

## UNIT TWO

### Schools as centres of care

#### Tool 4: Preparing to develop/review your school's HIV and AIDS policy

The National Department of Education is committed to minimising the impact of HIV and AIDS on education. Every school is therefore required to have its own HIV and AIDS policy and action plan. Such a policy is informed by the rights set out in our constitution and takes into consideration the best interests of the child. In general, the aim of the policy must be to promote effective care and support of learners and teachers infected or affected by HIV and AIDS; prevent the spread of HIV and AIDS and protect the quality of education.

The *Guidelines for Developing a HIV and AIDS Policy* and the *Five Priority Areas* were prepared by the National Department of Education<sup>1</sup>. They provide detailed information about what should go into a HIV and AIDS policy and are primarily intended to be used by schools that still need to develop a HIV and AIDS policy.

However, part of good policy and implementation practice is to regularly review and amend all policies so that they adequately reflect the context in which they are implemented. Therefore schools that *already have* a HIV and AIDS policy can use these guidelines as a basis for reviewing and refining their existing policy.

#### Purpose

The *guidelines* and the *five priority areas* identified by Department of Education offer a framework that supports the development of a school HIV and AIDS policy.

The guidelines and priorities can also be used to review your school's existing HIV and AIDS policy and determine how adequate it is and what changes may be necessary

#### What to do

Understanding the *guidelines provided for developing a HIV and AIDS policy* and the priority areas, is the first step towards developing/refining and reviewing your school-based HIV and AIDS policy.

1. Elect a small working team, which includes one or more members of your management team, a representative from the health advisory committee school-based support team, experts who would add useful input.
2. Make sure that everyone on the team has access to a copy of the national HIV and AIDS policy: Department of Education (1999), *National Policy on HIV/AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions* (you will find this policy in the Education Labour Relations Council [ELRC] Policy Handbook for Educators which has been distributed to all schools).

Read through it carefully to familiarise/remind yourselves of the key policy issues and requirements.

<sup>1</sup> Department of Education (2003) *Manage HIV and AIDS in your Province: A Guide for Department of Education Provincial and District Managers*. DoE: Pretoria

3. Read through the *guidelines for developing a HIV and AIDS policy* (immediately below). In particular, think about and discuss the *context* in which *your* school is located. Identify the HIV and AIDS challenges that are particular to your school.
4. Then, read the *five policy priority areas* (the following extract below). These priority areas need to be included in any school-based HIV and AIDS policy and provide the details of what should be covered in each of the five areas.
5. Discuss the details listed for each priority area and check whether they are *relevant to your school* context. You may adapt them or add to them as you see fit.



### GUIDELINES FOR DEVELOPING A HIV AND AIDS POLICY

The first step that your school needs to carry out in order to implement the National Policy is to develop its own school HIV and AIDS policy and action plan which takes account of:

- The 1999 National Education policy on HIV and AIDS.
- The characteristics of your school (e.g. primary, secondary, single sex, co-educational, boarding) and capacity (e.g. size of staff, available resources and infrastructure) of your individual school
- The specific context that your school is located in (e.g. socio-economic status and problems, social and cultural norms) of the school community
- Other relevant school policies (e.g. school safety policy), programmes (e.g. Primary Schools Nutrition Programme, Life Skills Programme) and plans (e.g. school development plan or school improvement plan) that are already in place.
- Your school must at the *very least* do everything that is required in the National Policy. You are however also encouraged to pursue additional responses to the HIV and AIDS emergency that your school considers necessary and that do not contradict the law.

(Adapted from *Develop an HIV and AIDS Policy for your School, Develop an HIV & AIDS Plan for your school, A Guide for School Governing Bodies and Management Teams*, DoE, 2003)

