

“Tuwalinde Watoto”

(Let's Protect Children)

Date: 13th Jan 2020

Prepared by

Dongwook Kim, ChildFund Korea

2019 Tanzania Tuwalinde Watoto Project in Morogoro

Midline Survey Report

<Table of Contents>

I . Introduction
II. Methodology
III. Results
IV. Summary and Discussion

I . Introduction

1. Project Description (Summary)

Project Sector	Education (Early Childhood Development, Primary, Secondary) Child Protection		
Sustainable Development Goals	4.1, 4.2, 16.2		
Protect Title	Tuwalinde Watoto (Let us protect children)		
Project Location	Matale, Doma, Msongozi, and Mtipule villages in Mvomero District , Morogoro Region, Tanzania		
Project Duration	3 years (May.2018~April.2021)		
Target Population	Group	Direct	Indirect
	0 – 6 years	2,470	-
	6 – 16 years	3,631	-
	7 - 24years	-	1,977
	25 + Years	-	9,247
	Total	6,101	11,224
Project Goal	Children aged 0-16 years at Matale, Msongozi, Mtipule and Doma have improved the access to ECD, quality education and protected environment		
Project Outcomes	1) 0-6 years children <u>have access to Community Based ECD services</u> 2) 7-16 years children <u>have access to equitable and quality education</u> 3) <u>Strengthened formal and informal CP system</u> in the community		
Organisation	Safina Women's Association(SAWA)		

2. Baseline Findings: Errors and Correction¹

Outcome 1			Before Correction	After Correction
0-6 years children have accessibility to community based ECD services	a	% of parents and caregivers who have appropriate parenting practices	26.3% (2018)	40% (2019)
			Reason: calculating formula was unfound	
	b	% of children in Std.1. who have attended ECD centre or/and Pre-primary school	18% (2018)	18% (2018)
			c	% of children in appropriate development stage according to their age
Reason: initial baseline statistics was unidentified				
Outcome 2			Before Correction	After Correction
7-16 years children have accessibility to equitable and quality education	a	% of children attending primary school	55%	87.8% (18-19)
			Reason: initial baseline statistics was unidentified	
	b	% of out-of-school children (dropped out) in Primary school	22.9%	22.9%
			c	% of examination pass rate (Std.4)
	d	% of examination pass rate (Std.7)		
			d	% of children who achieving the minimum proficiency level in 3Rs
Reason: national exam pass rate cross-checked/fixed				
Outcome 3			Before Correction	After Correction
Strengthened formal and informal child protection system in the community	a	# of community based child protection mechanisms functioning	0	0
			70	75
	b	# of early child delivery	Reason: baseline result was miscalculated(verified)	
			c	# of drop-out cases due to pregnancy in the target schools
	Reason: baseline result was miscalculated(verified)			
	d	% of community members who have awareness in CR	50%	15.6%
Reason: calculating formula was unfound				

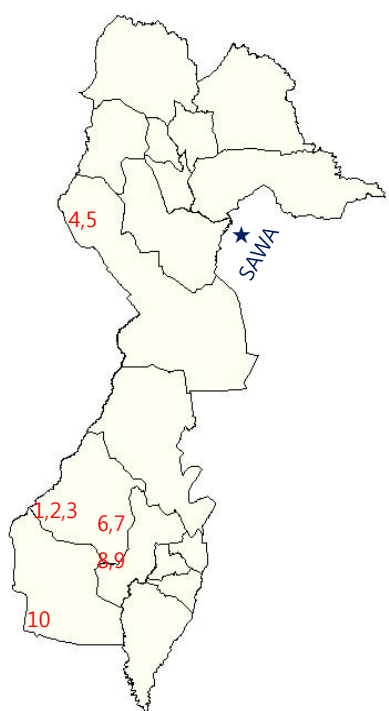
¹ It is known that the baseline study for Tuwalinde Watoto project(owned by SAWA, funded by ChildFund Korea) was undertaken by the local consultant in 2018. With regards to the sources of information to elaborate on outcome indicators are not found and understood clearly. The enough evidence was not found in the course of midline research implementation. Hence, some outcome figures were replaced by 2019 midline outcomes.

