

Building Blocks: Africa-wide briefing notes

Education



Resources for communities
working with orphans and
vulnerable children

Acknowledgements

What is the International HIV/AIDS Alliance?

The International HIV/AIDS Alliance (the Alliance) is an international non-governmental organisation that supports communities in developing countries to make a significant contribution to HIV prevention, AIDS care and to the provision of support to children affected by the epidemic. Since its establishment in 1993, the Alliance has provided financial and technical support to NGOs and CBOs from more than 40 countries.

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Background

These briefing notes are part of a set of six, comprising five topics and an overview:

- Education
- Health and nutrition
- Psychosocial support
- Social inclusion
- Economic strengthening



These briefing notes have been developed through a highly participatory process, guided by an international advisory board. During their development in English, French and Portuguese, they have been reviewed by more than 80 people across Africa. These people have read and commented on the papers, and have added examples and case studies from their own countries. One part of the review took place at a meeting in Uganda, attended by 20 people from Uganda, Malawi, Zambia, Zimbabwe, Kenya, Burkina Faso, Senegal, Mali, Mozambique and Angola. The people who attended this meeting then took the papers back to their colleagues in their home countries, who undertook a further process of review. Examples and case studies from this process have been noted in the text as coming from a "Member of the Building Blocks Development Group".

These briefing notes are divided into four sections:

INTRODUCTION

Overview that explains why programmes need to pay more attention to the educational needs of orphans and vulnerable children.

ISSUES

An outline of the impact of HIV/AIDS on children's education.

PRINCIPLES

Guidelines for programmes aimed at meeting children's educational needs.

STRATEGIES

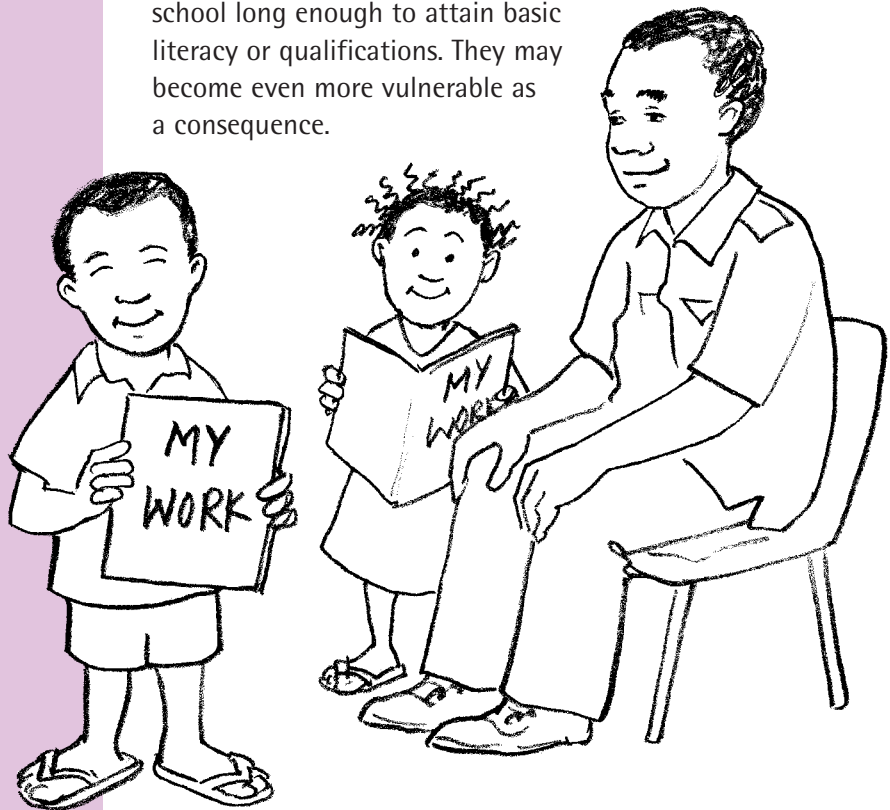
Possible ways of taking action to meet the educational needs of orphans and vulnerable children.

There is a growing evidence base for strategies that are effective in supporting orphans and vulnerable children. As the evidence base is not yet comprehensive, strategies in the briefing notes include both those that have been implemented together with suggestions for strategies based on the experience of people working with orphans and vulnerable children. As such, strategies are not given in any order of priority or relative effectiveness.

