

# **LETTING ALL CHILDREN LEARN**

**HOW CAN THE BARRIERS TO PRIMARY EDUCATION THAT ARE  
EXACERBATED BY HIV/AIDS BE REMOVED?**



## WHERE ARE THE MISSING 10%?

- **73 MILLION CHILDREN ARE OUT OF SCHOOL: HALF ARE IN SUB-SAHARAN AFRICA**
- **SSA AVERAGE NET ENROLMENT RATIO IS ABOUT 65%**
- **WHERE ARE THE MISSING 10%?**
- **DATA SETS ARE INCONSISTENT AND NOT EASILY COMPARABLE BECAUSE THEY USE DIFFERENT INFORMATION. GENERAL TRENDS ARE OBSERVABLE.**
- **THE RANGE OF PROGRESS TOWARDS EFA IS BROAD. NERS RANGE FROM 50% TO NEARLY 100% WHILE COMPLETION RATES RANGE FROM ABOUT 40% TO 90%**
- **ABOUT 10 COUNTRIES IN SSA THAT HAVE A MERE 10% OF PRIMARY AGE CHILDREN OUT OF SCHOOL. THESE ARE GENERALLY COUNTRIES THAT HAVE A HIGH GDP PER CAPITA OR POORER COUNTRIES WHERE SCHOOL FEES HAVE BEEN ABOLISHED BUT THEY OFTEN RELY HEAVILY ON ODA (SOME FOR 50% OF PRIMARY EDUCATION BUDGETS)**
- **THE SUSTAINABILITY OF FUNDING AND OF PROGRESS IS QUESTIONABLE**
- **EXPANSION OF ACCESS FREQUENTLY COMES AT THE EXPENSE OF QUALITY**
- **EXCLUDED CHILDREN – FROM POOR HOUSEHOLDS, GIRLS AND VULNERABLE GROUPS. REASONS FOR NON-PARTICIPATION ARE RELATED TO SUPPLY, DEMOGRAPHIC DEMAND AND SOCIAL DEMAND**

# WHAT ARE THE DETERMINANTS OF AND BARRIERS TO PRIMARY SCHOOLING?

A COMPLEX INTERPLAY BETWEEN FACTORS:

## **EDUCATION SYSTEM LEVEL SUPPLY AND DEMOGRAPHIC DEMAND**

**ESTIMATED SCHOOL-AGE POPULATION**

**NUMBER OF SCHOOLS**

**SCHOOL LOCATION**

**SCHOOLS' INFRASTRUCTURE**

**SUFFICIENT HUMAN RESOURCES**

**ADEQUATE INSTRUCTIONAL  
MATERIALS**

**QUALITY OF TEACHING AND LEARNING**

## **HOUSEHOLD AND CHILD LEVEL SOCIAL DEMAND**

### **COST**

**DIRECT COSTS, FEES, PTA LEVIES  
IN-KIND COSTS AND UNIFORMS  
OPPORTUNITY COSTS**

### **QUALITY OF SCHOOLS**

**TEACHING AND LEARNING  
SCHOOL CULTURE (ETHOS)**

### **RETURNS TO SCHOOLING**

### **PROXIMITY OF SCHOOLS TO HOME**

### **ILLNESS WITHIN HOUSEHOLD**

### **MOTHER'S EDUCATION**

## HOW DOES HIV/AIDS IMPACT SCHOOL SYSTEMS?

### **HIV/AIDS LEADS TO**

- **AN UNDERMINING OF THE SUPPLY OF PHYSICAL AND HUMAN RESOURCE PROVISION AS FUNDING IS REDUCED OR RE-DISTRIBUTED AND DEATH AND SICKNESS LOWERS THE AVAILABILITY AND EFFICACY OF EDUCATION MANPOWER, ESPECIALLY TEACHERS, AND**
- **SUPERSTITION, IGNORANCE, FEAR AND STIGMA SURROUNDING THE EPIDEMIC'S AFFECT ON POPULATIONS IN AND OUT OF SCHOOL**

