

GOING TO SCALE

Family- and School- Based Support for Children Affected by HIV/AIDS

Pretoria, 27-28 June 2005

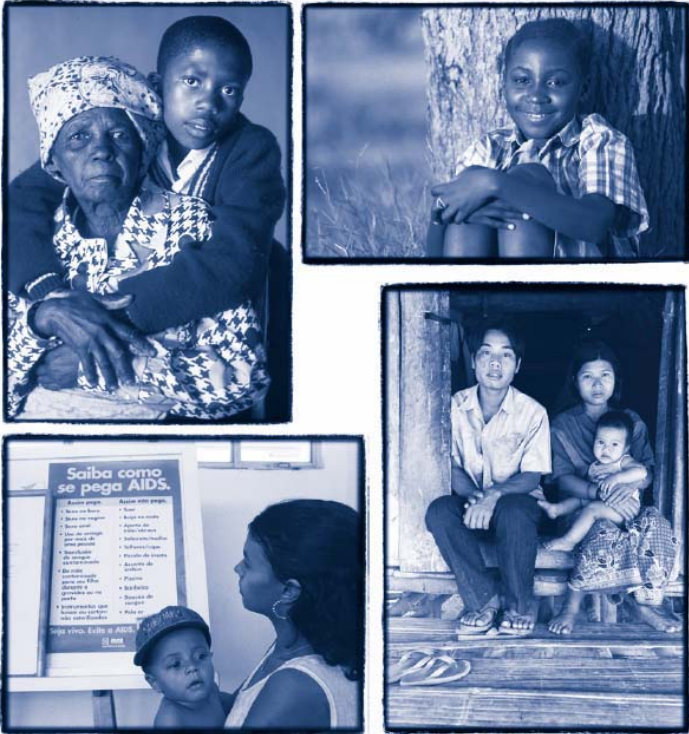
Linda Richter

Executive Director, Child, Youth and
Family Development, Human Sciences
Research Council, South Africa



Children on the Brink 2004

A Joint Report of New Orphan Estimates and
a Framework for Action



July 2004



“Developing programs that significantly improve the lives of individual children and families affected by HIV/AIDS is relatively easy with enough resources, organizational capacity, and compassion. Vulnerable individuals and households can be identified, health services can be provided, school expenses of orphans can be paid, food can be distributed, and supportive counselling can be provided. Such interventions meet real needs, but the overwhelming majority of agencies and donors that have responded so far have paid too little attention to the massive scale of the problems that continue to increase with no end in sight. As programs to date have reached only a small fraction of the most vulnerable children in the countries hardest hit by AIDS, the fundamental challenge is to develop interventions that make a difference over the long haul in the lives of the children and families affected by HIV/AIDS at a scale that approaches the magnitude of their needs”

