

Protecting Early Childhood Development

Impact Evaluation, Midline Survey

Field Manual

2013

### 1 INTRODUCTION

The Government of Malawi recognizes that investment in early childhood development (ECD) is a cost-effective strategy to meet its development objectives in areas of health, nutrition, education, and social protection. Malawi has an explicit national inter-sectoral ECD Policy approved by Cabinet in 2006 which the Ministry of Gender, Children, and Community Development coordinates through the National ECD Strategic Plan (2009 to 2014) in order to address the needs of children from birth to age 8. In Malawi, ECD is delivered through an extensive network of community initiated and owned centers for the most vulnerable children under the age of five, known as *Community-based Childcare Centers* (CBCCs).

The recent global food, fuel, and financial crises hit Malawi hard. Constrained government budgets and activities for ECD have jeopardized the service delivery of the existing centers which cover about a third of all 3-6 year old children in Malawi. The *Protecting Early Childhood Development Project (PECD)* aimed to mitigate the negative effects of the recent global crises on young children and to start building foundations against future crises. More specifically, the project aimed to: (i) prevent the deterioration of services delivered by selected Community-based Childcare Centers (CBCCs) in meeting the critical needs of the most vulnerable children; and (ii) strengthen governance, management, monitoring, and evaluation of ECD services to be better prepared for large scale shocks in the future.

A rigorous impact evaluation is being conducted in 199 CBCCs across the 4 districts of Balaka, Thyolo, Dedza, and Nkhatabay. Baseline data was conducted between October 2011—February 2012. The midline survey is expected to take 5 weeks in May—June 2013, with an endline scheduled for 12 months later.

The information in the PECD midline survey will be obtained by approaching CBCCs as well as households and collecting detailed information from respondents. The questionnaires are quite detailed, but it is expected that each team can finish a CBCC in a day. The survey requires a high level of professionalism among the survey staff at every stage in the process.

The purpose of this manual is to give an overview of the survey organization, survey sample, completion of the questionnaire, detailed instructions on specific sections, and final submission of the questionnaire for the midline data collection. The over-arching objective of this manual is to provide the field staff with key information on how to conduct the survey, the intent of many of the questions and, consequently, how field staff should handle any problems that might arise in administering the questions to respondents. Much of this information is similar to the PECD baseline study.

### 2 SURVEY ORGANIZATION

The field staff for the PECD survey consists of *interviewers*, *supervisors* and one *field operations manager*. The staff are the critical foundation upon which a quality data set for use in analysis for decision-making can be built. The interviewers will be divided into 2 types: *classroom observation interviewers* and *child assessment interviewers*. Each interviewer is assigned a unique supervisor. Supervisors supervise a total of five interviewers. There will be ten supervisors in total.

The *classroom observation interviewers* are responsible for completing Classroom Observation instrument, the CBCC questionnaire, and any Mother/Guardian questionnaires assigned to them by their supervisor. The *child assessment interviewers* are responsible for completing Mother/Guardian questionnaires and Child Assessments assigned to them by their supervisor.

In order for interviewers to do a good job, they need to have adequate supervision and to be able to easily request rapid assistance if required. The supervisor is responsible for making sure that interviewers are able to do their work properly – that they have the correct information and tools needed for the job. The supervisor will review all questionnaires that interviewers have completed to make sure that there are no errors. He/she will regularly sit in on interview sessions with the households to assess interviewer work. After the interviewer submits the household questionnaires to his/her supervisor upon completing the interviews, the

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supervisor will return to the interviewer any questionnaires that are incomplete or that contain errors. In most cases, the interviewer will have to go back to the CBCCs or survey households to make the corrections. Interviewers should expect their supervisors to subject their completed questionnaires to rigorous examination. The PECD management team will assess the performance of the interviewers and supervisors primarily on the basis of the quality of the data that comes from interviewers and the proper reporting on any problems or issues in the field.

The field operations manager will oversee all field work and report back to the management team frequently. This individual will be responsible for such tasks as coordinating CBCC visits, ensuring that the surveys are being conducted in a timely fashion, and acting as a liaison between the field team and the team in the office.