3. Terms of Reference(Midline 2019)

1) Purpose of the Study

-Identify lessons by withdrawing knowledge and information from the data given(obtained)
-Assess the project progress and bring about recommendation for further implementation (Do Better)
-Verify risks, issues and challenges(or opportunities) that affect the development of the project

2) Locations: Catchment Area(Mvomero District, Morogoro Region, Tanzania)



No	Area(Wards ²)	Area(Hamlets)	Survey	Anchoring Schools
1	Mtipule	Mtipule Njia Panda	O	Mtipule Primary+ECD
2		Mtipule Shule	O	
3		Mtipule Juu	O	
4	Matale	Matale	O	Matale Primary+ECD
5		Kisanga	O	
6	Msongozi	Msongozi	O	Msongozi Primary+ECD
7		Gwata	O	
8		Lusanga	O	
9		Ndama	O	
10	Doma	Doma	X*	Doma Secondary

*Doma was not included for KAP(knowledge, attitude, practice) survey as there is mainly an intervention of secondary education(establishment of girls' residence/dormitory)

3) Midline Period

: 2019.12.10(Tue)~2019.12.16(Mon) (seven days)

- The midline report covers performance audits related to all twelve outcomes as there is no noticeable delay in project implementation.

² Subdivisions of Tanzania: Region>District>Divisions>Wards>Hamlets

4) Schedule

Date	Group	Time	Area	Activities	Tools	Notes
12/10 (Tue)		Morning	Morogoro	Discussion on Logframe		
		Afternoon		Schedule Confirmation Roles and Responsibilities		
12/11 (Wed)	1	Morning	Matale	-Head teacher KII -Education Officer KII -School Committee FGD -Parents/Caregivers FGD -Children FGD -Village Volunteer Counselors(VVC) FGD	-KII/No.1 -KII/No.5 -FGD/No.6 -FGD/No.9 -FGD/No.10a -FGD/No.12	
		Afternoon	Kisanga	-VICOBA ³	-FGD/No.13	
	2	Morning	Mtipule	-Head teacher KII -School Committee FGD -Children FGD -Village Volunteer Counselors(VVC) FGD	-KII/No.1 -FGD/No.6 -FGD/No.10a -FGD/No.12	
		Afternoon	Mtipule	- Village Volunteer Counselors(VVC) FGD -ECD teachers -ECD Committee	FGD/No.13 KII/No.2a FGD/No.4	
12/12 (Thu)		Morning	Morogoro	Analysis Day 1		Tool Revision
		Afternoon				
12/13 (Fri)	1	Morning	Mtipule juu, shule, Njia panda	KAP survey	HH Survey/No.8	
		Afternoon	Ndama	KAP survey	HH Survey/No.8	
	2	Morning	Msongozi	KAP survey	HH Survey/No.8	
		Afternoon	Gwata	KAP survey	HH Survey/No.8	
12/14 (Sat)		Morning	Morogoro	Analysis Workshop		
		Afternoon				

³ Village Saving and Loans Programme

Date	Group	Time	Area	Activities	Tools	Notes
12/15 (Sun)	1	Morning	Doma	Head teacher KII	KII/No.1	supplementary
		Afternoon	Lusanga	KAP survey	HH Survey/No.8	
	2	Morning	Matale	KAP survey	HH Survey/No.8	
		Afternoon	Kisanga	KAP survey	HH Survey/No.8	
12/16 (Mon)		Morning	Morogoro	Final Outcome Draft Wrap-Up and Review		

5) Roles and Responsibilities

ChildFund Korea(Consulting Agent)

Names	Roles	Deliverables
Dongwook Kim	Moderator Chair(analysis session) Data Collection(supervision)	-Report -Code book -Data Mining -Logframe
Yookyung Jung	Data Collection Finance Focal	-Meeting Minutes -Raw Data
Namhee Yoon	Coordinator & Liaison Data Collection Security Focal	-Meeting Minutes -Raw Data
Hanna Ryu	Data Collection Media/Publicity Focal	-Meeting Minutes -Raw Data

SAWA(Project Implementer)

Names	Roles	Deliverables
Evarist	Survey Coordinator	Report(draft)
Bella	Group 1	Report(draft)
Ignas	Group 2	Report(draft)
Norah	Data Analysis Support	Report(draft)

Names	Roles	Deliverables
Mahmud	Support: Quality Education	Report(draft)
Deus	Note Taker: Group 1	Report(draft)
Mary	Note Taker: Group 2	Report(draft)
Samweli	Photographer	Report(draft)
Neemia	Driver	N/A
Samweli Gadi	Driver	N/A

II. Methodology

- Qualitative

Qualitative data analysis is adopted in this study whereby content analysis is used in analysing various documents and descriptive analysis is applied for data generated through interviews in which case the data is reduced, summarized and displayed.

