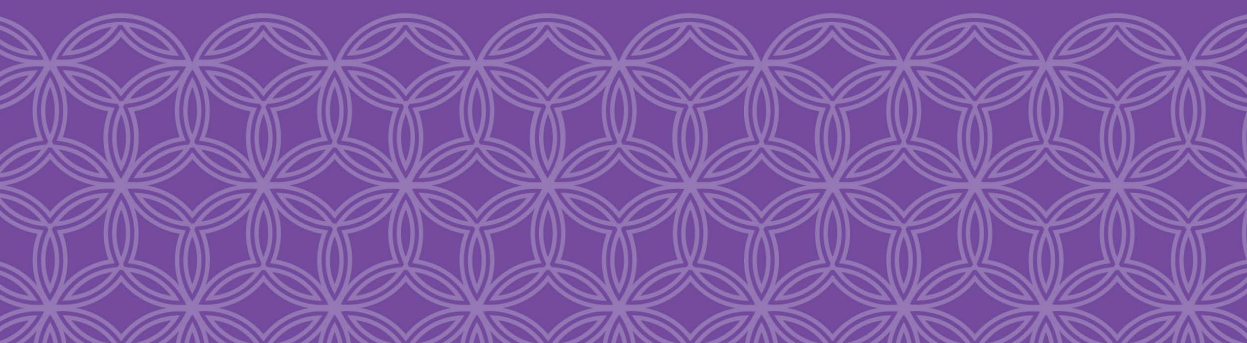


play to learn ■

**Fidelity Monitoring Tool:
Home-based Humanitarian Play Labs
Ages 0-3**



Fidelity Tool for Home based HPL (0-2 years)

HPL, BRAC

Observer's Name: _____ Date of Observation _____ Start Time: _____ End Time: _____

Session (Age group of Children) : 0-2y Number of Parents: _____ Father _____ Mother _____

Name of Play Leader/ CCP _____ Name of Play Lab/ Area _____

| Items (Competencies of Play Leader / CCP) Community Childcare Provider/Volunteer | Score | NA | Comments |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|----------|
| 1. Daily plans/routines are followed Yes=1 No=2 | | | |
| 2. Structure of the parenting session is followed: welcome activity, child development, play activity, mental health (0-24 m: welcome, maternal mental health, free talk, play activity etc.) 1. No activity observed from the session plan 2. Only one activity observed 3. Few activities observed 4. All activities observed | | | |
| 3. Knowledge on contents and preparation for the sessions 1. Unable to state objectives and describe the contents clearly and not prepared for the sessions 2. State at least one objective and but not describe the contents and not well prepared for the sessions 3. State all objectives, but not describe the contents clearly and not well prepared for the session or Unable to state objective but describe the content clearly and moderately prepared for the sessions 4. Well state the objectives described contents clearly and well prepared for the session | | | |
| 4. Facilitation and use of variety of techniques (small group/large group activity/ sharing experience or example/ poster or flip chart /play and game) and parents involvement in the sessions 1. Unable to make the sessions interesting and to involve the parents in the sessions 2. Facilitation is not up to the mark, only use one technique and very few parents are involved 3. Facilitation is good/ adequate and use a few techniques and some parents are involved 4. Makes the sessions interesting by using different techniques as suggested in the training | | | |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <p>manual and most of the parents are involved</p> | | | |
| <p>5. Welcoming and respectful environment</p> <ol style="list-style-type: none"> 1. Does not welcome parents or treat them with respect / empathy 2. Welcome and show respect and empathy rarely (i.e. they may not call each other by their name or ‘apa’, ‘chachi’ or other respectful words which are culturally appropriate , or say “thank you” to show respect. To show empathy, understand the feeling of parents from their perspective) 3. Welcomes parents most of the time, but unable to show respect and empathy most of the time or show respect and empathy inconsistently 4. Welcomes and greets parents, invites them to join the sessions, show respect and empathy to each other most of the time | | | |
| <p>6. Confirm mothers’/ parents’ participation in the session.</p> <ol style="list-style-type: none"> 1. Does not try to confirm participation of the mothers 2. Rarely confirms participation and takes initiatives to involve mothers 3. Does not confirm participation consistently (sometime) , only takes few initiatives to involve mothers 4. Confirms participation consistently by taking different initiatives | | | |
| <p>7. Supportive learning environment (experience, feeling, thoughts etc.) and supports them while necessary and maintain confidentiality</p> <ol style="list-style-type: none"> 1. Does not allow the mothers to share their experience, emotion/feeling, thoughts and does not maintain confidentiality at all 2. Rarely asks mothers to share their experience, feeling, thoughts and maintain confidentiality 3. Asks mothers to share their experience , feeling and thoughts and maintain confidentiality, but not consistently 4. Asks mothers to share their experience, feeling, thoughts and maintain confidentiality consistently, shows them positive emotion | | | |
| <p>8. Facilitation of the play activity</p> <ol style="list-style-type: none"> 1. Does not facilitate any play activity 2. Rarely facilitates play activity and explain it 3. Sometimes facilitates play activity and explain it 4. Always facilitates play activity and explain it | | | |