To facilitate the various activities of the field work, the PECD survey includes several instruments. Below is a list of all of the instruments and their forms:

- Mother/Guardian Survey
  - M/G Consent Form
  - Section 6 supplement
  - 2<sup>nd</sup> child supplement
  - HH Roster supplement
- CBCC Questionnaire
  - Caregiver consent forms
  - Caregiver Roster supplement
- Child Assessment (MDAT)
- Classroom Observation

## 3 SURVEY SAMPLE

The midline of PECD will be a re-assessment of children selected for the PECD baseline survey and their corresponding mother/guardians at the 199 CBCCs in the 4 survey districts.

### 3.1 Sample Selection

The process of selecting CBCCs in the PECD baseline (October 2011-February 2012) involved the following steps:

- 1 List all CBCCs in the selected districts (mapping exercise done by Ministry of Gender)
- 2 Randomization of listed CBCCs to identify 60 per district.
- 3 Verification visits, done by field staff to determine which CBCCs were operational with adequate structure and number of children.
- 4 Minimal criteria, recorded by field staff during baseline visits to all centers that passed verification visits.

All CBCCs that passed verification visits and minimal criteria were included as part of the baseline study. As a result, the numbers in each district are not even.

District	# of centers in PECD Baseline
Balaka	59
Thyolo	82
Dedza	11
Nhkatabay	47
Total	199

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### 3.2 Mother/Guardians

The Mother/Guardian and the Child Respondent are the main units of the PECD survey.

A *Mother/Guardian* (M/G) is the usual caregiver of the child. This person must spend at least 20 hours per week with the child, live in the same household as the child, and be at least 16 years old. In many cases whereby the mother of the child is living, the mother/guardian to be interviewed will be the biological mother. However, this may not always be true. Whenever possible, the mother/guardian interviewed for the midline survey should be the same person who was interviewed during the baseline survey. Interviewers should consult with their supervisor in cases where it is a new M/G being interviewed for the midline.

### 3.3 PECD Child Respondent

The Child Respondent for the PECD survey is someone who at baseline was either 3 or 4 years old. For the midline survey it is anticipated that most child respondents will still be attending the CBCC, although it is possible that some have moved onto primary school. One task of teams in the PECD midline will be to track child respondents (at the CBCC, in the community, at primary school, etc) in order to complete the child assessment component of the study. However, M/G consent is always required before any child assessment activities can take place. 2120 children participated in the baseline survey.

#### 4 INSTRUCTIONS ON COMPLETION OF THE MOTHER/GUARDIAN QUESTIONNAIRE

This section will give a general overview of how the mother/guardian interview is to take place, and how the questionnaire is to be completed. The sections that follow will examine the PECD Mother/Guardian Questionnaire (“M/G Qx” for short) sequentially in order to address possible problematic issues relating to each section. These notes here should be the first reference if field staff encounter any problems in administering any sections or questions in the M/G Qx.

The questionnaire will be produced in Chichewa. Do not assume that skills in Chichewa will allow an interviewer to conduct interviews throughout the four study districts. Although Chichewa is the national language of Malawi, many rural residents are not fluent in the language. It is possible that a small number of the mothers/guardians to whom interviewers administer this questionnaire will not be able to respond to the questions if they are asked in Chichewa. If possible, a Chitonga version of the M/G survey should also be developed during training to be administered to the M/Gs in Nkhatabay. Consequently, interviewers might have to translate the questions into another language in which the respondent is fluent. The questionnaire should be administered in a language that the respondent understands fluently. If an interviewer finds that he/she has been assigned to conduct PECD interviews with respondents that are only fluent in a language in which the interviewer is not fluent, the interviewer must immediately inform his/her supervisor.

One point to bear in mind in this regard is the following. There are several key terms that reappear throughout sections or throughout the questionnaire as a whole such as ‘household’. Terms should always be translated into local languages using the exact same words. The questions have been carefully worded to ensure that the desired concept is being asked. Study the questions so that the interviewer can ask them in a consistent and natural manner. If this is not done, the responses to the same question across respondents may not be comparable.

