

Averting 'New Variant Famine' in Southern Africa: building food-secure rural livelihoods with AIDS-affected young people

Annex 1

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Appendix 1: Examples of areas to be investigated through the research

REFERENCE No. RES-16/1-25-0167

Key to methods

Method 1: Community and household profiling
 Method 2: Participatory research with young people

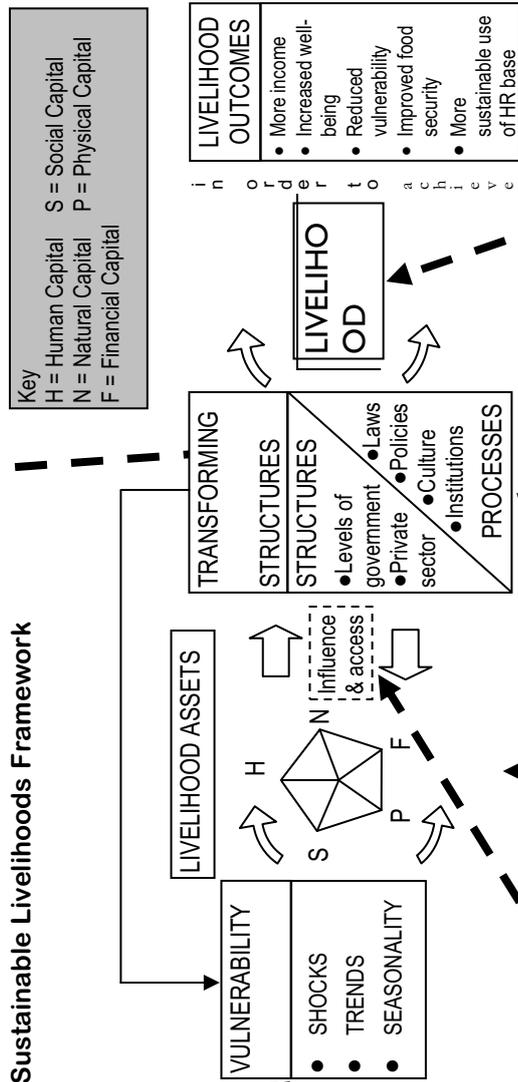
Method 3: Policy interviews

What are the impacts of AIDS? What other changes happening at the macro-level are impacting on vulnerability, e.g. climate change, liberalisation of global and domestic trade in agricultural produce, retrenchment of miners, instability of garment industry, political instability? How do they interact? [methods 1, 2, 3]

How do social relations of age, gender, generation etc impact on young people's access to livelihood assets? [methods 1, 2]

How do political and economic structures operating at global and national levels affect young people's access to assets and the strategies they adopt? What policies and practices of government ministries, parastatals, donor and UN agencies, NGOs, CBOs and FBOs impact on the livelihoods of AIDS-affected young people? [methods 1, 2, 3]

Sustainable Livelihoods Framework



What are the laws concerning inheritance? What is government policy and practice on education provision and fees, availability of ARVs, counselling and testing services, agricultural extension services? What are the prevalent attitudes towards youth? Do Child Rights and protection agendas, and attitudes toward 'child labour' preclude government from engaging children in livelihood programmes? [methods 1, 2, 3]

What livelihood activities do young people engage in currently (formal/informal, independently/within household, farming/non-farm activities/migration)? How much time do they spend generating livelihoods? What are their future plans? [method 2]

LIVELIHOOD ASSETS

H – how much education has a young person received? Do they have formal qualifications? Have they acquired other useful skills and knowledge? Are they likely to remain free from HIV, or to be able to access ARVs if necessary?
N – have they inherited/ will they inherit land? Are they permitted to access grazing land, firewood?
F – have they any savings or are they indebted? Do they have access to monetary income? Can they obtain credit if needed?
P – do they have access to (ownership or capacity to borrow) productive equipment, e.g. plough and oxen for agriculture, equipment for non-farm income generation?
S – if they have recently moved into a community, e.g. to foster care following parental death, do they have social networks in that community that will provide income earning opportunities, sharecropping arrangements, access to common property resources etc? [method 2]

Appendix 2: HIV prevalence, orphanhood and food security in the six countries affected by 'New Variant Famine'

	HIV prevalence rate among population aged 15-49*				Orphans as percentage of all 0-17 year olds, 2003 ⁵	Orphans due to AIDS as percentage of all 0-17 year olds, 2003 ⁵	Double orphans as percentage of all 0-17 year olds, 2003 ⁵	Food emergency declared ⁶							Percentage of population requiring food aid, 2006 ⁷		
	1994 ¹	1997 ²	2001 ³	2005 ⁴				2000	2001	2002	2003	2004	2005	2006			
Lesotho	3.1	8.3	28.9	23.2	19	10	5				✓	✓	✓	✓	✓	✓	30.6
Malawi	13.6	14.9	14.2	14.1	14	7	3				✓	✓	✓	✓	✓		40.0
Mozambique	5.8	14.2	12.2	16.1	15	5	2	✓			✓	✓	✓	✓			2.5
Swaziland	3.8	N/A	38.8	33.4	18	11	5				✓	✓	✓	✓	✓		23.0
Zambia	17.1	19.1	16.5	17.0	19	10	5				✓	✓	✓				9.4
Zimbabwe	17.4	25.8	24.6	20.1	19	14	6				✓	✓	✓	✓	✓	✓	26.2

* Owing to revisions to methodology, years are not directly comparable.

¹ World Bank (1997)

² World Bank (1998)

³ UNAIDS (2004)

⁴ UNAIDS (2006)

⁵ UNAIDS/UNICEF/USAID (2004)

⁶ FAO (2006)

⁷ WFP (2006)

Appendix 3: Case study villages: demography and livelihoods

Criteria for selection:

- Located in an area that has experienced recurrent food shortages
- Located in an area of at least the national average HIV-prevalence
- Not been the target of any aid/development project that would render it unusual
- A range of livelihoods that is not exceptional

1. Ha Rantelali, Lesotho

Ansell conducted fieldwork here in 1996 and 1997. It is located in the Maluti Mountains, 140 km from Maseru, the capital city and 6 km on a very rough road from the main Thaba-Tseka road. Two hours walk away are the amenities of Marakabei, a larger village, including schools, a clinic, small 'supermarket' and agricultural extension department.

2. Nihelo, Malawi

Nihelo is located in the densely populated Thyolo District, 38km south-east of Malawi's main commercial city, Blantyre. It is 14 km from the tarred road from Limbe to Thyolo and close to the traditional authority headquarters of Chimaliro. It is a short walk from the market and trading centre at Chipendo, and there are a number of other markets within a relatively short walk from the village.

	Nihelo 2007		Ha Rantelali 1996/7		Ha Rantelali 2007/8*	
	Total	Per household	Total	Per household	Total	Per household
Number of households	74		42		42	
Total population			219	5.2	219	5.2
Resident population	253	3.4	155	3.7	169	4.0
Residents aged 10-17	34	0.5	33	0.8	52	1.2
Residents aged 18-24	40	0.5	27	0.6	27	0.6
Cattle	0	0.0	171	4.1	200	4.8
Sheep	0	0.0	398	9.5	514	12.2
Goats	40	0.5	132	3.1	303	7.2
Pigs	45	0.6	3	0.1	63	1.5
Poultry	78	1.1	159	3.8	149	3.5
Horses/donkeys/mules	0	0.0	81	1.9	71	1.7
Fields	126	1.7	96	2.3	83	2.0
Maize (sacks)	416	5.6	86	2.0	254 (2007) 123 (2008)	6.0 (2007) 2.9 (2008)
Millet	25	0.3	0	0.0	0	0.0
Wheat (sacks)	0	0.0	48	1.1	73 (2007) 56 (2008)	1.7 (2007) 1.3 (2008)
Ploughs	0	0.0	16	0.4	20	0.5
Bicycles	29	0.4	0	0.0	0	0.0
Motor vehicles	0	0.0	1	0.0	2	0.0
Latrines	43	0.6	8	0.2	17	0.4
Radios	41	0.6	25	0.6	34	0.8
Beds	11	0.1	39	0.9	54	1.3
Irons	12	0.2	-	-	42	1.0
Cell phones	1	0.0	0	0.0	10	0.2
Refrigerators	0	0.0	0	0.0	2	0.0
Primary source of cash	Casual work ('ganyu') (26)		Brewing beer (9)		Brewing beer (23)	
	Selling crops (22)		Mining remittances (8)		Pension (8)	
	Paid work (9)		Other remittances (5)		Selling livestock (3)	
	Business (7)		Selling livestock (4)		Selling crops (2)	
	Selling irrigated crops (4)		Selling crops (4)		Selling mohair (1)	
			Cash for work scheme (3)		Remittances (3)	
			Casual work in village (2)		Shop (1)	
			Shop (2)		Teacher (1)	
			Selling wood (1)			

