



---

# MANUAL

## Planning and Conducting Well Being Days

ONE-STOP SHOP FOR SERVICES TO YOUNG CHILDREN AND  
THEIR CAREGIVERS





# Planning and Conducting Well Being Days

ONE-STOP SHOP FOR SERVICES TO YOUNG CHILDREN AND THEIR CAREGIVERS

*Since 1943, Catholic Relief Services (CRS) has held the privilege of serving the poor and disadvantaged overseas. Without regard to race, creed or nationality, CRS provides emergency relief in the wake of natural and manmade disasters. Through development projects in education, peace and justice, agriculture, microfinance, health, and HIV&AIDS, CRS works to uphold human dignity and promote better standards of living. CRS also works throughout the United States to expand the knowledge and action of Catholics and others interested in issues of international peace and justice. Our programs and resources respond to the U.S. Bishops' call to live in solidarity-as one family-across borders, over oceans, and through differences in language, culture and economic condition.*

© 2013 Catholic Relief Services. Readers may copy or translate this publication for non-profit use, provided that copies or translations are distributed free or at cost. Please give appropriate citation credit to the authors and to Catholic Relief Services.

# Table of Contents

<b>Introduction .....</b>	<b>1</b>
<b>Planning and Preparation .....</b>	<b>b</b>
PLANNING .....	b
COORDINATING WITH SERVICE PROVIDERS.....	b
VENUE SELECTION.....	b
PREPARING .....	b
COMMUNITY PREPARATION .....	3
SERVICE PROVIDER PREPARATION .....	3
STATION PREPARATION .....	4
<b>Preparation Calendar .....</b>	<b>5</b>
4 WEEKS BEFORE THE WELLBEING DAY .....	5
3 WEEKS BEFORE THE WELLBEING DAY .....	5
2 WEEKS BEFORE THE WELLBEING DAY .....	5
1 WEEK BEFORE THE WELLBEING DAY .....	6
2 DAYS BEFORE THE WELLBEING DAY .....	6
THE DAY BEFORE THE WELLBEING DAY .....	6
THE WELLBEING DAY .....	7
THE DAY AFTER THE WELLBEING DAY .....	7
<b>Organizing the Stations .....</b>	<b>8</b>
BASIC MATERIALS AND SUPPLIES FOR STATIONS.....	9
STATION DESCRIPTIONS.....	9
REGISTRATION STATION.....	9
HEALTH STATION .....	10
HIV STATION .....	10
BIRTH REGISTRATION STATION .....	11
ADULT EDUCATION STATION.....	11
NUTRITION STATION .....	11
HYGIENE AND SANITATION STATION.....	12
PLAY STATION .....	12
LUNCH AND SNACK STATION .....	13
ASSESSMENT STATION .....	13

<b>Good Practices during the Wellbeing Day .....</b>	<b>- 14 -</b>
AT THE REGISTRATION STATION.....	- 14 -
INVITING A CHILD INTO THE STATION .....	- 14 -
BEFORE STARTING THE SESSION OR PROVIDING A SERVICE.....	- 14 -
INTERVIEWING AND ASKING QUESTIONS.....	- 14 -
WHEN YOU HAVE PROVIDED A SERVICE .....	15
<b>Monitoring &amp; Evaluation Tools .....</b>	<b>16</b>
DATA COLLECTION .....	16
DATA ANALYSIS.....	17
REPORTING RESULTS AND WRITING RECOMMENDATIONS .....	17
<b>Annexes .....</b>	<b>19</b>
ANNEX 1. SAMPLE COMMUNITY INVITATION LETTER .....	20
ANNEX 2. SAMPLE INVITATION LETTER FOR LOCAL SERVICE PROVIDERS .....	21
ANNEX 3. WELLBEING DAY PREPARATION CHECKLIST .....	22
ANNEX 4. SAMPLE FORMS .....	27
Child Record Form.....	27
Service Card .....	28
Wellbeing Day Referral Form .....	29
Knowledge and Practices Assessment Form .....	30
ANNEX 5. SAMPLE WELLBEING DAY REPORT .....	36
ANNEX 6. STEPS FOR MAKING TIPPY TAPS.....	37
ANNEX 7. GAME IDEAS FOR THE PLAY STATION .....	38

# Acknowledgements

This publication was financed through the generous support of the Sieben Foundation and the ELMA Foundation for the Whose Child is This? project. Whose Child is This? is a project seeking to empower vulnerable communities to become the principal drivers for improving the early education and care of their children. One of the project's strategic objectives focuses on the dissemination of key project strategies both in Lesotho but also internationally. The manual presented here is just one piece of the growing library that document successful strategies utilized as part of the project.

The activities and approaches detailed in the manual have all been field tested. Their quality is a direct result of the dedicated efforts of our implementing partners, the Sisters of Charity, the Good Shepherd Sisters and the Catholic Commission for Justice and Peace, and the government of Lesotho line ministries; especially the Ministry of Education, Ministry of Health, Ministry of Social Welfare, and the Ministry of Home Affairs. The writers want to specially acknowledge the contributions of the following individuals: Sister Angelina Monyetsane, Sisters of Charity; Sister Agnes Thakafako, Sisters of Good Shepherd; Mamotsiba Makara, Catholic Commission for Justice and Peace; Rita Billingsley, Catholic Relief Services Lesotho; Blain Cerney, Catholic Relief Services Lesotho; Mahlape Phakoe, Catholic Relief Services Lesotho; Manapo Mohoanyane, Catholic Relief Services Lesotho; Aletta Koetlisi, Catholic Relief Services Lesotho; and Selamawit Tadesse.

*Setungoane Letsatsi-Kojoana & Ana Maria Ferraz de Campos, Catholic Relief Services*





# Introduction

The Wellbeing Day model has derived from the Station Days methodology. Station Day is a child and parent-friendly and participatory day-long monitoring and evaluation field activity to assist project staff, orphans and vulnerable children (OVC) and their caregivers to appreciate critical issues affecting the children's lives and to understand the impact of the project.

Station Days was a concept originally piloted by Tsungirirai Welfare Organization in 2003 in Zimbabwe. Tsungirirai (which means persevere and have courage) is a community-based organization serving children in peri-urban and rural areas of Norton, Zimbabwe. CRS Zimbabwe began working with the organization as part of its Support To Replicable Innovative, Village/community Efforts (STRIVE) project. STRIVE originally received funding from USAID, and is now funded by UNICEF. Through information-sharing and exchange visits, other CRS Zimbabwe partners have adopted Station Days as a methodology, including a partner that works on livelihoods security projects. Later, Station Days was adapted by the MOVE (Mountain Orphans and Vulnerable Children's Empowerment) and HEAR ME (HIV Education for Adolescents Response Motivation and Empowerment) projects implemented by CRS Lesotho in 2007.

The Station Days methodology was adapted by CRS Lesotho in 2012 to help address the service needs of children under the age of 5. While built upon the same station-to-station approach pioneered in 2003, the make-up of each Wellbeing Day station has been revamped around 5 key areas that experts all over the world have identified as being critical to the development of children. These areas are: Nutrition, Health, Sanitation, Child Rights and Protection and Education, both for parents and children. The adaptation was ideal to the Lesotho context because government ministries in both Health and Education had been providing annual celebration days for children. The Wellbeing Days approach capitalizes upon this knowledge base while incorporating a plethora of services previously not included.

Wellbeing Days use the Station Day model focusing on service provision to infants, children under five, and their caregivers. As a modification of the Station Days approach, Wellbeing Days are an example of how the Station Days methodology can be adapted for other types of projects. For example, stations could be set up at food distribution or during agricultural field days. With good organization, well-trained staff and volunteers, creativity, and a commitment to rigorous follow-up, Station Days can be an important part of a wide variety of development projects.

Wellbeing Days have been used successfully in Lesotho to engage children in a fun activity that also gathers important information about the care of the child and household practices of child caregivers. Typically, the activity is held in the community at a location that is central and easily accessible for the children and their caregivers to participate. Wellbeing Days are a quarterly event. The follow-up that occurs after Wellbeing Days is just as important as the Day itself, as information about children's nutrition, health status, and caregiver practices all may require attention.

This simple guide helps explain how to organize and monitor Wellbeing Days to achieve optimum participation from children, their caregivers, and service providers while increasing coverage and access to services which will fulfil the rights of the child and family.

# Planning and Preparation

Wellbeing days are intensive community-based events with the participation of many actors. Ample planning and preparation are essential to the success of Wellbeing Days.

## PLANNING

Conducting a Wellbeing Day requires careful consideration about the right period of the year, day of the week and time to do it; it is not just a matter of choice. Wellbeing Days are an intense activity and will take the children and their caregivers away from the daily routine, such as going to school, household and farming activities. For this reason organizing the Wellbeing Days during the school holidays and outside of the planting and harvesting seasons may facilitate attendance. The season of the year is another consideration as extreme weather conditions, such as snow or hot weather may impose challenges in choosing a venue and deciding the best time during the day. During the cold weather, the Wellbeing Day may be scheduled during the warmer hours of the day, while during the hot season it may be scheduled during the coolest hours of the day.

## COORDINATING WITH SERVICE PROVIDERS

Because the Wellbeing Day is better implemented with the participation of a variety of service providers, the decision to organize the event must be discussed with the school authorities, village chiefs, clinic and local authorities before the date is set. Once the date is defined, ensure that all those who will be involved will list the Wellbeing Day on their calendars. Find out if anyone will be away at a workshop or meeting that day and plan for replacements accordingly. Consider involving parish priests, pastors and other spiritual leaders to disseminate the date chosen.

A good practice to consider is to include the participation of senior students from social services, medical and nursing schools. Coordination with the National University may provide a practice opportunity to students in addition to provide qualified personnel the chance to participate in the implementation of the Wellbeing Day. Students must be accompanied by a certified supervisor and roles and responsibilities must have been clearly defined and agreed upon prior the event.

## VENUE SELECTION

Selecting an appropriate venue for the location of the Wellbeing Day is critical. As there will be large groups of children attending these events, it will be important to establish a clear structure as to how these groups of children and their accompanying caregivers should be managed. Special attention must be given to child's safety to ensure that children and caregivers are aware of each other's whereabouts during the entire event. The space should comfortably accommodate the expected number of participants, with sufficient space for indoor and outdoor activities and that will keep participants safe from extreme weather conditions. Often school buildings and Church compounds are good locations as these may accommodate large numbers of people, providing safe spaces for indoor (classrooms) and outdoor activities. Consult with the multi-sectoral team when choosing the venue as they may have critical local knowledge for making an appropriate venue selection.