Introduction

It is vital for children's futures that they attend school and take full advantage of their education. Education is also important for their psychosocial development. Schools can provide children with a safe, structured environment, the emotional support and supervision of adults, and the opportunity to learn how to interact with other children and develop social networks. Education can also reduce children's risk of HIV infection by increasing their knowledge, awareness, skills and opportunities.

However, children affected by HIV are less likely than other children to be enrolled in school or attend regularly. They may not perform as well as they could, nor remain in school long enough to attain basic literacy or qualifications. They may become even more vulnerable as a consequence.



Education is important for children's psychosocial development

Issues

Children's education has been devastated by HIV. There will be lasting consequences for the futures of all children, but especially those from households affected by HIV. The effects are being felt in the following ways:

Low enrolment of children in schools

Affected households are unable to pay for schools fees and materials, and the children – mostly girls – often have to do domestic work and care for sick relatives. When there are few resources available, providing food and medicines for a sick relative often takes priority over a child's education – especially a girl's education.

Poor school attendance and performance

This may be due to increased domestic responsibilities; poverty and the need to earn; poor health and nutrition; difficulties in concentrating in class; and stigma and discrimination by teachers and other pupils.

Poor quality education and crisis in the education system

The high number of teachers with HIV has resulted in teacher absenteeism, irregular classes and fewer teachers in schools. This increases teacher to pupil ratios, reduces the quality of teaching/ learning and the support teachers and schools can provide to vulnerable children. Some children may pull out of school altogether because they are afraid of getting HIV from their teachers. This is particularly so in rural areas, where many people are still misinformed about HIV transmission.

Poor educational achievement

Many factors contribute to the poor educational achievement of orphans and vulnerable children:

1. Poverty and the need to work
2. Domestic responsibilities
3. Psychological stress
4. Stigma and discrimination
5. Lack of adult support
6. Ill health and malnutrition
7. Poor quality education.

Issues

In Kenya, children in orphaned households faced with heavy domestic responsibilities said that they needed books, pens, uniforms, school fees and money for school trips.

In Uganda and Zambia, children in orphaned households said that having their school fees paid and educational materials (school uniforms and supplies) provided would be the best way of offering help.

Although primary school education is free in Malawi, orphans and vulnerable children still drop out of school because of poverty. Their priorities shift from education to survival, forcing most children to seek employment.

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In one family in a village in Uganda, the oldest brother, aged 17, worked as a charcoal maker. His two younger brothers assisted him to earn money for school-related expenses, but because of the amount of work they have to do they are rarely able to attend school. The older brother, who was not able to go to school himself, wondered if the money would be better spent on other things.

Association Francois-Xavier Bagnoud (2000)

1 POVERTY AND THE NEED TO WORK

HIV/AIDS creates and worsens poverty. Many child-headed and vulnerable households do not have the money required to pay school fees on a regular basis. Those that can manage the fees often cannot stretch to the higher costs of uniforms, books and equipment, and transport to and from school. Local-level school fees or levies must also be paid in many circumstances.

In families with scarce resources, boys are usually given preference educationally over girls and biological children over orphans. Older children often drop out of school early to help pay for the education of their younger siblings, and many more drop out to earn money to support themselves and their families. In rural communities, there is often an increase in school drop-out during the planting and harvest seasons. Many children work long hours and do not have enough time or energy to study.

Many children are forced to drop out of school, even though they have successfully completed their primary schooling and have their parents' support, due to the substantially higher costs of secondary education.

2 DOMESTIC RESPONSIBILITIES

Children living with family members who are ill, with elderly grandparents or in child-headed households often cannot go to school because they have too many household duties. Girls are most likely to be withdrawn from school to care for sick parents and younger siblings, and to help with domestic chores and household responsibilities. Many children who do manage to go to school may not have enough time to do their homework because they have chores to do when they get home.

3 PSYCHOLOGICAL STRESS

When their parents become ill or die children will feel immense emotional distress and grief. They may experience anxiety, depression, low self-esteem and lack of confidence. Often they may become withdrawn and isolated, even from their friends, or bitter or aggressive. They can show their pain by crying. These difficulties may prevent them from attending school or performing well there.

Some schools attempt to provide guidance and counselling teachers to help these children. Unfortunately, there are rarely enough of them and children may not find counselling from teachers very helpful. In many HIV-affected areas, many teachers may be facing stress due to bereavement or ill-health, which means it may be hard for them to help children.

Issues

In Kenya, children were worried about being embarrassed at school because of the stigma associated with being an 'AIDS orphan' or being from an affected family. One child said that he was afraid of being 'bewitched' like his parents, who were envied because they were educated.

