

HIV/AIDS and
children's migration

A training
manual for
community
workers



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Introduction to the manual

Who this manual is intended for

This manual is aimed at service providers who are interested in empowering and equipping communities to deal with the impacts of HIV/AIDS. The particular focus here is to train community workers to help families and communities to make informed decisions regarding children's migration and to provide support. It is hoped that this will enable the most positive outcomes to be achieved for the children concerned.

The purpose of this manual

The goals of the HIV/AIDS and children's migration training manual are threefold:

- To raise awareness of the problems facing children who move and their receiving households.
- To suggest methods for training community-level workers
- To provide community-level workers with a toolkit for empowering and equipping communities to deal with the problems faced.

The manual is based on research conducted in two southern African countries: Lesotho and Malawi. While it is anticipated that similar issues face children and families affected by HIV/AIDS elsewhere, particularly in sub-Saharan Africa, it is likely that there will be important local differences. This manual is not, therefore, intended to be rigidly prescriptive, but should be adapted to the conditions that prevail in different social and geographical contexts.

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Background: the Young AIDS Migrants in Southern Africa research project

This manual is based on research conducted in Lesotho and Malawi in 2001, and on feedback from the research communities, and from NGOs and policy-makers, at dissemination workshops held in the two countries in 2003.

The initial research set out to answer the following questions:

- What forms of migration do young people affected by HIV/AIDS engage in?
- What difficulties do young AIDS migrants face?
- What coping strategies do young AIDS migrants employ?
- What forms of support are available to young AIDS migrants?
- How might young AIDS migrants be better supported?



Girls drawing storyboards

The research was conducted in four contrasting communities: a high density suburb of Blantyre, Malawi's largest city; a village in tea-growing Thyolo District in southern Malawi; suburbs of Maseru, Lesotho's capital city and a village in the foothills of Lesotho's Maluti Mountains. 822 10-17 year olds attending schools in the communities completed questionnaires. From these, children who had experienced migration and family sickness or death, or whose households had taken in children in such circumstances, were selected to participate in focus groups. A subset of 65 children undertook a migration mapping exercise, and drew and discussed storyboards relating their own migration histories. Focus groups and storyboards were also used to uncover the experiences of children who were out-of-school, and those living on the streets and in institutional care. Interviews were conducted with ten guardians from each community who had received children due to parental sickness or death. Further interviews were conducted with teachers, local leaders and key government and non-governmental policy makers and support providers.



Key research findings

- Migrant children typically reside with maternal grandparents, even where tradition advocates residence with the paternal family
- Families employ children's migration as a strategy to meet children's needs, and also to employ their capacities. Children may be sent to be cared for elsewhere; to care for sick relatives; or to work (paid and unpaid) to help support themselves or others.
- Migration takes place both locally and over longer distances, which may involve moving from urban to rural areas.
- Children's migration is highly complex, with many children engaging in multiple migrations in response to changing situations.
- Children migrating face a number of difficulties, which are often exacerbated by AIDS. They include: fitting into new families where they may feel discriminated against and/or have to work hard; and into new communities, which may involve having to make new social contacts, attend a new school and (especially in rural areas) learn to undertake unfamiliar forms of work.
- Children generally find ways of coping with migration, but these may involve adopting harmful behaviours such as smoking or drinking in order to fit in.

The dissemination phase of the research involved three stages:

1. School-based dissemination. Students, some of whom had taken part in the original research, were informed of the findings, particularly those relating to the difficulties experienced by young migrants. They participated in three related activities: a ranking exercise where they ranked the problems the research had identified in order of importance; production of posters in which they indicated how they thought various actors could assist with the most serious problems; and dramas based around scenarios that incorporated a number of the difficulties that were identified through the research.
2. Dissemination to adult community members. Meetings were held in each research community. The findings were presented and those present were asked to make suggestions as to how each of the problems might be overcome.
3. Workshop for policy makers and service providers. Presentation of the initial findings, along with the feedback from the students and community meetings. Participants developed a number of further suggestions concerning possible interventions and policy responses.



Module 1: Raising awareness of the links between AIDS and migration

Introduction

AIDS does not only affect those who are infected with the HIV virus. Rather it has impacts on other family members, both those who live with people who are infected and those who live elsewhere. Many of these impacts affect children. Many children from AIDS-affected families move between households of their extended family in order to receive care and support when their parents or other carers are sick or pass away. Others move in order to provide support to AIDS-affected households, caring for the sick or undertaking other tasks. This module examines the impacts of HIV/AIDS on households and the complex links with children's migration.



Module Objectives

- To raise awareness of the impacts of AIDS on families and children
- To explore the links between AIDS and children's migration
- To encourage community workers to think about the difficulties caused by migration for children and receiving households



Background

HIV/AIDS infection results in prolonged sickness and ultimately death in both child and adult victims. Where adults are infected and succumb to the opportunistic infections associated with AIDS, the effects extend beyond the individual. Adults experience ill-health, which means that (i) they may be unable to provide direct care to younger family members; (ii) they may be unable to work to support their households; and (iii) they may, themselves, require care. All of these impacts of the disease affect children within, and sometimes beyond, the immediate household. The attention and care given to children may diminish; children may experience a reduction in their material welfare, and may be withdrawn from school due to lack of money to pay fees and other costs of education. While caring for sick adults is usually seen as adult work, this too may remove adult household members from childcare and productive work. In some cases children are themselves required to care for sick family members (whether adults or children), which may require them to be absent, or withdraw, temporarily or permanently, from school.



Drawn by 15 year old boy from rural Lesotho

Where anti-retroviral (ARV) therapy is unavailable, HIV/AIDS is inevitably fatal. Beyond the individual tragedy, and emotional trauma experienced by family members, the death of an adult has serious material impacts on households. Loss of income and capacity to care for young family members may be compounded by a range of other problems including loss of housing (particularly where this is tied to employment), division of property connected with inheritance claims and AIDS-related stigma.

