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Guide to Children Needs Assessment

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Preface

Needs assessment for a long time has been used as one of the most helpful tools for developing an intervention project in a community. Due to the diversity of the community, the tool is often tailored so as to reflect the most faithfully needs of people living therein through their knowledge, attitude and practice as well. However, for a community which is fairly homogeneous by nature or comprised of groups that share the same characteristic, a common assessment guide is highly recommended.

This second edition of Guide to Children Needs Assessment was developed upon its first edition made in June 2004 as an agreement between ACEP, EDE Consulting for Coffee to develop an intervention program of supporting children living in coffee planting area of Huong hoa and as a response to Huong Phung Commune People's Committee's aspiration for an intervention project intended for children in the locality. Since the first edition completion, there have been three assessments conducted adopting the guide and one of which was followed by an intervention project known as To Improve the Living Conditions of Children in Coffee Planting Area of Huong Hoa. The project is on progress but its current effectiveness in satisfying needs of local children evidences the fact that it was designed grounded on a proper foundation in the first place. In this edition, quantitative approach had been adjusted in order to attract more local participation in assessment process.

Sequence of the assessment is retained from the preparatory phase to reporting phase. However, concerning data collection, while it can only be performed with help of computer in the first edition, this paper provides a simple tool that allows researchers to do the task manually right at the field, using new type of questionnaires and data combination sheets. Reporting is another section that receives the most amendment with a new form known as Traffic-Light Report.

Two organizations, Advancement of Community Empowerment and Partnership (ACEP), a Vietnamese NGO specializing on community development sector, and EDE Consulting for Coffee International, a specialist on coffee area, had contributed their efforts to adjust this edition. We hope that our experience and effort could contribute to the development of children living in coffee planting area all over the world.

We really appreciate anyone who use this guide as well as give us comments for better third version which would be published in the near future.

Dao Tran Phuong

Advancement of Community Empowerment and Partnership



... Children today, the world tomorrow...

Abbreviations

ACEP	Advancement of Community Empowerment and Partnership
CDC	Community Development Center of Central Vietnam
EDE	EDE International Consulting for Coffee
GTZ	German Organization for Development Co-operation
PPP	Public Private Partnership Project
PRA	Public Private Partnership Project
RTCCD	Research and Training Center for Community Development
SARAR	Self-esteem, Associative strength, Resourcefulness, Action planning, Responsibility ¹ .

¹ A participatory approach that empowers people involved at all levels to define the subject matter, identify priorities, draw up plan, come up with initiatives and give out assessment.

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Who will use this guide?

This guide is designed to assist development workers in carrying out children needs assessments in coffee producing areas, through which, they could make an appropriate and feasible intervention program to support children. This guide is also focus on report form, which easy to read by donors so that they could full use of sponsorship in intervention projects that provide support to children.

Organization like ACEP, having participated in some intervention projects supporting children in Vietnam, can also use this guide to develop intervention program support children in non-coffee planting area by just eliminating some question related to coffee. In addition, children care organizations may use this guide for assessments prior to the implementation of intervention projects in the communities.

Notably, the process described in this guide gets more and more concise and comprehensible for the complicated sampling, research and interviewing techniques are all left out and there is an active participation of local people in every stage from discussing, assessing to giving feedback.

Three key components of the assessment

Aiming at improving the living conditions and meeting basic needs of the children in coffee producing areas, the following factors should be put into consideration while performing the assessment: 1) target beneficiaries; 2) basic conditions for development of the local children; and 3) methodology and participants in the interview and survey management.

As to beneficiaries, target children should be fixed at being under 18². The classification of children according to their age is not the same between the notions of mental development and physical development. For instance, children from 4 to 7 belong to self-study category from the mental perspective whilst those from 2 to 7 are “milk-teeth” as defined by the latter. Further, children may belong to various schooling age groups namely 0-5; 6-10; 11-14 and 15-17.

Regarding the subject matter, the assessment should concentrate on measuring the satisfaction of children basic needs for development in each area. Continuing what have been concerned in previous assessments such as the solutions to the malnutrition among children under 5, children physical and sexual abuse and learning from the assessment conducted in Khe Sanh and Huong Phung, the main contents of a assessment should include: 1) Food and Nutrition; 2) Safety and Care; 3) School and Literacy; 4) Leisure and Recreation; 5) Professional Development. These 5 contents, which are subsequently developed as 18 specific indicators, involve all needs and problems facing children of all groups under 18.

² As enshrined in Article 1, Chapter 1, United Nation Convention on the Rights of the Child - 1989, “a child is human being under 18”.

With regard to the methodology and participating groups, the assessment adheres to the principle of maximizing the involvement of related people and the performance of local people. This paper, therefore, tries to formulate a process that most involves the community. Questionnaire survey should be taken by the community. Case study, group discussion, local feedback and proposal selection are all designed with participation of individuals and organizations who are experienced in conducting assessment for intervention projects.

Description of Methodology

This is not for the use of assessment team during the assessment process but helps them to understand the nature of each question in the questionnaire or each data collection tool described herein.

Aim

To determine the satisfaction of children basic needs for development in coffee producing areas as well as working out proper intervention solutions. This is abbreviated as **CNA coffee – children needs assessment in coffee producing areas**.

General Objective

To describe the satisfaction of children basic needs for development in coffee producing areas and to propose proper intervention solutions for increasing the proportion of children who are likely to have good future.

Specific Objectives

- To determine the proportion of children whose basic needs for development are met and to describe in detail cases of low satisfaction.
- To trace the cause of problems facing children and learn about solutions currently adopted by their community and family to help them develop.
- To analyze and identify priorities which are subject to the interventions for children in the community.

Conceptual Framework

Conceptual framework directs the designer to the right themes and the assumption about the relation and interaction between them. Failing to directly support assessment team in the area, it is still advisable to use this conceptual framework in the preliminary data analysis or during the focus group discussion by integrating all themes raised by the community or those which are not mentioned by them.

The main themes should be synthesized to make a continuous process throughout the assessment as exemplified in the graph below (*from left to right following the direction of the arrows*). Target beneficiaries and people who contribute ideas are defined thanks to first column of boxes on the left. The next box clarifies the children living conditions, the third column of boxes reveals the current causes thereto and interventions planned or

performed and the last reflects the wish to acknowledge local comments on children needs from different approaches.