## PREPARING

The section below is a suggested implementation strategy. Like all of the materials presented in this manual, it should be adapted to meet the realities of your environment. Because of the importance of the event, it is crucial to be flexible and promote a participatory approach throughout the preparation process to ensure the event has local ownership and suits the needs of the beneficiaries.

## COMMUNITY PREPARATION

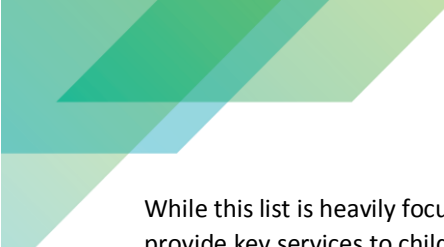
Important preparatory work and sensitization must be conducted at the community level to ensure that the children and the caregivers come with the appropriate documents and materials to maximize the impact of the different services being delivered. In all cases possible, the primary caregiver should be encouraged to attend and bring with them the child's growth monitoring and vaccination register. The participation of the primary caregiver and the presence of the child growth monitoring and vaccination register will be essential as both will help the service providers to understand each individual child better and ensure that appropriate and quality services are being delivered. When a child is brought by secondary caregivers, some services will only be accessed with written consent of the primary caregiver; a necessary precaution to ensure the safety of the child and to respect the confidentiality of health information. In those instances that require written consent, like HIV and AIDS testing, the child should not be allowed to receive the service. Project staff should try to identify those caregivers that are not attending and work to ensure their attendance at the next event.

In Lesotho, the sharing of this information with community members is done by coordinating with the local chief and community councillors. Every country is different and has its own methods for sharing information, both traditional and non-traditional. Utilize that method which has proven to be most effective in your country for communicating with community members. Annex 1 shows a sample invitation letter that can be used to inform community members of: the date of the upcoming event, the objectives of the event, and the materials and actions that caregivers should take to ensure their child's meaningful participation in the Wellbeing Day.

## SERVICE PROVIDER PREPARATION

Because each Wellbeing Day will provide a different set of services dependent upon the availability of each service provider, there is no set list of mandatory services. Regardless, it will be important that the event organizer conduct regular meetings to determine participating service providers and identify the individual responsible for providing the service during the event. The following are suggestions of key services and service providers that each organizer should encourage to participate in Wellbeing Days:

- Health (Ministry of Health): Vaccination, vitamin-A supplementation, de-worming, growth monitoring, iron testing and voluntary HIV testing and counselling.
- Child Rights and Protection (Child Gender and Protection Unit): Protecting child rights, avoiding human trafficking, sensitizing about the types of and the prevention of domestic violence.
- Birth Registration (National ID Identity and Civil Registry): Collection of verification documentation, birth registration, acquisition and distribution of birth certifications and national ID cards.
- Adult Education (Ministry of Education National Teacher Trainer, Home Base Resource Trainer, Area Resource Teacher): Training of parents on the importance of early childhood care and development to children, to provide stimulation at home, to be involved in your child's education, and to provide support for IECCD preschools; Training of preschool teachers to help them improve their classroom management, share child development spurring activities, and provide a forum to discuss issues.
- Nutrition (Ministry of Health; Ministry of Agriculture and Food Security): Caregiver's education on infant and young child feeding including, food preparation, food production and garden construction.
- Hygiene and Sanitation (Ministry of Health): Basic education about water management and sanitation for teachers, caregivers and/or children
- Play (Peace Corps Volunteers, Ministry of Education, Community Teachers and Volunteers): Supervised entertainment and informal age-appropriate activities for children.
- Lunch and Snacks (Main implementing partner, Community Members): Balanced meal and healthy snacks to be provided to beneficiaries, services providers and volunteers involved in the implementation of the Wellbeing Day.
- Assessment (Main implementing partner and volunteers): Rapid assessment about caregivers' knowledge and practices related to the information provided in the service stations.



While this list is heavily focused on government service providers, it is important to think of other service providers that provide key services to children in your country. These may include NGOs, Peace Corps, and Faith Based Organizations. A sample letter for inviting service providers is included in Annex 2.

#### STATION PREPARATION

The hosting organization should identify adequate service delivery venues for each of the service providers that will be in attendance. Each service provider should be asked which service they will be providing. Service provider venues should contain the basic materials to ensure that workers and beneficiaries will be comfortable. This includes but is not limited to chairs and tables for information collection and benches for caregivers and children to sit and wait. The play area will need appropriate play materials for children of various ages (infants, toddlers, preschool children).

Special efforts should be made to ensure that the appropriate venue is allocated to allow for best possible service delivery, including attention to privacy and confidentiality when necessary. Each service provider should receive a data collection form to record the attendance of children and their caregiver, as well as the service provided.

# Preparation Calendar

This chapter provides an overview of the planning necessary in the month before and the days after the Wellbeing day. See also the Wellbeing Day Preparation Checklist provided as Annex 3.

## 4 WEEKS BEFORE THE WELLBEING DAY

- Organize a meeting with the Multi-sectoral team and review notes from the previous Wellbeing Day. Highlight those aspects that went well so that these aspects can be maintained. Discuss the points for improvement and make a plan to incorporate new strategies to address them.
- Agree on services to be provided in the next Wellbeing Day.
- Determine the number of children, caregiver and teachers participating in the Wellbeing Day. Experience has shown that it is possible comfortably serve 200-250 children at one event. Having more children than this will make the day too long. If the expected number of participants will be more, the event should be conducted over two days.
- Discuss possible venues based on the expected number of participants.
- Identify the location and send a letter to the owner of the space requesting its use.
- Identify a coordinator to oversee the preparations and conduction of the Wellbeing Day.
- Establish a task team assigning clear tasks to each person. This team may include project staff, service providers, volunteers, representatives from the selected venue, and university students.
- Send invitation letters to local Chiefs, Community Councilors, Communities, Heads of Department and to the National University if students will participate. (See sample letters attached in Annexes 1 & 2).
- Develop a checklist of all the activities required to implement the Wellbeing Day, indicating the person responsible for each activity. Each member of the task team should have a role to play. (See sample checklist in Annex 3).

## 3 WEEKS BEFORE THE WELLBEING DAY

- Confirm that the venue has been secured.
- Confirm participation of services providers.
- Distribute previously agreed tasks and checklists.
- Announce the day to chiefs, councillors, children, caregivers, teachers, and to all individuals who have role to play in mobilizing and informing participants about the upcoming event. Other important disseminators of information can include parish priests, pastors and other spiritual leaders to disseminate the date chosen.
- Verify and decide if any purchase is necessary (paper, cartridges for printing, pens, etc).
- Make the necessary arrangements to initiate procurement of materials.

## 2 WEEKS BEFORE THE WELLBEING DAY

- Assign the location for each Wellbeing Day service station within the venue compound, taking into consideration the best environment for each station.
- Draw a map with the lay-out of the venue and location of the stations and disseminate among service providers.

- Agree with the venue administrator which available materials will be used. (For example, if the venue is a school, request permission to use the classroom, desks and chairs).
- Agree that latrines will be unlocked during the Wellbeing Day and available to those participating.
- Verify water availability and plan accordingly to ensure it is available at least at the health, HIV testing, and lunch stations.
- Meet with the station coordinators to check that their planning is on time; review and update the checklist.

## 1 WEEK BEFORE THE WELLBEING DAY

- Photocopy and prepare all forms to be used during the Wellbeing Day. This includes the Wellbeing Parent and Child Registration form, the Wellbeing Card, the questionnaires and any other form needed. Be sure to prepare more forms than the expected number of beneficiaries. A good practice is to estimate the number of beneficiaries and have 25% more ready. (For example, if you are anticipating 200 participants, then prepare materials for 250. If they are not used during this Wellbeing Day, it may be kept for the next.
- Review the tasks, roles and responsibilities for the task team, including staff, students and volunteers.
- Establish shifts for lunch and snack times to ensure there is no interruption of services throughout the day.
- Contact all service providers committed to assisting in the event. Verify their attendance and make sure that they understand their assignments. If someone is no longer available to attend, encourage the individual to find their own substitute.
- Designate an area for the kitchen which should be away from the service stations' area.
- Ensure there is a plan for provision of water and confirm that latrines will be unlocked and available.
- Designate the registration area near the entrance gate and the play area away from the entrance gate. The play area should be away from the entrance gate to prevent any child from going out without being noticed.
- Follow-up on replacement for anyone who is no longer available
- Review and update the checklist.

## 2 DAYS BEFORE THE WELLBEING DAY

- Hold a meeting with the task team to review the preparations making sure that all procurements are completed and all necessary materials are in place.
- Review during the meeting the good practices during the implementation of a Wellbeing Day.
- Act promptly if anything is falling behind schedule and assign new tasks as necessary.
- Confirm staff posts and/or hand out written assignments during the weekly staff meeting.
- Post the schedule at a central location so that staff members are reminded of their posts and all the stations.
- Remind children, caregivers and teachers of the upcoming Wellbeing Day by posting a sign on the chalkboard reminding them to arrive at the event early. Teachers can integrate the event into their daily plan and talk about it with children.
- Review and update the checklist.

## THE DAY BEFORE THE WELLBEING DAY

- Visit the venue and if possible, taking materials that may be safely stored overnight. If it is not possible to safely store items overnight, use the visit to reconfirm with the location's administrator the arrival time of the team and the time for the beginning of activities.

- Prepare all the materials in an organized fashion.
- Load the vehicles with all event materials prior to the end of the work day preceding the event.
- Re-confirm participation of staff and ensure everyone is aware of departure time.
- Prepare the site as much as possible.
- Review and update the checklist.

