

--- APPENDIX I ---

Calculation of Sample Size

The information on selecting clusters and choosing households to survey within each cluster is described in the section on Methods for Conducting the Survey. As indicated, 25 clusters with 5 households each are required for this survey. The following information gives details of how we came to this conclusion.

To calculate the sample size for the number of clusters we made the following assumptions:

Assumptions:

For this survey, we assumed that programs were only interested in characteristics that were present in at least 20% of households. We assumed that characteristics that were present in fewer than 20% would probably not be considered as a program need that should be addressed.

We also assumed that a precision of an estimate of prevalence of a characteristic of $\pm 10\%$ would be adequate for the purposes of program planning.

We assumed, based on our pilot study, that one interview team could survey about 5 households per day, and that there would be about 4 children per household on average.

For example, if the survey indicates that about 20% of households surveyed had inadequate food intake, then the program could assume that between 10%-30% of households had inadequate food intake. This would give the program an estimate of how many of the households in their service area would need food supplements.

The two scenarios below give examples of the calculations of the number of clusters needed in the survey given the above assumptions. The scenarios differ by the assumption of whether the characteristic (for example, food intake) differs little or greatly between clusters.

The formula for calculating the number of clusters is:

$$C = \frac{p(1-p)D}{s^2b}$$

Where C is the number of clusters to be surveyed, p is the proportion of households with the characteristic, D is the design effect (allows for variance between clusters), s is the standard error, and b is the average number of responses to a given survey question per cluster. In this case, since we are assuming only one response to a question per household, b is the same as the number of households per cluster.

Scenario #1:

If we set our standard error to be $s = 0.05$ or 5%, indicating 95% certainty that the true proportion will lie within $\pm 10\%$ (2 standard errors) of our estimate

If *roh* is set at 0.02, meaning that the proportion of households having a certain characteristic varies **little** between clusters

If the number of households that can reasonably be interviewed in one day (thus completion of one cluster per day) is 5 (this is what was possible during the pilot test)

If the expected proportion of our characteristic is 20% (0.2)

CALCULATION OF SAMPLE SIZE

Then the design effect in this scenario will be 1.08

And the number of clusters needed in this case would be about 14.

Scenario #2:

If we keep all other assumptions the same, but set *roh* to be 0.2, meaning a **high** level of variance between clusters

Then the design effect in this scenario will be 1.8

And the number of clusters needed in this case would be about 23.

The above scenarios assume that there is only one response per household. However, in this survey, a single household may have multiple children, and thus, there may be as many responses per household to a question as there are children. In this case, *b* in the formula above would be the number of households per cluster times the average number of responses per households. If we assume an average of 4 children per household under 8 years of age, then *b* would equal 4 x 5 or 20 responses per cluster. Assuming this scenario, the design effect would be 1.38, and the number of clusters needed would be about 4 with *roh* of 0.02 and about 15 if *roh* is 0.2.

Conclusion:

Thus, we have concluded that in general, about 25 clusters of 5 households each is an appropriate sample size. This means that one interview team could complete the field work in about one month. Two interview teams could complete the field in about 2 weeks.

Reference: Bennett S, Woods T, Liyanage WM, Smith DL. A simplified general method for cluster-sample surveys of health in developing countries. World Health Statistics Quarterly 1991;44(3):98-106

--- APPENDIX II ---

Random Number Table and Instructions for Use

Please see the next page for random number table and the facing page for instructions on using the table.

RANDOM NUMBER TABLE AND INSTRUCTIONS FOR USE

Random Number Table

Row	Column									
	0	1	2	3	4	5	6	7	8	9
01	44689	54994	14911	62414	78085	18910	39772	00017	01178	13563
02	56811	20730	65177	89748	84459	06043	72385	84402	14200	95311
03	56412	15949	73584	59593	46841	18463	06845	07974	63016	30136
04	04576	04739	79884	49252	06132	96840	41028	85689	51396	54599
05	81564	50271	88625	89193	97979	96982	37730	63963	72478	08333
06	38926	89980	54322	63699	18475	91018	13286	06243	71666	02529
07	97132	51838	31847	30237	68016	41288	57395	51333	36202	89595
08	55618	40873	60069	94816	02205	26176	97712	85777	36870	89633
09	10287	07237	95759	44055	26247	48886	81309	15868	95587	41042
10	19420	10916	03096	67942	94577	81085	54619	50538	07305	61411
11	19131	29434	31739	94717	14453	40565	83631	87159	81073	69904
12	54092	38575	58042	98087	04520	73553	388448	00982	07557	78757
13	03268	12734	19706	86182	81681	03026	51892	95384	90730	01614
14	49655	98461	04291	28133	33212	78497	87176	99490	64457	68355
15	35948	59176	34140	34788	16403	28186	18121	04584	66607	99740
16	59327	46487	63348	84466	14499	56627	25399	00394	57966	07036
17	80425	01071	66643	49957	26089	240045	01807	41623	63599	10666
18	87190	03835	32110	43505	40826	50931	03656	85049	56774	94075
19	08610	63708	55971	31543	10283	37737	48744	43042	42796	01853
20	25461	08322	26316	22349	84347	40611	49930	808333	19803	15878
21	30372	72054	98586	94559	59237	31180	89565	61427	25626	47515
22	12899	24245	36391	55611	01626	09836	33366	98272	21570	16498
23	97374	28121	40007	75107	13590	51321	73990	83518	45569	98357
24	23764	31267	88976	84872	53035	19542	79593	32987	08248	17390
25	81881	24337	18893	66195	22709	79534	87746	26584	53251	03096

Instructions

1. Know how many digits you need your random number to be. For example, if you were choosing a number between 1 and 13, you need a 2-digit number. If you were choosing a number between 1 and 5000, you will need a 4-digit number.
2. Choose a direction (right, left, up or down) in which you will read the numbers from the table.
3. With your eyes closed, use a pointed object to touch the table. Your starting point is the digit closest to the point where you touched the table.
4. In the direction you chose, read the number of digits required.

Here is an example:

If you needed a random number between 1 and 13,
 you chose to read numbers going to the right,
 and your starting point was:

the last digit in the cell in column 8, row 22	your random number would be 01
the second to last digit in the cell in column 4, row 14	your random number would be 12
the first digit in the cell in column 5, row 4	you would have to pick a new starting point, since 96 is not between 1 and 13

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--- APPENDIX III ---

Explanation of Survey Questions

Purpose of the Survey

The purpose of this survey is to assess the needs of children less than 8 years of age in areas heavily affected by HIV/AIDS. The survey is intended for use by program planners to find ways to improve the health and well-being of children in these areas.

The Respondent

All of the information that to be recorded is based upon answers directly provided by the primary caregiver of children less than 8 years of age in the household. The primary caregiver is the person who lives in the household and spends the most time caring for children less than 8 years in the household and is not paid to for these activities.

Organization of the Survey

The survey is organized by first addressing questions about the entire household and the primary caregiver. The next questions are specific to each individual child less than 8 years of age living in the household. For each child less than 8 years of age for whom the respondent is the primary caregiver, interviewers will complete a separate CHILD'S MODULE.

Asking Questions and Recording Answers

It is very important that each question is asked exactly as it is written on the questionnaire. In addition to the questions, there are statements that appear in all capital letters, indicating that they are interviewer instructions and should not be read aloud to the caregiver. Sometimes the respondent's answer will not be among the answer choices provided. In these cases, record the respondent's answer in the "Other" space provided. Sometimes, more than one response may be appropriate, so the interviewer will record each of the responses by checking the check boxes. All other responses should be recorded by circling the appropriate numeric code.

It is important that caregivers are asked only those questions that are relevant to their situations. For example, if a caregiver reports that she does not earn an income, you would not ask what type of work she does. Skip instructions are located in the far right-hand column of the questionnaire.

Explanation of Specific Questions

HOUSEHOLD SURVEY

••• Identification

PROVINCE, DISTRICT, LOCATION/TOWN

The province, district, location/town in which the household is located should be written in the spaces provided. Each province, district, location/town should be given an identification number. Consult the project director for a list of identification numbers for each of these.

CLUSTER NUMBER

For this survey, we recommend that 25 clusters be surveyed. After the clusters have been selected using the methodology provided in this manual, each cluster should be assigned an identification number. For a list of cluster identification numbers, consult with the project director for a list of identification numbers for each cluster. The cluster number should be recorded on the top of each survey page.