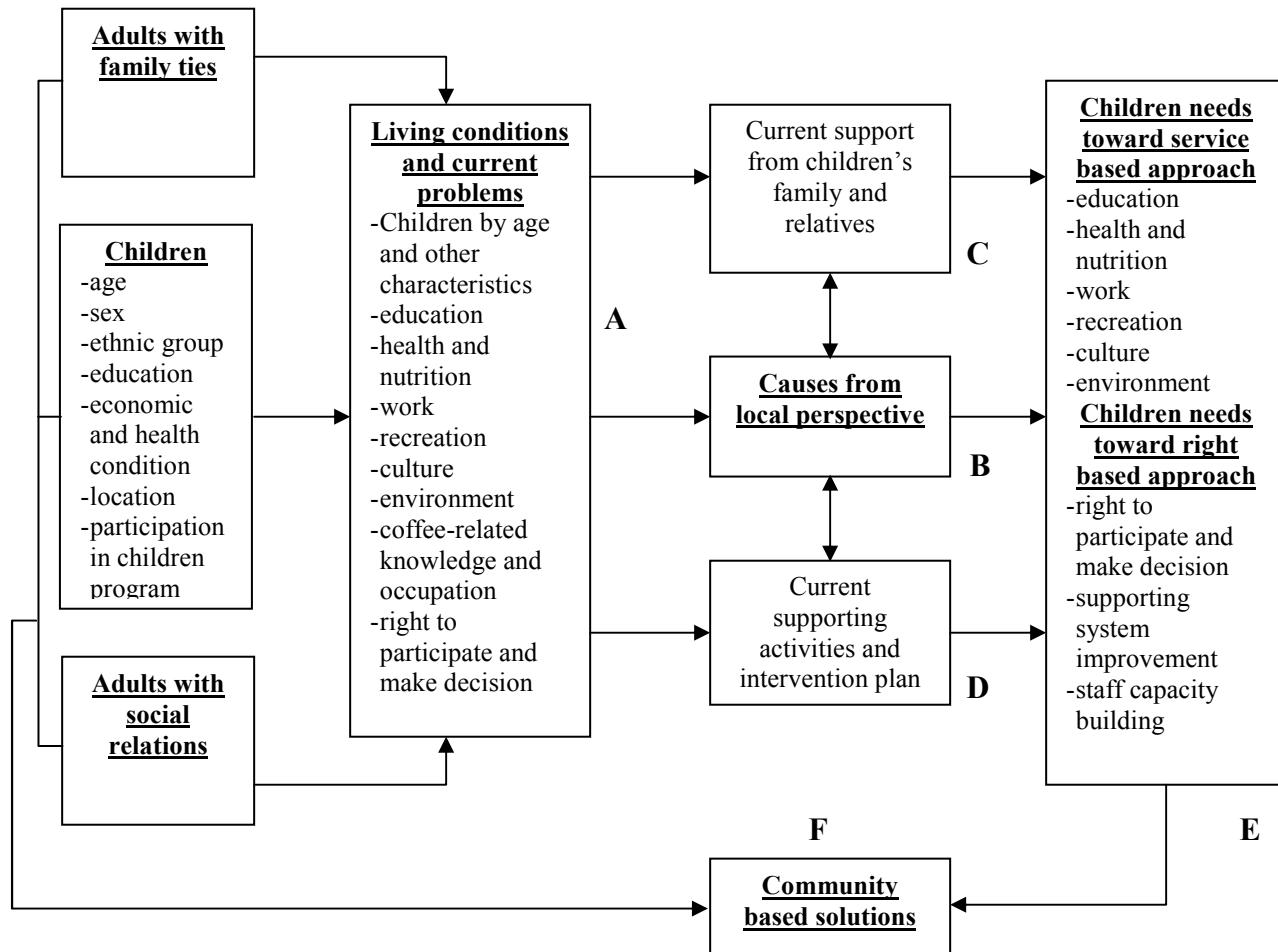


Figure 1 - Conceptual framework for children needs assessment

From the conceptual framework and the combination of themes that come to concern of the assessment team, a system of variables and indicators in the assessment should also be disclosed. Like the conceptual framework, the table of variables and indicators below does not directly serve in the field data collection. It is used solely for checking the adequateness of the assessed information.

Variables and Indicators

The table below contains variables and indicators to be measured in the assessment. The cells A, B, C, D in the first column from the left are equivalent to boxes A, B, C, D in the conceptual framework.

Themes	Variables and Indicators
	<p><i>A1. Definition, conception of the community – different notions of the children current living conditions</i></p> <ul style="list-style-type: none"> – Conditions for physical development – Conditions for mental development
	<p><i>A2. As so defined, how to classify children in the community into groups?</i></p> <ul style="list-style-type: none"> – Meet basic living and developing conditions – Fail to meet basic living and developing conditions – Age group – Ethnic group
	<p><i>A3. Definition, conception of the living conditions that has been or will be changed as time goes by</i></p> <ul style="list-style-type: none"> – 5 or 10 years ago – 5 or 10 years later
	<p><i>A4. Under the circumstances, which indicators can be used to evaluate the living condition through which local children can develop both mentally and physically</i></p> <ul style="list-style-type: none"> – Education – Health care and nutrition – Recreation – Culture – Work – Environment – Knowledge and vocational orientation – Right to make decisions relating to children
A	<p><i>A5. Based on these indicators, what is the proportion of children failing to meet the basic condition for development and what is the typical feature of them?</i></p> <ul style="list-style-type: none"> – Ethnic group, age, sex – Financial condition, source of income – Household location – Participation in children programs
	<p><i>A6. Is it possible to set up a range of indicators for a community that fully meets children basic needs for life and development? How?</i></p> <ul style="list-style-type: none"> – According to the proportion – According to the accessibility to some provided services
	<p><i>A7. What is the difference between the children whose basic living and developing conditions are unmet and those living in poor households?</i></p> <ul style="list-style-type: none"> – The parents' attitude and behavior toward children care – Children point of view – Poor households that meet their children's basic living and developing needs
	<p><i>A8. Specify matters facing children in terms of basic living and developing conditions</i></p> <ul style="list-style-type: none"> – Education (illiteracy rate, dropout rate) – Health care (ward based childbirth, delivery by skillful health workers) – Recreation – Culture
	<p><i>A9. What are the problems facing children in the community recently? What is the specific problem of each group?</i></p> <ul style="list-style-type: none"> – Age – Ethnic group – Household characteristics
	<p><i>A10. Do these problems change over time? How come?</i></p> <ul style="list-style-type: none"> – 5, 10 years ago – 5, 10 years later
	<p><i>A11. Take part in coffee plantation</i></p> <ul style="list-style-type: none"> – Participating time – The difference between the met and unmet groups. – The impact of the children participation in coffee production by stages

		<i>B1. What is the reason for problems that hinder the children from properly developing?</i>
B	Causes from local perspective	<ul style="list-style-type: none"> - Education (why do the children not go to school at right age? Reason for dropout? Reason for lack of schooling facilities?) - Nutrition and health care (reason for malnutrition? Reason for delivery without help of health workers) - Recreation - Coffee production
		<i>B2. Caused by</i>
		<ul style="list-style-type: none"> - family; school; society; children themselves
		<i>B3. Is it due to policies on economic development including coffee production?</i>
		<ul style="list-style-type: none"> - Individuals and organizations having children care program, the right to make decisions, and willingness to listen and give a hand when needed - Achievements from children support program over the past 5 years
		<i>B4. Which is the major cause?</i>
C	Current support from children's family and relatives	<p><i>C1. Attitude and behavior of the family and relatives that encourage children to develop.</i></p> <ul style="list-style-type: none"> - Ensure the physical development – efforts to improve the household economic conditions including coffee production and children care - Ensure the mental development <p><i>C2. Change over time in attitude and behavior of the children's family and relatives that helps the children to develop?</i></p> <ul style="list-style-type: none"> - 5, 10 years ago, 5, 10 years later - the most effective within the past 5 years - the most effective within the next 5 years <p><i>C3. Children and their parents' standpoint on the right to access basic condition for development</i></p> <ul style="list-style-type: none"> - Children viewpoint; Parents viewpoint - 5, 10 years ago; 5, 10 years later <p><i>C4. The children participation in the process of supporting them to develop?</i></p> <ul style="list-style-type: none"> - Take part in the decision-making process - Take part in production activities - Creating a good environment for children to develop mentally and physically
D	Current supporting activities and intervention plan	<p><i>D1. Plans of the community and competence agencies</i></p> <ul style="list-style-type: none"> - Do what? - How to deal with the problems? - Who manages? - When to do? - Tentative outcomes? <p><i>D2. Intervention over time helping children to develop</i></p> <ul style="list-style-type: none"> - 5, 10 years ago, at present, 5, 10 years later - produce and develop coffee in a sustainable and steady manner (technique training, protect the environment) - fill children needs and give them the right to develop both mentally and physically - advocacy
E	Children needs	<p><i>E1. Community's aspiration to satisfy children needs for development</i></p> <ul style="list-style-type: none"> - mentally - physically <p><i>E2. Children needs toward service based approach</i></p> <ul style="list-style-type: none"> - education - nutrition, health - work - recreation - culture, society and environment <p><i>E3. Children needs toward right based approach</i></p> <ul style="list-style-type: none"> - the right to make decisions - improvement in services system - enhance capacity of professional staff <p><i>E4. Priority in each phase and for each group.</i></p>

F Community based solutions	<p><i>F1. Solution without external support</i></p> <ul style="list-style-type: none"> – overcome which problem? – Why choose this whislt lacking external support? – Solution and the feasibility thereof? <hr/> <p><i>F2. Solution with the external support</i></p> <ul style="list-style-type: none"> – handle which problem? Why? – When that problem is coped with? What is the next problem? – How to surmount the new problem? – How to address the problems in a long run without external support ?
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These variables and indicators are for reference only. The focal points for the assessment team will be described in the next section.

Methodology

The needs assessment in Huong Phung and Khe Sanh applied qualitative data collection through semi-structured interview, participatory observation, focus group discussion and other data collection tools that invite most local participation such as those of PRA and SARAR. However, these methods and tools should be used by those having some time working in the field of community development or so familiar with the qualitative method. This is our aim hereby to simplify the data collecting process so that people who lack experience of the issue can also apply the method by subdividing the process into following phases:

Data Collection and Analysis through Structured Questionnaires

At this phase, the information of households having children under 18 is solicited by structured questionnaires. This is drawn up to evaluate the children needs satisfaction based on the 18-indicator system developed subsequent to the assessment in Huong Phung – it is also noted that this system can be adjusted to the local conditions.

After the household interview, all questionnaires are gathered right at the village (with a total of 40-100 households) by adding up the number of answers in each option. Results from the data analysis reveal which indicator or theme having lowest degree of children needs satisfaction.

Case Study

After the data collection, assessment team will select the households at either the top and bottom of the description list to serve as documentary for the next assessments as well as to make it clear to the outsiders. For example, if the structured questionnaires show the proportion of hunger-stricken households during the year being x %, the most and the least hungry households will be selected to describe the common situation of these households.

These case study will be selected for all important indicators where the children need are the least satisfied - which shall be record to serve as documentary for the next researches.

Focus Group Discussion

This is to trace the cause of problems facing children and identify priorities and propose community based solutions.

