

HIV/AIDS and Education

Rapid Assessment Tool for developing expanded responses and comprehensive efforts

Y Yes, action in being taken **P** Some action is planned **N** No action is being taken

CREATING A FOUNDATION FOR ACTION	Y	P	N
Combined approach: Is equal consideration given to (1) preventing spread of the disease and to (2) reducing the anticipated impact of the pandemic on education?			
Leadership: Are political leaders, senior officials, unions, the teaching service, and school governing bodies knowledgeable and committed to action?			
Collective dedication: Are partners outside government involved in the fight against HIV/AIDS? Do mechanisms exist for partnerships?			
Research agenda: Is information about HIV/AIDS being collected, analysed, stored and spread? Is there an HIV/AIDS and education research agenda for the education sector?			
Effective management: Has a full-time senior manager been appointed? Does a standing structure exist which includes partners in and out of government?			
Policy and regulations: Are HIV/AIDS sector policies and regulations in place? Are there appropriate codes of conduct for teachers and learners, and are they applied rigorously?			
Strategic plan: Is there an education sector HIV/AIDS strategic plan which covers all levels of the whole education sector, and is it funded?			
Resource allocation: Are plans being funded adequately? Are funds being channelled to various levels of the system, and to partners outside government who can use them?			
HELPING TO LIMIT THE SPREAD OF AIDS	Y	P	N
Appropriate curriculum in all learning institutions: Are learners being guided through the curriculum on safe sex and appropriate behaviours and attitudes?			
Materials developed and distributed: Have materials suitable for learners in schools and post-school institutions been developed and distributed to institutions? Are they up to date?			
Serving educators prepared: Are school teachers adequately prepared through preservice and inservice to teach life skills curricula? Have they accepted this responsibility?			
Teacher educators prepared: Have university, teacher training college and local teacher support staff been trained in HIV/AIDS issues and curriculum implementation?			
Evaluation of curriculum and materials: Have materials and courses been evaluated in terms of content, implementation and outcomes?			

Counselling for learners: Can pupils and students who are affected by AIDS find help from their teachers? Or from someone else?			
Counselling for educators: Are teachers affected by AIDS, and those who are dealing with the trauma of children affected by AIDS getting help to cope?			
Partnerships: Are other partners helping with prevention programmes?			
MITIGATING THE IMPACT OF HIV AND AIDS ON THE EDUCATION SECTOR	Y	P	N
Assessment: Has an assessment been done of the likely impact of HIV/AIDS on the education sector in future?			
Risk profile: Is there some understanding of the factors that make educators and learners vulnerable to infection?			
Stabilising: Are steps being taken to sustain the quality of education provision and to replace teachers and managers lost to the system?			
Projecting: Have relatively accurate projections been made of likely enrolments and teacher requirements at various levels of the system over the next five to ten years?			
Social support: Are children affected and infected by the pandemic receiving counselling and care? Is there a culture of care in schools and institutions?			
Responding creatively: Is the system trying to provide meaningful, relevant educational services to learners affected by HIV/AIDS, finding new times, places and techniques for learning and teaching?			
Orphan needs: Is planning underway to understand and respond to the special needs of increasing numbers of orphaned and other vulnerable children?			
All subsectors: Is attention being paid to the planning requirements of all education subsectors – from early childhood development through to university?			

Reference: Coombe, C. (2001). HIV/AIDS And Education: Managing For Disaster In The Sadc Region. Carol Coombe, University of Pretoria Faculty of Education, February 2001