



Republic of Namibia
Ministry of Education

WORKPLACE HIV AND AIDS POLICY FOR THE EDUCATION SECTOR IMPLEMENTATION PLAN FOR THE PERIOD 2009 TO 2011

August 2008

1. Introduction

HIV and AIDS is the single largest threat to the development of Namibia. Its impacts are felt at every level of our society, and affect all individuals, families and communities, who are the fundamental building blocks of our social and economic development. (National Policy on HIV and AIDS, 2007)

1.1 The education sector as a workplace

The Education Sector is the Nation's largest single employer, engaging approximately 38 000 employees that include:

- Large number of classroom teachers, College and University lecturers as well as VTC instructors, District Literacy Organisers and Literacy Promoters;
- Large number of professional and para-professional staff;
- Large number of managers at various levels;
- Large number of lower level administrative support staff; and
- Last but not least vast number of students and learners.

The concern of the Ministry of Education extends to all of these. Very many may be living with HIV and AIDS or affected by the pandemic in one way or another. In short, the disease affects almost every one of them. Absenteeism and employee attrition impacts on productivity, employee benefits, production costs and work morale. The Ministry of Education as the lead agency of the Education Sector has a responsibility to ensure that its employees and students/learners have access to care and support and treatment on humanitarian grounds and to ensure efficiency and effectiveness in its delivery of teaching and learning.

1.2 AIDS and the impact on education sector workplaces

HIV and AIDS are development challenges affecting every sector in society. The impact of the epidemic is felt in the delivery of all Government services, including education. The HIV and AIDS epidemic is affecting the education sector in three important ways – changing the demand for education; the supply of education; and the quality of education. Of particular relevance to the sector, as the largest workforce in the country, is the fact that the epidemic is affecting the size, growth rate, age and skill composition of both current and future workforces. HIV and AIDS are therefore threatening the targets – in all spheres and at all levels of education – of the Education and Training Sector Improvement Programme (ETSIP).

1.3 The context for the Policy

The Workplace HIV and AIDS Policy complements and expands on the National Policy on HIV and AIDS for the Education Sector (*Section 13: HIV and AIDS as a workplace issue in the education sector*). In addition, the Policy provides a framework for the implementation of (i) ETSIP (*Component 2: Mainstreaming HIV and AIDS*) and (ii) the Ministry of Education (MoE) Employee Wellness Programme: Strategic Plan 2007-2012. It is important to note that, whereas the Policy addresses HIV and AIDS as a critical workplace issue, implementation will be carried out within the context of and commitment to a comprehensive *workplace wellness programme* that encompasses all health, social and lifestyle conditions

2. Purpose

The purpose of this Policy is to create an enabling environment for the implementation of HIV and AIDS programmes in the workplace within the education sector. The Policy also aims to enhance commitment amongst educational institutions and education sector employees at all levels to respond effectively to HIV and AIDS in the education sector.

3. Scope

The Policy shall be applicable to all employees in the education sector – managers, professionals and support staff.

4. Application

The Policy shall be applicable to all educational institutions at all levels (from early childhood development (ECD) to tertiary education and including adult and Life Long Learning of the education system in Namibia.

5. Goal

The goal of the Policy is to provide a supportive policy environment for the implementation of workplace programmes to address HIV and AIDS: programmes that reduce new infections; improve care, treatment and support; mitigate the impact of HIV and AIDS and reduce stigma and discrimination.

6. Strategic Objectives

Within the education sector workplace in Namibia:

- To reduce the transmission of HIV; and
- To mitigate the associated social and economic impact on the education system

7. Policy Components

In accordance with ETSIP, the Policy covers the following key components:

- Awareness raising and empowerment;
- Mainstreaming HIV and AIDS;
- Strengthening regulatory frameworks; and
- Managing the HIV and AIDS response.

8. Consultative process to develop the Education Sector Workplace HIV and AIDS Policy Implementation Plan

In July 2008, a representative group of 87 education sector stakeholders and their development partners gathered in Walvis Bay to workshop a draft Policy Implementation Plan, based on the four Policy components enumerated in point 9 above. At the end of the workshop, these inputs were consolidated and edited to produce a comprehensive Policy Implementation Plan, designed to reflect the consensus reached by the workshop participants and address all four Policy components. Each component of the Implementation Plan sets out its objectives and indicators of success, and shows a matrix of Activities (to achieve objectives); Outputs or Targets; Outcomes or Results; Time Frame (for initiation and completion); Lead Agency; and Implementing Partners.