Data from household questionnaires is supplemented through case study which are briefly presented in the village meeting organized later on. At this meeting, the assessment team will fulfill such tasks as 1) ascertain the cause of the outstanding matters and prevailing solutions; 2) identify needs priority in that community; and 3) set up community based solutions.

Assessment Performance

This provides guidelines to be used through the beginning to the end of the assessment. The assessment team should follow the sequence of the assessment and use the checklist at the end of each section to make sure that everything is well prepared before being conducted.

Preparation for the Assessment

Assign a person in charge to the assessment

A coordinator should be assigned to take full responsibility for the assessment. This person should be well equipped with certain skills of interviewing, management, data analysis and presentation without which, he/she would fail to control the data collection and analysis process at household level, manage cases to be described, facilitate focus group discussion as well as write final report.

Define location of the assessment

Location of the assessment are determined based on the coverage and the participation of the community in the project intervention area and the budget for the assessment. However, for the aim of the needs assessment is to develop an intervention project with a focus on the village level, it is suggested that the assessment should be conducted in all parts of the intervention areas based on village administrative units. In case the budget for assessment is too tight to support the intervention coverage, the assessment location shall be randomly selected from the village. Sampling criteria should be set out at the initial stage to make sure each sample could well represent the population. Below are some examples:

- Financial status
- Ethnic origin
- Transportation condition and infrastructure
- Education and health condition

- Social, cultural characteristics

As can be drawn from experiences, if the sample is selected at village level, there will be at least 3 villages selected for each mountainous commune. However, the coordinator should still be grounded on community based organizations and commune authorities to conduct the assessment for all villages where the intervention project takes place.

Agree upon the assessment aim and preliminary plan with stakeholders

After the intervention and assessment site are defined, it is the coordinator's job to work with local related parties to confirm the purpose and preliminary plan of the assessment. These stakeholders include:

- Commune people's committee
- Village management unit (village head and vice head)
- Other associations such as women union, farmer union, youth union, etc.
- Committee for Population, Family and Children
- Financial institutions
- Farmer representatives
- Young pioneers and youth

The coordinator shall be responsible for clarifying the aim and the approach of the assessment to all related parties (which is described in the Section 1). Further, he/she has to collect comments and opinions from these parties concerning the assessment aim and approach; observe and analyze general natural, social and economic conditions as well as particular problems facing children in the community and ratify the assessment plan. She/he also ensures that the assessment gains consent and support from the local authority so that outcomes therefrom would be used by multi-sources.

Establish and train assessment team

At this phase, establishing and training assessment team is the main task of the coordinator. Depending on the donor requirements and with local support, the team shall be formed. The coordinator should select researchers from villages with the rate of at least 2 people per village, of which, 1 is from village management and the other is a representative from unions of women, farmers, youth.

Subsequent to its establishment, the assessment team (temporarily called household survey team as they have to work with households at first) shall be trained so as to perform interviews at household level through questionnaires (attached herewith). Training process is as follows:

- Explain to interviewers the structure of the questionnaire, tips for jotting down information, question skips and the meaning of each question
- Require interviewers to learn by heart questions in the questionnaire
- Practice in pair for a fluency in asking and noting down information
- Practice in reality where one asks and two or more note down
- Check and confirm the official assessment team roster

It should be noted to the coordinator that 3-5 best performers out of the household interviewers will be selected for the in-depth interviews and focus group discussion. The coordinator should identify these people during or right after the household interview ends. They should be assigned to monitor the interview rather than ask questions.

List households to be interviewed

This should be implemented simultaneously with the training process. List of households having children under 18 should be drawn up for each village and advisably by village heads in the approval of the commune people's committees. The list is intended for:

- Determination of the exact number of questionnaires to be prepared and printed out
- Household survey schedule
- Time left for the team to map out a detailed plan
- Day-end cross check of the household survey results

Test and revise the questionnaires

Even though the assessment team is well trained, the assessment could not be conducted right away for there are possible errors like the inappropriateness of the questionnaire. The questionnaires, hence, should be tested out at a household in advance. The proportion of tested questionnaires should be limited to 5-10% of the total interviewed households. The followings should be paid attention to when piloting the questionnaires:

- The appropriateness of the wording to the locality.
- The common perception among interviewee
- Intricacy of the questions
- Logicality of the questions
- Duration of the interview

After the test, researchers should meet to discuss and revise the questionnaire to fit the local context.

Outline and agree upon the assessment plan

Once household details, local transportation condition, time allowed for an interview and other relevant information are made available, the construction of a detailed plan for the assessment is just round the corner. This process, again, could not be smooth without involvement of the stakeholders namely village head and the chairman of the commune people's committee. The plan should cover the date of the interview and the number of interviewed households and developed in 2 copies, one hold by the village head and the other held by the assessment team.

Checklist for assessment preparation phase

Step	Contents	Status	
		Yes	Not yet
1	A coordinator is appointed		
	The coordinator knows what to do and the outcomes to be reported at the end of the assessment		
2	Location for the assessment is defined		
	List of villages to be assessed is made		
3	The villages represent for the whole commune are selected		
	Stakeholders including commune people's committee, village management and youth representatives fully attend the meeting		
	Participants contribute ideas at the meeting		
4	Meeting minute is proved by the committee		
	There are at least 2 representatives from each village and 1 of them is female or a youth from the household survey team		
	All team members practice asking and noting down information – at least 2 questionnaires for each		
	Allowable error for the results consolidated from the practice does not exceed 10% for each question		
5	List of supervisors and their job description is drawn up		
	List of households having children under 18 which tells age, name and ethnic origin is raised		
6	Households to be tested account for 5-10% the total target households		
	All intricacies, improper contents of the questionnaire gathered by team members are adjusted		
	Questionnaires are fully photocopied		
	Working schedule of each village specifies households		
	Recommendation of commune people's committee is prepared for team members		
	Village guides		
	Camera, video camera to take the assessment images		
	Personal belongings		
	A0 paper used in data collection (in case the assessment takes place in remote areas)		

This checklist is used prior to the field work. Once 'not yet' status exists, the fieldwork should not be carried out.

Household Survey

This is the first formal step of the assessment in which persons in charge are researchers and supervisors. The final outcome shall be the combination of information ruled by a system of village indicators.

Questionnaire

A questionnaire is structured with 2 main parts: 1) Background information of the household; and 2) Information concerning the satisfaction of children basic needs for development. As for the household details, the coordinator should provide a code for each household which researchers will mark in the questionnaire. Researchers are required to fill in blanks from H1 to H6. Children under 18 of a household provided in H6 are divided into 3 main groups namely *from 0 to 6 months*; *from 7 months to 5 years* and *from 6 to 18*. There are also blanks in the next column for the researcher to mark to identify which type of household the family interviewed belongs to. A is household who has only children under 5, B is household having only children from 6 to 18 and C is household having children of the both age groups. This classification is to help researchers go straight forward to the right sections in the next part and to save time from finding questions to ask.

Regarding the second part, the second column on the left are for the household answers and the next columns are for the indicators. For each answer of the household presented in the *answer* column, there is an equivalent assessment made by researchers in the *value* column. It is the researcher's duty to mark in a suitable box in the same line which has been filled with grey color.

The questionnaire is designed in a form that will serve the final reporting phase known as Traffic Light Report. At the end of each category there is a guidance to define which color the household will receive for that issue, **Green** for *No problem*, **Yellow** for *Problematic* and **Red** for *Not Acceptable*. This result shall be combined at village level and presented in the final report.

Further guidance on the questionnaire use shall be provided in Appendix 1. However, since the questionnaires are designed for both manual and computerized management, the use thereof should be directly guided for more effectiveness in data collection.