The five policy priority areas	
Priority areas	Details
<p><b>1. Prevention</b></p> <p><i>What does your school believe about preventing the spread of HIV and AIDS and what does it aim to do?</i></p>	<ul style="list-style-type: none"> <li>• Provide correct information</li> <li>• Promote safe sex practices</li> <li>• Recognise the role that young people can play in preventing the spread of HIV and AIDS</li> <li>• Improve the skills of teachers to teach life skills</li> <li>• Speak out against sexual harassment</li> <li>• Prevention of accidental infections in the school environment</li> <li>• Encourage members of the community to become partners in prevention</li> </ul>
<p><b>2. Provide care and support for learners</b></p> <p><i>What does your school believe about providing care and support for learners and what does it aim to do?</i></p>	<ul style="list-style-type: none"> <li>• Be aware of the physical/medical, emotional and social needs of learners</li> <li>• Raise awareness of the school as a centre of care and support</li> <li>• Establish a School-based Support Team / Health Advisory Committee</li> <li>• Commit to developing strategies for school-based care and support</li> <li>• Promote an inclusive approach to education</li> <li>• Speak out against discriminatory practices</li> <li>• Speak out against bullying and act against those who do (you can compile a separate anti-bullying policy)</li> <li>• Speak out against discrimination and address issues around stigma</li> <li>• Create a safe school environment</li> <li>• Provide nutritious meals through the school nutrition programme</li> <li>• Work in partnership with role players in the community that can help to offer                         <ul style="list-style-type: none"> <li>o material support</li> <li>o counselling services to traumatized learners</li> <li>o health support/referral for specialised support</li> <li>o aftercare services</li> </ul> </li> <li>• Train teachers to promote respect and tolerance and to create a non-threatening and caring atmosphere in the classrooms</li> </ul>

The five policy priority areas	
Priority areas	Details
<p><b>3. Provide care and support for teachers</b></p> <p><i>What does your school believe about providing care and support for teachers and what does it aim to do?</i></p>	<ul style="list-style-type: none"> <li>• Be aware of the physical/medical, emotional and social needs of teachers</li> <li>• Promote channels of communication and information sharing</li> <li>• Create an open school that promotes human rights, disclosure and confidentiality</li> <li>• Create a school that is intolerant of discrimination and actively addresses issues around stigma</li> <li>• Deal with death and sorrow in the school</li> <li>• Deal with stress experienced by teachers</li> <li>• Promote mutual support in the school</li> <li>• Show supportive leadership</li> </ul>
<p><b>4. Protect the quality of education</b></p> <p><i>What does your school believe about protecting the quality of education and what does it aim to do?</i></p>	<ul style="list-style-type: none"> <li>• Manage absenteeism, illness and trauma among learners and teachers</li> <li>• Provide for the training needs of teachers</li> <li>• Encourage collegial support among teachers</li> <li>• Create a culture of learning in the school</li> <li>• Provide academic support for ill learners</li> <li>• Establish a system for substitution for absentee teachers</li> <li>• Raise money to fund short-term help</li> </ul>
<p><b>5. Manage a coherent response</b></p> <p><i>What does your school believe about managing a coherent response and what does it aim to do?</i></p>	<ul style="list-style-type: none"> <li>• Set up and manage a network of supportive partnerships</li> <li>• Use up to date information about HIV</li> <li>• Involve relevant role players to compile an overall plan of action</li> <li>• Create the right structure to implement the plan</li> <li>• The SMT must take responsibility for managing the process</li> <li>• Monitor how the policy works and the involvement of the district office</li> </ul>

(Based on *Develop an HIV and AIDS Policy for your School, Develop an HIV & AIDS Plan for your School, A Guide for School Governing Bodies and Management Teams, DoE, 2003*)

## Tool 5: Exemplar: School HIV and AIDS policy

An effective HIV and AIDS policy clearly states what the school believes and aims to do. The examples of how to unpack and develop the details for each one of the *five priority areas* in your school HIV and AIDS policy are reflected below.

### Purpose

The examples on the following page offer a practical illustration of how to develop a school HIV and AIDS policy.

The example can also be used to develop and/or as a “check” against which to review your school's existing HIV and AIDS policy. Determine how adequate it is and assess what changes may be necessary.

### What to do

1. Having orientated themselves to the broad requirements of a school-based HIV and AIDS policy, the working team needs to read and discuss the HIV and AIDS school - based policy exemplar that follows. Carefully examine how the details relating to the five priority areas have been fleshed out.
2. You may use the exemplars provided as a basis for developing your own school policy, adapting and adding details to the five priority areas to make the policy relevant to your school and its particular context. You will notice that in each of the five priority areas, some lines have been left open for you to fill in specific details pertaining to processes that will relate to your school.
3. Once the team has worked through the components of all five priority areas, adapting and refining the content of this example, you should have a draft policy ready to discuss with the key school stakeholders.
4. Present and discuss the draft policy with all stakeholders, e.g. parents, staff, learners, School Governing Body (SGB).
5. Use comment and input received from your consultations with stakeholders to fine-tune the policy.
6. Once the policy has been finalised, present it to the SGB for ratification.
7. Make sure copies are available to all teachers, parents and learners on request. Implement the policy - this will require you to engage with the details of the planning and implantation of a full care and support plan for your school as set out in Unit 8 of this guide and toolkit.
8. Review and evaluate the policy on an ongoing basis to ensure that remains relevant (as part of the policy implementation cycle).