The first step in the implementation process will be to cost the Implementation Plan and will require the involvement and input of several divisions of the Ministry of Education. Finally, it is noted that apart from addressing specific Workplace HIV and AIDS issues, this Implementation Plan is also designed to provide wide-ranging and long-term improvements to HR management, monitoring and development.

Key Component 1: Awareness Raising and Empowerment

Objectives:

1. To raise awareness about HIV and AIDS and related health conditions amongst all education sector employees.
2. To empower all education sector employees to make informed decisions and lifestyle choices by providing information, knowledge and skills on HIV and AIDS and other health conditions.

Indicators:

- Proportion of education sector employees participating, during working time, in a planned workplace HIV and AIDS programme
- Proportion of education sector employees reporting that the workplace HIV and AIDS programme addresses their concerns regarding coping strategies, risk reduction, as well as care, treatment and support

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOMES / RESULTS	TIME FRAME	LEAD AGENCY	IMPLEMENTING PARTNERS ¹
1.1 Inform and educate employees about the possible ways of contracting and transmitting HIV <ul style="list-style-type: none"> • Conduct a baseline and then periodic KAP surveys to track knowledge levels in all categories of employee in the education sector • Conduct a range of activities during World AIDS Day, AIDS Awareness Week and Health Days • Communicate HIV and AIDS messages during national campaigns at national, regional and school level • Hold regular HIV and AIDS information campaigns or meetings at all educational institutions • Conduct campaigns on behaviour change (reduction of multiple partners, male circumcision, condom promotion, etc) • Set up a health resource area / corner / section with all relevant materials at every educational 	Completed KAP questionnaires # of staff members informed Awareness and behaviour change campaigns conducted Education sector employees sensitized on gender roles, cultural practices and religion One health corner established at every education institution Appropriate IEC materials available in the vernacular languages and displayed in all health resource areas	Reduced high risk behaviour measured by KAP survey KAP survey results inform awareness messages Increased knowledge on transmission and contracting of HIV Participation in World AIDS Day and other activities increased Increased knowledge of education sector employees on general health matters	2009 Ongoing	HAMU	RACE Life skills teachers KAP service provider

¹ The lead implementer is listed first – in bold – followed by the other implementing partners.

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOMES / RESULTS	TIME FRAME	LEAD AGENCY	IMPLEMENTING PARTNERS ¹
institution <ul style="list-style-type: none"> • Liaise with other service providers for materials for the health resource areas • Check HIV and AIDS information to ensure that it is sensitive to the age, gender, culture, tradition, faith and beliefs of education sector employees • Sensitize employees on gender roles, cultural practices and religion 					
1.2 Protect infected and/or affected employees from stigma and discrimination <ul style="list-style-type: none"> • Develop an IEC campaign to promote non-discriminatory practices • Orientate all education managers as duty bearers regarding the rights of infected and affected employees • Educate employees with the knowledge and understanding about their rights and obligations 	Continuous information campaigns conducted within the work environment Workplace Wellness Committees mandated to promote non-discrimination at all educational institutions Materials addressing stigma developed	Education managers intervene to protect the rights of infected and affected employees Reduction in stigma and instances of discrimination in the workplace Uptake increased of stigma reduction IEC materials Workplace Wellness Committees report on activities to address stigma and discrimination	2009 Ongoing	HAMU	RACE Workplace Wellness Committees PLHIV
1.3 Make male and female condoms accessible to all employees through distribution mechanisms at all educational institutions <ul style="list-style-type: none"> • Establish condom outlets for employees in all educational Institutions • Promote correct and consistent use of condoms • Procure supplies of condoms 	Distribution points for male and female condoms set up at all institutions Condom usage demonstrations held	Employees report consistent and correct use of condoms (in KAP survey) Increase in uptake of male and female condoms	Currently in place Ongoing	HAMU	RACE NGOs NASOMA
1.4 Ensure that every educational institution has trained peer educators <ul style="list-style-type: none"> • Identify peer educators across all employee categories 	Peer educators trained Peer education sessions held	Peer educators demonstrate skills and knowledge on HIV and AIDS in the workplace	2009	HAMU	RACE