HOUSEHOLD NUMBER

For this survey, we recommend that 5 eligible households per cluster be surveyed. Interviewers will likely visit more than 5 households to identify five eligible households to participate in the survey (i.e., households in which at least one child less than 8 years of age lives). Each household visited should be assigned a household number. The household number should be recorded on the top of each survey page.

NAME OF PRIMARY CAREGIVER

For purposes of confidentiality, only the caregiver's first name should be recorded.

INTERVIEW VISITS: DATE, INTERVIEWER'S NAME, RESULT AND NEXT VISIT

Space is provided to record information about each visit made to a household. For each visit, the interviewer should record the DATE of the visit, the INTERVIEWER'S NAME who made the visit, and the RESULT. Use the result codes below and on the Identification Sheet to complete the result information.

1 = Completed

2 = Not at Home

3 = Postponed

4 = Partially Completed

5 = Refused

6 = Not Eligible

If the result is [**Completed**], [**Refused**] or [**Not Eligible**], the interviewer should then complete the Final Visit information.

If the result is [**Partially Completed**], [**Not at Home**] or [**Postponed**], the interviewer should attempt to schedule an appointment to return to the household and should record when to visit the household again in the **Next Visit** section.

Final Visit: The Final Visit is the last visit to the household when the survey is [**Completed**], the household was found [**Not Eligible**] or the caregiver [**Refused**] to participate in the survey. The date of the final visit and the final result should be recorded.

FIELD EDITED BY, OFFICE EDITED BY, AND KEYED BY

The names of both the field and office editors checking for completeness and accuracy of coding should be recorded as well as the date of the edit. The name of the person entering the data and the date the survey was entered should also be recorded in the space provided. Both the field and office editors and data entry clerk should be assigned identification numbers and these numbers should also be recorded. Consult the project director for a list of these identification numbers.

••• Enumeration of Household Members

The purpose of this section is to identify all members of the household. Knowing about each member of the household can help us learn if young children are competing for household resources or are benefiting from the help provided from other household members. We can also learn about what the future may hold for young children by learning about older children in the household. To complete this section of the survey, the interviewer will first record the caregiver's first name only on LINE 1 and will complete each of the questions for the caregiver. Then the interviewer will record each household member's name (first name only) in the space provided. After asking for all household members' names, the interviewer will ask Questions 2-12a for the first household member mentioned, then the second household member named, etc.

Question 1: Line number

When completing each of the CHILD'S MODULES, record the line number of the child at the top of each module page.

Question 2: Names of All Household Members

The name of each household member should be written in the spaces provided. The caregiver's name should be written on Line 1. The interviewer should probe for all people currently living in the household. Record first names only.

Note: For each child less than 8 years of age listed in column 2 for whom the respondent is the primary caregiver (Question 6 = 1), the interviewer will complete a CHILD'S MODULE. On the top of each module page, the interviewer will write the child's line number as indicated in column 1.

Question 3: Household Member's Sex

The interviewer should circle whether each household member is [MALE] or [FEMALE].

Question 4: Household Member's Relationship To Caregiver

The purpose of Question 4 is to determine each household member's familial relationship to the caregiver. Use the relationship codes below and at the bottom of the survey page to code this question.

01 = Wife/husband	04 = Grandchild	07 = Parent-in-law	11 = Co-wife
02 = Son/daughter	05 = Brother/sister	08 = Maternal niece/nephew	12 = Other Relative
03 = Son-in-law/daughter-in-law	06 = Parent	09 = Paternal niece/nephew	13 = Not related

Question 5: Household Member's Age

Record the age in years of each household member. If a child is less than 6 months of age, record 00. If a child is 6 months to 1 year of age, record 01.

Questions 6 – 9a should only be asked of household members less than 18 years of age.

Question 6: Child's Primary Caregiver

If the household member is less than 18 years of age, ask whether the respondent is the child's primary caregiver. By primary caregiver, we mean that the respondent is the person who spends the most time caring for the child and is not paid for these activities.

Question 7: Child's Mother's Life Status

Record whether the child's mother is alive. If the child's mother is not alive, skip to Question 7b. If the child's mother's life status is unknown, skip to 8.

Question 7a: Child's Mother Live In Household

If the child's mother is alive, record whether she lives in the household. Skip to 8.

EXPLANATION OF SURVEY QUESTIONS: Household Survey

Question 7b: Year of Mother's Death

If the child's mother is deceased, record in what year she died.

Question 8: Child's Father's Life Status

Record whether the child's father is alive. If the child's father is not alive skip to Question 8b. If the child's father's life status is unknown, Skip to 9.

Question 8a: Child's Father Live In Household

If the child's father is alive, ask if he lives in the household. Skip to 9.

Question 8b: Year of Father's Death

If the child's father is deceased, record in what year he died.

Question 9: Child's Birth Certificate

The purpose of Question 9 is to determine the extent of birth registration in a particular area. For each child less than 18 years of age, ask whether he or she has a birth certificate, a paper document indicating the mother's and father's names, child's sex, and child's date of birth. If the caregiver reports that the child he or she does have a birth certificate, skip to Question 10.

Question 9a: Child's Birth Registration

If the child does not have a birth certificate, record whether the child's birth has been registered.

Questions 10 –12a should only be asked of household members between 5 and 17 years of age.

Question 10: Number of Years of School Completed

For each child less than 5-17 years of age, ask the highest level of school he or she attended. Whether older children living in the household attend school may be a good predictor of whether younger children will also attend. If the child has not ever attended school, skip to Question 10b.

Question 10a: Child Currently Attending School

If the child has ever attended school, determine whether he or she is currently attending school. The term "school" means formal schooling, which includes primary, secondary, and post-secondary schooling as well as any other intermediate levels of schooling in the formal school system. This definition of school does not include Bible or Koranic school or short courses like typing or sewing. However, it does include technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work. If Yes, skip to Question 10c. If Don't Know, skip to Question 11.

Question 10b: Reason Child Doesn't Attend School

If the child is not currently attending school, ask the caregiver for the main reason the child is not attending.

Question 10c: Child's School Fees Paid Up to Date

Often children are currently attending school but are vulnerable to being forced to quit school if his or her school fees are not paid. If the child is attending school, record whether his or her school fees are paid up to date.

Question 11: Did Child Work Outside the Household in the Past Week

Ask if the child did work in the past seven days. If the answer is [YES, DID WORK], ask if the work was done for pay and circle 1 if the work was done for pay; circle 2 if the work was not done for pay. "Pay" refers to any compensation for the work, including cash or goods or services provided to the child or his/her family. If the answer is [NO, NO WORK DONE], circle 0 and skip to Question 12.

Question 11a: Number of Hours Child Worked For Someone Outside the Household

Record the estimated number of hours the child spent doing work in the past seven days. If the child works more than one such job, include the total hours spent doing such work in all jobs. If less than one hour, enter 1.

Question 12: Did Child Do Work for the Household in the Past Week

Insert the estimated number of hours the child spent doing household chores in the past seven days. If the response is [NO] or [DON'T KNOW], skip to Question 12.

Question 12a: Number of Hours Child Did Work for the Household

Record the estimated number of hours the child did work for the household. If less than one hour, enter 1.

••• Main Materials of House

Questions 13, 14, and 15: Observation of Floor, Walls, and Roof

The type of material of the floor, walls and roof is important to disease control and prevention and can be an indication of socio-economic status. Questions 13, 14, and 15 are not meant to be read and asked of the primary caregiver but to be observed and recorded by the interviewer.

••• Caregiver Characteristics

The purpose of this section is to find out basic information about the primary caregiver.

Question 16: Caregiver's Marital Status

Record the caregiver's marital status at the time of the interview.

Question 17: Number of Years of School Completed

The term "school" means formal schooling, which includes primary, secondary, and post-secondary schooling as well as any other intermediate levels of schooling in the formal school system. This definition of school does not include Bible or Koranic school or short courses like typing or sewing. However, it does include technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

••• Household Characteristics

The purpose of this section is to determine characteristics of the households in which young children live. Sometimes, children's health can be improved by improving the household characteristics. Such characteristics also give us ways to compare different households.

Question 18: Source of Drinking Water

The purpose of Question 18 is to assess the cleanliness of the household's drinking water. If drinking water is obtained from several sources, probe to determine the source from which the household obtains the majority of its drinking water. Record the main source used at the time of the interview. If the household's main source of drinking water is not listed, record the source in the "Other" space provided. Consult with the project director to determine if this source is a safe (code 13) or unsafe (code 14) source of drinking water.

