**Semi-Participant Observation Guide in the CUNAMAS facility (CCD)**

**Objectives:**

* Identify facilitators and potential difficulties in the interaction between mother caregiver and child during the feeding process in the context of the CCD.
* **Date and place of observation:-----------------------------------------------------------------------**
* **Start time/end time of observation:-----------------------------------------**
* **Number and ages of children served:-----------------------------------------------------------**
* **Number of mother caregiver:---------------------------------------------------------------------**
* **To whom SF (ferrous sulphate) must be administered or MMNs (multiple micronutrient supplementation) prepared:-------------------------------**

1. **General characteristics of the CCD's infrastructure and equipment**
2. **Mother Caregiver and Child Feeding Day activities**

**Describe, in a correlative manner**, **each of the activities** that the **Mother Caregiver** did during the observation day, identifying the following:

* + What time is it?
  + **What is** the Caregiver Mother **doing**? What are the children doing?
  + **What interaction** do you have with the children? (verbal, non-verbal, use of support materials)
  + Who **supports** the Caregiver Mother in caring for the children? What do they do?

1. **Feeding and interaction between the caregiver and children**
   * **Record of all feeding or food offering events (between meals and meals):** time of serving; food and beverages offered, during the child's stay in the CCD (fruits; vegetables; liquids and sweetened drinks; processed products...).

* **Ferrous sulphate supplementation** (it is important to identify beforehand which child is supplemented in the CCD).
* At what point does it happen?
* How is it offered?
* How does the child receive FS?
* What does the CM do, if there is rejection by the child, with what results?

1. **Preparatory feeding activities**
   * **The serving of food to children:**

* Describe the location where the Caregiver Mother is placed for the service.
* **Place where** children's **food is placed**, for consumption
* **Characteristics** of the **containers or containers** in which the food is served; utensils used (size; material; specific identification on the containers (e.g. colour label) according to the needs of the children (oil is added...) and ages...).
* **What does lunch consist of**? (food it contains; type of preparation...)
* Approximate **amount of the** ration, according to type of food (between meals; meal...)
* **Consistency** of preparations
  + **Food consumption by children**
* **Time of** start and end of the feeding event
* **Place** where food is consumed (furnishings; environmental distractions...)
* **Location of the Mother Caregiver, in relation to the children** (MC can she maintain eye contact with all children...).
* **Location of the children** during the meal (are they sitting? do they stand?...).
* **Who is/are helped to eat**, in what way/who **is/are not helped or fed**?
* **How do children** who are not helped **eat** (use of utensils; coordination in carrying the spoon and bringing it to the mouth; how much is eaten; how much is dropped or not eaten; what is eaten; what is not eaten...)? What does the CM tell them? What does the CM do?
* **Verbal and non-verbal interactions between** the CM and children, during mealtimes (what is discussed; encourages; reprimands; threatens; congratulates; guides; is attentive during mealtimes; attends to other activities that compete with feeding children; lets or limits children touch food; feed themselves; take utensils...).
* **How do boys and girls interact with each other** during mealtimes?
* **What do you do** when the child **does not want to eat**? What do you say? (strategies used; don't insist; force...)
* **How did the children eat** (did they finish everything? how much did they leave? / what did they eat? what didn't they eat? / what do you do if they left food? discard it? save it for later? give it later?
* **Help Mother Carer** with the children during meals, who helps, what do they do?
* **When does mealtime end**? How long does it take?
* In case of an offer from the **MMN**:
* How do you proceed with their preparation (in what type of preparation do you mix the MMN; do you separate food portion or not; in what approximate quantity do you mix the MMN; qualitative temperature of the food, at the moment of adding the MMN)?
* How many children do you have to give MMNs to?
* How does the child receive the MMNs?
* How do you ensure that the child actually ate the MMN? What does the CM do?
* What do you do if the child does not want to eat, with what results?

1. **Hygiene (hand washing, nappy/trouser cleaning)**

* If a **risky moment** is observed **with faeces** (child defecates; change of nappy or trousers) or with **food** (serving of food; offering of food; consumption of food...) note it down:
* Whether or not the **caregiver** washes her hands (whether or not she uses running water; from a sink; whether or not soap is used).
* Whether or not the **child** washes his/her hands or if someone else does it (if running water is used; from a sink; if soap is used or not).
* **Characteristics of the place where** handwashing takes place.
* **Dialogue** accompanying handwashing.
* **Availability and accessibility of water** in the establishment (public water supply; tanker trucks; frequency and availability of water...place and containers for water storage, if tankers are used).

1. **Storage of SF and MMN**
   * Identify where each child's Ferrous Sulphate is kept.
   * Identify where the MMN envelopes are kept (they are identified according to who receives them...).

**Saying thank you and goodbye**