In Uganda, some HIV/AIDS orphans and infected children reported being referred to as 'walking corpses' in school. This discouraged them from attending school. In one school, a headmaster is reported to have told a child who was suspected of having HIV to leave in case he infected the other children.

Similarly, in Uganda, a young girl, who was teased by her peers about her parents having HIV, was upset and could not concentrate in class until she started asking them how sure they were that their own parents did not have HIV.

A study in Tanzania found that some children did not attend school for some weeks because they did not have soap to wash their clothes and were afraid of being laughed at by other children.

In rural Zimbabwe, some heads of schools harass children without uniforms, mocking them at assembly or sending them home to ask for uniforms. The children naturally find this offensive and feel unwanted.

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For more information on psychosocial support, see the Briefing Notes on this subject.

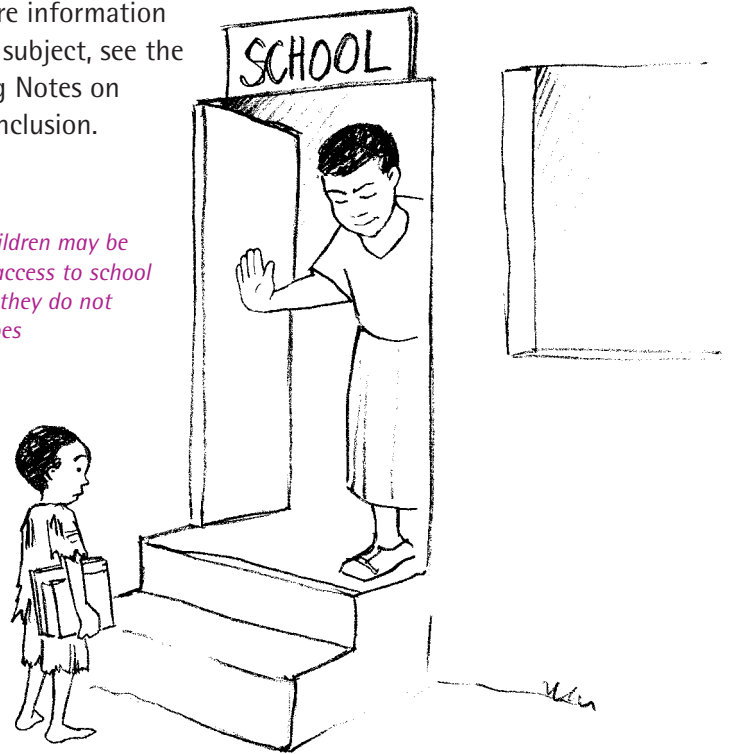
4 STIGMA AND DISCRIMINATION

Children of parents with HIV or whose parents have died from AIDS often experience or fear stigma and discrimination from teachers and other students. This deters them from going to school.

Children are also stigmatised by poverty. Some children may be refused access to classrooms because they do not have shoes or wear tattered clothing. Girls may also be withdrawn from school for a period of time due to traditional cultural practices such as cleansing rituals.

For more information on this subject, see the Briefing Notes on social inclusion.

Some children may be refused access to school because they do not have shoes



5 LACK OF ADULT SUPPORT

Lack of adult guidance and support can affect children's access to school and their performance there. Some children without adult caregivers, or whose parents have died, do not have a birth record, which may be required for school enrolment, or an adult who can register them.

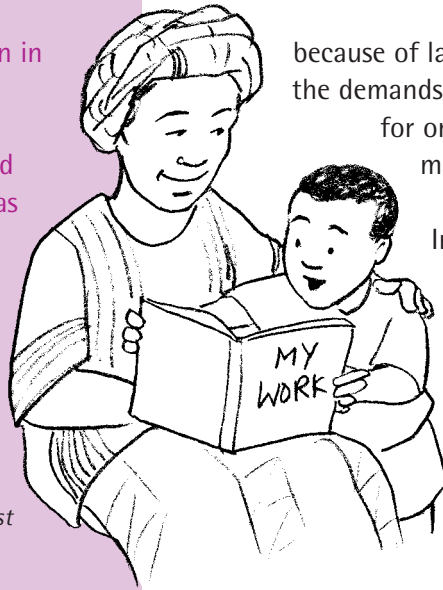
Equally, a child may have no one to ensure that they go to school, to take an interest in their progress or to help them with their homework. Studying at home is also difficult for many children

Issues

In Zimbabwe, many of the children in rural schools have no birth certificates. It is difficult to get a birth certificate for an orphan, and most of them drop out of school as they cannot sit for national examinations without a birth certificate.