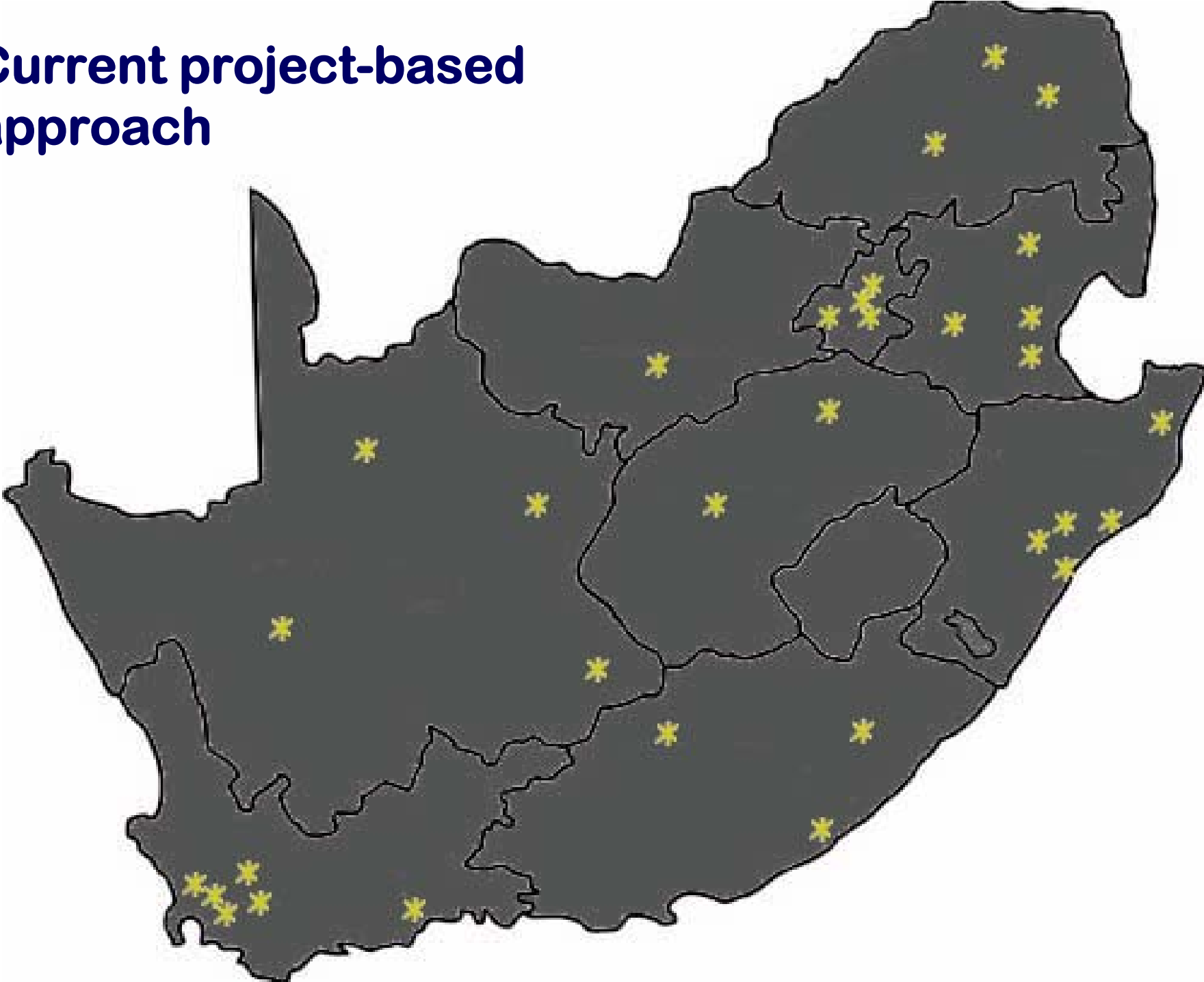
(Williamson, 2000, p. 3)