* Apart from the harvest figures for 2008, this data was collected in January 2008

Appendix 4: Young people in the villages

Malawi – Young people in the study

Name	YOB	Participatory exercises	Individual interviews	Comments on affected/unaffected
Women above 18				
Aleya	1987	Yes – 5 sessions	Yes	Yes, mother and stepfather died
Emily	1986	Yes – all sessions and walk	Yes	Yes, father died, first husband died, two children have died
Agnes	1986	Yes – 6 sessions	Yes	Yes, father died
Ethel		No	Yes	Yes, Brother died and she was taking care of him. Father?
Julita		No	Yes	Yes, double orphan, AIDS confirmed
Irene	1986	Yes – 6 sessions	Yes	Yes, Father died (drowned)
Mary	1986	Yes, all and many discussions	Yes	Yes, father died
Milka	1986	Only once	Yes	Yes, double orphan
Lucy	1988	No	Yes	Yes, father never married mother, moved away, later died. Mother married someone else, left daughter to be raised by a divorced grandmother.
Janet	1988	No	Yes	Yes, mother died
Sharon	1986	No	Yes	Yes, father died
Brenda		No	Yes	No
Aline	1986	No	Yes	No
Margret	1985	Yes – 7 sessions and walk	No	No
Loveness	1983	No	Yes	No, but parents are divorced
Fanny	1988	No	Yes	No, but parents are divorced
Limile	1982	No	Yes	No
Yvonne	1990	No	Yes	No
Maria		No	Yes	No
Men above 18				
David	1991?	Yes – all of them and walk	Yes	Double orphan, AIDS confirmed
Edison	1986	Yes – 3 sessions and walk	Yes	Yes, father died
Rex	1981	No	Yes	Yes, double orphan
Patric	1989	Yes, 3 sessions	Yes	No
Makwete	1987	No	Yes	No
Gabriel	1980	Yes – all sessions plus many	No	No

		conversations			
Jackson	1988	Yes – 3 sessions	Yes		No (parents divorced though)
Mussa	1989	Yes – 3 sessions	No		No
Chipewa	1983/78?	No	Yes		No
Wilson	1989	No	Yes		No
Wyson	1988	Yes – 6 sessions	Yes		No, but parents divorced early and mother is often sick
Girls below 18					
Trinity	1998	Yes, 8 times	No		Yes, father died
Alice	1994	Yes, 7 plus walk	No		Yes, mother very sick, sent to live with aunt who is on ARVs
Elubi	1997	Yes, 8 plus walk	No		Yes, parents alive but is living with aunt who is on ARVs
Jamiya	1991	Yes, 4 times plus other info	No		Yes, mother died, father absent. Experiences AIDS related gossip
Elida	1993	Yes, 2 times	No		Yes, mother died, has moved around and living with sick relatives
Susan	1995	Yes, 7 times	No		No, but lives with grandmother
Alena	1993	Yes, 6 times	No		No, but lives with grandmother
Aida	1994	Yes, 6 times plus walk	No		No
Lydia	1997	Yes, 5 times	No		No
Mandida	1991	Yes, 6 times	Yes		No, lives with husband
Boys below 18					
Lamiki	1994	Yes, 8 times	No		Yes, father died
Yamikani	1990	Yes, 4 times plus walk	No		Parents separated, new stepfather is often sick, other sickness in family
Viktor	1995	Yes, 8 times plus walk	No		Double orphan, lives with great grandmother
Blessings	1997	Yes, 8 times plus walk	No		Double orphan, lives with great grandmother
Fasan	1993	Yes, 8 times	No		No
Lucius	1994	Yes, 7 times	No		No
Ntendere	1998	Yes, 6 times	No		No
Manuel	1995	Yes, 2 times (know other things)	No		No
Piriliani	1997	Yes, 3 times	No		No
Filip	1997	Yes, 4 times	No		No, but lives with grandmother

Lesotho – young people in the study

Name	YOB	Participatory exercises	Individual interviews	Comments on affected/unaffected
Women above 18				
Mathabang	1984	No	Yes	Yes, father died
Manthlomeng	1988	Yes, every time	No	Yes, father died
Mamoletsane	1985	Yes, often	Yes	Yes, father died
Mabaitho	1988	No	Yes	Yes, mother died, father absent, aunt was supporting but died also
Maselloane	1986	Yes, often	Yes	Brother-in-law and sister-in-law died recently, probably of AIDS, with a significant impact on her
Momokete	1984	Yes, often	Yes	Yes, she has TB and learning difficulties but parents are alive
Malast	1982	Yes, often	Yes	No (but brother died young; adult sister died recently)
Mapoka	1984	Yes, every time	Yes	No
Puseletso	1986	Yes – only one exercise	Yes	No
Men above 18				
Khotso	1988	Yes, twice	No	Yes, double orphan, lives with grandmother
Boloka	1988	Yes, twice	No	Yes, double orphan, Child headed household head
Bakoena	1988	No	Yes	Yes, double orphan
Tumelo	1985	No	Yes	Yes, double orphan (but mother died quite late)
Mote	1986	Yes, often	Yes	Yes, father died
Retselisitsoe	1989	No	Yes	Yes, mother died
Tseliso	1984	No	Yes	No
Hlobola	1986	Yes, often	Yes	No
Relebhile	1987	Yes, often	Yes	No
Taelo		No	Yes	No (father died in fire, but he was already married at the time)
Letserna	1987	No	Yes	No
Sechaba	1989	Yes, often	Yes	No (but two paternal uncles died and g'mother had been sick with lebanta)
Girls below 18				
Lisebo	1997	Yes, often	No	Yes, mother died, possibly also father, lives with grandmother
Masefali	1994	Yes, often	No	Yes, double orphan, lives with grandmother
Mamello	1994	Yes, often	No	Yes, father died, mother now sick
Sophia	1991	Yes, twice	Yes	Yes, father died
Malaose	1990	Yes, twice	No	Yes, mother died
Matelina	1993	Yes, three time	No	Yes, Mother died

Nyefolo	1995	Yes, every time	No	Yes, father ill with TB
Mommokho	1995	Yes, four times	No	Yes, father sick with pulse and mother with chest
Mathabo	1990	Yes, every time	No	No
Mafusi	1996	Yes, often	No	No
Makhetang	1998	Yes, twice	No	No
Makhututsa	1995	Yes, every time	No	No
Tebello	1993	Yes, often	No	No
Boys below 18				
Thabo	1993	Yes, several times	Yes	Yes, double orphan, lives with grandfather
Tsolo	1994	Yes, often	No	Yes, double orphan, lives with grandmother
Moleboheng	1991	Yes, only for walk though	No	Yes, double orphan, child headed household
Souane	1990	Yes, once	No	Yes, father died
Tsekolo	1997	Yes, every time	No	Yes, father died
Joseph	1997	Yes, every time	No	No
Molibeli	1998	Yes, often	No	No
Nonyana	1995	Yes, often	No	No
Ticha	1991	Yes, often	No	No
Tsili	1993	Yes, every time but one	No	No

Summary totals

Summary Malawi	Number of participants	Double orphan	Father died	Mother died	Sickness and other
Women over 18					
Unaffected	8				
Affected	11	2	6	2	1
Men over 18					
Unaffected	8				
Affected	3	2	1		
Girls under 18					
Unaffected	5				
Affected	5		1	2	2
Boys under 18					
Unaffected	6				
Affected	4	2	1		1
Total affected/unaffected	23/47 i.e. 49 % affected	6/23 26% double orphan	9/23 39% father died	4/23 17.5 % mother died	4/23 17.5 % sickness
Summary Lesotho	Number of participants	Double orphan	Father died	Mother died	Sickness and other
Women over 18					
Unaffected	4				
Affected	5	1	3		1
Men over 18					
Unaffected	5				
Affected	7	5	1	1	
Girls under 18					
Unaffected	5				
Affected	8	2	2	2	2
Boys under 18					
Unaffected	5				
Affected	5	3	2		
Total affected / unaffected	25/44 57% affected	11/25 affected 44% double orphans	8 / 25 affected 32% father died	3 / 25 affected 12% mother died	3 / 25 affected 12% sickness

Appendix 5: Participatory research methods

Community profiling

	Activity	Method	Participants	Purpose
1	Good and Bad aspects of village	Asked villagers to identify the positive and negative things about their village as compared to other villages.	Community members at village meeting (discussion in groups)	Provided a quick village profile and understanding of how the villagers themselves see their own village as compared to other villages.
2	Livelihood activity matrices	Asked villagers to identify current livelihood activities in the village, then discussed the changes to these activities over the last 5 and 10 years.	Community members at village meeting (discussion in groups)	Collected information on livelihood activities in the village and on inter-household distribution of activities.
3	Changes in young people's lives	Asked villagers to reflect on what had changed in young people's lives as compared to the time when the elderly people were young.	Community members at village meeting (discussion in groups)	To focus on the lives of young people and understand the villagers' own perspectives on the changes that have taken place.
4	Village timeline	Asked villagers to mark important events in the community on a timeline. These could include migrations, significant developments, famine or other issues deemed important by the community.	Community members at village meeting (discussion in groups)	Provided historical information about the village and gave details about the important events that have shaped life in the villages.

