Defining Success: Developing Locally Meaningful Indicators for Child-centered Psychosocial Programming in Uganda
**How can we measure the impact of community-based psychosocial programs on the sustained well-being of children and families?**

This question was addressed by the Child Protection in Crisis Learning Network through its 2010 ethnographic study in Uganda. Interviews were conducted with 320 children and 150 parents in four districts, in both rural and urban settings.

The collected information was used to develop core indicators of children’s psychosocial well-being. The following seven clusters of outcomes and indicators of children’s psychosocial well-being emerged from the consultations and the ethnographic research:

1. Reduced troubling thoughts and feelings: reduction in anxiety, calmness and sense of security
2. Strengthened self-esteem: sense of control and pride over physical well-being, good health and grooming
3. Engagement at home: improved relationships with parents; contribution to household responsibilities
4. Engagement in School: positive learning attitude and strategies, improved relationships with teachers
5. Engagement in the Community: social and cultural competence - enacting age and gender appropriate positive values and behaviours in communities
6. Social Relations: pro-social values and behaviours with peers and non-family adults, reciprocated social and community support, increased self-expression
7. Problem Solving: increased problem solving skills, risk reduction behaviours, age-appropriate autonomy, initiative, curiosity, exploration, and self-regulation

Both children and parents rated a child’s family situation and access to education as the most critical indicators of a child’s well-being. Specifically, these included whether the child is currently living with one or both of their biological parents, access to schooling, and access to basic minimum
material needs and services. Child poverty is associated with a wide range of risks to child survival, health and development. Thus it is important to recognize the strong associations between children’s material, physical and psychosocial well-being.

**Emotional and Social Well-being**

Most of the psychosocial well-being outcomes that were identified by children and adults in the study are subjective and complex constructs that are related to emotional and social well-being. For example, positive relationships were ranked as an important outcome, which generally include multiple elements, such as closeness, communication, trust, and emotional supportiveness.

"His life among his friends and in the community is good because he helps his friends"\(^1\)

The most highly rated emotional well-being outcomes include - a social, friendly, caring and energetic child that likes to associate with other children her age and ‘discuss useful matters’ like giving good advice to friends and useful ideas on academic and community issues. Other important outcomes included a child that can demonstrate positive emotions - has ‘peace of mind’, self-respect, and a positive approach towards age appropriate life tasks; a child that contributes to the household and feels useful in the community; an alert, attentive and motivated child; self-disciplined child who pursues a healthy lifestyle.

\(^1\) Social well-being quote from community interviews
Educational attainment and pro-active coping strategies in the face of hardship (resilience) were also highly rated.

Indicators of emotional well-being are slightly more weighted toward pro-social behaviors of community interconnectedness and responsibility for kin, followed by those related to the development of individuality. Cultural practices shape approaches to childhood and child-rearing. With the importance attached to positive social functioning behavior, like being respectful and having good relationships within the community, it may be assumed that elements of emotional well-being like feeling secure, being happy, having positive self-worth, relative freedom from anxiety, being hopeful for the future, will result from the fulfillment of such pro-social behavior.

“She likes being sad all the time and lonely and if she finds someone old seated she goes next to that person as if she want to be carried”²

These results validate the importance of including social well-being as a discrete domain underpinning psychosocial well-being. While mental health and the development of knowledge and skills are widely accepted as contributing to psychosocial well-being, social connection and support and the cultural importance attached to social interconnectedness, are increasingly acknowledged as critical for well-being³.

Although relationships are not really measures of individual well-being nor measures of context, given the importance of relationships to the development and well-being of children (and adults), outcomes and indicators regarding relationships are placed within the social well-being domain. Good community relationships and building respect and obedience (utilizing the cultures, traditions and value of communities) are considered vital for children’s well-being in Uganda. Children in this study rated family relationships and social support (with peers and non-family

² Emotional well-being quote from community interviews

adults) as a critical aspect of their emotional and social well-being. Likewise, the knowledge and skills required for social and cultural competence are integrally associated with relationships and the generation and maintenance of personal identity, social standing and social capital. A positive attitude and achievement-oriented behavior toward learning are key knowledge and skills competencies. Access to schooling is perceived as crucial to addressing the problems faced by children in Uganda.

