

# **Children & HIV/AIDS:** ***Action Now, Action How***

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Lily Hailu, UNESCO



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# EFA Framework Dakar 2000

## Collective Commitments

### Developing countries:

- Political will
- Sound sector plans
- Increased domestic resources



### Developed countries:

- Increased & predictable aid
- Technical support

**will we make it by 2015?**



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# Significant progress

- Rapid expansion of primary education
- Abolition of school fees
- Decreased number of out-of-school children
- Increased national learning assessments
- Rising domestic public expenditure
- Increases in aid towards basic education



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# Midpoint mark: significant challenges remained

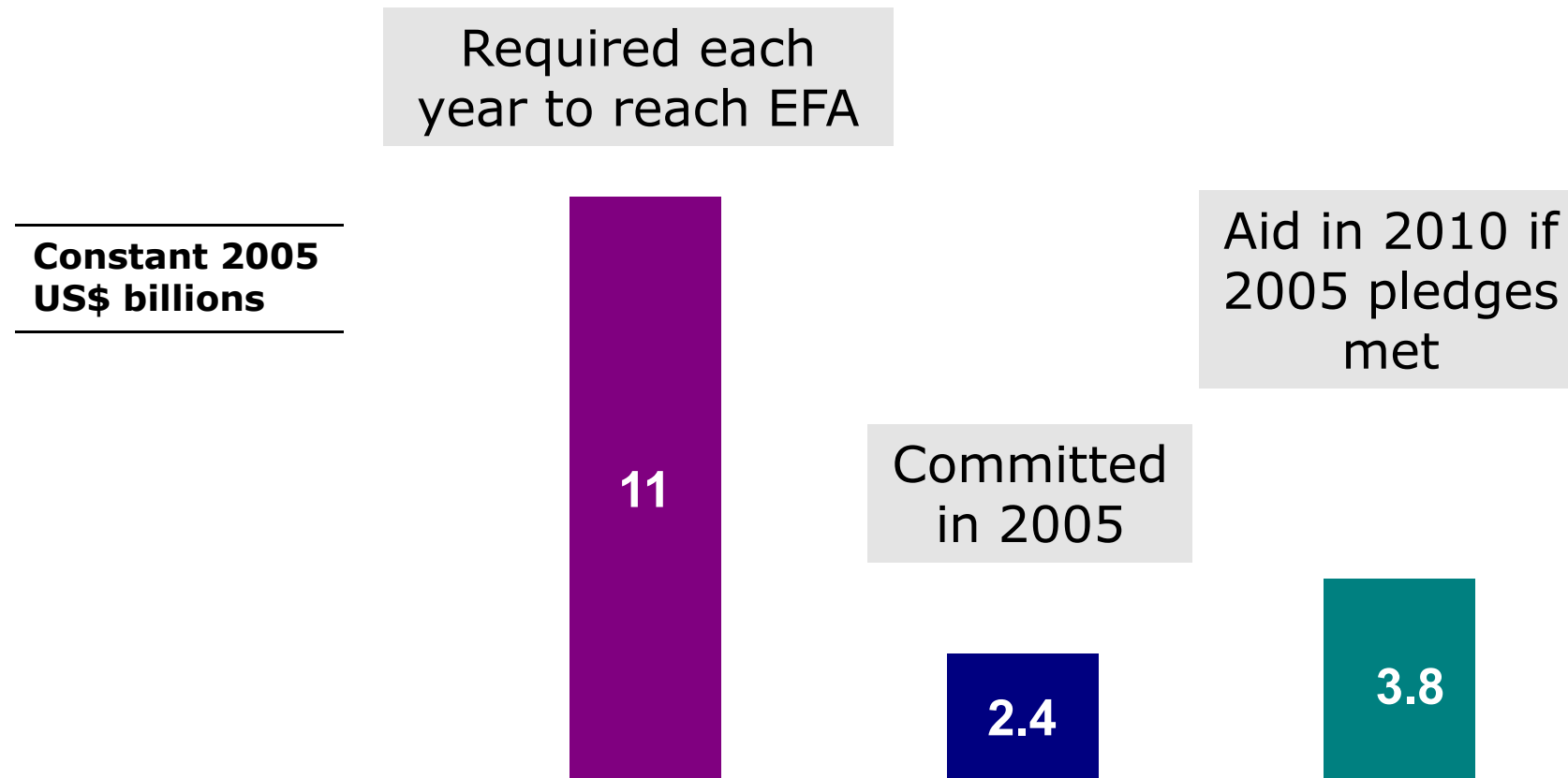
- Provision of ECCE remains scarce in many regions
- Minimal attention to adult literacy
- Gender inequalities persist
- Low learning achievement and survival rates
- Acute teacher shortage
- Significant funding gaps remain



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# The global aid picture for low-income countries



# Global Trends affecting EFA

- Rapid urbanisation
- Increased disparities
- Conflict & IDPs
- **HIV/AIDS**



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# The Double Impact

- **Instrumental role of EFA in preventing and combating HIV/AIDS** and supporting children who are affected
- **Destructive impact of the pandemic on the achievement of EFA goals**



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# Way Forward

- **Designing appropriate responses: rights-based, holistic and intersectoral**
- **Integrating HIV/AIDS at all stages of the education planning and management cycle**