### School HIV & AIDS Policy for Priority 1: Preventing the Spread of HIV

Your policy regarding the preventing the spread of HIV should, at minimum, include the following:

- A policy statement concerning the application of universal precautions so that nobody ever has to come into direct contact with another person's blood or other body fluids;
- A policy statement that deals with minimizing the chances of the sexual transmission of HIV at school;
- A policy statement to ensure that HIV & AIDS awareness is included in the school's curriculum.

In addition, you may want to include (for example) an extracurricular programme to promote HIV & AIDS awareness in the school community.

#### 1. Universal precautions

- a. No one should have direct contact with another person's blood or other body fluids, since these may contain the HIV virus or other blood-borne pathogens. We will do the following to ensure that everyone is protected from this danger.
  1. All bleeding wounds, sores, breaks in the skin, grazes and open skin lesions will be cleaned immediately with running water and/or other antiseptics. Bleeding can be managed by compression with material that will absorb the blood. Where possible, the bleeding person should be helped to stop the bleeding himself or herself.
  2. All learners will be taught not to touch blood and wounds but to ask for help from a member of staff if there is an injury or nose bleed.
  3. If there is a biting or scratching incident where the skin is broken, the wound should be washed and cleansed under running water, dried, treated with antiseptic and covered with a waterproof dressing.
  4. Skin exposed accidentally to blood should be washed immediately with soap and running water. Blood splashes to the face (mucous membranes of the eyes, nose or mouth) should be flushed with running water for at least 3 minutes.
  5. All open wounds, sores, breaks in the skin, grazes and open skin lesions should at all times be covered completely and securely with a non-porous or waterproof dressing or plaster so that there is no risk of exposure to blood.
  6. All persons attending to blood spills, open wounds, sores, breaks in the skin, grazes, open skin lesions, body fluids and excretions should wear protective latex gloves or plastic bags over their hands.

7. Blood, especially in large spills such as from nosebleeds, and old blood or blood stains, should be handled with extreme caution. If a surface has been contaminated with body fluids or excretions, the person doing the cleaning must wear protective gloves or plastic bags and the surface must be cleaned with running water and fresh, clean household bleach.
8. Contaminated material will be disposed of as follows:

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9. Contaminated templates (e.g. scissors) will be washed and sterilized in bleach for at least one hour before drying and re-using.
10. Bathrooms and toilets must be kept clean, hygienic and free from blood spills.

- b. The school will make available at least two First Aid Kits, containing the following items:

2 medium and 2 large pairs of disposable latex gloves, 2 medium and 2 large pairs of household rubber gloves, mouth to mouth cover, various bandages, disinfectant, scissors, cotton wool, tape for securing dressings, tissues, a blanket, clean water, a bucket, a sponge, protective eye-wear and a face mask.

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These items will be stored in the \_\_\_\_\_

And \_\_\_\_\_ will be responsible for ensuring that the First Aid kit is kept fully stocked at all times.

- c. Sports policy. The following precautions will be observed during sporting activities
  1. First aid kits with rubber gloves will be available at the site where the sport is taking place.
  2. No one should play a sport with uncovered wounds or flesh injuries.
  3. If a graze or injury occurs during play, the injured player will be called off the field, given First Aid and only allowed back when their injury is clean and covered.
  4. Blood-stained clothes should be changed.
  5. Teachers and learners with HIV are advised to first discuss with a doctor any possible risks to their health and of transmission during sport.



- d. Precautions to be followed in other areas of the school (e.g. laboratories, hostels) and during school outings

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- e. The following arrangements will be made to make sure that all staff and learners are appropriately trained in first aid and how to deal with body fluids

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- f. This information will be communicated to teachers and learners in the following way.

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**2. Sexual Behaviour**

- a. The following measures will be taken to minimize the chance of HIV transmission between learners as a result of sexual activity.