Household profiling

	Activity	Method	Participants	Purpose
1	Household composition tree	Asked the households to help draw a family tree of their family, including persons who have died or moved away.	Household or, if available, extended family	Collected information on the households, the intra-household relationships and morbidity/mortality in the household. Provided a basis for selection of children for group work.
2	Activity matrices	For each person in the family tree, specified their daily livelihood activities.	Household or, if available, extended family	Collected information on livelihood activities in the village and on inter- and intra-household distribution of activities.
3	Livelihood	Discussed with household members and	Individual households,	To understand asset availability and how this determines livelihood

	activities and household assets	asked them to identify what sources of income they have, what assets are available to them as individuals and as a group.	members of every household in the village	choices and activities.
4	Household timeline	Asked members of the household to mark important events in the household on a timeline, discussing the family history.	Household or if available, extended family	Collected information on changes over time in family composition and resources, and their relation to mortality and livelihood activities.

Participatory research with young people

	Activity	What did we do?	With who?	Why?
1	Mental maps	Each young person drew a map of places, people and things that are important to them. Discussed in group. [In Lesotho they identified their houses and places of importance in groups on an aerial photo of the village.]	4 groups, divided by age and gender	In first session, talked about the project, introductions made. Mental map was to find out about their perceptions of the village and the places of importance to them.
2	Daily, weekly activity charts, seasonal calendars	Made activity calendars over a day and a week. Drew various activities. Explained and discussed in group.	4 groups divided by age and gender	Livelihood activities and their distribution in a day, over a week, and a year. Looked for age and gender differentiation in livelihood activities and discussed why activities differ for different persons - AIDS impact?
3	Photography	Learnt about camera and to take pictures, assignment to take pictures of important things young people do to help themselves, i.e. livelihood activities. Explained pictures and discussed.	6 friendship groups (within age and gender divisions) in Malawi; 4 usual groups in Lesotho	To see the world with "their eyes" and to look for important issues and problems, identify livelihood activities. It was important to discuss afterwards what they took a picture of and why they took a certain picture. Each young person chose 2 pictures to print and keep.
4	Guided transect walks	Guided walks with 8 individuals showing and talking about places of importance in the village and the vicinity. [In Lesotho, they walked in groups of 2-5 young people.]	8 individuals, one from each basic group, 4 usual groups in Lesotho.	Opportunity to work with individuals and find out more personal details. Seeing the places of importance prompted new queries and gave greater understanding.
5	Life maps	Made a map of life history, focusing on mobility and livelihoods. Discussions in	4 groups, divided by age and gender.	Assessed mobility (compare with mental maps) and assessed livelihood change over space and time. Discussed why people move

		group. [Herboys and women's group in Lesotho told the researcher about their lives so that she drew the life map under the supervision of the person it concerned.]		and why livelihoods change.
6	Socio-spatial networks and knowledge transfer	Drew diagrams of social networks, marked knowledge transfer in the networks. Discussed. [In Lesotho drawing was made easier through pre-printed family tree charts.]	4 groups, divided by age and gender	Mapped social networks and how knowledge is transferred through them as well as through other means. Asked how they access knowledge. Assessed how networks and learning is affected by AIDS.
7	Assets and problem trees	Identified livelihood activities that group members were engaged in or would like to engage in. Discussed the assets needed for these activities. Discussed how each participant could secure access to these assets. Discussed problems that could arise and how these could be overcome. Identified constraints and possibilities.	4 groups, divided by age and gender	Identified livelihood possibilities for young people and the constraints that hinder them from engaging in these. Assessed decision-making processes, how choices are made, problems and constraints. Built confidence through discussing how problems can be overcome.
8	Emotional storyboards	Drew 6 drawings connected to emotions in the past and visions for the future. The happiest and saddest time in life, biggest success and biggest disappointment, hopes and fears for the future. Discussed. [In Lesotho, this was a group discussion on happy and sad times in each young person's life, on future plans and on how one's life is compared to other young people's and why.]	4 groups, divided by age and gender	Assessed emotions that people would otherwise avoid talking about. Identified important emotional issues to the young people and helped understand important events in their lives. Successes and disappointments gave clues to their ambitions, and hopes, fears and future plans assessed visions, goals and potential constraints.
9	Drama and Video	Assignment to make a short dramatisation about a central problem in young people's lives. Video recorded the performance and discussed.	2 groups divided by gender	Assessed aspirations, decision-making and perceived constraints. Something fun and creative where they took the lead and decided the topic to focus on. Discussion was very important.

Appendix 6: Information leaflet for household heads, Nihelo (English and Chichewa versions)

If you DON'T want to take part in the project...

Then please tell me this and I will not come and ask you again.

If you DO want to take part in the project...

Then please sign the form below and give it to me. If you are not sure if you want to take part in the project or not, you can ask me questions and decide after I have told you more information.

Many greetings!

Flora



X-----X

I have read this leaflet and would like me and my household to participate in the research.

Name of household head -----

Signature ----- Date -----



University of Malawi



Group Project with Young People



Hello! My name is Flora Hajdu and I come from Sweden, but I work for a university in England. Perhaps you know me already since I have been living in Nihelo already for some weeks and I have held some village meetings which you and your household and everyone in the village were invited to.

This is to invite you and your household to take part further in my project, if you want to. Here follows some more information so that you can decide if you want to take part or not.

What it means to take part in the project

We would like all households in Nihelo to take part in this project. Taking part in the project means that I come to your home to talk to your family and do different things together, like drawing a

family tree. I would like to talk about who lives in your household and how you make a living. Our meeting will be in the morning, afternoon or in the evening or weekend, depending on when you and most other family members are available. I don't want our meeting to stop you and other family members from doing other things that you need to do, like go to market, school, the garden, well or do household duties. Not everyone in the family has to take part in our meeting, and anyone can leave our meeting whenever they want to.



Why do I want to do this project?

People overseas know very little about what it is like to be living in a village in Malawi. That is why they want to know more and so they send people like me to villages to find out. When we know more about the problems that families and young people face in their daily life, it is easier to do something about them. After I leave Nihelo in December, I will write a report and tell the decision-makers in Malawi and in England about what they should do to improve the situation of people in the countryside in Malawi. It will then be up to these decision-makers if they want to take my advice or if they just decide to ignore it. This means I cannot say if anything in this village will improve because of my project.

Anything you tell me will be kept private!

Anything you say will be kept private. When I write the report about this work, I will use the stories that you and others have told

me. But no-one will know that it's your story, because no real names will be used in the report.

What are the good things about taking part?

What you and others like you tell me about your lives will be used to try and get more help for other families in your situation. So your story may make things better for other families and children in the long term.

What might be the bad things about taking part?

Maybe you feel that you don't have time to take part in the project or that you are too shy to talk to me about your family. That is OK! Not everyone has to take part in the project if you don't want to.

Will we get something for taking part?

- You will get to keep the photograph that I take of your family.
- I hope you will think it is interesting and a good experience to tell me about your family and how you live.
- But I will NOT be able to pay you money for taking part in the project and I cannot help your family with monetary support!



University of Malawi



Ngati **SIMUKUFUNA** kutenga nawo mbali mu pulujeketi

Chonde Mundiuze ndipo sindibwelanso kuzakufunsaninso.

Ngati **MUKUFUNA** kutenga nawo mbali mu pulujeketi

Musaine folomuyi ndipo mundipatse. Ngati mukukayikila zotenga nawo mbali mu polojeketi mukhoza kundifunsa mafunso ndicholinga kuti mupanga chisankho pamapeto ake.

Mwakoma nonse

Flora



✂-----✂
Ndavelelenga tsambali ndipo ine ndi banja langa tikufuna kutenga nawo mbali mukafukufuku

Dzina Mutu wa banja_____

Saini_____Tsi ku_____

Pulojeketi ya Gulu la Ana



Moni, dzina langa ndine Flora Hajdu wochokela ku Sweden koma ndimagwila ntchito ku sukulu ya ukachenjeda ku Mangalade. Mwina mumandiziwa kale chifukwa ndakhala m'mudzi wa Nihelo kwa sabata zingapo ndipo ndakhala ndikupanga misokhano mmudzi muno imene inuyo ndi banja lanu ndi anthu ena a mudzi muno anali otanidwa.

