



# Integrating HIV prevention, treatment, care and support into education sector, South Africa

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# Overview

- Educator study on HIV/AIDS policies
  - Methods, Review of Policies,
  - Implementation/M&E,
  - Educator perspectives
- Prevention, care and treatment access (PCTA)
- Evaluation PCTA
- Care and support for Teaching and Learning (CSTL)

Study of determinants of supply and demand of Educators in Public Schools and FET colleges:

# HIV/AIDS Workplace policies

“Education for Life Project”



Social science that makes a difference



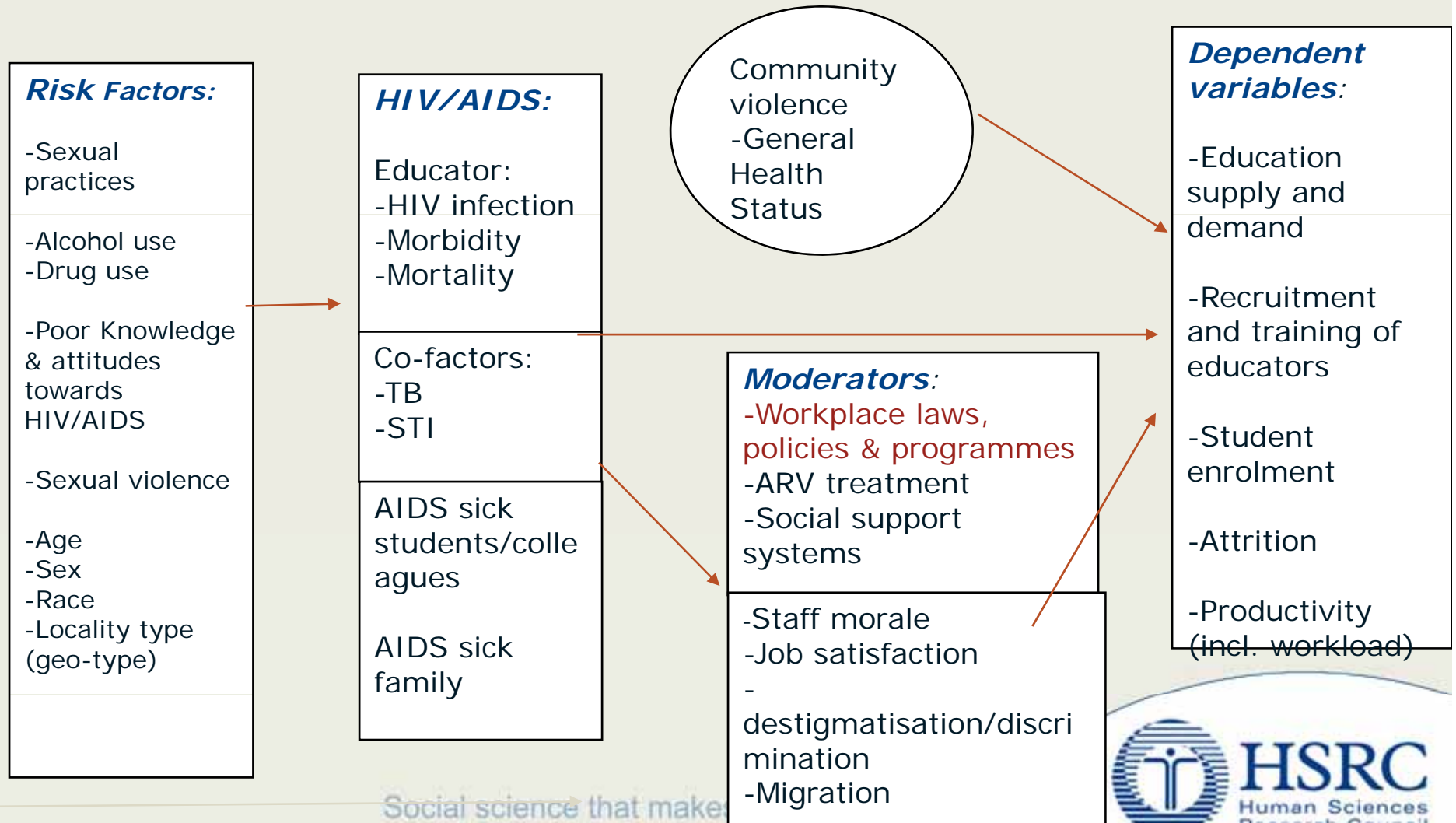
# Objectives of the Study

The study had the following three main objectives:

- To critically examine the Department of Education (DoE) Policy on HIV/AIDS and the systems developed for its implementation.
- To look at the impact of HIV/AIDS on other existing workplace policies to assess whether these policies require further development.
- To determine the impact of the DoE's HIV/AIDS policies and other workplace policies and their implementation on educators.