The household-level impacts of sickness and death related to HIV/AIDS can lead to situations in which children move to a different household. It is often felt that family members resident elsewhere are better placed to care for children than households that are suffering from sickness or death due to HIV/AIDS. The research found that, while sickness or death of a parent or other caregiver was usually the root cause of children's migration, the immediate trigger was often economic - the lack of funds to provide for children's food, clothing and education. Some children also move in order to help AIDS-affected households located elsewhere - doing domestic work in place of sick adults, or providing care. Such migration may take place locally or over long distances (including across national borders). Some children undertake a series of AIDS-related migrations. A minority of AIDS-affected children cannot find care with family members, and instead enter institutions or move to the streets.

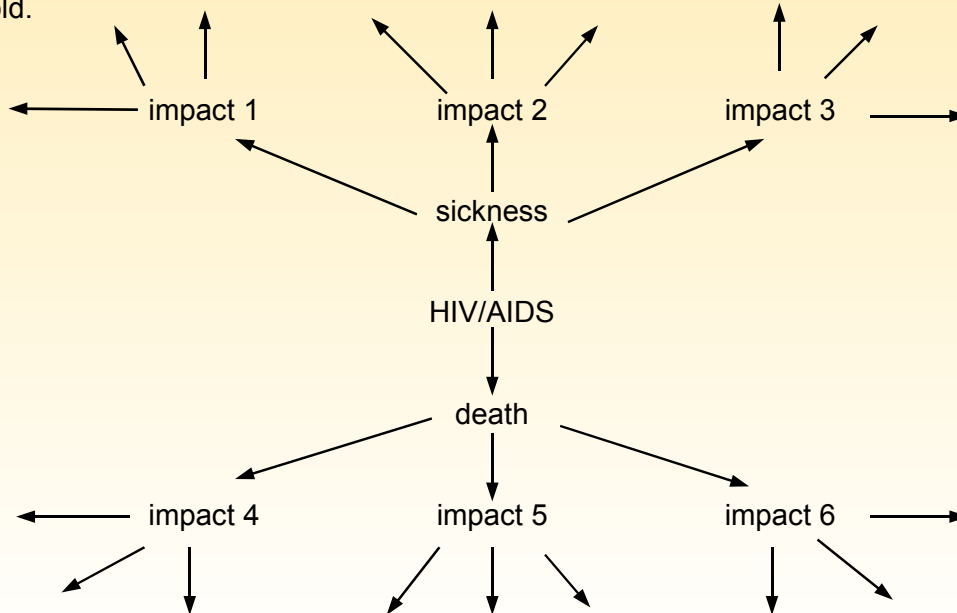
'I have taken care of my sister. Her husband died ... I heard that on Saturday I will be going to my sister's place to take care of her again'

(Girl, urban Lesotho)

Activities and Facilitators' Notes

Activity 1a: The impacts of HIV/AIDS on households

HIV/AIDS causes sickness and death of individuals, which causes problems for everyone in their households. These problems in turn bring other difficulties for household members. Identify as many household level impacts of HIV/AIDS as you can, representing these as a web diagram. Once the diagram is complete, rank the impacts in terms of the severity for children in the household.



Facilitators' notes:

Encourage the group to come up with as many impacts as possible, both direct and indirect. The diagram may become very complex, as the relationships between different impacts are multiple. The diagram may include the following impacts:

- Economic implications -
 - Loss of income due to sickness or death of productive individuals, time spent caring for sick people rather than working, time spent attending funerals
 - Costs of providing treatment (both modern and traditional medicines), nutritious food, paying for funerals and travel to funerals
 - Selling of assets to cover loss of income and increased costs - this may have implications for future welfare if, for instance, cattle or farm equipment are sold
 - Withdrawal of children from school - this too may have implications for future well-being
 - Loss of assets due to inheritance claims from outside the immediate household
- Psychosocial impacts -
 - Feelings of anger, sadness, grief etc among those infected and affected
 - Stigmatisation by people outside the household

In ranking the problems, questions may arise concerning the age and gender of the children and characteristics of the household, including where they live, economic bases etc. This can be used to generate discussion around the significance of such characteristics.

Activity 1b: Migrant children

Think of children who have joined households in your community over the past year.

- Do you know the circumstances that led them to move home?
- Could the reason be directly or indirectly related to HIV/AIDS?
- Is it important to know whether their migration is AIDS-related?

Facilitators' notes:

The purpose of this activity is for participants to recognise that HIV/AIDS is causing increased levels of migration by children and that everyone is affected in some ways. The exercise should be used carefully in order to reduce stigma, not to lead to a singling out of particular individuals or households as 'AIDS-affected'. Discussion of the first two questions may not be appropriate if the participants are drawn from the same community - it is important to avoid generating gossip. It is expected that participants will recognise that, while there is a need to acknowledge that growing numbers of children are migrating due to AIDS, there is no reason (or, in many cases, possibility) to distinguish between children whose migration is or is not AIDS-related.

Activity 1c: Problems for young migrants and their families

Discuss and draw up a list of the difficulties faced by:

- (a) children who migrate and
- (b) the households that receive them.

Facilitators' notes:

This activity is in preparation for later modules when the difficulties are addressed in greater detail. Some difficulties may be suggested that are not included in the manual. It may be possible to adapt later modules to incorporate these issues.

Evaluation

Return to the module objectives and ask the group to think through whether they have achieved them. Does the group have any further suggestions that might be useful to discuss for furthering the objectives set?



Module 2: Preparing children

Introduction

Many children who participated in the research highlighted that they would have been less traumatised by their migration had they been fully aware of what was happening to them and understood the reasons behind their migration. They also felt that had they been more familiar with their relatives, especially when they migrated long distances, the process would have been easier. This module draws attention to the need for adequately preparing children and suggests ways in which this might be achieved.



Module Objectives

On completion of this module community workers should be:

- Aware of the issues surrounding poor preparation for children's migration and the problems they face
- Able to develop and implement strategies for preparing families
- Able to develop and implement strategies for preparing children



Background

One of the reasons children and young people find migration traumatic following parental sickness or death is that they do not feel prepared for the sequence of events that occurs in their lives. The stigma, denial and sometimes lack of awareness that is associated with HIV, means that families do not adequately deal with ensuing death. This means children have to deal both with parental or sibling loss and also with the complexity of where, and from whom, they will receive care.