“She asks whatever she doesn't know in order to get knowledge”

Child’s Gender & Psychosocial Outcomes
A gender analysis of the responses indicates a possible difference in the meaning and gender role expectations placed upon social and cultural competence. Boys express respect and obedience in their attitude and behaviors within social exchanges, in part to develop their personal and cultural identity and social position as boys and young men within their family and community, as well as to build social capital that they can draw upon. This appears to be related to the development of a moral, competent and socially respected family man. For girls, social and cultural competence is more closely associated with the maintenance of the household and meeting basic needs, her social connectedness with peers, and her self-respect as a woman.

4 Increased skills and knowledge quote from community interviews
Child’s Age & Psychosocial Outcomes

An age differentiated analysis of the results shows that children place a higher significance on the risks of child abuse, in particular sexual abuse, and domestic violence than parents / caregivers do. In response, an outcome dealing with age appropriate risk management skills is included. After being able to provide for their children’s material needs and having good family relationships, parents believe family planning and not having too many children to care for, are critical reasons why some parents / caregivers are able to do well in caring for their children.

“She has good manners, respectful, does not take alcohol and she does not move with boys anyhow”

Core Outcomes and Indicators for Child-Centered Psychosocial Programming in Uganda

Using the results of this study, a framework was developed (please see appendix) with a set of core outcomes and indicators that can be used for developing contextually relevant psychosocial monitoring and evaluation tools. Psychosocial programming is generally related to one or more of the following three well-being domains: the acquisition of skills and knowledge; emotional and social well-being.

A separate table is offered including Context-related outcomes and indicators. Psychosocial interventions are generally situated within, or closely associated with, child protection, education, health, livelihoods and broader social development programming, and it is important to be aware of the strong associations between such variables and children’s psychosocial well-being. Depending on the particular intervention, relevant psychosocial outcomes can be selected from the framework. Additional well-being indicators may also be developed based on the outcomes in the framework and on the context.

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5 Increased skills and knowledge quote from community interviews

CPC Network

This research was supported by the Child Protection in Crisis Learning Network (CPC), a global network of international agencies, government and local institutions, and academic partners working to improve the protection of children in crisis-affected settings. The members of the Uganda Program Learning Group Steering Committee include the Uganda Ministry of Gender, Labor and Social Development, UNICEF, DFID, ChildFund Uganda, Trans-Cultural Psychosocial Organization (TPO), African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), USAID, European Union, Uganda NGO Child Rights Network and Makerere University.


Field Managers: Nehemiah Ngira (M&E Coordinator, International Rescue Committee); Emmanuel Ngabirano (M&E Officer, TPO); John Opota (Project Coordinator, Friends of Children Uganda); Cephas Hamba (Psychosocial Coordinator, World Vision); Dorothy Nsubuga (Community Development Officer, Child Fund).

Technical support: Simba Machingaidze (Chair, CPC Uganda); Joyce Wanican (Coordinator, CPC Uganda), Martin Hayes (ChildFund International); Alastair Ager, Maureen Murphy and Gary Yu (Columbia University).

Participating agencies and government ministries in Uganda: ChildFund International/ Uganda, World Vision Uganda, Transcultural Psychosocial Organization (TPO) Uganda, Friend of the Children, World Education/ Bantwana Initiative, Save the Children in Uganda, Community Health And Information Network-CHAIN Uganda, ANPPCAN-Uganda Chapter, AVSI Foundation Uganda and Ministry of Gender
# Appendix

**Table 1: Core Outcomes and Indicators for Child-Centered Psychosocial Programming in Uganda.**

<table>
<thead>
<tr>
<th>Core Outcomes and Indicators for Child-Centered Psychosocial Programming in Uganda</th>
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<tbody>
<tr>
<td><strong>October 2011</strong></td>
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<tr>
<td><strong>Impact: Improved Psychosocial Well-being for Children in Uganda</strong></td>
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<tr>
<td><strong>Impact Indicator: Improved Psychosocial Well-being of Children participating in Child-centered Psychosocial Programming in Uganda</strong></td>
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<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators</th>
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<tbody>
<tr>
<td><strong>Emotional Well-being</strong></td>
<td></td>
</tr>
<tr>
<td>1. Reduced troubling thoughts and feelings (reduced anxiety, reduction of sadness, increased sense of security, increased ‘peace of mind’)</td>
<td>1.1 Percentage of children and primary caregivers reporting reduced troubling thoughts and feelings (eg: not worrying about being hungry or sick or being badly treated by parent/caregiver). Measured by the Ugandan Children’s PSWB Survey tool to be developed.</td>
</tr>
</tbody>
</table>