Choncho ngati mukufuna inu ndi banja lanu muli kuitanidwa kutenganso mbali mu polojeketi. Pansipa pali zambiri zokuthandizani kuti musakhe ngati mukufuna kutenga nawo mbali kapena ayi.

ndidzalangiza akuluakulu a Boma kuno ku Malawi ndi ku Mangalande za zimene angapangapo kuti moyo wa anthu akumudzi usinthe. Zonse zizakhala mmanja mwa akuluakuluwa ngati angatenge malangizo anga kapena ayi. Motelo sindinganene motsimikiza ngati zinthu zingasithe mmudzi muno chifukwa cha polojeketi yangayi.

Zonse mungandiuze zizakhala za chinsinsi!

Pamene ndidzalembe ndondomeko ya ntchitoyi, ndidzagwiritisa ntchito nkhani zimene inuyo ndi anzanu mwandiuza. Koma palibe amene adzadziwe kuti ndi nkhani yanu chifukwa mayina anu enieni sadzachukidwa.

Kodi pali ubwino wanji potengapo mbali?

Zimene inuyo ndi anzanu ena munganene za moyo wanu zizathandiza kuyesa kupeza chithandizo chamabanja ena amene ali ndimavuto ngati anu. Nkhani zanu zinthandiza kusitha zinthu kwa mabanja ena mutsogolo muno.

Kodi pali zoipa zANJI potengapo mbali?

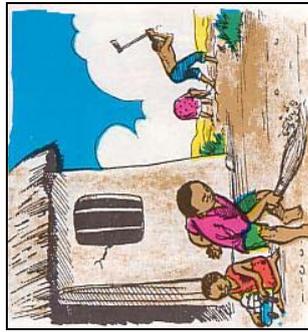
Mwina mukuganiza kuti mulibe nthawi kuti mutenge nawo mbali mu polojeketi kapena muli ndi manyazi ambiri kusimba za inu nokha. Chabwino ngati simuikufuna simuli ukakamizidwa kutengapo mbali.

Kodi ndidzalandilapo kanthu potenga mbali?

- Mudzasunga zinthuzi za banja lanu zimene ndidzajambule.,
- Ndikhulupilira kuti nthawi ya pulojeketi mudzaona ngati zosangalatsa ndi chabwino kundiuza za banja lanu ndi mmene mmakhalira
- Koma sinditha kukulupilani ndalama chifukwa chotenga mbali mu polojeketi ndipo sindithandizanso banja lanu ndi ndalama

Zikutanthauzanji kutenga mbali mu Polojeketi iyi

Ife tikufuna kuti mabanja onse a mmudzi mwaNihelo atenge nawo mbali mu polojeketi. Kutenga nawo mbali kuthanda za kuti ndibwela ku nyumba kwanu kudzalankhula nanu ndikuchita zinthu zosiyanasiyana monga kujambula mbiri ya mtundu wanu. Ndikufuna kudziwa anthu amene amakhala mnyumba yanu ndinso ntchito imene amagwira kapena zimene amachita pa moyo wawo. Tizisonkhana mmawa, madzulo, usiku kapena kumathelo a sabata malinga ndimmene mupezele mpata. Sindikufuna kuti misonkhano imeneyi izikusiyitsani zinthu zimenene mumapanga ngati kupita ku msika, kusukulu, kumunda, kuchitsime kapena ntchito zili zonse za pakhomo. Sialiyense wambanja ayenela kutenga nawo mbali ndipo aliyense ali oloedwa kuchoka nthawi imene afunire, mukhonzanso kusiya kubwela kumisokhano m'mene mungafunire.



Chifukwa chiyani ndikufuna kupanga polojeketi imeneyi?

Anthu a maiko aku tsidya la nyanja sadziwa zambiri zamomwe ana amakhalira mmudzi wa ku Malawi. Chomwecho amafuna atadziwa ndichifukwa anatumiza ineyo kuti ndizafufuze. Tikadziwa zambiri za mavuto amene ana mumakumana nawo tsiku ndi tsiku, zimathandiza kuti tichitepo kanthu. Ndikadzchoka Mmudzi waNihelo mu Decembala, ndikalemba ndondomeko ya zonsezi ndipo

Appendix 7: Household profiling proforma, Nihelo 2007



Household number: _____ **Surname:** _____

Name of interpreter: _____ **Date:** _____

No of persons interviewed: _____ No of houses: _____

Part of bigger homestead with hh no: _____

When did this family move to this homestead site? What year? _____

Family tree summary. No hh members: _____ **No adults:** _____ **No children:** _____

Deaths in family in last 5 years: _____

Chronic illness in family: _____

Migrations: _____

Summary of family incomes/livelihood activities (Are there any other incomes in the family?)

Facts about the household

Livestock	No.
Goats	
Pigs	
Rabbits	
Chicken	
Ducks	
Turkey	
Guinea fowl	
Other:	

Last harvest	No of bags (if possible)
Maize	
Millet	
Cassava	
Buffalo beans	

Zama	
Potatoes	
Mpiru	
Tomatoes	
Pigeon peas	
Cabbage	
Sugarcane	
Onions	
Groundnut	
Eggplant	
Soyabeans	
Chilli Pepper	
Cocoa yams	
Banana	
Other:	

Fruit trees	No.
Mango	
Papaya	
Avocado	
Other:	
Religion	
Roman Catholic (RAC)	
CCAP	
Evangelical	
Church of Christ	
Seventh Day (SDA)	
Lutheran	
Chikondano	
Light of life Pentecoastal	

Beds	
Other big furniture	
Toilet	
Other:	

How many fields do you have? _____

Until which month did your food last after the harvest of 2006?

Space for other comments and information:

Possessions	No.
Bicycle	
Iron	
Cell phone	
Radio	

Please tell me some of the important events in this family. (Births, deaths, moving, employment opportunities, losing jobs, problems with crops and livestock, famine etc.)

Additional family members: - Note generation level here, mark on front side where person is in relation diagram!

Notes:

Appendix 8: Household profiling proforma, Lesotho 2008

Household number: _____ Date _____ Name of interpreter: _____ What year did this family move to this site? _____
 Surname _____ Clan: _____

member	Name	sex	DOB	relation to head	marital status	highest school	currently resident	more than 3 weeks' sickness in past year (cause ...)	main occupation	Type of income
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										

* Respondents

Has anyone been sick for a long time in the past five years? _____

Is there anyone who has lived here in the past five years that's not included above? _____

Has anyone moved into the household in the past five years? _____

Household

Livestock	No.
Cattle	
Sheep	
Goats	
Pigs	
Horses	
Donkeys/mules	
Poultry	

Fields	No.
Owned	
Sharecropped (own)	
Sharecropped (other)	

Last harvest	Sacks
Maize	
Wheat	
Peas	
Beans	
Harase	
Other:	

Fuel (for cooking)	
Collected wood/crop residue/weeds	
Paraffin	
Gas	
Other:	

Houses	No.
Rondavel	
Heisi	
Polata	
Optak	
Total rooms	

Possessions	No.
Latrine	
Plough	
Radio	
Motor vehicle	
Beds	
Iron	
Cell phone	
Refrigerator	
Agric. Equipment	
Other	

Religion	
Roman Catholic	
LEC	
Anglican	
St John	
Ethiopian (AME)	
Other:	

Until which month did your food last after the last harvest?

What did you do after that?

Sources of cash income: _____

Appendix 9: Information leaflet for young people, Nihelo (English and Chichewa versions)

If you DON'T want to take part in the project...

then please tell me this and I will choose someone else to replace you.

If you DO want to take part in the project...

Then please sign the form below and bring it to me. If you are less than 18 years old please ask your parent/guardian to sign too. The first meeting for the project will be on **DAY** and **DATE** and **TIME** at my house. At this time I will divide you into groups and tell you more about the project and what dates we will meet in the future. If you are not sure if you want to take part in the project or not, you can come to this meeting and decide after I have told you more information. Don't hesitate to come and talk to me before the meeting if you have any questions! If you want to take part in the project but you can't come to the first meeting, then come and tell me that you want to take part and bring the signed form so that I can put down your name in one of the groups.

Many greetings!

Flora



✂----- ✂

I have read this leaflet and would like to participate in the research.

Name of child ----- Age or date of birth -----
Signature ----- Date -----

If you are less than 18 years old - As parent/ guardian I agree to my child/ward to take parting the research

Name of parent/guardian -----
Signature ----- Date -----



University of Malawi



Group Project with Young People



Hello! My name is Flora Hajdu and I come from Sweden, but I work for a university in England. Perhaps you know me already since I have been living in Nihelo already for some weeks and I have come to your household once to talk to your family.