## THE WELLBEING DAY

- Depart on time to arrive at the site prior to the children, caregivers and teachers.
- Ensure registration and service stations are in place.
- Verify all volunteers have arrived, distribute any visibility items (hats, shirts, vests, or other items that will be used to identify volunteers) and quickly assign their post-of-duty.
- Assign a guard or a volunteer to remind task team members and staff of their assignments as they enter in the morning.
- Distribute materials for each station (pens, forms, etc.) before the arrival of the users.
- Start Registration as soon as the first child and its caregiver arrive.
- Re-assign registration staff to other duties as soon as registration demand decreases. Keep one person at registration throughout the day for any late-comers or to answer any queries.
- Set up a few chairs outside of each station that children can wait in a queue. Minimize wait times and consider games or toys to keep children entertained and engaged while waiting.
- Stop-in at each station during changeover times to record which staff are present. Continue checking and/or remind staff who are not on their station on time.
- Take note of special happenings, key issues, concerns to be discussed in the debrief session.
- Take pictures of a few children during the Wellbeing Day procedures for reporting and sharing. Always ask people before taking a picture to ensure they do not mind their picture taken. Follow proper protocols and consents for photos. Consider “interviewing” (with caregiver consent) a few children about their experience. Remember to keep these very brief.
- Upon closing of each station, collect materials that can be re-used and organize them for the next Wellbeing Day. Collect all remaining materials and all paperwork created from the day.

## THE DAY AFTER THE WELLBEING DAY

- Count the total number of children and caregivers who participated in the Wellbeing Day and the number that visited each station.
- Sift through the answers children and caregivers provided during the various sessions and compile the information. Identify areas of concern, major changes and possible reasons. Follow-up immediately on any serious issues that might be facing children, such as child abuse. For less time-sensitive issues, develop an action plan with the project team.
- Write a Wellbeing Day report. (see sample report template in Annex 5).
- Conduct a post-evaluation of the event with the task team.
- Seek feedback from staff about how Wellbeing Day went during the staff meeting. If any issues are raised, write them in the report draft so that they can be addressed later.
- Always learn from your Wellbeing Day, so that you can improve the next time!
- Organize all materials and excess forms for future use.

# Organizing the Stations

The event is organized by setting up ‘stations’ in a camp-like arena. Each station represents a specific service or area of service and the children with their caregivers move from one station to the next. The service provided, the educational messages disseminated and the information collected is specific to the focus of the station. The stations will consist of a mixture of individual and group activities. Because the day will incorporate both caregivers and their children, stations will be established to provide services for each target group with some stations allowing for the participation of both members while other stations require the participation of the caregiver alone. There is no “right way” for including stations; the aim is to provide the caregivers and children with services that further support wellbeing, development and protection at one location. The following stations and attendance are suggestions as a minimum to ensure the overall quality and impact of the activity:

**TABLE 1. RECOMMENDED STATIONS, SERVICES & TARGET AUDIENCE**

STATION	SERVICE OFFERED	TARGET AUDIENCE		
		CHILD ALONE	CAREGIVER ALONE	CHILD AND CAREGIVER TOGETHER
<b>Registration</b>	Registration card produced and basic demographic information collected			<b>X</b>
<b>Health</b>	Physical checkups, Growth Monitoring, Immunization, Vitamin-A supplementation, de-worming			<b>X</b>
<b>HIV Testing</b>	Voluntary HIV testing and counselling			<b>X</b>
<b>Child Rights and Protection</b>	Education to increase awareness and prevention of child abuse and awareness and issuance of Birth Registration		<b>X</b>	
<b>Birth Registration</b>	Registration of birth for children and caregivers, acquisition of birth certificates			<b>X</b>
<b>Adult Education</b>	Education and training for teachers and parents on child age-appropriate stimulation and development.		<b>X</b>	
<b>Nutrition</b>	Nutrition Education on infant and young child feeding and key-hole garden demonstration		<b>X</b>	
<b>Hygiene and Sanitation</b>	Hygiene education and child friendly latrine concept.	<b>X</b>	<b>X</b>	
<b>Play</b>	Entertainment for children through play, songs, storytelling and art	<b>X</b>		
<b>Lunch and snack station</b>	Provision of meals and healthy snacks to children and caregivers	<b>X</b>	<b>X</b>	
<b>Assessment</b>	Information about knowledge and practices related to the core topics covered in the Wellbeing Days.			<b>X</b>



## BASIC MATERIALS AND SUPPLIES FOR STATIONS

There are some basic materials which are recommended to be available during the Wellbeing Days. Some materials are station-specific (such as vaccines, HIV test) but others may be needed in all stations. In addition, there are materials that can be made available at the venue to promote good environmental friendly practices such as throwing trash inside a trash can. Due to the large amount of people, it is also good practice to have a “First-aid” kit available for the provision of first aid for those who have minor injuries. The table below includes some of the basic materials and supplies that may be considered for most stations. This is not an exhaustive list and it should be adapted for each context.

## STATION DESCRIPTIONS

This section of the guide provides a short description of the stations that may be included in a Wellbeing Day.

Ideally, the location selected to host the Wellbeing Day should comfortably accommodate the expected number of participants and have enough space for indoor and outdoor activities. Often school buildings and Church compounds are good locations as these may accommodate large numbers of people, providing relatively safe space for indoor (classrooms) and outdoor activities.

Once the location is secured, the next step is to identify the lay-out of the Wellbeing Day by identifying sites for each of the planned stations. The identification of the sites should take into consideration the activity and the need for privacy for each of the activities. For instance, play is better suited to an outdoor site while HIV testing should be conducted at an indoor and private site.

The descriptions below briefly summarize the objectives and activities in each station, identify who manages it and highlight some of the materials needed in it. This is not an exhaustive list of potential stations but it includes those which will provide essential and meaningful services to the children, their caregiver and teachers.

### REGISTRATION STATION

This is the first station and is for registration of participants. It is managed by a partner project staff with support of members of the multi-sectoral team and community volunteers. The number of registration tables should be based on total number of participants expected. Estimate that the registration of each child and caregiver will take about three minutes and plan accordingly. To avoid congestion, a good practice has included setting up multiple tables and chairs and establishing separate lines so that there are not too many people in one place at one time. Initially, this station will require a large amount of individuals to manage the line efficiently. If you are struggling with sufficient staff to help manage this station, consider training community members to register participants. As participants are registered and enter other stations, individuals working at the registration station can then be moved to assist in other stations.

In this station a registration form is completed for each child/caregiver pair (see Child Record form in Annex 4). Give each caregiver a Service Card for each of their children (see Service Card in Annex 4). This card contains the caregiver's name, child's name, a space for marking the stations that the child and adult each have to pass through, and a space for the signature of the staff /volunteer manning the station to acknowledge that the child and/or parent has passed through the station. The Service Card will then be used by the parent to trade for lunch at the designated station. The ticket enables staff members to monitor whether the child and caregiver has passed through all the stations. As children and caregivers arrive, it is a good idea to keep them grouped by the village from which they come. This will help young children to be with people that they know, feel safe and be at ease. In addition, if they become separated from their caregiver over the course of the day, it will make finding their group much easier.

Special Note: Individuals manning the registration station should also begin randomly selecting children and caregivers pairs that should be assessed as part of the Assessment Station. Included in the Service Card is the box “selected for”. We suggest that the registrar would mark this box for every sixth child and explain to the mother that at the end of

the day the last station she would go is the “assessment station”. Once a mother comes to the assessment station, the interviewer checks the “Interviewed” check box. In this way, you will know how many interviews could have been done and how many were actually done.

#### HEALTH STATION

A make-shift clinic is established for the day and is managed by a nurse or community health worker from the local clinic. This station can also use volunteers to help the caregivers to get the children ready. (For example, taking off their shoes.) This station needs to be large enough to accommodate three different services. It requires tables and chairs. This station focuses on the provision of basic primary health care preventive services and identifying children and caregivers that need additional services at the health center after the event. Some of the services that can be provided at the Health Station include:

- Conduct a general health checkup/physical exam.
- Measurement of height, weight and recording the findings in the child’s health card.
- Administer vitamin-A Supplementation and deworming medication (Albendazol) to children.
- Apply vaccinations as per the national expanded program on immunization calendar.
- Referral Form for children who are not thriving or have other conditions in need of health care, (see sample referral form in Annex 4).
- Provide over the counter medications for minor complaints reported by children or their caregivers such as a cough, sore throat, headache, etc.

#### HIV STATION

This station provides voluntary HIV testing and is managed by professional health or social workers. As the average time for each individual tested is 15 minutes, it is important to plan accordingly for the right number of qualified individuals to manage the station. If local health professionals are not available in sufficient quantity, consider setting a testing limit for the day based upon the number of individuals available to conduct the testing. Clearly indicate to the participants that only this number will be tested and assign testing numbers by giving participants waiting number slips at the registration station. This will help to avoid potential confusion about the availability of testing over the course of the day. Another good practice is to consider seeking support from social work students from the local national university.

Both adults and children that are accompanied by their primary caregiver may access testing after signing an informed consent. Teachers bringing pupils to the Wellbeing Day should not be allowed to volunteer her/his pupils for testing without written consent from the child’s legal guardian. Because HIV testing demands confidentiality, it is important to setup a discreet location, preferably in a building or tent. The station requires tables and chairs for each tester and counsellor team.

#### CHILD RIGHTS AND PROTECTION STATION

This station provides parents with education aiming to increase awareness and prevention of all forms of child abuse (physical, emotional, sexual and neglect). It is managed by child welfare authorities, including the police. It also provides participants with information about where and how to report alleged cases of abuse and how to access victim support. Other topics which may be included in this station include awareness about child rights and awareness about other forms of child exploitation such as child labor, child trafficking, and child slavery.

## BIRTH REGISTRATION STATION

An important service that can be provided is birth registration. The formal Birth Registration of children and adults is a process that should take place over multiple Wellbeing Days. The first session typically focuses on raising awareness about the importance and procedures to acquire a birth registration and documents needed to support the application process. Subsequent stations it is advisable to have a separated station, with tables and chairs, to allow a calm environment for the birth registration officers to begin gathering child details and safely collect payment fees. At future Wellbeing Days, official birth registration forms are distributed.

## ADULT EDUCATION STATION

This station can be managed by a Ministry of Education Official or if an individual from the Ministry of Education is not available, a volunteer community teacher. Depending upon space availability, a variety of environments is appropriate for this station; under a shade tree, an empty room, etc. The services at this station can be directed primarily at Teachers, Parents or both. The type of service provision or training to provide will depend upon the availability of service providers. In any instance if services are being provided for both groups, they should be provided separately.

*Teacher Training:* Appropriate service providers for providing training to preschool teachers would include the District level National Teacher Trainer and/or Home Base Resource Person and/or the local Area Resource Teacher. While community preschool teachers should be invited to accompany their own children so that they can help manage their students at play stations, lunch time, and other key moment, a three hour portion of the day should be reserved to provide teacher training.