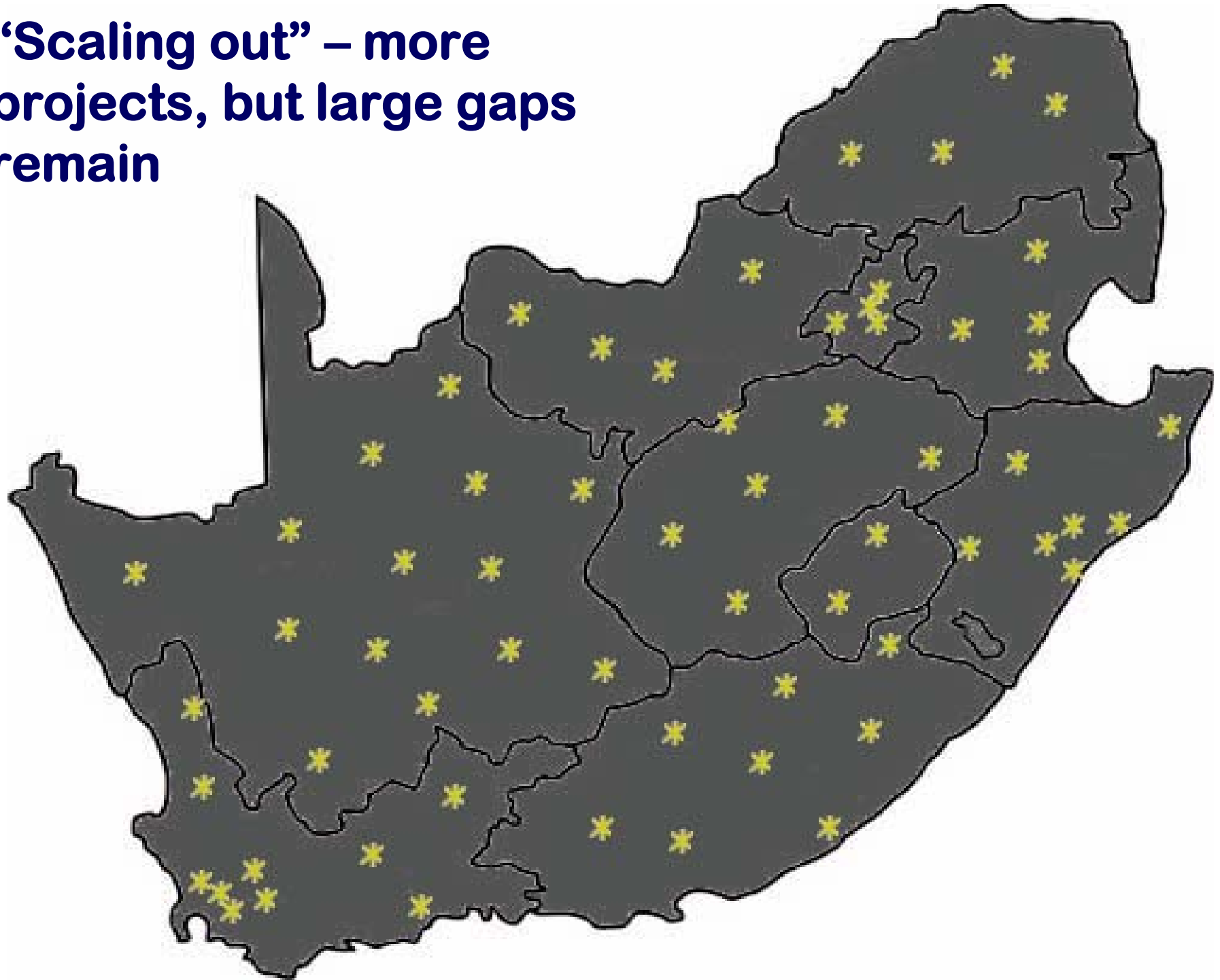
THE RATIONALE AND OVERALL AIMS OF THE PROPOSED PROJECT



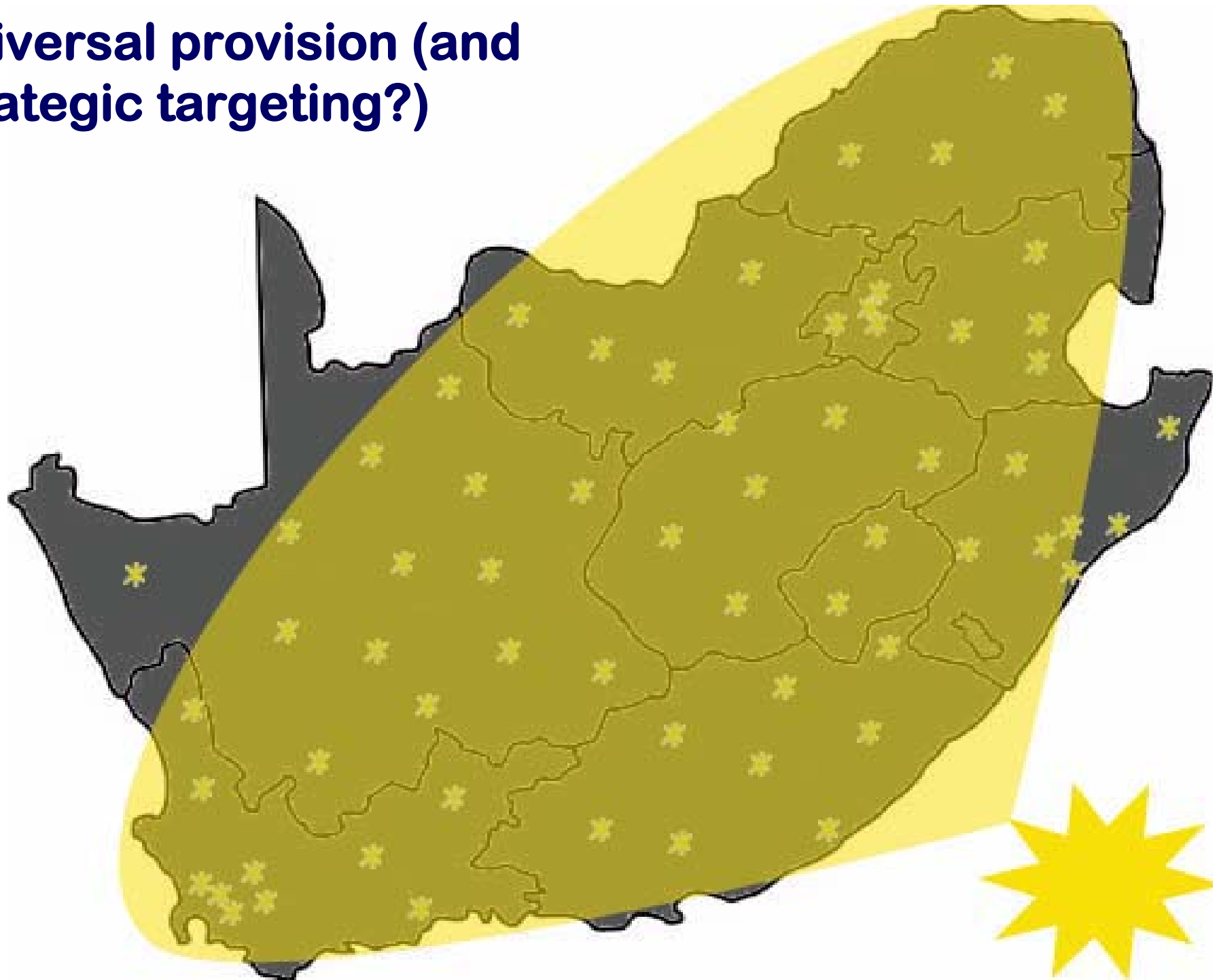
Current project-based approach



“Scaling out” – more projects, but large gaps remain



Universal provision (and strategic targeting?)



“The aim is not to save a few orphans in those few communities in which external agencies are focused, but to strengthen the capacities of families and communities to cope”

Williamson (2000 p.3)





THE FRAMEWORK

FOR THE PROTECTION, CARE AND SUPPORT
OF ORPHANS AND VULNERABLE CHILDREN
LIVING IN A WORLD WITH HIV AND AIDS

July 2004



- **Strengthen the capacity of families**
- **Mobilise & support community based responses**
- **Ensure access to essential services – health & education**
- **Govt policy & resources to provide protection**
- **Social mobilisation for a supportive environment**





FAMILY AND COMMUNITY INTERVENTIONS
FOR CHILDREN AFFECTED BY AIDS

FUNDED BY THE WK KELLOGG FOUNDATION

LINDA RICHTER, JULIE MANEGOLD AND RIASHNEE PATHER



RESEARCH
MONOGRAPH

Commissioned by the
SOCIAL ASPECTS OF HIV/AIDS AND
HEALTH RESEARCH PROGRAMME

THE ROLE OF EDUCATION IN THE PROTECTION, CARE AND SUPPORT OF ORPHANS AND VULNERABLE CHILDREN LIVING IN A WORLD WITH HIV AND AIDS



KEEPING CHILDREN IN SCHOOL

Has the potential to be:

- the most significant,
- cost-effective, and
- scaleable intervention for children and families affected by HIV/AIDS and poverty



The image features a black background with two white silhouettes of human heads facing each other. The space between the heads is a white, inverted U-shape. The text 'POVERTY?' is written in white, bold, sans-serif font inside the left silhouette, and 'HIV / AIDS?' is written in the same style inside the right silhouette.

POVERTY?

HIV / AIDS?

BECAUSE, IT CAN PROVIDE

- Normalisation & structure
- Exposure to peers & other adults
- Opportunities for:
inclusion, participation, self-esteem & achievement, hope for the future, protection and monitoring



ALSO A SITE FOR SERVICES

Schools reach → communities

- **Nutrition**
- **Material aid**
- **Counselling & protection**
- **Community mobilisation**
- **Legal advice, etc**