# Overall Conceptual Model of HIV/AIDS, educators demand and supply

## Independent variables



# Methods

- Overall a monitoring and evaluation (M & E) conceptual framework was adopted for this study.
- A triangulation of research methodologies were therefore used for this analysis encompassing both qualitative and quantitative research methods.
- Firstly, several DoE workplace policies including HIV/AIDS were identified

# Methods (contd)

- Secondly, the set of 13 policies (national policy on HIV/AIDS for learners and educators,..workplace policy for HIV/AIDS,..Unions HIV/AIDS policies) to be reviewed were distributed to a set of experts in the field. Each wrote a brief critique of the policies.
- Thirdly, two workshops were held with senior managers from the Department of Education (DoE) to discuss about the implementation and monitoring and evaluation of DoE's workplace policies
- Fourthly, and finally, a questionnaire-based survey was conducted among 24 200 state-paid educators in 1 766 public schools found throughout the country

# Components of the questionnaire used in the survey

1. Biographical data
2. Teaching responsibilities and work load
3. Impact of HIV/AIDS on educators and their work
4. Absenteeism
5. Morale and job satisfaction aggravated by HIV/AIDS
6. Training and Support
7. Substance use
8. Violence within institutions
9. Sexual behaviour
10. Male condom accessibility
11. HIV/AIDS knowledge
12. Communication about HIV/AIDS
13. Risk perception
14. VCT
15. Stigma
16. TB
17. Health and medical service



# Results

## Evaluation of policies and implementation

### *Successes of policy*

- It is important to recognize successes and in this light the transformation in the education sector does need to be noted.
- This involved the introduction of a vast array of new policies, the integration of the previously dispersed separate education departments, the setting of new syllabi and beginning the process of equalizing resources and ending entrenched privilege.
- While there has only been partial implementation, the basis is there for more systematic work in the future and some policy objectives such as the establishing of school governing boards has been achieved in virtually all schools.

# Results (contd)

## Connection between policy and practice

- Implementation of policy has been the major problem. The focus of the Department of Education (DoE) until 2002 was on integrating and transforming the sector and maintaining system functionality.
- Problems in implementation seem to arise out of disjunctures between the national office and the provincial and district offices of the DoE, a lack of resources, inadequate planning for implementation and preparation on the ground for the introduction of policy, a lack of awareness of the technical problems in the context with the implementation of policy and some resistance from educators and officials to the policy.
- Generally the relationship between policy and practice needs to be better understood.

# Results (contd)

## Monitoring and evaluation

- The current structures for monitoring and evaluation within the DoE appear to be largely disorganized at present.
- There is a considerable amount of data that is collected and many of the policies have included within them a monitoring and evaluation plan. However, these M&E structures have not been adequately implemented and there are considerable problems with using the data from the multiple sources.
- Efforts are being made to address these problems, but a full review of the M&E system is required to make sure that it can begin to operate effectively. This system is essential to ensure effective implementation of policy and to ensure rapid feedback that would allow for the ongoing development of these policies.

# Results (contd)

## Impact of policy on educators

The following main findings were obtained:

- Most educators were aware of the DoE's HIV/AIDS policy. They were however very keen to find out about it.
- Among those who had read/studied the DoE's HIV/AIDS policy, they had found it very useful/useful for their setting. However, they felt that it did not address the issue of stigma adequately
- Half of the educators indicated that their schools had an HIV/AIDS Implementation plan but fewer had an Institutional AIDS Committee.

## Results (contd)

- Most educators were aware of some workplace policies or directives such as giving sick-leave to educators who were ill/sick and prohibition of sexual relationships between educators and learners. However, only a minority of educators were aware of other policies or practices such as taking care of educators with a drinking problem and the replacement of absent teachers.
- Half of the educators had previously taught their learners on HIV/AIDS especially those that had attended HIV/AIDS training and workshops and had also read the DoE's HIV/AIDS policy.

