



Presentation of the Early Childhood Development activities implemented by Inter Aide and its partners

Alexandra David¹, September 2006

Inter Aide conducts Early Childhood Development (ECD) activities in the Philippines, India and Madagascar, in partnership with Southern NGOs. There isn't one single document presenting the ECD programs as they differ from one country to the other: in each country, different kinds of Early Childhood Development activities or programs are implemented in urban poor areas and they integrate different type of, depending on the local environment, the population's needs and socio cultural specificities. Following is a brief presentation of the ECD activities implemented in Madagascar and the Philippines.

In Madagascar:

Early Childhood Development centre for children having / at risk of showing developmental delays:

- ECD activities aiming at enhancing the development of each child's potential (group and individual activities).
- Centre-based and home-based interventions.
- Parents – child creative workshops.
- Family counseling.
- Networking and referrals to other agencies.
- Training for other (public and private) agencies on child care and development.

In Family Development Programs (FDP), ECD activities are implemented as a complement to home-based follow-up:

- Parents – child creative workshops
- Play groups for children.

In Preschools supported by Inter Aide:

- Parents – child creative workshops, especially for drop-out / out-of-school children.

In the Philippines:

In Family Development Programs, Family Development activities and ECD activities are integrated. The Family Development Workers (FDWs) gives a particular attention to the relationships and care given to young children in the target families. FDWs are trained to observe the parents-child relationships and to assess any possible difficulty at that level. They are able to conduct counseling too, with the support of professional technical staff. Depending on the observed needs, different activities may be conducted:

- Parents – child creative workshops are open to all the FDP families. The parents having specific difficulty in their relationships with their children (including neglect, abuse...) are invited too, although they are not the main target beneficiaries - this activity is anyhow a very useful support to the FDP staff dealing with parents with parenting issues.
- Training on child development and behavior, childcare, parenting and parents-child relationships are organized in the communities where FDP teams are working².

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This note has been adapted into French and updated in 2010 by Anne Carpentier, Gestalt-therapist, in charge of Pratiques Network & technical support to psychosocial programmes. See

http://www.interaide.org/pratiques/pages/urbain/petite_enfance/Petite_enfance_Fiche_2006_mai_Anne_Carpentier_07-2010.PDF

In Preschools supported by Inter Aide:

- Parents – child creative workshops.
- Training on child development and behavior, childcare, parenting and parents-child relationships.

In the Philippines, a technical support team provides on-going group / on-site training and technical inputs on ECD activities as well as the various aspects of family follow-up.

We believe that ECD activities are particularly complementary to Family Development and Preschool Programs.

A) Objectives of ECD program

- * To promote child's development in all its aspects (holistic approach).
- * To improve parents-child relationships and to support parents in providing appropriate cares, child rearing practices and adapted developmental materials / activities to their children.
- * To offer ECD activities to the highest number of children coming from poor families living in deprived urban areas.

B) Selection criteria for beneficiaries

- * Level of poverty (a tool to estimate the families' level of poverty level was designed by the Filipino programs: see the "Family Evaluation Form" used in Cebu in appendix 4 – this poverty assessment tool must be adapted to the local socio-economic situation and culture).
- * Motivation / interest of the parents to participate to ECD activities with their children.

Targets of ECD activities are children from 0 to 2-3 years old coming from deprived families, and their parents. Children with special needs (handicap, impaired development) are not the ECD target, as they require specialized intervention – in some particular cases these children can be accepted³, but most often information / referrals to external agencies are given to the parents.

C) Intervention strategies

Strategies take place at different levels, with different key person, usually parents and teachers (or other caregivers).

1. Parents

Different activities involving parents and their children are proposed, in order to work on improving their relationship and childcare practices:

² These trainings are organized in the areas, so that the whole community is able to attend and participate.

³ For example, the mother of a young autistic child was included in a Family Development Program starting in a new area. The mother was feeling very depressed, guilty and ashamed of her autistic daughter, she used to keep her at home and the whole family situation was affected by the problem. We proposed to the mother to join ECD activities with her child, which helped them a lot. After a while, she became confident enough to go outside with the child and to bring her to a special cares centre. The neighborhood noticed the mother's changes, it improved the program's acceptance and integration in the area, as many families approached the FDWs to ask for referrals, counseling... In this example, including this special child in ECD activities had an important impact, not only for the said family, but also at the program and FDP staff level.