*Parent Training:* Service provider trainings can be from the local teacher or the previously mentioned district officials. These trainings should focus on positive parenting, aiming to improve parent's understanding of child development, increase their awareness about their critical role in encouraging child growth and development and improving their skills about age appropriate interaction and stimulation. In addition, this training will highlight the importance and benefits of enrolling a child at an IECCD.

## NUTRITION STATION

The nutrition station can be managed by the health team, or by the agriculture service providers or by nutritionists from the nearby hospital if they are available. The activity in this station should use a participatory approach which will promote discussion about infant and child feeding practices. The participants in this discussion should sit in a circle with the facilitator sitting among them. Infant and Young Child Feeding pictorial materials should be available to foment discussion and motivate participation. Topics to be covered should include at a minimum the following:

### Infant feeding

- Promotion of exclusive breastfeeding of infants 0 to 6 months of age
- Breastfeeding benefits, practices and frequency
- Lactating women's nutritional needs

### Young child feeding

- Age appropriate feeding frequency, amount, thickness (consistency), variety and hygiene
- "Active responsive feeding" (the caregiver actively and patiently engages and encourages the child to eat)

### Food production and preservation

- Production of nutrient-dense and vitamin rich foods
- Keyhole gardens
- Food preparation and preservation techniques

Special Note: the construction of a keyhole garden can be a fun activity to do with the children. When a keyhole garden will be constructed during the Wellbeing Day, the necessary materials such as stones, tins, bones, small tree branches, soil, ash, manure, thatching grass and seed should be prepared in advanced. These materials should be organized around the area where the keyhole garden will be built to first demonstrate what is needed and then to use during the exercise. Community volunteers can really help with this activity.

#### HYGIENE AND SANITATION STATION

This station can be managed by the health team or any other provider with expertise in hygiene and sanitation. The location of this session may be outside, under the shade of a tree or any place where participants may sit together and discuss. The sanitation station will focus on appropriate environmental and household hygiene and sanitation practices. Existing information and education materials with pictorials may be a great aid during these sessions. The topics to be covered in this station may cater for three different audiences which may be addressed in different Wellbeing Days or concomitantly in one Wellbeing Day. Activities may target teachers, caregivers or children.

*Teachers.* Appropriate services providers may lead a discussion among teachers on promotion and dissemination of the concept of School Water and Sanitation (SWASH). SWASH focuses on helping teachers to identify practices that will improve the provision of safe drinking water, the appropriate management of human wastes and the promotion of good hygiene practices. Potential discussions topics include water source safety, water storage, water treatment, and appropriate disposal of human wastes. Simple solutions such as demonstrations about how to construct child-friendly latrines and tippy-taps.

*Caregivers:* Appropriate services providers may lead a discussion among parents on household hygiene and sanitation. Potential discussion topics include the use of latrines for human waste disposal, cleanliness within and around the house, management of livestock around the house, washing hands practices and prevention and management of rodents and other household pests such as cockroaches, fleas, flies and mosquitoes. Parents can also make Tippy-Taps to strengthen household handwashing. See Annex 6 for steps for making Tippy Taps.

*Children:* Appropriate services providers may lead the children in practical sessions on hand washing, teeth brushing, good hygiene and the elaboration of tippy-taps. The discussion should also emphasize the practice of hand washing before and after eating, before food preparation, after using the latrine, and after changing the diapers of a child. A fun activity for children to use their art skill while also learning about good hygiene practices is to decorate Tippy-Taps made by their parents.

#### PLAY STATION

An important, yet overlooked station is the play station. This station will serve as a centre for child activities during the day, with children being allowed to play or rest while not participating with their caregivers at a service provider station. This area should be under the supervision of adults at all times with a recommended ratio of at least one adult per twenty children. The area may be equipped with toys and mattresses for children to play and rest. Healthy and nutritious snacks and drinks should be made available to the children over the course of the day.

Because of the large number of children that will be attending the event, this station will require several adults to help manage group play activities for children. Ideal individuals that can support this activity are Community ECCD Teachers, Ministry of Education support staff, Peace Corps Volunteers, a youth or anyone who enjoys being with children. Keep in mind that the appropriate ratio should be at least one adult for every twenty children.

The Play Station can offer a wide variety of activities for young children that not only entertain the children but also promote the development of social, motor, language and cognitive skills. An additional important consideration is the inclusion of a rest area for children that may be tired and need a break. Consider all of these factors as you consider an appropriate space, prepare the necessary play materials and work with adults managing the station to program activities.

While you should not limit your imagination while planning the play station, some suggestions have been included below. Additional ideas for making this station fun and enjoyable for children have also been included in Annex 7.

- *Singing*: place the children in a circle and lead the children in singing local songs. This activity will not only improve vocabulary and language skills but will teach local moral values in addition to promote social skills through group activity.
- *Throwing Ball*: place the children in a circle and have them tossing the ball from one side of the circle to the other. The children should try to catch the ball before it touches the ground. If the children know each other by names, they can say a name aloud and throw the ball in the direction of that person. Playing with a ball improves motor skills, rapid thinking and it is a healthy exercise for the large muscles.
- *Jumping*: place an empty can or simply make a mark on the dirt to symbolize points to which children should try to jump. Ask the children to move from one point to the other by jumping with both feet or jumping with only one foot (right or left). This activity will improve balance and it is a healthy exercise for the large muscles.
- *Storytelling*: This activity can be managed by a community volunteer or teacher who can read fluently. The facilitator will read to children and caregivers from local children's books. The facilitator should focus on making the stories exciting and fun for the children by making appropriate noises for cars, animals, etc.; showing pictures from the story; and asking questions engaging questions about the events that are happening in the story to engage the children. As the facilitator finishes each story, s/he will encourage children and/or caregivers who would like to read or tell their own story to come to the front of the room to lead the story telling session. The facilitator should use the "W" questions (Who? What? When?) which will provide a hint if the children are following the stories. This activity will promote language skills and vocabulary.
- *Art*: This activity can be managed by a community volunteer or teacher. Facilitator will ask children to draw. Depending upon the age group involved, the instructions given by the facilitator will vary.

#### LUNCH AND SNACK STATION

The distribution of food and snacks can be very disruptive to other stations. It is for this reason that the lunch and snacks should be done at its own station and at scheduled intervals to minimize any possible disruptions. While both children and parents will be given snacks throughout the day, only children will receive lunch at a regularly scheduled lunch time. Conversely, their caregivers will have to complete a visit to each of the stations with appropriate signatures to receive their meal. The meals to be offered should be balanced following the principles of good nutrition. The snack provided to the children should be healthy. Processed fatty and sugary foods should be avoided. Also consider potential food allergies and consider obtaining information about allergies at the registration station.

#### ASSESSMENT STATION

This station is managed by project staff. This is the final station and the goal is to interview a sample of caregivers or mothers, who have been selected during the registration process. The facilitator will use the Wellbeing Days Knowledge and Practice Assessment form (see Annex 4) to collect information. The results of this assessment will help to identify the topics to be emphasize in the next Wellbeing Day to promote a basic understanding about child development and stimulation, positive parenting, Wellbeing, child protection, nutrition and hygiene and sanitation.

# Good Practices during the Wellbeing Day

This chapter includes some best practices to ensure a successful Wellbeing Day.

## AT THE REGISTRATION STATION

Recall that the registration station is the first point of entry for participants. Make sure to ensure they feel welcome.

- Greet the mother, the caregiver and the child
- Ask the mother to sit down as you will be able to hear her better if you are both at the same level.
- When asking a question, be patient if the mother needs a few seconds to respond.
- Once done, thank the mother for the information provided and let her know where she will go next.

## INVITING A CHILD INTO THE STATION

- Greet and invite the child and/ or caregiver to come in.
- Inform child and or caregiver the name of the station
- Ask for the Service Card and check the appropriated service box “☒”.
- If the child has entered a child only station, explain to the caregiver where she should go and make sure you tell the child where the caregiver has gone.
- If this is a caregiver only station, explain to the caregiver that she/he needs to take the child to a child only station before coming in.
- It is important to ensure that both caregiver and child are aware of the whereabouts of each other, especially if there is a large turnout of people at the Wellbeing Day.

## BEFORE STARTING THE SESSION OR PROVIDING A SERVICE

- Welcome the child and/or caregiver.
- Tell again the name of the station to ensure the child and/or caregiver is at the right station.
- Provide the service
- Verify that the Service Card is properly filled in.

## INTERVIEWING AND ASKING QUESTIONS

- Be friendly, warm and gentle.
- Be aware and respectful of sensitive information.
- Ask questions clearly, softly and listen patiently.
- Keep all information collected confidential.

- Do not lead the child or the caregiver into a response. Use “wait time” to let the child and/or caregiver tell you when he/she is finished answering the question. If you sit patiently, the parent will have time to think without feeling so much pressure.
- Don’t be judgmental. Keep your facial expression neutral and friendly. You have told the child and/or the caregiver that there is no correct answer so your face must reflect this.
- Do not say “yes” or “no”, “good” or “bad” after any answers. Simply nod your head in recognition and write your answer down or say “thank you”. Again, this is how you are going to remain neutral and it is important for them to believe that there is no right or wrong.
- Write exactly what the caregiver/child says, NOT your own interpretation of the answer.
- Thank the child and/or caregiver for their time and participation.

#### WHEN YOU HAVE PROVIDED A SERVICE

- Ask the child and/or caregiver if he/she has any questions or if there is anything bothering him/her that you might be able to help with.
- Verify that the Service Card has been checked “☑” to show that he/she has completed the station.
- Thank the child and/or caregiver for talking to you, alert them about the next station and then invite the next one in.

# Monitoring & Evaluation Tools

For Wellbeing days to be successful, monitoring and evaluation (M&E) tools for collecting, recording and analysing data are essential. The tools are derived from the project design process. It is at this time that the key indicators for which the data will be collected are identified. Using the indicators identified from the project design, the programming and M&E team create tools to collect data from the different stations to report on key project targets. Once the tools have been developed, the project manager reviews them with the project staff that will be using them on a regular basis for their input and incorporates their suggested changes. After the tools have been finalized, it is important that the project M&E team and the project staff train multi-sectoral team members, government and NGO service providers on how to use these tools before the first day. As the project staff and service providers become more familiar with the use of the various tools, these individuals can then be responsible for conducting future trainings for new service providers.

