

Selected 2011 GPS Key Results:

GAMBIA Ministry of Basic and Secondary Education



UN Region: Sub-Saharan Africa

HIV Prevalence (2009): 2%

Date completed 2011 GPS: 01.12.2011

STRUCTURE OF EDUCATION SYSTEM (Note: Drawn from UIS data sources as respondents could not provide comprehensive answers to this section)

| | | | | | | | | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|---------------|---|---|---------------|----|----|-----------------|----|----|-----------------|----|----|
| Age | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| Level | | | | | | | | Lower Primary | | | Upper Primary | | | Lower Secondary | | | Upper Secondary | | |
| Grades/Forms | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

LEARNER NUMBERS BY LEVEL -2010

| | Pre Primary | Primary | Secondary | Total |
|--------|-------------|---------|-----------|--------|
| Pupils | 64677 | 229013 | 124397 | 418087 |

TEACHER NUMBERS BY LEVEL -2009

| | Pre Primary | Primary | Secondary | Total |
|----------|-------------|---------|-----------|-------|
| Teachers | 779 | 6436 | | 7215 |

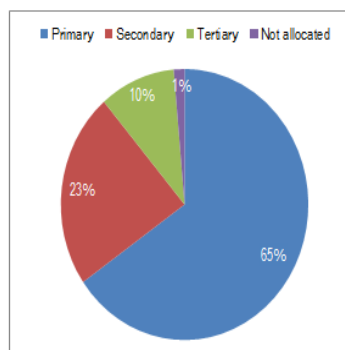
PERCENTAGE CHILDREN OUT OF SCHOOL -2010

| Primary | Lower Secondary | Adult literacy rate (estimate): 46.5 -2009 |
|---------|-----------------|--|
| 31 | 26 | |

PERCENTAGE TRAINED TEACHERS BY LEVEL -2000

| Percentage trained | Pre Primary | | | Primary | Secondary |
|--------------------|-------------|--|--|---------|-----------|
| | Male | | | 78 | |
| | Female | | | 69 | |

PUBLIC EXPENDITURE BY LEVEL (2010)



% Public Expenditure spent on Education: 22.8 -2010

% Expenditure on Teacher & Support staff salaries:

CHILDREN ORPHANED

| | |
|--|---|
| Children (0-17yrs) orphaned by AIDS ('000): 2.8 (UNICEF 2009) | Learners in the basic education system who have been orphaned ('000): |
| Children (0-17yrs) orphaned due to all causes ('000): 72 (UNICEF 2009) | |

1. EDUCATION SYSTEM

| | | | |
|--|--|--------|----------------|
| <ul style="list-style-type: none"> Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable? | Pre Primary | Male | Growing |
| | | Female | Growing |
| | Primary | Male | Growing |
| | | Female | Growing |
| | Secondary | Male | Growing |
| | | Female | Growing |
| <ul style="list-style-type: none"> Total public expenditure (in local currency) on education | 1,108.1 million dalasis Million Gambian Dalasis | | |
| <ul style="list-style-type: none"> Estimate % of teachers employed who permanently left the system in the last academic year for any reason (e.g. retirement, resignation, promotion, illness, death etc.)? | | | |
| <ul style="list-style-type: none"> Number of learners in the basic education system who have been orphaned | Male | | |
| | Female | | |
| | Total | | |

2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

National Level

| | | |
|--|--------------|------------|
| <ul style="list-style-type: none"> At the national level, do you have a dedicated committee or management unit that is responsible for coordinating the response to the HIV&AIDS epidemic? | Committee | Yes |
| | Unit | Yes |
| <ul style="list-style-type: none"> o If there is a management unit, how many permanent staff members does it have? | Unit | Six |
| <ul style="list-style-type: none"> o If there is a committee or management unit, does it include senior staff? | Committee | Yes |
| | Unit | Yes |
| <ul style="list-style-type: none"> o If there is a committee or management unit, does it have a dedicated budget? | Committee | No |
| | Unit | NR |
| <ul style="list-style-type: none"> o If there is a committee or management unit, have members received orientation training? | Committee | Yes |
| | Unit | Yes |
| <ul style="list-style-type: none"> o If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues? ▪ If Yes, are they at a senior level? ▪ If No, are there staff members whose responsibilities include HIV&AIDS? | | n/a |
| | | n/a |
| | | n/a |
| <ul style="list-style-type: none"> Is the Ministry involved in any current application for funding to any donor or development partner? | HIV&AIDS | Yes |
| | Tuberculosis | No |

