

CHECKLIST FOR ASSESSING YOUR MINISTRY'S/DEPARTMENT'S RESPONSE TO HIV/AIDS

If you have some time and a pencil at hand, you can start to evaluate and assess your Ministry's/Department's response to HIV/AIDS right now. This checklist guides you through the major issues that your educational system is dealing with or that you will have to deal with in the near future. Check the box that is most suitable to your current situation. And do not hesitate to write down further remarks.

PREVENTIVE EDUCATION

	Y	N	PI	Pr	?
Risk profile: Is there some understanding of the factors that make educators and learners particularly vulnerable to HIV infection?					
Appropriate curriculum: Are learners being guided through a curriculum on safe sex and appropriate behaviours and attitudes about people living with HIV/AIDS?					
Materials developed: Have materials suitable for learners in schools and post-school institutions been developed?					
Materials distributed: Have such materials been distributed to institutions?					
Teacher educators prepared: Have teacher educators been trained in HIV/AIDS issues and curriculum implementation?					
Life skill education prepared: Are schoolteachers adequately prepared through preservice and inservice training to teach a life skills-based approach to preventive education related to HIV/AIDS?					
Partnerships: Are other partners helping with prevention programmes?					

PLANNING, POLICY FORMULATION AND MANAGEMENT OF HIV/AIDS IN THE MINISTRY/DEPARTMENT

	Y	N	PI	Pr	?
Strategic plan: Is there an education sector HIV/AIDS strategic plan that covers all levels of the education sector?					
Funding: If there is a strategic plan, is it funded adequately?					
Policy and regulations: Are HIV/AIDS policies/regulations in place?					
Codes of conduct: Are there appropriate codes of conduct for teachers and learners for dealing with HIV/AIDS?					
Application of codes: If there are appropriate codes of conduct, are they applied?					
Combined approach: Is equal consideration given both to preventing spread of the disease and to reducing the anticipated impact of the pandemic on education?					
Collective dedication: Are any partners outside government – such as UNICEF, UNESCO, NGOs, etc – involved in the education sector's fight against HIV/AIDS?					
Partnership mechanisms: Are there existing mechanisms for strengthening partnerships?					

PLANNING, POLICY FORMULATION AND MANAGEMENT OF HIV/AIDS IN THE MINISTRY/DEPARTMENT (cont)

	Y	N	PI	Pr	?
Research agenda: Is there an HIV/AIDS and education research agenda for the education sector?					
Information management: Is information about HIV/AIDS being collected, analysed, stored and disseminated?					
Effective management: Has a full-time mandated HIV/AIDS and education officer been appointed in the Ministry/Department?					

CARE AND SUPPORT

	Y	N	PI	Pr	?
Counselling for learners by teachers: Can pupils and students who are affected by AIDS find help from their teachers?					
Counselling for learners by others: Are there counselling services provided by persons other than teachers?					
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?					

MITIGATING THE IMPACT OF HIV/AIDS ON THE EDUCATION SECTOR

	Y	N	PI	Pr	?
Assessment: Has an assessment been done of the likely impact of HIV/AIDS on the education sector in future?					
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 the impact of HIV/AIDS on likely enrolments and teacher requirements at various levels of the system over the next five to ten years?					
Culture of care: Are children affected and infected by the pandemic provided with a caring environment/culture of care?					
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?					

LEADERSHIP

Are the following stakeholders knowledgeable and committed to action?	Involved	Somewhat Involved	Not Involved
Political leaders			
Senior officials			
Teacher unions/associations			
Teaching service body			
School governing bodies/parent-teacher associations			