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOMES / RESULTS	TIME FRAME	LEAD AGENCY	IMPLEMENTING PARTNERS ¹
<ul style="list-style-type: none"> Train peer educators (in counselling, HIV and AIDS, workplace activities and policies) 		Employees participate in peer education activities			
<p>1.5 Follow basic hygiene, first aid procedures and universal precautions, in all cases of workplace injuries, exposure to blood and body fluids, the management of sharps/sharp instruments and the treatment of employees and/or learners with open wounds</p> <ul style="list-style-type: none"> Organise first aid training for hostel matrons, managers and drivers Provide first aid kits to trained personnel Raise awareness and display and disseminate information on universal precautions Provide access to affordable short term antiretroviral prophylaxis for employees who have experienced accidental occupational exposure to HIV 	<p>Hostel matrons, managers and drivers trained as first aiders</p> <p>First aid kits available at all education institutions</p> <p>Universal precautions poster displayed on notice boards at all educational institutions</p> <p>Referral procedures established for accessing ARV prophylaxis</p>	<p>First aiders treat accidents in the workplace</p> <p>Employees who are accidentally exposed to HIV referred for ARV prophylaxis</p>	<p>Current and ongoing</p> <p>April 2009</p>	<p>HAMU</p>	<p>RACE Red Cross MoHSS PSEMAS</p>

Key Component 2: Mainstreaming HIV and AIDS

Objectives:

1. To mainstream HIV and AIDS into all programmes and activities within the workplace.
2. To enable all education sector employees to access HIV- and AIDS-related services within an enabling workplace environment and as part of a comprehensive holistic workplace wellness programme.

Indicators:

- HIV- and AIDS-related services mainstreamed into employee wellness programmes as the optimal way to provide HIV- and AIDS-related treatment, care and support to employees who are infected or affected
- Employee wellness programmes improve and maintain employee's physical and psychosocial well-being

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOMES / RESULTS	TIME FRAME	LEAD AGENCY	IMPLEMENTING PARTNERS
2.1 Advocate for and facilitate access to medical services specifically for employees who are not on a medical aid scheme <ul style="list-style-type: none"> ▪ Promote the benefits of the Government medical aid scheme so that more education sector employees join using: <ul style="list-style-type: none"> ○ Media campaigns ○ Information dissemination ○ Circulars and internal memos ○ IEC materials ○ Induction courses 	Media campaigns held (in all forms) Information disseminated during public, national and international events Circulars and internal memos sent to employees Sensitization meetings held IEC materials on medical aid benefits developed and translated in all local languages Induction courses conducted, with session on medical aid Number of employees reached And number of IEC materials	Increasing number of employees joining the scheme Level of awareness raised regarding medical aid	Current and ongoing	HAMU	RACE HR HIV UNITS DEAN OF STUDENTS AND COLLEGES OF EDUCATION TRADE UNIONS

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOMES / RESULTS	TIME FRAME	LEAD AGENCY	IMPLEMENTING PARTNERS
	distributed				
<p>2.2 Facilitate access to and participation in healthy living programmes that include VCT services, ARV and other treatments to relieve HIV-related symptoms and common opportunistic infections, nutritional advice and supplements and the facilitation of home-based care services</p> <ul style="list-style-type: none"> ▪ Establish partnerships with service providers and referral procedures to access services – across the country – such as: <ul style="list-style-type: none"> ○ VCT ○ ARV ○ Nutritional education ○ Support groups ▪ Display lists of referral centres in all workplaces ▪ Hold workplace information sessions to inform employees of available services ▪ Hold education sector Health Days and disseminate information on services ▪ Develop and/or distribute IEC materials on positive living 	<p>Workplace information sessions conducted</p> <p>Referral centres identified</p> <p>Services available at decentralized level</p> <p>Education sector Health Day established</p> <p>Pamphlets and positive living booklets developed, translated and distributed</p>	<p>Health corners functional</p> <p>Numbers of employees accessing services</p>	Starting 2009 ongoing	HAMU	HAMU/RACE MOHSS COMMUNITY HBC ORGANISATIONS
<p>2.3 Ensure that all services (at all levels within the sector and at all institutions) promote values such as respect, acceptance, love, recognition and a sense of caring by:</p> <ul style="list-style-type: none"> ▪ Conducting anti-stigma campaigns ▪ Encouraging leadership commitment and participation in promoting services and values ▪ Ensuring that listed values are included in the staff rules ▪ Setting up process to interact with service providers and employees utilising the 	<p>Anti-stigma campaigns held</p> <p>Listed values included in the staff rules</p> <p>Feedback mechanism established</p>	<p>Positive feedback from education sector employees utilising services</p>	2009 Ongoing	HAMU	HR RACE NAPWU NANTU