Parents – infants (0 to 2-3 years old) ECD activities, non-directive and based on free play, are observed to be very effective in improving family relationships as well as the family global situation.

In the context of FDP, proposing ECD activities to parents and their children has proven to be effective in terms of building trust with beneficiaries, supporting parents to open up about personal issues affecting the family stability, and in terms of improvement at the level of family communication and relationship as a whole (including older children). Through ECD activities, we are able to work on deeper issues, beyond the children's condition as such. We have observed that, in ECD intervention, young children provide an indirect *entry point* into the family dynamics, issues and systems.

Group debriefings are proposed at the end of ECD activity, including suggestions of home instructions / home-based application (ideas / projects should come from the parents as much as possible, staff should act as *facilitators*).

Here is the flow of Creative Workshops as they were implemented in partnership with Bidlisiw (Cebu, Philippines) up to 2006:

Creative workshops are organized at least twice a month in each area; the activity's regularity is a must for its efficiency. The approximate duration of a workshop is 45 minutes.

Six to eight families should be invited for each workshop. The group should gather the parents with difficulties to interact with their children (inappropriate child care and discipline methods, tendency to neglect / abuse the child...), as well as parents having a good and gratifying relationship with their children – the idea is to create a situation where parents can observe different ways to educate and interact with the child.

As the goal here is to work on the parents–child relationship, activities proposed for these workshops should be focused on the participation of both parents and child. For example, during proposed cooking activities, young children should be able to help by mixing dough or other simple and safe preparation instructions.

These are examples of activities offered during these workshops:

- Cooking
- Toys making out of recycled material
- Arts activity (drawing, Christmas cards...)
- Massage activity.

Creative workshops are handled by the Occupational Therapists (OTs). The facilitators should provide equal attention to all participants and refrain from judging the quality of the participants' creations (the goal here is to focus on the parents – child interaction, and not on the activity's results itself).

Steps in implementing Creative Workshops:

- ✓ Define an activity for the workshop, with the budget and organize the purchase of needed materials.
- ✓ Set a schedule, inform the parents ahead of time, and remind them again about the activity the day before the workshop.
- ✓ Prepare a sample of the activity's result (if needed).
- ✓ When they arrive, place the participants in circle, making sure that children have their space and place in the activity.
- ✓ Introduce the workshop's purpose and objective.
 - If they have already attended a workshop, ask the participants about the goal of this activity, i.e. to work on the parents - child relationship (and not to cook, make toys, draw...)
 - Discuss with the group how the children can participate to the activity
- ✓ Display the material and let the participants do the activity.
- ✓ During the activity itself, the facilitators should note all their observations about the ways parents interact with their children:
 - How do they make the child participate to the activity? Are they interested in the child's actions?
 - How do they handle the child's behavior? (Discipline, motivation...)

- How do they look, touch, talk to the child? (Caring, soft, rough...)
- Do the parents enjoy the activity *with* their child?
- ✓ Note the child's behavior towards the parents too (obedient, opposant, provocative, attention seeking, withdrawn, aggressive...).
- ✓ At the end of the activity, conduct a debriefing discussion with the parents:
 - Did they enjoy the activity? Why?
 - What did they observe during the activity?
 - How did the children participate?
 - How can they improve the children's participation for the next workshop?
 - Do they find this activity useful (in terms of parents – child relationship)?
 - Would they like to implement similar activities at home with their children? (Examples)
 - The OTs provide inputs regarding children's needs and developmental milestones, the reasons why the proposed activity is useful in terms of children's development, as well as some inputs about the parents-child interaction and its role in children's development.
- ✓ Congratulate the participants for their performances and participation, and inform them about the next workshop's date and type of activity.
- ✓ If the team observes important dysfunctions in the parents-child relationship, the parents can be asked to stay after the workshop for discussion (or a meeting with them can be scheduled).

The team should use the observations noted during the creative workshops as information regarding the child's affective and social development (as well as possible suspicion of abuse / neglect), and as a basis for interventions with the family, if needed.

Based on experience, non-directive and participative activities have shown the best results in bringing lasting changes – since the team starts the intervention where the parents are, using an experience-based approach.

However, trainings on identified topics can be proposed as need arises. This approach is more directive and aims at sharing inputs on a specific topic. 'Lecture styles' should be avoided if possible, as participative approaches have proven to have a much greater impact on the parents.