- Quantitative

A small-scale, focused piece of work with a particular group of residents in nine hamlets was carried out. The sample frame was not retrieved due to the limits of time. Ten(10) households were selected (sampled: purposive sampling) from nine hamlets. The research unit is a primary caregiver(intended) , who is also a community member. The questionnaires were issued to each respondent on the survey day. Instead of paying visits to individual households, the respondents were summoned at designated places and enumerators hired by the implementing partner(SAWA) facilitated the entire process while ChildFund Korea staff provided general oversight and supervision(gang survey).

Quantitative	Qualitative
Survey -Knowledge, Attitude, Practice: KAP *Household survey was conducted only for treatment groups that has received project assistance from SAWA. The quantitative study was the core element of the midline research that represents an exploratory assessment of SAWA performance audits.	-Focus Group Discussion -Literature Review -Key Informant Interview -Observation  ZamCAT Tool

III. Results

1. Midline Scorecard

Outcomes		Indicators	Baseline	Midline	Target
Outcome 1. 0-6 years children have accessed Community Based ECD services	a	% of parents and caregivers who have appropriate parenting practices	40% (2019)	-	70%
	b	% of children in Std. 1 who has early learning, pre- primary education experience more than 6 months.	18%	80.83%	50%
	c	% of children in appropriate development stage according to their age	36.3%	68% (2019)	70%
Outcome 2. 7-16 years children have accessed equitable and quality education	a	% of children attending Primary school	55%	87.8% (2018- 2019)	85%
	b	% of out of school children in Primary school (Enrollment rate)--> To be changed drop-out rate	22.90%	0.6% (2018)	5%
	c	average pass(test) rate(%) of three primary Std.4	99% (2018)	100%	100%
	d	average pass(test) rate(%) of three primary Std.7	59% (2018)	64% (2019)	70%
	e	% of children who achieving the minimum proficiency level in 3Rs	39%	56% (2018)	75%
Outcome 3. Strengthened formal and informal CP system in the community	a	# of Community Based Child Protection Mechanisms functioning	0	-	4
	b	#(cases) of early child delivery	75 (2017)	118 (2018)	40
	c	# of drop-out due to pregnancy cases in the target schools	2(2018)	0 (2019)	0
	d	% of community members who have awareness on CRs	15.6%(2019)	-	55%

2. Survey Results((Exploratory Data Analysis)

(n=90)

Questions	Results						Notes
1) Sex of Respondents	sex of respondents						# of respondents 90 10 from each hamlet (9 hamlets) *Purposive Sampling (un-randomised)
	frequency	Female	90				
		Male	0				
2) Age			Frequency	Percent	Valid Percent	Cumulative Percent	The youngest: 17(1) The Oldest: 47(1)
	Valid	10	7	7.8	7.9	7.9	
		20	43	47.8	48.3	56.2	
		30	34	37.8	38.2	94.4	
		40	5	5.6	5.6	100.0	
		Sum	89	98.9	100.0		
	Missing	Missing System	1	1.1			
		Sum	90	100.0			
-Age group of 20s made up the greatest portion(47.8%).							
3) Relationship with Children							Other options(unmarked) <i>Father</i> <i>Sibling(brother/Sister)</i> <i>Aunt/Uncle</i> <i>Cousin</i> <i>Grandmother</i> <i>Grandfather</i> <i>Guardian</i> <i>Neighbour</i> <i>Other</i>
			Frequency	Percent	Valid Percent	Cumulative Percent	
	Valid	Mother	90	100.0	100.0	100.0	
-All answerers were mothers in the survey.							
4) Highest Education			Frequency	Percent	Valid Percent	Cumulative Percent	Other options(unmarked) Highschool <i>University</i> <i>Polytechnique</i> <i>Vocational Education</i>
	Valid	Never attended school	23	25.6	25.6	25.6	
		Pre-primary	2	2.2	2.2	27.8	
		Primary	61	67.8	67.8	95.6	
		Secondary	2	2.2	2.2	97.8	
		College Education	1	1.1	1.1	98.9	
		Other	1	1.1	1.1	100.0	
		Sum	90	100.0	100.0		