| | | |
|--|-------------------------|-----|
| | Malaria | Yes |
| • Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)? | | |
| • Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources: | Internal/ Government | |
| | External/ Donor | |

| Representation on HIV&AIDS coordinating structures | | | Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area | | | | Areas of training provided to HIV&AIDS coordinating structures | | |
|--|--------------------|--------------------------|--|-----------------|----------------------|------------------|--|--------------------|--------------------------|
| | National Committee | National management unit | | Funds allocated | How funds are shared | % Funds utilised | | National Committee | National management unit |
| Planning | ✓ | ✓ | Prevention (including awareness & behaviour change) | ✓ | NR | NR | HIV&AIDS Impact | ✓ | ✓ |
| Finance Management | NR | ✗ | Access/Referral to Care and Support | NR | NR | NR | Response Management | ✓ | ✓ |
| Curriculum Development | ✓ | ✓ | Curriculum Development | ✓ | NR | NR | Mainstreaming | ✓ | NR |
| Human Resources Management | ✓ | ✓ | Mainstreaming | ✓ | NR | NR | Programme Budgeting | ✓ | ✓ |
| EMIS/Statistics & Research | NR | ✓ | Planning | ✓ | NR | NR | Monitoring and Evaluation | ✓ | ✓ |
| Monitoring, Evaluation & Reporting | NR | ✗ | Monitoring & Evaluation | ✓ | NR | NR | Reporting | ✓ | ✓ |
| External partners – e.g. teacher unions, PLHIV, NGOs, etc. | ✓ | | | | | | Gender Equality and Sensitivity | NR | ✓ |

| Regional and District Level | | |
|--|------------------------|-----|
| • Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic? | | Yes |
| ○ If Yes, do they include senior staff | | Yes |
| ○ If Yes, do they have sufficient dedicated resources (budgets) for the task? | | No |
| • What % of schools have working groups or committees that address HIV&AIDS-related matters? | Pre Primary | |
| | Primary | |
| | Secondary | |
| • Rank the HIV&AIDS roles and functions of decentralized structures in order of importance | Planning | 5 |
| | Program Implementation | 2 |
| | Monitoring | 3 |
| | Evaluation | 5 |
| | Reporting | 2 |
| | Other: | |

| 3. ENABLING ENVIRONMENT | | | | |
|---|-----------------|-----|-----------------|-------------------|
| • How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector? | | | | Often |
| • Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings? | | | | Yes |
| • Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission? | | | | Yes |
| • Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected? | | | | NR |
| • Levels of education that receive free education | Pre Primary | NR | Lower Primary | Yes |
| | Upper Primary | Yes | Lower Secondary | NR |
| | Upper Secondary | NR | Tertiary | NR |
| • Does the Ministry of Education have a specific education sector HIV&AIDS policy? | | | | Yes |
| ○ If Yes, estimate how well this has been implemented? | | | | 51 - 75% |
| ○ If Yes, provide date of original adoption and publication? | | | | Apr-07 |
| ○ If Yes, has it been revised since its adoption? | | | | No |
| ○ If Yes, when has it been revised since its adoption? | | | | n/a |
| ○ If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy? | | | | n/a |
| • Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact? ¹ | | | | Yes |
| ○ If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact? | | | | NR |
| ○ If Yes, provide date of original adoption and publication? | | | | NR |
| ○ If Yes, has it been revised since its adoption and if so, when? | | | | NR |
| ○ If Yes, when has it been revised since its adoption? | | | | NR |
| • Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction? | | | | Yes |
| ○ If "Yes", indicate how often these policies are reviewed? | | | | Every 2 - 5 years |
| • Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS? | | | | Yes |
| • Is Education included in the National HIV&AIDS Strategy? | | | | Yes |

| 4. HIV&AIDS MAINSTREAMING AND IMPLEMENTATION | |
|--|---------------|
| • How seriously does the education sector regard the impact of HIV&AIDS on the sector? | Major problem |