##### 4.1 Identification codes

In order to keep track of respondents and then re-interview them in the future, a system for assigning identification codes has been established. The identification codes are as follows:

- CBCC ID code is three (3) digits.
- Child’s listing ID code is two (2) digits and will be provided by the team supervisor.
- HH ID codes is five (5) digit: 3-digit CBCC ID + 2-digit Child listing ID.
- Child ID code will be six (6) digits and will be the 5-digit HH ID + the number “1”. In the rare cases when 2 or more children in our sample are from the same household, their ID codes will end it “2”, “3”, etc.

All IDs used in the PECD midline survey should be identical to the PECD baseline survey. Each supervisor will be given a list of relevant names and IDs for each CBCC.

**NOTE: ID codes are critically important.** Accurate ID codes are the only way we can link child assessment results to the M/G Qx. In addition, all field staff and data entry staff are assigned ID codes which should be remembered and consistently used at all times.

##### 4.2 Questionnaire administration

The sections of the Mother/Guardian Questionnaire (M/G Qx) can be divided into two broad categories:

- Questions about the overall household and the mother/guardian respondent
- Questions about the child respondent that lives in that household

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The entire M/G Qx is completed by the same person, preferably in one sitting. In order to qualify as the respondent for the M/G Qx, the person you have identified must meet the following criteria:

- 1 Must live in the same household as the child respondent selected for the study sample.
- 2 Must spend at least 20 hours per week together with the child respondent. Ideally, the respondent will be the family member or household member who spends the *most* time with the child.
- 3 Must be an adult, that is, at least 16 years old.
- 4 Should be the same person from the baseline.

More than likely, the M/G respondent will be the child respondent's mother, but we realize it could be another relative or a guardian. Whenever someone other than the child respondent's mother is the M/G respondent, enumerators should indicate why.

- **Starting the PECD interview.** Before the interviewer begins fieldwork, the interviewer should ensure that s/he is ready to begin the interview – that is, s/he is presentable, that s/he knows how s/he is going to begin the interview, that s/he has at least two ball point pens and sufficient M/G Qx forms and consent forms with her/him for the day's work.
- **Problem cases.** As a general point, if the interviewer encounters a different or unusual case in a particular section or sections for a respondent and is not sure what to do, write all of the details down on the questionnaire. There is plenty of space on the empty space above each page of the questionnaire to do so. For these problem issues, after the interviewer leaves the survey household, check this manual for guidance. If the solution cannot be found in this manual, the interviewer should consult their supervisor at the earliest opportunity.
- **Privacy and confidentiality.** The field staff should assure all respondents that all information collected will be kept confidential. The information will be used for research purposes only. In order to assure this, no person except PECD supervisors or people from the PECD management team should come with the interviewer when they interview. If a PECD member does accompany the interviewer to an interview, the interviewer should always be sure to introduce the staff member to the respondent, making clear to the respondent the purpose of the presence of the PECD staff member. In most cases, the PECD staff will be present to monitor the quality of the interviewer's work and to support and assist the interviewer in effectively carrying out the interviewer's assigned tasks. The supervisors are instructed to not interfere with the interviewer's administration of the questionnaire to the survey respondents, but will discuss any issues related to the interviewer's administration of the questionnaire later with the interviewer in private.
- **Consent Forms.** The interviewers should make sure to begin the interview with the consent forms. Be sure to get a signature, or, for those who are unable to write, a thumb print from each person.
- **Gifts.** After the interview is finished the interviewer should leave a small gift (soap) with the M/G respondent.

### 4.3 M/G Questionnaire administration

Most of the M/G Questionnaire interviews will be conducted at the CBCC attended by the child respondent. Occasionally, it may be necessary to go to the child respondent's home, though before doing so every effort should be made to call the mother/guardian to come to the CBCC.

Regardless of where the questionnaire is administered, the setting should be relatively private. Some of the questions being asked in the initial sections are of a personal and private nature. The child-related sections and especially in mother/guardian-related sections have questions that are even more sensitive and personal. If the interview has been started in an area where others are around, please make it clear to the respondent when you will begin asking questions of a more personal nature. The interviewer should respect the desire of the respondents for privacy.