This is to inform you that you, _____ (name) have been selected to take part in my project, if you want to. Here follows some more information so that you can decide if you want to take part or not.

What it means to take part in the project

I have selected 30 persons between 10-23 years of age in Nihelo to take part in this project. Taking part in the project means that we meet at my home in groups and do different things together, like draw, make maps, take photographs with a camera or put on a little drama play that we can videotape. We will have about 15 meetings during September, October and November. The meetings will be in the afternoon after school or in the evening or weekend, depending on when you are available. I don't want these meetings to stop you from doing other things that you need to do, like go to school, work in the garden or do household duties. You do not have to take part in every meeting, and you can stop coming to meetings whenever you want to.



Why do I want to do this project?

People overseas know very little about what it is like to be young in a village in Malawi. That is why they want to know more and so they send people like me to villages to find out. When we know more about the problems that young people face in their daily life, it is easier to do something about them. After I leave Nihelo in November, I will write a report and tell the decision-makers in Malawi and in England about what they should do to improve the situation of people in the countryside in Malawi. It will then be up to these decision-makers if they want to take my advice or if they just decide to ignore it. This means I cannot say if anything in this village will improve because of my project.

Anything you tell me will be kept private!

Anything you say will be kept private. When I write the report about this work, I will use the stories that you and others have told me. But no-one will know that it's your story, because no real names will be used in the report.

What are the good things about taking part?

What you and others like you tell me about your lives will be used to try and get more help for other young people in your situation. So your story may make things better for other children in the long term.

What might be the bad things about taking part?

Maybe you feel that you don't have time to take part in the project or that you are too shy to talk to me about yourself. That is OK! You don't have to take part in the project if you don't want to.

Will I get something for taking part?

- You will get to keep the drawings and maps that you make and the photographs that you take. You will also see the video that you make.
- During our meetings I will serve some drinks and a little bit of food so you don't need to be hungry.
- I think you will learn some skills during the project as well, like how to take photographs with a camera, and your English will likely improve. I hope you will think it is fun and a good experience!
- Afterwards I will give you a certificate that you took part in the project.
- But I will NOT be able to pay you money for taking part in the project and I cannot help your family with monetary support!

Ngati simukufuna kutenga nawo mbali mu pulujeketi

Chonde Mundiuze kuti ndisakhe munthu wina

Ngati mukufuna kutenga nawo mbali mu pulujeketi

Musaine folomu ili pansipa ndipo mundipatse. Ngati muli ndizaka zochepele khumi ndizisano ndi mphambu zitatu (18) muwapatse makolo/kapena okuyanganirani asayinso. Tsiku loyamba kukumana likhala kuryumba kwanga/sukulu, tsiku la... nthawi ya... Ndidzakugawani mumagulu ndikukudziwisani zambiri za polojeketi ndi masiku ukumana mutsogolomu. Ngati mukukayika kuti mwina simutengapo mbali mu polojeketi mukhozabe kubwela ku msonkhanowo kuti mudzapange bwino chisakho. Ngati muli ndimafunso musaope kudzalankhula nane tsiku la msokhano lisanakwane. Ngati mukufuna kutenga mbali mu polojeketi koma pa zifukwa zina simungathe kubwela ku msokhano woyambawu mudzandiuze ndipo mubweletse ma folomu osayina kuti ndidzalembe dzina lanu pamdandanda wa magulu.

Mwakoma nonse
Flora



✂-----✂
N'danvelenga tsambali ndipo ndikufuna kutenga nawo mbali mukufukufuku
 Dzina la mwana_____ Zaka /kapena tsiku la kubadwa_____
 Saini_____ Tsiku _____
 Ngati muli ochepela za nkhumu ndi zisano ndi mphambu zitatu- *Monga kbolo*
/ woyang'anila mwanayu ndakwomeleza kuti mwanayu atenge nawo mbali mukufukufuku
 Dzina la kholo /woyang'anila_____ Tsiku _____
 Saini_____ Tsiku _____

Pulojeketi ya gulu la ana



Moni, dzina langa ndine Flora Hajdu wochokela ku Sweden koma ndimagwila ntchito ku sukulu ya ukachenjede ku Mangalande. Mwina mumandiziwa kale chifukwa ndakhala m'mudzi wa.....kwa sabata zingapo ndipo ndinabwela ku nyumba kwanu kudzacheza ndi banja lanu. Ndikufuna ndikuuzeni kuti iwe_____(name) wasakhidwa kuti utengapo nawo mbali mu polojeketi, ngati ukufuna Pansipa pali zambiri zokuthandiza kuti usakhe ngati ukufuna kutenga nawo mbali kapena ayi.

Zikutanhanzanji kutenga mbali mu Polojeketi iyi

Ndasakha anthu makumi atatu a zaka za pakati pa khumi limodzi ndi makumi awiri ndi mphambu zitatu mu mudzi wa.....kuti atengepo mbali mu polojeketi. Kutenga nawo mbali kuthandauza kuti tidzakumana ku nyumba kwanga mumagulu kudzachita zinthu zosiyanasiyana munga kujambula papapela, kupanga mapu, kujambula ndi kamela kapena kupanga sewelo limene tidzajambule ndi vidiyo. Tidzakhala ndi misokhano khumi ndi mphambu zisano mu miyezi ya Seputembala, Okutobala ndi Novembala. Tizizasonkhana mmawa, madzulo, usiku kapena kumathelo a sabata malinga ndimomwe mudzapezele mpata. Sindikufuna kuti misonkhano imeneyi izakusokonezeni zinthu zimenene mukufuna kuchita ngati kupita ku kusukulu, kumunda, kapena kugwira ntchito zina za pakhomo. Simuli okakamizidwa kutenga nawo mbali ndipo mukhonza kusiya kubwela ku misonkhanoyi thawi ina iri yonse pamene mufunire.



Chifukwa chiyani ndikufuna kupanga polojeketi imeneyi?

Anthu a maiko a tsidya la nyanja sadziwa zambiri zamomwe kukhala mwana mumudzi wa chi Malawi kumakhalira. Chomwecho amafuna atadziwa, ichi ndichifukwa chimene anatumizira ineyo kuti ndizafufuze. Tikadziwa zambiri za zokhoma zimene ana mumakumana nazo tsikunditsiku, zimathandi kuti tichitepo kanthu. Ndikachoka Mmudzi wa..... mu Novembala, ndikalemba ndondomeko ya zonsezi ndipo ndidzalangiza akuluakulu a Boma kuno ku Malawi ndi ku Mangalande za zimene angachitepo kuti moyo wa anthu akumudzi usinthe. Zonse zizakhala mmanja mwa akuluakuluwa ngati angatenge malangizo anga, kapena ayi. Motelo sindinganene mosimikiza ngati zinthu zingasithe mmudzi muno chifukwa cha polojeketi yangayi.

Zonse mungandiuze zizakhala za chinsinsi!

Pamene ndidzalemba ndondomeko ya ntchitoyi, ndidzagwiritsa ntchito nkhani zimene inuyo ndi anzanu mwandiiza. Koma palibe amene adzadziwe kuti ndi nkhani yanu chifukwa mayina anu enieni sadzachulidwa.

Kodi pali ubwino wanji potengapo mbali?

Zimene inuyo ndi anzanu ena anganene za moyo wanu zizathandiza kupeza chithandizo cha ana ena amene ali ndimavuto ngati anu. Nkhani zanu zinthandiza kusitha zinthu kwa ana ena mutsogolo muno.

Kodi pali zoipa zANJI potengapo mbali?

Mwina mukuganiza kuti mulibe nthawi kuti mutenge nawo mbali mu polojeketi kapena muli ndimanyazi ambiri kusimba za inu nokha. Chabwino ngati simuikufuna simuli ukakamizidwa kutengapo mbali.

Kodi ndidzalandilapo kanthu potenga mbali?