HOUSEHOLD QUESTIONNAIRES

Household Code
— — —

Village Code
— —

Commune Code
— —

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BACKGROUND INFORMATION

H1	Full Name of the Household's Head	_____		NameHH
H2	Age	— —		Age
H3	Ethnic Group	1[] Kinh 2[] Other _____		Ethnic
H4	Spouse's Name	_____		RelaHH
H5	Number of Family Members	____ people		NumHH
H6	Children in the Family Belong to	Type of Household		
	0 month - 6 months	[]	A	AgeA
	7 months - 5 years old	[]	B	AgeB
	6 years old - 18 years old	[]	C	AgeC

	Households having only children from 0 – 5 years old	→ Go to Section 1, 2 and 3 only, No Color in Section 4
	Households having only children from 6 – 18 years old	→ Go to Section 3 and 4 only, No Color in Section 1 and 2
	Households having children from 0 – 18 years old	→ Go through the Questionnaire

SATISFACTION OF CHILDREN NEEDS FOR DEVELOPMENT

SECTION 1 (*for children under 5 only*)

FOOD AND NUTRITION

	Question	Answer	Indicator	Value			
				Yes	No	Not know	N/A
Q1.1	During the past six months, were children under 5 in your family weighed?		1				
	Yes, all of them were weighed	4 []					
	No, none of them were weighed/Not all of them were weighed	2 [] → go to Q 2					
	We do not know/remember	3 [] → go to Q 2					
Q1.2	Which nutrition channel were they defined to be at by health workers?		1				
	All of them were at Channel A	1 []					
	Some of them were at Channel B/C/D	2 []					
	We do not know/remember	3 []					
Q2	Are infants under 6 months in your family totally breast fed up?		2				
	We do not have children under 6 months	4 []					*
	Yes, they are	1 []					
	No, they are not/ Not all of them are	2 []					
Q3	How do you give comment on your meals in the past year?		3				
	They are good both in quantity and quality	1 []					
	They are good in quantity, not in quality	2 []					
	They are neither good in quantity nor quality	2 []					
	We can not define	3 []					

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*If the household belongs to this --> **Final Color = Green** (If Yes >=1)

= **Yellow** (If No = 0)

= **Red** (The remainder)

Final Color = Green (If Yes >= 2)

= **Yellow** (If Yes = 1)

= **Red** (If Yes = 0)

Final Color

--

SECTION 2 (for children under 5 only)

SAFETY AND CARE

	Question	Answer	Indicator	Value			
				Yes	No	Not know	N/A
Q4	Were children under 5 in your family injected against 6 basic diseases by national programs?		4				
	Yes, on a full basis (including those who still to be injected)	1 []					
	Not all of them were/They were not injected on a full basis	2 []					
	No, they were not	2 []					
	We do not know	3 []					
Q5	Are children under 5 in your family looked after by adults or children above 10 all the time?		5				
	Yes, they are	1 []					
	No, they are not	2 []					
	Not all of them are/Not all the time	2 []					
	We do not know	3 []					
Q6	Are children under 5 in your family kept away from agro-chemicals*?		6				
	Yes, they are	1 []					
	No, they are not	2 []					
	Not all of them are	2 []					
	We do not know	3 []					

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Color 1 = Green (If Yes >= 2)
 = Yellow (If Yes < 2 & No <= 1)
 = Red (The remainder)

Color 1



* Adults in the family do not store agro-chemicals indoor or let the children play near them

SECTION 3 (*for children of all ages*)

SAFETY AND CARE (continued)

Question	Answer	Indicator	Value			
			Yes	No	Not know	N/A
Q7.1 What is your main source of living water?		7				
From a clean water system (with a well or a tank)	4 []					
From natural stream or river	2 [] → go to Q 8.1					
From various sources	2 [] → go to Q 8.1					
Q7.2 Do you drink boiled water all the time?		7				
Yes, we do	1 []					
Sometimes we do not/Some of us do not	2 []					
No, we do not	2 []					
Q8.1 Did your children experience sickness in the past year?		8				
Yes, all of them did/Some of them did	4 []					
No, they did not	1 [] → go to Q 9					
We do not know/remember	2 [] → go to Q 9					
Q8.2 How were they treated?		8				
By health workers	1 []					
At home (for it was minor illness)	1 []					
At home (due to the unavailability of health service in the locality)	2 []					
At home (as we can not access health services i.e. hard transportation, financial problem)	2 []					
Q9 How many pairs of clothing do your children have on average?		9				
More than 3	1 []					
3 or less	2 []					
We do not know	3 []					
Q10 Do your children above 6 take any precaution to protect themselves from the risks of agro-chemicals?		10				
We do not have children above 6	1 []					*
Yes, they do	2 []					
No, they do not/Not all of them do	2 []					
We do not know	4 []					

Color 2 = Final Color if the household *does not have children under 5*

Color 2 = Green (If Yes ≥ 2 & No < 2)
= Yellow (If Yes ≥ 1)
= Red (The remainder)

Final Color = Color 1 + Color 2 following the combination principle:

	Green	G	G
		G	R
	Yellow	Y	Y
		G	Y
	Red	R	R
		Y	R

Color 2

→ Final Color

SECTION 3 - continued (*for children of all ages*)

LEISURE AND RECREATION

Question	Answer	Indicator	Value			
			Yes	No	Not know	N/A
Q11.1 Is there any public place for children in this locality?		11				
Yes, there is	1 []					
No, there is not	2 [] → go to Q 12.1					
We do not know	3 [] → go to Q 12.1					
Q11.2 Do your children often get there to play?		11				
They are still small (under 3)	4 []					*
Yes, they do	1 []					
No, they do not/Not all of them do	2 []					
Q12.1 Is there any activity organized for children in this locality (by the village or commune)?		12				
Yes, there is	1 []					
No, there is not	2 [] → go to Q 13					
We do not know	3 [] → go to Q 13					
Q12.2 Do your children fully take part in such activities?		12				
They are still small (under 3)	4 []					*
Yes, they do	1 []					
No, they do not/Not all of them do	2 []					
We do not know	3 []					

* If the household belongs to this --> **Final Color** = **Green** (If Yes >=1)
= **Yellow** (If No = 0)
= **Red** (The remainder)

Final Color = Green (If Yes ≥ 2 & No = 0)
= **Yellow** (If Yes ≥ 1 & No < 2)
= **Red** (The remainder)

Final Color

SECTION 4 (for children above 6 only)

SCHOOL AND LITERACY

	Question	Answer	Indicator	Value			
				Yes	No	Not know	N/A
Q13	Do your children go to school at present?						
	Yes, they do/Some of them do	4 []					
	No, they do not	4 [] → go to Q 19					*
Q14.1	Did they start school last year?						
	Yes, all of them did/Some of them did	4 []					
	No, they did not	4 [] → go to Q 15					**
Q14.2	Did they start school at the right age as required by the State (6 years old)?						
	Yes, they did	1 []					
	No, they did not/Not all of them did	2 []					
Q15	Do they have enough books as required by the school curriculum?						
	Yes, they do	1 []					
	No, they do not/Not all of them do	2 []					
	We do not know	3 []					
Q16	How do you pay school fee for your children?						
	Always on time	1 []					
	Sometimes behind the schedule	2 []					
	We are exempt from school fee	4 []					***
Q17.1	Are they taken to school by adults?						
	Yes, they are	1 [] → go to Q 18					
	No, they are not/Not all of them are	4 []					
Q17.2	How long does it take them to walk to school?						
	Less than 45' and they do not have to pass a stream	1 []					
	Less than 45' and they have to pass a stream	2 []					
	More than 45'	2 []					
	We do not know	3 []					

*If the household belongs to this --> No Color

If the household belongs to **only ** or ***** --> Final Color = Green (If Yes >=2)
= Yellow (If Yes <2 & Not know >= 2)
= Red (The remainder)

If the household belongs to **both ** and ***** --> Final Color = Green (If Yes >=1)
= Yellow (No = 0)
= Red (The remainder)

Final Color = Green (If Yes >= 2 & No < 2)
= Yellow (If Yes >= 1)
= Red (The remainder)

Final Color

SECTION 4 - continued (*for children above 6 only*)

PROFESSIONAL DEVELOPMENT

	Question	Answer	Indicator	Value			
				Yes	No	Not know	N/A
Q18	Do your children need to be absent from class to help with farm work?						
	No, they do not	1 []					
	Yes, they do/Some of them do	2 []					
	Yes, but it happens rarely and does not affect their study	3 []					

Color 1 = Green (If Yes = 1)
= Yellow (If Not know = 1)
= Red (If No = 1)

Color 1



Households that do not have children dropping out of school shall receive **Color 1** as **Final Color**

	Question	Answer	Indicator	Value			
				Yes	No	Not know	N/A
Q19	What do you think of the future career of your children who have dropped out of school?						
	They can easily find a job	1 []					
	It is difficult for them to find a job	2 []					
	Not all of them can easily find a job	2 []					
	We have no idea	3 []					

Color 2 = Green (If Yes = 1)
= Yellow (If Not know = 1)
= Red (If No = 1)

Color 2



Households that do not have children going to school shall receive **Color 2** as **Final Color**

Final Color = Color 1 + Color 2 following the combination principle:

Green	G	G
	G	R
Yellow	Y	Y
	G	Y
Red	R	R
	Y	R

→ **Final Color**



Survey and survey supervision during the day

The most important persons of the assessment are local researchers and supervisors. The researchers should follow the working schedule ratified by the assessment coordinator while supervisors are responsible for ensuring the research quality and help to correct errors arising during the field work.

With the help of a village guide, researchers start a working day by visiting each household to collect information. It is their duty to ensure the volume of collected information as specified in the assessment plan. Advisably, there should be some spare households included in the interview list in case some might be absent on that day. Additionally, researchers ensure that all questionnaires are correctly and fully filled with information solicited from the households. They also refer each answer to the equivalent indicator before leaving to avoid a possible return that would affect the general schedule. There is also homework for them at the day end to define the color of each category the households interviewed receive, Green, Yellow or Red.