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Any persons not connected to PECD or to the household should not be present when the interviewer is administering the household-level sections of the questionnaire. If any such individuals are present when the interview begins, the interviewer must politely request them to leave in order to respect the privacy of the survey household. If they cannot leave the location where the interview is being held, the interviewer should move to a more appropriate place where greater privacy can be assured.

For the more sensitive sections, it is essential that the enumerator try and ensure that the respondent is the only one present for the interview. If other people insist that they stay *and the respondent agrees to this*, make sure to note it in the questionnaire.

Supervisors will re-visit respondents to monitor the quality of the data and confirm that interviews were conducted in full.

### 4.6 Field staff interactions with the respondents

Field staff should always be courteous and tactful in dealings with respondents. Above all, field staff attitudes towards the respondents must be one of respect. Field staff must always be patient towards respondents. Be business-like in conduct – never bullying, demanding, or rude. Always act in a way that warrants respect and cooperation from the respondent. During interviews, field staff should work efficiently and relatively quickly, but should not rush the respondents or make mistakes. After each interview field staff should sincerely thank each interviewee for their help and time. This is vital if the survey is to be carried out successfully. Field staff will find work more pleasant if the interviewer remains polite and friendly to everyone at all times. Field staff should be willing to answer any questions the respondents ask field staff about the survey and its particular contents. In most cases, the information contained in the Consent Form will provide a sufficient response.

It may take a long time to administer the questionnaire. This will be trying on respondents' patience as well as for field staff. Nevertheless, the rules of courtesy and politeness must still apply throughout the duration of the survey. Because our goal is to complete all interviews at a CBCC in one day, please do your best to complete the entire M/G Qx in one sitting. If necessary, you can allow the respondent a break, but only in the rarest cases should you schedule the continuation of an interview for the next day. All such delays must be reported to and cleared with team supervisors.

At the start of the interview, the interviewer should always determine if the respondent has any appointments in the next hour. If sufficient time is available to complete several sections of the questionnaire before the respondent's other appointment, then proceed and complete as much of the interview as possible. When the respondent must leave, arrange for another meeting time later the same day when the remaining sections can be completed. When seeking a time to start an interview, or complete an interview previously started, it is ok for the interviewer to explain that we will only be in the area briefly and to kindly emphasize the importance of having the opportunity to interview them that same day.

Interviewers should seek to develop a smooth-flowing interviewing style so that the interviewer can obtain all of the information required from an individual in the shortest possible time. The interviewer does not want to unnecessarily test the respondent's patience by delaying the interview in any way, particularly through excessive probing on questions that the respondent feels that they have already answered to the best of their ability and recollection. The interviewer's interview technique for completing the questionnaire will improve dramatically as the interviewer gains experience. The guidelines in this manual should help field staff.

Field staff need to attempt a compromise among the following:

- Maintain a smooth-flowing, continuous dialogue that allows the interviewer to obtain all of the information required in the shortest possible time – that is, without testing the patience of the respondents by delaying the interview in any way
- Understand how to probe appropriately so that you obtain the most complete information possible, without overwhelming the respondent or losing their attention on excessive probing questions.
- Allow the respondents to ask any questions that they have about the survey so that they are convinced of its value and are cooperative. Doing so, however, will take time and will reduce the efficiency with which the interviews are completed.

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In conducting an interview, if it is clear that the respondent has understood the question they have been asked, the interviewer must accept whatever response the respondent provides. Probing questions can be used to make sure the respondent understands the key elements of the question being asked. *However, the interviewer must never second-guess the respondent or make the assumption that the interviewer has a better understanding of the condition of the individual or household than the respondent does. The function of the interviewer is not to verify that the information provided is correct.* The analysts of the PECD survey data are interested in what the **respondent actually says**. It is always possible that the respondent will lie or provide inaccurate information, but the interviewer should not make any judgements or adjustments to the information provided.