- Mudzasunga zinthuzi ndi mapu amene mujambule. Mudzaoneranso vidiyo imene mudzajambule.
- Nthawi ya msokhano tidzakupatsani zoziritsa kukhosi ndi kachakudya pang'ono kuti musafe ndi njala
- Ndikhulupilira kuti nthawi ya pulojeketi muphunzilapo luso lojambula ndi kamela, ndipo chizungu chanu chisintha. Ndikhulupilira mwanjaya ndipo mwamphunzilapo zabwino
- Pomaliza ndizakupatsani satifiketi yokuthokozani potengapo mbali mu polojeketi.
- Koma sinditha kukulipirani ndalama chifukwa chotenga mbali mu polojeketi, ndipo sindithandizanso banja lanu ndi ndalama

Zikomo kwambiri

Appendix 10: Information leaflet for stakeholders, Lesotho

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Project Website:

<http://www.brunel.ac.uk/about/acad/sse/chg/research/cvgrg/nvf>

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Ref. No: RES-167-25-0167

Lead Institution: Centre for Human Geography, Brunel University, UK

Collaborators: Department of Geography, Chancellor College,

University of Malawi

Institute of Southern African Studies, National University of

Lesotho



Averting 'New Variant Famine' in Southern Africa:

Building Food-Secure Rural Livelihoods
with AIDS-affected Young People

The AIDS pandemic across Southern Africa is affecting children in many ways, and yet research into the long-term impacts of the pandemic on children's livelihoods has been lacking. This research project is intended to generate new, in-depth understanding of how AIDS, in interaction with other factors, is impacting on the livelihood activities, opportunities and choices of young people in rural southern Africa, with Malawi and Lesotho as case study countries. The insights from this research project will support the development of policies and interventions that enhance AIDS-affected young people's prospects of achieving sustainable, food-secure livelihoods throughout the region.

Main Objectives

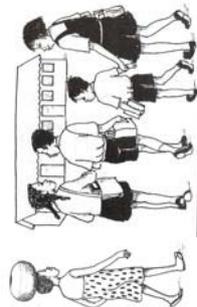
1. To improve understanding of the ways in which AIDS is impacting on young people's involvement in household livelihood strategies in rural southern Africa.
2. To assess the ways in which wider policy, institutional and economic environments condition the livelihood opportunities available to AIDS-affected rural young people.
3. To elicit AIDS-affected young people's perspectives on their current situations and future prospects, and to understand how their aspirations and decisions are shaped.

4. To improve understanding of the spatial dimensions of rural young people's livelihood responses to AIDS.
5. To generate evidence in relation to the "New Variant Famine" hypothesis, i.e. that AIDS impacts heavily on long-term food security by eroding people's access to the knowledge and assets needed in the pursuit of secure livelihoods.
6. To work with young people, development practitioners and policy makers to develop guidelines for appropriate policy responses and interventions to support AIDS-affected young people in achieving sustainable livelihoods.
7. To provide an innovative model that can be used for similar studies in other settings.



Ethical Conduct

The research has received ethical approval from Brunel University. Strict ethical guidelines will be followed when working with children and with the sensitive topic of AIDS. Confidentiality and anonymity of participants will be ensured, and care will be taken not to jeopardise livelihood activities or in other ways do indirect harm to research participants.



Beneficiaries

Primary beneficiaries will be AIDS-affected children and youth living in southern African countries that are experiencing recurrent food crises. Policy recommendations that can be enacted through faith and community-based organisations, schools, agricultural extension services, as well as through national legislation, will be developed.

National Steering Group (NSG) in Lesotho

An NSG for the Lesotho part of the project will be assembled in January 2008. This group will meet four times during the period of the research to offer input into the research design in order to ensure relevance, and to consider preliminary findings and their implications. Representatives of government, NGO and donor communities, as well as researchers will be invited to the NSG.

Dissemination of Research Results

Research results will periodically be posted on the project website in the form of short "Briefing Notes". In Lesotho, two weeks of dissemination activities are planned for September 2008. A final research report will be produced during 2008 and will be sent to all interested parties.

Methodology

Participatory research will be conducted in two rural communities in Lesotho (July-December 2007) and Lesotho (January-April 2008). The research will consist of:

- **Community profiling** – meetings with the whole community to learn about village history and situation, as well as interviews with key persons.
- **Household profiling** – interviews with every household in the village, focusing on family-level information, presence of illness, migration and livelihood activities.
- **Research with young people** – group work with young people between 10 and 24 years old, focusing on livelihood-related constraints and possibilities. Young people will be encouraged to share their experiences and thoughts through participatory exercises, e.g. drawing calendars and charts of activities, creating solution trees, working with scenarios and using photography and drama.

Appendix 11: Consent letter for policy interviews, Lesotho

The *Averting 'New variant famine'* research project is supported by:



Institute of Southern African Studies
National University of Lesotho, Roma 180, Lesotho

Centre for Human Geography,
Brunel University, Uxbridge, Middlesex, UB8 3PH, UK

Dear Sir or Madam,

Consent to be Interviewed

We are approaching you as members of the research team for the project **“Averting 'New Variant Famine' in Southern Africa: Building food-secure livelihoods with AIDS-affected young people”**.

As part of this research we are conducting interviews with decision-makers in relevant government departments, donor and UN agencies, national and international NGOs operating in Lesotho. We would like to ask if you are willing to be interviewed about the roles played by institutions, legislation and policy in the ways that AIDS is impacting on the livelihood activities, opportunities and choices of young people. The interview will focus on perceptions of the impacts of current policies and activities, and on potential responses to the issues raised.

We hope you will feel comfortable to be interviewed in English, and for our conversation to be recorded and later transcribed.

The insights from this research project will support the development of policies and interventions to enhance AIDS-affected young people’s prospects of achieving sustainable, food-secure livelihoods in Lesotho and throughout the region of southern Africa.

No payment or compensation can be given for the interview. If you choose to proceed with this interview we can talk together for about an hour today or at a convenient time. Please be assured that your participation is voluntary and of course you may decline to answer any or all of the questions. If at any time you feel uncomfortable about the interview you are free to withdraw your participation without any penalty. We might wish to use quotations from the interview in materials (including presentations and publications) produced from the research. Please tell us if you would prefer us not to do so. We will not, however, use your name.

Research results will be posted on the project website www.brunel.ac.uk/about/acad/ges/research/cygrg/nvf. Two weeks of local and national

dissemination activities are planned for August 2008. A final research report will be produced in late 2008 and sent to all interested parties.

If you have further questions about the research project please see the attached information leaflet, or contact one of the project staff.

Yours sincerely,

Dr Nicola Ansell
Principal Investigator
58533279

Dr Flora Hajdu,
Research Assistant
63255880

Nicola.ansell@brunel.ac.uk

florahajdu@gmail.com

✂-----✂

I have read this letter and agree to participate in the interview.

I have been given an opportunity to ask questions regarding this research project and know whom to contact if I have further questions or complaints.

I give the research team permission to use my job title in association with my testimony.

Signature _____
Date _____
Name _____
Job Title _____
Organisation _____
Email _____
Phone _____

Appendix 12: Policy interview topic guide: policy and programme development

Procedure for consent process before conducting interviews

Interviewer to start by introducing herself.

She briefly explains the project and gives the interviewee the consent letter and information leaflet.

The interviewee is given the opportunity to read the information letter and leaflet.

The interviewee is invited to ask any questions they may have.

Then the interviewee is asked to sign the consent form if they agree.

Interview guide

We are interested in policies / programmes that are relevant to the lives of rural children and youth. These might be past programmes / policies that are no longer operating, those currently in operation and those which are being developed.

What prompted development of the (new) policy / programme? What issues was it intended to address?

Was there any research undertaken? Who did the research? (Was it commissioned by your organisation?)

What processes were involved in the development of the policy / programme? What forms of consultation were involved?

Who is funding the programme? How does it fit with their interests? To what extent were they involved (directly or indirectly) in shaping it?

What other forms of partnership are involved?

Who is implementing the policy / programme?

What are the challenges for implementation?

Are there any constraints within which you are operating that limit what can be achieved? (Economic, political, policy, cultural etc – both in terms of policy development and implementation)

What do you expect to be the outcomes of the programme / policy?

How was / is / will the effectiveness of the policy / programme (be) assessed? What are the expectations concerning monitoring and evaluation?

What else do you think *should* be done to mitigate the impacts of AIDS on young people's livelihoods? What would the obstacles be?

In our research, the young people identified A, B and C as the most difficult things in their life, what is your reaction to this?

How could these children's perspectives' be taken into consideration in potential future policy or programmes?

In our research, the children identified X, Y and Z as things that would be important to change in order to ease their situation, what do you think about that?

How could this be achieved?

Procedure for closing interview

Interviewer thanks the interviewee and asks if they have any questions.

The interviewer reminds the interviewee of the contact details on the information leaflet should they wish to get in touch later about any questions or issues that arise subsequent to the interview.

Appendix 13: Policy interviews topic guide: policy and programme implementation

Procedure for consent process before conducting interviews

Interviewer to start by introducing herself.

She briefly explains the project and gives the interviewee the consent letter and information leaflet.

The interviewee is given the opportunity to read the information letter and leaflet.

The interviewee is invited to ask any questions they may have.

Then the interviewee is asked to sign the consent form if they agree.

Interview guide

We are interested in policies / programmes that you are involved with that affect the lives of rural children and youth. These might be past programmes / policies that are no longer operating, those currently in operation and those which are being developed.

What policies /programmes are you implementing that affect rural young people?

What are the challenges for implementation?