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Children need someone to take an interest in their progress



because of lack of electricity or space to work, as well as the demands of household chores. Sometimes those caring for orphaned children may not value education or may have other more immediate priorities.

In some settings, children drop out of school because they do not have parents to protect them from beatings or abuse by teachers. Orphaned children have reported that teachers expect them to fetch water or clean their compound. In some cases, teachers have sexually exploited orphaned and vulnerable children. In some schools, this exploitation takes the form of teachers granting "favours", such as giving better

grades, or even admission into school in exchange for sexual services from children. Governments should enforce stringent laws against adults who abuse vulnerable children. The school environment must be made very safe and secure for all children.

6

ILL-HEALTH AND MALNUTRITION

Orphans and vulnerable children often have poorer health and nutritional status than other children because: they are impoverished; the agricultural production of their household is reduced; they lack parental care; and they may find it difficult to access health services. Children who are hungry, sick or malnourished are less likely to attend school. If they do go to school, they find it more difficult to concentrate and learn.

Children with HIV are more at risk of illness and malnutrition. Frequent and persistent infections, such as diarrhoea and respiratory illnesses, can cause children with HIV to miss school and can affect their academic performance. Children who know or suspect that they have HIV may be reluctant to go to school because they no longer see any point in studying. They may fear harassment from other pupils or may be concerned about exposure to infections. For more information on health and nutrition, see the Briefing Notes on this subject.

7

POOR QUALITY OF EDUCATION

The HIV/AIDS pandemic is also undermining the quality of the education system. In many places there are teacher shortages and absenteeism because teachers are ill or dying. They may have to take time off to care for family members who are sick, or to go to funerals. Education that is of poor quality or irrelevant to their needs discourages children from going to school.

In rural Africa, there is often nobody to provide adult guidance as most caregivers are old people who never went to school themselves. They may not value their children's education and could not assist them even if they wanted to.

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In Uganda, a Save the Children Fund situation analysis found significant health and nutrition problems among school-age children in communities affected by HIV/AIDS. These problems not only contributed to increased absenteeism and drop-out, but also affected the children's ability to learn.

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Principles

This section outlines seven principles to guide programming:

1. Protect the rights of children to education
2. Develop policies and practices to make education accessible and relevant
3. Target all vulnerable children, as well as HIV/AIDS-affected households
4. Provide long-term, comprehensive and holistic assistance
5. Strengthen community ability to support the education of children
6. Strengthen the role of schools
7. Involve children in decisions concerning educational support.

1 PROTECT THE RIGHTS OF CHILDREN TO EDUCATION

The United Nations Convention on the Rights of the Child¹ defines access to primary education as a basic need and the right of every child. Although ratified by many African governments, this has not yet been introduced into the domestic laws of all African countries. Advocacy is needed so that these conventions will benefit African children; for example, through lobbying for the abolition of school fees.

2 DEVELOP POLICIES AND PRACTICES TO MAKE EDUCATION ACCESSIBLE AND RELEVANT

Governments should develop, review and enforce policies that will meet the special needs of vulnerable children. They should facilitate and support innovative programmes that deliver education (whether formal or vocational) to orphans and vulnerable children.

3 TARGET ALL VULNERABLE CHILDREN, AS WELL AS HIV/AIDS-AFFECTED HOUSEHOLDS

It is important that support and assistance target households before as well as after the death of a parent or guardian. Early intervention may prepare them better to deal with the crisis when it arises. It is also important to help foster families cope with the additional strain of taking care of extra children. They may need counselling to prepare them and financial support to set up income-generating activities (for more information on this subject, see the Briefing Notes on economic strengthening).

4 PROVIDE LONG-TERM, COMPREHENSIVE AND HOLISTIC ASSISTANCE

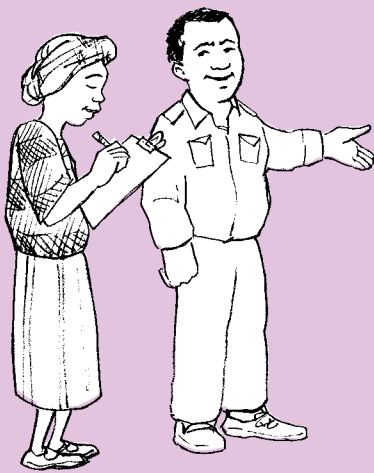
Mechanisms to support children must take into account the totality of a child's development, and there should be a long-term commitment to its sustainability. For example, organisations paying school fees should ensure that they cover all three terms, not as has