Supervisors are responsible for 1) monitoring the researcher's household data collection; and 2) checking, supervising and assisting researchers in the interviews with households so as to ensure the answers are properly noted down and referred to the equivalent indicator. To this end, supervisors map for themselves a detailed working plan which is approved by the coordinator. This plan should not be made available to the researcher to enhance the objectivity. Besides, they should know for sure the interview questions in order to provide prompt support to the researchers during the fieldwork when needed.

Check and control of information at the end of day

Information is money. And information can be earned from household questionnaires. As such, information management is as important as finance management for the whole assessment.

At the end of every survey day, researchers and supervisors should meet to 1) hear supervisors report the combined result of the previous day and claim information to be recollected; 2) hear researchers report the combined result of the day versus the tentative plan; and 3) together work out a working schedule for researchers for the next day.

It is noted that the questionnaires, after being checked for the last time, shall be submitted to the supervisors to be quality reviewed and stored up. The delivery of the questionnaires should be supported by a mutually signed minute that demonstrates the delivery time and responsibilities of the two sides.

Complete data combination sheet

A sheet storing information should be built up for each village by supervisors in or right after the household interview. This should be disclosed on an A0 paper for serving the data collection of the fieldwork. After the data is fully synthesized at village, supervisors make a

copy of it on A4 paper, handing in to the coordinator. This will serve the data analysis and final reporting.

VILLAGE INFORMATION COMBINATION

Village's Name: _____

Number of interviewed households: _____ Total number: _____

Categories	Total				Accrual Amount			
	Green	Yellow	Red	Total	1	2	3	4
	1	2	3	4				
1								
2								
3								
4								
5								
Total								

Date ____ month ____ year ____

Combined by _____

The followings should be taken into account when combining information at village level: 1) Data collector will count number of “green”, “yellow” and “red” from each questionnaire to put in to the table; and 2) After the data are combined, the final results shall be presented next to the box “Total” (number of households) and “Accrual amount” (indicators). The coordinator will check for accuracy. If the number is not accurate, data collector will be asked to correct the questionnaire on the next day.

Checklist for the household survey phase

Step	Contents	Status	
		Yes	Not yet
1	Formal list of researcher and supervisor is raised		
	All questionnaires of the day are fully checked		
	All questionnaires are required to be accurate before being transferred to new locations		
2	The number of questionnaires should be correspond to the number of households in the list		
	All completed questionnaires are signed by team members and supervisors		
	Hand-over minute on questionnaires management is made		
3	Data combination is presented on A0 paper		
	Data combination sheet is copied from A0 paper into A4 paper		
	The number of answers for each indicator is also the number of households attending the interview		

This checklist ends the household survey and should be completed by the coordinator prior to the next phase of the assessment.

Case Study

As described in the methodology of the Section 1, case study is another method to provide readers with information concerning the problem facing children in the intervention area as well as its level of seriousness.

Meeting to sum up the past phase and discuss plan for the next phase

This meeting should be convened immediately after the household survey at village level. However, if the tentative intervention project covers a large number of communes, the meeting could be delayed till the end of the commune survey. Participation to the meeting is limited to the assessment team which includes researchers, supervisors and coordinators.

At the meeting, the coordinator or a person under authority of the coordinator shall report combined information of indicators and address problems facing children in the area. At the same time, information collected for 16 indicators is referred back to the 6 major problems³. Through observations, the researchers provide information and contribute ideas to the list of the case study subject to in-depth interview and description. Based on this list, plan for the in-depth interview will be developed and agreed upon.

Data collection and case study

It should be noted that typical households are those to be studied to supply information of the problem facing children in the intervention area as well as its seriousness. Therefore, they shall be those at either the top or the bottom of the problem to be described.

Why does a non-poor household fail to meet their children basic needs for development?

H5 is a Van kieu man. Just at the age of 36, H5 have a total of 7 children. In his own view, his family is not poor for it is supported with a sufficient amount of food for the whole year. The main income of the family is from a 1- ha coffee garden. “*Though coffee production is our main source of income, we can not afford to invest into it and that's why our productivity is still low, it is just around 4 to 5 tons/ha*” he said. The first 4 children in the family never go to school. They help with farm work and fetch scrap-iron as a means of living. The fifth 12 year-old girl has recently started school; it is what she ought to have done 6 years ago as required by the State. Beside school, she also helps the family by selling bamboo shoot she gets in the forest. The two remain children are still small. The living condition is acceptable but the children are prone to future hardships. “*The question is that our children do not know what to do as they grow up*”, he added.

A case study, Children Needs Assessment in Huong phung-Khe sanh, 10/2004

³ 5 problems include: 1) Food and Nutrition; 2) Safety and Care; 3) School and Literacy; 4) Leisure and Recreation; 5) Professional Development

Grounded on the list of selected households and the problem to be described (on 6 specific problems or indicators), the researchers meet and discuss with the households to collect information regarding problems they and their children are now confronting. See the case below for detail.

In short, steps to describe such cases should be taken as follows:

- Select themes, households and the tentative topic of the description
- Talk and discuss with the households about the themes and issues related thereto
- Get hold of necessary information of the household such as people's names, age, total number of people, number of children, ethnic group, education, etc that could be obtained from the household questionnaires and such extra information as source of income, economic situation, living conditions.
- End the talk just as the information is enough for the description topic. Remember to ask the household extra help in case more information is needed.
- Embark on the case description
- Leave out the current topic (heading) of the description and have it read and renamed by other researchers
- Hand in the final description to the coordinator if the former and the new topic are the same and rewrite it if they are not

Check case study and data from household survey

The researchers shall be responsible for collecting data and doing case study while the coordinators and supervisors will merge the results therefrom to the data from the household questionnaires. The figure provided in each indicator (e.g., children out of malnutrition situation account for 30%) and particularly the figure of those unmet common criteria should be clearly explained by means of case study. This should also be performed constantly during the fieldwork so as to ensure that information collected is not either deficient or redundant that could possibly cost more expenses.

After checking case study and data from household questionnaires, the coordinator should make sure that the data is sufficient for reporting the satisfaction of the local children needs. Since then, the team can be disbanded or removed to another working area at any time. Before this takes place, the coordinator should ask for their ideas which would serve as a ground to formulate a group of participants in the later focus group discussion of the next phases. These persons shall be those having deep understanding of the community and fond of the subject matter to be discussed. The reporting and discussion shall be undertaken by the coordinator and supervisor appointed in the previous phase.

Preliminary report

Up to this phase, the data needed for the description of the children need satisfaction is quite sufficient. The preparation of the report, meanwhile, will help to 1) define the content and orientation of the village focus group discussions then identify causes, need and solutions

to increase the satisfaction rate; and 2) partly contribute to the data analysis and final reporting of the assessment.

Preliminary report should be developed in form as follows:

REPORT ON THE SATISFACTION OF CHILDREN BASIC NEEDS FOR DEVELOPMENT IN ...

General Assessment

In this part, the assessment team should give an overview of the findings based on the results from the 18 indicators system. All assessment should focus on children age groups. Among groups of 0-5; 6-10; 11-14; and 15-17, the assessment will uncover which group is deemed as having the highest need satisfaction rate and which is the lowest.

Food and Nutrition

The assessment team, hereby, releases detailed findings of the household survey associated with indicators from 1 to 3 - indicators on food and nutrition. For instance, “*...the proportion of mal-nourished children from 0 to 5 in the community is rather high. According to the village assessment, only 30% of the household do not have mal-nourished children, 40% have, 10% cannot define whether their children are mal-nourished or not and 20% Not applicable. Serious malnutrition is still found in many households. The household of Mr. X for example,...*”, and so on. The assessment team will also describe in detail problems confronting children and households in the community. Next, report shall be written taking into account respective contents:

Safety and Care

School and Literacy

Leisure and Recreation

Professional Development; and

Conclusion on the problems facing children in the community

Preliminary report should be written by the coordinator and approved by the assessment team before moving to the next phases.

Checklist for the case study phase

Step	Contents	Status	
		Yes	Not yet
1	Households included in the case study list correspond to the indicators of high satisfaction		
	Every 1 out of 6 main problems involves at least 02 households of the case study list		
	All households have children at the appropriate age		
2	Topic for each study matches with its contents and number		
3	Check the number of case study against the plan at day-end		

	Met or unmet indicators are all clarified by case study		
	Every 1 out of 6 main problems includes at least 02 proper case study		
	List of people selected for the focus group discussion of the next phases		
	Disband or move assessment team to another area		
4	Report is prepared as guided		
	The number and the proportion of cases are in equivalence		
	Final report should not comprise more than 10 pages		
	Contents to be brought to focus group discussion are presented on A0 paper.		

This is the end of case study phase.