Dealing with parental death, and subsequent migration, can be achieved in a number of ways by adequately preparing children. Children must first be able to accept the death of their relative. This can be achieved through psychosocial support from families, community workers and teachers. Methods such as memory books have been used in some countries as a means for parents to prepare children before their death and as a way for children to retain something of deceased family members. A similar principle could be used to teach children about their cultural heritage through collecting stories and memories from visits home to relatives and as a way of developing close ties with extended family and community members. In order to prepare children for living with more distant relatives, the Malawi NGO dissemination workshop participants suggested family trees as a useful strategy for informing children about their family structure and history. The following activities are designed to raise awareness and explain the usefulness of implementing such methods.

'When she was dying she didn't
tell me who I would live with.
She didn't even ask me'

(Boy, urban Malawi)

Activities and Facilitators' Notes

Activity 2a: Raising awareness of the need to prepare children for migration

Read the statements in the box below, which outline some of the feelings expressed by young migrants and discuss the following points in small groups. You might like to write your answers on flip chart paper to share with the other groups for wider discussion.

Reasons for developing preparation strategies:

'I don't know what was wrong with my mum but... she looked yellow, lost a lot of weight and had blisters on her hands' (Sechaba's storyboard, Tlali boy aged 10).

'When she was dying she didn't tell me who I would live with, she didn't even ask me' (focus group 4, Ndirande boys).

'[When my parents died] they [relatives] just came and took us' (focus group 7, Ndirande out of school).

Questions for discussion:

- What do you see as the problems facing children who migrate following parental death?
- How might children feel leaving their families and communities?
- Why is it important to prepare children for migration?
- What strategies might you employ to help solve these problems?

Facilitators' notes:

- The Young AIDS migrants research identified the following points as immediate migration concerns raised by children:
 - Not realising that their mother/father would die
 - Not understanding why they were moving
 - Not being informed about their migration until it was too late
 - Not being familiar with the person and place they were moving to
 - Being separated from their siblings and friends
- Given these issues, encourage the groups to think about how children faced with these issues might feel: sad, unhappy, lonely, angry, upset. They might also feel scared at leaving behind what is familiar to them and moving to an unfamiliar environment.
- It is important to prepare children for migration in order to reduce these feelings: this can best be achieved through information sharing.
- It is hoped that these points will stimulate the groups to think about how children should be assisted. Two suggestions are: the use of memory books, where children collect stories and draw pictures of things that are familiar to them; and visits to relatives prior to migration to ease the process and reduce unfamiliarity, as this may help to alleviate fears. A further suggestion is discussed in Activity 2b but the aim is to stimulate ideas from within the group.

Activity 2b: Developing family trees

The family tree may be a useful method for preparing children who may be going to live with distant relatives. In groups construct your own individual family trees from the framework in figure 2.1 and discuss it with the other members of your group showing where your relatives live and how often you saw them as a child. On completion, think through the following questions:

- How might you explain family trees to family and community members? How would you explain their value for preparing children?
- Discuss how children could construct their own family trees by asking grandparents, parents and other close-by relatives to tell them stories about their more distant relatives.
- What do you think children could gain from constructing family trees?

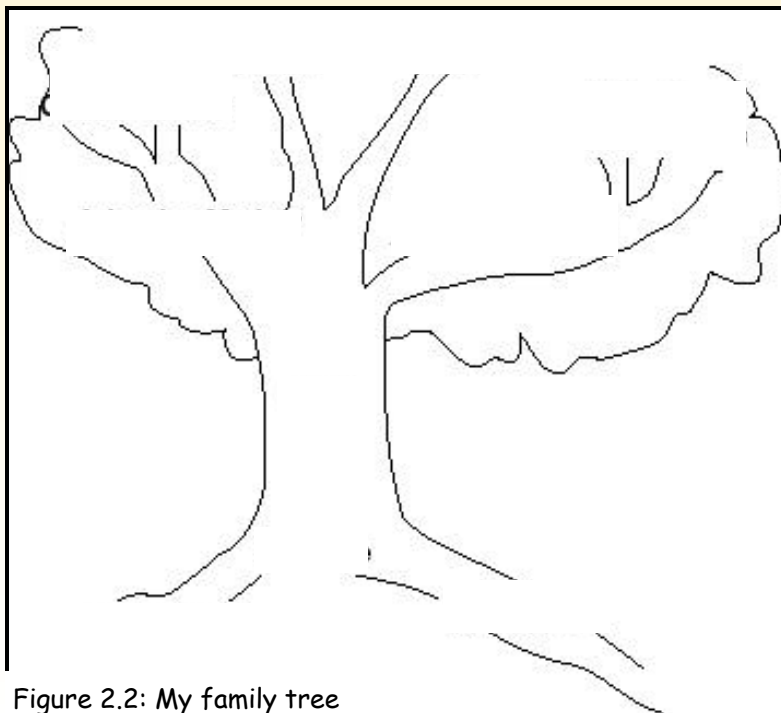
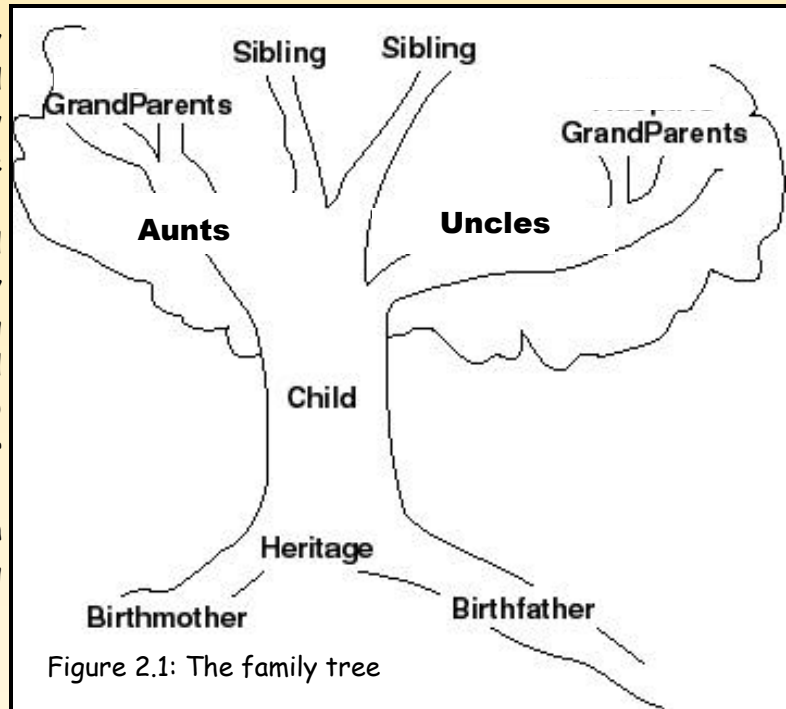


Figure 2.2: My family tree

- How might parents use the family tree to inform children about possible migration?
- Can you devise any other strategies that may work in a similar way to the family tree?