Questions	Results						Notes
5) Income Activity			Frequency	Percent	Valid Percent	Cumulative Percent	Other options(unmarked) <i>No labour</i> <i>Hunting</i> <i>Retired(pension)</i>
	Valid	Farming	58	64.4	64.4	64.4	
		Fishing	1	1.1	1.1	65.6	
		Livestock	19	21.1	21.1	86.7	
		Employed	1	1.1	1.1	87.8	
		Business and trade	9	10.0	10.0	97.8	
		Other	2	2.2	2.2	100.0	
		Sum	90	100.0	100.0		

*Outcome Indicators

1) Positive Parenting Practices-Outcome 1.a

Part 1. Attachment and Behaviour

Total Number of Questions: 10, Full Score: 10 points (allotted 1 point per each question), Binomial Data(1,0)

	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8	
incorrect	44	48.9	17	18.9	25	27.8	50	55.6	22	24.4	51	56.7	10	11.1	4	4.4
correct	46	51.1	73	81.1	65	72.2	40	44.4	68	75.6	39	43.3	80	88.9	86	95.6
total	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0
	Q9		Q10													
incorrect	11	12.2	17	18.9												
correct	79	87.8	73	81.1												
total	90	100.0	90	100.0												

■ Analysis

- Q1 'I tell stories to my child/children(in the past 3 days)' who replied 'no' or 'don't know' accounted for 48.9%(high)

- Q4 'I draw things(forms, animals, objects) with my child/children(in the past 3 days)' who chose 'no' or 'don't know' are 55.6% among total respondents(high).
- Q6 'I read book(s) to my child/children(in the past 3 days)' who responded 'no' or 'don't know' amounts to 56.7% among respondents.

Part 2. Health, Hygiene and Nutrition

Total Number of Questions: 8, Full Score: 8 points(allotted 1 point per each question), Binomial Data(1,0)

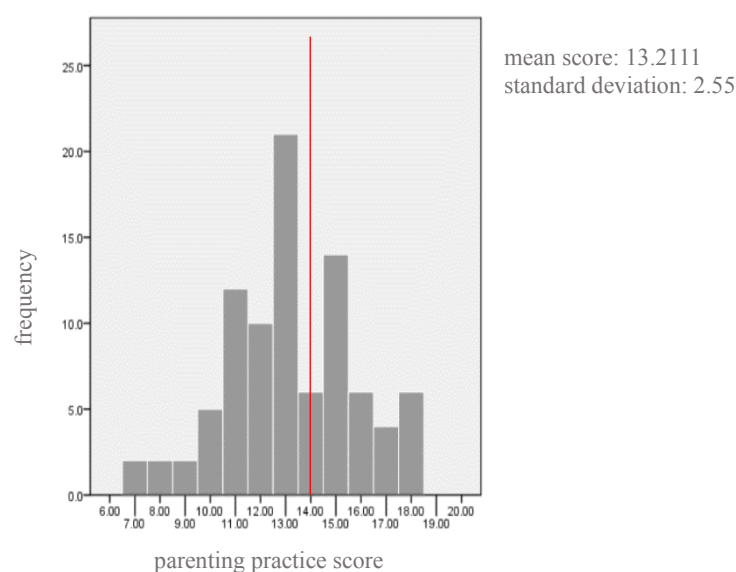
	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8	
incorrect	23	25.6	5	5.6	2	2.2	13	14.4	36	40.0	13	14.4	58	64.4	30	33.3
correct	67	74.4	85	94.4	88	97.8	77	85.6	54	60.0	77	85.6	32	35.6	60	66.7
total	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0

■ Analysis

- Q7 'I force(make) my child/children to eat more because I think he/she/they needed for his/her/their health' who replied 'no' or 'don't know' accounted for 64.4%

<Operational Definition Outcome 1.a>

Outcome 1-a: % of parents and caregivers who have appropriate parenting practices: Those who scored **14 points** and above are considered to be caregivers who have appropriate parenting practices. (total 18 questions, PART 1 and 2) Rate is 40%(36/90)



2) Community Members' Awareness on Child Rights -Outcome 3.d

Total Number of Questions: 15, Full Score: 15 points(each 1 point), Binomial Data(1,0)

	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8	
incorrect	1	1.1	5	5.6	31	34.4	17	18.9	39	43.3	42	46.7	20	22.2	54	60.0
correct	89	98.9	85	94.4	51	65.6	73	81.1	51	56.7	48	53.3	70	77.8	36	40.0
total	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0
	Q9		Q10		Q11		Q12		Q13		Q14		Q15			
incorrect	63	70.0	58	64.4	59	65.6	54	60.0	60	66.7	49	54.4	73	81.1		
correct	27	30.0	32	35.6	31	34.4	36	40.0	30	33.3	41	45.6	17	18.9		
total	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0	90	100.0		

■ Analysis

-From Question 8 through Question 15, the respondents who answered incorrectly exceeds half. Summary of these questions are below.

