

# Selected 2011 GPS Key Results:

## SOUTH AFRICA Department of Basic Education, Department of Higher Education



UN Region: Sub-Saharan Africa

HIV Prevalence (2009): 17.8%

Date completed 2011 GPS: 19.01.2012

### 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	Pre Primary					Primary						Lower Secondary				Upper Secondary			
Grades/Forms						0	1	2	3	4	5	6	7	8	9		10	11	12

### LEARNER NUMBERS BY LEVEL (2009)

	Pre Primary	Primary	Secondary	Total
Pupils	666998	7128500	4687958	12483456

### TEACHER NUMBERS BY LEVEL (2009)

	Pre Primary	Primary	Secondary	Total
Teachers		232160	187162	419322

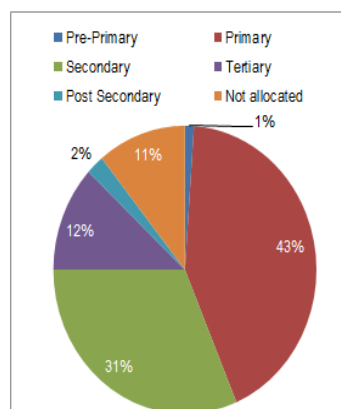
### PERCENTAGE CHILDREN OUT OF SCHOOL (2009)

Primary	Lower Secondary	Adult literacy rate (estimate): 88.7 (2007)
10	9	

### PERCENTAGE TRAINED TEACHERS BY LEVEL (2009)

	Pre Primary	Primary	Secondary
Percentage trained	Male	93	
	Female	86	

### PUBLIC EXPENDITURE BY LEVEL (2010)



% Public Expenditure spent on Education: 19.2 (2010)

% Expenditure on Teacher & Support staff salaries: 81.5 (2009)

### CHILDREN ORPHANED

Children (0-17yrs) orphaned by AIDS ('000): 1900 (UNICEF 2009)	Learners in the basic education system who have been orphaned ('000):
Children (0-17yrs) orphaned due to all causes ('000): 3400 (UNICEF 2009)	

## 1. EDUCATION SYSTEM

Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable?	Pre Primary	Male	NR
		Female	NR
	Primary	Male	NR
		Female	NR
Total public expenditure (in local currency) on education	Secondary	Male	NR
		Female	NR
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.)?	SA Rands		
Number of learners in the basic education system who have been orphaned	Male		
	Female		
	Total		

## 2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

### National Level

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 <sup>1</sup>	Yes
	Unit <sup>2</sup>	Yes
If there is a management unit, how many permanent staff members does it have?	Unit	Depending on definition of 'permanent', could be 1 in each of 4 'units'/ operational entities plus an unknown complement (including

<sup>1</sup> This was called the HIV&AIDS Forum and not Committee.

<sup>2</sup> In fact there are a number of 'units' at national and provincial levels. At national, there are separate focal points concentrating on learners, HQ staff and educators, as well as another focal point in the Department of Higher Education (DHE). There are then focal points/units located in the provincial Premier's Offices and possibly dedicated focal points in provincial Departments of Education as well. There is apparently no central coordinating point with national oversight however.