*She is always happy and contented that she will get anything*  
*Her parents are all alive and are able to pay for her school fees and she has a peaceful mind*  
*She has peace of mind because she is free with her parents*  
*She has a peaceful mind because she understands the poverty the uncle is going through*  
*He is a very happy boy because his parents do not quarrel before him at home*  
*He is very active at school and home meaning that he has peace of mind*  

*I have too many thoughts and wish that if my mother were alive I would not be suffering*  
*Sometimes you find her wishing to have died because there is no one to help her*  
*He has many thoughts about his late parents. He is very reserved and does not like staying with people*  
*He is always full of thoughts which makes him sad because he cannot compare himself to other*  
*She likes being sad all the time and lonely and if she finds someone old seated she goes next to that person as if she want to be carried*  
*She is always sad because she has no parents to treat her the way other children are treated*  
*His mind is not settled because he roams anyhow looking for a means of survival*  
*Lacks other needs like clothing; fears to associate with other; a loner*  
*Sometimes he feels ashamed to borrow from people all the time and shies away with his problems*  

| 2. Strengthened self esteem | 2.1 Percentage increase of children who can name 3 things that they are good at doing and proud of about themselves as reported by children. Measured by the “My Emblem” exercise tool. |

*She is very brilliant in class and this makes her feel happy*  
*Since starting her studies, she has never repeated any class but now is in primary 4*  
*She has respect, that is why her friends also respect her*  
*Works hard in the garden and at school*  
*His behaviour is good, he has self-respect and acts exemplary*  
*He performs well in class whereby even teaches peers*  
*He reads the bible in front of people in the church*  
*He loves games and sports like football with his friends and ever excited*  

| 3. Improved sense of control and | 3.1 Increased participation in regular, interactive, enjoyable physical activity |
### Social Well-being

<table>
<thead>
<tr>
<th><strong>pride over physical well-being</strong></th>
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<tbody>
<tr>
<td>like play/leisure activities and sports (measured in the home and/or the school environment)(^7). E.g.: children playing more, playing better organized games in the school playground; introduction of new activities by the children, and participating children engaging in more activities than the other children. Measured by the Ugandan Children’s PSWB Survey tool to be developed.</td>
</tr>
</tbody>
</table>

3.2 Percentage increase in positive health maintenance care (e.g.: healthy habits, cleanliness, grooming) measured by the Ugandan Children’s PSWB Survey tool to be developed.

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**He is active in co-curricular activities like football, athletics, and this is a sign of being healthy**

*He participates in sports which helps to rest his brain*

*She is ever a happy girl and expresses it so much by playing bladder*

*She’s ever happy when she is playing with her fellow pupils at school*

*Her body matches with her age/years, she is not thin and she plays so well with other children*

*The child is fat because she seldom falls sick and she knows to sleep under a mosquito net*

*She keeps herself clean; she does not play in dirt*

*She cleans her clothes very well; feels good because knows that she is clean girl*

*He washes his clothes and he’s a clean boy which makes him feel happy because he’s a clean boy*

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**Social Well-being**

4. Improved relationships between children with their primary caregivers

4.1 Percentage increase in positive interactions between children and their primary caregivers as reported by children and primary caregivers\(^8\) (e.g.: love, warmth, closeness, support, improved parent-child communication (time/discussion with children), positive role modeling, appropriate structure/monitoring, high expectations. Reduced reports of neglect, beating, domestic violence, excessive and age inappropriate household responsibilities, discrimination because not biological child). Measured by the Ugandan Children’s PSWB Survey tool to be developed.

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**People in their home respect and love him**

*Her parents advise her and teach her about what is right and wrong*

*Her ideas and views are listened to and given priority*

*She stays in peace at home because she enjoys some rights and freedom*

*She is well taken care of, she is loved and she is not beaten without a clear reason*

*She respects her parents, follows what they tell her and this gives her freedom because she doesn’t do anything bad*

*He is counseled by his parents so he has good manners*

*He has caring parents who provide for him in terms of good clothes, early school fee payment, textbooks that others can’t afford*

*They don’t like giving her too much work beyond her capacity*

*Her parents don’t always quarrel at home and she is obedient*

*Her parents allow her to play with her friends at the neighborhood*

*He does not have his parents but his grandmother takes good care of him because he respects her and listens to her advice*

*His grandfather takes care of his life by giving him good treatment and also medicine to deworm him*

*Stays with his stepmother but she takes good care of him by paying school fees on time, taking the boy shopping, to*

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7 The decision to participate in interactive activities may not be in the hands of the girls, even if they are feeling well emotionally. This might be dictated by household chores or other responsibilities. This would be easier to measure at school as opposed to in the home. Be careful not to include things like Disco Halls.