There are exceptions, of course. At all stages of the interviews with respondents, field staff should be alert to errors. These can be accidental or deliberate. The interviewer can never force people to give answers that they do not want to give, but the interviewer can approach the true facts by diplomatic and intelligent interviewing. For example, if the respondent says that she travels by foot to pick up her child from the CBCC but you notice she arrived on a bicycle, then you (the interviewer) should inquire about it. However, the interviewer should not probe excessively after seeking initial clarification from the respondent. Under no circumstances should the interviewer go beyond the respondent household (to community leaders or neighbours) to get information. This is beyond the scope of the interviewer's work. In only rare cases should the interviewer even go to other household members for responses, and then only for the clearly household-level questions. Even though the M/G level questions or child-level questions may inquire about the overall household these sections should only be administered to the M/G. Again, we are interested in what the respondent says in such cases.

Ultimately, assessing whether the answers provided are 'wrong' or 'right' should not apply to the interviewer in administering the questionnaire. The questionnaire is being administered to the mother or guardian of the child respondent because we rightly expect s/he will be able to provide the best information about their own living conditions and experiences.

Treating respondents in a condescending manner or with a lack of respect or re-interpreting the answers provided by the respondents will not be tolerated. All field staff must treat all respondents with equal respect regardless of their ethnic group, political influence, or social and economic status.

### 4.7 Questionnaire formatting

The M/G questionnaire has been designed to enable the interviewer to administer it with as little difficulty as possible. In spite of these design efforts, nevertheless, it is a complex questionnaire. To build interviewer familiarity with it, as the interviewers prepare for fieldwork they should make an effort to learn how the questionnaire is put together and how a typical administration to a survey respondent would proceed. However, given the various skip codes used in the questionnaire, the interviewer should also be prepared for considerable variations from "typical".

Some sections of the questionnaire are laid out in landscape (horizontal) format while others are in letter (vertical) format. Be sure to understand the correct flow of questions across a particular section, as some may flow across rows while others may flow down columns.

### 4.8 General instructions for completing the questionnaire

- **Reading questions.** Read the questions exactly as they are written in the questionnaire, following the established order.
- **Instructions.** Closely follow all instructions on the questionnaire when asking the questions.
- **Use pen.** The responses received from the respondents should be written on the questionnaire in black ink pen. Responses written in pencil can easily become smudged and difficult for the coders and data entry personnel to read and interpret.
- **Upper-case.** Responses should be written clearly in upper-case letters. This instruction is especially important for those questions that will be coded later, such as "other" responses.



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- **Mistakes.** If a mistake is made in the recording of a response, do not erase or write over the incorrect response. As the interviewer should be using a pen, the interviewer will be unable to erase. Writing over the incorrect response causes confusion as to which answer is the correct one. Rather, strike out the error by neatly marking it through with a line, and then write the correct response where it can be easily read:

6. How old is [NAME]?
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<del>27</del> 27
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- **Filling in “other” cases:** In order to include all possible responses that may be provided, several questions include a response option of “other” to record responses that are not covered by any of the pre-coded responses. In many cases when an option of “other” is given, the interviewer is asked to specify. When the interviewer uses this code for “other, specify”, also provide a brief text answer. For example:

3
<b>The roof of the main dwelling is predominantly made of what material?</b>
1 = Grass
2 = Iron sheets
3 = Clay tiles
4 = Concrete
5 = Plastic sheeting
6 = Other, specify
6 (BANANAS)

- **Not asked questions.** All questions that are not answered because of the skip pattern or general flow of the questionnaire should be left blank – no information should be recorded.
- **Unanswered questions which are asked.** There are cases where respondents will not answer an individual question, either because they do not know the answer or because they refuse to answer the question. If after asking the question several times, the interviewer still cannot get a response, the following codes should be recorded:

Refuse to answer      NR

Do not know              DK

However, these codes should be used very rarely. Supervisors will warn interviewers if they feel that the interviewer is unnecessarily or too frequently using these codes, as their excessive use may indicate a lack of effort on the interviewer’s part to collect the required information from the respondents. Be cautious, only using these codes when absolutely necessary.

- **Skips.** In order to have a logical order to filling in the questionnaire, it has been designed with a system of skips that allows the interviewer to follow the logical sequence of questions based on responses to questions already provided. If there are no additional instructions, the interviewer will pass directly to the next question.

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- The double arrow symbol “>>” indicates that the interview should continue with the question indicated. In the following example, if the respondent says ‘Yes’, the interviewer continues with question 15. If the response is ‘No’, the interviewer will skip to question 18 because questions 15-17 are not relevant to those who answer ‘No’ to question 14.