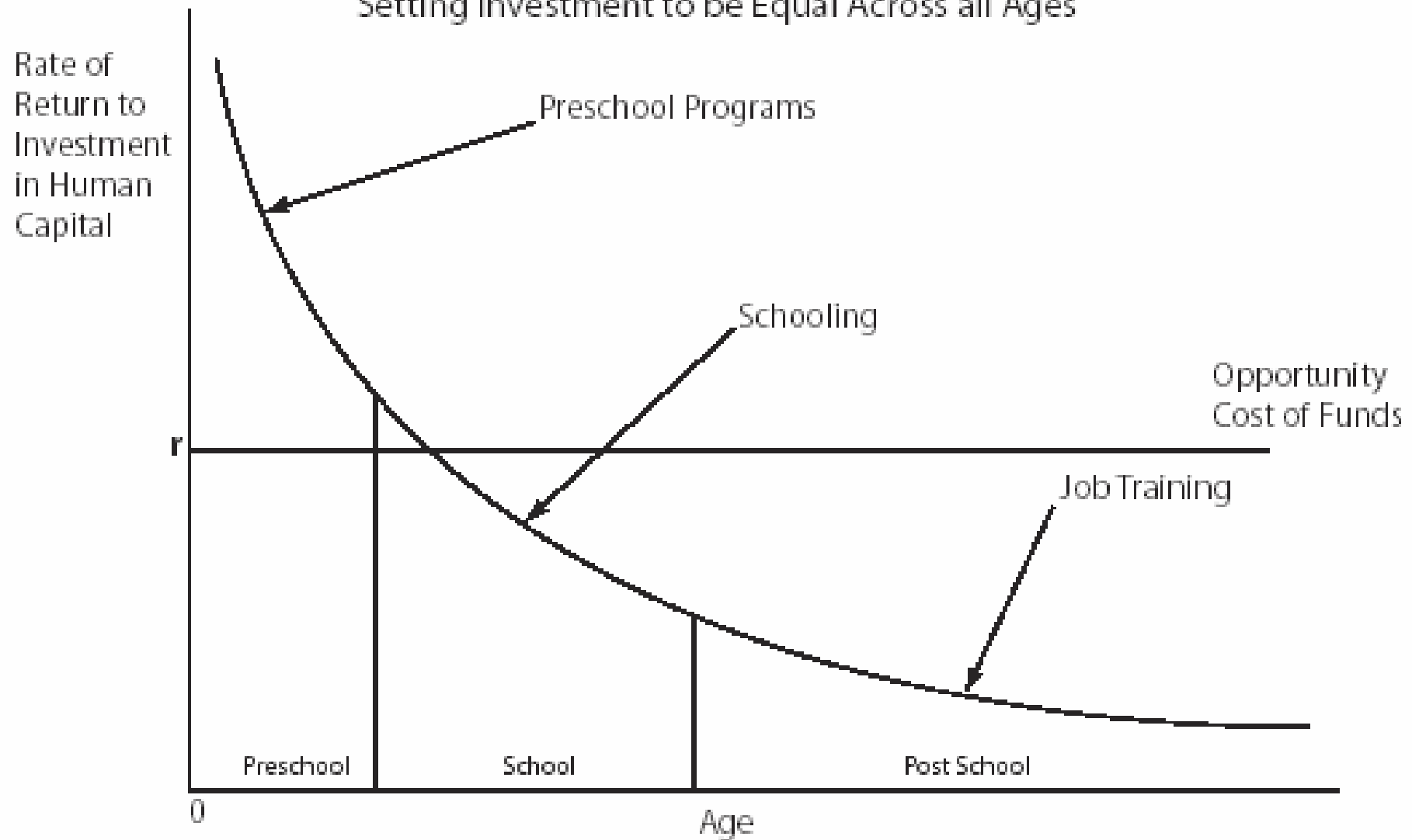


FAMILIES & SCHOOLS

Together are the most significant influences on human capital development and therefore key components of SA's social and economic development



Figure 6-1
Rates of Return to Human Capital Investment Initially
Setting Investment to be Equal Across all Ages



Rates of Return to Human Capital Investment Initially Setting Investment to be Equal Across all Ages