¹ There is an Education Sector HIV&AIDS policy which covers Prevention; Stigma and Discrimination; Care and Support for its clientele.

| | | | |
|---|---|--------------------|------------|
| • Is there an Education Sector HIV&AIDS strategic plan in place? | | | Yes |
| ○ If Yes, in what year was this plan developed? ² | | | 2006 |
| ○ If Yes, in what year was this plan introduced? | | | 2006 |
| ○ If Yes, is there an action plan for the implementation of this strategic plan? | | | Yes |
| ○ If Yes, to what extent is this plan funded? | | | 51 - 75% |
| ○ Estimate the % implementation of this strategic plan? | | | 76 - 100% |
| • Is HIV&AIDS response mainstreamed in the education management and planning process at the National level? | | | Yes |
| ○ If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response? | | | 51 - 75% |
| • Does the education sector have an Education Information Management System (EMIS)? | | | Yes |
| ○ If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators? | | | No |
| ○ What was the most recent year for which EMIS captured and reported on these indicators? | | | n/a |
| ○ Has EMIS undertaken any HIV&AIDS trend or impact analysis? | | | No |
| • Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans? | | | No |
| • Has the Ministry decentralized any of its data collection and processing (EMIS) systems? | | | Yes |
| • Is HIV&AIDS-relevant data (e.g. teacher absenteeism/attrition, incidence of orphaning, etc.) being collected at decentralized levels of the system? | | | Yes |
| • Has an assessment of the impact of HIV&AIDS on the education sector been conducted? | | | Yes |
| ○ If Yes, in what year did this assessment take place? | | | 2000; 2005 |
| ○ If Yes, how much of the country did this assessment cover? | | | 26 - 50% |
| ○ Have the key findings of this assessment been published | | | Yes |
| ○ When were the key findings of this assessment published | | | 2002; 2008 |
| ○ If no assessment has taken place, is one planned | | | n/a |
| ○ When is an assessment planned | | | n/a |
| • Identify and rank 5 key barriers to implementation | 1 | Inadequate funding | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| | 5 | | |

| 5. HUMAN RESOURCES | | | |
|---|--|--|------------|
| • Has an analysis of the impact of HIV&AIDS on demand and supply of human resources in the education sector has been conducted? | | | No |
| • Is there evidence of increased teacher attrition (e.g. permanent loss) in the system? | | | No |
| ○ If Yes, are there plans to increase teacher recruitment and training? | | | n/a |
| • Have human resource policies been reviewed and amended to minimize vulnerability and susceptibility to HIV&AIDS (e.g. attention to safety in the workplace, avoidance of teacher deployment away from their families, etc.) | | | In process |
| ○ If Yes, indicate how often these policies are reviewed? | | | n/a |
| • Are human resource issues possibly related to HIV&AIDS impact being monitored and reported on (e.g. absenteeism, sick leave, compassionate leave, attrition, increasing pension costs)? | | | No |

| 6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS | | | |
|--|-----------------------|-----|------------|
| • Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees? | National | Yes | |
| | District | Yes | |
| | Education institution | Yes | |
| • Does the Ministry have a program aimed at preventing HIV infections among staff? | | | Yes |
| ○ If Yes, are these prevention programs gender sensitive? | | | Yes |
| • Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff? | | | In process |
| • Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities? | | | No |
| ○ Estimate % teachers and staff who have such access? | | | NR |
| ○ Estimate % teachers and staff who use these facilities? | | | NR |
| • Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff? | | | No |
| ○ If Yes, estimate % effectiveness of this referral system? | | | n/a |
| • Does the Ministry have a policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for personnel affected by HIV&AIDS? | | | Yes |
| • Does the Ministry of Education enforce confidentiality of information about Ministry employees affected by HIV&AIDS? | | | Yes |
| • Are there accessible outlet points within or in the vicinity of all education sector workplaces (e.g. offices, schools or educational institutions) for the distribution of condoms? | | | No |

