

Classroom Observation Notes: PECD Endline Survey

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CLASSROOM OBSERVATION - PECD Endline Survey

1. Name of CBCC: _____		2. CBCC ID Code [][][][]	
3. Number of Caregivers present: []			
4a. Name of Caregiver present: _____		ID code from CG Roster [][]	
4b. Name of Caregiver present: _____		ID code from CG Roster [][]	
4c. Name of Caregiver present: _____		ID code from CG Roster [][]	
4d. Name of Caregiver present: _____		ID code from CG Roster [][]	
Interviewer Details		Interviewer 1	Interviewer 2
5a-5b Interviewer initials		_____	_____
6a-6b. Interviewer ID code		[][]	[][]
		Supervisor	7. Date of interview
		[][]	[][]/[][]/[][]
8. Time Observation Started: [][]:[][]	9. Time Observation Ended: [][]:[][]	10. Was the visit unannounced?	1=Yes 2=No []
11. CBCC Activities occurring during obs (circle all that apply)	Instructional Activity 1 Free Play 1 Clean Up Time 1 Snack 1 Other, specify: _____ 1	12. Where were the children during the observation period? (circle all that apply)	Inside class 1 Outside 1
		13. How many children were present? (count at end of observation)	[]
14. Outcome of Observation		1= Completed 2= Refused 3= Partially complete	[]
15. Comments			

Directions: Both enumerators will arrive at the CBCC before it opens on an unannounced visit. After introducing themselves to the CG(s), they will prepare to observe the CBCC activities for 2 hours (continuous) before then completing the questionnaire together. The following protocol should be followed:

- Observation starts after the CBCC has opened and when a majority of children have arrived. Enumerators should ask the CG(s) for total number of expected children beforehand. When more than half have arrived, enumerator may begin the observation. In the case that there is very low attendance that day, the enumerator should begin the observation when the CG appears to start the planned activities for the day.
- Enumerators should position themselves to be out of the way of classroom activities, but still able to see what is going on at the CBCC. This may require that the enumerators move around during the observation to stay out of the way or get a better understanding of what is going on. However, the enumerators should move around as little as possible, as this is disruptive to the class and may call more attention to them.
- The observation form should only be completed AFTER the observation period is over and should be a collaboration between both enumerators.

INTRODUCTION:

Mwadzuka bwanji, maina athu ndi [INTERVIEWER 1 AND INTERVIEWER 2 NAMES] ndipo tili pa kafukufuku amene tikupanga mmalo mwa unduna wa Gender pa nkhani yokhudzana ndi maphunziro a m'mera mpoyamba ku Malawi kuno. Kubwera kwathu lero tikufuna tione mmene zinthu zimakhala pa sukulu pano komanso kukufunsani mafunso okhudzana ndi CBCC yanuyi ndiponso tidzakupemphani kuti mutifotokozereko za ana ena mwa ana amene muli nawo pano. Mawa gulu la anzathu lomwenso tikugwira nawo ntchitoyi adzafika pano kudzacheza ndi anawa komanso makolo awo kapena amene amawayang'anira.

Chinthu choyambirira chomwe tikufuna kuchita m'mawa uno ndikungoona zomwe zimachitika pa malo ano ana ochulukirapo akafika. Zimenezi sikuti ndi njira yofuna kuona m'mene inu mumaphunzitsira ayi koma kuti tikungofuna kukhala ndi chithunzithunzi cha momwe tsiku limakhala pa CBCC. Ntchitoyi tiigwira ku ma CBCC ambiri m'Malawi muno ndicholinga chofuna kuwathandiza a unduna wa Gender kuti athe kuzindikira maphunzitsidwe komanso maphunziro apa CBCC.

Ndikotheka kodi kuti tikhonza kuyambapo kuona m'mene zinthu zimakhala lero? _____
1= Yes 2= No

ROUTINE AND STRUCTURE

- 1 Group Structure
- 1 The CG(s) only works with the children as one collective group
 - 2 The CG(s) facilitates predominantly collective activities and occasionally splits the children into small-groups
 - 3 Throughout the observation period the CG(s) facilitates a mix of collective, small group, and individual activities

- 40 Groupings of Children by Age
- 1 There is little to no separation of children by age
 - 2 Children tend to be separated by age

- 3 Washing hands (not hygiene in lessons)
- NA
- Didn't observe children using the toilet or before children eat in the observation period.
- 1 CG never encourages or helps children wash hands after using the toilet or eating
 - 2 CG sometimes encourages or helps children wash hands after using the toilet and before eating
 - 3 CG always helps and encourages children to wash hands after using the toilet AND before eating

- 38 Use of Activity Corners
- 0 There are no activity corners at this CBCC
 - 1 Activity corners are not used during the observation period
 - 2 Activity corners are used once or twice (by more than half of) the children during the observation period
 - 3 Activity corners are used by (more than half of) the children several times throughout the observation period.