Parental capacities should always be supported, even if parents show deep difficulties in their relationships with their children. The goal is to help them develop self-confidence and trust in their own capacity to provide more appropriate cares to their children. Judgmental attitude should therefore be avoided, and a consistent supporting / accepting attitude should be expressed by the staff⁴.

Mothers are usually the family's main contact person for ECD, as they are the family members most commonly in charge of childcare (especially infants). However, involving fathers is very efficient and brings lasting improvements in the family relationships. We have observed that sometimes, fathers are eager to join ECD activities but they are not really informed and invited by the staff, who don't always feel comfortable approaching them and dealing with them regarding children issues. Appropriate support should be given to the ECD team so as to increase fathers' participation.

Setting: centre⁵-based ECD activities are usually proposed; it is more convenient for activity preparation and planning. In the Philippines, a few FDP families have taken the initiative to propose having ECD activities for small groups of parents in their homes, with the support of FDP / ECD staff. Although home-based activities are more difficult to handle for the team, outcome is very promising in terms of applying ECD activities at home, parents' involvement and initiatives, advocacy of ECD activities in the areas... Improvements in terms of child development and parents-child relationship are very positive.

⁴ If there is any suspicion of child abuse, the team should first *observe* the situation as objectively as possible, then inform the persons / authorities in charge of handling with such issues. *Even in this type extreme of situation, parents should be part of the process, as much as possible.*

⁵ Schools, community buildings, chapels, temples, FDP field offices...

Of course, home-based setting also increases the activities' general sustainability.

Materials: The use of toys and developmental materials made out of recycled goods is recommended, as parents can easily use them / make them at home⁶.

Staff: ECD facilitators should be carefully trained to conduct such activities. Regular group and on-site staff training and supervision should be organized in order to assure the activities' quality (as well as support for the staff).

Even in activities that do not aim at *training* people (such as parents-child creative workshops), it is very common among ECD facilitators to develop a tendency to have a more directive, 'teacher type' attitude towards the participants, which hinders the beneficiaries to express themselves and to freely experiment new ways to interact with their children. On the other hand, the emotional impact on the facilitators related to their exposure to dysfunctional parents-infants relationships, should be taken into account⁷ (this highlights the importance of staff debriefing and supervision). Being exposed to heavy emotional experiences often explains the reaction of ECD staff to develop a more directive attitude towards the beneficiaries, in order to unconsciously "limit" the participants' emotional expression and to keep a certain control on what is happening during ECD activities. Such defensive (and often unconscious) reaction is easily understandable, and appropriate support should be provided to ECD staff in order to understand what is happening and to be able to deal with the situation.

Just like FDP, the implementation of ECD activities should be a dynamic process with a constant reflection on the activities' outcome (vis-à-vis the program's objectives), the beneficiaries' needs etc. External professionals are very helpful for ECD program assessment – see below.

Parents' sense of responsibility should always be highlighted in the process through constant involvement of parents in ECD programs.

2. **Pre schools / play groups teachers**

The objective is to train teachers to provide appropriate developmental activities to the pupils (not only activities focused on cognitive aspects and language development), to detect children having difficulties and to provide support to the parents.

D) Evaluation

Observation is the most reliable tool to assess the participants' progress in ECD activities. A simple observation tool in 3 parts has been developed⁸:

- Observation of the child's behavior.
- Observation of parents' behavior.
- Observation of parents-child interaction.

This observation tool is filled up at the end of every ECD session for each family who attended the activity. If a family is also a FDP beneficiary, the FDP staff can add additional home-based observations. Observations should be written *as 'objectively' as possible*, no interpretation should be

⁶ Example of how to make toys out of recycled materials can be found in:

Toys for fun: a book of toys for preschool children TALC / Child for Child, [MacMillan](#), Save the Children Fund, J. Carlile, 1994 (64 p.)

The first three years: a sourcebook on Early Childhood Care and Education, UNESCO/UNICEF, Digest n° 31, Coll. L'enfant, la famille, la communauté online at:

<http://unesdoc.unesco.org/images/0008/000869/086965eo.pdf>

⁷ Many researches have shown that professionals exposed to family dysfunction (especially early mother – infant dysfunctional interactions) are deeply affected by the situation: it can be observed in their reaction with and towards the family, in the way they assess the overall family situation and the quality of the interactions, in a tendency to reproduce the same interaction patterns if they interact directly with the child...

⁸ This observation tool was developed in Madagascar, then translated and adjusted to be used in the Philippines – see attached document.

noted in the form. Case conferences should be regularly organized with the team in order to discuss interpretations of the observations.