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- b. The law says that any sexual relations between teachers and learners is strictly forbidden and constitutes a criminal offence punishable by dismissal.

- c. In the event that an teacher at the school suspects that a learner is experiencing child abuse, the following steps will be taken:

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d. In the event of a sexual assault or rape at the school we will follow this procedure:

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### 3. HIV and AIDS in the curriculum

- a. The school will deliver the Life Skills Programme prescribed by the government as part of the Life Orientation Learning Area of its curriculum.
- b. We will take the following additional steps to ensure that the message of HIV/AIDS awareness is effectively integrated into the school curriculum

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### 4. HIV and AIDS Awareness in our School Community

- a. Every year, we will carry out the following activities to ensure that the message of HIV/AIDS awareness is communicated to learners and all members of the school community.

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**School HIV & AIDS Policy for Priorities 2 and 3:  
Care and Support of Learners and Teachers**

Your policy on Care and Support of Learners and Teachers should include at least the following:

- Provisions that ensure that the rights of infected people are respected (e.g. the right to confidentiality in cases of disclosure, a learner's right to continue his or her schooling and enjoy a full life for as long as possible, an teacher's right to continue working for as long as possible)
- Provisions for finding out what the needs of the learners are
- Provisions to assist those who are infected and affected to participate in and benefit from the work of the school
- Provisions to protect those who are HIV positive from contracting infectious illnesses at the school.

**1. Protecting the rights of people living with HIV and AIDS**

- a. No learner will be denied admission to this school on the grounds of his or her HIV status.
- b. No learner will be required to undergo an HIV test as a prerequisite for admission or continued attendance at this school.
- c. The following measures ensure that HIV positive teachers and learners do not experience discrimination

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- d. The following measures protect teachers and learners who confidentially disclose their HIV positive status.

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- e. The constitutional rights of all learners and teachers must be protected on an equal basis. If a suitably qualified person ascertains that a learner or teacher poses a medically recognised significant health risk to others, appropriate measures should be taken. A medically recognised significant health risk in the context of HIV and AIDS could include the presence of untreatable contagious (highly communicable) diseases, uncontrollable bleeding, unmanageable wounds, or sexual or physically aggressive behaviour, which may create the risk of HIV transmission.

**2. Finding out what learners needs are**

The school will use the following procedure to find out what problems learners are experiencing, and will use this information to plan appropriate responses.

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### 3. Assisting those who are infected and affected

- a. When learners are absent for extended periods of time, we will put the following measures in place (e.g. who should be informed? What arrangements are to be made so that learners can study at home?) :

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- b. The following steps will be taken to ensure that support and counseling are available to HIV positive teachers and learners within the school community.
1. Ensure that the telephone number and the physical location of the nearest clinic are displayed in the school.

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- c. The following special considerations will be offered to learners who are orphaned. (For example, such learners should be exempted from school fees and their caregivers should be assisted to apply for the Foster Care Grant. They may also need extra support to deal with grief and practical problems.)

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- d. We will make the following provisions for the special needs of HIV positive learners. (For example, they may need access to somewhere to rest when they are not feeling well, help with taking medication, and extra emotional and practical support.)

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- e. We will make the following provisions for the special needs of HIV positive teachers. (For example, reduced workloads, peer support.)

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#### 4. Protecting HIV positive learners and teachers

Learners with infectious illnesses such as measles, German measles, chicken pox, whooping cough and mumps should be kept away from the school to protect all other members of the school, especially those whose immune systems may be impaired by HIV and AIDS.



**School HIV & AIDS Policy for Priorities 4 and 5:  
Protecting the Quality of Education and Managing a Coherent Response**

Your policy to protect the quality of education and ensure a coherent response should include at least:

- Provision for dealing with increased teacher absence
- Recognition of the role that improved resources (e.g. learner support materials), facilities (e.g. feeding scheme, hygienic toilets) and infrastructure (e.g. sanitation, water supply) can play in combating the effects of HIV and AIDS
- Integrating strategies for dealing with HIV and AIDS into the school's overall development
- Provision for building partnerships with government and the community to fight HIV and AIDS
- A commitment by the school to collect, manage and disseminate information that can be used in the fight against HIV and AIDS.

**1. Dealing with teacher absence**

a. When teachers are absent for extended periods of time, we will put the following measures in place to make sure that learning continues in their classes.

