIDS. |
| <i>Infected</i> | Refers to a person living with HIV, the virus that causes AIDS. |
| <i>Learner</i> | A learner is a person receiving instruction and training from a learning institution or programme. |
| <i>Learning institution</i> | A place where formal or informal instruction is carried out following a prescribed programme. |
| <i>Mainstream</i> | To deliberately integrate a hitherto excluded notion or idea into the main fold by extending to them/it the same opportunities, benefits and importance enjoyed by others. |
| <i>Orphan</i> | A child below the age of 18 years who has lost one or both parents |
| <i>Psychosocial support</i> | Physical, economic, moral or spiritual support provided to an individual under any form of stress. |
| <i>Post exposure prophylaxis</i> | Refers to measures and treatment given to a person who has recently been exposed to disease causing organisms, to prevent them from developing the disease. |
| <i>VCT</i> | Voluntary Counselling and Testing refers to voluntary HIV testing that involves a process of pre- and post-test counselling, in order for people to know their sero-status and make informed decisions. |

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| <i>Vulnerable Child</i> | A child who is below the age of 18 years who has been, is in, or is likely to be in, a situation, where she/he may suffer physical, emotional or mental harm. |
| <i>Vulnerable learner</i> | Any person receiving education and training from a person, learning institution or programme and who is susceptible to circumstances that infringe upon the fulfilment of their fundamental rights. |
| <i>Workplace</i> | Refers to occupational settings, stations and places where workers spend time for employment. |

1. Foreword

<Minister of Education and Sports>

2. Background and Introduction

<Preamble to be added>

3. Scope of Application

The scope of application of this HIV/AIDS policy for the education sector shall include all learners, employees, managers, employers and administrators, and other providers of education in all public and private, formal and non-formal learning institutions at all levels of the education system in the Republic of Uganda.

<Scope and policy implications to be revised and adapted following consultation with the sports stakeholders>

4. Principles Underlying the Policy

4.1 Approaches

4.1.1 Multisectoral Approach

Government of Uganda is committed to a multi-sectoral approach to development and in the fight against HIV/AIDS. The HIV/AIDS policy for the education sector re-affirms this commitment and shall be developed, implemented and monitored, in consultation with education sector stakeholders at national and local levels, including FBO's, PHAs, youth and children, SCEs', lead agencies of government, development partners and private sector partners.

4.1.2 Mainstreaming HIV/AIDS

HIV/AIDS shall be mainstreamed into every policy, procedure, practice and programme in the education sector, consistent with principles of PEAP.

4.1.3 Involvement of People Living with HIV/AIDS

The involvement of people living with HIV/AIDS (PHA's) shall continue to be promoted at all stages and at all levels of the education sector response in accordance with the principles of GIPA. Wherever possible, sensitisation and training initiatives will involve PHAs actively.

4.1.4 Conflict Affected Populations and Displacement

The large numbers of people affected and displaced by conflict, disaster and other emergencies is a matter of high priority in terms of HIV/AIDS response and requires the special provision of education services.

4.2 Rights

4.2.1 Legal and Policy Framework

In accordance with the Constitution, laws, statutes and policies of the Government of Uganda (and in keeping with International Conventions), the HIV/AIDS policy for the education sector shall, within its mandate, recognize and uphold the rights of all people with the sector with a special focus on marginalized and vulnerable groups and those with special needs.

4.2.2 Universal Access to HIV/AIDS Information

Universal access to education, information and communication that is appropriate (in terms of age, language, culture, religion, gender and context) shall be provided to reduce the vulnerability of learners and education sector personnel.

4.2.3 Access to Treatment and Care

All education sector partners shall provide, facilitate and participate in efforts towards universal access to treatment, counselling, care and support for infected and directly affected employers, educators, employees and learners, particularly those with special needs.

4.2.4 Protection from Discrimination and Stigma

Mechanisms shall be established to ensure that learners, employers, employees and educators, infected and directly affected, are protected from all forms of discrimination and stigma.

4.2.5 Care for Orphans and Vulnerable Learners

In co-operation with other institutions of government and civil society, the education sector shall take appropriate measures to meet the needs of infected and directly affected learners, orphans and other vulnerable and susceptible children, particularly those with special needs.