Question 19: How Long to Get Water

The length of time it takes to get water is an indicator of a household's access to water. Record whether water is available on the household's premises or how long it takes to get water in minutes.

Question 20: Toilet Facilities

The purpose of this question is to obtain a measure of the sanitation level of the household, since water supply and toilet facilities are important for disease control and health improvement. If the household's type of excreta disposal is not listed, record the type in the "Other" space provided. Consult with the

EXPLANATION OF SURVEY QUESTIONS: Household Survey

project director to determine if this type is sanitary (code 8) or unsanitary (code 9). A [FLUSH] toilet is one in which water carries the waste down pipes, whether the water is piped into the toilet or poured in by buckets. Note that Question 20 asks what toilet facilities most members of the household use, not what facilities the household owns. If the household owns a latrine but most members use the field, circle the code for [NO FACILITY/BUSH/FIELD].

Question 21: Number of Rooms in Household

The purpose of Question 21 is to give us a comparison between households and allows us to assess the number of children who are living in crowded households. Enter the number of rooms in the household excluding the bathroom.

Questions 22 - 27: Main source of Cash Income

The purpose of Questions 22-27 is to determine the sources of income received by households. It is not important whether the primary caregiver or another member of the household receives income from each source.

Question 28: Other Sources of Cash Income

If no other sources of cash income are received by the household, skip to Question 29.

Question 28a: Specify Other Source of Cash Income

If the caregiver reports that another source of cash income in Question 28, specify that source in the space provided.

Question 29: Household Grows Food Crops

Record whether the household grows any food crops.

Question 30: Number of Meals per Day Most Adult Household Members Ate in Past Month

The purpose of Question 30 is to learn about household food security. Record the number of meals per day that most of the adult household members ate in the past month.

Question 31: Meat Consumption

Meat can be an important source of protein and good nutrition. How often it is consumed can be an indication of the household's nutrition as well as socio-economic status. Some people make a conscious choice not to eat meat. In these cases, meat consumption may not be an appropriate indicator of household nutrition.

••• Caregiver Support

The purpose of this section is to determine the main sources and types of support received by the caregiver for him or herself, the young children for whom s/he is caring, or for the household.

Questions 32, 33, 34, and 35: Sources of Support

Record whether the caregiver received help from each source of support during the past 6 months. Interviewers may read the responses options to the caregiver. If the caregiver reports that s/he did not receive help from a particular source, skip to the next source of support.

Questions 32, 33a, 34a, 35a and 36b: Types of Support

Record all of the types of support received in the past 6 months for each source. Interviewers may read response options to the caregiver. Record all responses mentioned.

Questions 36: Other Types of Support

The purpose of Question 36 is to determine if the caregiver received help from other sources of support in the past 6 months. If [NO], skip to Question 37.

Questions 36: Specify other Types of Support

If the caregiver indicated that s/he received help from other sources, record from whom this help was received.

••• Caregiver Role and Activities

Question 37: Earn an Income

The purpose of Question 37 is to determine if the caregiver earns an income, regardless of the frequency of the work or whether s/he is paid in cash. If the caregiver reports not earning an income, skip to Question 38.

Question 37a: Type of work

For caregivers who earn an income, ask the type of work the caregiver does to earn an income.

Question 37b: Work at Home or Away From Home

The purpose of Question 37b is to determine if the caregiver does the work specified in 37a to earn an income at home or away from the home.

Question 37c: Hours per Week Spent Earning an Income

Record the hours in an average week the caregiver earns an income.

Question 37d: Number of Days Could Not Earn an Income Due to Household Duties or Caring for Children

Record the number days in the past 14 days that the caregiver reports that he or she could not earn an income due his or her household responsibilities or responsibilities caring for children. If the response is less than one half of a days but not zero days, record 1 day.

Question 37e: Number of Days Could Not Attend to Household Duties or Children Due To Income Activities

Record the number of days in the past 14 days that the caregiver reports that he or she could not attend to the children or his or her household duties because of his or her work earning an income. If the response is less than one half of a day but not zero days, record 1 day.

Question 38: Symptoms that Require Treatment

It is important that caregivers be able to identify symptoms that indicate that a child should receive treatment from a health facility. The purpose of Question 38 is to determine the number of caregivers who can identify at least 2 symptoms that require treatment from a health facility. Record all symptoms mentioned but do not prompt with any suggestions. Prompt for more signs or symptoms until the caregiver cannot recall anymore. If the caregiver mentions signs or symptoms not listed, record the response in the "Other" space. Consult with the project director to determine if the other symptoms mentioned are accurate symptoms of an ill child (put a check next to the code) or not (do not check).

Question 39: Type of Health Facility or Health Practitioner When Seeking Treatment for Sick Child

Knowing where or to which type of health practitioners the caregivers take sick children will help program planners learn about health care access and utilization for children's illnesses. Record where the caregiver last took a child for treatment of an illness. We consider treatment any type of advice or health service offered for an illness or injury. If the caregiver mentions a type of health facility or practitioner not listed, record the response in the "Other" space. If [DON'T KNOW], skip to 42.

EXPLANATION OF SURVEY QUESTIONS: Household Survey

Question 40: Distance to Health Facility or Health Practitioner

For some caregivers, it may be easier to access mobile health services or health facilities that are close. The purpose of Question 40 is to assess if the distance from a health facility or practitioner could be a factor or physical barrier to the caregiver's obtaining health services for a sick child. Record how far away in kilometers the caregiver had to travel to the health facility mentioned in Question 39. If the caregiver received mobile services, meaning that he or she did not leave the household and someone visited the household to offer treatment, record [N/A MOBILE SERVICES].

Question 41: Transportation to Health Facility or Health Practitioner

The purpose of Question 41 is to assess if transportation could be a physical barrier to the caregiver's obtaining health services for a sick child. If the caregiver received mobile services, meaning that he or she did not leave the household and someone visited the household to offer treatment, record [N/A MOBILE SERVICES].

Question 42: Type of Health Facility or Health Practitioner to Obtain Medicine for Sick Child

Knowing from whom or which type of health facility caregivers would obtain medicines for a sick child will help program planners learn about health care access and utilization for children's illnesses. We are interested in the type of health facility or health practitioner from which the caregiver last obtained medicine for a sick child. If the caregiver mentions a type of health facility or practitioner not listed, record the response in the "Other" space. If [DON'T KNOW], skip to 45.

Question 43: Distance to Health Facility or Health Practitioner to Obtain Medicine for a Sick Child

For some caregivers, it may be easier to access mobile health services or health facilities that are close. The purpose of Question 43 is to assess if the distance from a health facility or practitioner could be a factor physical barrier to the caregiver's obtaining medicine for a sick child. Record how far away in kilometers the caregiver traveled to obtain medicine from the source mentioned in Question 42. If the caregiver received mobile services, meaning that he or she did not leave the household and someone visited the household to offer medicine, record [N/A MOBILE SERVICES].

Question 44: Transportation to Health Facility or Health Practitioner to Obtain Medicine for a Sick Child

Similar to Question 41, the purpose of Question 44 is to assess if transportation could be a physical barrier to the caregiver's obtaining medicine for a sick child. If the caregiver received mobile services, meaning that he or she did not leave the household and someone visited the household to offer medicine, record [N/A MOBILE SERVICES].

••• Caregiver Health Status

The purpose of this section is to identify caregiver health characteristics that may affect the child's health or care the child receives.

Questions 45 and 46: Pregnancy and Breastfeeding

Questions 45 and 46 should be asked of women only. If the primary caregiver is male, skip to Question 47.

Question 47: General Health Status

The interviewer should read the response options to the caregiver. Record only one response. If the caregiver reports being in Very Good or Good health, skip to Question 48.

Question 47: Health Status in the Next 6 Months

The purpose of this question is to identify caregivers who may be less able to care for young children in the future due to their anticipated health status. The interviewer should read the response options to the caregiver. Record only one response.

Question 48: Difficulty Caring for Children in the Past Year Due to Health Problems

The purpose of Question 48 is to determine if the caregiver suffered health problems in the past year that made caring for the children less than 8 years old in the household difficult. If the caregiver reports no difficulty in the past year caring for the children due to health problems, skip to Question 49.

Question 48a: Need Help with Daily Activities When Had Difficulty

Question 48a refers to the times in the past year when the caregiver reports having difficulty caring for the children less than 8 years old in the household due to health problems. The purpose of Question 48a is to determine the number of caregivers who needed help with daily activities in the past year due to health problems. If the caregiver reports not needing help with daily activities, skip to Question 49.