		<b>multi-sectoral oversight) at provincial level</b>
○ If there is a committee or management unit, does it include senior staff?	Committee	<b>Yes</b>
	Unit	<b>Yes</b>
○ If there is a committee or management unit, does it have a dedicated budget?	Committee <sup>3</sup>	<b>No</b>
	Unit <sup>4</sup>	<b>Yes</b>
○ If there is a committee or management unit, have members received orientation training?	Committee <sup>5</sup>	<b>Yes</b>
	Unit	<b>Yes</b>
○ If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues?		<b>Yes</b>
▪ If Yes, are they at a senior level?		<b>Yes</b>
▪ If No, are there staff members whose responsibilities include HIV&AIDS?		<b>Yes</b>
• Is the Ministry involved in any current application for funding to any donor or development partner?	HIV&AIDS	<b>NR</b>
	Tuberculosis	<b>NR</b>
	Malaria	<b>NR</b>
• 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 <sup>7</sup>				Areas of training provided to HIV&AIDS coordinating structures		
	National Committee	National management unit <sup>6</sup>		Funds allocated	How funds are shared	% Funds utilised <sup>8</sup>		National Committee	National management unit
Planning	✗	✓	Prevention (including awareness & behaviour change)	✓	70	90	HIV&AIDS Impact	✓	✓
Finance Management	✗	✓	Access/Referral to Care and Support	✓	3	90	Response Management	✓	✓
Curriculum Development	✓	✓	Curriculum Development	✓	3	90	Mainstreaming	✓	✓
Human Resources Management	✓	✓	Mainstreaming	✗	0	90	Programme Budgeting	✗	✓
EMIS/Statistics & Research	✓	✓	Planning	✓	20	90	Monitoring and Evaluation	✗	✓
Monitoring, Evaluation & Reporting	✓	✓	Monitoring & Evaluation	✓	2	90	Reporting	✓	✓
External partners – e.g. teacher unions, PLHIV, NGOs, etc.	✓		Gender issues/Sexuality Education/Safety	✓	2	90	Gender Equality and Sensitivity	✓	✓
							trends in HIV&AIDS impact and key issues/Strategic planning development and alignment with National Strategic Planning (NSP)		

Regional and District Level			
• Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic? <sup>9</sup>			<b>Yes</b>
○ If Yes, do they include senior staff			<b>Yes</b>
○ If Yes, do they have sufficient dedicated resources (budgets) for the task?			<b>Yes</b>
• What % of schools have working groups or committees that address HIV&AIDS-related matters?		Pre Primary	
		Primary	<b>60-75</b>
		Secondary	<b>60-75</b>
• Rank the HIV&AIDS roles and functions of decentralized structures in order of importance	Planning	<b>1</b>	
	Program Implementation	<b>2</b>	
	Monitoring	<b>3</b>	
	Evaluation	<b>5</b>	
	Reporting	<b>4</b>	
	Other:	<b>6 Interventions/corrective action</b>	

3. ENABLING ENVIRONMENT		
• How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector? <sup>10</sup>		<b>Often</b>
• Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings?		<b>Yes</b>
• Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission?		<b>Yes</b>

<sup>3</sup> The Forum comprised all key directorate representatives who all had elements of their own budgets

<sup>4</sup> Respondents noted that they did not talk in terms of dedicated budgets but of Operational versus Project budgets; this suggests allocation within wider budgets but no overarching HIV&AIDS budget.

<sup>5</sup> While not strictly training *per se*, the Forum had regular presentations by experts on trends and issues in the field.

<sup>6</sup> Respondents noted that while this expertise/capacity might not be residual in the unit(s), it is immediately available from relevant directorates in the DBE, so is flagged here as "being available" - but it is also noted that certain skills are within the unit(s), such as Planning and Finance Management.

<sup>7</sup> These estimates are arbitrary due to the complex disaggregation of activities but the key message is that more than two-thirds of resources go to Prevention

<sup>8</sup> Respondents stressed that it was impossible to accurately estimate spend/underspend due to complex disaggregation; more importantly, decentralisation of operational spending to provinces and donor pipeline problems combine to suggest dramatic under-spending at the operational level.

<sup>9</sup> This refers principally to decentralisation, and autonomous management and spending at the provincial level, with uncertainty about further decentralisation to district and local levels, including possible/collaboration with (NGO/Community) partners.

<sup>10</sup> Respondents noted that the Minister's Office included the Deputy Minister and that there was a distinct delegation of function within that: In this context, the Deputy Minister apparently speaks often about the issue, while the Minister does not. Respondents interpret this to mean that the "Minister" means her Office, which they claimed often "speaks" on the issue.

• Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected?	Yes			
• Levels of education that receive free education <sup>11</sup>	Pre Primary	No	Lower Primary	Yes
	Upper Primary	Yes	Lower Secondary	Yes
	Upper Secondary	Yes	Tertiary	No
• Does the Ministry of Education have a specific education sector HIV&AIDS policy? <sup>12</sup>	Yes			
o If Yes, estimate how well this has been implemented?	76 - 100%			
o If Yes, provide date of original adoption and publication?	1999			
o If Yes, has it been revised since its adoption	No			
o If Yes, when has it been revised since its adoption	currently being revised			
o If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy?	No			
• Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact?	Yes			
o If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact?	76 - 100%			
o If Yes, provide date of original adoption and publication?	1999			
o If Yes, has it been revised since its adoption and if so, when?	Yes			
o If Yes, when has it been revised since its adoption	currently being revised for BasicEd			
• Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction?	Yes			
o If "Yes", indicate how often these policies are reviewed? <sup>13</sup>	Every 5 - 10 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			
• Is there an Education Sector HIV&AIDS strategic plan in place?	Yes			
o If Yes, in what year was this plan developed?	2010/11			
o If Yes, in what year was this plan introduced?	2012			
o If Yes, is there an action plan for the implementation of this strategic plan? <sup>14</sup>	No			
o If Yes, to what extent is this plan funded?	51 - 75%			
o Estimate the % implementation of this strategic plan?	51 - 75%			
• Is HIV&AIDS response mainstreamed in the education management and planning process at the National level? <sup>15</sup>	No			
o If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response?	26 - 50%			
• Does the education sector have an Education Information Management System (EMIS)?	Yes			
o If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators? <sup>16</sup>	No			
o What was the most recent year for which EMIS captured and reported on these indicators?	2011			
o Has EMIS undertaken any HIV&AIDS trend or impact analysis? <sup>17</sup>	No			
• Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans?	Yes			
• 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			
o If Yes, in what year did this assessment take place?	2005			
o If Yes, how much of the country did this assessment cover?	76 - 100%			
o Have the key findings of this assessment been published <sup>18</sup>	Yes			
o When were the key findings of this assessment published	2005			
o If no assessment has taken place, is one planned				
o When is an assessment planned				
• Identify and rank 5 key barriers to implementation	1	lack of budget		
	2	capacity (both skills and capacity)		
	3	Intersectoral collaboration (external)		
	4	internal sectoral cooperation		
	5	attitudinal problems amongst educators and officials (stigma and discrimination) and lack of systemic preparation and/or prioritisation		

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	Yes			

<sup>11</sup> Respondents indicated that free education was given to schools in Economic Quintiles 1,2 and 3 and that children receiving grants, wherever they are schooled, also receive free education

<sup>12</sup> The original policy dates to 1999 but "is out of touch with the realities and challenges of HIV&AIDS"; however a new policy will be developed and adopted in 2012.

<sup>13</sup> Respondents note that *ad hoc* reviews occur from time to time, increasing this frequency

<sup>14</sup> Respondents could not answer either way with certainty, as parts of the plan are already in place and the balance is being implemented on an incremental basis; but it is not complete as yet.

<sup>15</sup> Respondents say this is in process "but not nearly there yet".

<sup>16</sup> Some ambivalence as EMIS clearly has introduced some such indicators but argues that it is "not there yet"

<sup>17</sup> EMIS has not done this (hence a NO) but suggest that M&E may have done so; no one in the group was able to confirm this, so it should be considered unlikely

<sup>18</sup> This refers to the ELRC Study on Infection, Mortality and Attrition undertaken by the HSRC and MTT/HEARD in 2005

conducted?	
• Is there evidence of increased teacher attrition (e.g. permanent loss) in the system?	Yes
○ If Yes, are there plans to increase teacher recruitment and training?	Yes
• 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.)	Yes
○ If Yes, indicate how often these policies are reviewed?	Every 5 - 10 years
• 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)?	Yes

6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS		
• Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees? <sup>19</sup>	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?		Yes
• Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities?		Yes
○ Estimate % teachers and staff who have such access?		76 - 100%
○ Estimate % teachers and staff who use these facilities? <sup>20</sup>		NR
• Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff?		Yes
○ If Yes, estimate % effectiveness of this referral system?		51 - 75%
• 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?		Yes