4.3 Resources and Access

4.3.1 Resource Mobilisation

Education service institutions shall make budgetary provision for HIV/AIDS interventions.

4.3.2 Equity

The education sector shall strive to ensure equitable allocation of resources for HIV/AIDS interventions.

4.4 Practices

4.4.1 Privacy and Confidentiality

The right of privacy and confidentiality shall be observed. Voluntary disclosure about HIV/AIDS status shall be encouraged.

4.4.2 No Compulsory HIV Testing

There shall be no compulsory HIV testing whatsoever for learners and education sector personnel.

4.4.3 HIV/AIDS in the World of Work

Institutions in the education sector shall be required to develop and enforce HIV/AIDS workplace policies, that are consistent with the ILO code of practice on HIV/AIDS and

Government of Uganda human resource policies and policy on HIV/AIDS and the world of work.

4.4.4 Safe Learning Environments

Behaviours that perpetuate the spread of HIV/AIDS within education sector institutions shall not be tolerated and shall be punishable in accordance with existing laws, regulations and education sector policies.

5. Prevention

Goal:

An environment in which all learners and education sector personnel, including employers and employees are safe from HIV transmission.

The entire education sector has the core responsibility to address HIV/AIDS through education by developing skills, values, and attitudes to promote positive behaviours that combat the transmission of HIV/AIDS.

5.1 Provision of Information

- 5.1.1 All learners, employees and employers shall be entitled to have access to information on HIV/AIDS that is current, accurate, complete, appropriate and scientifically factual.
- 5.1.2 All information shall be provided in a manner that does not alienate any group – it must be sensitive to age, language, gender, need and context.
- 5.1.3 Information that is provided should contribute to reducing the risk of HIV/AIDS transmission through risky behaviour and promote positive behaviour change.

5.2 Curriculum

- 5.2.1 Life skills education and HIV/AIDS activities shall be mainstreamed and integrated into the curriculum of all learning institutions.
- 5.2.2 Teacher education curriculum, both pre-service and in-service training using existing supporting structures, must prepare educators to:
 - respond to HIV/AIDS within their own lives and the lives of others
 - build positive attitudes and skills for HIV/AIDS prevention and control within learning institutions.
- 5.2.3 All co-curricula activities on HIV/AIDS shall be integrated into the programmes of all learning institutions.

5.3 Provision of HIV/AIDS Preventive Services

- 5.3.1 In recognition of the national condom policy and strategy, the education sector shall promote the principles of abstinence, being faithful and condom use. The sector shall focus its efforts on abstinence and delayed sexual debut and condom promotion shall take due consideration of age appropriateness and parental guidance at all times.

- 5.3.2 Through partnerships, appropriate learning materials will be developed and made available to learning institutions and education sector structures.
- 5.3.3 Linkages shall be created with partners to:
- develop and build on the capacity of learners, employees and employers to utilise, access and/or offer HIV/AIDS preventive services
 - support educators to utilise materials provided and develop their own materials and programmes to support HIV/AIDS education
 - promote peer education and related activities
 - encourage the involvement of PHA
 - support education sector national and institutional programmes on HIV/AIDS
 - provide effective preventive services.
- 5.3.4 In the provision of HIV/AIDS services emphasis shall be given to the specific needs of girls, orphans, people with special needs and other vulnerable groups.

6. Treatment, Care, Support and Impact Mitigation

Goal:

An environment where treatment, care and support can be accessed by all infected and directly affected individuals in the education sector.

Treatment, care and support is defined in this policy to include the provision of material, non-material and financial support to meet basic physical, cognitive, psychosocial, educational and spiritual needs of infected and directly affected individuals. This includes the treatment of opportunistic infections and provision of anti-retroviral therapy.

The provisions of this education sector policy are consistent with Government of Uganda Policy on Orphans and Vulnerable Children.

6.1 Financial support

- 6.1.1 Institutions in the education sector at national and decentralised levels shall integrate the costs of treatment, care and support into the annual budget processes. Where necessary, local and international partners will be asked to assist in resource mobilisation to promote treatment, care and support activities in the education sector.