In Cebu (Philippines), ECD pre test and post test tools have been developed (see appendixes below). Questions presented in these forms are asked during home-visits. It is recommended to ask questions in an indirect way, during a discussion with the family. 'Interview style' should be avoided (bringing the form during the visit and asking questions one after the other is not advisable), as parents often feel judged and tend to give answers that do not correspond to the reality but to what the staff wants to hear.

In Cebu, we have observed that positive (and often lasting) changes are commonly observed after a participation to 6 ECD sessions. Therefore, the team conducts the ECD post-test after 6 sessions. If progress is not very clear or if the team assesses that a particular family still needs to improve in terms of parents-child relationship and childcare, another series of 6 sessions can be offered to the family (a case discussion should be organized with the whole team - and consultants - so as to analyze the case and eventually propose other interventions to the family, depending of their particular needs).

For parents trainings on ECD, a training assessment process should be defined *before* conducting the training session. It is of course easy to gather numerical information (number of participants, hours of trainings...), while it is much more difficult to assess the *impact* of a training on the participants, as it implies the *application* of the training concepts on the beneficiaries' daily life /environment.

All the ECD teams supported by Inter Aide have difficulty trying to develop efficient evaluation systems for each type of activity... It is very hard to define a relevant tool to assess the sensitivity and fineness of family interactions, and its progress. However, the most important factor is to define very precisely and concretely the activity's objectives and expected output for the beneficiaries, so as to have a clear basis to design the evaluation form (assessment tools should as simple as possible, with the most relevant concrete expected output, as "SMART" as possible - Specific, Measurable, Accurate, Reliable, Timely). This process is interesting, as it makes the staff analyze in details the beneficiaries' very concrete needs, and the best way to respond to these needs and to evaluate the progress.

These are just a few examples of such process:

1) The objective is mainly to **disseminate information** on ECD:

→ **Training** activity seems adapted.

→ A **pre-evaluation** should be conducted to assess the participants' knowledge before the training session.

→ **Training content** should be designed based on the needs shown in the pre-evaluation results

→ After the training, **evaluation should be focused on the participants' knowledge**, the inputs they are able remember after the training session.

→ A **summary of the training's impact evaluation** should show the progress of participants in the *few main aspects* of the training's objectives, with a few simple and most relevant criteria.

If the training aims at producing a change in the families' home environment (for example, creation and use of play materials with children), home-based assessment could be conducted with a sample of participants.

2) The objective is to **improve / reinforce the relationship between parents and their children**:

→ **Parents – child creative workshop** appears as the most adapted approach⁹.

⁹ Home-based discussion or giving information on that matter might help in some cases, but it is not sufficient to bring lasting improvement. An experience – based non-directive approach seems to be necessary in order to conduct deeper work on parents – child relationship.

→ **Evaluation** should focus on the **detailed observation of the parents – child relationship**, on its different aspects: the child, the parent(s), their interaction. A **pre-test** may be conducted too, if possible (questions should again be focused on the activities' expected output).

→ The **objective observations** of the staff during the creative workshop sessions should be noted generally. A **particular attention should be given to the few areas to be improved that were identified based on the pre – test**.

→ **Home-based evaluation** is conducted (for example once a month). Again, very concrete observable aspects should be defined as a basis for assessment.

→ After a series of 6 sessions, a **case discussion** is organized to assess the family's progress (team work).

→ A **summary of the creative workshops' impact evaluation** should show the progress of participants in the parents – child relationship: at the child level, the parents' attitude level and the interaction level.

Appendixes

- Creative workshop pre and post test 2006 (Partnership IA – STePS, Cebu, Philippines)
- Family Evaluation Form 2006 Partnership Inter Aide – STePS, Cebu, Philippines)
- Creative Workshop Observation Form 2006 (Partnership IA – STePS, Cebu, Philippines)

Articles & Books to read (update 2010)

Example of how to make toys out of recycled materials can be found in:

Toys for fun: a book of toys for preschool children [TALC](#) / Child for Child, [MacMillan](#), Save the Children Fund, J. Carlile, 1994 (64 p.)