### **THIS RESULTS IN**

- **DECLINES IN THE QUALITY OF SCHOOLS - TEACHING AND LEARNING AND SCHOOL ETHOS DETERIORATE WITH**  
**LARGER CLASSES AND EXTRA WORKLOAD FOR TEACHERS**  
**FEWER INSTRUCTIONAL MATERIALS**  
**THREATENING SCHOOL ENVIRONMENT**
- **INABILITY TO PLAN ACCURATELY BECAUSE DEMOGRAPHIC DEMAND BECOMES INCREASINGLY DIFFICULT TO PREDICT AS THE UNDERLYING ASSUMPTIONS VARY AS A RESULT OF THE EPIDEMIC.**

## HOW DOES HIV/AIDS IMPACT HOUSEHOLDS AND AFFECT SOCIAL DEMAND FOR SCHOOLING?

- **HOUSEHOLD POVERTY IS INCREASED** – SCHOOLING UNAFFORDABLE
- **HEALTH AND NUTRITION OF HOUSEHOLD MEMBERS DECLINES** – CHILDREN CANNOT GET MAXIMUM BENEFIT FROM SCHOOLING
- **OTHER HOUSEHOLD MEMBERS FILL THE WORK GAPS LEFT BY INFECTED MEMBERS** – CHILDREN REQUIRED TO WORK AT AND AROUND HOME AND PROVIDE CARE. THEIR SCHOOLING REPRESENTS AN OPPORTUNITY COST.
- **HOUSEHOLDS' EXPECTATIONS OF RETURNS TO PRIMARY EDUCATION ARE UNFULFILLED** – HOUSEHOLDS WILL NOT BE PREPARED TO MAKE SACRIFICES TO GIVE CHILDREN PRIMARY EDUCATION

## HOW DOES HIV/AIDS IMPACT CHILDREN AND INCREASE VULNERABILITY?

**WHO ARE THESE VULNERABLE CHILDREN ?**

**VULNERABILITY COVERS A RANGE OF CONDITIONS:**

- **CHILDREN MAY BE HIV POSITIVE, ORPHANS, DISABLED, ABANDONED, STREET CHILDREN, GIRLS, LIVING IN CONFLICT-RIDDEN AREAS OR LIVING IN HOUSEHOLDS WHERE THERE IS CHRONIC ILLNESS**

**CHILDREN INFECTED WITH THE VIRUS:**

- **A FEW CHILDREN INFECTED AT BIRTH OR SOON AFTER**
- **SHORT LIFE-SPAN AT PRESENT**
- **FACE STIGMA, STUNTING, OPPORTUNISTIC INFECTIONS**
- **HOUSEHOLDS MAY NOT WISH TO RISK INVESTING IN THE CHILD'S EDUCATION**
- **AS ACCESS TO ARVS INCREASES HIV-INFECTED CHILDREN WILL SURVIVE LONGER AND REQUIRE SPECIAL SCHOOLING PROVISION**

## HOW DOES HIV/AIDS IMPACT CHILDREN AND INCREASE VULNERABILITY?

### **CHILDREN AFFECTED BY HIV/AIDS:**

- **COME FROM HOUSEHOLDS WHERE THERE IS ILLNESS OR DEATH FROM HIV/AIDS**

### **BARRIERS TO EDUCATION**

- **IF FROM POOR HOUSEHOLDS FACE BARRIERS TO SCHOOLING:**

**COSTS OF SCHOOL TOO HIGH**

**REQUIRED TO WORK AND GIVE CARE**

**FACES STIGMATISATION AND DISCRIMINATION**

**SUFFERS TRAUMA FROM ILLNESS AND DEATH**

**PARENTS RELUCTANT TO SEND CHILDREN TO POOR QUALITY SCHOOLS**

**MAY SUFFER FROM MALNUTRITION AND VERY POOR LIVING CONDITIONS**

## WHAT FACTORS DETERMINE THE PARTICIPATION OF ORPHANS IN PRIMARY EDUCATION?

**SUBSTANTIAL BODY OF RESEARCH LOOKING INTO THE EFFECTS ON PARTICIPATION CONSIDERED THE FOLLOWING:**

- **HOUSEHOLD POVERTY**
- **URBAN OR RURAL RESIDENCY**
- **BEING A PATERNAL, MATERNAL OR DOUBLE ORPHAN**
- **LIVING IN A FOSTER HOME**
- **RELATIONSHIP OF ORPHAN TO HEAD OF FOSTER HOME**
- **AGE OF ORPHAN AT TIME OF PARENTS' DEATH**
- **WHO CARES FOR THE ORPHANS – GRANDMOTHERS, OLDER SIBLINGS?**
- **HOW INTRA-HOUSEHOLD RESOURCE ALLOCATION AFFECTS ORPHANS**