Focus Group Discussion at Villages

Subsequent to the data collection and problem addressing, focus group discussion is the next phase to find out issues related to the problems which include causes, ongoing or tentative activities, needs and community based solutions.

It is advisable to organize at least 03 focus group discussions with participants of different characteristics. The first represented by households having children belong to the age groups of 0-5 and 6-10. The second includes households having children from 11-14 and 15-17. The third group comprises children representatives from 11-14 and 15-17. The first group shall discuss the first 3 main problems, that is, 1) food and nutrition, 2) safety and care; and 3) school and literacy (primary school). The other 2 groups concern the rest 4 problems, namely 1) school and literacy (secondary and high school); 2) leisure and recreation; 3) professional development. Each group contains no more than 12 people.

Focus Group Discussion Preparation

At the moment, the assessment team has only 3-5 members left, thus, they need an extra support from the village management and people selected from the assessment. The following should be taken into account as formulating focus group discussion:

The discussions should be held in such a spacious place that its participants can gather in a large circle. Create an atmosphere that is friendly and familiar to the participants in which they feel comfortable to express their ideas. The timing of the discussions should also be reasonable and participant-friendly. As to participation, the assessment team needs to ensure the balance in terms of gender, age and economic status to avoid unilateral arguments. Finally, the team should prepare beforehand such things as drinking water, stationery, pens and A0 paper to facilitate the discussion.

As for the assessment team, each member should be assigned to a specific task prior to the discussion. Additionally, there should be a person in charge of the discussion as a whole, a

person noting down ideas, observers, supporters who encourage the discussion between quiet participants.

Discussion

To steer the discussion to the focal point, assessment team, especially those lacking experience of participatory assessment should fulfill the following:

- 1) report on the household survey, taking into account problems which is the focus of the discussion; and report case study which should not last for over 15 minutes;
- 2) trace the causes of the problems raised in the report (e.g., *low proportion of children who go to school at the right age*) for a maximum of 20-30 minutes;
- 3) discuss ongoing activities and analyze the change of the indicators as a result of which in the up-coming discussions (2-3 years later), for example, *the proportion of children who go to school at the right age will increase from 30% as seen currently to 50% after 2 years-* this will take no more than 15-30 minutes;
- 4) identify external factors that can be used to meet the needs of children; make a list of these needs, for example, *help to boost the proportion of children who go to school at the right age from 30% to 70%* - this would last 20 minutes.
- 5) list and select intervention priorities. First, name all feasible solutions to satisfy the needs stated by the community then choose those most suitable. For instance, *the goal to increase the proportion of children who go to school at the right age can be realized by 1) building more classes for children in first and second grade in the village; 2) improving transportation condition; 3) introduce some teaching curriculum of the first grade to pre-school education to help young children get familiar with the studying. Of the 3 solutions, transportation is considered as primary priority because thanks to which, the aforesaid proportion would increase the most.* This activity may last 30-40 minutes.

The tools introduced hereunder will be helpful for the assessment team to control the discussion.

Problem Tree

Problem tree is an analytical tool used to study the cause of the problems which partly reflected in the first two steps mentioned above. The assessment team, at first, draws a box “problems” on an A0 paper. Next, ask out three questions: 1) *what is the cause of the problem?* 2) *is there any other cause?* and 3) *is it true that this is the cause of the problem?* The team afterward will draw up a tree of problems as below:

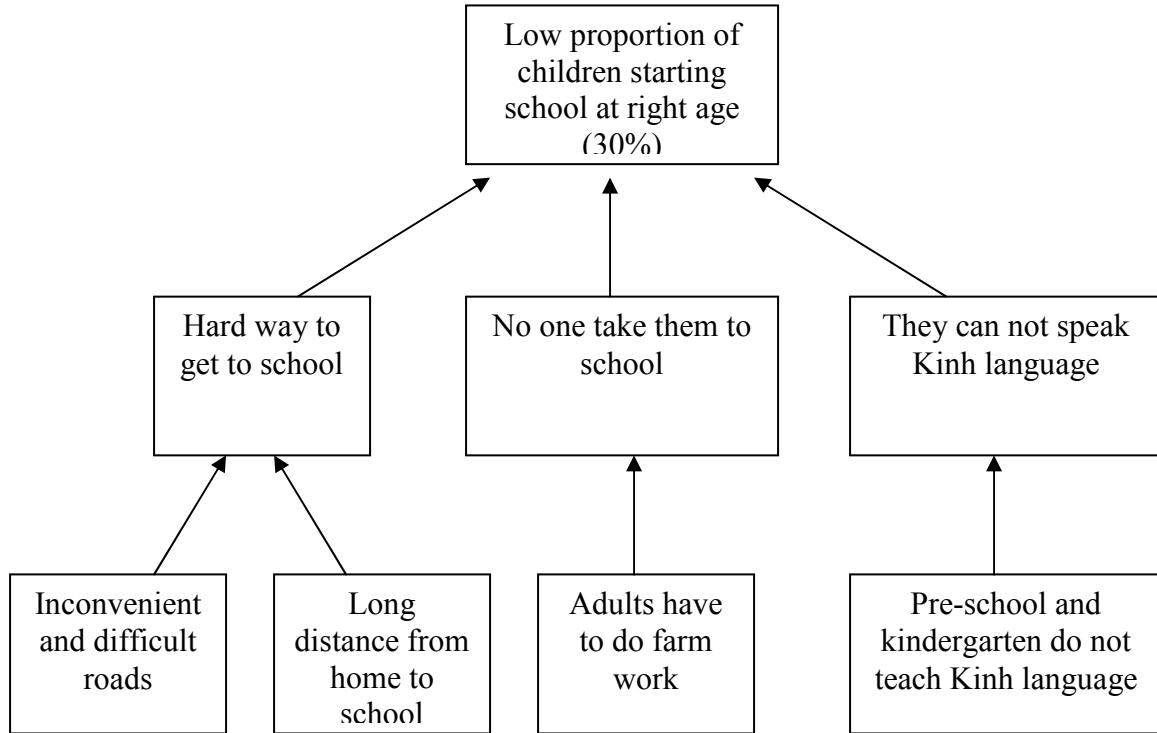


Figure 2: An example of a problem tree

Every problem the children meet with shall be analyzed through a tree like this. The tree should be left aside for further use in the next phases.