## DATA COLLECTION

The following are the tools that have been designed to date and have undergone several modifications:

- **Child Record Forms.** Child record forms are used at the registration station to collect the biographical data of all children and caregivers attending the Wellbeing Day. This form requires some training for the people that are completing it. At least one key project staff personnel should be at the registration station to routinely ensure that this form is filled correctly. Some critical information such as the child's birth date is pulled from the Health Card as most caregivers forget the exact date of birth of the child.
- **Service Card.** The Service Cards are also filled in at the Registration station at the same time as child record forms. Caregivers rotate through different stations carrying the Service Cards as identification for them and their children. At each station, the service provider signs/ticks under the service they have just provided to the caregiver or the child to show that the caregiver has passed through that particular station. At the end of the day, when caregivers have rotated through all stations, Service Cards are either dropped at a designated drop off box or collected by the project staff.
- **Wellbeing Day Referral Form.** This form can be used at each of the stations to record the number and type of referrals received by each service provider after their presentation. Information regarding the identified child or caregiver should be recorded on this sheet and used for follow-up action.
- **Wellbeing Day Knowledge and Practices Checklist.** In order to monitor the accomplishment of services given during Wellbeing Day, a Knowledge and Practices assessment checklist has been developed. This collects data on household practices of each caregiver attending the Wellbeing Day. The Wellbeing Knowledge and Practices Assessment Checklist is conducted with the primary caregivers of a sample of children attending the Wellbeing Day. The selection of the caregiver is systematically done, inviting the caregiver of every sixth-child to be assessed. If the person accompanying the child to the Health Day is not the child's primary caregiver, the next available caregiver and child pair should be selected. Participation in the assessment is voluntary.

The Assessment incorporates five important areas of services that experts have shown to have a direct impact on child development. The areas are: education, health, nutrition, protection and sanitation. The questions in the Assessment are both simple yet comprehensive and should take only 5-10 minutes to complete. The questions focus on caregiver interactions with their children, key health indicators for each child, and general household habits of the caregiver. The findings from the checklist are disaggregated by age, gender and vulnerability. Community and household needs are identified and communicated with service providers to better help them fine tune the messages and services they provide in the community and at the next Wellbeing Day. Caregivers of pre-school age-children not enrolled at an IECCD will be sensitized about both the location of the nearest IECCD and the benefits to the child's development when participating on the IECCD activities.



Sample versions of each of these forms are located in Annex 4 of this guide; several of these forms have also been digitized to facilitate electronic data collection. These forms should be regarded as living documents that must be updated on a regular basis to fit the emerging needs of the Wellbeing Days. These are to be viewed as suggested layouts only, and projects should modify the question to fit their data-needs and indicators of their particular project.

## DATA ANALYSIS

The majority of the data collected will be quantitative and will require tabulation. An electronic database can streamline the analysis process. However, some data will be qualitative, requiring the project manager to pre-determine how this data will be analysed. Although many of the qualitative questions will be open ended, they can be tabulated. The project manager can set up a table to illustrate the most common answers. Here is an example of the responses to the question, “What toys does the child have?”

Answers	# of responses
None	5
Ball	7
Car	9
Dolls	2
Pets	5
Play dough	2
Rattle	9
Total	39


In addition to listing the answers, the project manager also takes this opportunity to identify children who’ve answered “None”, for additional follow-up. When de-briefing on the Wellbeing Day, particular attention should be paid and these instances are to be discussed. The project manager ensures that a staff member conducts a follow-up home visit to find out more information and/or provide additional resources.

Another common M&E practices is stratification by gender. In the example below, project staff were trying to determine the number of caregivers attending the event. After counting the children from the Child Record sheets, the responses were organized by gender to identify potential trends related to caregiver attendance.

Answers	# of responses
Male	3
Female	36
Total	39

## REPORTING RESULTS AND WRITING RECOMMENDATIONS

Reports are a critical component of Wellbeing Days and are to be a collaborative activity among the project manager, Wellbeing Day Coordinator and team members. All reports begin with a general overview of the Wellbeing layout and description of the stations. The reports should mention if this was the first, second, third, etc., Wellbeing Day and describe any substantial changes from previous Wellbeing Days. It is also important for reports to include the number of children invited, as well as the number of children who participated and the number of children who completed all of the stations (disaggregated by age group and gender). In the weeks following a Wellbeing Day, the project manager ensures that staff follow-up with as many children who were invited but did not attend. Staff should try to determine the reasons for the children’s absence and document the reasons in the report with recommendations to increase attendance at the next Wellbeing Day.



Results from all major indicators are included in the Wellbeing Day report. In addition to raw numbers, the project manager should include explanatory text. Reports must also include discussion on the Wellbeing Day process. This will require significant team feedback and may contain comments on the following:

- Number of children and caregivers at one station at a time
- Physical layout of the stations
- Length of presentation

In addition to incorporating feedback and analysing data results, reports provide opportunities for the project manager to make recommendations. An example of a Wellbeing Day report format can be found in Annex 5.

# Annexes



## ANNEX 1. SAMPLE COMMUNITY INVITATION LETTER

.....

.....

.....

### RE: INVITATION TO WELLBEING DAY

Sir/Madam,

Warm greetings from (***Name of Organization***)! I am writing to you to express my heartfelt gratitude for the support and mentorship you have provided for the ongoing implementation of our Integrated Early Childhood Care and Development project, (***Name of Project***).

As you know, the holistic development of children requires that each member of the community plays an active role in raising a child so that s/he grows up to be a strong and healthy adult. We have been fortunate to have been able to work with you over the last few months at various activities, highlighted by our quarterly Wellbeing Day events. We would like to continue that collaboration and ask that you assist us by inviting community members to our upcoming Wellbeing Day to be held in (***Name of Community***) on (***Date of the event***).

Wellbeing Day activities are designed as a place where service providers from different sectors can provide services to children and their caregivers. During the upcoming event we are inviting Health service providers to provide growth monitoring, supplement distribution, and discuss good hygiene and sanitation; Agricultural service providers to educate parents about good child nutrition; police officers and social workers to discuss Child Protection and Rights; and Education service providers to train parents and teachers on different strategies to improve the development of children. The event is being structured like a fair with each service provider working from his/her own room/table. Activities at each station will be occurring throughout the day with participants rotating from service to service until they have visited them all. At the end of the event there is a community lunch for participants and service providers.

Please share the information in this letter with community members in your constituency. Be sure to remind them to accompany their own child to the event, rather than sending their child with a neighbour. Ask them to bring along all of the child's health records to help health service providers provide more relevant services to their children. Through the cooperation and collaboration of caregivers throughout the community the overall quality of services for children during the day of the event will be improved.

Thank you very much for helping us to organize this event. With your assistance, we can guarantee that all children will receive critical services for their development. If you have any questions, please feel free to contact (***Name and Title of Individual with contact information.***) He/she will be contacting you to finalize planning details over the coming weeks.

Sincerely,

.....

Name

Title

## ANNEX 2. SAMPLE INVITATION LETTER FOR LOCAL SERVICE PROVIDERS

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

RE: INVITATION TO WELLBEING DAY

Sir/Madam,

Warm greetings from **(Name of Organization)**! I am writing to you to express my heartfelt gratitude for the support and mentorship you and your team have provided for the ongoing implementation of our Integrated Early Childhood Care and Development project, **(Name of Project)**.

As you know, the holistic development of children requires that each member of the community plays an active role in raising a child so that s/he grows up to be a strong and healthy adult. We have been fortunate to have been able to work with your field staff over the last few months at various activities, highlighted by our quarterly Wellbeing Day events. We would like to continue that collaboration and invite you to another Wellbeing Day to be held in **(Name of Community)** on **(Date of the event)**.

Wellbeing Day activities are designed as a place where service providers from different sectors can provide services to children and their caregivers. During the upcoming event we are inviting health service providers to provide growth monitoring, supplement distribution, and discuss good hygiene and sanitation; agricultural service providers to educate parents about good child nutrition; police officers and social workers to discuss Child Protection and Rights; and education service providers to train parents and teachers on different strategies to improve the development of children. The event is being structured like a fair with each service provider working from his/her own room/table. Activities at each station will be occurring throughout the day with participants rotating from service to service until they have visited them all. At the end of the event there is a community lunch for participants and service providers.

At this event, we humbly request your office to assist with providing **(Name of service that organization will be providing)** services for children and their caregivers. Please be sure to bring the appropriate materials, (include list of materials and list of services to be provided) and (Number) people to help provide those services.

If you have any questions, please feel free to contact **(Name and Title of Individual with contact information.)** He/she will be contacting you to finalize planning details over the coming weeks.

Sincerely,

.....

Name

Title

### ANNEX 3. WELLBEING DAY PREPARATION CHECKLIST

	TASK	SUGGESTED DUE DATE <sup>1</sup>	YOUR DUE DATE <sup>2</sup>	PERSON RESPONSIBLE <sup>3</sup>	NOTES
Define Basic Aspects	Organize a meeting with the Multi-sectoral team and review notes from the previous Wellbeing Day. Highlight those aspects that went well so that these aspects can be maintained. Discuss the points for improvement and make a plan to incorporate new strategies to address them.	4 weeks before			
	Agree on services to be provided during the next Wellbeing Day.	4 weeks before			
	Send invitation letters to local Chiefs, Community Councilors, Communities, Heads of Department and to the National University if students will participate	4 weeks before			
	Determine the number of children, caregiver and teachers participating in the Station Day	4 weeks before			
	Discuss with multi-sectoral team possible venues based on the expected number of participants	4 weeks before			
	Identify the location and send a letter to the owner of the space requesting its use	4 weeks before			
	Identify a coordinator to oversee the preparations and conduction of the Wellbeing Day	4 weeks before			
	Establish a task team assigning clear tasks to each person.	4 weeks before			
Confirm, Disseminate, Procure	Confirm that the venue has been secured.	3 weeks before			
	Confirm participation of services providers	3 weeks before			
	Distribute previously agreed tasks and checklists	3 weeks before			
	Announce the day to chiefs, councillors, children, caregivers, teachers, and to all individuals who have role to play in mobilizing and informing participants about the upcoming event	3 weeks before			
	Verify and decide if any purchase is necessary (paper, cartridges for printing, pens, etc.)	3 weeks before			
	Make the necessary arrangements to initiate procurement of materials	3 weeks before			

<sup>1</sup> This column suggests the period in which the task should be complete. You may use this column to place a check mark when it is done.

