

ASSESSING THE IMPACT OF HIV/AIDS ON THE EDUCATION SECTOR

PROPOSED SCOPE OF WORK: FOR DISCUSSION

Abt Associates South Africa: November 22 1999

1. Background

This proposal is intended to clarify terms of reference and methodologies to be used in a study of the impacts of HIV/AIDS on the education sector. The proposal responds specifically to a Draft Concept Paper on assessing the impact of HIV/AIDS on education that has been developed by the Department of Education Information Systems Directorate. The project has been mandated by the Inter-Ministerial Committee on HIV/AIDS, and will be funded by USAID

The following sections set out the suggested scope of work for the project. The scope of work can be modified if necessary, within resource and time constraints, to more precisely meet the needs and objectives of the DOE. Further clarification of the role of UN funding and inputs in relation to this project also anticipated from the Department.

2. Objectives

The project will have the following objectives.

1. Consolidation of advocacy around HIV/AIDS within the sector (and other relevant sectors).
2. Enabling the sector to factor HIV/AIDS into all relevant aspects of planning.
3. Assisting the DOE to develop its strategic response to findings.

In order to achieve these objectives, the study will:

- Provide qualitative and quantitative information on HIV/AIDS impacts of relevance to the education sector
- Facilitate strategic planning sessions to mobilise a response to the impact assessment.
- Strive to strengthen a core of experience, capacity, information and methodologies within the sector by involving a key group of DOE and other relevant stakeholders in the work of the project. This is intended to facilitate further strategy development and implementation at all levels of the education sector.

3. Issues to be covered in the impact assessment, methods and data sources

There will be three main areas of impact assessment:

- Understanding impacts of HIV/AIDS on society and issues of relevance to human resource development in South Africa
- Internal, or supply-side, impact and
- External, or demand-side, impact.

Within each of these areas, issues to be covered will include:

- *susceptibility* i.e. the risk of relevant people to becoming infected with HIV, and developing or dying of AIDS,

- *vulnerability* i.e. where the education system, staff and learners are vulnerable to the impact of these infections
- *policy and planning implications*, based on identified areas of susceptibility and vulnerability

The impact assessment is therefore expected to cover most of the issues raised in Steps 1 to 5 of the Concept Document supplied by the DOE. Steps 4 (Planning implications), 5 (Evaluation of interventions) and 6 (Recommendations) will be covered in each of the sections on internal and external impacts. The project's ability to develop detailed, costed plans to address various impacts (Step 6) will be limited by time and other resource constraints; relatively lengthy, complex processes are likely to be required to develop specific plans which can be meaningfully costed. However, the project is expected to leave the sector well prepared to develop such plans.

3.1. Understanding impacts of HIV/AIDS on society and human resource development in South Africa¹

This area of work will comprise a review of understanding of the impact of HIV/AIDS in wider society in South Africa to contextualise the more detailed analysis of HIV/AIDS impacts on the Education Sector.

The section will include:

- trends in the epidemic and determinants of susceptibility
- projections of demographic impacts of HIV/AIDS for the overall population²
- discussion of key social and economic impacts from household to macro-levels and determinants of vulnerability
- implications for government and issues such as demands on other sectors and available resources
- discussion of key policy directions, and trends in the economy and society which are of relevance to interpreting implications of HIV/AIDS.

In each area, discussion will focus on identifying issues, which will have particular relevance to the Education sector and strategy development.

3.2. Internal (supply-side) impacts³

Internal impacts are those impacts, which are experienced as a result of DOE employee infections. Impacts that will be experienced by the DOE mainly depend on the susceptibility of employees to infection, areas of vulnerability in costs and inefficiencies, and the capacity and response mechanisms in the DOE.

Key questions that will be addressed by this project in these areas, and data sources and methods are summarised in the following table.

¹ This is largely equivalent to Step 1 in the Concept Document

² Detailed projections broken down by skills categories in the labour force are not expected however.

³ This corresponds to Step 2 in the Concept Document

Table 1: Scope of internal impact assessment for DOE

Key questions	Data sources and methods
How many employees in various categories will be infected with HIV, develop AIDS, and die of AIDS now and in future years?	<ul style="list-style-type: none"> • Identification of key data for planning and eg strata of employees with DOE planners • PERSAL download of education employee profile • Key informant interviews and literature review for risk assessment • Customised projections of HIV infection, AIDS cases, and AIDS deaths to 2020 based on input data • Validation data from PERSAL or other sources on deaths and medical boarding if available
What are likely impacts of HIV/AIDS on: <ul style="list-style-type: none"> - Absenteeism of employees - Employee attrition - Contact time between educators and learners - Other aspects of department functioning 	<ul style="list-style-type: none"> • Review of public service and specific education sector employment frameworks and practices in relation to eg conditions of service, benefits, illness, absenteeism, ill-health retirement, recruitment • Review of past trends in eg absenteeism, enrollment of new staff, attrition rates and factors affecting these (if available) • Review of experiences of AIDS-related absenteeism in other settings and applicability to DOE • Key informant interviews to identify relevant issues, practice and experience of impacts • Modelling of various scenarios and associated costs using above data and customised projections
Do DOE and provincial policies, employment frameworks and function optimally assist management of HIV/AIDS impacts?	<ul style="list-style-type: none"> • Review of education sector general and HIV/AIDS policy documents, systems and capacity for eg employee assistance, training, HIV/AIDS prevention, recruitment. • Key informant interviews and review of documentation
What are the key areas of department response?	<ul style="list-style-type: none"> • Identification of issues arising from the assessment, circulation of findings and discussion in strategic planning workshop.