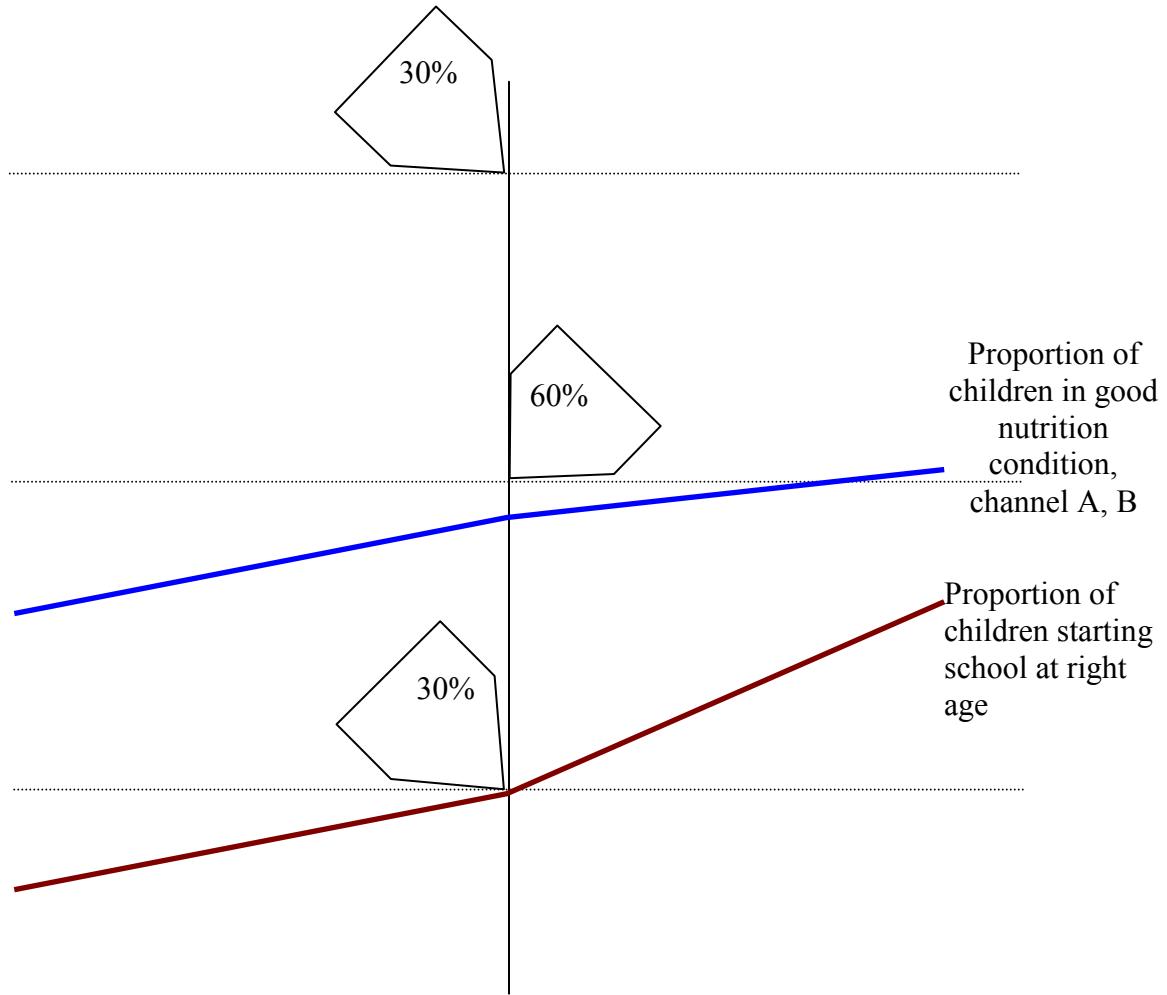
Time Trend

This is the next tool for exploring causes of identified problems and it is reflected in the third step mentioned in the previous page. The assessment team will draw a vertical axis of a graph on an A0 paper which represents the need satisfaction rate of 100% as an indicator. Next, mark the current satisfaction rate in a different color. Then, complete the diagram using 3 questions suggested above.

For the first question, ask whether there are solutions, activities or interventions associated with the children's problem available in the community then write the answer under the newly drawn line.

For the second question, ask if there is any activity concerning the problem and then write the answer each by each next to the first answer and on the right of the new line. Next, ask the satisfaction rate measured at that time and mark it against the current rate.

Finally, ask the rate of 2 years later with the availability of the village ongoing and tentative activities. The diagram eventually will be as follows:



2 years ago
 - Inconvenient road
 - no activities

At present
 - Build suspension foot bridge
 - Build school
 - Nutrition center

2 years later

Figure 3: An example of a time trend

On interviewing and drawing up this diagram, assessment team and the discussion groups should check the appropriateness of the information collected by considering whether these solutions are proper to deal with causes presented in the problems tree.

Listing

This is the simplest tool to analyze causes which used to implement the fourth step and a part of the fifth step shown above. Based on the results found previously, the assessment team should ask the community's need in improving the satisfaction rate in equivalence to the indicators. While these needs are named, help the community to eliminate indicators that is changing positively without intervention of external factors. Here is the product of the listing tool:

Needs	Solutions
Rapid increase in the proportion of children starting school at right age	Improve 3 kilometer of the inter-village road Build 2 more classrooms in the village Introduce first-grade books into pre-school
Rapid increase in the proportion of children in full nutrition condition	Introduce the full nutritious feeding practice Propaganda campaign through women unions Loan made to help to raise chicken and plant vegetable
...	...

To avoid confusing between needs and solutions, the assessment team should define needs following 16 indicators. Solutions here mean measures and ways of improving the satisfaction of the children basic needs ruled by these indicators.

Identify Priorities

This is sometimes called ‘marking’, a last tool to perform the final part of the discussion. As it is a rare case where all the activities proposed by the community are implemented, this tool will help to select those which are the most appropriate.

Each type of solution is selected based on a set of criteria. It is better for the discussion groups to lay down these criteria by themselves. If not, ponder the following suggestions:

- Large number of beneficiaries
- Feasibility and practicality
- Within the allowed budget
- Involving remarkable community participation

Needs	Solutions	Large number of beneficiaries	Feasibility, Practicality	Within the allowed budget	Involving remarkable community participation	Total
start school at right age	Improve 3 kilometer of the inter-village road	10	8	6	10	8.5
	Build 2 more classrooms in the village	8	8	6	4	6.5
	Introduce first-grade books into pre-school	5	7	8	2	5.5
Good nutrition A, B Channel	Introduce the full nutritious feeding practice	10	4	8	10	8
	Propaganda campaign through women unions	10	9	9	8	9
	Loan made to help to raise chicken and plant vegetable	4	6	8	4	5.5

First priority: 10

Last priority: 01

Total = average

Normally, when a criterion is defined, people often value its importance before valuing the factor to be classified under it. As in the above example, the third factor may weight more than the fourth. However, in this case, for more convenience, the assessment team can assume that all the criteria have the same importance. The final result will be as follows:

Adopting of this tool, the assessment team can identify solutions proposed and selected by the community.

Consolidation and Conclusion

After the final step in discussion is fulfilled and the community solution is identified, the assessment team should leave 5 to 10 minutes to review all of the outcomes gained, verifying the logicality of each step. During this period, the team should also invite the participation of the community to ensure the transparency of the information and ideas.

The coordinator or the focus group discussion monitor shall combine all results found, checking once more the information collected to ensure the thorough comprehension of all participants. The assessment team also dedicates some time to answer all questions raised by the discussion participants within their competence. Do not commit to provide the community with information that is out of the team knowledge.

Checklist for the Focus Group Discussion Phase

Needs	Solutions	Large number of beneficiaries	Feasibility, Practicality	Within the allowed budget	Involving remarkable community participation	Total
start school at right age	Improve 3 kilometer of the inter-village road	10	8	6	10	8.5
	Build 2 more classrooms in the village	8	8	6	4	6.5
	Introduce first-grade books into pre-school	5	7	8	2	5.5
Good nutrition A, B Channel	Introduce the full nutritious feeding practice	10	4	8	10	8
	Propaganda campaign through women unions	10	9	9	8	9
	Loan made to help to raise chicken and plant vegetable	4	6	8	4	5.5

It is not too early to say congratulations to the assessment team on their field work accomplishment. The next task of the team, or rather of the coordinator, is to write final report to send to related parties.

Writing Final Report

This is the main responsibility of the coordinator and it would be better with the help of the supervisor and discussion participants. Before coming back from field work, the coordinator should ensure that information of the area is fully collected.

The report writing method is chosen based on the scale of the assessment. Notwithstanding, the team is advised to start with the village, that is, write report for each village then combine these reports together to form a commune level report. Procedures for writing a village report include:

- 1) Review and update the preliminary report
- 2) Summarize parts of the focus group discussion
- 3) Build up consolidated report

Village report should be structured as follows:

REPORT ON THE CHILDREN NEEDS ASSESSMENT IN...

Background

In this section, the coordinator should insert information gained from the first meeting with the village and commune management which concern the natural condition, socio-economic condition, population structure, production mode, etc.

The satisfaction of children basic needs for development

General Assessment

Food and Nutrition

Safety and Care

School and Literacy

Leisure and Recreation

Professional Development

Problems and Causes

Problems

In this section, the coordinator should include the information from the preliminary report regarding problems facing children – this is also the preparation for the focus group discussion.

Causes

The coordinator rearranges problems identified in the problem tree, interpret each box of the tree into text in the report.

Copy of the problem tree from A0 paper to A4 paper shall be put in the annex to the report.

Community Needs and Priorities

Community Needs

This should be developed in 2 main parts. The first describes the ongoing activities and the change of the need satisfaction rate without interventions. The other describes needs identified when using listing tool.

Priorities

There is no need to mention all community solutions in this section but maintain a focus on those given priority and explain the reason why the community chose them. Like the previous section, all results from the discussion on A0 paper are copied to A4 and put in the annex to the report.

Annexes

List of assessment team

Assessment daily schedule

Hand-over minutes and checklists

Results of focus group discussion

Commune report is similar to the village report in terms of structure but more comprehensive in terms of the content.

“Traffic-light” Report

This is highly recommended for assessment teams who are not trained in or familiar with research methodology and for assessments involving great participation of local partners. Methodologically, it frees researchers from such complicated statistical data analyses as T-Test, ANOVA, regression etc. Final results from the assessment under this report shall fall into 3 levels visualized by 3 basic traffic light colors that is, Green (No problem), Yellow (Problematic) and Red (Not acceptable). Through which, report readers can have an overview of the children situation in the target area for each issue related to children development as well as draw a profound comparison with children in other areas.

Data Entry and Analysis

This is conventionally conducted at the fieldwork using helpful computer software like Access, Stata or Excel. However, this paper aims to introduce a manual way of combining data which can be widely adopted in remote areas where computers are not available.

After questionnaire are gathered and checked by supervisors at village level, information therefrom shall be put into a data combination sheets which comprises of five categories of the assessment, namely 1) *Food and Nutrition*; 2) *Safety and Care*; 3) *School and Literacy*; 4) *Leisure and Recreation*; and 5) *Professional Development*.

Advisably, it is local data collectors who perform the task for they are mostly members of the village management board who should gain deep understanding of each household in the village, including children. Results from such combination sheets shall be added between villages to produce a total figure which will be presented in the final report.