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOMES / RESULTS	TIME FRAME	LEAD AGENCY	IMPLEMENTING PARTNERS
services to assess user-friendliness of services, acceptability, etc					
<p>2.4 Negotiate to establish or extend employee services (as appropriate and where feasible) as part of collective bargaining, in cooperation with public education authorities and/or community-based organisations and/or existing employee assistance programmes)</p> <ul style="list-style-type: none"> ▪ Identify needs for these services ▪ Negotiate with relevant institutions and service providers for additional services such as psychosocial support, alcohol abuse support, etc ▪ Create a range of ways for employees to access services, such as a toll free number and an SMS help line 	<p>Institutions identified in all areas for services such as psychosocial support, alcohol abuse support, etc</p> <p>Service agreements concluded with service providers</p> <p>Mechanisms for accessing services set up</p>	Employees utilise services	2009 Ongoing	HAMU	HR MOHSS MGECW CAA RSC
<p>2.5 Provide information on and facilitate access to death and funeral benefits and entitlements; social security and other forms of financial support, such as social welfare grants</p> <ul style="list-style-type: none"> ▪ Conduct workplace sensitisation meetings \ sessions ▪ Develop and provide IEC materials on death and funeral benefits and entitlements ▪ Invite quest speakers from various organisations such as GIPF, SOCIAL SECURITY to address employees (NC) 	<p>Workplace sensitisation meetings\ sessions conducted</p> <p>IEC materials developed, translated (indigenous languages) and distributed</p>	Trends in accessing benefits, entitlements and grants improve	2009 Ongoing	HAMU	HR SSC MOHSS MGECW PSEMAS GIPF
<p>2.9 Give attention to the needs of employees who are caring for HIV positive family members, with special consideration for female employees, who assume a relatively larger burden of care</p> <ul style="list-style-type: none"> ▪ Negotiate special leave days for care giving employees (eg five days per year) ▪ Invite organisations dealing with HBC to do 	<p>Provisions negotiated, such as special leave days for care giver employees</p> <p>Presentations conducted at work place by caregiver organisations</p>	Care giving employees utilise negotiated provisions	2009 ongoing	HAMU	HR OPM MOHSS MGECW CAA

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOMES / RESULTS	TIME FRAME	LEAD AGENCY	IMPLEMENTING PARTNERS
presentations to employees					

Key Component 3: Strengthening Regulatory Frameworks

Objectives:

1. To provide a safe and secure working environment for all employees through the development, implementation and monitoring of good practice working conditions, procedures and regulatory mechanisms.
2. To strengthen an enabling working environment so that employees infected and affected with HIV enjoy equal rights in a culture of acceptance, openness and compassion.

Indicators:

- Review and possible revision of existing regulatory provisions
- Application of all provisions that collectively create and support an enabling workplace environment

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOMES / RESULTS	TIME FRAME	LEAD AGENCY	IMPLEMENTING PARTNERS
3.1 Conduct regular awareness raising campaigns (using radio, media, etc) with the following themes: <ul style="list-style-type: none"> • Code of Conduct • Sexual relations • Disclosure / Confidentiality 	Code of Conduct promoted amongst employees Information disseminated on procedures to deal with sexual relations and abuse	Reduction in the number of reported cases in contravention of the Codes of Conduct Employees aware of policy position regarding sexual relations Employees aware of policy position on confidentiality and non-disclosure	2009 - 2013	Human Resources with OPM	<u>HR (HQ)</u> RACE. Development Partners.
3.2 Strengthen system capacity to ensure prevention of rights violations through: <ul style="list-style-type: none"> • Review of employment contract provisions and ensure consistency with fair labour practice and policy on non-disclosure • Review Government medical aid and pension fund provisions to ensure HIV positive employees are covered • Set up an employee details register/system with restricted access to confidential information • Enforce disciplinary and grievance procedures in cases where rights are violated or 	Employment contractual conditions reviewed and adjusted where required Government Medical Aid and Pension Fund provisions modified Records management system set up that promotes maintenance of confidentiality	Increased number of resolved hearings of the disciplinary committee Increased number of reported cases successfully resolved where education sector employees rights and confidentiality, and the provisions of the Code of Conduct are not upheld nor protected Employee conduct monitored	2009, ongoing	Human Resources with OPM	<u>OPM</u> PQA (with HR) PSEMAS GNPf