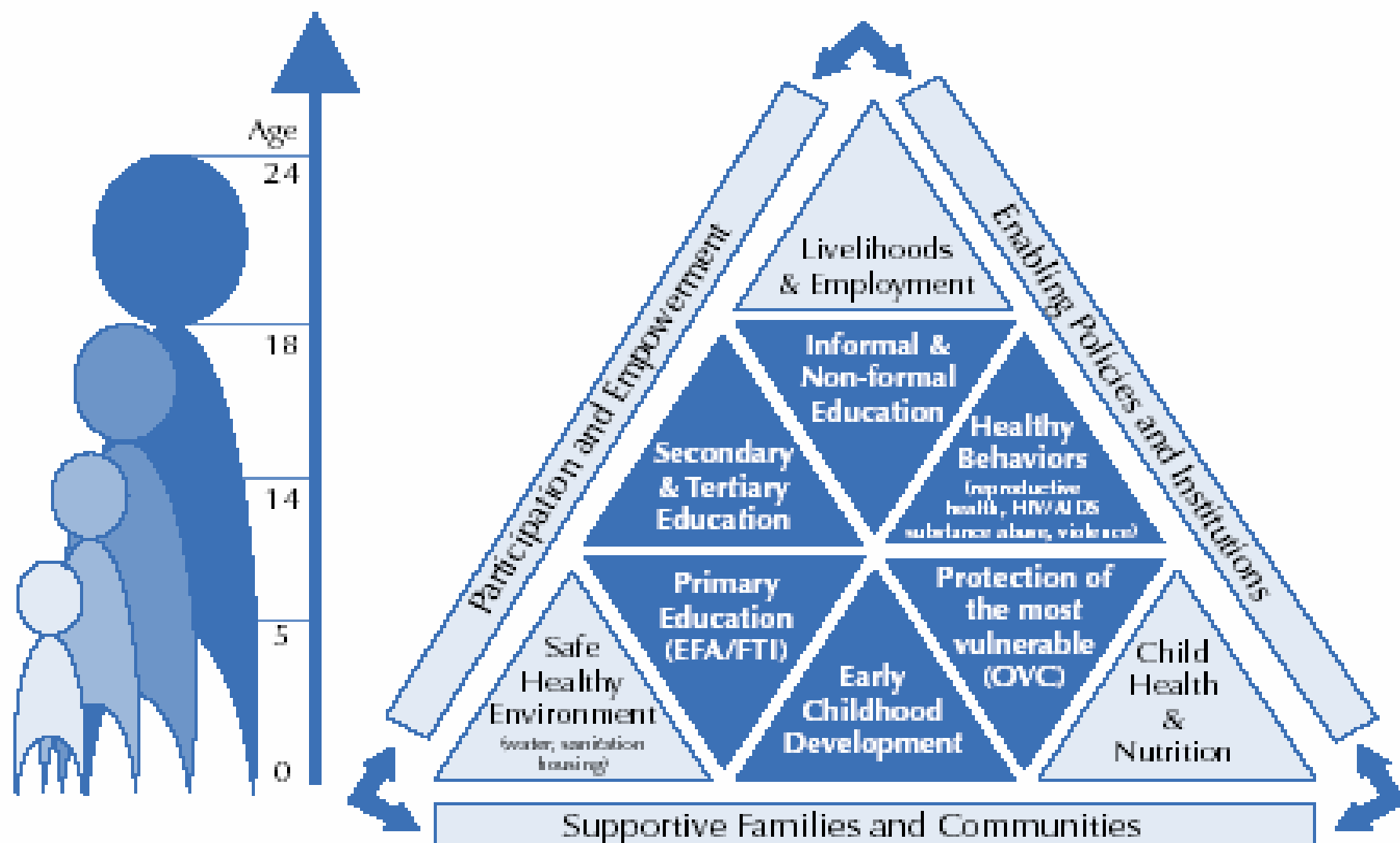
HDNCY No. 1

Children & Youth: A Framework For Action

2005



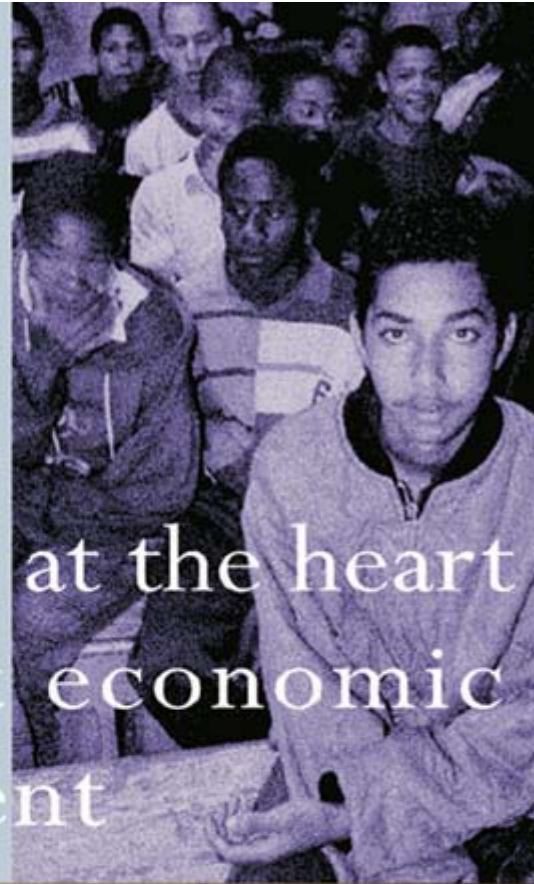
Building Blocks for Integrated Children and Youth Investments Along the Life Cycle



Child, Youth & Family Development

AN HSRC NATIONAL RESEARCH PROGRAMME

The people at the heart
of social & economic
development



HUMAN SCIENCE
RESEARCH COUNCIL
Social Science that
makes a difference

WHAT WILL IT TAKE?

