

P. MIV/VIGS BELEIDSDOKUMENT

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**DRAFT POLICY PLAN**

**XXX PRIMARY SCHOOL**

**IMPLEMENTATION PLAN ON HIV/AIDS**

In accordance with the *National Policy on HIV/AIDS, for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions (G.N. 1926 of 1999 published in Government Gazette No. 20372 10 August 1999)*, XXX Primary School is committed to "... develop and adopt its own implementation plan on HIV/AIDS to give operational effect to the national policy" (par 12.1 of the National Policy document), taking into account the specific needs and values of the specific school and community it serves (par 12.4).

Since November 2003, the school has been collaborating and working with four researchers of the University of Pretoria, in order to <sup>(1)</sup>explore the school's existing initiatives and actions to support HIV/AIDS infected and affected members of the community, but also to <sup>(2)</sup>elaborate on existing initiatives and establish new initiatives where possible.

Ten teachers formed part of the school's primary task team to identify possible initiatives to support HIV/AIDS infected and affected community members. A list of possibilities was compiled and three projects were selected to address during the next three months. The aim is firstly to launch and get these projects going by September 2004, and secondly to encourage community members to sustain the projects by themselves. After this has been accomplished, the next three projects will be identified and addressed.

**A. PROJECTS THAT WERE SELECTED TO ADDRESS DURING THE INITIAL PHASE OF THE PROJECT:**

1. Distributing basic HIV/AIDS information to all staff members, community members (parents and others) and learners (selected content)
2. Providing support to HIV/AIDS infected and affected members of the community
3. Establishing a vegetable garden at the school, to be managed by the members of the community

**B. MEMBERS ASSIGNED TO THE VARIOUS TASK TEAMS:**

The principal, Mr XXX, will function as overlooking body of all projects and monitor the progress of the various projects. He will fulfil a consulting role, conducting meetings with the various task team co-ordinators on a regular basis and providing assistance where needed.

The core task teams consist of the following members:

**1. INFORMATION TEAM:**

Ms XXX (task team co-ordinator)

Ms XXX

Ms XXX

**2. SUPPORT TEAM:**

Ms XXX (task team co-ordinator)

Ms XXX

Ms XXX

**3. VEGETABLE GARDEN:**

Ms XXX (task team co-ordinator)

Ms XXX

Ms XXX

**C. PROPOSED ACTION PLANS:**

Each of the task teams developed an action plan to implement during the next three months, in order to address their project. All immediate actions will be guided by these action plans, with modifications made whenever needed. The various action plans can be summarized as follows:

**1. INFORMATION TEAM:**

- 1.1 Meet with the principal to inform him of the project and action plan
- 1.2 Arrange a date and venue to share basic HIV/AIDS information with colleagues, parents and learners
- 1.3 Invite ATTIC and organize a HIV/AIDS workshop for community members
- 1.4 Develop a HIV/AIDS policy plan for the school

***OTHER POTENTIAL ACTIONS / STRATEGIES THAT MIGHT BE EXPLORED FURTHER:***

- Designing and distributing pamphlets in the community
- Sharing information with community members, by utilizing the school's media centre and establishing an *HIV/AIDS Information Centre* at the school

**2. SUPPORT TEAM:**

- 2.1 Meet with the principal to inform him of the project and action plan
- 2.2 Arrange support meetings once a week in one of the teacher's classrooms
- 2.3 Support HIV/AIDS infected and affected parents and learners
- 2.4 Arrange and conduct outreach by means of home visits to infected members of the community
- 2.5 Establish support groups at school, involving colleagues, parents and other community members
- 2.6 Visit existing and well established support groups in the area, to learn from them and see how they operate
- 2.7 Notify parents of the existence of the support service by means of written letters
- 2.8 Undertake support tasks such as emotional support, cleaning, feeding, talking with

infected and affected people, observing their status and progress, and taking medicine to them

*OTHER POTENTIAL ACTIONS / STRATEGIES THAT MIGHT BE EXPLORED FURTHER:*

- Networking with the Department of Social Development (contact person: Ms XXX) and the ACVV (contact person: Ms XXX) for support and collaborative initiatives in the community
- Establishing a *HIV/AIDS Support Centre* at the school
- Encouraging community members to eventually organize and sustain established support groups by themselves

**3. VEGETABLE GARDEN:**

- 3.1 Meet with the principal to inform him of the project and action plan
- i. Arrange a meeting with the parents of the school to find volunteers to assist with the project
  - ii. Prepare the selected piece of land (on the school grounds) to plant seeds
  - iii. Organize equipment to work the land and start the project
  - iv. Arrange for seed to be planted

*OTHER POTENTIAL ACTIONS / STRATEGIES THAT MIGHT BE EXPLORED FURTHER:*

- Networking with the Department of Social Development (contact person: Ms XXX) and the ACVV (contact person: Ms XXX) for support and collaborative initiatives in the community
- Encouraging community members to establish and sustain more vegetable gardens in the community

D. POSSIBLE FUTURE INITIATIVES:

The selected teachers of XXX Primary School identified various resources in the community. Some of these resources are not yet utilized to assist community members in their coping with HIV/AIDS and might be utilized and transformed into projects in future, during the next phases of the project. The following provides a summary of the identified potential resources/assets, which might form the focus of projects to be undertaken during future phases of the project:

*EDUCATIONAL:*

- Primary and Secondary Schools
- Crèche's
- XXX University
- Qualified and committed teachers
- Teachers with HIV/AIDS knowledge

*RELIGION:*

- Churches
- Ministers
- Traditional healer

*MEDICAL:*

- Clinics
- Surgeries
- Doctors
- Hospitals
- Traditional healer

*SOCIAL:*

- Sister XXX
- ACVV
- Social workers
- Friends, family and neighbors as support systems
- Hospice

*ECONOMICAL (SHOPS):*

- Supermarkets
- Butcheries
- Shoe makers
- Salons

*TRANSPORTATION:*

- Bus and taxi facilities
- Individual community members who own motor vehicles
- Close to city and highway

*GOVERNMENT:*

- ANC office
- Government grants
- Fire Station

*COMMUNICATION NETWORKS:*

- Post office
- Internet facilities at the school

*INFRA STRUCTURES:*

- Electricity
- Running water

*OTHER:*

- Open grounds
- Sports ground in the community