14	During the last 7 DAYS did [NAME] suffer from an illness or injury?	Yes .....	1
		No .....	2>> Q18

- **[NAME].** It is indicated throughout the questionnaire as a cue to the interviewer to insert the name of the child or HH member in question. In the HH Roster, the interviewer should refer to the specific HH member currently being asked about. Throughout the rest of the questionnaire, this mainly refers to the Child Respondent, as it is necessary that the M/G answers the question about that specific child (rather than another child or his/her children in general). Interviewers need to be careful when there are two child respondent’s per one M/G and make sure to use Child 1’s name for [NAME] in the first administration and Child 2’s name for [NAME] during the 2<sup>nd</sup> child supplement.
- **Out of order/missing questions.** Some questions from the baseline have been eliminated for the midline survey. However, the question numbers have been kept from the baseline in order for easy comparison during analysis. Therefore, it is expected that some section numbers and question numbers will be missing. In some instruments, such as the Mother/Guardian’s Health section in the M/G Qx, the question numbers may be out of order (ie. 7, 38, 8); this is also intentional for data analysis reasons.

Some sections of the questionnaire are set up as tables, where you will ask more than one questions relating to each item in the table. Here, the double arrow symbol can also indicate skipping the next question for only that specific item. Double arrows can also instruct you to skip an entire section. In the following example from the durables section if the respondent indicates that their household owns no livestock (Q4=2), then the enumerator will skip the entire table (Q5 & Q6 parts a-d) and move on to the next section. If, however the respondent replies yes to Q4, but the household has no goats, then the enumerator will mark “0” for 5a, but will skip question 6a and move on to ask 5b.

4	Has any member of your household owned livestock or poultry during the past 12 months? By livestock, I mean goats, chickens, pigs, or ducks.		
	1 = Yes 2 = No >>NEXT SECTION  <div style="border: 1px solid black; width: 50px; height: 20px; margin: 0 auto;"></div>	5. How many [...] does your household <u>own</u> at present?  IF 0 >> NEXT ITEM	6. If you <u>sold</u> one of those [...] today, how much money could you get for it?
a.	Goats		
b.	Ducks		
c.	Chickens		
d.	Pigs		

- **Pre-coded answers.** Where the question responses are pre-coded, the interviewer should simply record the code for the category that matches the respondent’s response most closely.
- **Recall periods.** Some sections may have questions or tables that ask the respondent to recall information over a specific period of time (3 days, 2 weeks, etc). It is important to make sure that both

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the interviewer and the respondent understand very well the different recall periods for different questions.

- **Kwacha responses.** When the response to be recorded is a monetary amount or a figure, write the correct response in the corresponding cell. Record monetary amounts in Kwacha with no decimal point. Do not include tambala. For any tambala amounts, round to the nearest Kwacha. For any amounts at or above MK 1,000 include a comma. For example, from the CBCC Choices section:

14	How much does this CBCC cost per month?	IN KWACHA	[ 1,120 ]
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## 5 SECTIONS OF THE PECD M/G QUESTIONNAIRE

The rest of this chapter is made up of comments related to the individual sections of the Mother/Guardian Questionnaire and specific questions in those sections. Please note that not all questions are considered here. Many of the questions asked are quite simple and it is self-evident how the interviewer should administer them.

Note that each questionnaire contains sufficient space to enumerate a household of 13 members (since the number of rows in Section 1 goes from A - M). If the survey household has more than 13 members, the interviewer will need to complete a supplemental Household Roster page to have additional Section 1 rows. Please note this by checking the box at the bottom of the original Household Roster.

### Cover Sheet: Respondent identification, survey staff details

This section is used to collect basic information and identification information on the various survey respondents. Information is also collected on who among the PECD staff processed the questionnaire at various stages of the data collection and entry.