At least some combination of the following strategies:

- Support for families**
- Support for schools**
- Support for communities**



SUPPORT FOR FAMILIES

Amongst others:

- **Additional financial resources
(Conditional cash transfers?)**
- **Family support for schooling**
- **Reduction of child work**
- **External & community services
to children and families**



WITH THE AIM OF ...

Increasing:

- **Family support for education**
- **Priority given to children's wellbeing**
- **Child development outcomes**



**International Experience
in Designing and
Implementing Conditional
Cash Grants to Families**

**Marito Garcia
The World Bank**



SUPPORT FOR SCHOOLS

Amongst others:

- Abolition, subsidy of fees
- Destigmatization of CABA
- Class & teaching assistance
- School health services
- External, community services



WITH THE AIM OF ...

Improving:

- **Access**
- **Retention**
- **Protection**
- **Education, and**
- **Development of children**



The Role of Schools in Supporting Children Affected by HIV/AIDS

Linda Chisholm
CYFD, HSRC





Emerging Voices

A Report on Education
in South African Rural Communities



Researched for the
Nelson Mandela Foundation
by the HSRC
with the EPC

PROPOSED PROJECT

- **Demonstration project in KZN (Vulindlela?)**
- **2 or 3 arms: family, school, welfare support (John Kruger)**
- **Evaluation over time**
- **Implementation, feasibility, cost and impact measures**



IN COLLABORATION WITH

- National, provincial & local government
- Local NGOs, CBOs & FBOs
- Participating communities, schools and families
- Funders and other stakeholders



Where to with financing for social support?

John Kruger
Treasury



**Place-Based Social
Experiments: Rigorous,
Democratic Tests of
Public Policies**

Larry Aber
New York University



Strengths and challenges of the project

MOVING FORWARD



REVIEW OF THE MEETING

- **Supporting families economically and enhancing school responsiveness make sense as a scaleable intervention to support children affected by HIV/AIDS and poverty**
- **How? Interventions need to be designed and evaluated**



NEXT STEPS - 1

- **Write up the meeting – a monograph?**
- **Brief relevant government departments – Social Cluster, other departments, and site Provincial and District authorities**



NEXT STEPS - 2

- Use available platforms for wider consultation eg ChildrenFIRST/HSRC September meeting on economic strengthening
- Others?



NEXT STEPS - 3

- **Form expert sub-committees**
(schools, families/communities, costing/economics & evaluation)
 - Review literature
 - Consult widely
 - Produce plans (4-6 mths)
 - Meeting to integrate
- **Pull the separate pieces together**



NEXT STEPS - 4

- Finalise project proposal
- Seek financial support – govt, private sector, donors
- Prepare site

READY TO GO?