8 A question can be related to assessing increased care and support as measured by a family member assisting in listening and problem-solving: Is there someone the child can go to, that can help the child solve a problem? The last time you had a problem; did someone help you solve it? (Example problem scenarios) Who do you go to?
The beach
She has a rich uncle that one thinks is her father who takes good care of her even dropping her at school

5. Improved social relationships with peers
(peer support and pro-social values and behaviors - related to self-image, self-efficacy, trust, intimacy, connectedness and the requisite relationship skills - communication, cooperation, problem solving, conflict-resolution)

5.1 Increase in the number of peers that children go to for help and support with their problems, as reported by children.
Measured by the Spider Diagram or the Social Network (number and quality of supportive friendships, quality of relationship with peers)

5.2 Improved quality of children’s peer relationships as reported by children, parents / caregivers and teachers (eg: caring, empathy for others, offering advice, sharing school materials, inclusion of other children in games and discussions, not aggressive)
Measured by the Ugandan Children’s PSWB Survey tool to be developed.

She associates with her peers and plays well so is not an isolated girl
She likes associating with peers and she gets involved in different activities like sports
He has friends from whom he learns a lot of good things
He is someone when you have a problem and tell him, he helps you without shouting at you like other boys
His life among his friends and in the community is good because he helps his friends.
He shares with others, he does not fight
He has many friends, makes jokes and fun with them
She is a kind girl and helpful to these in need
She helps friends when they are sick, she holds friends up to teachers and seek for help
She is a person who is happy, she does not speak bad words and stays with friends
She has good manners and like making friends even with poor children
She is a believer, she fears God and tries to live on godly principles like loving and sharing

This child wants to isolate himself from his friends which result in him being hated by his friends
He does not talk to people because he is annoyed and depressed all the time
This child is not free with his friends like during break time he stays alone
Sometimes he feels ashamed to borrow from people all the time and shies away with his problems

6. Positive relations with non-family adults
(received social support, sense of belonging to a community, self expression and identity development)

6.1 Improved relationships between student and teachers as reported by students and teachers (eg: positive relations with teachers - advice, support, communication)
Measured by the Ugandan Children’s PSWB Survey tool to be developed.

6.2 Increase in the number of non-family adults (teachers, volunteers, project staff) that children go to for advice and help with their problems, as reported by children measured by the Spider Diagram or the Social Network (eg: number and quality of supportive friendships, quality of relationship with non-family adults - asking adults for advice / help, sharing confidences, confiding in them; able to offer their own advice/voice their opinions)

He likes listening to elders and always consults them on issues beyond his understanding like handling peer pressure, the adolescent stage
He usually takes his book to the teacher for marking and the teacher corrects him
He is being supported by people of his clan in treatment b/c he has HIV and AIDS disease
She stays well at school because her relationship with teachers is good
She respects her teachers and passes well in class
She listens to her teachers at school and is loved
She respects elders and everyone speaks good of her and is always praying for blessings for her
She listens to peoples advice such teaching the issues of boys and being obedient to the elders