Question 48b: Receive the Needed Help

For those caregivers who report that they needed help with daily activities, ask if they actually received any of the help they needed. If the response is [NO], Skip to 48d.

Question 48c: From Whom Received Help When Needed Help With Daily Activities

The purpose of Question 48c is to determine from whom caregivers received help when they had difficulty caring for the young children in the household due to health problems. The interviewer should prompt the caregiver with suggestions to list all of the sources of support from which s/he received help. Record all responses mentioned. If the caregiver mentions a source of support not listed, record the response in the “Other” space.

Question 48d: Activities For Which Caregiver Did Not Receive Needed Help

We are also interested to know with which activities the caregiver needed help but did not receive it. Record all responses mentioned. If the caregiver mentions an activity not listed, record the response in the “Other” space. If the caregiver responds that he or she received all of the help he or she needed, record [N/A RECEIVED ALL OF THE HELP I NEEDED].

Question 49: With Whom Do Children Go to Live When Parents Die

The purpose of Question 49 is to determine if children tend to be cared for by particular persons when their parents pass away. Knowing this may help program planners design programs to support people who typically care for orphans. Record all responses mentioned.

Question 50: Care for Children if Caregiver Was Not Able To

The purpose of Question 50 is to determine the number of caregivers who can identify someone who would take care of the children if the caregiver was not able to due to health problems or death. In areas with high morbidity or mortality among caregivers, it is important that caregivers plan ahead for the futures of their children. The interviewer should record only one response. If the caregiver gives more than one response, ask “Who is most likely to care for the children if you weren’t able to?” If the caregiver mentions someone not listed, record the response in the “Other” space. If the caregiver reports [NO ONE], [ORPHANAGE/ INSTITUTION], or doesn’t know who would care for the children, skip to Question 51.

Question 50a: Potential Guardian Live in Household

Record whether the person mentioned in Question 50 lives in the household.

Question 50b: Talked to Potential Guardian

For caregivers who are able to name a potential guardian to care for the young children in the household if s/he wasn’t able to due to health problems or death, ask if the caregiver has talked to this person about caring for the children.

Question 51: Made a Will

The purpose of Question 51 is to assess the number of caregivers who have made a will. If the caregiver reports not creating a will, skip to Question 52.

EXPLANATION OF SURVEY QUESTIONS: Household Survey

Question 51a: Does Will Specify Anticipated Guardian

For those caregivers who can name a potential guardian for the children and have created a will, ask if this anticipated guardian is specified in the will.

••• Inheritance Patterns

Sometimes women and children are vulnerable to property stealing after their husbands or parents die. This purpose of this section is to determine if women and children have rights to property and to determine how often property stealing occurs.

Question 52: Women Have Right to Husbands' Property if No Will

The purpose of Question 52 is to assess the number of caregivers who know whether, by law, a woman has a right to her husband's property after he dies if he did not make a will.

Question 53: Women Have Right to Husbands' Property if Will Designates Wife as Beneficiary

The purpose of Question 53 is to assess the number of caregivers who know whether, by law, a woman has a right to her husband's property after he dies if he did make a will that named her as the beneficiary or as the owner of his property.

Question 54: Children Have Rights to Parents' Property if No Will

The purpose of Question 54 is to assess the number of caregivers who know whether, by law, children have rights to their parents' property after they die if they did not make a will.

Question 55: Children Have Rights to Parents' Property if Will Designates Them as Beneficiaries

The purpose of Question 55 is to assess the number of caregivers who know whether, by law, children have rights to their parents' property after they die if they did make a will that named the children as the beneficiaries or as the owners of the property.

Question 56: Cases of Property Stealing in Caregiver's Community

Sometimes children and widows are vulnerable to having their property stolen or taken away from them after their parents or husbands die. The purpose of Question 56 is to determine the number of caregivers who think this has happened in their community. If the caregiver does not report that property stealing from such individuals occurs in their community, skip to Question 58.

Question 57: Who Most Likely to Steal Property

For those caregivers who report that property stealing from orphans or widows does occur in their community, ask who is most likely to steal. Only record one response. If the caregiver mentions someone not listed, record the response in the "Other" space.

••• HIV/AIDS and Stigma

Attitudes toward persons with HIV/AIDS and discrimination against them affect efforts to prevent transmission and to care for persons and families with HIV/AIDS. The following questions obtain information about discriminatory attitudes and practices in a community.

Question 58: Caring for a Relative with AIDS

The purpose of Question 58 is to determine if the caregiver would be willing to care for a relative with AIDS in his/her home.

Question 59: Allow Children to Play with a Child with AIDS

The purpose of Question 59 is to determine if children with AIDS might be isolated from other children and to determine if the majority of caregivers have concerns about their children playing with a child with AIDS.

Question 60: Worried Someone in Household Might Have HIV/AIDS

The purpose of Question 60 is to determine how many caregivers are worried that someone in their household has HIV/AIDS. If [NO], or [DON'T KNOW] go to Question 61.

Question 60a: Worried that Child Household Member Has HIV/AIDS

If the caregiver reports [YES], he or she is worried that someone in the household has HIV/AIDS, ask whether he or she is worried that a child has HIV/AIDS.

Question 60b: Worried that Adult Household Member Has HIV/AIDS

If the caregiver reports [YES], he or she is worried that someone in the household has HIV/AIDS, ask whether he or she is worried that an adult has HIV/AIDS.

Question 60c: Worried that He or She May Have HIV/AIDS

If the caregiver reports [YES], he or she is worried that someone in the household has HIV/AIDS, ask whether the caregiver is worried that he or she may have HIV/AIDS.

••• Anticipation of Further Stresses

The purpose of this section is to determine the needs and stresses of caregivers of young children to plan programs to meet those needs or alleviate stresses.

Question 61: Worries About Responsibilities as Primary Caregiver

If the caregiver reports no worries about his/her responsibilities caring for the children, skip to Question 62.

Question 61a: What Worries Caregiver Most

Interviewers should not read the list of response options. Record all mentioned. If caregiver mentions a worry not listed, record the response in the "Other" space. The interviewer should probe as necessary.

••• Caregiver's Inheritance

The purpose of this section is to determine how commonly caregivers who have been widowed and child-caregivers have property stolen from them after their spouses or parents die. Such experiences could potentially make caregivers and their children especially vulnerable.

Question 62 – 63b should only be asked of caregivers who are widowed (Question 16 = 5).

If caregiver has been widowed (Q 16 = 5), check the box and continue with Question 62. If caregiver has not been widowed, skip to the next section.

Question 62: Property Stolen Since Spouse Died

The purpose of Question 62 is to determine how many caregivers have had property stolen from them since their spouses passed away. If the caregiver reports not having property stolen, skip to Question 63.

Question 62a: Type of Property Taken

For caregivers who report property was taken from them after their spouses died, ask what type of property was taken. Record all responses mentioned. The interviewer should prompt with suggestion to help the caregiver list all the property that was taken. If the caregiver mentions stolen property that is not listed, record the response in the "Other" space.

Question 62b: Who Took Property After Spouse Died

Record who took the caregiver's property after his or her spouse died. If the caregiver mentions someone not listed, record the response in the "Other" space.

EXPLANATION OF SURVEY QUESTIONS: Household Survey

Question 63: Caregiver's Spouse Create a Will Before Passed Away

The purpose of question 63 is to determine how many caregivers' spouses created wills before they died. If the caregiver reports that his or her spouse did not create a will before dying, skip to CHILD'S MODULE.

Question 63a: Was Caregiver Beneficiary of Spouse's Will

For a caregiver who reports that his or her spouse created a will before dying, ask if the caregiver was the beneficiary of the will.

Question 63b: Were Any Children Named As Beneficiary of Spouse's Will

For a caregiver who reports that hi or her spouse created a will before dying, ask if any children were named as a beneficiary of the will.

Questions 64 – 65a should only be asked of a caregiver less than 18 years of age whose mother or father is deceased (LINE 1: Question 4 = less than 18 and Questions 7 or 8 = 0).

If caregiver is less than 18 years of age and either parent is deceased, (LINE 1: Question 4 = less than 18 and Question 7 = 0 or Question 8 = 0), check the box and continue with Question 64.

If caregiver is 18 years or older or neither parent in known to be deceased, go to Child's Module.