The first three years: a sourcebook on Early Childhood Care and Education, UNESCO/UNICEF, Digest n° 31, at: <http://unesdoc.unesco.org/images/0008/000869/086965eo.pdf>

Books by D.W. Winnicott (1896–1971) English paediatrician, psychiatrist and psychoanalyst:

Playing And Reality

Through Pediatrics to Psychoanalysis

Babies And Their Mothers

Written for parents (Based on talks broadcast by the English Radio, BBC):

The Child, the Family and the Outside World

Talking To Parents

Books by T. Berry Brazelton (American paediatrician)

Touchpoints-Birth to Three

Touchpoints 3 to 6

To Listen to a Child & Understanding the Normal Problems of Growing Up

The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn and Flourish T. Berry Brazelton & Stanley I. Greenspan

Allan Shore's articles online : <http://www.allanshore.com/articles.php>

Video : ["All by themselves"](#) - ["More than mere play"](#) - ["Me too"](#) - ["Freedom to move one's own"](#) / 90m EMMI PIKLER - LOCZY. (Produced by Pikler-Loczy Association for Infancy, Emmi Pikler Institute, Budapest, Hungary).

The updated procedures and tools of the Family Development Program implemented in Cebu are online at

<http://www.interaide.org/pratiques/pages/urbain/social/social.html>

Cebu Family Development Approach Documentation Set – Inter Aide / STePs June 2010

http://www.interaide.org/pratiques/pages/urbain/social/Cebu_Family_Development_Approach_2009_updated-06-7-10.pdf

Cebu Parent-Child Creative Workshop Compilation – June 2010

http://www.interaide.org/pratiques/pages/urbain/petite_enfance/Cebu_Creative_Workshops_compilation_june_2010.pdf

Cebu Playgroups Compilation – June 2010

http://www.interaide.org/pratiques/pages/urbain/petite_enfance/Cebu_Playgroup_compilation_june_2010.PDF



Parents – Child Creative Workshop

Notes & Observations

2006

Caregiver's name:

Name and age of child(ren):

Date:

Workshop Nb:

- The Mother / Father**

Attitude towards the child:

- ☐ Relaxed
☐ Open
☐ Tender / loving
☐ Shows attention
☐ Able to calm down / control the child

- ☐ Rough
☐ Anxious / worried
☐ Doesn't set limits
☐ Strict / rigid
☐ Authoritarian
☐ Careless / tendency to neglect

During play:

- ☐ Plays with the child
☐ Doesn't play with the child

- ☐ Tends to do things herself, instead of the
☐ Doesn't let the child play

- The child**

- ☐ Open / active
☐ Calm
☐ Happy / excited
☐ Curious

- ☐ Shy / Withdrawn
☐ Passive / hesitant / resistant to play
☐ Anxious
☐ Sad
☐ Aggressive
☐ Turbulent / naughty

C. Attitude of the child towards separation:

- ☐ Is able to play alone (secure)
☐ Cries, is worried when his parent leaves him
☐ Shy, but able to play / perform the activity
- ☐ Doesn't pay attention to his parent
☐ Can't accept separation (physical)
☐ Seeks attention

- Parents – Child interaction**

D) Observations	Not at all	A little	A lot
The mother looks at her child			
The mother talks to her child			
The mother provides a sense of security to her child			
The mother explains to her child			
The mother plays with her child			

- Facilitator's other observations**

D. Do you think that the child may be victim of abuse / neglect?

- ☐ I don't know ☐ Yes ☐ No ☐ Probably
- If Yes:*
- Frequency:** ☐ Often ☐ Sometimes ☐ Not often
Intensity: ☐ As discipline mode ☐ Seems to be a habit

The Parent – Child interaction seems to be:

- ☐ Harmonious ☐ Not harmonious ☐ Undetermined

Does the mother / father's attitude have an important role in the child's difficulty?

- ☐ Yes ☐ No ☐ Not applicable

Other Observations:



CREATIVE WORKSHOP PRE & POST-TEST

(Home Visit Guide)

Family:

Date:

Child's name and age:

☐ Do you have play material in your house (not necessarily **toys**)? ☐ Yes ☐ No
If yes, what kind of play material?

.....
.....
.....

☐ What kind of play does your child like most?

.....
.....

☐ Do you play with your child? ☐ Yes ☐ No Your spouse? ☐ Yes ☐ No
If yes, how often? (how many minutes? How many days per week?)

.....
.....

What kind of play?

.....
.....

☐ How often and how long does your child usually play at home:
Alone:.....

Plays with playmates
(age:_____):.....

☐ (For 4 years old above) Do you sometimes take time to talk heart to heart to your child?
☐ Yes ☐ No
If yes, what do you usually talk about?