Increased Skills and Knowledge
| **7. Improved social competence**  
(Age and culturally appropriate social functioning values and behavior) | **7.1 Increased positive social functioning behaviors re age appropriate social and cultural roles and responsibilities (e.g.: respect towards elders, visitors, parents and other adults - 'good manners' like greeting, giving chairs to sit, asking for advice; carrying out instructions; resuming cultural activities and traditions; reduced disobedience and disrespect) Measured by the Ugandan Children’s PSWB Survey tool to be developed.**  
| **7.2 Age appropriate contribution of children to household in terms of undertaking household tasks (e.g.: washing dishes, fetching water, cooking food, sweeping the compound, washing clothes, cleaning the toilet, caring for younger siblings ) and agricultural labor (slashing /cutting grass, digging, cultivating crops, rearing/keeping /herding poultry and animals) to the extent that it doesn’t interfere with the child’s education and developmental skills. Measured by the Ugandan Children’s PSWB Survey tool to be developed.**  
| **His parents taught him good manners which helps him stay in community with others**  
| **Her mind is settled, has good manners and does not refuse to be sent by an elder**  
| **She is well behaved, talks to people; loves staying with people**  
| **She listens to teachers and elders, above all God because he is the giver of knowledge and life**  
| **This girl is calm and she listens to her parents and other people like those on village and likes respecting them**  
| **He helps old and the weak with digging, fetching water and sweeping compound**  
| **He welcomes visitors well who come at their home by giving them chairs, greeting them as he waits his parents to meet them**  
| **He respects teachers, abides by school rules and regulations**  
| **She is disciplined because she helps at home especially in washing clothes and cleaning the house**  
| **He accepts to do home chores whenever his mother asks him to**  
| **He likes so much rearing animals like chicken and goats and so he affords getting school fees**  
| **He always does housework like slashing, washing utensils and mopping the toilet**  
| **He is always helping parents with housework and his parents are motivated to love him back**  
| **He is very active at school and home meaning that he has peace of mind**  
| **8. Increased proactive behavior and problem-solving skills**  
(positive coping skills related to self-efficacy, and to resilience - constructive adaptation to adverse events) | **8.1 Percentage increase of children who are able to say with concrete examples their plans for the future**  
Measured by the “My Emblem” exercise tool.  
| **8.2 Percentage increase of children able to identify relevant problem solving strategies**  
Measured by the Ugandan Children’s PSWB Survey tool to be developed.  
| **8.3 Increased level of relevant skills acquisition that out of school children between the ages of 14-18 can use to generate livelihoods opportunities**  
Measured by the Ugandan Children’s PSWB Survey tool to be developed.  
| **Indicators related to Age appropriate risk management skills**  
| **8.4 Percentage increase in skills and knowledge related to sexual and reproductive health (including managing sexual relationships and avoiding**  

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9 This can also be adapted to be used as an indicator of emotional well-being, measuring hopefulness. Examples of questions for the child: Do you think about your future? What do you want to do when you’re older? Do you have plans for your future? Questions adapted from MEASURE Evaluation’s piloted international, core impact indicators: ‘Ten Core Indicators to Measure Child Wellbeing: Working Draft’, September 2011.
<table>
<thead>
<tr>
<th>early and risky sex)</th>
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<tbody>
<tr>
<td>8.5 Percentage increase in skills and knowledge to avoid alcohol use</td>
</tr>
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</table>

- They do not just tell her that there is no water, when she finds no water she goes to fetch
- She sells petty goods that makes her have money
- He is able to do some income generating activities to get some money to care and provide for himself
- He likes so much rearing animals like chicken and goats and so he affords getting school fees
- He likes agriculture so cultivates cassava which he sells to get money

- Does not like going with peer groups, this saved him from habits like sex, drinking, alcohol, robbery
- He also likes going to church, this rejuvenates the soul and teaches them morals like not stealing, having sex when you are young
- He advises his age mates to avoid girl/boy relationships and stay safe
- He doesn’t mix with badly behaved boys in the village

- She has good manners, respectful, does not take alcohol and she does not move with boys anyhow
- She doesn’t have a boyfriend who can make her do bad decisions like having early sex
- She stays with the good group that advices her when she wants to go bad
- She doesn’t steal other people’s toys
- She can differentiate between good things and bad things because she attends school and knows how to keep herself clean especially during menstruation

- She got pregnant when she was young and she doesn’t have any help and her boyfriend doesn’t have money to look after their child
- This child was blackmailed so much. Things like eats and drinks and also entertainment like discos from her school mates and elder people like men

- The child did not get enough care which resulted her into being a prostitute and sold herself
- She was sent away from home ever since she got pregnant and she had nowhere to go.
- He impregnated a girl and the police is looking for him so he is always hiding
- She is a problem to neighbors because she steals from them

- Stays in the house alone and now some men have started making her start sexual engagement while still very young
- She was defiled by a man because didn’t know and didn’t report because she was scared by her stepmother

<table>
<thead>
<tr>
<th>9. Positive attitude and achievement-oriented behavior toward learning</th>
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<tbody>
<tr>
<td>(increased motivation and sense of self efficacy)</td>
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</table>

- Likes reading and always demands to go to school
- He likes studying and doing school work
- He usually takes his book to the teacher for marking and the teacher corrects him
- She asks whatever she doesn’t know in order to get knowledge
- She performs well in class because she enters class early and understands all that is taught
- She always tells people that she wants to read hard and get a job; since her parents always support her with books, pens, a set

- She is serious with her education because she doesn’t want to disappoint her parents
- She has discipline in school
- She likes drawing pictures on papers and in a book like a picture of a person

