

# Appendix 1

## Convention on the Rights of the Child: Excerpt from the UNICEF/USAID principles to guide programming for orphans and other children affected by HIV/AIDS

**Programming for orphans and other vulnerable children from a rights perspective is based on guiding human rights principles and the foundation principles of the Convention on the Rights of the Child.**

### Guiding human rights principles

Accountability	<ul style="list-style-type: none"> <li>■ Children are holders of rights and have special rights because of their developmental and vulnerable state.</li> <li>■ Children are active agents in their own lives and within their societies, with a right to be heard and with responsibilities to society, not just beneficiaries of rights.</li> <li>■ States accept obligations and are accountable to respect, protect and fulfil the rights of children.</li> <li>■ Families are the primary caregivers and the protectors of children's rights.</li> <li>■ Governments, civil society, communities, families, parents and caregivers all have obligations to children.</li> </ul>
Universality	<ul style="list-style-type: none"> <li>■ Each and every child has equal and inalienable rights, all the time, no matter where he or she lives.</li> </ul>
Indivisibility	<ul style="list-style-type: none"> <li>■ All rights are equally important and are mutually reinforcing.</li> </ul>

### Foundation principles of the Convention on the Rights of the Child

Best interests of the child	<ul style="list-style-type: none"> <li>■ The child's interests have equal status with the interests of parents, families, communities and the state. The best interests of the child should always be a primary consideration in actions that concern children.</li> </ul>
Non-discrimination	<ul style="list-style-type: none"> <li>■ All children have the same right to develop to their potential: regardless of race, colour, gender, caste, language, opinion, origin, disability, birth, family status or any other characteristic.</li> </ul>
Right to survival and development	<ul style="list-style-type: none"> <li>■ Survival and development are understood as the preconditions of all other rights.</li> <li>■ The right to survival and development includes the ability of children to benefit from governmental policies and actions which will help them progress into adulthood.</li> <li>■ Actions must be taken to provide special protection to the most vulnerable or most in need.</li> </ul>
Respect for the views and participation of the child	<ul style="list-style-type: none"> <li>■ The views of the child are to be heard, respected and taken into account.</li> <li>■ Children have the right to participate in decision-making processes that affect them.</li> </ul>

# Appendix 2

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## **Principles to guide programming for orphans and other children affected by HIV/AIDS (UNICEF/USAID)**

- 1.** Strengthen the protection and care of orphans and other vulnerable children within their extended families and communities.
- 2.** Strengthen the economic coping capacities of families and communities.
- 3.** Enhance the capacity of families and communities to respond to the psychological and social needs of orphans and vulnerable children, and their caregivers.
- 4.** Link HIV/AIDS prevention activities, care and support for people living with HIV/AIDS and efforts to support orphans and other vulnerable children.
- 5.** Focus on the most vulnerable children and communities, not only those orphaned by AIDS.
- 6.** Give particular attention to the roles of boys and girls, men and women and address gender discrimination.
- 7.** Ensure the full involvement of young people as part of the solution.
- 8.** Strengthen schools and ensure access to education.
- 9.** Reduce stigma and discrimination.
- 10.** Accelerate learning and information exchange.
- 11.** Strengthen partners and partnerships at all levels and build coalitions among key stakeholders.
- 12.** Ensure that external support strengthens and does not undermine community initiative and motivation.

# Appendix 3

## Sample OVC data collection form

This is an example of a form that could be used to collect information about children when they enter the programme. Through regular monitoring, you can measure the children's progress to see if their situation has improved since the form was first completed.

### File number:

### Child

Name:

Date of birth:

Age:

Place of birth:

Male/female:

Address:

Does the child have a birth certificate?

☐ Yes

☐ No

Does the child attend school?

☐ Regularly

☐ Not regularly

☐ Not at all

If so, in which grade/year?

Name of school?

Number and age of siblings?

If the child is an orphan, is he or she registered by the local authorities?

☐ Yes

☐ No

### Parents

#### Father

Name:

Age:

Address:

Occupation:

Is the father alive or deceased?

If deceased, date of death:

If alive, living with the family?

☐ Yes

☐ No

If alive, supporting the family?