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOMES / RESULTS	TIME FRAME	LEAD AGENCY	IMPLEMENTING PARTNERS
<p>compromised</p> <ul style="list-style-type: none"> • Conduct quarterly reviews of disciplinary cases related to contravention of Code of Conduct provisions. 		<p>through disciplinary committee case reviews</p>			
<p>3.2 Put in place administrative systems that promote fair labour practices and restrict / prevent discriminatory practices.</p> <ul style="list-style-type: none"> • Circulate periodic notifications to all educational institutions on: <ul style="list-style-type: none"> • identification and remedies with respect to discriminatory practices • fair labour practice / disciplinary procedures • specific issues such as flexible work arrangements, compassionate leave, etc. 	<p>Memos distributed to all education institutions</p>	<p>Reported cases of discriminatory practices based on HIV related matters reduced</p> <p>Systems responsive to fair labour practice promotion are implemented</p> <p>Flexible work arrangements are in place for affected employees, including increased awareness on discriminatory practices and related remedies</p> <p>Employees fully aware of disciplinary procedure practice, including rights and obligations</p>	<p>2009 - 2013</p>	<p>Human Resources with OPM</p>	<p><u>HR Practitioners</u></p> <p>HAMU, RACE, Managers of Educational Institutions, Educational Agencies, All Stakeholders.</p>

Key Component 4: Managing the HIV and AIDS Response

Objective:

1. To ensure that effective management structures and financial systems are in place for the education sector workplace HIV and AIDS response, in all educational institutions and for all education sector employees.
2. Routine data collection provides indicators necessary to monitor progress and compliance.

Indicators:

- Trends in absenteeism, morbidity and mortality amongst employees
- Trends in quarterly cost of benefits, staff replacement and training
- Effective HR strategies and policies regularly provide relevant data & management information

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOME / RESULTS	TIME FRAME	LEADING UNIT	IMPLEMENTING PARTNERS
4.1 Establish workplace wellness management and coordination structures (WWM&CS) within the existing HIV and AIDS governance framework	HQ and 13 regional workplace wellness management and coordinating structures established. Workplace Wellness Committees are established in all institutions	Management structures are well-coordinated and functional WWM&CS routinely monitor indicators and provide guidance	Begins Apr 2009; ongoing	HAMU	RACE UNESCO
4.2 Implement effective HR strategies to deal with the impact of HIV and AIDS throughout the education system, including HIV and AIDS relevant information in EMIS ² • Develop HR recruitment, deployment and replacement policy	Workplace policy implementation plan developed HR recruitment, deployment and replacement policy disseminated	Improved utilisation of HR	Begins July 2009; ongoing	HQ HR	RO HR PAD
4.3 Put in place an employee relief system to manage and mitigate absenteeism at every level	HR staff at HO & RO are trained to manage employee relief systems System guidance and management documentation is provided to all levels in the structure	Levels of absenteeism in the system are reduced and contact time in the classroom is increased Employee relief system is implemented and well-	Begin July 2009; ongoing	HAMU	OPM HO HR PAD HR, RACE Registry

² For purposes of planning, recruitment, deployment and replacement of staff, with particular attention to prevalence and risk, geographical impact, subject shortages, vulnerability and the provision of qualified and skilled education sector employees. Application of an EMIS will need to be in the context of a commitment to maintaining confidentiality in the use of statistics for planning purposes.

ACTIVITIES TO ACHIEVE OBJECTIVES	OUTPUTS / TARGETS	OUTCOME / RESULTS	TIME FRAME	LEADING UNIT	IMPLEMENTING PARTNERS
		managed at every level of the education sector			Management
4.4 Establish and operationalize data collection and information systems on key indicators for workplace programmes and the employee relief system <ul style="list-style-type: none"> Convene stakeholder meeting to rationalise data collection and monitoring framework 	Data collection tools developed HR trained to use the tools Data collected every term by RACE & Planning Data analysed and processed Recommendations to Management regularly made	Improved data is available for planning and management purposes Monitoring framework adopted and implemented	Begin Jul 2009 & ongoing	PAD	HR Inspectors Planning
4.5 Establish a sustainable capacity development and training programme to support the effective implementation of workplace HIV and AIDS programmes	Training committees established at all levels Training programmes developed and available Staff identified for training Training delivered in the most cost- and time-efficient way available	Staff demonstrate competency to manage workplace HIV & AIDS programmes	Begin May 2009, December 2009	HAMU	RACE HR, I/E & PAD
4.6 Secure sufficient sustainable funding for workplace HIV and AIDS programmes	Workplace HIV and AIDS Programme implementation plan costed at regional and national level. Priorities for workplace HIV and AIDS activities to be funded at regional level identified	Funds secured to sustain the work-place policy implementation programme through ETSIP, education budget & development partners, with support from NGOs	Jul 2009 & ongoing	HAMU	HO-MoF & RO-Finance PAD
4.7 Strengthen existing partnerships in all educational institutions, in order to coordinate efforts and activities for effective implementation of the workplace HIV and AIDS programme	MoUs developed with key partners	Partnerships assist in sector-wide implementation, management and monitoring	Aug 2009 ongoing	HAMU	RACE