Are there any constraints within which you are operating that limit what can be achieved? (Economic, political, policy, cultural etc – both in terms of policy development and implementation)

What effects is it having?

What do you expect to be the longer term outcomes of the programme / policy?

What else do you think *should* be done to mitigate the impacts of AIDS on young people's livelihoods? What would the obstacles be?

In our research, the young people identified A, B and C as the most difficult things in their life, what is your reaction to this?

How could these children's perspectives' be taken into consideration in potential future policy or programmes?

In our research, the children identified X, Y and Z as things that would be important to change in order to ease their situation, what do you think about that?

How could this be achieved?

Procedure for closing interview

Interviewer thanks the interviewee and asks if they have any questions.

The interviewer reminds the interviewee of the contact details on the information leaflet should they wish to get in touch later about any questions or issues that arise subsequent to the interview.

Appendix 14: Life history interview topic guide

Educational histories

- Preschool?
- Age when started primary school? (why if esp late / early)
- Years of school missed? (why? If no money, why?)
- Repetition? (why?)
- Attendance? (why?)
- PSLE? (grade of pass; explain if failed)
- When left? (year, level – causes? (multiple)
- Secondary school? (repeat questions for primary – missed years, repetition, attendance, exams taken – JC, COSC, levels of pass)
- Did you receive a bursary? For which years? Who applied?
- Initiation? (value, who paid, how much)

Family events

- Sickness / deaths of family members? (prompt – parents, siblings, aunts, uncles)
- Who? When? / What? AIDS?
- Are/were they able to get treatment?
- Impacts on family? (loss of earnings, property, livestock etc; other family members needing to give up work, migrate)
- Impacts on self? (on education, caring or other roles, having to earn money/do chores, someone to learn from)
- Inheritance of assets – who got what? (land, property, livestock, other)
- Retrenchments etc? reasons?

Migration history

- Self? (why? Prompt for detail if education or livelihood related; impacts on education, livelihood, access to resources)
- Other household members?

Hunger history

- Usual diet?
- Number of meals a day?
- Own grown or purchased food?
- Times when hungry? (years, seasons – this year?)
- What caused the hunger?
- How did you deal with hunger? Strategies?
- Was everyone in the household hungry?
- Have you or your household received food aid? How much? How often? Over what time period? Why did you qualify?

Health history

- Any health problems?
- When? How long for?
- Access to treatment?

Marriage

- When did you marry?
- Why did you marry?
- Were you able to marry who you wanted?
- How has marriage changed your lifestyle? (affluence/costs, workload, freedom to work/migrate)
- Acquisition of assets?
- Bridewealth payments? How much (if any) paid / still owed? To whom?
- What did you bring from your parents' household?
- Have you wanted to marry but weren't able? (why? Why not?)
- Do you wish / plan to marry? Why (not)?

Income-earning history

- Employment? When? Where? Accessed how?
- Other income sources? (selling goods, services etc)
- Other income to household? (esp. if independent household/ married – partner's contribution, other contributions e.g. from parents, in-laws)

Asset accumulation

- Savings? Accessed how?
- Other assets (that could be used to generate income, or things you could sell to raise money)?
- How many sheep, goats, cattle belong or are owed to you? Your partner? How did you acquire them? Decision-making over sales between couple.

Livelihood skills

- Any skills for income generation?
- Learned from whom? Where?

Future plans and prospects

- Will you get land? (when? How much? At marriage? On someone's death?)
- Will you get livestock? (when? How many?) Will you be able to pay lobola?
- Relevance of sibling order?
- How far will you be able to continue with education?
- Will you marry? Have children?
- How would you like to live?
- How can you do this? What is stopping you?
- Are there people who can help you?
- Does it make a difference that your mother / father is sick / has died?
- How do you expect to live in the future? (Do you expect to have enough to eat? Have work? Live in village? With partner / children?)

Appendix 15: Principal livelihood activities of young people

Lesotho

		total	school	herding	Housework/ farming	other	married
Participants							
Boys 10-17	affected	5	4	1			
Boys 10-17	unaffected	5	4	1			
Girls 10-17	affected	8	8				
Girls 10-17	unaffected	5	4		1		2
Men 18-24	affected	6	1	4		1 (teacher)	1
Men 18-24	unaffected	5		5			1
Women 18-24	affected	5			4	1 (child minder)	4
Women 18-24	unaffected	3			2	1 (housekeeper)	2
Non-participants⁵							
Boys 10-17	affected	9	5	4			
Boys 10-17	unaffected	9	7	2			
Girls 10-17	affected	5	5				
Girls 10-17	unaffected	6	2		3	1 (shop assistant)	
Men 18-24	affected	4	3		1		
Men 18-24	unaffected	3		3			
Women 18-24	affected	1	1				
Women 18-24	unaffected	2			2		2
Total							
Boys 10-17	affected	14	9	5			
Boys 10-17	unaffected	14	11	3			
Girls 10-17	affected	13	13				
Girls 10-17	unaffected	11	6		4	1	2
Men 18-24	affected	10	4	4	1	1	1
Men 18-24	unaffected	8		8			1
Women 18-24	affected	4	1		4	1	4
Women 18-24	unaffected	5			4	1	4
All male	affected	24	13	9	1	1	1
All male	unaffected	22	12	11			1
All female	affected	17	14		4	1	4
All female	unaffected	16	6		8	2	6
Younger	affected	27	22	5			

⁵ 'Non-participants' include those who participated in only a small number of activities and about whom little is known. Data on non-participants is uncertain, particularly regarding whether the young person is affected by AIDS. Knowledge of married men in Malawi and married women in Lesotho is particularly vague where the project has not worked with these youth directly. The majority of the analysis in the report does not draw on evidence relating to these young people, but they are included in this table in part to indicate whether young people with particular characteristics were systematically excluded from the study.

Younger	unaffected	25	17	3	4	1	2
Older	affected	14	5	4	5	2	5
Older	unaffected	13		8	4	1	5
All affected		41	27	9	5	2	5
All unaffected		38	18	11	8	2	7

Malawi

		total ⁶	school	Small business	Dimba cultivation	ganyu	Housework/ farming	married
Participants								
Boys 10-17	affected	4	4					
Boys 10-17	unaffected	6	6					
Girls 10-17	affected	5	3				2	1
Girls 10-17	unaffected	5	4				1	1
Men 18-24	affected	3	1	1 (building)	2	2		2
Men 18-24	unaffected	8		4 (3 building, 1 selling on minibuses)	1	5		3
Women 18-24	affected	11		2 (baking for sale)	5	2		10
Women 18-24	unaffected	8			5	1	1	7
Non-participants								
Boys 10-17	affected	0						
Boys 10-17	unaffected	5	5					
Girls 10-17	affected	3	3					
Girls 10-17	unaffected	6	4		2			1
Men 18-24	affected	1			1	1		
Men 18-24	unaffected	7	1	3 (building, butchering, selling fish)	3	2		6
Women 18-24	affected	1					1	1
Women 18-24	unaffected	1			1	1		1
Total								
Boys 10-17	affected	4	4					
Boys 10-17	unaffected	11	11					
Girls 10-17	affected	8	6				2	1
Girls 10-17	unaffected	11	8		2		1	2
Men 18-24	affected	4	1	1	3	3		3
Men 18-24	unaffected	15	1	4	4	7		9

⁶ Numbers do not add to row totals because many young people were engaged in more than one principal livelihood activity.

Women 18-24	affected	12		2	5	2	1	11
Women 18-24	unaffected	9			6	6	1	8
All male	affected	8	5	1	3	3		3
All male	unaffected	26	12	4	4	7		9
All female	affected	20	6	2	5	2	3	14
All female	unaffected	20	8		8	6	2	10
Younger	affected	12	10				2	1
Younger	unaffected	22	19		2		1	2
Older	affected	16	1	3	8	5	1	14
Older	unaffected	24	1	4	10	13	1	17
All affected		28	11	3	8	5	2	15
All unaffected		46	20	4	12	13	2	19

Appendix 16: Abstracts of papers in preparation

Spaces and times in young rural lives: critical moments for AIDS-affected youth in Malawi and Lesotho

Nicola Ansell, Flora Hajdu, Elsbeth Robson, Lorraine van Blerk

(Invited for special issue of *Environment and Planning A*: 'Multiple scales of time-space and life-course')

Youth is a time of considerable change in most people's lifecourses. Leaving school, starting work, marriage and the birth of a first child are events that punctuate and define a relatively short period of transition in most societies. In southern Africa these events often follow in rapid succession (albeit seldom in the prescribed order). Young lives are also often associated with high levels of mobility, across diverse spatial scales, in particular with moving away from the parental home. Many southern African youth migrate in search of employment – if not with a view to making a permanent career in a distant place, then in order to accumulate capital for marriage or to start a small business back home. Marriage, too, generally entails migration for at least one party in every couple. Very often the confluence of particular events and places creates critical moments that transform young people's lives. Opportunities to borrow money from parents, for instance, are seldom available before leaving school or after marriage, yet may be crucial in enabling an individual seize the chance to learn a livelihood skill in an informal apprenticeship from a member of the community in which they are temporarily resident.