Question 64: Property Stolen Since Parent Died

Sometimes children are vulnerable to having property stolen or taken from them after their parents die. The purpose of Question 64 is to determine how many child-caregivers (those less than 18 years of age) have had property stolen from them since their parents passed away. If the caregiver reports not having property stolen, skip to Question 65.

Question 64a: Type of Property Taken

For child-caregivers who report property was taken from them after their parents died, ask what type of property was taken. Record all responses mentioned. The interviewer should prompt with suggestions to help the caregiver list all the property that was taken. If the caregiver mentions stolen property that is not listed, record the response in the "Other" space.

Question 64b: Who Took Property After Parents Died

Record who took the caregiver's property after his/her parents died. If the caregiver mentions someone not listed, record the response in the "Other" space.

Question 65: Caregiver's Parent Create a Will Before Passed Away

The purpose of question 65 is to determine how many caregivers' parents created wills before they died. If the caregiver reports that his/her parent did not create a will before s/he died or does not know, skip to CHILD'S MODULE.

Question 65a: Was Caregiver Beneficiary of Parent's Will

For those child-caregivers who report their parents created a will before they died, ask if they were the beneficiary of the will. Go on to CHILD'S MODULE.

CHILD'S MODULE

For each child less than 8 years of age for whom the respondent is the primary caregiver, record the child's line number on the top of each module page as indicated in Question 1.

••• Child's Basic Needs and Material Well-Being

Question 1a: Is Child less than 1 year old

Record whether the child is less than one year of age and continue to Question 1a.

Question 1a: Child's Age

Record the age of the child. If child is less than one year old, record the number of months, otherwise record the number of years. If the child is 1 year old or older, skip to Question 3.

Question 2: Breastfeeding

If the child is less than 1 year of age, record whether the child is breastfeeding.

Question 3: How Often Child Goes Without Enough to Eat

The purpose of Question 3 is to determine how many young children do not get enough to eat. The interviewer should read the response options to the caregiver. If the caregiver reports that the child never goes without enough to eat, skip to Question 4.

Question 3a: Reason Child Didn't Get Enough to Eat

If the child sometimes does not get enough to eat, ask the caregiver why. If caregiver mentions a reason not listed, record the response in the "Other" space.

Questions 4, 5, 6, and 7: Child Have Mattress, Blanket, Extra Clothes, Shoes

The purpose of these questions is to determine how many children do not have these items.

••• Child's Daily Activities

The purpose of this section is to determine who besides the caregiver regularly cares for the child and if the child attends any formal educational or day care program.

Question 8: Usual Alternate Caregiver

For caregivers who report that someone outside the household cares for the child, ask who outside the household generally provides care. Record all responses mentioned. If caregiver mentions someone not listed, record the response in the "Other" space.

Question 9: Age of the Youngest Person Who Cares for Child

Record the age in years of the youngest person who takes care of the child or record that the child stays alone or cares for younger children.

Question 10: Does Child Attend School or Pre-school

An important aspect of healthy childhood is educational development. The purpose of Question 10 is to assess if the child attends any educational or learning program, whether or not the program is in the formal school system. If the child does not attend school or pre-school or another educational program, skip to Question 11.

Question 10a: Hours per Week Child Attends School or Pre-school

Record the number of hours in an average week the child attends school or pre-school.

EXPLANATION OF SURVEY QUESTIONS: Child's Module

Question 11: Obstacles Caregiver Foresees in Sending Child to Primary School

The purpose of Question 11 is to determine obstacles that may prevent children from attending primary school. Record all responses mentioned. If the caregiver mentions a reason not listed, record the response in the "Other" space.

Question 12: Does Child Attend Day Care

The purpose of Question 12 is to determine the number of children who attend day care. Day care is defined as a place where the caregiver would take the child primarily for child supervision rather than for the child to participate in a learning or educational program.

Question 12a: Hours per Week Child Attends Day Care

Record the number of hours in an average week the child attends day care.

••• Child's Health

The purpose of this section is to assess young children's general health status and to evaluate their access to health treatment.

Question 13: Child's Health Status

The interviewer should read the response options to the caregiver.

Question 14: Number of Times Child Visited Health Center in Past Month

Question 14 seeks to assess the number of times in the past month that the caregiver sought treatment outside the household for the child due to a health problem. Do not record times when a child visited a health center or health practitioner for a reason other than a health problem.

Question 15: Number of Times Child Has Been Hospitalized in the Past Year

The purpose of Question 15 is to determine how many times the child was admitted or stayed overnight at a health facility due to a health problem.

Question 16: Child Has an Immunization Card

Whether or not a child has an immunization card can serve as an indicator of the child's access to healthcare. The purpose of Question 16 is to determine if the child has an immunization card that is kept by the caregiver.

Question 17: Child Needs Health Services But Is Not Receiving

The purpose of Question 17 is to identify health services that the child needs but is not receiving. Health services could include health treatment or advice, medicine, immunizations as well as other services. If the caregiver reports that the child does not need any health services s/he is not receiving, skip to 18.

Question 17a: Type of Health Services Child Needs

If the caregiver reports the child needs health services s/he is not receiving, ask what types of health services are needed. Do not read responses. Record all mentioned. If caregiver mentions a health service not listed, record the response in the "Other" space.

Question 17b: Reasons Child Is Not Receiving Health Services Needs

If the caregiver reports the child needs health services s/he is not receiving, ask why the child isn't receiving the health services s/he needs. Do not read responses. Record all mentioned. If caregiver mentions a reason not listed, record the response in the "Other" space.

Question 18: Child Has Siblings Not Living in Household

Sometimes children are separated from siblings less than 18 years of age when their parents pass away. The purpose of Question 18 is to determine the number of orphans not living with their siblings. If the caregiver reports that the child has no other siblings not living in the household, go to Question 19 if the child is age 2 - 7 years; go to Question 42 if the child is under 2 years of age.

Question 18a: Number of Siblings Not Living in Household

If the caregiver reports that the child has siblings less than 18 years of age who are not living in the household, ask how many siblings are living elsewhere.

Question 18b: Where Siblings Live

If the caregiver reports that the child has siblings who are not living in the household, ask with whom the siblings live. Do not read response options. Record all responses mentioned. If the caregiver mentions someone/someplace not listed, write the response in the "Other" space.

••• Psychosocial Well-Being

*Questions 19-41 should only be asked about children 2-7 years of age.
If the child is under age 2, skip to Question 42.*

Question 19 – 41: Psychosocial Problems

For questions 19-41, ask the caregiver whether each attribute generally applies to the child. These questions assess 3 areas of psychosocial well-being: **1**) behavioral (questions 19, 21, 24, 26, 27, 28, 29, 36, 41); **2**) emotional (questions 20, 22, 23, 25, 33, 34, 35, 37, 38); and **3**) developmental (questions 30, 31, 32, 37, 38). A child is considered to have a problem in one of these areas if the answer to at least five questions in each area is YES. After completing, proceed to Question 52.

••• Developmental Age of Children 0-2 Years

Questions 42 – 51 should only be asked about children less than 2 years of age.

Question 42: Sit Without Support

Question 42 aims to learn whether the child can sit without support from another person or object.

Question 43: Stand Without Support

Question 43 aims to learn whether the child can stand without support from another person or object.

Questions 44 – 51: Activities Child Does Regularly During the Day

Questions 44 – 51 are aimed to learn about activities very young children do regularly during the day.

••• Growth Measurement

This is considered an optional module for those who have the equipment and training to complete the module.

Question 52: Child's Date of Birth

Record child's date of birth (day/month/year).

Question 53: Child's Height

Record child's height to the nearest .1 centimeters.

Question 53a: Height Measurement Result

Record whether each child's height was measured, or whether the child was not present to be measured or whether the child or caregiver refused measurement.

EXPLANATION OF SURVEY QUESTIONS: Child's Module

Question 54: Child's Weight

Record child's weight to the nearest .5 kilograms.

Question 54a: Weight Measurement Result

Record whether each child's weight was measured, or whether the child was not present to be measured or whether the child or caregiver refused.

Question 55: Child's Sex

Record whether the child is male or female.

Question 56: Date Child Measured

Record the date each child is measured.

--- APPENDIX VI ---

Glossary of Terms

Anonymous Survey – A survey that does not collect personal information that can be used to identify the person answering the survey questions. Anonymous surveys are used when sensitive information is being asked. Please note that you cannot go back to the household once the survey has been completed, since you will not know which household or individual has been interviewed.