When the total results of the whole area is definitely figured out, it will be transferred to percentage to describe the situation more visually. Report writer may use pie chart for more effectiveness.

CHILDREN SITUATION BY CATEGORY PER HOUSEHOLD

Village:.....



HH ID Code	Food and Nutrition				Safety and Care			Leisure and Recreation			School and Literacy				Professional Development			
	Green	Yellow	Red	No Color	Green	Yellow	Red	Green	Yellow	Red	Green	Yellow	Red	No Color	Green	Yellow	Red	No Color
001																		
002																		
003																		
004																		
005																		
006																		
007																		
008																		
009																		
010																		
011																		
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014																		
015																		
016																		
017																		
018																		
019																		
020																		
021																		
022																		
023																		
Total																		

Children under 5 only

Children of all ages

Children above 6 only

Report Writing

A Traffic-light report is presented by issues related to children. There are 5 categories under the assessment each of which comprises of 7 main parts marked respectively as A, B, C, D, E, F and G in Figure 4.

C is the final result for the category of the assessment. It tells how many or how many percent of children in the target area in each of the three levels of situation (Green, Yellow and Red).

D interprets each color of the pie. That is, what are households in red color like? Why should they be put in this color?

E provides the case representing for all households in that color. As it is impossible to disclose the whole text describing the case household in the box, report writer should direct readers to read it in the Appendix.

F lists all indicators belonging to the category with their description. See also in Appendix 2.

A represents each issue surveyed and filled with the color that accounts for the biggest part of the pie. Thanks to which, the real situation of children for that issues can be reflected and compared with other categories in the same assessment or with other assessments.

If general comment on the assessment results is presented in **B**, recommendations for future intervention appear in **G**. These two cells provide readers with a more vivid panorama of the children situation in the area with result interpretation in **B** and explanation in **G**.

Concerning Appendix to the report, in addition to text describing case study of the assessment, report writer should also attach the final data combination sheet as well as guidance on the recognition of color for each categories of the assessment.

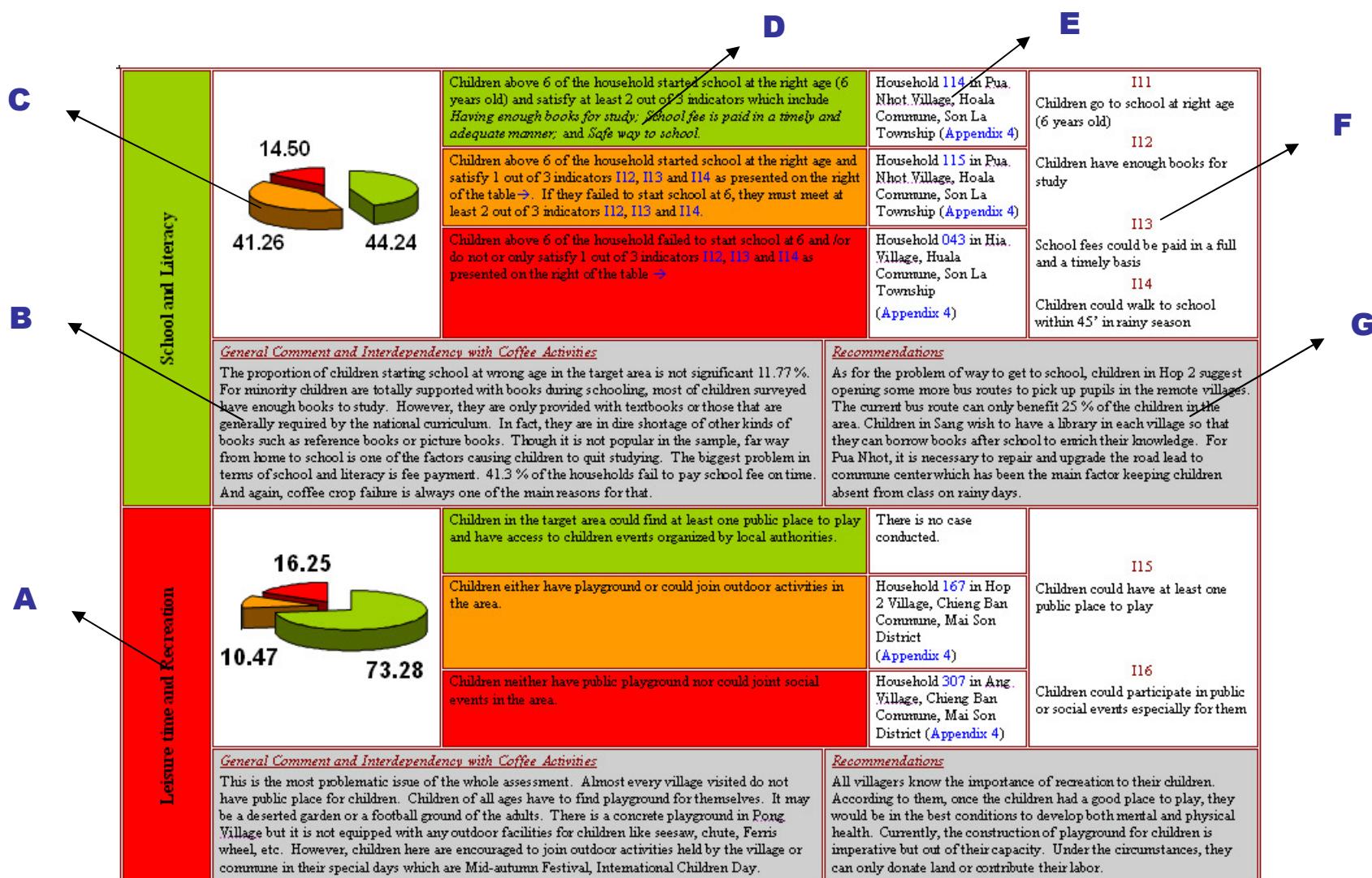


Figure 4: Traffic-Light Report Paper Template

APPENDIX 1 - SYMBOLS USED IN THE QUESTIONNAIRE

Symbol	Interpretation	Example
_____	Blank for noting down text	<u>Ho Van Lang</u>
---	Blanks for noting down number (a digit per each, put 0 before number under 10)	<u>0 5</u>
[]	Unique option (mark once only)	[] [x] []
()	Multiple option (mark more than once)	() (x) (x)
→	Move to another question	→ Go to Q2.1

Instruction for recording on the questionnaire is detail provided in each page of the questionnaire.

APPENDIX 2 - 18 INDICATORS OF CHILDREN BASIC NEEDS

Main issue	No.	Indicator	Description
Food and Nutrition	1	Children under five are not in malnutrition situation (B, C or D channels in Children Growth Graph)	Malnutrition is the situation that badly affects physical development of children
	2	Children less than 6 months are totally breast fed up	Breast feeding in this period could help children to avoid diseases.
	3	The household has enough food to eat and their daily meals are sufficient with nutrients.	The household could have three meals a day with sufficient nutrients from 5 food groups
Safety and Care	4	Children under 5 fully take part in national immunization program	Inoculation could help children avoid 6 common diseases (tuberculosis, diphtheria, whooping-cough, tetanus, poliomyelitis, and measles)
	5	Children under 5 are taken care by adults all the time	Children of this age need to be looked after by adults in the family to avoid potentials risks such as electric shock, burn, drowning..
	6	Children under 5 are kept away from agro-chemicals	It is adults' responsibility to prevent children of this age from contact with fertilizer, pesticide, ...
	7	The household have access to clean water and drink only boiled water	Accessing clean water and drinking boiled water help children avoid waterborn diseases.
	8	Children could have access to health care center when being sick	It is important for children of all ages to be treated by health workers when being sick
	9	Children could own at least 3 pairs of clothing	
	10	Children above 6 take precautions to protect themselves from agro-chemicals	In case children have to help with farm work, they know to use safety facilities (muffler, mask, glove,...)
	11	Children could have at least one public place to play	Having playing ground helps children to develop both mental and physical health and create friendship and social relations
	12	Children could participate in public or social events intended for them	Participating in social events could help children to understand each other and to reduce the feelings of discrimination.
	13	Children go to school at right age (6 years old)	Children have the right to go to schools from 6 as prescribed by the State
School and Literacy	14	Children have enough books to study	Having books is important for a child to study at school. Not having book could cause the child to drop out
	15	School fees could be fully paid in time	Not having money to pay school fees could cause children to play truant or drop out. This depends much on the household financial conditions
	16	Children could access school in a safe manner	Failure to get to school due to bad road or long distance is the cause for children absence from class
	17	Children do not have to work in the field during school time	Working in the field, especially in harvest time could be a reason for children's dropping out of school
Professional Development	18	Children dropping out of school could choose a career and gain occupational training in the area	Preparing knowledge and skills for children in a specific field could help them to start their work easier, lessen risk and guarantee their lives