# Results (contd)

- Most of the educators were willing to teach their learners about human sexuality and safe sex practices. However, White educators who were not so keen to teach the learners about the use of condoms.
- Most educators had attended professional training programmes in the past 2 years. Most also felt that more HIV/AIDS education directed at educators would be useful [except for White educators]
- Most educators especially among White and Coloured ones as well as those from some major urban provinces indicated that their schools had access to social work services.
- Different sources for support from various stakeholders in the roles of educators and in HIV/AIDS education with the SGB and unions being strong supporters in the former role while the DoE, the unions, and faith-based organisations (FBOs) fared better in case of the latter role.

# Results (contd)

- Educators identified some specific needs from the Department of Education such as more programmes/workshops/manuals for themselves and free ARV treatment as well as financial support from the DoE in terms of their various roles.
- Finally, the educators were found to be relatively highly literate about ARVs.

# Results (contd)

## Unions' HIV/AIDS policies (88% members of unions)

- It is very positive that both NAPTOSA and SADTU have developed and begun to implement policies. There is also evidence of constant thinking about HIV/AIDS within the unions. These policies give a structure to the members when considering how to face the issues whether they are personally affected or have to provide education or services to others. They also provide a basis for effective negotiations with government.
- Many of the problems are similar to those found with the government policies. They tended to be more visionary in their intent and a lack of resources to back-up the suggested services. It is difficult to comment on the back-up planning as no examination of this was included in the methodology.



# Recommendations

1. The use of policies to spell out a vision for education, without the immediate intention of making the policies workable, creates confusion on the ground. This distinction and the role of the vision needs to be spelled out, and specific plans developed for implementation including the additional resources required.
2. There are a number of successes in the policy arena. These need to be made known as the policies in education are coming under high levels of criticism.
3. There is inadequate consideration of the impact of HIV/AIDS on educators, especially in schools that are likely to be more affected. At minimum there needs to be a policy on the provision of relief teaching. Many respondents felt that there was generally a lack of awareness of the real context on the ground where the policy is being implemented, as policy often recommended actions for which no resources were available and the networks recommended did not exist or were overstretched already.

# Recommendations (contd)

4. The most important focus for the coming period has to be on the implementation of policies. To achieve this there need to be adequate implementation plans including action agendas and time lines, the context and especially educators have to be prepared in advance and the resources required for implementation have to be provided. A greater consideration of the links between policy and practice are also required.
5. The lack of resources to respond to the ambitious policies is the single biggest critique of policy development in the DoE. A more accurate assessment of resources needs to developed and the implementation of policies planned to coincide with this. This needs to be a public document as a response to the confusion generated by the policies at present.
6. Better links, communication and trust need to be developed between the national, provincial and district offices. One of the major breakdowns in implementation appears to be between those who develop the policy and those who implement it.

# Recommendations (contd)

7. In many of the policies, suggestions are made of linking to other government departments and services. These links need to be established and guided from a national level.
8. A more gradual approach to the implementation of policy is required with focus on a small number of policies at a time to allow for adequate implementation.
9. The DoE's HIV/AIDS policy needs to look at theories of behaviour change as the current policy recommends only information sharing, which is inadequate for encouraging behaviour change. Social and contextual factors affecting behaviour should be brought into consideration. Important risk areas like child abuse and gender violence also need to be covered in policy and constitute a significant gap. Issues such as treatment and the role of ARVs also requires attention.

# Recommendations (contd)

15. The DoH's HIV/AIDS policy needs to be revised to address other pertinent issues such as counselling and stigma. The issue of counselling is of growing importance as the number of OVC increases throughout the country. Not only do educators need to be well prepared in order to counsel mainly the children who are affected by HIV/AIDS but also even members of their communities.
16. All institutions should be encouraged to have an institutional HIV/AIDS implementation plan as well as to set up AIDS Committee to oversee its implementation.
17. Clearly there is a need to inform all educators especially Africans.

# Recommendations (contd)

20. There is a need to provide schools with African educators and especially in secondary/high schools as well as in mainly rural provinces with social work services.
21. It is important that the DoE and the parents of the learners provide more support to the educators in their role as educators if they are to be encouraged to remain in the profession. Similarly, the SGBs and the parents of learners must also provide some support to the educators in their role of HIV/AIDS education.