3.3. External (demand-side) impacts⁴

External impacts are the changes in needs and demands faced by the education sector as a result of HIV/AIDS impacts on learners and in wider society. Key issues that will be covered by this impact assessment are presented below:

⁴ This corresponds to Step 3 in the concept document

Table 2: Scope of external impact assessment for DOE

Key questions	Data sources and methods
What are projected future numbers of learners?	<ul style="list-style-type: none"> • Key informant interviews to understand planning processes and data requirements • Projections of numbers of children and young people to 2020 based on 1996 census data • Feeding results of demographic projections into planning models to identify implications for teacher and infrastructure planning (to be combined with projections of HIV/AIDS impacts on teachers and expected labour market impacts).
How many learners at various levels of the system will be infected with HIV, develop AIDS, and die of AIDS now and in future years?	<ul style="list-style-type: none"> • Projections of HIV infection, AIDS cases, and AIDS deaths in relevant age bands to 2020
How many children will be orphaned by AIDS and at what ages?	<ul style="list-style-type: none"> • Customised projections of orphans to 2020
How do households respond to illness and death of breadwinners? Which households and household members are likely to be most vulnerable? What are likely implications for education of orphans, HIV infected children and other children affected by AIDS? What are likely effects on eg enrollment, absenteeism and drop-out?	<ul style="list-style-type: none"> • Literature review • Key informant interviews • Review of data on the current profile of learners and factors affecting enrollment, performance, equity etc
Do education sector policies, systems, structures and capacity optimally assist HIV prevention among learners? Are these optimal for management of HIV/AIDS impacts among infected and affected learners?	<ul style="list-style-type: none"> • Review of education sector AIDS and other policy documents • Assessment of capacity, systems (including course structures) and other aspects of practice at all levels in the education sector of relevance to issues such as: <ul style="list-style-type: none"> • prevention • care and support • financing of education, especially at tertiary level • enabling infected or affected learners to contribute to society and the economy • Assessment of relevant responses by other sectors (eg health, welfare). • Key informant interviews⁵

⁵ This review is not expected to be able to provide:

- In-depth primary assessment of the success of implementation of various policies and programmes eg Life Skills, but should indicate major challenges and obstacles to be addressed.

Key questions	Data sources and methods
What are the key areas of departmental response?	<ul style="list-style-type: none"> • Workshop with key informants to discuss strategic issues raised and develop an agenda for action and more detailed planning where required.

4. General issues

- *Levels and types of education to be considered.* Components of the education system that will be included are primary, secondary and tertiary levels, early childhood development and administrative, management and support functions. Vocational/ technical education and adult education will also be considered.
- *Clarification of details of scope.* In various areas of work, the purpose for which the data and analyses are to be used will be further clarified in discussion with relevant officials, to identify the appropriate types and depth analysis required.
- *Projections of impacts.*
 - HIV/AIDS demographic projections will be made using the most recently calibrated version of the Metropolitan Life-Doyle Model.⁶ All key assumptions made in producing these and any other projections (eg of costs) will be indicated.
 - Projections of impacts of HIV/AIDS will be stratified according to strata identified in consultation with planners and the Project committee, where this can enhance planning. All projections will be disaggregated by province. Available HIV prevalence data limits ability to analyse impacts by region, and such analysis may be as misleading as helpful.
 - Projections of HIV infection, AIDS cases, AIDS deaths and AIDS orphans, population size and age profile, and other relevant parameters will be conducted each year to 2020 to inform medium and long-term planning horizons.
 - Projections of impacts on employees will be coordinated with projections for all public servants which will be made for DPSA.
 - "Best" and "worst" case scenarios of HIV/AIDS impacts will be produced. Relevant, "no-AIDS" scenarios, and indications of sensitivity to interventions will be supplied.
- *Data sources.* The impact assessment will mainly involve analysis of secondary data sources.
 - These data will be obtained from the DOE, Provinces, the Department of Public Service Administration, and other sources from South and sub-Saharan Africa.
 - Wherever feasible and necessary, secondary data will be supplemented by semi-structured interviews and/or surveys of key informants. Key informants may include DOE management, planners, educators and people from other relevant sectors.
 - Areas in which key data to refine planning is not available will be highlighted and relevant monitoring and studies will be incorporated into strategic planning.
- *Provincial and institutional level perspectives.* To enrich the analysis, it will be desirable to have access to key informants in certain key Provinces at provincial and institution level. It is

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- Full actuarial assessment of impacts on student financial assistance

⁶ The Doyle Model is widely used and accepted for projecting the HIV/AIDS epidemic in South Africa. Earlier versions of it have formed the basis of other models in use in South Africa. The model has been developed using data from both South Africa and other African countries affected by HIV/AIDS.

proposed that this should probably be arranged with one relatively "advantaged" province and one relatively "disadvantaged" province. The latter may be KwaZulu-Natal as it will, in addition, be able to provide information on impacts already being experienced, in view of its relatively advanced epidemic. Report back and strategic planning sessions towards the end of the project are expected to involve representatives from all provinces. If considered appropriate after discussion of detailed data specifications with DOE officials, certain information may be sought from key informants in all provinces.

- *Cost impacts.* Costing of impacts will be performed where this will add to understanding of impacts and implications, and where adequate quality data required for costing can be accessed within time and budget constraints.
- *Gender.* All analyses will be gender-sensitive, taking into account different susceptibilities of women and men to HIV infection and vulnerabilities to HIV/AIDS impacts.
- *Facilitating action during the course of the study.* The sectoral impact study should not hold up action in areas where it is clearly needed to reduce HIV/AIDS impacts. Abt Associates is willing to provide inputs to HIV/AIDS strategy and policy development prior to finalisation of overall study results and reports to facilitate relevant action in the interim.

5. Timeframe and workplan

The provisional timeframe and workplan of the project has been distributed to the DOE. This will be adapted if necessary based on the response of the DOE to this proposed scope of work.