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- Rights-based comprehensive education sector response
- Resource package/capacity development for all education stakeholders at all levels
- Focus areas:
  - Quality education;
  - Content, curriculum and learning materials;
  - Educator training and support;
  - Policy, management and systems;
  - Use of multiple approaches and entry points

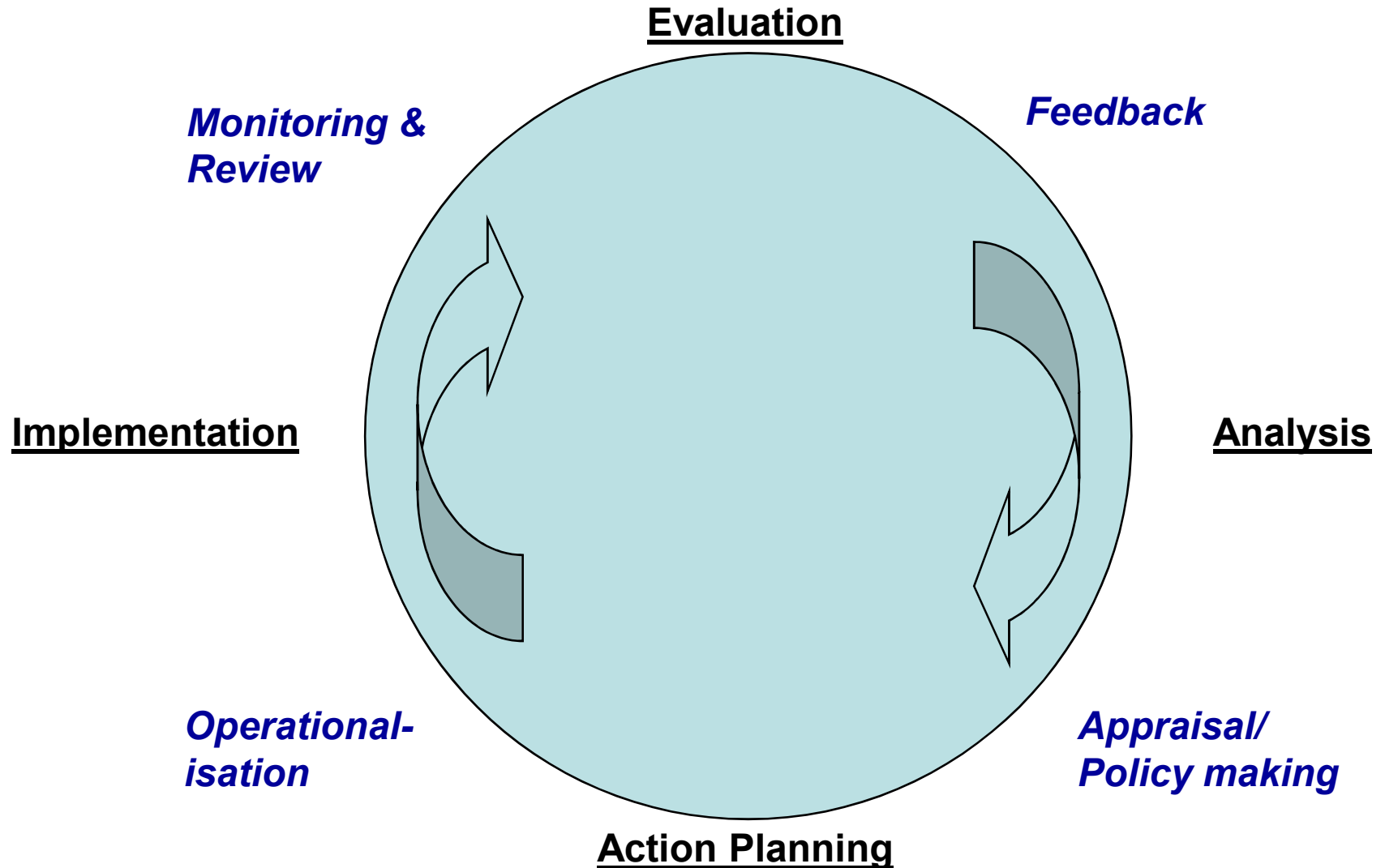


# Improved Planning

- Strategic Planning in a resource-competitive environment
- Long term and prospective planning to measure potential impacts and estimate resource requirements
- Mainstreaming HIV/AIDS into education sector planning and implementation



# The Strategic Management Cycle



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# Strategic planning calls for:

- Targeted interventions
- Multi-year resource projections: human, physical and financial
- Quantification of policy assumptions and estimation of funding gap
- Costing to align national/state budgets, sector plans, and external aid with country-specific targets and needs



# HIV adds substantially to overall education costs

- Total additional cost per year approx **\$1 USD** (GMR)
- Major strain on Recurrent spending

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- Expenditure on education can reduce spending on HIV/AIDS
- Proven cost effectiveness of sexual education



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# Resource requirements for reaching EFA > HIV/AIDS

Cost implications (student & teacher-related) on education sector resources and household costs:

- Training & salaries of additional teachers
- HIV/sex education in curriculum
- Increasing counselling and services
- Support to orphans and vulnerable children, youth and out-of-school children
- Life & livelihood skills
- Health care and safe environments



# EPSSim: An Education Resource Projections Tool

- Integrating HIV/AIDS into national plans of action and PRSPs
- Calculating potential impact on students, staff, and the costs of responses
- Financing gaps and evidence-based negotiations
- Targeting most vulnerable, addressing equity and inclusion
- Beyond access to completion



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