**FINDINGS VARIED CONSIDERABLY BETWEEN COUNTRIES AND WITHIN COUNTRIES MAKING GENERALISATION DIFFICULT. THE ONLY COMMON FACTOR AFFECTING PARTICIPATION WAS POVERTY STATUS OF THE HOUSEHOLD**



## HIV/AIDS AND GIRLS EDUCATION

### **GIRLS MAY BE EDUCATIONALLY DISADVANTAGED IN THAT THEY:**

- **ARE ACCORDED LOW PRIORITY IN EDUCATIONAL DECISIONS**
- **ARE IN HIGH DEMAND TO PERFORM HOUSEHOLD DUTIES AND BE CAREGIVERS**
- **MAY BE EXPECTED TO MARRY AND HOUSEHOLDS MAY CONSIDER EDUCATION IRRELEVANT**
- **MAY FEAR VIOLENCE, HARRASSMENT AND SEXUAL ASSAULTS AT SCHOOL FROM TEACHERS AND FELLOW STUDENTS**
- **RUN THE RISK OF BEING SEXUALLY ASSAULTED OUT OF SCHOOL ESPECIALLY WHERE IT IS BELIEVED THAT HAVING SEX WITH A VIRGIN WILL CURE HIV/AIDS**
- **MAY BE WITHDRAWN FROM SCHOOL TO BE MARRIED**

## IMPLICATIONS FOR POLICIES AND PROGRAMMES

### GENERAL

- **ADOPT COUNTRY-SPECIFIC POLICIES AND PROGRAMMES**
- **INTEGRATE HIV/AIDS-RELATED POLICIES AND PROGRAMMES INTO OVERALL EDUCATION REFORM STRATEGIES**
- **INTEGRATE EDUCATION POLICIES AND PROGRAMMES INTO CROSS-SECTORAL AND COUNTRY PROGRAMMES**
- **BRING IN CIVIL SOCIETY TO HELP FORMULATE AND IMPLEMENT POLICIES AND PROGRAMMES**

### SPECIFIC POLICY AND PROGRAMME IMPLICATIONS

- **REDUCE THE COSTS OF PRIMARY SCHOOLING**
- **IMPROVE SCHOOLS**
- **ENSURE THAT HOUSEHOLDS RECEIVE RETURNS ON THEIR EDUCATION INVESTMENTS**
- **IDENTIFY AND ADDRESS THE SPECIAL NEEDS OF VULNERABLE CHILDREN.**

## **SUMMING UP**

- **THE EDUCATION SECTOR IN AFRICA GENERALLY UNDERSTANDS THAT HIV/AIDS INTENSIFIES ALREADY EXISTING BARRIERS TO PRIMARY EDUCATION PARTICIPATION, BY TAKING A HEAVY TOLL ON HUMAN AND FINANCIAL RESOURCES AND:**
  - **INCREASING ALL ASPECTS OF HOUSEHOLD POVERTY**
  - **INCREASING THE OPPORTUNITY COSTS OF EDUCATION**
  - **REDUCING EXPECTED RETURNS TO PRIMARY EDUCATION**
  - **PLACING PRESSURE ON EDUCATION SYSTEMS' PLANNING AND SUPPLY AND LOWERING QUALITY**
  
- **IT IS IMPORTANT THAT THE HEALTH SECTOR SHOULD UNDERSTAND WHAT IS HAPPENING IN THE EDUCATION SECTOR TO BE EFFECTIVE IN HELPING TO MITIGATE HIV/AIDS IMPACT ON THE SECTOR.**