<sup>2</sup> Write in this column the due date agreed with the multi-sectoral team

<sup>3</sup> Write in this column the name of the person responsible for completing the task

	TASK	SUGGESTED DUE DATE <sup>1</sup>	YOUR DUE DATE <sup>2</sup>	PERSON RESPONSIBLE <sup>3</sup>	NOTES
Verify	Assign the location for each Wellbeing Day service station within the venue compound	2 weeks before			
	Draw a map of the stations' location and disseminate among service providers	2 weeks before			
	Agree with the venue administrator which available materials will be used (e.g. desks, chairs)	2 weeks before			
	Agree that latrines will be unlocked during the Wellbeing Day and available to those participating	2 weeks before			
	Verify water availability and plan accordingly to ensure it is available at least at the health, HIV testing, and lunch stations	2 weeks before			
	Meet with the station coordinators to check that their planning is on time and update the checklist	2 weeks before			
Transitioning from planning to organizing	Photocopy and prepare all forms to be used during the Wellbeing Day. This includes the Wellbeing Parent and Child Registration form, the Service Card, the questionnaires and any other form needed.	1 week before			
	Review the tasks, roles and responsibilities for the task team, including staff, students and volunteers.	1 week before			
	Establish shifts for lunch and snack times to ensure there is no interruption of services throughout the day.	1 week before			
	Contact all service providers committed to assisting in the event. Verify their attendance and make sure that they understand their assignments. If someone is no longer available to attend, encourage the individual to find their own substitute.	1 week before			
	Designate an area for the kitchen which should be away from the service stations' area.	1 week before			
	Ensure there is a plan for provision of water and confirm that latrines will be unlocked and available.	1 week before			
	Designate the registration area near the entrance gate and the play area away from the entrance gate. The play area should be away from the entrance gate to prevent any child from going out without being noticed.	1 week before			
	Follow-up on replacement for anyone who is no longer available.	1 week before			
	Update checklist	1 week before			

	TASK	SUGGESTED DUE DATE <sup>1</sup>	YOUR DUE DATE <sup>2</sup>	PERSON RESPONSIBLE <sup>3</sup>	NOTES
Organize, pre-position	Hold a meeting with the task team to review the preparations making sure that all procurements are completed and all necessary materials are in place.	2 days before			
	Review during the meeting the good practices during the implementation of a Wellbeing Day.	2 days before			
	Act promptly if anything is falling behind schedule and assign new tasks as necessary.	2 days before			
	Confirm staff posts and/or hand out written assignments during the weekly staff meeting.	2 days before	-		
	Post the schedule at a central location so that staff members are reminded of their posts and all the stations.	2 days before			
	Remind children, caregivers and teachers of the upcoming Wellbeing Day by posting a sign on the chalkboard reminding them to arrive at the event early.	2 days before			
	Revise the checklist.	2 days before			
Pre-implementation	Visit the venue and if possible, taking materials that may be safely stored overnight. If it is not possible to safely store items overnight, use the visit to reconfirm with the location's administrator the arrival time of the team and the time for the beginning of activities.	1 day before			
	Ensure play and learning materials for children are safe, age appropriate, fun and stimulation.	1 day before			
	Prepare all the materials in an organized fashion.	1 day before			
	Load the vehicles with all event materials prior to the end of the work day preceding the event.	1 day before			
	Re-confirm participation of staff and ensure everyone is aware of departure time.	1 day before			
	Prepare the site as much as possible.	1 day before			
	Revise the checklist	1 day before			



	TASK	SUGGESTED DUE DATE <sup>1</sup>	YOUR DUE DATE <sup>2</sup>	PERSON RESPONSIBLE <sup>3</sup>	NOTES
Implementation	Depart on time to arrive at the site prior to the children, caregivers and teachers.	On the day			
	Ensure registration and service stations are in place.	On the day			
	Verify all volunteers have arrived and quickly assign their post-of-duty.	On the day			
	Assign a guard or a volunteer to remind task team members and staff of their assignments as they enter in the morning.	On the day			
	Distribute materials for each station (pens, Wellbeing Parent and Child Registration forms, Service Cards, referral forms, assessments) before the arrival of the users.	On the day			
	Start registration as soon as the first child and its caregiver arrive.	On the day			
	Re-assign registration staff to other duties as soon as registration demand decreases. Keep one person at registration throughout the day for any late-comers or to answer any queries.	On the day			
	Set up a few chairs and toys outside of each station that children can wait.	On the day			
	Stop-in at each station during changeover times to record which staff are present. Continue checking and/or remind staff who are not on their station on time.	On the day			
	Take pictures of a few children during the Wellbeing Day procedures. Always ask people before taking a picture to ensure they do not mind their picture taken. Follow protocols and consents for photos. Also consider doing brief interviews of children's experiences to create case studies.	On the day			
	Upon closing of each station, collect materials that can be re-used and organize them for the next Wellbeing Day. Collect all remaining materials and all paperwork created from the day.	On the day			

	TASK	SUGGESTED DUE DATE <sup>1</sup>	YOUR DUE DATE <sup>2</sup>	PERSON RESPONSIBLE <sup>3</sup>	NOTES
Evaluate and Organize Material For Reuse	Count the total number of children and caregivers who participated in the Wellbeing Day and the number that visited each station.	Day After			
	Sift through the answers children and caregivers provided during the various sessions and compile the information. Identify areas of concern, major changes and possible reasons. Follow-up immediately on any serious issues that might be facing children, such as child abuse. For less time-sensitive issues, develop an action plan with the project team.	Day After			
	Use the template included below to write a Wellbeing Day report, and save it in the Wellbeing Day folder on the computer.	Day After			
	Conduct a post-evaluation of the event with the task team.	Day After			
	Seek feedback from staff about how Wellbeing Day went during the staff meeting. If any issues are raised, write them in the report draft so that they can be addressed later.	Day After			
	Organize all materials and excess forms for future use.	Day After			

## ANNEX 4. SAMPLE FORMS

### Child Record Form

Child ID:

Project Area: \_\_\_\_\_ Date : \_\_\_\_\_

NAME OF CHILD: \_\_\_\_\_

SEX

☐ Female

☐ Male

BIRTH DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

AGE:

☐ In-school

Out ☐ school

SCHOOL NAME: \_\_\_\_\_

IS IT THE FIRST TIME TO ATTEND WD? Yes ☐ No ☐

CHILD STATUS: ☐ Orphan ☐ Vulnerable Child ☐ Non OVC ☐ Disabled

If disabled, describe disability (physical, intellectual, hearing, visual, etc) of the child:

\_\_\_\_\_

Primary Caregiver: Mother ☐ Father ☐ Other ☐ (Specify Relationship) \_\_\_\_\_

\_\_\_\_\_

Name of Caregiver: \_\_\_\_\_

SEX

☐ Female

☐ Male

BIRTH DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

AGE:

Caregiver Signature: \_\_\_\_\_

Village: \_\_\_\_\_

## Service Card

Child Name: _____		Sex: <input type="checkbox"/> F <input type="checkbox"/> M	
<b>Child Protection:</b>	<input type="checkbox"/> Awareness	<input type="checkbox"/> Birth Registration	
<b>Health:</b>	<input type="checkbox"/> Vitamin-A	<input type="checkbox"/> De-worming	<input type="checkbox"/> GM
	<input type="checkbox"/> Immunisation	<input type="checkbox"/> HIV Test	
<b>Hygiene:</b>	<input type="checkbox"/> Awareness	<input type="checkbox"/> Sanitation Demonstrations	
Other Station: _____			
<b>Stations: Adult</b>	Sex: <input type="checkbox"/> F <input type="checkbox"/> M		
Adult Name: _____			
<b>Protection:</b>	<input type="checkbox"/> Birth Registration	<input type="checkbox"/> Awareness	
<b>Education:</b>	<input type="checkbox"/> Awareness		
<b>Nutrition:</b>	<input type="checkbox"/> Awareness	<input type="checkbox"/> Demonstrations	<input type="checkbox"/> Hygiene
	<input type="checkbox"/> Key-hole garden		
<b>Health:</b>	<input type="checkbox"/> BMI	<input type="checkbox"/> BSL	<input type="checkbox"/> Dental
	<input type="checkbox"/> BP <input type="checkbox"/> TB	<input type="checkbox"/> HIV Test	<input type="checkbox"/> Eye Test

## Wellbeing Day Referral Form

Date:
-------

Community Council
-------------------

Identification				
ID	Client Name (M/F)	Sex(M/F)	Village	Name of Caregiver

Case management	
Referred to  <i>(name of facility / specialty)</i>	Reason for referral (Optional)

Follow ups					
Follow-up date	Did the client attend to recommended referral?	If NO why?	Did the client get the services required	If NO why?	Are there any improvements (observed/interview)
	YES / NO		YES / NO		YES / NO

## Knowledge and Practices Assessment Form

Guidance: The data collected from this assessment should also be included in the Wellbeing Day report. The data must be disaggregated as appropriate by Caregivers, Total Children, OVC, and Disabled Children with each category disaggregated by gender.

Special note: as an introduction to the assessment you may say the following: "I am going to ask you a few questions and I would like you to try to answer all of them as well as you can. However, if you don't know or would prefer not to answer it is ok, please just tell me. I will ask you the questions in English and [local language]. You can answer in either language."