6.2 Provision of basic assistance

- 6.2.1 The education sector will liaise with local and international agencies and the private sector to address nutritional support for infected and directly affected individuals within the education sector.
- 6.2.2 The education sector shall build partnerships and networks with line ministries and civil society organisations in order to facilitate access to treatment and related services for employers, employees and learners at all levels. Where they meet minimum quality standards, school sick bays and other health facilities shall offer basic health services and support to learners and employees in line with the provisions of the School Health Policy.

- 6.2.3 MOES shall encourage institutions and other stakeholders in the education sector to provide support including feeding schemes, uniforms, books, fees, shelter, and supervision which enables infected and directly affected learners to complete their education.
- 6.2.4 Learning institutions will work with communities and local government in addressing the challenges faced by learners with disabilities and other special needs, particularly in infected and directly affected families and households.

6.3 Identification and support

- 6.3.1 Education sector institutions shall liaise with appropriate partners to identify areas of need, particularly where orphans and other vulnerable children are at risk, as well as infected and directly affected persons requiring assistance. Community based support networks shall facilitate monitoring.
- 6.3.2 Education sector institutions are encouraged to use existing fora with other partners to evaluate the impacts of the epidemic and mitigation interventions in the sector.

6.4 Psychosocial support

- 6.4.1 The education sector shall facilitate access to psychosocial and spiritual support. Teachers and managers at learning institutions should be encouraged to train in guidance and counselling, psychosocial support, to mobilise assistance and act as a point of referral to community based sources such as lay counsellors and faith-based organisations.
- 6.4.2 Education institutions are encouraged to work with Uganda National Forum of People Living with HIV/AIDS and other organisations to encourage openness and promote positive living strategies in the education sector.
- 6.4.3 Post test clubs should be encouraged and supported in the education sector as a means of accessing ARVs, guidance and counselling, social support and promoting behaviour change and positive living amongst affected and infected individuals.
- 6.4.4 Disclosure of a person's serostatus must always be voluntary and agreed to within the accepted norms of shared confidentiality.
- 6.4.5 Psycho-social support strategies shall pay specific attention to people with special needs.

6.5 Training

- 6.5.1 The education sector will establish mechanisms to build capacity and provide basic skills in AIDS education, sensitisation, training, counselling and communication, palliative care, home-based care and life skills. Training shall be targeted at teachers, particularly those already skilled in guidance and counselling, education managers, care givers, community actors, learners and peer counsellors.

6.6 Community mobilisation/decentralisation

- 6.6.1 The education sector and its partners, including the MOGLSD and MOLG will advocate for the establishment of age appropriate and learner friendly information

and other services, including community based VCT, care, child rights and other forms of support in education and sports institutions.

- 6.6.2 Education sector institutions will engage with local government and communities to develop and strengthen locally determined strategies and interventions which promote treatment, care and support.

6.7 Human rights

- 6.7.1 The MOES will liaise with other line ministries and partners to strengthen and provide legal support for those infected and directly affected in the sector, especially in the case of spouses, dependants and orphaned learners. Families, communities and local leaders need to be made aware of the rights of employees, learners, orphans and widows, with particular attention to property rights.

6.8 Gender and child protection

- 6.8.1 MOES shall develop and distribute guidelines for the protection of learners against all forms of abuse. Special attention shall be given to the protection of girls in relation to child labour and where they are compelled to care for children and adults. Support shall be provided to protect girls and women who are vulnerable to poverty and to enable them to remain in education institutions and complete their education.
- 6.8.2 Cultural practices concerning sex and sexuality, which increase the risk of HIV infection amongst learners, should be discouraged and offenders prosecuted in accordance with existing codes of conduct governing the professional behaviour of education sector personnel.

Refer 6.8.2 for legal review

6.9 Learner and employee welfare

- 6.9.1 MOES will promote the establishment of schemes targeting infected learners, orphans and other vulnerable learners which include education bursaries/scholarships, material support and training of learners to initiate and manage income generating activities.
- 6.9.2 Directly affected and infected learners, their families and guardians will be encouraged to make use of state supported and voluntary microfinance schemes to mitigate the socio-economic impact of HIV/AIDS.

6.10 Conflict and displacement

- 6.10.1 Education sector institutions shall work with existing national and local programmes to monitor and address the risks faced by learners whose safety is put at risk by armed conflict, internal displacement, refugee status and abduction.