Facilitators' notes:

How to construct a family tree:

Using figure 2.1 encourage the group to create their own 'histories' on the blank tree (figure 2.2). Encourage them to annotate their family trees with information about their relatives to construct a fuller picture of their family.

In the discussion help the group to think through the questions by considering the following points:

- The group should discuss the strategies they would employ when talking to communities, parents and teachers regarding the benefits of using the family tree. It allows children to be involved in finding out about all their relatives and encourages them to seek the answers to any questions they might have. The tree can help families explain to children the reasons for their placement with a particular relative especially if this is related to traditional or cultural values regarding who cares for orphans.
- The group should discuss the strategies that can be employed by children for constructing their family tree. This may be by using pencil and paper to draw their tree like the ones constructed by the group, or the tree may be drawn on the ground or simply constructed verbally through oral histories. There may be other methods suggested by the group. The group should also discuss how children could draw on close-by relatives' knowledge for finding out more details about the character and personality of their more distant relatives. The fun element of this exercise should also be stressed.
- The group should also think through what children may gain from family trees and how it would help to solve the problems identified in the background to this module. This may include: a greater understanding of their relatives, some familiarity with distant relatives whom they may go to live with, the reasons why they are staying with particular relatives and not others. This should help to children feel less abandoned or ignored in the migration process.
- The family tree may be a useful aid for assisting parents to discuss the options open to children and the reasons why they will live with certain relatives.
- Finally, the group may be able to suggest other methods that would work in similar ways to the family tree.

Evaluation

Return to the module objectives and ask the group to think through whether they have achieved them. Does the group have any further suggestions that might be useful to discuss for furthering the objectives set?



Module 3: Decision-making

Introduction

The children's rights agenda came to the forefront of public attention in the 1990s, supported by international legislation, especially the United Nations Convention on the Rights of the Child. This states that children have the right to participate in decisions that affect their lives (article 12). In most societies relatives traditionally make the decisions regarding children's migration, particularly when this follows the death of a parent or guardian. The aim of this module is not to criticise such cultural practices but to consider involving children in discussions so that they may better understand what is happening to them.



Module Objectives

At the end of this module the community workers should be able to:

- Understand the need to include children in the decision-making process
- Facilitate the inclusion of children in the decision-making process

Background

Children are often anxious when faced with migration. This anxiety is exacerbated by the fact that children are generally not consulted and informed about their migration, particularly when this is as a consequence of parental death.

Lack of information is both confusing for children and ill-prepares them for moving. In general children feel that it is their parents' responsibility to make migration decisions for the whole family given that they are usually the main income earners and family supporters. However, following parental death, children's migration usually takes place between a wider network of extended family households, rather than simply as part of nuclear family relocation. In such instances migration decisions are often made by relatives after the parent's funeral, and children are simply told with whom they would live.



The research undertaken in Lesotho and Malawi highlighted that not only do children feel they are not consulted regarding the migration decisions made, but that this is an important issue for them. Nearly all the groups of children involved in the dissemination workshop ranked 'not being consulted about the decisions made' in the top 5 of the problems faced. This was mainly because children felt powerless in the decisions because they had little means to support themselves and felt that in order to receive care they had no choice but to accept whatever their relatives decided.

'... when there were children left behind, [relatives] just took us to live in separate households'

(Boy, urban Malawi)

The research found that in several cases children were unhappy with the decisions made, either because they were separated from their siblings or because of difficulties between them and their new guardians. This forced some children to leave their new homes to beg support from other family members, or in extreme cases, to leave the extended family support system altogether and take to the streets.

Activities and Facilitators' Notes

Activity 3a: from exclusion through tokenism to participation

In groups of approximately 4 - 6 people identify the following:

- The problems that children may face when they are not involved in decision-making processes.
- The arguments relatives may give for not including children.
- Discuss how these issues might be solved.

Facilitators' notes:

The following is a guideline for the discussion covering the problems children may face and the issues relatives may have to consider by involving children. Many of these issues, e.g. poverty, are covered in other modules, but the point of the discussion is to assess the extent to which relatives can include children so that they are at least informed and understand the decisions, even if it is not possible to follow their wishes.

<i>Children's problems</i>	<i>Relative's issues</i>	<i>Solutions</i>
Not liking the choice of guardian	Not all relatives are able or willing to taken in orphans especially if they lack the resources to care for them	Discussion should take place to see if the problems can be resolved. It may simply be the children are not familiar with the choice
Not being given a choice of who they live with	Tradition dictates that particular relatives take in children	If possible children should be given a choice of alternative rela-
Not understanding why a par-	Tradition dictates that particular	The reasons for choice of guard-
Lack of power in the decision-making process	Not allowing children to participate in discussions	Relatives should explain the decision and children should be able to refuse the decision made if there is a particular problem
Sibling separation	Relatives not being able to care for several children or requiring specific children (boys, girls, age) to help with particular chores	If siblings are to be split they should be consulted as to which siblings should stay together

Activity 3b: Involving children in migration decisions: role play

Split into three smaller groups with each one allocated to one of the following three role-play scenarios. Perform the role-play as it is presented. Then add in the role of the community worker discussing what that role should be and how the problem might be resolved. Perform each play in turn to the group and assess the contribution made by the community worker. Could anything be done differently?