- a) Do you agree to participate in this interview? ☐ Yes
- b) Signature (If Yes): \_\_\_\_\_
- c) Interviewer: \_\_\_\_\_
- d) Village: \_\_\_\_\_
- e) Area: \_\_\_\_\_
- f) Name of Caregiver Interviewed: \_\_\_\_\_
- g) Date of Interview: \_\_\_\_/\_\_\_\_/\_\_\_\_
- h) Name of Child: \_\_\_\_\_
- i) Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_
- j) Primary Caregiver: ☐ Mother ☐ Father ☐ Grandparents ☐ Older Sibling  
☐ Other \_\_\_\_\_

<b>Education</b>	<p><b>1. Is the child enrolled in a preschool?</b></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (GO TO Q.2)</p> <p><input type="checkbox"/> Don't know (GO TO Q.2)</p> <p><input type="checkbox"/> Child too young for pre-school (GO TO Q.2)</p> <p><b>1.a What type of Preschool is the child enrolled in?</b></p> <p><input type="checkbox"/> Community Pre-school</p> <p><input type="checkbox"/> Home-based Centre</p>	<p><b>2. Does the child have toys at home?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No (GO TO Q.3)</p> <p><b>2.a) What toy does the child have?</b> (check all the apply)</p> <p><input type="checkbox"/> Ball</p> <p><input type="checkbox"/> Car</p> <p><input type="checkbox"/> Dolls</p> <p><input type="checkbox"/> Pets</p> <p><input type="checkbox"/> Play dough</p> <p><input type="checkbox"/> Rattle</p> <p><input type="checkbox"/> Other _____</p>	<p><b>3. Do you do activities with the child?</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (GO TO Q.4)</p> <p><b>3.a) What are the activities that you do with the child?</b> (check all the apply)</p> <p><input type="checkbox"/> Sing</p> <p><input type="checkbox"/> Jump</p> <p><input type="checkbox"/> Story teller</p> <p><input type="checkbox"/> Talk</p> <p><input type="checkbox"/> Other: _____</p>	<p><b>4. In your household, is there any child younger than 5 years who:</b> (check all the apply)</p> <p><input type="checkbox"/> Cannot see well</p> <p><input type="checkbox"/> Cannot hear well</p> <p><input type="checkbox"/> Has difficulties in speaking</p> <p><input type="checkbox"/> Has mental disability</p> <p><input type="checkbox"/> Has physical disability</p> <p><input type="checkbox"/> Has albinism</p> <p><input type="checkbox"/> Other _____</p>
------------------	---	---	--	---

Health	<p>5. Does the child have a health card (Bukana)?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>	<p>6. Has the child been to the Health Centre in the past 3 months?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (GO TO Q.7)</p> <p>6.a) What was the reason (check all that apply)</p> <p><input type="checkbox"/> Child Sick</p> <p><input type="checkbox"/> GM</p> <p><input type="checkbox"/> Vaccination</p> <p><input type="checkbox"/> HIV Test</p> <p><input type="checkbox"/> Sick</p> <p><input type="checkbox"/> Other _____</p>	<p>7. Has the child received all immunisations as scheduled?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>8. Has the child's growth been monitored in the past 3 months?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (GO TO Q.9)</p> <p>8a) Where?</p> <p><input type="checkbox"/> Community</p> <p><input type="checkbox"/> Health Centre</p> <p><input type="checkbox"/> Wellbeing Day</p>	<p>9. Do you know the signs that a child is sick?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No (GO TO Q.10)</p> <p>9.a) What are some of the signs that you know? (check all the apply)</p> <p><input type="checkbox"/> Fever</p> <p><input type="checkbox"/> Seizure</p> <p><input type="checkbox"/> Vomiting</p> <p><input type="checkbox"/> Stopped Eating</p> <p><input type="checkbox"/> Diarrhoea</p> <p><input type="checkbox"/> Not playing</p> <p>Other: _____</p>
	Nutrition	<p>10. Do you know the 3 food groups?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (GO TO Q.12)</p> <p>10.a) Which are the 3 food groups? (check all the apply)</p> <p><input type="checkbox"/> Protein</p> <p><input type="checkbox"/> Protective</p> <p><input type="checkbox"/> Energy</p>	<p>11. Yesterday, did the child eat one food of each group?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>12. What is the water source at the child's house? (check all the apply)</p> <p><input type="checkbox"/> Tap</p> <p><input type="checkbox"/> Well</p> <p><input type="checkbox"/> River</p> <p><input type="checkbox"/> Dam</p> <p><input type="checkbox"/> Tank</p> <p><input type="checkbox"/> Don't Know</p> <p><input type="checkbox"/> Other: _____</p>	<p>13. Do you treat the water before drinking it?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No (GO TO Q.14)</p> <p>13.a) How is the water treated to make it safer for drinking? (check all the apply)</p> <p><input type="checkbox"/> Boil   <input type="checkbox"/> Sunlight</p> <p><input type="checkbox"/> Bleach</p> <p><input type="checkbox"/> Other: _____</p>
Child Protection		<p>14. Do you know different types of child abuse?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No (GO TO Q.15)</p> <p>14.a) What are the types of child abuse that you know? (check all the apply)</p> <p><input type="checkbox"/> Physical   <input type="checkbox"/> Sexual</p> <p><input type="checkbox"/> Emotional   <input type="checkbox"/> Neglect   <input type="checkbox"/> Other: _____</p>	<p>15. Do you know any child who has been abused?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p>15a) Do you know where to go to report a case of child abuse to?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>	<p>16. Does the child have a birth certificate?</p> <p><input type="checkbox"/> Yes (GO TO Q.17)   <input type="checkbox"/> No</p> <p>16.a) Have you applied for a birth certificate for this child?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>	

Hygiene and Sanitation	<b>17. Is there a sanitary toilet/latrine in the child's home?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>18. When do you wash your hands?</b> (check all that apply) <input type="checkbox"/> After using the latrine <input type="checkbox"/> Before preparing food <input type="checkbox"/> Before eating <input type="checkbox"/> After changing nappies <input type="checkbox"/> After coughing and/or sneezing <input type="checkbox"/> Other: _____	<b>19. Do you wash raw vegetables and fruits before eating or feeding them to the child?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>20. Does the child have chores at the household?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No (END) <b>20.a) What are her/his chores?</b> (check all that apply) <input type="checkbox"/> Washing dishes <input type="checkbox"/> Sorting Laundry <input type="checkbox"/> Washing clothes <input type="checkbox"/> Sweeping <input type="checkbox"/> Cleaning after themselves <input type="checkbox"/> Making Bed <input type="checkbox"/> Fetching water or wood <input type="checkbox"/> Other: _____

### Instructions to complete the assessment

**Question a:** Ask “Do you agree to participate in this interview?” if the response is positive place an X in the check-box “☑”.

**Question b:** Ask the person respondent to sign her/his “name” in the designated space.

**Question c:** Write the interviewer’s “name” in the designated space.

**Question d:** Write the name of the “village” where the child comes from in the designated space.

**Question e:** Write the name of the “area” where the child comes from in the designated space.

**Question f:** Write the name of the “Child’s caregiver who is being interviewed” in the designated space.

**Question g:** Write the “date of the interview” (Day/Month/Year) in the designated space.

**Question h:** Write the “name of the child” in the designated space.

**Question i:** Write the “child’s date of birth” (Day/Month/Year) in the designated space.

**Question j:** Ask the person being interviewed, “who the primary caregiver of the child is?” and place an X in the correspondent check-box “☑”.

**Question 1:** Ask “Is the child enrolled in pre-school?” and place an X in the response’s corresponding check-box “☑”.

✓ **Skip-pattern:** If the response is “No” or “Don’t Know” or “Child too young too young for pre-school” SKIP Question “1.a” and GO TO question “2”.

**Question 1.a:** Ask “What type of pre-school is the child enrolled in?” and place an X in the response’s corresponding check-box “☑”.

**Question 2:** Ask “Does the child have toys at home?” and place an X in the response’s corresponding check-box “☑”.



- ✓ **Skip-pattern:** If the response is “No” **SKIP** Question “2.a” and **GO TO** question “3”.

**Question 2.a:** Ask “what toys does the child have?” and place an X in the response’s corresponding check-box “☒”. This question may have several responses.

- ✓ **Probe:** After each response probe with “Anything else?” to motivate the caregiver to tell you more. Continue probing until the caregiver says “no”. If a toy not listed is mentioned as an option, mark “other” and write the name of the toy in the space provided.

**Question 3:** Ask “do you do activities with the child?” and place an X in the response’s corresponding check-box “☒”.

- ✓ **Skip-pattern:** If the response is “No” **SKIP** Question “3.a” and **GO TO** question “4”.

**Question 3.a:** Ask “What are the activities that you do with the child?” and place an X in the response’s corresponding check-box “☒”. This question may have several responses.

- ✓ **Probe:** After each response given to you probe with “Anything else?” to motivate the caregiver to tell you more. Continue probing until the caregiver says “no”. If an activity not listed is mentioned as an option, mark “other” and write the activity in the space provided.

**Question 4:** Ask “In the child’s household, is there any child younger than 5 years who....” And read aloud all the responses allowing time for the caregiver to say “yes” or “no” to each of the special needs inquire. Place an X in the response’s corresponding check-box “☒”. This question may have several responses; therefore check all responses given to you.

- ✓ **Probe:** After asking about any other children with unmentioned conditions, ask “Anything else?” to motivate the caregiver to tell you more. If the response is “No”, **GO TO** question 5. If a special need not listed is mentioned as an option, mark “other” and write the special need in the space provided.

**Question 5:** Ask “Does the child have a Health Card?” and place an X in the response’s corresponding check-box “☒”.

**Question 6:** Ask “Has the child been to the health center in the past 3 months?” and place an X in the response’s corresponding check-box “☒”.

- ✓ **Skip-pattern:** If the response is “No” **SKIP** Question “6.a” and **GO TO** question “7”.

**Question 6.a:** Ask “What was the reason for going to the health center?” and place an X in the response’s corresponding check-box “☒”. This question may have several responses; therefore check all responses given to you.

- ✓ **Probe** After each response given to you probe with “Any other reason?” to motivate the caregiver to tell you more. Probe until the caregiver says “no”. If a reason not listed is mentioned as an option, mark “other” and write the reason in the space provided.

**Question 7:** Ask “Has the child received all immunization as scheduled?” Review the immunization schedule in the child’s bukana and place an X in the response’s corresponding check-box “☒”.

**Question 8:** Ask “Has the child’s growth been monitored in the past 3 months?” and place an X in the response’s corresponding check-box “☒”.

- ✓ **Skip-pattern:** If the response is “No” SKIP Question “8.a” and **GO TO** question “9”.

**Question 9:** Ask “Do you know the signs that a child is sick?” and place a check-mark in the response’s correspondent check-box “☒”.

- ✓ **Skip-pattern:** If the response is “No” SKIP Question “9.a” and **GO TO** question “10”.

**Question 9.a:** Ask “What are some of the signs that you know?” and place an X in the response’s corresponding check-box “☒”. This question may have several responses; therefore check all responses given to you.

- ✓ **Probe** After each response given to you probe with “Any other sign?” to motivate the caregiver to tell you more. Probe until the caregiver says “no”. If a sign not listed is mentioned as an option, mark “other” and write the sign in the space provided.