		Agree	Disagree	Don't know
8	if the child is disobedient			
9	if the child talks back to the parent			
10	if the child runs away from home			
11	if the child does not want to go to school			
12	if the child does not care for brothers and sisters			
13	if the child is doing what adults do(e.g. drinking alcohol, smoking cigarette, go to the night club, having affairs, attending vigodoro etc)			
14	if the child wets bed			
15	if the child steals			

<(Operationally) Defining Outcome 3.d>

Outcome 3-d: % of parents and caregivers who have appropriate parenting practices: Those who scored 13 points and above are considered to be caregivers who have appropriate parenting practices. (total 15 questions)

Rate is 15.6%(14/90)

1) Head teacher Interview

Primary School 1	
Matale	
School Issues	
-Low attendance <Causes> 1. Lack of understanding by parents 2.Distance(long travel) 3.Domestic labour 4. Limited facilitating efforts done by school -No ECD Committees Available	*Drop out <Response> -School committee meetings(Regular) -Sharing minutes with law enforcements -testimonies <Prevention> -Allocate 2 PTA(Parents-Teachers Association)members to each classroom -Use of village counselors(Matrons/Patrons) -Facilitating self-help groups(child assemblies)
Issues associated with Teachers	
-Intermittent in-service trainings -Participated in training sessions organized by Tanzania Institute of Education -TWAWEZA workshops -SAWA delivered ten-day training programme	
Child Rights Issues	
-In the morning hours, students are allowed to give a speech on any issues regarding child rights -Establish a platform which major audience are students(Std.3-7) where participants have discussion on child protection issues	

Primary School 2	
Mtipule	
School Issues	
-Enduring relationship among school-	*Drop out

government-community(tripartite partnership) : community members and public officials jointly encourage families to enrol their children into the schools. VVC(village volunteer counsellors) also is tasked with household visits to facilitate this process. (very supportive)	There is not a specific coping mechanism identified. It was assumed that it is caused by the fact that drop-out rate is very low in the area.
Issues associated with Teachers	
-Participated in a training programme “Let us be ready together” offered by USAID -SAWA training	
Child Rights Issues	
-Community endeavours to sensitise issues such as security threats triggered by that student commutes alone to schools(especially those who are very young) -Post “child protection guideline” in each classroom and make it visible.	

2) VICOBA Interview

Village Savings and Loans Programme
Kisanga
Key Findings
-Agriculture is a predominant income generating activities -Some members run small-sized shops and restaurants -Albeit limited, there were a few trainings when it comes to entrepreneurship(facilitated by SAWA) -Other Support: liquid soap workshop, offered financial assistance of 3,450,000 TSH to purchase ‘Baobab seeds’ Real Benefits of Community Members -Expansion of knowledge and understanding on entrepreneurship -Income generation(goat, fertiliser) -Increase capacity to pay school expenses ⁴

⁴ In 2001, primary school fees were abolished in Tanzania. The village community, however, is responsible for maintenance of the school and parents are expected to support children with school supplies and obligatory