<i>Role Play</i>	<i>Problem</i>	<i>Suggested characters</i>
1.	'A child does not have a say if he refuses to go where he has been told, because 'spilt water is never gathered', maybe there is nowhere else to stay' (boys' focus group, rural Malawi).	Relatives Children Community worker
2.	'The death of my father was a great shock... My uncle came to take one child to help him reduce the number of children my mother had to care for... I went with my uncle to Blantyre to help him. I wasn't really happy but since it was the decision they made... I had to accept' (Anna, aged 13, urban Malawi).	Uncle Anna Mother Siblings Community worker
3.	'Children have no choice of who to stay with because they may have lost their parents and they have no-one to look after them so they can't choose they just have to follow the one who has taken them' (boys' focus group, urban Malawi).	Relatives Children Community worker

Facilitators' notes:

Use the role-play scenarios to stimulate discussion among the groups as to how community workers might suggest to families that children should be at least informed, if not consulted about the decisions made regarding their migration. The community workers should identify their role as mediators who are able to explain how children are feeling to the families, and advocate on their behalf for greater involvement. You may like to use the table of facilitators' notes under activity 3a to develop your own role play situations covering a greater variety of problems and issues faced by children and guardians.

Evaluation

Return to the module objectives and ask the group to think through whether they have achieved them. Does the group have any further suggestions that might be useful to discuss for furthering the objectives set?



Module 4: Adapting to new situations

Introduction

Migrant children face difficulties when they move, related to fitting into new families and new communities. This module identifies some of the problems that children and their families face, and aims to raise awareness of these issues and seek solutions.



Module Objectives

At the end of this module the community workers should be:

- Aware of the difficulties faced by young migrants who have to adapt to new situations
- Able to facilitate discussions with families regarding how best to solve internal disputes among siblings.
- Able to implement strategies that might assist migrant children and the families they move to live with



Background

The complex migration experiences AIDS-affected young people engage in create a range of difficulties related to children fitting into 'new' families and 'new' communities.

New families:

- *Treatment by foster family*

When adoption into a household is through obligation, as is generally the case with AIDS orphans, incoming children are often treated differently from other children in the household, particularly if resources are scarce. Migrant children are sometimes given different foods to eat, not adequately provided with clothing, beaten and overworked.

- *Rivalry between children*

Rivalry can cause divisions in the family, as biological children may not want to share their resources, both financial and emotional, with 'new' siblings, especially if they are coming to terms with parental death and need extra attention. This causes problems for carers who are often ageing grandparents.

- *Becoming a worker*

Poverty associated with AIDS results in some young migrants being incorporated into households as workers in payment for their keep. This changes their relationship with the household as they are not an equal part of the new family. Other children are sent to engage in wage labour away from their households to support younger children. This both removes them from their family and causes them to drop out of school. In rural Malawi, one young girl took up domestic work elsewhere to support her growing family.

New communities:

- *Learning new chores*

Children migrating from urban to rural environments find it particularly difficult to adapt to agricultural chores. Boys new to herding in Lesotho and fieldwork in Malawi were often subjected to teasing and other problems associated with their lack of experience.



- *Making new social contacts*

Children moving over long distances need to develop new social contacts: many miss their old friends. The trauma of losing a parent makes this integration more difficult and guardians notice that newcomers are often withdrawn and find it difficult to engage with other children. This is exacerbated for those children who have to learn new skills, as work and play are often inter-related. Further, the increasing association between orphanhood and AIDS makes integration into community life increasingly difficult. This was particularly the case in Lesotho where AIDS is more recent and less widespread.

- *Disrupted schooling*

Many children drop out of school due to migration, particularly those who return to live with rural grandparents. Others move to new schools, but find that they must follow a different curriculum, or even learn in a new language.

- *Moving between places*

Some children live in more than one place in order to spread the burden of care or to assist the household. They either move between extended family and institutions, between different households, or between places of work and places of residence as in the case of some street children or domestic workers. Not only is this disruptive for children but also, in some cases, alienates them from their families.

Activities and Facilitators' Notes

Activity 4a: Developing solutions to new situations

The table below outlines the key issues faced by children migrating in the wake of AIDS. In particular they experience difficulties relating to their new families and fitting into new communities. Where children are not able to deal with these problems, street migration is more likely. Consider each of the problems identified and discuss the following questions:

- What are the key issues raised by each problem?
- What solutions could be implemented?
- How might a community worker intervene in family discussions to assist them to deal with the difficulties they are facing?

<i>New Families</i>	
Treatment by foster family	<i>When you go to stay there [relative's home], you may find that your cousins are jealous of you and you may eat different foods as their parents favour them. If the parents are also bad they tend to favour their children. (girls' focus group, urban Malawi)</i>
Rivalry between children	<i>As an older person you might think you are taking good care of the children but among them there will also be fights and divisions. Because they are from two different families they fight saying "we came here first so it's our home not yours". (grandmother, urban Lesotho)</i>
Becoming a worker	<i>She works to help her mother. She doesn't like it because of our problems she has to do it. She earns 100 Kwacha [US\$1.50] as her monthly salary which she shares with us. (grandmother, rural Malawi)</i>
<i>New communities</i>	
Learning new chores	<i>When I first moved from Maseru... I was told to go and herd and I didn't know how to herd. When I got there, one of the boys challenged me to a stick fight. But because I wasn't good at it I was beaten so I took some stones and threw them at these boys. (out-of-school boys' focus group, urban Lesotho)</i>
Making new social contacts	<i>The children felt pity for themselves all the time after their parents died... I could see that they were different and had changed. They were sad and didn't like going to play with friends... (aunt, urban Malawi)</i>
Disrupted schooling	<i>When they were at home they used to go to private school, but when they came here they went to the local school. They didn't like having to change schools and the differences in the lessons. (aunt, urban Malawi)</i>
Moving between places	<i>I moved to live with my cousins after my mother died. My little sister [doesn't live here] she stays with my uncle as they thought my cousins wouldn't be able to care for her. I found it difficult [to be separated from her] because we were close and we had always lived together. Since my mum died I can only go to see her at my uncle's on weekends. (girl's storyboard, urban Lesotho)</i>

Facilitators' notes:

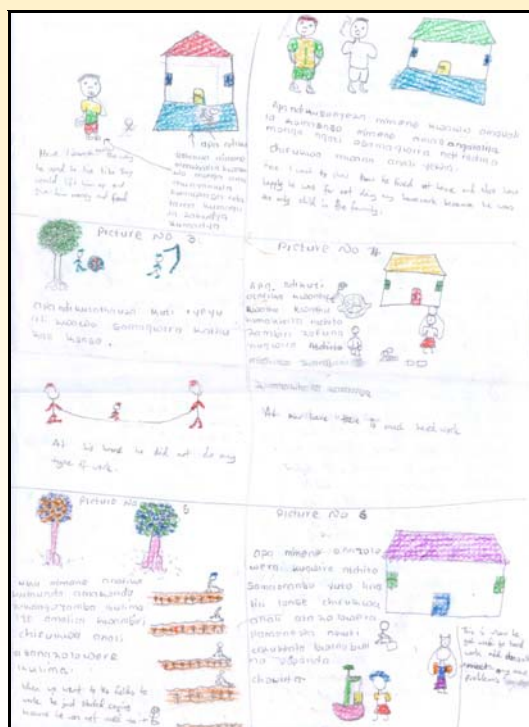
There are several points to remember when undertaking this activity with community workers:

- The solutions that are suggested should be family- and children- focused. The community worker is merely a facilitator who can identify the problems and help the family to develop its own solutions.
- The problems identified are not exhaustive and the community workers may be able to identify new problems through their own knowledge and experience that could be included here.
- The family and community solutions may require different approaches. One method would be to hold community discussions with dramas and discussions possibly run by anti-AIDS clubs to help sensitise the community to be sensitive to difficulties faced by migrant children. This has proved to be an effective tool for raising HIV/AIDS awareness in communities. Families, on the other hand may require more specific interventions to discuss individual problems.
- If children are being mistreated in new families community workers need to be able to go through the appropriate channels to report this. As a facilitator you should be familiar with the correct procedures and knowledgeable about the local situation before implementing this module.

Activity 4b: Interpreting stories

The problems identified are not common to all children and children's individual experiences vary. This activity looks more specifically at individual stories to think through how strategies need to be tailored to specific children. Read the storyboard extract below, in which Ruth discusses how her cousin was not able to adapt to rural life. Reflect on the difficulties described and, in groups, develop your own implementation strategies that would help such children were they to move into your community. Think about what actors might be involved and what your role would be as a community worker in identifying the need and the most appropriate person to assist.

Ruth's storyboard



1. *This is where my cousin used to live when his parents were alive. My cousin had a better life then as they gave him anything he needed ... They lived in Salima in a nice house.*
2. *They would buy my cousin new clothes and he didn't do much work, only played with his friends and he was the only child in his family.*
3. *When his parents died he came to live with us and he didn't want to do any work and he just played ... We didn't feel good when he came because we did most of the work and he didn't help even though he was eight when he came. He didn't feel good because he was used to living as the only child in the house and there were six youngsters of his age here. ... We used to tease him because he wouldn't help. We wouldn't give him food when he wouldn't work, but only when he started working.*
4. *My father makes bricks for a living and he used to teach us these skills but my cousin didn't like it and wouldn't do it like the others, but he was made to learn this to help at home, but he didn't like it as he didn't like mud and getting dirty.*
5. *In the holidays we used to go to our home village in Thyolo and in the morning we used to get up early and go to the fields to work. So my cousin would go with us but he wouldn't work. When he was given the hoe he just cried. This made me angry and I used to shout at him ... He hadn't worked in a field before so he found it really hard to work.*
6. *After some time he got used to this and living with us and he used to mould bricks on his own and do the other house work. We then became friends with him, me and my sister were then closer to him than were we to our other brothers ...*

Facilitators' notes:

The following are guidelines for strategies that could be implemented for Ruth's cousin. They are by no means the 'correct' answer as it is anticipated that community workers would develop locally appropriate solutions.

Ruth's storyboard:

- Ruth's cousin is not used to helping out at home. He should be introduced gradually to the chores and be led through them by his new adoptive parents. The community worker could talk with the parents before receiving the child and ask them to think about how his life might change now he is living with them. From this they could discuss together how he might be introduced to such changes.
- Ruth's cousin is teased by his new siblings. The siblings should be made aware that their cousin will be upset over his parents' deaths and that they need to help him adapt to living in their house. The community worker could undertake role-plays with the children in the family and also ask them how they would feel if they had to move to a new family.
- The other children are angry at their cousin's laziness and shout at him. The community worker and the parents could talk to the children and think about how shouting at him will not make the situation any better. They then need to think through what other strategies might help their cousin. This could include: giving him small tasks to do and building them up gradually; introducing games or play into a variety of tasks so that they feel less like work; or working in pairs where one of the children is paired with their cousin to help him along with the new tasks.

Evaluation

Return to the module objectives and ask the group to think through whether they have achieved them. Does the group have any further suggestions that might be useful to discuss for furthering the objectives set?



Module 5: Education

Introduction

Many children's education is disrupted when HIV/AIDS affects their families. Some drop out of school, temporarily or permanently, due to migration, particularly those who move to live with rural grandparents.

Others move to new schools, but find they must follow a different curriculum or even learn in a new language. As a consequence, it is not unusual for children to find themselves in a lower class, or a lower position in class than in their previous school.



Module Objectives

On completion of this module, community workers should be able to:

- identify the forms of disruption caused to children's schooling by migration
- inform community members of the regulations concerning changing school in their own country/region
- advise community members of the possible impacts of changing school on young people and to suggest ways of helping make school transfer as unproblematic as possible



Background

Schooling is often an expensive element in the costs of raising children. Not only are there often fees to be paid, but a range of other costs including uniforms, books and stationery. Children whose parents are dead or are unable to work because of HIV/AIDS are less likely than others to attend school. Children commonly drop out of school, temporarily or permanently, when they engage in AIDS-related migration.

Nonetheless, when decisions are made concerning children's migration, their education is often taken into account. Many children move in order for school fees to be paid. For instance, where parents are sick and unable to earn money, or grandparents lack the financial resources to send their charges to school, an uncle may intervene and offer to pay school fees in exchange for some help in the home. Others move so that they can attend what is perceived to be a better school.