¹See www.unicef.org/crc/crc.htm

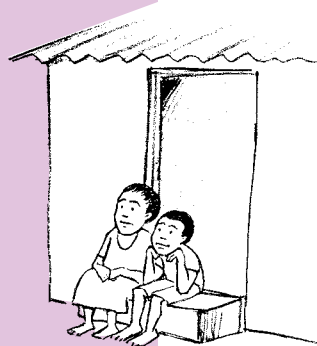
Principles

happened in some parts of Zimbabwe, where on occasions fees were paid for two terms and then children dropped out when their families could not afford to pay for the third. Moreover, support for fees is only one aspect of what makes it possible for children to attend school: money (for uniforms, books and equipment), guidance or counselling, as well as the provision of a relevant school curriculum are also needed. It is not enough for programmes to provide just one aspect of support (psychological support, for example); they must focus on other needs too (such as health and education).

5 STRENGTHEN COMMUNITY ABILITY TO SUPPORT THE EDUCATION OF CHILDREN



Schools and communities should take responsibility for identifying vulnerable children in their area



Practical initiatives to enable orphans and vulnerable children to go to school must be linked to other areas of support and build on existing community efforts. For example, improvements in household and community income are needed to support children's education, but these should build on existing community efforts to provide support. For more information on this area, see the Briefing Notes on economic strengthening. Communities should also aim to raise awareness of the value of education in improving children's futures.

6 STRENGTHEN THE ROLE OF SCHOOLS

Schools can play a crucial role in providing information and education to children about HIV/AIDS. They can promote life-skills to protect them and help create positive attitudes towards people living with HIV. Teachers can provide valuable holistic, psychosocial support to vulnerable children. They also need to be aware of local resources for referrals and links.

7 INVOLVE CHILDREN IN DECISIONS CONCERNING EDUCATIONAL SUPPORT

Children should participate in programme development and decision-making at all levels. This will help tailor the programme more to their needs, encouraging their ownership of the process and its sustainability.



Children are invited to attend planning meetings

Strategies

This section outlines seven possible strategies for action:

1. Changing the school environment
2. Improving children's access to school and encouraging them to remain there
3. Establishing and supporting alternatives to formal schooling
4. Providing practical help to support school attendance
5. Ensuring that girls have access to education
6. Making schooling more relevant
7. Widening the role of schools

1

CHANGING THE SCHOOL ENVIRONMENT

- Train teachers adequately for a wider role in supporting vulnerable children within the school and the surrounding community. Teachers should be competent to deal with any challenge they may face, including knowing how best to work with children affected by HIV.
 - They should be trained in child counselling related to HIV/AIDS issues, so that they can respond to the psychosocial needs of orphans and vulnerable children, as well as those of affected teachers.
 - Teachers should be trained in practical skills that address the needs of orphans and vulnerable children, including how best to deal with stigma and discrimination – particularly that associated with HIV/AIDS.
 - They should also be aware of their potential as role models in promoting education.
- Develop protocols to help teachers respond to the needs of orphans and vulnerable children.
- Create a homely, reassuring environment at school, which caters for the needs of all children, but especially those living in difficult circumstances, and respects their rights. The design of school buildings should be reviewed to include, wherever possible, counselling space, flexible classroom sizes, adequate dining and toilet facilities, and areas to care for children who are sick.
- Discuss the needs and difficulties of orphans and vulnerable children, as well as relevant laws and policies, with school administrators, teachers and pupils. This is best done in a participatory way to ensure that the issues are properly appreciated and understood.
- Advocate with policymakers, teachers' organisations, school authorities, community leaders and parents for orphans and vulnerable children to have access to education.