7. HIV/AIDS and the Workplace

Goal:

An education sector workplace environment characterized by sensitivity, responsiveness to HIV/AIDS, freedom from stigma and non-discrimination for all sector employees, job applicants, learners and clients.

The Education Service Commission (ESC) shall have specific responsibility for the implementation of this education sector policy with respect to the rights and obligations of all categories of employees appointed under the jurisdiction of the Commission.

7.1 Stigma and Discrimination

- 7.1.1 All education sector employees and job applicants living with HIV/AIDS shall not be discriminated against in terms of access to or continued employment, training, promotion or employee benefits on the basis of their HIV status. They shall be protected against stigmatisation by their employer, fellow employees, learners, parents, managers and communities.

7.2 Recruitment, Deployment and Staff Balance

- 7.2.1 The education sector and institutions shall review current policies, codes and practice for recruitment and deployment of staff. In particular, the Ministry and institutions shall:
- ensure that partners and spouses are not separated unnecessarily;
 - promote effective succession and succession planning for managers and other staff;
 - where possible, assist the redeployment of staff who need access to family or medical care; and
 - improve teacher provisioning systems to avoid loss of teaching time (determination of staff ceilings).

7.3 HIV Testing and Confidentiality

- 7.3.1 There shall be no compulsory HIV testing in the workplace as a requirement for appointment or continued service. Voluntary testing for HIV at the request of an employee should be done:
- by a suitably qualified person in a suitable facility;
 - with the employee's informed consent;
 - in accordance with normal medical ethical rules including confidentiality;
 - with pre- and post-test counselling.
- 7.3.2 Voluntary disclosure by education sector employees and job applicants of their HIV status shall be encouraged, within a supportive environment in which the confidentiality of this information is protected and in which unfair discrimination on the basis of HIV/AIDS is not tolerated.
- 7.3.3 An employee is under no obligation to disclose his/her HIV status to their employer. However where an employee voluntarily chooses to do so, he/she retains the right to confidentiality. Disciplinary steps, consistent with relevant legislation and regulations,

shall be taken against any education sector employee who discloses a fellow employee's status without consent.

- 7.3.4 The MOES will liaise with the Ministry of Justice and constitutional affairs and Ministry of Health around developing appropriate legal provisions regarding mandatory HIV testing and access to PEP in all cases of rape, defilement, sexual molestation and intentional transmission of HIV virus.

7.4 HIV/AIDS Prevention, Information and Support Programmes for Employees

- 7.4.1 Heads of all education sector workplaces shall ensure that the contents of this policy are communicated to all employees and that they have access to copies of the policy.

- 7.4.2 Heads of all education sector workplaces shall ensure that all categories of employees are provided with appropriate HIV/AIDS education and prevention programmes without delay. These programmes shall be designed and implemented in consultation with all levels and categories of employees. Programmes should include:

- Basic information about HIV/AIDS, how it is spread and how it can be prevented.
- Promotion of positive living by people with HIV/AIDS.
- Promotion of non-discriminatory, supportive and sensitive attitudes towards people living with HIV/AIDS.
- Information on sexuality and safer sexual practices including abstinence, faithfulness and use a condom correctly and consistently.
- Information on rights and services available in the workplace to employees living with HIV/AIDS, including employee benefits, counselling, condom distribution, peer education and any other support.
- Referral information and contacts with HIV/AIDS services, organizations and networks that can provide further support to employees that are infected or affected.
- Information on universal precautions to prevent accidental HIV infection as well as provision of materials to implement these precautions.

- 7.4.3 Heads of all education sector workplaces shall establish and maintain communication channels to enable employees to raise concerns and grievances and access support concerning HIV/AIDS.

- 7.4.4 All education sector employees will be held responsible and accountable for complying with HIV/AIDS workplace policy and will be required to attend, lend support to and participate in HIV/AIDS prevention activities.

7.5 Refusal to Study or Work with, Teach or be Taught by Persons Living with HIV/AIDS, or other Discriminatory and Disruptive Practices

- 7.5.1 Learners shall not refuse to study with fellow learners or to be taught by an education sector employee on the grounds that they are living with, or perceived to be living with HIV or AIDS. Similarly, educators, managers, administrators, support staff or other employees shall not refuse to teach or interact with learners or colleagues on the grounds that they are living with, or perceived to be living, with HIV or AIDS.