☐ Yes

☐ No

**Mother**

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

Occupation: \_\_\_\_\_

Is the mother alive or deceased? \_\_\_\_\_

If deceased, date of death: \_\_\_\_\_

If alive, living with the family? ☐ Yes ☐ No

If alive, supporting the family? ☐ Yes ☐ No

**Present guardian**

Name: \_\_\_\_\_

Male/female: \_\_\_\_\_

Age: \_\_\_\_\_

Address: \_\_\_\_\_

Occupation: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Number of other dependants: \_\_\_\_\_

**Source of household income**

Cash-crop farming \_\_\_\_\_

Small-scale business \_\_\_\_\_

Formal employment \_\_\_\_\_

Government assistance \_\_\_\_\_

Other (specify) \_\_\_\_\_

**Source of household food**

Subsistence production \_\_\_\_\_

Staple food? \_\_\_\_\_

Is food grown or purchased? \_\_\_\_\_

How many meals a day does the child eat? \_\_\_\_\_

**Does the child have health records?**

Immunization records?

Is the child's HIV status known?

Distance to nearest health facility?

**Is the child involved in a memory project?**

☐ Yes ☐ No

**Is the child assisted from other sources?**

Faith based organisation

NGO

CBO

Government

School

Other (specify)

**Additional important information about the situation of the child  
(including protection needs):**

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**Date:****Name and position of person completing the form:**

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**Recommended review date:**

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# Appendix 4

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## Making a will

*Please note that laws concerning wills vary in each country. Check that the guidelines given below meet the legal requirements in your country.*

A will is a written document which makes clear what a person wishes to happen after his or her death.

- A will can ensure that your property, land and valuables are passed on to the people you want to receive them.
- It makes clear who will look after your property, land or valuables until your children are old enough to do so themselves.
- In a will, you can appoint a guardian to look after your children.
- In order for a will to be legal you need to:
  - write the date on which you wrote the will on every page;
  - sign or make your mark on every page in the presence of a witness;
  - ensure that the witness also signs the will on every page, in your presence; and
  - appoint an executor who is the person who will make sure that your intentions and wishes are carried out after you die.

The witness must be a person who is not mentioned in the will, which must be written when you are in sound mind and have not been forced to write the will by anyone else.

## Appointing a guardian for your children

- It is important to choose a guardian for your children before you die.
- Talk to the person you have chosen and make sure that they are willing to look after your children.
- Consider starting the process of handing over guardianship of the children while you are still alive so that the children and the new guardian can get used to each other – arrange visits between the guardian and the children.
- The way you explain to your children about the future and appointing a guardian will depend on you and your situation.
- If the children are old enough, involve them in discussions about their future and who will look after them.

## Sample will

*Please note this is a sample will only – check that it meets the legal requirements in your country.*

1. This is the last will of \_\_\_\_\_  
 \_\_\_\_\_ [put your name and place of residence here].

2. I want \_\_\_\_\_  
 \_\_\_\_\_ [put the name of the Executor here and  
 his/her place of residence] to be the Executor of this Will.

3. I leave \_\_\_\_\_ [put the property/land/valuables here]  
 to \_\_\_\_\_ [put the names of the people you wish to  
 receive them after your death here].

4. I appoint \_\_\_\_\_  
 \_\_\_\_\_ [put the name and address of the person  
 who you want to look after your children here] as the guardian for my children.

Signed at \_\_\_\_\_ [place where you have made the will]  
 on \_\_\_\_\_ [day, month, year].

\_\_\_\_\_  
 \_\_\_\_\_ [sign here]

Witness: \_\_\_\_\_ [put the name of the witness here]  
 \_\_\_\_\_ [put the witness's address here]

\_\_\_\_\_  
 \_\_\_\_\_ [the witness signs here]

Witnessed at \_\_\_\_\_ [place]  
 on \_\_\_\_\_ [day, month, year].

# Appendix 5

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## Volunteer management

The Red Cross Red Crescent publication *ARCHI 2010: Volunteers and community health: Sharing ideas and experiences* provides ideas on many issues related to volunteer management. Please refer to this document for practical guidance.

Please also refer to the International Federation's *Volunteering policy - implementation guide*.

## Care for the carer

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Working directly with children whose families are experiencing illness and death – often with little material and few medical and support resources – requires strength and dedication. For Red Cross and Red Crescent volunteers and staff working in this situation, it can become debilitating and stressful. Systematic and routine attention must be devoted to providing “care for the carers”.

- Recognize the risk of burnout and provide time and resources to manage stress among volunteers.
- Provide appropriate training so volunteers feel well equipped for their tasks.
- Provide adequate supervision and coaching for volunteers.
- Set aside a regular time each week when volunteers can share ideas, experiences and problems and spend social time together. For example, the care facilitators of the South Africa Red Cross programme in Soweto get together weekly to share ideas and experiences and sing together in the Red Cross choir.
- Provide volunteers with regular support and encouragement and recognize their valuable contribution to the programme.
- Ensure that volunteers have adequate rest and time with their own families.
- If possible, volunteers should work in pairs so they can support each other.



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The following publications were very useful in the writing of these guidelines. Thanks to their authors.

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