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	✓	✓	✓	✓	✓	✓	✓	✓	In process
Adolescent and reproductive health	✗	✓	✓	✓	NR	NR	NR	NR	In process
Sexuality education	✓	✓	✓	✓	✓	✓	✓	✓	In process
Gender equality and empowerment	✓	✓	✓	✓	NR	NR	NR	NR	In process
HIV&AIDS and other STIs	✓	✓	✓	✓	✓	✓	✓	✓	In process
Stigma and discrimination, including homophobia <sup>21</sup>	✓	✓	✓	✓	✓	✓	✓	✓	In process
Family life and inter-personal relationships	✓	✓	✓	✓	✓	✓	✓	✓	In process
• Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level:					Lower Primary	0	Upper Primary		100
					Lower Secondary	100	Upper Secondary		100
• Is HIV&AIDS and related life skills issues a compulsory part of the curriculum?									Yes
• Is the HIV&AIDS subject area examinable? <sup>22</sup>									Yes
• Has there been an orientation process for parents regarding life skills-related programs in schools?									Yes
○ If Yes, indicate frequency of orientation sessions?									Other
○ If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system?									Ad hoc
• 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
○ If Yes, estimate % effectiveness of these efforts?									51 - 75%
○ If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic?									Ad hoc
• 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? <sup>23</sup>									77

<sup>19</sup> While there was consensus that the DBE had awareness programs, there was disagreement as to whether these were gender sensitive. In fact, there was considerable, unresolved debate about gender sensitivity with a number of participants arguing that since 2 genders are involved, response should not be skewed either way.

<sup>20</sup> Participants referred the facilitator to the HSRC's population-based health survey as they had no figures in this regard.

<sup>21</sup> While it was confirmed that there was curriculum/material on Stigma and Discrimination, there was little consensus that the area included homophobia *per se*.

<sup>22</sup> Participants noted that while this subject area was "examinable" the reality is that it was not taken seriously and had no impact on matric achievement or tertiary entrance. Some participants argued strongly that this was a key issue and underlined the weaknesses of the sectoral response, as examinations and quality requirements are not standardised and vary greatly by province and district (and school).

<sup>23</sup> The facilitator was referred to Higher Education to confirm this percentage.

Is there professional preparation of teachers through orientation and training in the following subject areas, by level? <sup>24</sup>					Where orientation sessions for parents are conducted, they include the following topics	
	Primary Training		Secondary Training			
	Pre Service	In Service	Pre Service	In Service		
Orientation Generic life skills	✓	✓	✓	✓	Sexuality education	✓
Orientation Adolescent and reproductive health	✓	✓	✓	✓	Life Skills	✓
Orientation Sexuality education	✓	✓	✓	✓	Adolescent and reproductive health	✓
Orientation Gender equality and empowerment	✓	✓	✓	✓	Gender	✓
Orientation HIV&AIDS and other STIs	✓	✓	✓	✓	STIs	✓
Orientation Stigma and discrimination, including homophobia	✓	✓	✓	✓	HIV&AIDS	✓
Orientation Family life and inter-personal relationships	✓	✓	✓	✓	Homophobia and discrimination <sup>25</sup>	✓

• Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established?	Yes
○ If Yes, how often are the results of this monitoring reported? <sup>26</sup>	Every 2 years
• Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts?	No
○ If Yes, estimate % the success of these efforts?	

8. ORPHANS AND VULNERABLE CHILDREN				
• Does the Ministry have a system for identifying and categorizing orphans and vulnerable children?				Yes
• Does the Ministry have a gender-sensitive program to address the needs of orphaned and vulnerable children in the education system?				Yes
Does a gender-sensitive program for OVC address the following areas?		On what basis are learners included in in the feeding schemes?		
Nutrition	✓	Supervised medication	NR	
Counselling	✓	Flexible school hours	✗	
Fee waivers/exemptions	✓	Other: safety as aprt of 9 priorities (get list)	✓	
Referrals (e.g. to Social Services)	✓			
• Is there currently a school feeding scheme in place?				Yes
○ If Yes, estimate the coverage of this feeding scheme by school level <sup>27</sup>		Lower Primary		Upper Primary
		Lower Secondary		Upper Secondary
○ If Yes, confirm whether this coverage is growing, stable or shrinking?				NR
• 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? <sup>28</sup>		Lower Primary		Upper Primary
		Lower Secondary		Upper Secondary