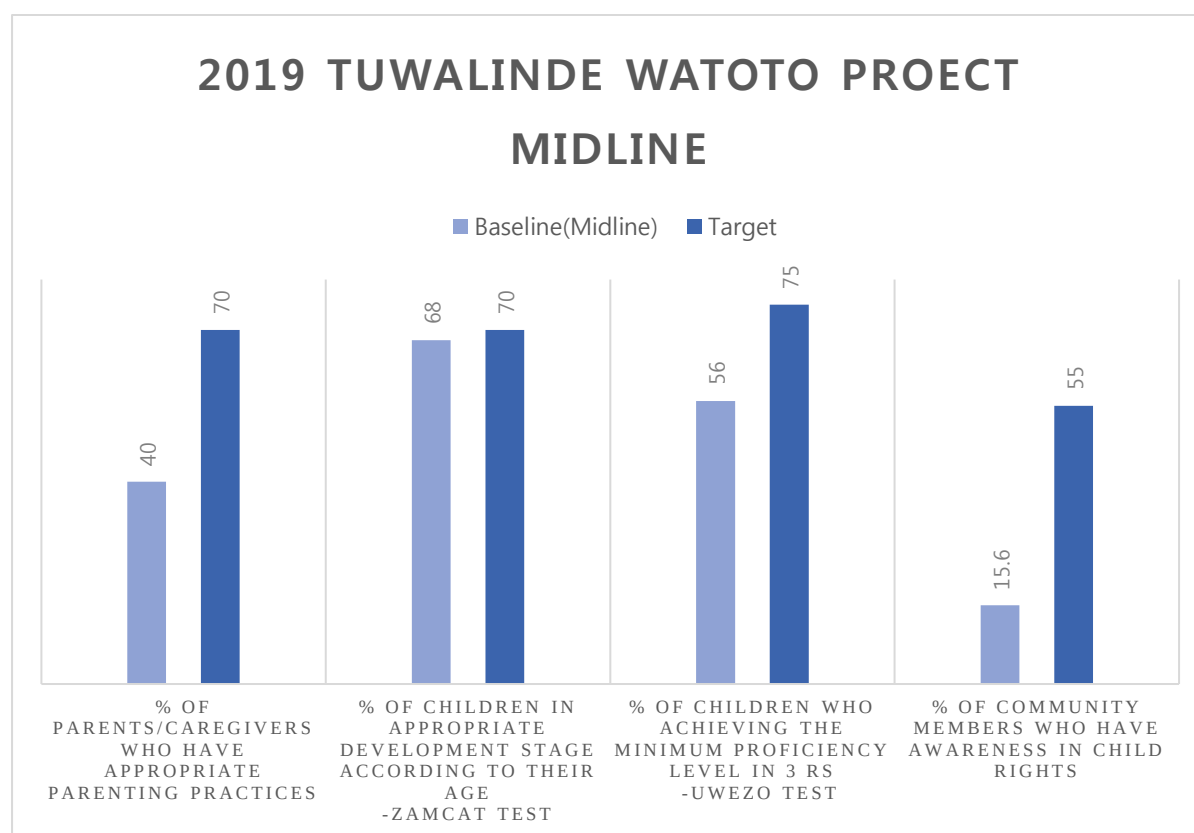
-ECD centre support
Issues and Challenges
-Low level of contribution -Absence of technical advisor(standing)

3) ECD Committee Focus Group Discussion

Early Childhood Development Committee				
Mtipule				
Key Findings				
-Meeting cycle: one time per week -Open a special session once they have particular issues to talk about -Close relationship with Mtipule Primary School				
ECD Enrolled Numbers of Pupils				
<table><tr><td>Girls</td><td>Boys</td></tr><tr><td>20</td><td>25</td></tr></table>	Girls	Boys	20	25
Girls	Boys			
20	25			
It is estimated that there will be total 60 students in 2020 **VICOBA supports 45,000 TSH every quarter -A borehole(well) developed by a fund from ChildFund Korea is one of finance sources : 20 % of monthly revenue go to ECD centre High(record): 55,000 TSH(2019.Jul) Low(record): 12,000 TSH(2019.Sep)				
Issues and Challenges				
-Job satisfaction of teachers(poor benefit package, low motivation) -Call for learning opportunities to build capacity to handle violence and cases of school bullies				

school uniforms.

IV. Main Midline Findings and Discussion



- Outcome 1.a: it was found that the rate of parents/caregivers who have positive parenting practices was 40%. Due to the missing of “good-enough” justification for baseline figure, the rate overrules existing baseline outcome
- Outcome 1.c: in order to measure developmental status of young children, SAWA adopted the tool developed in Zambia, called ZamCAT⁵. The outcome shows that those who passed the criterion were 68%(near target level)
- Outcome 2.a: the school attendance rate for primary school students is 87.8%(over target level)
- Outcome 2.b refers to the drop-out rate, which result from 2019 midline survey is already below 1 %(0.6%). Therefore, it was necessary to reset the target level.
- Outcome 2.e: is measured by a tool developed by the organization(non-profit) based in three east

⁵ ZamCAT was developed in 2010 to capture developmental stage for children in pre-education level. The tool has seven thematic areas: non-verbal cognition, receptive and expressive language, fine motor skills, information processing and executive function

African countries(Tanzania-Uganda-Kenya) known as UWEZO. 3RS stands for readeding, writing and arithmetic. 56% of students who took test passed.