Malawi and Lesotho are countries in which youth is often viewed in relation to the severe AIDS pandemic that is afflicting the southern African region. Young people are seen as vulnerable to critical life-course transitions of both infection and orphanhood. Based on a series of time-space life maps drawn by AIDS-affected rural youth in Malawi and Lesotho, we argue that it is the timing and spacing of illness and death among parents and others that can determine the severity of the consequences of AIDS for young people in southern Africa. We examine the scaling of both temporal and spatial elements of these life-course transitions. Significant temporalities range from instantaneous events (such as the moment of exclusion from school due to failure to pay fees), through to more prolonged processes like learning a trade. Spatialities vary from the move of recently married couples to their own house within a family compound through to international migration. While these processes appear to be differently scaled, their implications for young people's lives can be equally profound and irreversible.

Policies for youth? Junctures and disjunctures between policy making and young rural lives in Malawi and Lesotho

Nicola Ansell, Elsbeth Robson, Flora Hajdu, Lorraine van Blerk

(Invited contribution to Kraftl P, Horton J and Tucker F (eds) *Youth matters? Critical geographies of youth policy and practice*)

In the past three years, both Malawi and Lesotho have introduced new youth policies. This chapter draws on participatory research conducted with young people, and interviews with representatives of youth ministries, and other policy makers and practitioners representing organisations involved in the formulation and/or enactment of national youth policies. It examines the youth policies of both countries in relation to two distinct spaces, each of which is both materially grounded and enmeshed in ideology and customary practice. The first space is that which is inhabited by most young people in the countries to which the policies apply. This is a (far from isotropic) rural space, in which contact with representatives of youth ministries is minimal and preoccupations of young people largely revolve around ways of making a living, often in the face of great challenges, which for many in the twenty-first century include parental death due to AIDS. The second space is that of policy formulation. In this space we find numerous government personnel, but also representatives of donor and UN agencies and non-governmental organisations. The second space extends beyond the policy formulators' physical meeting places in the capital cities, Lilongwe and Maseru, drawing in international

influences from conferences, conventions and international bodies, including significantly the UN Convention on the Rights of the Child and the conventions of the International Labour Organisation on the employment of children. This socio-political space also incorporates young people, although not to the extent that youth organisations deem appropriate. Within the chapter we focus on two particular themes (livelihoods and orphanhood) in order to interrogate the meeting (and/or failure to meet) of these two spaces. We explore the assumptions about young people that are inscribed in the youth policies and the policies' effectiveness in addressing the challenges faced by rural youth.

Young people's livelihoods in rural southern Africa: between AIDS and political economy

Elsbeth Robson, Nicola Ansell, Flora Hajdu, Lorraine van Blerk

(For presentation at RGS-IBG Conference, 2009, and subsequent submission to *Antipode*)

Tentative explanations for the coincidence of hunger and AIDS in southern Africa have been put forward in what is known as the 'new variant famine' hypothesis. Several of the proposed causal connections relate to the impact of AIDS on young people, and the ways in which these impacts affect young people's prospects of achieving food security in adulthood through, for instance, failure to inherit property and skills, having to marry or drop out of school at an early age. In order to explore these connections, we undertook participatory research with 10-24 year olds in rural communities in Malawi and Lesotho.

Preliminary findings suggest that factors other than the sickness and death of household members often have greater prominence in young people's assessments of their livelihood prospects: food security is seen as contingent on an array of external conditions within the prevailing political economy that interact with personal circumstances. In Malawi, for instance, accessing subsidised fertiliser is viewed as of primary importance, and land reform relating to tea estate land offer improved prospects to a few. In Lesotho there has been much less investment in smallholder production, which is regarded as inherently uncompetitive in the context of duty-free import of grain from South Africa. Here rural youth are often very dependent on access to cash income and affected by market volatility which is exacerbated in remote areas. The findings highlight the need for research into new variant famine to focus not only at the household level, but also on wider factors affecting rural food production and access to food.

Learning from children about their lives: producing individual and collective accounts

Lorraine van Blerk, Nicola Ansell, Elsbeth Robson, Flora Hajdu

(For presentation at RGS-IBG Conference, 2009, and subsequent submission to *Children's Geographies*)

The methods of participatory research are often advocated as suitable ways to encourage young people to speak openly about their lives in unthreatening contexts. In 2007/8 we undertook research, designed from this premise, in Malawi and Lesotho, exploring AIDS-affected young people's livelihoods. However, while participatory methods proved an effective means for enabling young people to tell us about some general aspects of their lives, it proved difficult to encourage them to share directly their personal experiences in group contexts. It was necessary to supplement collective participatory research with more individualised research methods, including individual interviews, in order to gain insight into the empirical situations of children living in different personal circumstances.

This experience not only points to the applicability of different methodological approaches for answering different types of research questions, but also flags up the different kinds of knowledges produced through these approaches. A participatory approach facilitated the development of collective knowledge and understanding, but at times this conflicted with the individual stories we were told in more private circumstances. Diagramming methods, for instance, facilitated the production of dire stories about what

happens to children when their parents die: yet in many cases the children engaged in producing these accounts had very positive stories to tell about their own lives as orphans. This does not undermine the value of participatory research with children and young people, but does suggest a need for caution in the interpretation of knowledge produced through collective methods.

Food security and AIDS: a pivotal role for youth?

Flora Hajdu, Nicola Ansell, Elsbeth Robson, Lorraine van Blerk, Lucy Chipeta

(Presented at International AIDS Conference, Mexico, 2008; for submission to *Development and Change*)

It is widely asserted that AIDS is one of the main drivers of food insecurity in southern Africa, and postulated that AIDS' impacts on youth are key to understanding this relationship. Parental sickness and death is believed to interrupt the inheritance of key assets, the intergenerational transfer of knowledge and educational trajectories, leaving AIDS-affected youth ill-equipped to grow or procure food. Intensive field research was being undertaken in case study communities in Malawi and Lesotho, using community and household profiling activities and participatory research with 30 young people aged 10-24. Results indicate that: (1) Inheritance of productive assets is seldom a major obstacle, particularly in rural Malawi where the asset base is very low. (2) Peers are said to be a more important source of livelihood-related knowledge than parents, owing partly to expectations of deference towards elders. However, the loss of skilled individuals, who are valuable in imparting specific livelihood-related knowledges, may be damaging. (3) Those affected by AIDS are not generally more likely than others to be out of school. Where children do drop out, the impact on food security may relate more to diminished social networks than direct benefits accrued through education. (4) AIDS may also impact on young people's food security by diminishing their access to financial capital and influencing decisions on marriage. Timing, in both these areas, plays a crucial role. In conclusion, AIDS is impacting on young people's prospects of food security in diverse, culturally specific ways that differ from those most widely put forward.

Livelihood options for orphans and vulnerable children: the significance of social networks

Nicola Ansell, Flora Hajdu, Elsbeth Robson, Lorraine van Blerk, Lucy Chipeta

(Presented at International AIDS Conference, Mexico, 2008; for submission to *AIDS Care*)

AIDS is known to impact on the lives of children in many ways, but less is understood about the longer term consequences. This paper reports on a two country study that was undertaken to explore the impacts of adult sickness and death on rural young people's access to livelihood opportunities. The project involved intensive field research in case study villages in Malawi and Lesotho. Methods employed in each village included community PRA exercises, household profiling and 40 sessions of participatory group activities with 30 young people between 10 and 24 years. Findings reveal that a significant means by which AIDS impacts on young people's livelihood options is by diminishing their social networks. Social networks are crucial in giving young people access to opportunities to learn new skills; borrow money to invest in business ideas; learn of opportunities for employment or income generation; and have someone to stay with, to take advantages of opportunities that arise in town or elsewhere. Yet due to AIDS, social networks may be reduced in various ways. Because AIDS tends to cluster in families, children may lose several adult kin (and other acquaintances) to the disease. Many affected children are withdrawn from school, reducing their pool of regular acquaintances. Time for friendships may also diminish if children need to spend their time working or caring for sick relatives in labour-constrained households. Furthermore, many AIDS-affected children move into unfamiliar communities in order to be cared for, and are cut off from previous acquaintances. Lastly, AIDS-related stigma and gossip may inhibit social relationships. In conclusion, although not the only way in which AIDS impacts on young people's livelihoods, the erosion of social networks can damage the livelihood opportunities available to orphans and vulnerable children.