- 7.5.2 All infectious and contagious diseases associated with HIV/AIDS shall be managed according to national and international guidelines and conventions.

7.6 Ill-health and Absenteeism

- 7.6.1 All education sector institutions will actively promote all feasible means to maintain the health and performance of employees living with HIV/AIDS.
- 7.6.2 All non-government employers in the education sectors shall be required to enlist their employees with social security schemes like the National Social Security Fund (NSSF).
- 7.6.3 Employees with HIV/AIDS shall continue working as long as they have not been declared medically unfit by a competent medical authority. If employees are unable to continue their normal duties on medical grounds, employers and managers will act in accordance with Uganda government standing orders with respect to incapacity.
- 7.6.4 To reduce the negative effects of illness and incapacity on staff members and education delivery, the sector shall:
- take steps to improve access to medical care for staff;
 - develop efficient systems for relief staff such as the introduction of flexible staff ceilings providing additional posts from which relief staff can be drawn;
 - take steps to improve efficient processing of retirement applications;
 - monitor and assess sick leave provisions and adapt them, where necessary.
- 7.6.5 General provisions relating to compassionate leave and funeral attendance will apply to all education sector employees directly affected by HIV/AIDS. Education sector institutions will review existing provisions where necessary to balance the interests of staff and service delivery. In general, where teaching time is lost due to funeral attendance, an institution must make arrangements for learners to catch up, in accordance with service regulations.
- 7.6.6 Different care-taking demands on women affected by HIV/AIDS shall be taken into account in policy and management decisions on compassionate leave.

7.7 Exposure at the Workplace

- 7.7.1 The heads of all education sector workplaces have the responsibility of ensuring a safe working environment and to minimize the risk of accidental HIV infection in the workplace.
- 7.7.2 An education sector employee who accidentally contracts HIV in the course and scope of his/her employment shall be entitled to immediate post-exposure prophylaxis (PEP) and follow-up in the form of compensation according to the prevailing law.
- 7.7.3 Tertiary and higher education institutions shall make provision for accidental exposure in terms of institutional policy.

8. Management of the Education Sector Response to HIV/AIDS

Goal:

Management structures, systems and programmes are in place at all levels of the education sector to ensure and sustain quality education in the context of HIV/AIDS.

8.1 Management and Coordination

- 8.1.1 The education sector shall ensure that dedicated, high level and full-time human resource capacity is in place to manage and coordinate data collection, analysis, planning, resource management, implementation, dissemination, monitoring and evaluation.
- 8.1.2 District HIV/AIDS Planning and Coordination Committees, shall be strengthened in order to promote a multi-sectoral response at district and sub-district levels.
- 8.1.3 Education sector institutions and managers shall establish and support HIV/AIDS management and coordination structures at all levels, with particular emphasis on the planning, management and implementation of policy and programmes. These structures are expected to be responsive to the needs of all education stakeholders and publicly accountable in decision-making.

8.2 Planning

- 8.2.1 The Education Planning Department (EPD) shall be expected to support the national and district level HIV/AIDS management and coordination structures with planning related expertise and specifically mobilisation of internal and external resources to support the implementation of the education sector HIV/AIDS policy and the National Education Strategic Investment Plan.

8.3 Research

- 8.3.1 Attention will be given to research on levels of HIV prevalence, levels of orphanhood and vulnerability, access to education, the quality of education, the effectiveness of prevention programmes, impacts on the workplace and differential impacts on gender. Examples of good practice will be highlighted and replicated throughout the education and sports sector.
- 8.3.2 All education sub-sectors and districts will be required to provide the necessary data, including key indicators of impact, for the development of a consolidated and accessible information system to support, inform and coordinate sector HIV/AIDS planning, resource allocation and management.
- 8.3.3 Universities and other institutions should be encouraged to undertake basic, preventive and curative research or enter into local or international consortia or partnerships for this purpose.
- 8.3.4 All external research and other organisations undertaking HIV/AIDS related research in the education sector shall liaise with the Uganda National Council for Science and Technology will provide copies of their findings for incorporation into a central information system in order to reduce duplication and enhance sector knowledge.