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b. The school will follow the policies regarding sick leave that are laid out in the Employment of Teachers Act (Act 76/1998), so that the need of our sick teachers to continue working for as long as possible is balanced against the need for the school to have teachers in class and teaching.

## 2. Resources and infrastructure

The school recognises that good resources, facilities and infrastructure can contribute positively to the fight against HIV and AIDS, and commits itself to choosing development priorities that reflect this understanding.

## 3. Partnerships

We recognise the following agencies (e.g. district office, clinic, police station, social development office, NGO) and individuals (e.g. traditional leader, local doctor) as important partners who can help us fight against HIV and AIDS, and will take the following steps to secure their help.

Start a contact list with the details of the individuals and organisations that can help to form a network of support around your school. You can continue to add to the list as your school care and support plans are developed and implemented. (See list template of names and contact details at the end of this section).

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## 4. Information

- a. We will take the following steps to ensure that we supply the district office with regular, accurate EMIS information (For example, collecting and communicating information on the number of orphans and infected learners, and learner and teacher absence statistics on a monthly basis.)

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- b. We will take the following steps to ensure that our learners and teachers know about the support services and grants that are available to help them, and that they are able to access these. (For example, informing parents, guardians and learners about social grants such as the Child Support Grant, Foster Care Grant and Care Dependency Grant; ensuring that all learners have ID numbers.)

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(Based on: *Develop an HIV and AIDS Policy for School, Develop an HIV and AIDS Plan for your School: A Guide for School Governing Bodies and School Management Teams*. DoE: 2003)





**Names and contact details of people and organisations that can support our school in its battle against HIV and AIDS**

1. Organisation: \_\_\_\_\_

Contact person: \_\_\_\_\_

Can help us with: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Cellular telephone number: \_\_\_\_\_

Physical address: \_\_\_\_\_

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\_\_\_\_\_

Postal address: \_\_\_\_\_

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2. Organisation: \_\_\_\_\_

Contact person: \_\_\_\_\_

Can help us with: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Cellular telephone number: \_\_\_\_\_

Physical address: \_\_\_\_\_

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Postal address: \_\_\_\_\_

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3. Organisation: \_\_\_\_\_

Contact person: \_\_\_\_\_

Can help us with: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Cellular telephone number: \_\_\_\_\_

Physical address: \_\_\_\_\_

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Postal address: \_\_\_\_\_

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4. Organisation: \_\_\_\_\_

Contact person: \_\_\_\_\_

Can help us with: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Cellular telephone number: \_\_\_\_\_

Physical address: \_\_\_\_\_

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Postal address: \_\_\_\_\_

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## Tool 6: Making the HIV and AIDS policy work in your school

Each school is required to have an HIV and AIDS policy and action plan. Tools 4 and 5 will have helped you to prepare, develop and / or to review your existing policy.

If your school HIV and AIDS policy has been in place for a while, an important next step is to stand back and check to see if it is working.

### Purpose

To strengthen the implementation of your school HIV and AIDS policy by assessing what aspects of the policy implementation work and what aspects do not work and how to improve these.

### What to do

1. Ideally this activity should be done with the whole staff so that the SMT involves the participation of all teachers. This is one way of making all teachers aware of the requirements for implementing the school HIV and AIDS policy.
2. Use the table below to assess what aspects of the policy implementation have worked and which aspects may still need to be strengthened
3. Respond to all five priority areas as set out in the National HIV and AIDS policy.
4. Record the staff’s responses on a copy of the table provided.

What works, what has not worked and what can be done to improve implementation of our school HIV and AIDS policy		
1. Preventing the spread of HIV and AIDS		
What works?	What has not worked?	What can be done to improve implementation?
2. Provide care and support for learners infected or affected by HIV and AIDS		
What works?	What has not worked?	What can be done to improve implementation?



<b>3. Provide care and support for teachers infected or affected by HIV and AIDS</b>		
<b>What works?</b>	<b>What has not worked</b>	<b>What can be done to improve implementation</b>
<b>4. Protect the quality of education in an environment of HIV and AIDS</b>		
<b>What works?</b>	<b>What has not worked</b>	<b>What can be done to improve implementation</b>
<b>5. Manage a coherent response to HIV and AIDS</b>		
<b>What works?</b>	<b>What has not worked</b>	<b>What can be done to improve implementation</b>

## Tool 7: Creating a caring school environment: What is involved?

A policy document does not constitute a plan of action but a well-developed policy provides valuable guidelines to inform action. If you want to create a caring school environment you have to be clear about what actions you are able to implement and what resources you need in order to make them happen. It is not possible to do everything at once so you will have to prioritise and focus on the most essential actions especially at the start. An important consideration is to identify actions that you know are achievable given the opportunities and constraints that exist in your context.