Catchment Area – A defined geographic area, usually the area served by the organization conducting the survey and for which the program of services for children and families will be developed.

Child Needs Assessment – Survey done in 25 systematically selected clusters of 5 households in which children 0-7 years of age live to determine the needs of young children in areas heavily affected by AIDS.

Cluster – A small, natural grouping of households that is part of the population being surveyed.

Confidentiality – The condition of honoring a request or expectation that information will be protected from disclosure.

Eligible Household – For purposes of this survey, a household in which at least one child less than 8 years of age lives.

Cluster Sampling—A method for choosing a random sample of households or individuals for a survey when there is no accurate census or listing of households or individuals. This technique has often been used for surveys of immunization levels in young children.

Epi Info – A non-commercial software package with which to enter and analyze data.

Focus groups – A means of gathering information through open-ended questioning of a group of people who are members of the affected population or stakeholders in the issue.

Incentive – Cash, food, vouchers or something else of value used to encourage and reimburse individuals for their participation in the survey.

Institutional Review Board – The formally appointed ethics review committee at an institution established to ensure that research involving human participants conforms to standard regulations.

Primary Caregiver – For purposes of this survey, the person living in the household who spends the most amount of time caring without being paid for children less than 8 years of age.

Random number – A number selected by chance.

Random Numbers Table – A table used to select a random number.

Representative Sample – A sub-group representing the total population.

Sensitive Data – Information that persons answering survey questions would want to keep private.

GLOSSARY OF TERMS

Situational analyses – A process of gathering and analyzing information to guide planning and action.

Surveys – Systematic interviews of either the entire population or a representative sample of the population that can be generalized to produce quantitative information about an entire population..

--- APPENDIX X ---

Instructions for Anthropometric Measurements

It is important that height and weight measurements be as standardized as possible. It is best to have two people to measure and record children's height and weight. Height and weight measurements should be taken after the completion of the interview with the primary caregiver. For both measurements, ask the child to remove his or her shoes.

Measuring Weight

Weight can be measured using a hanging scale or a scale placed on the ground. If using a hanging scale to weigh very young children, be sure the scale is hung from a strong support and that the child is securely positioned. Record the child's weight to the closest 0.5 kilograms. If using a scale placed on the ground, be sure the scale is placed on a level surface. If the child can stand on his or her own, weigh the child while he or she is standing still on the scale and looking straight ahead. If the child is not able to stand on his or her own, weigh the child while someone is standing on the scale holding him or her. First, weigh the person alone who will be holding the child. Ask this person to step off the scale and then again step on the scale while holding the child. To determine the weight of the child, subtract the weight of the child and the person holding the child from the weight of the person alone. Record the child's weight to the closest 0.5 kilograms.

Height versus Length

Use a measuring board to measure both height and length. To decide whether to measure the child's height or length, first determine the child's age. If the child is than two years of age, measure the child's length. If the child is two years old or older, measure his or her height. If you cannot accurately determine the child's age, measure length if the child is 85 centimeters or less and height if the child is more than 85 centimeters.

Measuring Height (See diagram 1)

To measure a child's height, place the measurement board on a hard, flat surface against a strong support (e.g., wall, tree, table, etc). Place the child's feet together in the center of the base and against the back of the board. Make sure the child's legs are straight and his or her heels and calves are against the board. Have an assistant or the caregiver place a hand on the child's knees and ankles to keep them together and straight. The child should look straight ahead with hands at his or her side while you make sure his or her shoulders are level and his or her head, shoulder blades, and buttocks are against the board. Lower the headpiece on top of the child's head and measure and record the child's height to the nearest 0.1 centimeters.

Measuring Length (See diagram 2)

To measure a child's length, place the measurement board on a hard, flat surface. While supporting the child's head and body, lay the child on the board. Make sure the child is laying flat in the center of the board and looking straight up with his or her head against the base of the board. Have an assistant gently hold the child's ears in order to keep the child's head in position. Move the footpiece firmly against the child's heels and measure and record the child's length to the nearest 0.1 centimeters.

Diagram 1

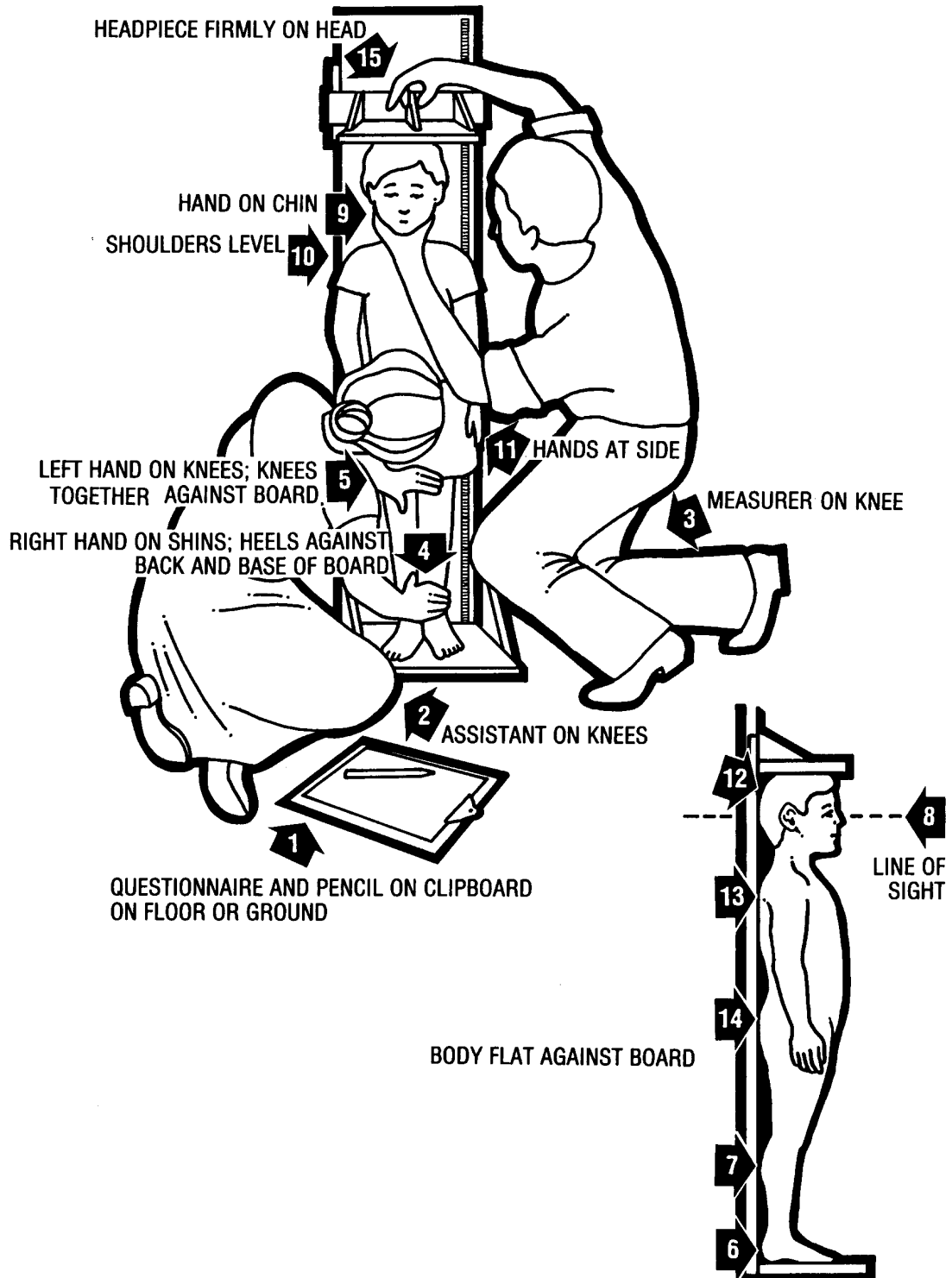
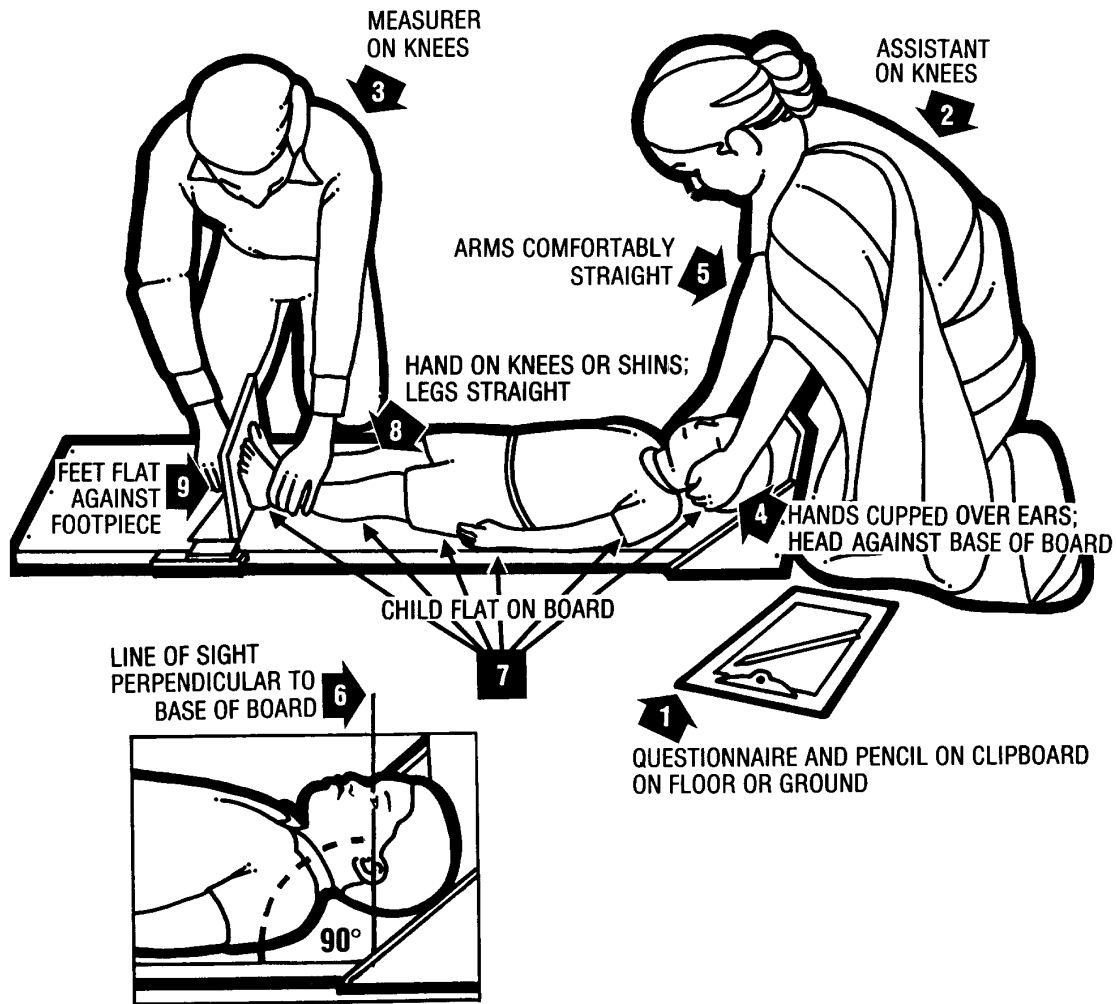