² It is part of the broader Education Sector Strategic plan 2006 -2015

7. HIV&AIDS AND THE CURRICULUM

Topics included in the core curriculum; support materials developed; and confirmation of adaptation of tertiary curriculum by level of education

| | Inclusion in core curriculum | | | | Support materials developed | | | | Tertiary curriculum adapted |
|---|------------------------------|---------------|-----------------|-----------------|-----------------------------|---------------|-----------------|-----------------|-----------------------------|
| | Lower Primary | Upper Primary | Lower Secondary | Upper Secondary | Lower Primary | Upper Primary | Lower Secondary | Upper Secondary | |
| Generic life skills | NR | ✓ | ✓ | ✓ | NR | ✓ | ✓ | ✓ | ✓ |
| Adolescent and reproductive health | NR | ✓ | ✓ | ✓ | NR | ✓ | ✓ | ✓ | ✓ |
| Sexuality education | NR | ✗ | ✓ | ✓ | NR | ✗ | ✓ | ✓ | ✓ |
| Gender equality and empowerment | NR | ✓ | ✓ | ✓ | NR | ✓ | ✓ | ✓ | ✓ |
| HIV&AIDS and other STIs | NR | ✓ | ✓ | ✓ | NR | ✓ | ✓ | ✓ | ✓ |
| Stigma and discrimination, including homophobia | NR | ✓ | ✓ | ✓ | NR | ✓ | ✓ | ✓ | ✓ |
| Family life and inter-personal relationships | NR | ✓ | ✓ | ✓ | NR | ✓ | ✓ | ✓ | ✓ |

| | | | | |
|--|-----------------|----|-----------------|---------------------|
| • Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level: | Lower Primary | | Upper Primary | 78 |
| | Lower Secondary | 69 | Upper Secondary | 52 |
| • Is HIV&AIDS and related life skills issues a compulsory part of the curriculum? | | | | Yes |
| • Is the HIV&AIDS subject area examinable? | | | | Under consideration |
| • Has there been an orientation process for parents regarding life skills-related programs in schools? | | | | Yes |
| o If Yes, indicate frequency of orientation sessions? | | | | Annually |
| o If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system? | | | | Systemic |
| • Have efforts been made to ensure that religious, community and/or traditional leaders support the HIV prevention approach adopted by the education sector, the messages it communicates and the materials it uses? | | | | Yes |
| o If Yes, estimate % effectiveness of these efforts? | | | | 51 - 75% |
| o If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic? | | | | Systemic |
| • Estimate the % of students in the tertiary sector who have open or regular access to HIV&AIDS information, awareness and prevention materials through their educational institutions? ³ | | | | 40 |

Is there professional preparation of teachers through orientation and training in the following subject areas, by level?

| | Primary Training | | Secondary Training | |
|---|------------------|------------|--------------------|------------|
| | Pre Service | In Service | Pre Service | In Service |
| Orientation Generic life skills | ✓ | ✓ | ✓ | ✓ |
| Orientation Adolescent and reproductive health | ✓ | ✓ | ✓ | ✓ |
| Orientation Sexuality education | ✓ | ✓ | ✓ | ✓ |
| Orientation Gender equality and empowerment | ✓ | ✓ | ✓ | ✓ |
| Orientation HIV&AIDS and other STIs | ✓ | ✓ | ✓ | ✓ |
| Orientation Stigma and discrimination, including homophobia | ✓ | ✓ | ✓ | ✓ |
| Orientation Family life and inter-personal relationships | ✓ | ✓ | ✓ | ✓ |

Where orientation sessions for parents are conducted, they include the following topics

| | |
|------------------------------------|---|
| Sexuality education | ✓ |
| Life Skills | ✓ |
| Adolescent and reproductive health | ✓ |
| Gender | ✓ |
| STIs | ✓ |
| HIV&AIDS | ✓ |
| Homophobia and discrimination | ✓ |

| | |
|---|------------|
| • Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established? | In process |
| o If Yes, how often are the results of this monitoring reported? | n/a |
| • Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts? | Yes |
| o If Yes, estimate % the success of these efforts? | 0 - 25% |