Section 2

Draft Indicator Framework for Education Sector HIV and AIDS Policy Implementation by Theme

Key Component 1: Awareness Raising and Empowerment

Key Indicators	Outputs/Targets	Outcomes
1 Proportion of education sector employees participating, during working time, in a planned workplace HIV and AIDS programme	<ul style="list-style-type: none"> • % completed KAP questionnaires • # of staff members informed • Awareness and behaviour change campaigns conducted • All education sector employees sensitized on gender roles, cultural practices and religion • One health corner established at every education institution • Appropriate IEC materials available in all vernacular languages and displayed in all health resource areas 	<ul style="list-style-type: none"> • Reduced high risk behaviour measured by KAP survey • KAP survey results inform awareness messages • Increased knowledge on transmission and contracting of HIV • Participation in World AIDS Day and other activities increased • Increased knowledge of education sector employees on general health matters
2 Proportion of education sector employees reporting that the workplace HIV and AIDS programme addresses their concerns regarding coping strategies, risk reduction, as well as care, treatment and support	<ul style="list-style-type: none"> • Continuous information campaigns conducted within the work environment • Workplace Wellness Committees mandated to promote non-discrimination at all educational institutions • Materials addressing stigma developed 	<ul style="list-style-type: none"> • Education managers intervene to protect the rights of infected and affected employees • Reduction in stigma and instances of discrimination in the workplace • Uptake increased of stigma reduction IEC materials • Workplace Wellness Committees report on activities to address stigma and discrimination
	<ul style="list-style-type: none"> • Distribution points for male and female condoms set up at all institutions • Condom usage demonstrations held regularly 	<ul style="list-style-type: none"> • Employees report consistent and correct use of condoms (in KAP survey) • Increase in uptake of male and female condoms
	<ul style="list-style-type: none"> • # peer educators trained • Peer education sessions held regularly 	<ul style="list-style-type: none"> • Peer educators demonstrate skills and knowledge on HIV and AIDS in the workplace • Employees participate in peer education activities
	<ul style="list-style-type: none"> • All Hostel matrons, managers and drivers trained as first aiders • First Aid kits available at all education institutions • Universal precautions poster displayed on notice boards at all educational institutions • Referral procedures established for accessing ARV prophylaxis 	<ul style="list-style-type: none"> • First aiders treat accidents in the workplace • Employees who are accidentally exposed to HIV referred for ARV prophylaxis

Key Component 2: Mainstreaming HIV and AIDS

Key Indicators	Outputs/Targets	Outcomes
1 HIV and AIDS-related services mainstreamed into employee wellness programmes as the optimal way to provide HIV and AIDS-related treatment, care and support to employees who are infected or affected	<ul style="list-style-type: none"> Media campaigns conducted (in all media, across Namibia) Information disseminated during all related public, national and international events Circulars and internal memos sent to all employees Sensitization meetings held in all educational institutions IEC materials on medical aid benefits developed and translated in all local languages Induction courses conducted, with session on medical aid All employees reached and informed Sufficient quantities of IEC materials produced and distributed 	<ul style="list-style-type: none"> Increasing number of employees joining the scheme Level of awareness raised regarding medical aid
	<ul style="list-style-type: none"> Workplace information sessions conducted in all institutions Referral centres identified Services decentralized to ensure access and availability at all levels Education sector Health Day established Pamphlets and positive living booklets developed, translated and distributed 	<ul style="list-style-type: none"> Health corners functional Increasing numbers of employees accessing services
2 Employee wellness programmes improve and maintain employee's physical and psychosocial well-being	<ul style="list-style-type: none"> Regular anti-stigma and discrimination campaigns held Key principles and values included in the staff rules Feedback mechanism established 	<ul style="list-style-type: none"> Positive feedback from education sector employees utilising services
	<ul style="list-style-type: none"> Institutions and service providers identified in all areas to provide psychosocial support, alcohol abuse support, etc Service agreements concluded with service providers Mechanisms for accessing services established 	<ul style="list-style-type: none"> Employees utilise services
	<ul style="list-style-type: none"> Workplace sensitisation meetings\ sessions conducted IEC materials developed, translated (into indigenous languages) and distributed 	<ul style="list-style-type: none"> Trends in accessing benefits, entitlements and grants improve
	<ul style="list-style-type: none"> Provisions for special leave days for care giver employees negotiated Presentations conducted at work place by caregiver organisations 	<ul style="list-style-type: none"> Care giving employees utilise negotiated provisions