9. PARTNERSHIPS				
• Does the education sector have a shared strategy on HIV&AIDS response with its local and international partners?				Yes
• Please estimate the degree of success of this shared strategy:				51 - 75%
Government ministries or agencies working on HIV&AIDS as partners with the Ministry of Education		Non-government education sector agencies, interest groups and partners which work on HIV&AIDS response in collaboration with the Ministry of Education		
	Partner?	Major or Minor Partner?		
National AIDS Commission	✓	Major	Local NGOs	✓
Ministry of Health	✓	Major	Teacher Unions	✓
Ministry of Social Services	✓	Major	Parent/Teacher Associations	✓
Ministry of Finance	✓	Major	Youth Groups	✓
Ministry of Planning	✗	NR	Community-based organisations	✓
Public Service and Admin	NR	Major	Other: Traditional Leaders	✓
Prov Premiers Offices		Major	International NGOs	✓
			Teacher Service Commission	✗
			School Committees	✓
			Private Sector	✓
			Faith-based and/or religious organizations	✓
			Other:	

<sup>24</sup> Participants felt they could not comment on availability of PRESET as this was the purview of HE. The facilitator was referred to Haroon Mohamed in DBE to obtain better informed comment on these issues, and the section was completed later.

<sup>25</sup> Participants could not be certain that discrimination in this context covered homophobia *per se*, but indicated that "it probably did", along with other issues.

<sup>26</sup> In fact, this is done quarterly but there is no provision in the instrument to indicate this level of frequency.

<sup>27</sup> Participants could not answer questions relating to nutrition.

<sup>28</sup> Participants referred the facilitator to the newly established National Counselling Unit but they could not be reached subsequently.



## 10. RESEARCH

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?	Yes	
• 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?	Yes	
• If EDSEC HIV&AIDS impact or response research has been commissioned, indicate when this was conducted?	In the last 2 - 5 years	
• If HIV&AIDS and education-related research has been conducted, please list these studies with approximate dates of completion and publication?	1	2005 ELRC study (MTT HEARD/HSRC) , Date: 2005/06
	2	SAQMEC 2007 (SADC/UNESCO), Date: 2007
	3	Life Orientation Study (HEARD) , Date: 2011
	4	UNICEF/SADC questionnaire test for EMIS and HIV&AIDS indicators , Date: 2011
	5	Peer education pilot with learners and LCD, Date: 2009-12

## 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	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 <sup>29</sup>	3					
HIV&AIDS and the curriculum	3					
Orphans and Vulnerable Children	3					
Partnership development in response to HIV&AIDS	4					
Research guiding the response to HIV&AIDS in the education sector	3					

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	4									
Enabling environment for an effective response to HIV&AIDS	4									
HIV&AIDS mainstreaming and implementation	4									
Human resources adaptation to the impacts of HIV&AIDS	2									
Workplace HIV&AIDS programmes	2									
HIV&AIDS and the curriculum	1									
Orphans and Vulnerable Children	3									
Partnership development in response to HIV&AIDS	5									
Research guiding the response to HIV&AIDS in the education sector	6									

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	6									
Human resources adaptation to the impacts of HIV&AIDS	1									
Workplace HIV&AIDS programmes	3									
HIV&AIDS and the curriculum	2									
Orphans and Vulnerable Children	4									
Partnership development in response to HIV&AIDS	7									

<sup>29</sup> Some participants felt extremely strongly that these were much weaker than a ranking of 3 suggests and recorded a minority dissenting vote, suggesting that a rank of 1 or 2 would be more correct.

Research guiding the response to HIV&AIDS in the education sector	5				
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