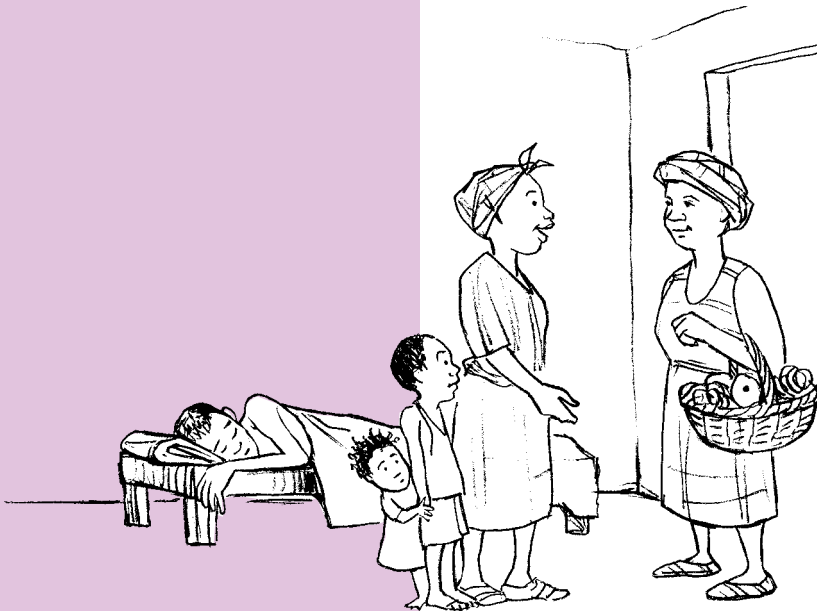
Strategies

- Establish and strengthen peer counsellors and Child-to-Child² activities in schools in order to promote good communication and experience sharing among children, as well as between children and adults/their parents.
- Create health programmes at school for orphans and vulnerable children.
- Educate children about their rights, including their right to education.

2 IMPROVING CHILDREN'S ACCESS TO SCHOOL AND ENCOURAGING THEM TO REMAIN THERE

- Design and implement effective strategies, based on expert and informed technical inputs, to manage the impact of HIV on the education system and on children's opportunities for education. This means tackling barriers to education, and in particular ensuring that no child is excluded from school because of cost, HIV status, stigma or discrimination.
- Governments, non-governmental organisations (NGOs), communities and community-based organisations (CBOs)

are responsible for making sure that children, and especially those affected by HIV/AIDS, go to school. They must also play a role in advocating for and supporting the rights of all children to education. They should identify orphans and vulnerable children at an early age and discuss the children's need to go to school with their caregivers.



It is important to provide support to households before as well as after the death of a parent or guardian

- Children should not have to work, but sometimes it is unavoidable. Offer flexible school timetables for children who are working or have domestic responsibilities (Actionaid in Uganda are doing this); for example, evening schools, school terms that fit with agricultural seasons, school sessions with shorter hours. Older orphans, especially those entering secondary schools, should be targeted and supported to help them to complete their studies.

² See www.child-to-child.org

Strategies

Through its educational support activities, the Kasoba Orphan Care project in Malawi awarded grants to three students to continue their secondary education during the 1996–97 school year.

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In Zimbabwe, village volunteers try to ensure that orphans attend school by helping to pay school fees. Each household in the community is asked to make a small donation.

In Uganda, the NGO The AIDS Support Organisation (TASO) is supporting the expenses of primary education for orphans and vulnerable children.

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In Zambia, a pilot interactive radio education programme, with daily broadcasts covering English and maths, was started in 2000. Literate community members are trained as mentors to children participating in the programme.

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- Advocate with policymakers and employers to ensure that working children's rights to education are promoted and enforced.
- Pay or waive school fees and other school expenses. Different approaches have included:
 - government and community scholarships or bursaries for orphans and vulnerable children
 - tuition loans provided by the government
 - in-kind payments by households or communities, and income generation by communities
 - exchange of labour (by family or community rather than the child) for fees
 - support for the indirect costs of education, such as uniforms and books
 - school meals and feeding programmes, which not only encourage children to attend school but also help to improve their health and nutrition – and their academic performance. However, they must be designed carefully so that families do not view a school meal as a substitute for a meal at home.

3 ESTABLISHING AND SUPPORTING ALTERNATIVES TO FORMAL SCHOOLING

- Support the development of alternative education. Such programmes could be formal or non-formal. Examples of different strategies to ensure access to those that are out of school are:
 - **community schools**, which are owned by communities, charge minimal or no fees, require no uniforms and use informally trained/untrained teachers. These schools are usually poorly resourced, with dilapidated infrastructure and no teaching materials.
 - **satellite schools**, which supply resources to teachers who travel to different communities to provide short periods of formal teaching. They leave children with assignments to be done under community supervision.
 - **distance learning**, using interactive radio, supported by teaching materials and community supervision.
- Improve the quality of education being provided by alternatives to formal education:
 - support in-service teacher training for untrained volunteer teachers
 - create links with formal education providers for material support and mentoring
 - support volunteer teachers to establish income-generating activities to help meet their economic needs

Strategies

- support community education; collective education, drawing on the skills of local teachers, traditional craftspeople and artisans
- offer training in technical/practical skills, especially for older children, to help them become self-reliant and support their younger siblings through school.