With the exception of those who are able to continue attending the same school, most children who move home experience disruption to their education. There are often bureaucratic difficulties in gaining a place in a new school - a release certificate may be required from the previous school's headteacher (and may not be forthcoming). The nearest school may not have places available. Furthermore, AIDS-related migration seldom coincides with the start of the school year. Many children remain out of school until the new school year begins - and generally restart the year that they were part way through when they moved home. At secondary/high school level, children may be expected to restart the entire cycle of two or three years. This is particularly the case where they move internationally.

'I moved to live ... with my sister because only she could afford to pay the fees to send me to school'

(Boy, urban Lesotho)

For several reasons, once they have obtained a school place, children may find it difficult to fit into their new school, which has consequences both socially and academically. International migration, as well as migration between different linguistic regions of a country, may bring language difficulties. Even where children are able to speak the language, they may have difficulties writing schoolwork. Children moving school may also find they have to adapt to a new curriculum - the subjects taught may differ between schools, as may the approach to teaching. Many students who move to a new school find they are less successful academically than they were at their previous school. Children may also be unfamiliar with the rules and regulations of their new school

Activities and Facilitators' Notes

Activity 5a: Comparing schools

Compare experiences of schooling between members of the group:

- Are there significant differences in the subjects taught and the rules and regulations of the schools you attended?
- If you changed school, what problems did you encounter?
- How did it feel, starting at a new school?
- In what ways might the experience of changing school be different for children who are moving because their parents are ill or have died?

Facilitators' notes:

It is common for schools, even in close proximity to one another to have different rules, teach different subjects and have different expectations of their students. The distinctions are even greater between schools in different countries. The purpose of this Activity is to encourage community workers to think about how these differences affect children who move between schools.

Activity 5b: School transfer regulations

Find out about the rules for changing school in your community. Are there any aspects that you find surprising? Based on these rules, what advice would you give to guardians making decisions about children's migration?

Facilitators' notes:

Many adults, particularly those who do not have school-aged children of their own, are unaware of the regulations concerning school transfer. If community workers are aware of these regulations, they will be better able to bring them to the attention of those who are making decisions about children's migration, as well as households receiving children from elsewhere who need to enrol them in school. It may be appropriate for you to find out about the regulations and provide these to community workers to discuss.

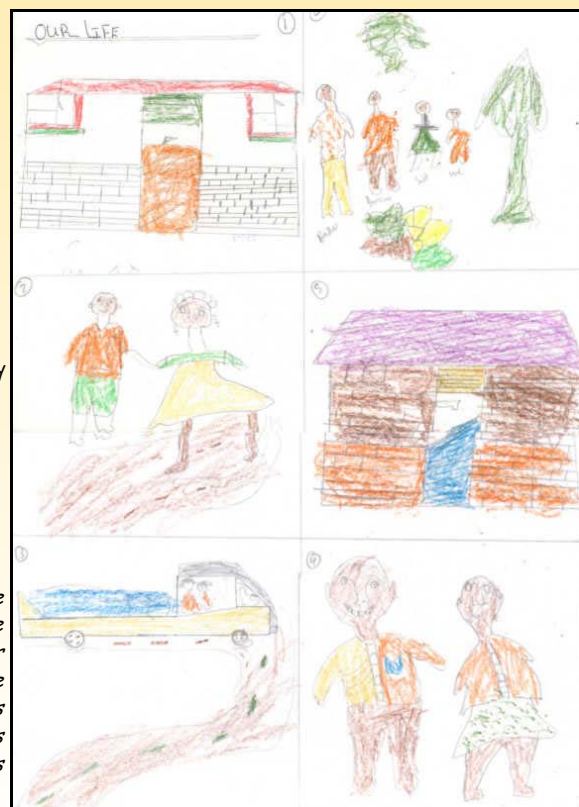
Activity 5c: Smoothing the transition

Read Tsepho's storyboard below and consider how he, or other children like him, might be assisted in moving into your community.

Tsepho's storyboard

1. *This is my house in Tlali, the one before we moved to a new house. I enjoyed living here with my parents and siblings ...*
2. *This is mum and dad looking to hire a car to take us to South Africa. Dad wanted to take us to school in South Africa. Dad liked South African schools better and he was given a mine house so he said it was better for all of us to go there as it was a bigger house. I was happy to move as I was moving to a new place with the whole family.*
3. *This is the car we used to take us to South Africa ... I enjoyed living there - I had more fun there than Tlali as there were more things to do like go to the stadium to watch football. I learned a lot of things in school like geography and history that we don't have in Tlali ...*
4. *This is my mother and father again - the car broke down on the way to Jo'burg ...*
5. *Our house in Jo'burg - it was a beautiful house.*
6. *This is the family picture in Jo'burg in a very beautiful area - often people take pictures there as it's lovely. I took it as a memory as we were going to leave.*

This is us coming back to Tlali. The mine was being closed and people were being retrenched. This is the whole family coming back in a hired car with the luggage. Coming back wasn't pleasant even though I missed my grandmother and uncle. We were coming back to our first small house ... Two weeks after we came back dad fell sick again and after a while he died of TB ... Making friends wasn't difficult - friends were happy to see us, but adjusting to school was difficult. In Jo'burg there were different ethnic groups. In Jo'burg I was studying in Setswana, but here I have to learn Sesotho and different spellings.



Facilitators' notes:

- Pupils and teachers need to be aware that fitting into a new school can be disruptive. The community worker could discuss the disruption both with teachers and pupils.
- Tsepho had problems because he had to learn in a different language. The community worker could suggest strategies to the school to help Tsepho. This could include a 'buddy' system where Tsepho is paired up with another student who can help him with the new spellings and phrases.
- Tsepho also had problems with different subjects. Lunch clubs or tutoring arranged either through the community or the school may help him to catch up with missed work. Older children can tutor younger ones as a way of both improving their skills and assisting migrants to catch up.

Evaluation

Return to the module objectives and ask the group to think through whether they have achieved them. Does the group have any further suggestions that might be useful to discuss for furthering the objectives set?



Module 6: Poverty

Introduction

Poverty is a complex phenomenon, with multiple causes, many of which can only be effectively addressed at the national and international level. It is, however, often the context in which children's AIDS-related migration takes place, acting as an immediate cause of migration (where, for instance, a household cannot adequately provide for a child, and an alternative home is sought); a factor affecting which households children are able to move to; and a determinant of the quality of children's migration experiences. This module examines the consequences of poverty for children's migration and promotes consideration of ways in which the effects of poverty might be mitigated in order to improve children's migration experiences and reduce the need for them to migrate.