8.4 Monitoring and Evaluation

- 8.4.1 The sectoral HIV/AIDS management and coordination structure, in association with the EPD, shall plan and develop a system to measure and monitor an agreed set of HIV/AIDS impact indicators that is feasible and relevant in the education sector and consistent with UNGASS and EFA protocols and international good practice.
- 8.4.2 Management at all levels of the sector must integrate strategies and mechanisms for monitoring and evaluating the quality of HIV/AIDS programmes, responses to these interventions, the efficiency of resource utilisation in the sector and use this information for planning and management.
- 8.4.3 MOES and each education sub-sector and district shall endeavour to provide, or facilitate access to, sufficient resources to make such monitoring and evaluation successful.

8.5 Human and Financial Resource Management

- 8.5.1 All institutions in the education sector shall integrate the financial implications of HIV/AIDS impacts into regular budget processes ensure the availability of adequate resources to support a response to the disease.
- 8.5.2 MOES and other training institutions are expected to monitor, plan and develop projections to ensure an adequate, sustainable supply of appropriately skilled human resources to meet the needs of every level of the sector.
- 8.5.3 Each education sub-sector and district and lower level will take the strongest measures to ensure appropriate recognition of HIV/AIDS-related training and develop career paths that encourage staff to work and remain in HIV/AIDS related fields.

8.6 Conflict Affected Populations and Displacement

- 8.6.1 All education sector institutions involved in the planning, programming and delivery of HIV/AIDS related interventions will take special measures in areas of conflict and in the case of displaced populations. Basic assistance and treatment and care will receive priority where children and adults are at risk of poverty, abduction and abuse.

Review: check this section with CB

8.7 Partnerships

- 8.7.1 All education sector institutions shall commit to full and positive engagement with the Uganda HIV/AIDS Partnership, a broad-based inclusive inter- and intra-sectoral coordination and representative mechanism at national level, led by the Uganda AIDS Commission (UAC).
- 8.7.2 Within the education sector, the annual Joint Education Sector Review (ESR) will bring together sectoral partners to monitor progress on HIV/AIDS and plan the way forward together with the Education Sector Consultative Committee (ESCC).
- 8.7.3 The education sector will strive towards creating an environment and working practices that are transparent, accountable and efficient in the handling of partnership agreements.

- 8.7.4 In partnership with EFAG, the MOES will manage current and new resources to ensure that the sector is adequately covered, that resources are appropriately and effectively used and that the most vulnerable groups are targeted.

8.8 Advocacy

- 8.8.1 Education sector institutions will ensure that education managers, administrators and leadership at national, district and institutional levels are knowledgeable and informed of the content of the Education Sector HIV/AIDS Policy and committed to its dissemination.
- 8.8.2 The education sector and sub-sectors at national, district and institutional levels will develop specific advocacy strategies to support the implementation of the Education Sector HIV/AIDS Policy.

8.9 Further Policy Development and Review

- 8.9.1 Following the development of consensus on the Education Sector HIV/AIDS Policy a process of implementation planning including legal review, development of regulation and costing will be initiated at the national and district levels.
- 8.9.2 This policy will be reviewed as the need arises to ensure that it remains relevant to the needs of the sector.
- 8.9.3 All sub-sectors are expected to develop and/or review their own specific policies on HIV/AIDS that are consistent with this sectoral policy.

Annexures

A. Reference of international conventions, national laws, policies, guidelines and regulations

- Constitution of the Republic of Uganda
- Bill of Rights
- Education Act
- Education Sector HIV/AIDS Plan
- National AIDS Policy
- The National Orphan and other Vulnerable Children Policy
- National Policy on HIV/AIDS and the World of Work
- Review of Human Resource Management Policies in the Public Service to Incorporate HIV/AIDS Concern
- Mainstreaming HIV/AIDS issues into the Poverty Eradication Action Plan (PEAP)
- National HIV/AIDS Strategic Plan
- The National Strategic Framework for HIV/AIDS activities in Uganda 2001-2006
- The Monitoring and Evaluation Plan of the Expanded National Response on HIV/AIDS
- ESC Act and Code of Regulations
- National Examination Council Act
- National Condom Policy and Strategy
- International conventions – including EFA and ILO

B. Details of the “Scope of the Education Sector”

The **Education Sector Policy on HIV/AIDS** applies to learners, managers, employees, employers, and other providers of education and training in all public and private, formal and non-formal learning institutions at all levels of the education system in the Republic of Kenya.