.....
.....

Did your child ever tell you about personal issues, difficulty, dreams in life, worries?
☐ Yes ☐ No For example:

.....
.....

☐ Are there behaviors of your child that you would like to improve? Specify:

.....
.....
.....

☐ How do you usually discipline your child? (at least 2 answers)

.....
.....

☐ Is it effective? ☐ Yes ☐ No ☐ Sometimes
☐ What about your spouse?.....
☐ Is it effective? ☐ Yes ☐ No ☐ Sometimes

☐ How do you usually teach new things to your Child? (at least 2 answers).....

☐ If sometimes you are tired and your child is still asking for your attention, how do you usually react? (at least 2 answers)

 Is it effective? ☐ Yes ☐ No ☐ Sometimes

☐ In what situation do/did you place your baby in the "duyan"?
☐ During sleep; If yes, how long:
☐ When mother has household chores; If yes, how long:.....
☐ Most of the time

☐ To your opinion, at what age does a child start playing?.....
 Why?.....

☐ (for 3 years old above) Is your child helping at home? ☐ Yes ☐ No
 What are his/her responsibilities such as household chores or errands?

To your opinion, at what age can we ask a child to look after his/her younger brother and sister:
 1 – With adult supervision:.....
 Why?.....
 2 – Alone:.....
 Why?.....

Other observation/comments:

Guide:

✓ - please check the box provided before each item if the interviewee has difficulty in answering the item.

Cebu Family Evaluation Form (2006)

Family Name _____

FDW _____

Date of Evaluation (A): _____

Score: _____

Date of Evaluation (B): _____

Score: _____

Date of Evaluation (C): _____

Score: _____

<u>Family Status</u>	A	B	C
Monthly Family Income			
Target Family Size + Dependents			
Personal Hygiene/Cleanliness			
House			
Number of Rooms			
Facilities			
Electricity			
Water			
Assets			
Time Management			
Health			
Education			
Birth Certificate			
Husband and Wife Relationship			
Parent-Child Relationship			
Nutritional Status			
Attitude toward Family Planning			
Attitude toward FDW			
Total			

<u>4 points</u>	A	B	C
More than 5000			
Less than 5 members			
Very good			
Concrete			
More than 1 separate Bedroom			
Own Sanitary C.R.			
Own Meter			
Mineral/ Purified Water			
VCD/ Karaoke/ Refrigerator			
Organized with 1 child under adult supervision			
Health Needs Handled with Savings			
All Children of School Age are in school (pre-school – secondary)			
All Children Have BC			
Supportive Family (income sharing and helping relationship)			
All Childs right met (Participation, Development, Protection, Survival)			
All children are normal			
FP users or No FP needs			
Open and confident			
A: B: C:			

<u>3 points</u>	A	B	C
3500 - 5000			
5 – 7 members			
Good			
Wood/ Concrete			
1 separate Bedroom			
Communal C.R.			
Legal Tapped with Consent			
Owned Metered Connection			
TV/ Good Quality Furniture			
Not organized with children under adult supervision			
Health Needs Met on Time and no savings			
More than half of children enrolled			
All children were registered but more than half have BC			
Stable Family with money issues			
Survival, Development and Protection rights are met			
At least one child is 1 st degree			
With FP needs and both are interested			
Interested and takes action with support			
A: B: C:			

<u>2 points</u>	A	B	C
1500- 3500			
8 – 10 members			
Fair			
Wood/ Bamboo			
1 Big Common Room			
With Unsanitary C.R.			
Illegal Tapped			
Communal Water			
Fan/ Radio			
Organized but children not under adult supervision			
Health Needs Meet but Not on Time			
Less than half of children enrolled			
All children were registered but less than half have BC			
Family conflict with vices			
Survival + Development or Protection rights are met			
At least one child is 2 nd degree			
With FP needs but only one is interested			
Seems interested but no action			
A: B: C:			

<u>1 point</u>	A	B	C
Less than 1500			
More than 10 members			
Poor			
Shanty			
1 Small Common Room			
No C.R.			
No Connection			
Deep well/ Pump			
No Appliances			
Not organized and children not under adult supervision			
Health Needs Not Handled			
No Child Enrolled			
At least one child not registered			
Family conflict with violence			
Survival rights sometimes met			
At least one child is 3 rd degree			
With FP needs but not interested			
Passive/ resistant			
A: B: C:			