**Question 10:** Ask “Do you know the 3 food groups?” and place an X in the corresponding check-box “☒”.

- ✓ **Skip-pattern:** If the response is “No” SKIP Question “10.a” and **GO TO** question “11”.

**Question 10.a:** Ask “Which are the 3 food groups?” and place a check-mark in all applicable check-boxes “☒”. This question may have several responses; therefore check all responses given to you.

- ✓ **Probe** After each response given to you probe with “Anything else?” to motivate the caregiver to tell you more. Continue probing until the caregiver says “no”.

**Question 11:** Ask “Yesterday, did the child eat one food of each group?” and place an X in the response’s corresponding check-box “☒”.

**Question 12:** Ask “What is the water source at the child’s house?” and place an X in the response’s corresponding check-box “☒”. This question may have several responses; therefore check all responses given to you.

- ✓ **Probe:** After each response given to you probe with “Any other source?” to motivate the caregiver to tell you more. Continue probing until the caregiver says “no”. If a source not listed is mentioned as an option, mark “other” and write the source in the space provided.

**Question 13:** Ask “Do you treat the water before drinking it?” and place an X in the corresponding check-box “☒”.

- ✓ **Skip-pattern:** If the response is “No” SKIP Question “13.a” and **GO TO** question “14”.

**Question 13.a:** Ask “How is the water treated to make it safer for drinking?” and place an X in the corresponding check-box “☒”. This question may have several responses; therefore check all responses given to you.

- ✓ **Probe:** After each response given to you probe with “Anything else?” to motivate the caregiver to tell you more. Continue probing until the caregiver says “no”. If a water

treatment method not listed is mentioned as an option, mark “other” and write the water treatment method in the space provided.

**Question 14:** Ask *“Do you know different types of child abuse?”* and place an X in the corresponding check-box “☒”.

✓ **Skip-pattern:** If the response is *“No”* SKIP Question “14.a” and **GO TO** question “15”.

**Question 14.a:** Ask *“What are the types of Child Abuse that you know?”* and place an X in the corresponding check-box “☒”. This question may have several responses; therefore check all responses given to you.

✓ **Probe:** After each response given to you probe with *“Anything else?”* to motivate the caregiver to tell you more. Continue probing until the caregiver says “no”. If a type of child abuse not listed is mentioned as an option, mark “other” and write the type of child abuse in the space provided.

**Question 15:** Ask *“Do you know any child who has been abused?”* and place an X in the corresponding check-box “☒”.

**Question 15.a:** Ask *“Do you know where to go to report a case of child abuse?”* and place an X in the corresponding check-box “☒”.

**Question 16:** Ask *“Does the child have a birth certificate?”* and place an X in the corresponding check-box “☒”.

✓ **Skip-pattern:** If the response is *“Yes”* SKIP Question “16.a” and **GO TO** question “17”

**Question 16.a:** Ask *“Have you applied for a birth certificate for this child?”* and place an X in the corresponding check-box “☒”.

**Question 17:** Ask *“Is there a sanitary toilet/latrine in the child’s home?”* and place a check-mark in the response’s correspondent check-box “☒”.

**Question 18:** Ask *“When do you wash your hands?”* and place an X in the corresponding check-box “☒”. This question may have several responses; therefore check all responses given to you. If a time for washing hands not listed is mentioned as an option, mark “other” and write a time for washing hands in the space provided.

**Question 19:** Ask *“Do you wash raw vegetables and fruits before eating or feeding it to the child?”* and place a check-mark in the response’s correspondent check-box “☒”.

**Question 20:** Ask *“Does the child have chores at the household?”* and place a check-mark in the response’s correspondent check-box “☒”.

✓ **Skip-pattern:** If the response is *“No”* SKIP Question “20.a” and **END** assessment.

**Question 20a:** Ask *“What are his/her chores?”* and place an X in the corresponding check-box “☒”. This question may have several responses; therefore check all responses given to you. If a chore not listed is mentioned as an option, mark “other” and write the chore in the space provided.

## ANNEX 5. SAMPLE WELLBEING DAY REPORT

### Part A: General Information

Name of Field Agent:	Date of Activity:
Project Area:	
Name of Partner:	

Table 1. Narrative
Activity Successes
Activity Challenges

### Part B: Attendance

Table 2. Overall Attendance at Wellbeing Days											
Caregivers Attending			Children Attending			Children receiving at least two services			Children enrolled in pre-school		
F	M	T	F	M	T	F	M	T	F	M	T

### Part C: Vulnerability and Special Needs

Table 3. Vulnerability Factors and Disabilities Among Children Attending the Wellbeing Day																								
	Vulnerability Factors												Disability											
	Orphan		Child-Headed		Poverty		Chronic Illness		Elderly Caregiver		Special Needs		Visual		Hearing		Speech		Motor		Albinism		Other	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Total																								

### Part D: Services Provision

Table 3. Service Provision																	
Service Provider (List organizational name)	Type of Service Provided (Please describe the services, i.e. growth monitoring, vaccination, etc)	# of Referrals Made	Caregivers attending			Teachers attending			Children Attending			Disabled					
			F	M	T	F	M	T	F	M	T	F	M	T			

## ANNEX 6. STEPS FOR MAKING TIPPY TAPS

The tippy tap is a simple device that allows people to wash their hands with very little water. It also allows the user to rub his or her hands together while water runs over them. It is made of materials that are available at no cost in most places and can be put wherever people need to wash their hands: near the cooking stove, at the toilet, or in rural food stores, for example.

### How to make a plastic tippy-tap (for adults)

To make this tippy-tap you need

- 1) a plastic bottle with a screw-on cap, of the sort that cool drinks come in
- 2) the inside tube from a ball-point pen, or some other small, stiff, hollow tube.
  - Clean the bottle.
  - Using a heated piece of wire, make a small hole in the lower part of the bottle.
  - Remove and clean the inside tube from a ball-point pen. Cut it off at an angle, and push it through the hole in the bottle. The tube should fit tightly.
  - Fill the bottle with water and replace the cap. When the cap is tight, no water should flow through the tube. When the cap is loose, water should flow out in a steady stream. When you are sure that it works, hang it or place it on a shelf where people can use it for hand-washing. Keep soap nearby, or thread a bar of soap with string and tie it to the bottle.
  - To use the tippy-tap: Loosen the cap just enough to let the water flow. Wet your hands, and soap, and rub your hands together under the water until they are clean.



### Decorating Tippy Taps (for children)

- Bring prepared tippy taps, paper, glue, beads, paint and colours.
- Ask children to decorate their own tippy tap.
- Show child how the tippy tap is used

## ANNEX 7. GAME IDEAS FOR THE PLAY STATION

For each of the following activities, it will be important to divide the group of children into smaller manageable groups. Remember that the ideal ratio of adults to children is at least one adult for every twenty children. This will help to make the activities more fun and ensure the safety of the children.

### BALL GAMES

- Have children sit in a circle and roll the ball to each other (larger balls are easier to handle and are suitable for younger children; smaller balls are more difficult and are suitable for older children).
- Children stand in lines and pass the ball from one to another with hands held above their heads or they can stand with their legs apart and pass the ball between their legs.
- Children stand in a line or a circle. Throw the ball to each child in turn. It is harder to catch a ball than to throw it. If you are using a small ball, throw it so that it bounces before the child catches it.
- Let children practise kicking the balls in clear open spaces.

### BLINDMAN'S BLUFF

Use a scarf or other piece of cloth to blindfold one child. Turn her around a few times and then let her try to catch the other children as they call her name. When she touches a child it is that child's turn to be blindfolded.

### BUILDING BLOCKS

- Gather a variety of cardboard boxes of different shapes and sizes, e.g. cereal boxes, round cheese boxes, shoe boxes, toothpaste boxes, biscuit boxes.
- Collect newspaper and white paper, including notebook paper.
- Distribute newspaper and paper materials to children with crayons. Work with the children to color these papers
- When they finish, work with the children to glue the paper to each of the boxes.
- Encourage children to use these boxes to stack, sort, compare, and build.

### DRAMA

Children can do a dramatic play selected topic related to the event e.g. Playing doctor/nurse treating a sick child, feeding a child, washing hands before/after meal etc. Children can show drama to the event participants.

### FOLLOW THE LEADER<sup>4</sup>

The facilitator, or one of the children, can be the leader. The leader does different things or makes different movements. Everyone must follow, e.g. be a car and go through the tunnel; be a horse and climb high up the mountain; be a snake and crawl through the grass; be a mouse being chased by a cat.

---

<sup>4</sup> Adapted with permission. Van der Merwe, K. (2008). *Learning through play*. (2<sup>nd</sup> ed.). Cape Town: Early Learning Resource Unit.

### HOT POTATO<sup>5</sup>

Tie a soft piece of cloth in a knot. Have the children stand in a circle and pretend the cloth is a potato and it is hot. Throw the 'hot potato' to one child to catch. After catching it, the child must quickly throw it to another child without dropping it.

### SAND GAMES

Prepare a clean safe area with sand for children to sit and play in. Cut plastic bottles to create plastic scoops so that they can experiment with scooping and pouring sand.

### SIMON SAYS<sup>5</sup>

Play this game so that children exercise different parts of their bodies: balance, climb, etc. Children must only do what Simon says, e.g.

*"Simon says touch your toes"*. Children do it.

*"Touch your toes."* Children must not move.

### TREASURE HUNT

In this game, children age five and over learn to cooperate and solve problems together.

- The teacher prepares a simple map that gives directions for the child to follow in order to find the hidden treasure.
- The instructions must include words that children have learned such as behind, next to, on top of, up in the trees, etc.
- The teacher explains that the children should play the game in groups of three and follow the directions to uncover the hidden treasure.
- She reads the instructions to the children which provide clues of where to search for the treasure
- All of the children stand at the same place/area which marks the starting point and when she gives the command, the children begin hunting for the treasure.
- The teacher walks a few paces behind the children and repeats instructions and prompts to help children understand and search well.
- The first group that will discover the treasure will win the prize in the treasure box and share it among themselves. Prizes could include beads to make necklaces, crayons, fruit, or a similar item. Later give the other groups of children the same prizes.

---

<sup>5</sup> Adapted with permission. Van der Merwe, K. (2008). *Learning through play*. (2<sup>nd</sup> ed.). Cape Town: Early Learning Resource Unit.