- Outcome 3.d: KAP survey tool was utilized to measure the sensitivity and understanding of community members of child protection and child rights. The result shown was 15.6%.
- From qualitative study, in Mtiple, high levels of parental involvement was testified presenting that many parents may have a positive perception of school climate.

UWEZO Results(2019)

School Names	# of students	# of student who took test (Standard 1-2)	Performance			
			Upper	%	Lower (under-achieved)	%
MATALE P/S	24	16	12	75	4	25
MTIPULE JUU P/S	19	10	4	40	6	60
MSONGOZI P/S	84	20	10	50	10	50
Total	127	46	26	56%	20	44%

ZamCAT Results(2019)

Area	Sex	# of children	Performance						
			Picture vocabulary	Info processing	Cognitive skills	Serial rapid naming	Fine motor skills	The pencil tapping test	Expressive language
Msongozi	Boys	4	4	0	3	1	3	3	3
	Girls	3	3	0	2	2	3	1	2
Ndama	Boys	2	2	1	0	0	2	0	3
	Girls	3	3	0	2	0	3	3	2
Matale	Boys	4	3	0	4	2	4	3	4
	Girls	6	6	0	3	4	5	4	6
Mtiple-shule	Boys	3	3	0	2	1	3	1	1
	Girls	3	3	0	3	2	3	3	2
Mtiple-Njiapanda	Boys	3	3	1	3	3	3	3	3
	Girls	7	7	0	4	7	6	4	5
Total		38	37	2	26	26	35	25	30
%		100	97	5	68	68	92	66	79
Average %					68%				

Annex 1. Questionnaire

Parenting Practice(Home) (n= 10)

We recognize that many parents are very busy. With this in mind, in the past 3 days, did you or any household member age 15 or over engage in any of the following activities with (name).

If yes, ask:

s/n	Questions	Yes	No	Don't know
1	I tell stories to my child/children			
2	I sing songs or lullabies to my child/children			
3	I count numbers with my child/children			
4	I draw things(forms, objects, animals etc) with child/children			
5	I take my child outside home(spending time with children outside home)			
6	I read books(including ones with pictures) to my child/children			
7	I play with my child/children with play materials that I made			
8	I encourage my child/children to play with other child/children			
9	I stay with my child/children until fall asleep			
10	I say words of compliment(e.g. thank you, well done, you are a good kid) to my child/children when they behave good			

Hygiene, Health & Nutrition Practice (n=8)

s/n	Questions	Yes (1)	No (0)	Don't know
1	I wash my hands with soap and water before feeding my child/children			
2	I stay and assist with my child/children during their meal time			
3	I offer meals to my child/children at least two times a day(in the past three days)			
4	I encourage my child/children to eat			
5	I make sure my child/children to wash hands with soap and water before/after meals			
6	I can tell when my child/children is(are) full			
7	I force(make) my child/children to eat more because I think he/she/they needed for his/her/their health			
8	I make and feed my child/children with mixed(porridge, rice, vegetable, meat/fish(e.g. sardines)) dishes			

Child Right (Knowledge, Attitude) (n=15)

Please tell us if you have heard the following statements before related to children previously?

	Questions	True	False	Don't know
1	It is the right of every child(both boy and girl) to go to school			
2	Tanzanian law prohibits child marriage			
3	It is allowed that child works to contribute to family			

	income			
4	Children with special needs have the same rights as the normal children to go to school			
5	Child care is the responsibility of parents only			
6	Parents know the best things for their children so they do not always need to listen to their children			
7	It is against the law to insult child/children(verbal abuse: curse words)			

Sometimes, when parents or the people who take care of children are vexed by things that children do, they will beat children (hard). In your view, are parents have rights to beat their children in the following situations? Please tell me whether you 'agree' or 'disagree' and how strongly you feel that they can do this.

Read list and select level of agreement for each statement

		Agree	Disagree	Don't know
8	if the child is disobedient			
9	if the child talks back to the parent			
10	if the child runs away from home			
11	if the child does not want to go to school			
12	if the child does not care for brothers and sisters			
13	if the child is doing what adults do(e.g. drinking alcohol, smoking cigarette, go to the night club, having affairs, attending vigodoro etc)			
14	if the child wets bed			
15	if the child steals			