- Explore catch-up mechanisms for children who have not been able to attend school regularly, such as homework clubs and peer support.
- Mobilise communities, and resources within the communities, to care for sick parents and children so that their other children can attend school.
- Use the law to ensure that all children attend school.

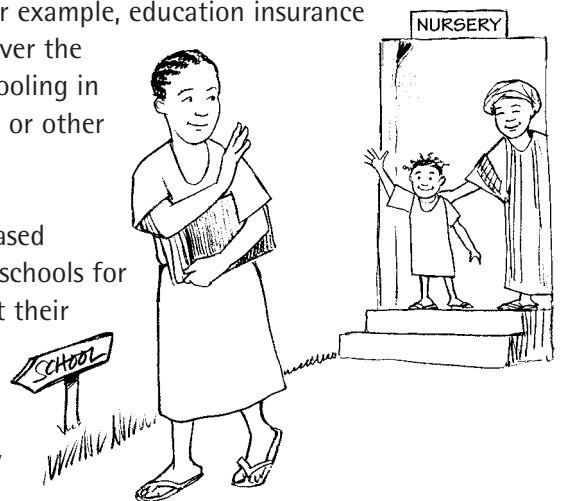
4 PROVIDING PRACTICAL HELP TO SUPPORT SCHOOL ATTENDANCE

In Zambia, the community schools have condensed a seven-year primary school curriculum into four years to cater for children who have dropped out of school due to their family's inability to pay for fees, uniforms and books.

In Kenya, special schools with shorter hours have been established to enable street children to work and to go to school.

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- Encourage advocacy by community groups or volunteers with caregivers or guardians about the importance of children attending school.
- Identify respected members of the community (for example, local leaders) to advocate and take responsibility for enrolling children at school.
- Place family assets (for example, education insurance policies) that could cover the costs of children's schooling in the hands of a trustee or other responsible person.
- Provide community-based childcare and nursery schools for young children so that their older siblings can attend school.
- Encourage community members to help with household chores and agricultural work.
- Identify adult mentors in the community who can take an interest in the child's educational progress and offer support, guidance and help with schoolwork, especially if the parents or guardians are not literate. Train them in life-skills education and issues related to HIV/AIDS.



Strategies

In Zimbabwe, village volunteers ensure that children from child-headed households have time to attend school by helping with domestic chores.

Also in Zimbabwe, some communities in which there are many households headed by children and adolescents have introduced crèche and child-minding facilities. Community members arrange for young children to be left at a volunteer's house in the morning and then to be collected later on by their caregiver after school or work in the fields.

In Uganda, women in one village decided to start a day-care programme for children who could not afford to attend school. After a donor organisation provided support for school fees, the day-care programme changed to one that looked after younger siblings.

Also in Uganda, Save the Children Fund has implemented feeding programmes in community schools for pre-school and school children to encourage children to attend and remain in school.

The World Food Programme (WFP) is using a similar approach in Malawi, where children are provided with a meal at school. This has several benefits: it keeps them in school, as well as feeds them where they might otherwise have gone without a meal.

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- Encourage adult literacy in the community so that the adults can see the benefits of education.
- Establish and expand sustainable feeding programmes, bearing in mind the potential drawbacks of these. To avoid stigmatisation, school meals should be provided for all children in school, not just vulnerable children.

5 ENSURING THAT GIRLS HAVE ACCESS TO EDUCATION

- Special efforts are needed to ensure that girls attend and remain in school. Remaining in school for longer may help protect girls from sexual abuse. It may also mean that girls marry or begin sexual activity later than they would otherwise have done. These issues need to be discussed with communities in order to protect girls from sexual abuse and allow them to continue with their education for longer.
- During planning, the different needs of girls and boys need to be assessed and analysed to ensure that the programme is well designed. Making sure that there is no difference in girls' and boys' school attendance should be an integral part of planning.

Many girls as young as 16 years of age drop out of school in Matabeleland to get married. Girls also leave school to marry migrant workers leaving for South Africa for economic reasons. Some people feel that governments should be strict on this and make it an offence for any girl to marry before they are 18 years old.

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- Develop innovative approaches to girls' education, such as home-based girls' school projects and other initiatives to make schooling more accessible.
- Target support for girls' school fees in areas where girls' education is given lower priority than boys'. This is often particularly important for secondary school education. Some programmes specifically target keeping girls in school by paying their fees and asking the parents/guardians to raise money for school uniforms, books and equipment.
- Change laws and practices that exclude girls who become pregnant from school or that compromise the safety and security of girls; for example, marriage laws that allow girls to get married too young.
- Encourage a partnership between boys and girls to help them realise that they should both support girls' education.
- Provide adequate sanitation and water facilities within the school grounds so girls are comfortable in school.