Module Objectives

On completion of this module community workers should be:

- aware of the ways poverty impacts on children's migration experiences
- able to develop strategies to assist poverty-affected households in the support of migrant children



Background

Although this manual concerns children's experiences of AIDS-related migration, such migration is less often a direct impact of sickness or death than an effect of the economic consequences of HIV/AIDS. Children move home because their parents are too sick to earn money, or are having to pay out so much on medical treatment that they can no longer afford school fees. In some cases, such children move in order not only to relieve the economic burden on their families, but to earn money to support them. (The economic impacts of HIV/AIDS on households were outlined in Module 1.)

Poverty also affects households' willingness to accept additional children. The main worries expressed by adults concerning receiving children into their homes relate to the provision of food, clothing and especially schooling. In situations where few households are free of the effects of the pandemic, increased poverty associated with AIDS already affects many of the households that may be expected to take in AIDS-affected children.



Poverty also impacts on the experiences of children in their new homes. Where resources are short, children may suffer resentment from both adults and children. They may be expected to undertake income-generating activities that keep them out of school, or reduce their time for relaxation and socialising. Many children complain that in their new homes they receive less food and clothing than either other children in the home or their own previous experience. Poverty, often associated with the onset of sickness or unemployment in the new household, may spur renewed migration, instigated either by the new guardians or the child themselves.

Very often the households that are most able and willing to meet children's emotional needs, and provide a secure and loving home, are not the best placed to provide materially for children. The young AIDS migrants research found that where children's first migration takes them to live with grandparents, the arrangement is three times as likely to last compared to children moving to live with aunts or uncles - a situation that might be explained by the fact that aunts and uncles often have children of their own, whose needs they prioritise. Most migrant children were happy living with grandparents - the few cases where such arrangements broke down were often related to the inability of grandparents to provide food and clothing or to pay for children to attend school.

'The paternal grandmother was older than me and she couldn't manage to look after them'

(Aunt, urban Malawi)

Reducing the economic costs of caring for children would mean that:

- (a) children would more likely be able to stay with those relatives best able to support their non-material needs;
- (b) they would experience less resentment (including from other children) in the households that take them in;
- (c) they would be less likely to have to move again because of a decline in the financial circumstances of the new household

Activities and Facilitators' Notes

Activity 6a: Resource needs

Make a list of the resources a household requires in order to provide adequate care to children. Discuss how each of these changes as children grow older. What sort of households will find it most difficult to meet the needs of incoming children?

Facilitators' notes:

A number of resources needed to support children may be identified. These could include:

- space
- time
- food
- money (for school fees, clothes etc)
- love
- capacity to provide guidance

Activity 6b: Enhancing resources

Consider how households might increase their access to resources. Devise a community-level project that would:

- a) target those households that take in children and are most in need of support
- b) increase household income without diminishing the other resources needed for supporting children adequately.

Your plan should address the following:

- a) how to mobilise the community to support the project
- b) how to raise any initial capital required, or gain access to land or buildings
- c) how to obtain any permission that might be needed
- d) whether a committee would be required to run the project, and, if so, how this would be constituted
- e) how to ensure the sustainability of the project

Facilitators' notes:

Possible projects might include nursery care (allowing guardians to work and earn money while children are cared for); community vegetable gardens (to grow nutritious food for children); chicken-rearing projects (allowing income to be generated while guardians are able to continue supervising children); a used clothing bank (so that when children grow out of articles of clothing, these may be exchanged for larger items). Below is an example of some of the considerations involved in establishing a community nursery school to meet the needs of AIDS-affected children.

	Nursery school project
Mobilising support	It may be appropriate to investigate the level of interest among those caring for young children, and how different people are willing to help.
Fundraising	Is it necessary to have a building? If so, how will this be obtained? There may be a suitable building that can be used. Alternatively, it may be possible to secure donor funding. This would require potential donors to be identified and contacted to find out how to make an application. It is also necessary to find and acquire a suitable site for the building. Are there any other initial capital costs, such as furnishing and toys? How can these costs be raised or minimised?
Obtaining permission	In some countries it is necessary to have permission from government (either local or national) to start a nursery school.
Project management	The project will probably require a steering committee to take overall charge, and to ensure that it continues to meet the community's needs.
Ensuring sustainability	What will the ongoing costs of the project be and how will these be covered? Ongoing costs, such as payment of staff, would probably have to come from the community itself. One way to fund the project would be to open the nursery to all young children but to charge those who are able to afford to pay, and use the funds to cross-subsidise those who are not.

Evaluation

Return to the module objectives and ask the group to think through whether they have achieved them. Does the group have any further suggestions that might be useful to discuss for furthering the objectives set?

Suggested reading

The Young AIDS Migrants in Southern Africa project report is downloadable from:

- <http://www.brunel.ac.uk/depts/geo/yam.htm>

Useful resources may be downloaded from the following websites:

- UNAIDS—<http://www.unaids.org/>
- Save the Children UK—<http://www.savethechildren.org.uk/>
- International HIV/AIDS Alliance—<http://www.aidsalliance.org/>
- UNICEF—<http://www.unicef.org/>

The following publications may also be useful to consult:

- Ansell N and Young L 2004 Enabling households to support successful migration of AIDS orphans in Southern Africa, *AIDS Care* 16(1)
- Grainger C Webb D and Elliott L 2001 *Children affected by HIV/AIDS: rights and responsibilities in the developing world*, Save the Children, London.
- Hart R 1996 *Children's participation: from tokenism to citizenship*, Innocenti Research Centre, Geneva
- Johnson V, Hill J and Ivan-Smith E 1996 *Listening to smaller voices: children in an environment of change*, Actionaid, Somerset
- Webb D 1997 *HIV and AIDS in Africa* Pluto, London
- Young L and Ansell N 2003a Young AIDS migrants in southern Africa: policy implications for empowering children, *AIDS Care*, 15(3) 337-346
- Young L and Ansell N 2003b Fragmenting households: children's migration as response to HIV/AIDS in Lesotho and Malawi, *The Professional Geographer*, 55(4) 464-479



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