Additional education data

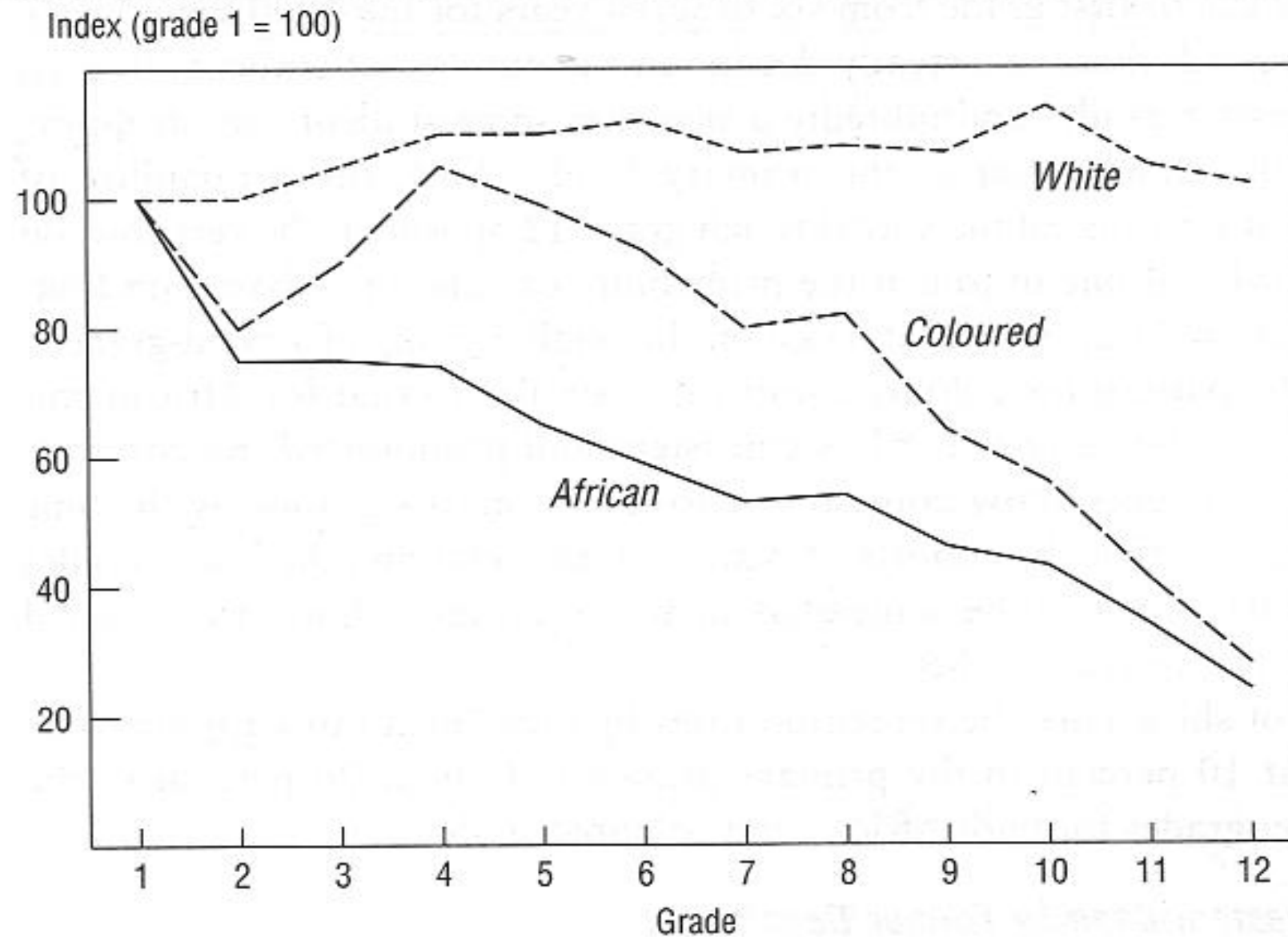


Repetition and dropout rates, 1997

Grade	Repeater rate (percentage)	Drop out (percentage)
1	24.0	-
2	9.8	3.9
3	9.6	3.1
4	10.2	4.7
5	9.3	4.4
6	7.2	5.2
7	6.2	-
8	16.7	7.5
9	16.1	7.3
10	18.1	9.7
11	19.4	14.1
12	17.8	-

Source: Perry & Arends, 2003: 11

FIGURE 9-1. Learners, by Grade and Race, Eastern Cape, 2001



Source: Based on data from Eastern Cape Department of Education.

Fiske & Ladd (2004)

Supply-side and Demand-side flows

Supply-side dynamics: inflows

An estimated 551 000 youth drop out of school between Grade 1 and Grade 11 per year.

An estimated 170 000 Grade 12 students fail the Senior Certificate examination per year.
An estimated 290 000 Grade 12 students pass the Senior Certificate examination per year

Summary: An estimated 1 011 000 youth leave school each year and enter the labour market for the first time.

Supply-side dynamics: outflow

An estimated 90 000 to 120 000 school-leavers enter private HE, public and private FET, and pre-employment training.

An estimated 65 000 Grade 12 school-leavers enter public higher education each year.

Summary: An estimated maximum of 185 000 school-leavers enter higher education and other forms of post-school study

Demand-side dynamics: The total number of school-leavers seeking jobs

Employment rates of new entrants into the labour market, by race:

29 per cent of African new entrants will get jobs.

50 per cent of coloured new entrants will get jobs.

70 per cent of Indian new entrants will get jobs

75 per cent of white new entrants will get jobs.

Summary: an estimated 826 000 youth arrive on the labour market each year, having completed Grade 12 or having dropped out of education and who now seek a job.