Country	Education system	MOE structures	Enabling environment	HIV and AIDS mainstreaming
South Africa	<ul style="list-style-type: none"> <li>■ Single education ministry</li> <li>■ Shrinking total enrolment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Dedicated committee or management unit responsible for co-ordination</li> <li>✓ Dedicated staff for HIV/AIDS at the national MOE</li> <li>✓ Regional structures for implementation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Regulations for schools and other educational institutions in terms of admissions and fees</li> <li>✓ Specific HIV/AIDS policy</li> <li>✓ HIV/AIDS workplace policy</li> <li>✓ Review of other rules and regulations to manage HIV and AIDS impact/implications</li> </ul>	<ul style="list-style-type: none"> <li>✓ Education sector HIV/AIDS strategic plan</li> <li>✓ HIV/AIDS considered in district level plans</li> </ul>



# HIV/AIDS and the curriculum

## South Africa

- ✓ Primary school life skills programme
  - ✓ Secondary school life skills programme
  - ✓ Gender content in the life skills programme
  - ✓ Orientation programmes for teachers in school life skills and HIV and AIDS
  - ✓ Orientation process for parents regarding life skills programmes in schools
  - ✓ HIV and AIDS materials available to tertiary sector students
  - ✓ HIV and AIDS and life skills integral components in the new teachers' curriculum
  - ✓ Efforts for out of school youths in life skills and HIV and AIDS awareness
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# Global readiness survey, African countries (common wealth), 2004

Indicator	Number of countries	Percentage
<b>Human resources adaptation to the impacts of HIV/AIDS</b>		
Amendment of human resource policies to HIV and AIDS vulnerability and susceptibility to HIV and AIDS (e.g. deployment of teachers away from their families)	2/14	14%
HIV and AIDS impact analysis on demand and supply of human resources in the education sector	6/14	43%
Guidelines for teachers on dealing with HIV and AIDS in schools	2/14	14%



## Workplace HIV/AIDS programmes

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Ministry of Education HIV and AIDS awareness programme for all its employees:

- At the national level? 11/14 79%
  - At the district level? 10/14 71%
  - For staff at education institutions? 8/14 57%
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Guidelines for implementing universal precautions 1/14 7%

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Policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for personnel affected by HIV/AIDS 13/14 93%

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Enforced confidentiality of information about Ministry employees affected by HIV/AIDS 12/14 86%

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# Prevention, Care and Treatment Access Project (PCTA)

## Mahalingum Govender, ELRC

The ELRC commissioned the **Human Science Research Council (HSRC)** to undertake the first-ever comprehensive study on Supply and Demand, of which one of the components was the Impact of HIV/AIDS on educators in South Africa, in 2004.

Based on the findings of this Report, the Prevention, Care and Treatment Access Project (PCTA) was initiated in the three South African provinces most impacted by HIV and AIDS.

The project provided the first comprehensive effort to deliver HIV/AIDS programming dedicated exclusively to educators living with and affected by HIV/AIDS.

## Prevention

GOAL/ OBJECTIVE	KEY PERFORMANCE INDICATOR	TARGET	ACTUAL
To combat the spread of HIV-infection.	Number of educators reached through community outreach promoting HIV/ AIDS prevention through abstinence and being faithful (AB)	10800	4595
To impart knowledge on how to prevent HIV/ AIDS using other prevention beyond abstinence and being faithful	Number of educators trained to provide HIV/AIDS prevention through AB	533	750
	Number of educators trained to provide HIV/AIDS prevention through condom use and other non-AB behaviour change	470	750

## Counselling and testing

GOAL/ OBJECTIVE	KEY PERFORMANCE INDICATOR	TARGET	ACTUAL
To ensure educators know their status	Number of service outlets providing counselling and testing according to national and international standards	2	2
To ensure that delivery of VCT services to educators by coordinating with the treatment partners	Number of educators and family members who received HIV counselling and testing and received results	650	698
	Number of educators trained in counselling and testing according to national and international standards	20	20

## Policy Analysis and System Strengthening

GOAL/ OBJECTIVE	KEY PERFORMANCE INDICATOR	TARGET	ACTUAL	
To increase capacity to address HIV/AIDS by educating on policies and system strengthening	Number of educators trained in HIV related policy development	123	698	0
Train master trainers, peer educators, union leaders and branch leaders and to emphasise commitment, knowledge and systems	Number of educators trained in HIV-related institutional capacity building	53	0	0
	Number of educators trained HIV-related stigma and discrimination reduction	533	750	0

# Evaluation: Prevention, Care and Treatment Access Project (PCTA)

- (Pre)-post design; 3 provinces
- → School-based prevention, care treatment literacy education
- → Promotion of VCT; Provision of ART
- Results
- >HIV knowledge
- =HIV attitudes
- =uptake of VCT
- =intention to use ART services