Diagram 2



DIAGRAMS

Multiple Indicator Cluster Surveys. United Nations Children's Fund. February, 2000.

INSTRUCTIONS:

Multiple Indicator Cluster Surveys. United Nations Children's Fund. February, 2000.

Burges, Ann. Community Nutrition for Eastern Africa. African Medical Research Foundation. Nairobi, 1994.

INSTRUCTIONS FOR ANTHROPOMETRIC MEASUREMENTS

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--- APPENDIX XI ---
Consent Form

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Consent Form

A. Purpose

You are invited to take part in a project to learn about the needs of children less than eight years of age in this area. This project is being conducted by [Name of Organization]. You are invited to take part in this project because you are a caregiver of children less than 8 years of age.

B. Procedures

If you choose to take part, this is what will take place:

- 1) You will answer questions about yourself, the other people living with you and your experiences supporting the children in your care as well as specific questions about the well-being about each child less than 8 years of age for whom you care. The survey will take about 40 minutes.
- 2) Each child less than 8 years of age in your care will be weighed and measured.
- 3) You will receive [amount or item of reimbursement] to reimburse you for your time and effort. (OPTIONAL)

C. Risks/Discomfort

There is very little risk in taking part in this project. It is possible that you may feel uncomfortable answering some of the questions. You may refuse to answer any questions asked of you.

D. Benefits

There may be no direct benefit to you for taking part in this project. However, some people may enjoy helping us learn more about the needs of young children in this.

E. Costs

It is free to take part in this project.

F. Alternatives to Participation

Your other option would be to not take part in this project

G. Confidentiality

Your records will be kept private. In order to protect your privacy, we will give you a project ID number. Your full name will not be on the forms. We will use your ID number for that.

H. Questions

If you have questions about this project, you may contact the Project Director, [Name of Project Director], at [Telephone or address of Project Director].

I. Compensation

You will get [amount or item of reimbursement] at the end of the interview to reimburse you for your time and effort.

J. Voluntary Participation and Withdrawal

It is up to you whether or not to take part in this project. You are not giving up any rights by taking part in this study. If you do choose to take part, you are free to change your mind. You can stop taking part at any time.

K. Agreement

I have read (or someone has read me) the information given above. I have been given the chance to ask questions and all of my questions have been answered in a way I understand.

Signature of Volunteer

Date

Signature of Person Obtaining Consent

Date

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--- APPENDIX XII ---

Other Resources

Literature Review

Foster, Geoff & Williamson, John. "A Review of Current Literature on the Impact of HIV/AIDS on Children in Sub-Saharan Africa," AIDS 2000, 14 (supplement 3):S275-S284. (As of July 2, 2001, available at <http://www.displacedchildrenandorphansfund.org>)

General Material on AIDS-affected Children and Families

Armstrong, Sue & Williamson, John. "Action for Children Affected by AIDS: Programme Profiles and Lessons Learned," WHO and UNICEF, New York, December 1994, 119 pages.

Ainsworth, Martha & Semali, Innocent. "The Impact of Adult Deaths on Children's Health in Northwestern Tanzania," Development Research Group of the World Bank and Muhimbili University College of Health Sciences, Dar es Salaam, Tanzania, January 2000, 37 pages.

Bor, Robert & Elford, Johathan, Eds. The Family and HIV. London and New York: Cassell, 1994, 282 pages.

"Call to Action for 'Children Left Behind' by AIDS." UNAIDS, UNICEF, and the National Black Leadership Commission on AIDS, December 1, 1999, 4 pages.

Csete, Joanne & Bochenek, Michael. "In The Shadow Of Death: HIV/AIDS and Children's Rights in Kenya," June 2001, Vol. 13, No. 4(A).
(As of July 2001, available at: <http://www.hrw.org/reports/2001/kenya/>)

"Children in a World With HIV/AIDS: New Challenges New Choices," UNICEF, presentation to the UNICEF Executive Board, September 1998 (CD ROM. in PowerPoint, text by Susan Hunter).

Cook, Michele. "Starting From Strengths: Community Care for Orphaned Children; A Training Manual Supporting the Community Care of Vulnerable Orphans," facilitator's guide, University of Victoria, Unite for Research and Education on the Convention on the Rights of the Child, School of Child and Youth Care, Canada and Chancellor College, Department of Psychology, Malawi, 1998.

"Coping with the Impact of AIDS" in Over, Mead and Ainsworth, Martha, Confronting AIDS: Public Priorities in a Global Epidemic. World Bank, Oxford University Press, 1997, pages 173-237.

Christian Aid. "No Excuses: Facing up to Sub-Saharan Africa's AIDS Orphans Crisis," May 2001, 25 pages.
(Available as of May 22, 2001 at: <http://www.christian-aid.org.uk/indepth/0105aids/aidsorph.htm>)

Donahue, Jill. "Community Mobilization and Microfinance Services as HIV/AIDS Mitigation Tools," prepared for the Displaced Children and Orphans Fund/USAID as a supplementary report to "Children Affected by HIV/AIDS in Kenya: An Overview of Issues and Action to Strengthen Community Care and Support," Displaced Children and Orphans Fund/USAID and UNICEF, 1999.

Donahue, Jill & Williamson, John. "Community Mobilization to Mitigate the Impacts of HIV/AIDS," Displaced Children and Orphans Fund/USAID, September 1, 1999, 9 pages.