SUPERVISION

- 7 Attending to Children's Immediate Health, Emotional, or Behavioral Needs. (Eg. Child needs comforting, nose blown, clothes changed)
- 1 Children's immediate needs are not recognized or responded to by CG(s).
 - 2 Children's immediate needs are occasionally responded to by CG(s) OR responded to by annoyed or irritated CG(s).
 - 3 Children's needs are usually responded to by CG(s) in a caring way.

- 8 CG Supervision (are children on their own without any supervision for their safety?)
- 1
ONE OR MORE children are left unsupervised for more than half of the time observed.
 - 2 ONE OR MORE children are left unsupervised on a few occasions (once or twice)
 - 3 ALL children are supervised by CG(s) the entire time.

- 9 Attention to Child Safety in their Surroundings
- 1 No attention to children's safety (no actions taken or verbalization on safety by CG)
 - 2 Attention to safety is provided but is too much
 - 3 Attention to safety is provided but is too little
 - 4 Provides appropriate attention to ensure safety without restricting children's behavior unnecessarily

10 Amount of time children were left unsupervised

- 1 Greater than 20 minutes
- 2 11-20 min
- 3 6-10 min
- 4 5 min or less
- 5 Never left unsupervised

CAREGIVER ENGAGEMENT

11 How long was the CG engaged with the children?

- 0 CG interacts/engages with children for less than 1 hour
- 1 CG interacts/engages with children for 1hr to 1hr 30 minutes
- 2 CG interacts/engages with children for 1hr 30 min to 1 hour 40 minutes
- 3 CG interacts/engages with children for more than 1 hour 40 minutes

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When caregivers are engaged with children, what is the quality of the engagement? *If children are not engaged they appear to be bored, distracted, uninterested, unresponsive to CG, etc. This may happen when the CG doesn't involve them in some type of play or activity for at least some of the observation period or if the CG engages children in activities in activities that are either too easy or too difficult for their age/developmental level.*

- 1 CG mainly fails or does very little to engage MOST children.
- 2 CG mainly engages younger children (under 3 years) but fails to engage older (3 years and above)
- 3 CG mainly engages older children but fails to engage younger children
- 4 CG mainly engages ALL children

39 Caregiver position during engagement

- 1 When interacting/engaging with the children, the CG(s) was standing
- 2 When interacting/engaging with the children, the CG(s) was both standing and sitting (either on a chair or the floor)
- 3 When interacting/engaging with the children, the CG(s) was largely sitting (either on a chair or on the floor)

DEALING WITH CHILDREN'S BEHAVIOR

14 Use of Physical Methods to Control Behavior

- 1 Children's behaviors were mostly controlled by the CG(s) with physical methods (spanking, slapping hands, pulling child roughly by arm, striking with a stick)
- 2 Children's behaviors were occasionally controlled by the CG(s) with physical methods
- 3 Children's behaviors were never controlled by the CG(s) with physical methods

15 Use of Yelling to Control Behavior

- 1 Children's behaviors were mostly controlled by the CG(s) with yelling
- 2 Children's behaviors were occasionally controlled by the CG(s) with yelling
- 3 Children's behaviors were never controlled by the CG(s) with yelling

16 Use of Other Punitive Methods to Control Bad Behavior

- 1 Children's behaviors were mostly controlled by the CG(s) with isolation (longer than 3-4 minutes), denying snacks, threatening, making them stand on one leg, squat, etc.
- 2 Children's behaviors were occasionally controlled by the CG(s) with one or more of these punitive methods
- 3 Children's behaviors were never controlled by the CG(s) with one of these punitive methods

- 17 Use of Positive Methods to Control Bad Behavior. Positive methods include discussing the reasons why a behavior is inappropriate, using 3-4 minutes only of isolation, re-directing child when engaging in inappropriate behaviors, preventing situation to reduce child-child conflict such as disputes
- 1 Children's behaviors were never controlled by the CG(s) through positive methods
 - 2 Children's behaviors were occasionally controlled by the CG(s) through positive methods
 - 3 Children's behaviors were always/mostly controlled by the CG(s) with one or more of these positive methods

COMMUNICATION (Verbal communication across ALL activities)

- 18 CG creates speaking opportunities for children (note that this item refers to CG-child communication only)
- 1 Children speak a lot, but it is **formal or routine** (responding to questions in a rote manner) and the CG does not use games and/or activities to encourage communication outside of repetition; children have few opportunities to ask questions or elaborate on a topic in group activities, etc.
 - 2 Children are given lots of natural speaking opportunities but do not speak for some reason (e.g., subject matter is not appropriate or interesting to children; environment is not conducive for speaking, etc.)
 - 3 Children have lots of **natural speaking** opportunities (includes responding to and asking questions) and the CG uses games and/or activities to encourage communication (e.g. talking about games or objects, sharing stories or ideas)

- 19 Use of Languages When Giving Instruction
- 1 CG communicates mostly in English
 - 2 CG communicates equally in English and Chichewa or other local language
 - 3 CG communicates mostly in Chichewa or other local language

NUMERACY, LITERACY AND PROBLEM SOLVING

- 20 Style of Teaching Numbers
- 1 No teaching of numbers is observed, either verbally or written
 - 2 When teaching occurs, children recite and/or copy numbers without relating to number of objects
 - 3 When teaching occurs, counting and/or writing of numbers under 10 is done in relation to seeing or handling the appropriate number of objects.