By definition, this includes the following levels, phases and sectors:

- Early Childhood Development
- Primary
- Special Education Institutions
- Secondary
- Technical Vocational Education and Training
- Adult and Continuing Education
- Tertiary education colleges
- University Education
- Non-Formal Education
- Out of School Youth

It will also apply to the Semi Autonomous Government Agencies and all other stakeholders in the provision of education, including:

- Education Service Commission
- Higher Education institutions
- National Curriculum Development Centre
- Education Standards Agency
- Uganda National Examinations Board

C. Universal infection control precautions

1. Blood, especially in large spills such as from nosebleeds, and old blood or bloodstains, should be handled with extreme caution. Skin accidentally exposed to blood should be washed immediately with soap and running water. All bleeding wounds, sores, breaks in the skin, grazes and open skin lesions should ideally be cleaned immediately with running water and/or other antiseptics. If there is a biting or scratching incident where the skin is broken, the wound should be washed and cleaned under running water, dried, treated with antiseptic and covered with a waterproof dressing. Blood splashes to the face (mucous membranes of eyes, nose or mouth) should be flushed with running water for at least three minutes.
2. Disposable bags or incinerators must be made available to dispose of sanitary wear.
3. All open wounds, sores, breaks in the skin, grazes and open skin lesions should be covered completely and securely at all times with a non-porous or waterproof dressing or plaster so that there is no risk of exposure to blood.
4. Cleaning and washing should always be done with running water and not in containers of water. Where running tap water is not available, containers should be used to pour water over the area to be cleaned. Educational institutions without running water should keep a supply on hand specifically for use in emergencies (for instance, in a 25-litre drum). This water can be kept fresh for a long period of time by adding a disinfectant, such as Milton, to it.
5. All persons should wear protective latex gloves or unbroken plastic bags over their hands when attending to blood spills, open wounds, sores, breaks in the skin, grazes, open skin lesions, body fluids and excretions. Doing this will effectively eliminate the risk of HIV transmission. Bleeding can be managed by compression with material that will absorb the blood (for instance, a towel).
6. If a surface has been contaminated with body fluids and excretions which could include some blood (for instance tears, saliva, mucus, phlegm, urine, vomit, faeces and pus), that surface should be cleaned with running water and household bleach (1:10 solution) using paper or disposable cloths. The person doing the cleaning must wear protective gloves or plastic bags over their hands.
7. Blood-contaminated material should be sealed in a plastic bag and incinerated or sent to an appropriate disposal firm. Tissues and toilet paper can be flushed down in toilet.
8. If instruments (for instance scissors) become contaminated with blood or other body fluids, they should be washed and placed in a household bleach solution for at least one hour before drying and re-using.
9. Needles and syringes should be safely disposed of and not re-used.

Recommended content of First Aid Kits:

- Two large and two medium pairs of disposable latex gloves.
- Two large and two medium pairs of household rubber gloves (for handling blood-soaked material in specific instances such as when broken glass makes the use of latex gloves inappropriate)
- Absorbent material
- Waterproof plasters
- Disinfectant (such as hypo chloride)
- Scissors

- Cotton wool
- Gauze tape
- Tissues
- Water containers
- Resuscitation mouthpiece or similar device with which mouth-to-mouth resuscitation can be applied without any contact being made with blood or other body fluids.
- Protective eye wear
- Protective facemask to cover nose and mouth

Alternatives:

The universal precautions help prevent contact with blood and other body fluids. Less sophisticated items than those described above can also be used, such as:

- Unbroken plastic bags on hands where latex or rubber gloves are not available
- Common household bleach for use as disinfectant (diluted one part bleach to ten parts water [1:10 solution])
- Spectacles instead of protective eye wear
- A scarf instead of a protective face mask.

Used items should be dealt with as indicated in paragraphs 7 to 9 above.