Key Component 3: Strengthening Regulatory Frameworks

Key Indicators	Outputs/Targets	Outcomes
1 Review and revise existing regulatory provisions as required	<ul style="list-style-type: none"> • Code of Conduct promoted amongst all employees • Information disseminated on procedures to deal with sexual relations and abuse 	<ul style="list-style-type: none"> • Reduction in the number of reported cases in contravention of the Codes of Conduct • Employees aware of policy position regarding sexual relations • Employees aware of policy position on confidentiality and non-disclosure
2 Application/implementation of all provisions that collectively create and support an enabling workplace environment	<ul style="list-style-type: none"> • Employment contractual conditions reviewed and adjusted where required • Government Medical Aid and Pension Fund provisions modified as necessary • Records management system set up to promote and ensure maintenance of confidentiality 	<ul style="list-style-type: none"> • Increased number of resolved hearings of the disciplinary committee • Increased number of reported cases successfully resolved where education sector employees rights and confidentiality, and the provisions of the Code of Conduct are not upheld nor protected • Employee conduct monitored through disciplinary committee case reviews
	<ul style="list-style-type: none"> • Memos distributed to all education institutions 	<ul style="list-style-type: none"> • Number of reported cases of discriminatory practices based on HIV- related matters reduced • Systems responsive to fair labour practice promotion are implemented • Flexible work arrangements are in place for affected employees, including increased awareness on discriminatory practices and related remedies • Employees fully aware of disciplinary procedure and practice, including related rights and obligations

Key Component 4: Managing the HIV and AIDS Response

Key Indicators	Outputs/Targets	Outcomes
1 Trends in absenteeism, morbidity and mortality amongst employees	<ul style="list-style-type: none"> HQ and 13 regional Workplace Wellness management and coordinating structures established Workplace Wellness Committees are established in all institutions 	<ul style="list-style-type: none"> Management structures are well-coordinated and functional WWM&CS routinely monitor indicators and provide guidance
	<ul style="list-style-type: none"> Workplace Policy implementation plan developed HR recruitment, deployment and replacement policy disseminated 	<ul style="list-style-type: none"> Improved utilisation of HR
2 Trends in quarterly cost of benefits, staff replacement and training	<ul style="list-style-type: none"> Relief teacher strategy developed, costed, approved and implemented HR staff at HQ & RO are trained to manage employee relief systems System guidance and management documentation is provided to all levels in the structure 	<ul style="list-style-type: none"> Levels of absenteeism in the system are reduced and contact time in the classroom is increased Employee relief system is implemented and well-managed at every level of the education sector
	<ul style="list-style-type: none"> Data collection tools developed HR trained to use the tools Data collected every term by RACE, Planning and EMIS Data analysed and processed Recommendations to national and regional management regularly made based on accurate, up-to-date data 	<ul style="list-style-type: none"> Improved data is available for planning and management purposes Monitoring framework adopted and implemented
3 Effective HR strategies and policies regularly provide relevant data and management information	<ul style="list-style-type: none"> Training committees established at all levels Training programmes developed and available to all staff Staff identified for training Training delivered in the most cost- and time-efficient way available 	<ul style="list-style-type: none"> Staff demonstrate competency to manage workplace HIV and AIDS programmes
	<ul style="list-style-type: none"> Workplace HIV and AIDS Policy implementation plan costed at regional and national level. Priorities for workplace HIV and AIDS activities to be funded at regional level identified 	<ul style="list-style-type: none"> Funds secured to sustain the work-place policy implementation programme through ETSIP, education budget and development partners, with support from NGOs
	<ul style="list-style-type: none"> MoUs developed with key partners 	<ul style="list-style-type: none"> Partnerships assist in sector-wide implementation, management and monitoring

APPENDIX A:

Checklist for implementation of the Education Sector Workplace HIV and AIDS Policy for Educational Institutions

1. At national level

The implementation of the Policy should happen through the established planning and budgeting cycles of the institution. The Coordinator/committee organizes the dissemination of the policy and work plan through the governing body, teachers' assemblies and education sector union meetings, students' assemblies, induction courses and training sessions. The Coordinator/committee, in consultation with representatives of teachers and other education sector workers and students, designs a monitoring mechanism to ensure the implementation of the work plan and review the impact of the policy as needed.