Tool 7 is a **start-up** planning tool that encourages you to think of practical actions that you know will have a high likelihood of success in each of the 5 priority areas identified in the HIV and AIDS policy template. You may already have started implementing some of these actions in your school. You can include existing actions as well as future actions in the planning table. In this way you are preparing to create an overall coherent plan.

The ideas listed under each of the priority areas are triggers to get you thinking. It is not an exhaustive list nor does it mean that you will necessarily use all of them in your start-up list. Remember in a start-up strategy you want to **focus on key actions** that you are confident you **are able to implement**.

You will review this set of possible start-up actions in the final planning activity in Unit 8.

### Purpose

To create awareness of the actions you are able to organise in 5 priority areas in order to start building a caring school environment.

### What to do

1. Arrange a planning meeting with your management team.
2. Use the table supplied below to trigger the ideas in each of the five priority areas to brainstorm possible actions.
3. Critically review your initial ideas and select those that you think are achievable. List actions in the middle column of the table in each of the five critical areas that you want to **start off** with.
4. For each of the actions you have listed, identify the resources you will need to implement them. The resources can include materials, equipment, people, support from organisations, and funds. Give detailed descriptions of the resources you require. Record these in the right hand column of the table.
5. File your start-up list of actions, as it will be a useful resource for the intensive planning activity in Unit 8.



Planning for action: Thinking about what is involved		
Priority areas	Priority achievable actions	Resources needed
<p><b>1. Preventing the spread of HIV</b></p> <ul style="list-style-type: none"> <li>• Provide correct information</li> <li>• Promote safe sex practices</li> <li>• Recognise the role that young people can play in preventing the spread of HIV and AIDS</li> <li>• Improve the skills of teachers to teach life skills</li> <li>• Speak out against sexual harassment</li> <li>• Prevention of accidental infections in the school environment</li> <li>• Encourage members of the community to become partners in prevention</li> </ul>		
<p><b>2. Provide care and support for learners</b></p> <ul style="list-style-type: none"> <li>• Be aware of the physical, medical, emotional and social needs of learners</li> <li>• Speak out against discriminatory practices</li> <li>• Speak out against bullying and act against those who do (you can compile a separate anti-bullying policy)</li> <li>• Create a safe school environment</li> <li>• Provide nutritious meals through the school feeding scheme</li> <li>• Work in partnership with role players in the community that can help to offer                         <ul style="list-style-type: none"> <li>o material support</li> <li>o counseling services to traumatized learners</li> </ul> </li> <li>• health support</li> <li>• Train teachers to promote respect and tolerance and to create a non-threatening and caring atmosphere in the classrooms</li> </ul> <p>Provide academic support for ill learners</p>		
<p><b>3. Provide care and support for teachers</b></p> <ul style="list-style-type: none"> <li>• Be aware of the physical, medical, emotional and social needs of teachers</li> <li>• Create an open school that promotes human rights, disclosure and confidentiality</li> <li>• Create a school that is intolerant of discrimination</li> <li>• Deal with death and sorrow in the school</li> <li>• Deal with stress experienced by teachers</li> <li>• Promote mutual support in the school</li> </ul> <p>Show supportive leadership</p>		

Planning for action: Thinking about what is involved		
Priority areas	Priority achievable actions	Resources needed
<p><b>4. Protect the quality of education</b></p> <ul style="list-style-type: none"> <li>• Manage absenteeism, illness and trauma among learners and teachers</li> <li>• Provide for the training needs of teachers</li> <li>• Encourage collegial support among teachers</li> <li>• Create a culture of learning in the school</li> <li>• Find money to fund short-term help</li> </ul>		
<p><b>5. Manage a coherent response</b></p> <ul style="list-style-type: none"> <li>• Manage partnerships</li> <li>• Use up to date information about HIV</li> <li>• Involve relevant role players to compile an overall plan of action</li> <li>• Create the right structure to implement the plan</li> <li>• Appoint someone to manage the process</li> <li>• Monitor how the policy works and the involvement of the district office</li> </ul>		