9.1 Percentage increase in the child’s active learning strategies as reported by children, parents/caregivers and teachers (e.g.: motivation to learn, positive study skills, likes reading, completion of assigned homework) Measured by the Ugandan Children’s PSWB Survey tool to be developed.
### Table 2: Context-related / dependent Outcomes and Indicators of Children’s Well-being in Uganda

<table>
<thead>
<tr>
<th>Context-related / dependent Outcomes and Indicators of Children’s Well-being in Uganda</th>
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<tbody>
<tr>
<td><strong>Family</strong></td>
</tr>
<tr>
<td><strong>1. Family structure - child living with one or both biological parents</strong></td>
</tr>
<tr>
<td><strong>Lives with both parents</strong></td>
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<tr>
<td><strong>Both parents alive and working</strong></td>
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<tr>
<td><strong>He is always hopeful about the future because he has both parents alive and they will give him capital</strong></td>
</tr>
<tr>
<td><strong>She is an orphan with no care taker to help, support and encourage her</strong></td>
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<tr>
<td><strong>Her parents died and the grandmother she stays with is not capable of doing domestic work so she comes home and finds a lot of work to do</strong></td>
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<tr>
<td><strong>She stays with her stepmother. She puts her children first in everything like food and he eats less food</strong></td>
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<tr>
<td><strong>She doesn’t go to school because the parents separated and the father doesn’t care about schooling the child</strong></td>
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<tr>
<td><strong>She lacks parental guidance because her parents separated</strong></td>
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<tr>
<td><strong>He sleeps in people’s kitchens because he has no place that he calls home</strong></td>
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<tr>
<td><strong>Her father died and mother too weak to pay school fees</strong></td>
</tr>
<tr>
<td><strong>He is not studying and the uncles want to grab the land from him yet he uses the land to raise his siblings</strong></td>
</tr>
<tr>
<td><strong>1.1 Child living with one or both biological parents</strong></td>
</tr>
<tr>
<td><strong>2. Access to basic minimum material needs</strong></td>
</tr>
<tr>
<td><strong>(education and medical care are covered by other indicators below)</strong></td>
</tr>
<tr>
<td><strong>2.1 As measured by: adequate household income for the provision of basic needs (e.g.: meeting minimum dietary requirements; living in a house with caregivers; availability of bedding (mattress and blanket); two sets of clothing and underwear; shoes</strong></td>
</tr>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td><strong>3. Educational attainment</strong></td>
</tr>
<tr>
<td><strong>3.1 Access to school materials (uniform, pencil, exercise books)</strong></td>
</tr>
<tr>
<td><strong>3.2 Enrolment in primary or secondary school</strong></td>
</tr>
<tr>
<td><strong>3.3 Completion of primary or secondary school</strong></td>
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<tr>
<td><strong>3.4 Enrolment in vocational training</strong></td>
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<tr>
<td><strong>3.5 Completion of vocational training</strong></td>
</tr>
<tr>
<td><strong>3.6 Percentage increase in classroom attendance as measured by school records</strong></td>
</tr>
<tr>
<td><strong>4.1 Percentage increase in students graduating to the next grade / class</strong></td>
</tr>
<tr>
<td><strong>4. Educational Achievement</strong></td>
</tr>
<tr>
<td><strong>4.2 Percentage increase in school performance as measured by school records in language, math, science, reading, writing, etc. (curricular-based achievement and literacy)</strong></td>
</tr>
<tr>
<td><strong>Community</strong></td>
</tr>
<tr>
<td><strong>5. Access to minimum basic services</strong></td>
</tr>
<tr>
<td><strong>5.1 Adequate health, education, social/economic services, birth registration (government, NGO and civil society)</strong></td>
</tr>
<tr>
<td><strong>5.2 Functioning government and community leadership structures that are responsive to child and family issues</strong></td>
</tr>
<tr>
<td><strong>5.3 Availability of recreation facilities and spaces</strong></td>
</tr>
<tr>
<td><strong>6. Positive physical environment</strong></td>
</tr>
<tr>
<td><strong>6.1 Availability of recreation facilities and spaces</strong></td>
</tr>
<tr>
<td><strong>6.2 Organized and supervised child sports and recreational activities</strong></td>
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<tr>
<td><strong>7. Safe neighborhoods</strong></td>
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<tr>
<td><strong>7.1 Functioning child protection networks</strong></td>
</tr>
<tr>
<td><strong>7.2 Functioning formal and informal policing and justice systems that are responsive to child and family issues</strong></td>
</tr>
<tr>
<td><strong>7.3 Safe neighborhoods</strong></td>
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</tbody>
</table>