1.1 Programme implementers

The Programme implementers shall comprise of Directorates at National -, Regional -, Circuit -, Cluster levels and all Educational institutions. The Programme implementer shall:

- Advise the governing body of the implications of HIV and AIDS for the educational institutions, to enable governing body members to develop successful strategies to reduce stigmatization and eliminate discrimination against those living with and/or affected by HIV and AIDS, and prevent the spread and mitigate the effects of HIV in the educational institutions and create a supportive and caring environment for education sector employees;
- Take the necessary steps to develop or adopt, through social dialogue, a policy on HIV and AIDS, a plan for its implementation and a programme for prevention, care and support;
- Agree on the appointment of an HIV focal point or committee (in larger institutions), in consultation with the representatives of the education sector employees, in accordance with this Policy;
- Ensure a safe and healthy work and study environment, including the application of universal precautions as part of first aid provisions.

1.2 Workplace wellness coordinator

The workplace wellness coordinator and/or committee will:

- Be responsible for promoting the workplace HIV and AIDS Policy in the institution;
- Support the implementation of the education programme;
- Access and mobilize resources and partnerships for assistance and support;
- Disseminate information about HIV and AIDS and address HIV and AIDS related stigma and discrimination;
- Adhere strictly to the confidentiality issues of this Policy;

- Help evaluate the objectives, processes and outcomes of the workplace HIV and AIDS programme.

1.3 Employee representatives

Representatives of education sector employees shall have the responsibility to protect those they represent from any form of discrimination related to HIV status and to help implement the workplace HIV and AIDS Policy and programme by monitoring and promoting the information, education, health and safety and other practices and provisions set out in the Policy.

The Ministry of Education establishes a review committee composed of representatives of government, education sector unions and private sector representatives and private school employers/managers, and other stakeholders as agreed among the partners, to consider application of the policy's provisions at institutional level in accordance with existing national laws and the education sector strategic framework, regulations, policies and collective bargaining agreements, as well as human resource (HR) policies. Education sector partner organizations and education sector unions review the policy framework in order to ensure reflection of its principles and guidelines in collective agreements. Review committee revises the policy as needed and organizes distribution of the agreed policy to all educational institutions. Review committee establishes implementation support mechanisms to assist educational institutions to apply the policy.

1.4 The sectoral governing body

The HIV and AIDS Management Unit (HAMU) shall guide and support the coordinators, committees at national level. The governing body of the educational institution where applicable should ensure that the institution implements (develops or adopts a) the workplace policy on HIV and AIDS - based on the principles set out in section 6, that the process includes consultation between the representatives of employers and employees, and that appropriate measures are taken for its implementation, including making it known to all ES employees and the development of a continuous training programme for management and ES employees. The governing body is expected to promote an educational climate that protects the rights of every employee living with HIV and/or affected by HIV and AIDS.

2. At Regional and education institution level

In consultation with other major stakeholders, the governing body of the educational institution appoints an HIV and AIDS coordinator/committee - depending on the size and resources of the institution - to coordinate the implementation of the policy and design a monitoring mechanism. The HIV and AIDS program implementer in consultation with the HR department of the educational institution, the governing body or education sector employees or their representatives shall:

- Identify specific institutional needs by reviewing the policy framework adopted at national level and considering how to adapt it to the specific workplace setting;
- Identify the needs of education sector employees prior to planning the institutional programme.

The HIV and AIDS workplace wellness manager/coordinator assesses what health, social and support services, information services and other resources are already available in the educational institution or in the surrounding community. On the basis of the needs assessments and mapping of available services, the coordinator/committee drafts possible revisions of the policy framework and a work plan in consultation with teachers' and other education sector workers' representatives. The work plan should include: time frame and lines of responsibility. The draft policy and plan are circulated for comments to the governing body and the Principal.