Strategies

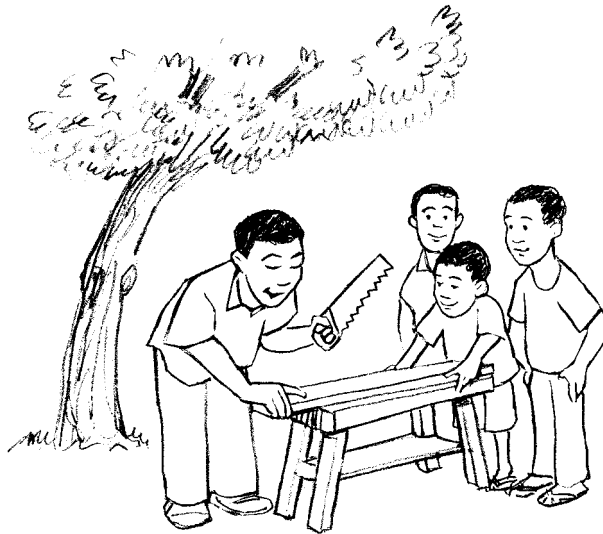
In Zimbabwe, one organisation set up a girls' secondary school education support programme. Fifteen participating schools receive development grants and provide free scholarships for affected girls who have dropped out of school.

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6

MAKING SCHOOLING MORE RELEVANT

- Review primary school curricula and make them more relevant to the needs of children and their families; for example, including technical and vocational training at basic school level and discuss with communities about the value of vocational training and life skills. Complement such training with soft loans to allow the establishment of income-generating activities. See the Briefing Notes on economic strengthening for more information.



Provide vocational education

Programmes that involve children in their planning meetings and other project activities create good results, as has been shown by several projects run by Save the Children UK in Malawi; for example, the Kauma project, which aimed to demonstrate the benefits of child participation in HIV/AIDS programming.

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- Encourage girls to participate in all subjects, particularly science, mathematics and technological subjects.
- Encourage schools to integrate community service within their curricula; for example, providing labour for affected households.
- Involve communities in evaluating and improving the quality of education offered in their schools.

7

WIDENING THE ROLE OF SCHOOLS

In Uganda, the Youth Alive project trains young peer educators for young people who go to school and those who do not. In Malawi and Zambia, AIDS awareness clubs run training of trainers schemes for peer educators in primary and secondary schools.

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- Open up the use of schools for a range of community activities, such as training and support for caregivers, vocational training, school clubs, play and day centres, feeding programmes and adult education. These activities should also include peer education and counselling for the children, helping them to increase their coping mechanisms.
- Schools can support community-based HIV prevention, care and counselling, including training teachers and peer educators to provide HIV/AIDS and life-skills education.
- Encourage religious institutions, schools and communities to work together to identify ways of helping children to attend school.

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Association Francois-Xavier Bagnoud (2000) *Orphan Alert: International Perspectives on Children Left Behind by HIV/AIDS.*

Useful Resources

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Health Promotion in Our Schools, Child-to-Child Trust. Available from: TALC, PO Box 49, St Albans, AL1 5TX, UK. Price: £2.75. Practical ideas for making schools healthier with the active participation of schoolchildren.

Hepburn, Amy E. (2001) *Primary Education in Eastern and Southern Africa: Increasing Access for Orphans and Vulnerable Children in AIDS-Affected Areas*, Stanford Institute of Public Policy, Duke University, available at: www.usaid.gov/pop_health/dcofwvf/reports/edreps/hepburnfinal.doc

Ministry of Gender, Youth and Community Services (1999) *Best Practices of Community-Based Care for Orphans*, Malawi.

Partnership for Child Development website includes background information on school health: www.child-development.org

The Child-to-Child Trust website has many useful resources on children's participation in health promotion: www.child-to-child.org

The Proceedings of the Town Hall Meeting on Education and HIV/AIDS: *Responding to the Education Needs of Children and Adolescents Affected by AIDS in Sub-Saharan Africa*. A meeting summary report and related presentations have been posted on the Synergy Project website at: www.synergyaids.com/caba/resources.asp?page=2

School Health and Nutrition Advisor, Save the Children, 54 Wilton Road, PO Box 980, Westport, CT 06881, USA, www.savethechildren.org

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