# Care and Support for Teaching and Learning (CSTL) Programme in South Africa

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Social science that makes a difference



# What is the CSTL Programme?

- A SADC initiative adopted in 2008
- Goal: education rights of vulnerable children realised through schools becoming inclusive centres of learning care & support
- How:
  1. Strengthening and mainstreaming the response of the education system
  2. Mobilization of school communities
  3. Integrated services

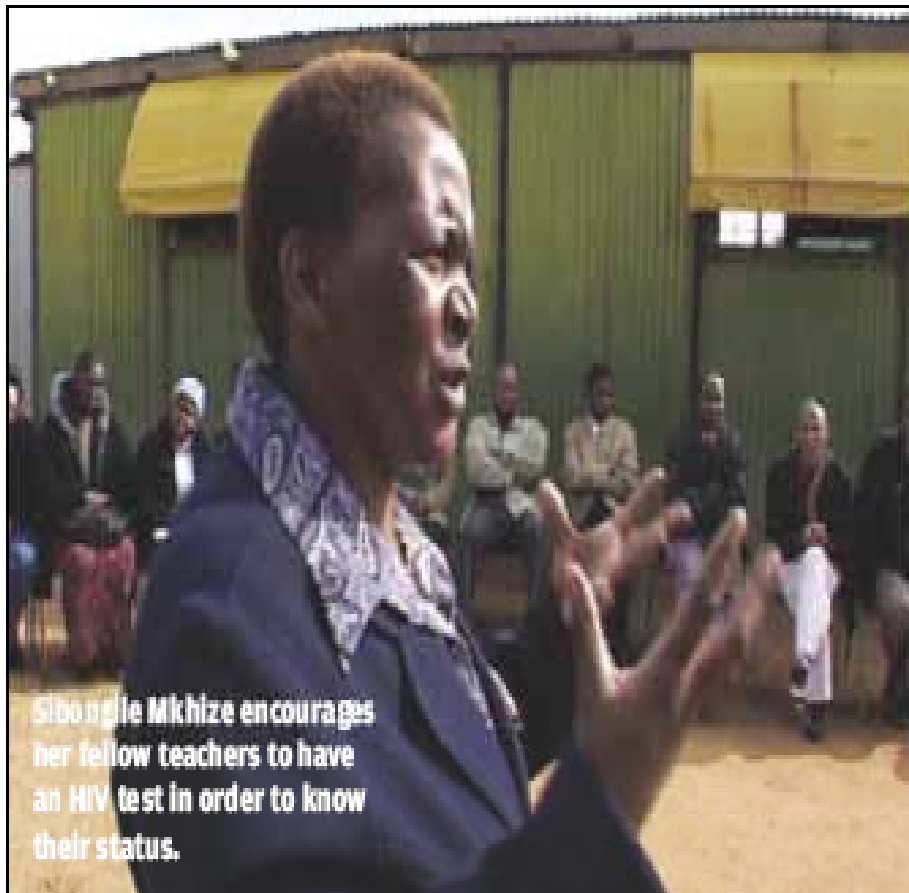


# Examples of existing care and support programmes

- Health screening
- Life Skills programme
- Peer education programme
- National School Nutrition Programmes
- No fee schools

Thank you

# Mkhize - symbol of hope



Sibongile Mkhize encourages her fellow teachers to have an HIV test in order to know their status.

**E** DUCATOR Sibongile Mkhize, from the KwaZulu-Natal village of Ozwathini, was one of the first teachers to disclose that she was HIV positive.

She came out with her story way back in 2001, and since then she has gone from strength to strength, including proving the point that no-one may be fired from their job just because they are HIV-positive.

It hasn't been an easy ride for this brave woman who was physically attacked and ostracised by her family. At that time people were far less educated and accepting of HIV positive people.

She admits that being an HIV-positive educator has meant many problems for her at work too. But thanks to the intervention of her union SADTU she was reinstated in her job.

"When my colleagues found out about my status I was dismissed from the school and my husband threw me out of the house," Mkhize remembers.

She turned to SADTU for help.

"At that time I was crying, I was ready to die. I was going to commit suicide."

But after a month of negotiations with the Department of Education by SADTU, Mkhize was back at work.

Today her life is firmly on track, and Mkhize is proud to say that she has become a symbol of hope for HIV-positive teachers.