8. ORPHANS AND VULNERABLE CHILDREN

| | |
|---|----|
| • Does the Ministry have a system for identifying and categorizing orphans and vulnerable children? ⁴ | No |
| • Does the Ministry have a gender-sensitive program to address the needs of orphaned and vulnerable children in the education system? | No |

Does a gender-sensitive program for OVC address the following areas?

| | | | |
|-------------------------------------|----|-----------------------|----|
| Nutrition | NR | Supervised medication | NR |
| Counselling | NR | Flexible school hours | NR |
| Fee waivers/exemptions | NR | Other: | NR |
| Referrals (e.g. to Social Services) | NR | | |

On what basis are learners included in in the feeding schemes?

| | | | |
|---------------|---|---------------------|----|
| Orphaning | ✗ | Geographic Location | ✓ |
| Vulnerability | ✓ | Programme Scaling | ✓ |
| Poverty | ✓ | Other: | NR |

| | | | | |
|--|-----------------|----|-----------------|-----|
| • Is there currently a school feeding scheme in place? | | | | Yes |
| o If Yes, estimate the coverage of this feeding scheme by school level | Lower Primary | 30 | Upper Primary | 70 |
| | Lower Secondary | 0 | Upper Secondary | 0 |

³ The Gambia College, School of Education is offering the subject as compulsory for all its students and they form 40% of tertiary student. The University of the Gambia offers it as an optional subject so the percentage cannot be ascertained

⁴ The issue of OVCs is the responsibility of the Department of Social Welfare under the Ministry of Health & Social Welfare

| | | | | | |
|--|-----------------|-----------|-----------------|----------------|--|
| ○ If Yes, confirm whether this coverage is growing, stable or shrinking? | | | | Growing | |
| • Have teachers received training in caring for HIV-infected pupils? | | | | Yes | |
| • To what extent (%) are counseling services, by trained counselors, available at schools at the following levels? | Lower Primary | 23 | Upper Primary | 46 | |
| | Lower Secondary | 52 | Upper Secondary | 78 | |

9. PARTNERSHIPS

| | |
|---|------------|
| • Does the education sector have a shared strategy on HIV&AIDS response with its local and international partners? ⁵ | Yes |
| • Please estimate the degree of success of this shared strategy: | NR |

Government ministries or agencies working on HIV&AIDS as partners with the Ministry of Education

| | Partner? | Major or Minor Partner? |
|-----------------------------|----------|-------------------------|
| National AIDS Commission | ✓ | Major |
| Ministry of Health | ✓ | Minor |
| Ministry of Social Services | ✓ | Major |
| Ministry of Finance | ✓ | Major |
| Ministry of Planning | NR | NR |
| | | |
| | | |
| | | |

Non-government education sector agencies, interest groups and partners which work on HIV&AIDS response in collaboration with the Ministry of Education

| | | | |
|-------------------------------|---|--|---|
| Local NGOs | ✓ | International NGOs | ✓ |
| Teacher Unions | ✓ | Teacher Service Commission | ✗ |
| Parent/Teacher Associations | ✓ | School Committees | ✓ |
| Youth Groups | ✓ | Private Sector | ✓ |
| Community-based organisations | ✓ | Faith-based and/or religious organizations | ✓ |
| Other: | | Other: | |

10. RESEARCH

| | | |
|---|-------------|-----------|
| • Has a gender-sensitive research agenda been defined that prioritizes gaps in knowledge relating to the impacts of and response to HIV&AIDS within the education sector? | No | |
| • Has any research been commissioned to inform the education sector response to HIV&AIDS? | Yes | |
| • If research has been commissioned, indicate whether this has been undertaken by in-country institutions/agencies or by external institutions/agencies or both? | Both | |
| • If both internal and external institutions/agencies were involved in research, were there any partnering arrangements providing mentoring or training? | NR | |
| • If EDSEC HIV&AIDS impact or response research has been commissioned, indicate when this was conducted? | NR | |
| • If HIV&AIDS and education-related research has been conducted, please list these studies with approximate dates of completion and publication? | 1 | NR |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |

11. SELF-ASSESSMENT AND PRIORITIZATION

| How would you rate your Ministry, in terms of the implementation of response in each of the following areas? | Rank order | Low | | | | | High |
|--|------------|---|---|---|---|---|------|
| | | 1 | 2 | 3 | 4 | 5 | |
| | | Ministry of Education HIV&AIDS structures | 4 | ■ | ■ | ■ | ■ |
| Enabling environment for an effective response to HIV&AIDS | 3 | ■ | ■ | ■ | ■ | ■ | |
| HIV&AIDS mainstreaming and implementation | 4 | ■ | ■ | ■ | ■ | ■ | |
| Human resources adaptation to the impacts of HIV&AIDS | 2 | ■ | ■ | ■ | ■ | ■ | |
| Workplace HIV&AIDS programmes | 3 | ■ | ■ | ■ | ■ | ■ | |
| HIV&AIDS and the curriculum | 4 | ■ | ■ | ■ | ■ | ■ | |
| Orphans and Vulnerable Children | 2 | ■ | ■ | ■ | ■ | ■ | |
| Partnership development in response to HIV&AIDS | 3 | ■ | ■ | ■ | ■ | ■ | |
| Research guiding the response to HIV&AIDS in the education sector | 1 | ■ | ■ | ■ | ■ | ■ | |

⁵ It is embedded in the broader Education Sector Strategic plan 2006 -2015

| Rank the following priority areas in order of importance for funding | Rank order | Most important | | | | | | | | | Least important |
|--|------------|----------------|---|---|---|---|---|---|---|---|-----------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Ministry of Education HIV&AIDS structures | 2 | | | | | | | | | | |
| Enabling environment for an effective response to HIV&AIDS | 3 | | | | | | | | | | |
| HIV&AIDS mainstreaming and implementation | 2 | | | | | | | | | | |
| Human resources adaptation to the impacts of HIV&AIDS | 3 | | | | | | | | | | |
| Workplace HIV&AIDS programmes | 2 | | | | | | | | | | |
| HIV&AIDS and the curriculum | 3 | | | | | | | | | | |
| Orphans and Vulnerable Children | 6 | | | | | | | | | | |
| Partnership development in response to HIV&AIDS | 3 | | | | | | | | | | |
| Research guiding the response to HIV&AIDS in the education sector | 7 | | | | | | | | | | |

| Rank the following priority areas in order of importance for Technical assistance | Rank order | Most important | | | | | | | | | Least important |
|---|------------|----------------|---|---|---|---|---|---|---|---|-----------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Ministry of Education HIV&AIDS structures | 6 | | | | | | | | | | |
| Enabling environment for an effective response to HIV&AIDS | 6 | | | | | | | | | | |
| HIV&AIDS mainstreaming and implementation | 3 | | | | | | | | | | |
| Human resources adaptation to the impacts of HIV&AIDS | 5 | | | | | | | | | | |
| Workplace HIV&AIDS programmes | 5 | | | | | | | | | | |
| HIV&AIDS and the curriculum | 3 | | | | | | | | | | |
| Orphans and Vulnerable Children | 1 | | | | | | | | | | |
| Partnership development in response to HIV&AIDS | 7 | | | | | | | | | | |
| Research guiding the response to HIV&AIDS in the education sector | 1 | | | | | | | | | | |

| Rank the following challenges to HIV&AIDS response implementation | Rank order | Most challenging | | | | | | | | | | Least challenging |
|---|------------|------------------|---|---|---|---|---|---|---|---|----|-------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Lack of leadership | 9 | | | | | | | | | | | |
| Funding/budget constraints | 4 | | | | | | | | | | | |
| Human Resource capacity and skills limitations | 4 | | | | | | | | | | | |
| Stigma and discrimination | 2 | | | | | | | | | | | |
| Lack of HIV&AIDS mainstreaming | 6 | | | | | | | | | | | |
| Lack of data and management information | 2 | | | | | | | | | | | |
| Little or no research | 2 | | | | | | | | | | | |
| Lack of training and orientation | 7 | | | | | | | | | | | |
| Ineffective monitoring, evaluation and reporting | 4 | | | | | | | | | | | |
| Lack of mandatory HIV&AIDS subject coverage in the curriculum | 7 | | | | | | | | | | | |