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- Donahue, Jill, Hunter, Susan, Sussman, Linda & Williamson, John. "Children Affected by HIV/AIDS in Kenya: An Overview of Issues and Action to Strengthen Community Care and Support," Displaced Children and Orphans Fund/USAID and UNICEF, 1999, 53 pages.
- Drew, R.S., Makufa, C. & Foster, G. "Strategies for Providing Care and Support to Children Orphaned by AIDS," AIDS Care, Vol. 10, Supplement 1, 1998, pp. S9-S15.
- Drew, R.S., Foster, G. & Chitima, J. "Poverty B A Major Constraint in the Community Care of Orphans: A Study from the North Nyanga District of Zimbabwe," SAfAIDS, June 1996, Vol. 4, No. 2., 3 pages.
- "Eastern and Southern Africa Regional Workshop on Orphans and Vulnerable Children: Workshop Report." UNICEF Zambia and USAID Zambia, December 2000, 13 pages.
- Elmore-Meegan, Michael, Ronan Conroy, and Andrew Tomkins, "AIDS Orphans Study," presentation at the Collaborative Symposium on AIDS Research, January 1999, Nairobi Kenya (due for publication).
- FAO, The Effects of HIV/AIDS on Farming Systems in Eastern Africa, FAO Farm Management and Production Economics Service, Rome, 1995, 173 pages.
- Foster, Geoff & Makufa, Choice. "Community Mobilization Best Practices: The Families, Orphans and Children Under Stress (FOCUS) Programme," Family AIDS Caring Trust, Mutare Zimbabwe, 8 pages.
- Foster, Geoff; Makufa, Choice; Drew, Roger; Kambeu, Stanford; & Saurombe, Kingstone. "Supporting Children in Need Through a Community-based Orphan Visiting Programme," AIDS Care, 1996, Vol. 8, No. 4, pp. 389-403.
- Francois-Xavier Bagnoud Foundation, "Orphan Alert: International Perspectives on Children Left Behind by HIV/AIDS," July 2000, 28 pages. (Copies may be requests at info@afxb.org)
- Geballe, Shelly; Gruendel, Janice; & Andiman, Warren, Eds. Forgotten Children of the AIDS Epidemic. New Haven and London: Yale University Press, 1995, 283 pages.
- Henry, Kathleen. "Building Community-based Partnerships to Support Orphans and Vulnerable Children," pp. 3-8 in Impact on HIV, June 2000, Vol. 2, No. 2, Family Health International.
- Hunter, Susan. "Into the 21st Century: Designing Care and Protection Programmes for Children Affected by HIV/AIDS PowerPoint Slide Show and Country Programme Assessment Guide," UNICEF, 1999, 23.9 MB on CD ROM.
- Hunter, Susan, Reshaping Societies: HIV/AIDS and Social Change. A Resource Book for Planning, Programs, and Policy Making. Glens Falls, New York: Hudson Run Press, 2000, 376 pages. (Order through the Hudson Run Press web site, <http://www.hudsonrunpress.com/prod01.htm>)
- Hunter, Susan & Williamson, John. "Children on the Brink: Strategies to Support Children Isolated by HIV/AIDS," prepared by the Health Technical Services Project for the United States Agency for International Development, December 1997, 56 pages. (As of September 1999, available at <http://www.dec.org>) (As of November 2000, the executive summary [the second document on the page] is available at <http://www.synergyaids.com/children.htm>)
- Hunter, Susan & Williamson, John. "Children on the Brink 2000: Updated Estimates and Recommendations for Intervention, Executive Summary," United States Agency for International

- Development/The Synergy Project, July 2000, 27 pages.
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- Levine, Carol & Foster, Geoff. "The White Oak Report: Building International Support for Children Affected by AIDS," The Orphan Project, New York, 2000 (76 pages).
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[See also " Useful Material Not Specific to HIV/AIDS " below.]

E-mail Listserve

The Children Affected By AIDS (CABA) listserv provides a means of exchanging information among those concerned with this issue.

- To post a message, send to: CABA@synergyaids.com
- Browse previous postings at: <http://www.synergyaids.com/caba>
- To join or leave this forum, email caba-request@synergyaids.com with the message "subscribe caba" or "unsubscribe caba"
- Children Affected by AIDS (CABA) is provided and managed by The SynergyProject (www.synergyaids.com), a USAID Contract

CABA posts documents on its web site, rather than sending them out as attachments. Those who have difficulty accessing the web site but who want a posted document can send a request to the CABA Coordinator and request to receive it as an e-mail attachment by sending a request to [mailto: caba-request@synergyaids.com?subject=help](mailto:caba-request@synergyaids.com?subject=help)

Newsletters

AFXB AIDS Orphan Alert is distributed by e-mail and as of November 2000 may be requested by e-mail to Deborah Forbes at dforbes@fxb.org the FXB web site is accessible at <http://orphans.fxb.org/>

Web Sites

<http://www.synergyaids.com/children.htm>

The original Children on the Brink and the new Executive summary of Children on the Brink 2000

http://www.usaid.gov/pop_health/caba/

Children Affected by AIDS Network and Archive (USAID and the Synergy Project)

<http://orphans.fxb.org/inform/alerts.html>

Orphans Alert by The Association François-Xavier Bagnoud

<http://www.chin.org.zm>

Children in Need Network (CHIN) – a Network of Non-Governmental Organisations, Community-Based Organisations and Government Departments Working with Children in Need in Zambia.

<http://www.togan.co.za/cindi>

Children in Distress – the site provides an overview of projects on AIDS and orphans in South Africa and includes papers from the Southern African Conference, "Raising the Orphan Generation".

<http://gbgm-umc.org/programs/aidsafrica/orphans.html>

UNAIDS – AIDS in Africa: Orphans due to AIDS: 1990-2010

<http://www.unaids.org/publications/documents/children/index.html#children>

UNAIDS – webpage provides reports and guidelines focusing on children, schools, and young people.

http://www.who.int/emc-hiv/fact_sheets/index.html

WHO -- HIV/AIDS Epidemiological fact sheets

<http://www.unicef.org/voy/>

UNICEF Voices of Youth – an online interactive forum for young people. This trilingual web site offers learning activities and materials, including web-based and chat discussions, on issues that

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affect the lives of children and young people worldwide such as child labor, youth rights, the environment, armed conflict, urbanization, gender discrimination, and HIV/AIDS.

<http://hivinsite.ucsf.edu/topics/children/>

UCSF – lists documents, abstracts, and web sites on children affected by AIDS.

<http://www.togan.co.za/cindi/>

Papers from the Southern African Conference, "Raising the Orphan Generation," organized by CINDI in Pietermaritzburg, 9B12 June 1998 (available as of August 4, 1999)

<http://www.undp.org/hiv/studyliis.htm>

Available from UNDP HIV and Development Programme, "From Single Parents to Child-Headed Households: The Case of Children Orphaned by AIDS in Kisumu and Siaya Districts, 1998" (as of August 5, 1999)

<http://www.undp.org/hiv/issuesli.htm>

Available from UNDP, "Children in Families Affected by the HIV Epidemic: A Strategic Approach," Issues Paper # 13 by Elizabeth Reid (also available in French)

<http://www.fxb.org/orphinfo.html#resources>

Links to resource material on children orphaned by AIDS are included on the web site of the Francois-Xavier Bagnoud Association

Videos

"Everyone's Child," produced in Zimbabwe by Media for Development Trust, 1996, 90 minutes. There is also a 20 minute training video drawn from the film with written material. Available from DSR dsr@us.net <http://www.catalog.com/dsr/film.htm>

"The Orphan Generation," produced by Small World Productions, 10 and 40 minute segments. This can be ordered through UNICEF web site: <http://www.unicef.org> Click on catalogues and follow the instructions regarding ordering forms. The Orphan Generation is not listed on the web site, but just fill in the title in the order form.

Useful Material Not Specific to HIV/AIDS

Embracing Participation in Development: Wisdom from the Field. Edited by Meera Kaul Shah, Sarah Degnan Kambou, and Barbara Monahan, CARE, October 1999 (Available from CARE, 151 Ellis Street, N.E., Atlanta GA, 30303, USA. Provides guidance on using Participatory Learning and Action (PLA) methodology.)

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"Promoting Psychosocial Well-being Among Children Affected by Armed Conflict and Displacement: Principles and Approaches," Working Paper No. 1, Working Group on Children Affected by Armed Conflict and Displacement, Save the Children Federation, 1996 (available from Save the Children, 54 Wilton Road, Westport CT 06880).

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