- 21 Frequency of COUNTING across all activities
- 1 Children are never encouraged to count objects
 - 2 Children only count objects when that is the focus of the activity
 - 3 Children are encouraged to count objects during a variety of activities

- 22 Style of Teaching Alphabets
- 1 No teaching of alphabets is observed, either verbally or written
 - 2 When teaching occurs, children recite and/or copy alphabet without relating to sound (e.g. "a for apple")
 - 3 When teaching occurs, children are encouraged to recognize alphabet in relation to initial sounds of common objects (object neither shown to nor handled by children)
 - 4 When teaching occurs, children are encouraged to recognize alphabet in relation to initial sounds of common objects which are shown to and/or handled by the children (can be a picture or actual object)

23 Reading with Children

- 1 CG never reads with or to children in the observation period
- 2 CG reads to children, children are rarely involved or encouraged to participate
- 3 CG reads to children and children are encouraged to participate (conjecture, link to other experiences, discuss story)

24 Frequency of identifying and sorting SHAPES across all activities

- 1 Children are never encouraged to identify or sort shapes (no discussion of shapes).
- 2 Children only identify or sort shapes when that is the focus of the activity
- 3 Children are encouraged to identify or sort shapes during a variety of activities

25 Frequency of identifying and sorting COLORS across all activities

- 1 Children are never encouraged to identify colors (no discussion of colors occurs).
- 2 Children only identify or sort colors when that is the focus of the activity
- 3 Children are encouraged to identify or sort colors during a variety of activities

26 Role-playing and make-believe

- 1 CG does not promote or facilitate role play or make-believe
- 2 The CG promotes/facilitates role play or make-believe at specific moments during the observation but without much elaboration or connection of role play with learning
- 3 CG facilitates role play or make-believe activities, and often joins the children's games as one more player AND/OR there are diverse materials used by children during the activity; CG elaborates or uses role play as an opportunity to expand children's experience or knowledge in some way.

FINE AND GROSS MOTOR ACTIVITIES**28 Nature of Fine Motor Activities**

- 1 **No** opportunity for **fine motor** activities
- 2 Children engage in one kind of fine motor activity only (e.g. writing)
- 3 A **variety of fine motor** activities occur.

29 Children's Participation in Fine Motor Activities

- 1 Children do not engage in fine motor activities like writing, drawing, etc.
- 2 Some but only half or less than half of the children participate in fine motor activities.
- 3 More than half of the children participate in fine motor activities

30 Nature of Gross Motor Activities

- 1 No opportunity for gross motor activities
- 2 Gross motor activities happened only once or twice during the observation period.
- 3 A variety of gross motor activities (more than just clapping & jumping) occur during the observation period

MUSIC AND MOVEMENT**31 Musical Movement - Type**

- 0 No music observed
- 1 Singling with no actions and no clapping
- 2 Children only clap or dance freely with some songs, but no other action
- 3 Children do at least 2 of these with some songs: clap, dance freely, or other actions

SCIENCE AND NATURE

- 33 Caregiver teaches some concepts about science and nature
- 1 No teaching on science and nature topics
 - 2 Children recite, repeat, or sing information on science/nature topics but there is no elaboration
 - 3 CG teaches on science/nature topics without using learning materials or handling objects
 - 4 CG teaches on science/nature topics using learning materials or handling objects

SOCIAL DEVELOPMENT

- 34 Social interaction (including during free play and outdoor activities. Not limited to verbal communication).
- 1 CG does little or nothing to encourage positive interaction and does nothing or very little to discourage or prevent hurtful peer interaction (teasing, name calling)
 - 2 CG does little to encourage positive interaction between children. Usually only intervenes to prevent negative and hurtful peer interactions (e.g. stop name calling, fighting)
 - 3
CG deliberately encourages positive social interaction (turn-taking, sharing, etc.) during free play/other activities. The CG helps children to develop appropriate social behavior with peers (e.g.. Help children talk through conflicts instead of fighting; encourage socially isolated children to find friends; help children understand feelings of others). Peer interactions usually positive (e.g. older children often cooperate and share; children generally play well together without fighting).

- 35 Caregiver Positive Individual attention (includes during free play, formal activities). This would be paying attention to kids outside of meeting those immediate needs in Q7 (e.g. offering help with an activity, complimenting a child's behavior in some way, such as "I like your drawing" or "I like how you are sharing," etc.).
- 1 CG does not give individual attention to any of the children.
 - 2 CG give individual attention to half or less than half of the children
 - 3 CG gives individual attention to more than half of children

SPIRITUALITY

- 37 Religion or spirituality
- 1 The CG(s) does not incorporate any religious or spiritual elements (including prayer, religious stories, etc.) in observed activities
 - 2 The CG includes some religious or spiritual elements into the observed activities but does so in a rote matter, with little elaboration, meaning, etc.
 - 3 The CG includes some religious or spiritual elements into the observed activities and elaborates on their meanings and how they may be present in the child's life.