- It is critical that the entire set of information on the coversheet is completed in full by the interviewer. The information about the household (village, compound, M/G respondent and child respondent names and ID codes) should all be accurate and clearly written.
- M/G ID. The supervisor will provide the interviewer with the ID codes for the CBCC and child. These two ID codes combined are the M/G ID, and also are the base of the child respondent ID codes. More information on the creation of the respondent IDs is included above in section 4.1 Identification Codes in this manual. ***The 5-digit M/G ID number should be filled in at the top of every page of the M/G Qx, as it is the only identifying information in the case that the pages of the questionnaire are separated.***
- The M/G's name from the Baseline should be prefilled on the Coversheet.
- QB – QD. These are questions to ensure the M/G from the baseline, whenever possible, is also being interviewed for the midline.
- QE & QF. These are important questions that you must read to the M/G respondent to ensure they are qualified to complete this questionnaire interview as indicated in above in this manual's *Section 4.2 Questionnaire administration*. If Respondent 1 is NOT qualified, their name should still be included in QA, then ask them to help you identify someone who meets the M/G respondent questionnaire. Write that new respondent's information under Respondent 2. If Respondent 1 is qualified, skip Respondent 2 and continue with the questionnaire.
- QG. The respondent's ID should be taken from the Section 1 Household Roster. The respondent will always have an ID, since they must be members of the household. However, in the case that Respondent 1 is not a member of the household (and therefore not qualified to be the respondent), then he/she will not have an ID.

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- Q1. This information will be provided by your supervisor. Be sure to confirm with the M/G respondent the correct spelling of the child's full name. The spelling of that name should be identical on the Cover Sheet and in the Section 1 Household Roster.
- Q3 & Q4. This information will also be provided by your supervisor. Be absolutely sure to copy the numbers down accurately, as they form the HHID and the basis for the child respondent ID, and are the only way to link the various PECD survey components together.
- There is room for up to two child respondents per household.
- Q12-15. This information about the location of the household will be critical for helping us return to the same household in subsequent rounds of data collection. Interviewers should coordinate with other team members and their supervisors to ensure everyone is using the same spelling for a given village or headman.
- Q16. We are hopeful that the vast majority of interviews will be conducted in one visit. However, it is likely that a second visit will occasionally be required, or that the interview will be conducted over two different sessions in the same day. The interviewer must fill out these questions following the appropriate skips at Q18g. All interviewers should use their assigned ID code for Q18b. Codes for answer 18f are at the bottom right of the page.
- Note that even in cases of refusal, the cover sheet must be completed!
- Q16d&e. Interviewers should use a 24-hour time clock to record the time.
- Q16f. In case that an attempt was not successful, this is where the enumerator can write as a reminder the appointment to meet again with the M/G. If it goes to a 3<sup>rd</sup> attempt to meet, the supervisor should be involved (as most likely the correct person might not be the one identified).
- Q20-21. These questions are to record the other individuals who will be involved in processing the questionnaire through data entry and cleaning. These questions are NOT completed by the interviewer.
- Q22. Interviewers should use the comments space at the bottom of the page to note any unusual outcomes of the interview, for example the reason if the respondent is not the child respondent's mother, or if there have been any problems in completing the interview. In cases of refusal, the interviewer should note the reasons and circumstances of the refusal if possible.

### Section 1: Household Roster

A household may be either a person living alone or a group of people, either related or unrelated, who live together as a single unit in the sense that they have common housekeeping arrangements (that is, share or are supported by a common budget). A standard definition of a household is "a group of people who live together, pool their money, and eat at least one meal together each day". It is possible that individuals who are not members of the household may be residing with the household at the time of the survey. In most cases, but not all, someone who does not live with the household during the survey period is not a current member of the household. The primary exception is that children who are away at boarding school are still considered members of the household.

It is important to recognize that members of a household need not necessarily be related by blood or by marriage. On the other hand, not all those who are related and are living in the same compound or dwelling are necessarily members of the same household. Two brothers who live in the same dwelling with their own wives and children may or may not form a common housekeeping arrangement. If they do not, they should be considered separate households.

One should make a distinction between *family* and *household*. The first reflects social relationships, blood descent, and marriage. The second is used here to identify an economic unit. While families and households are often the same, this is not necessarily the case.

In the case of polygamous men and extended family systems, some household members are distributed over two or more dwellings. If these dwelling units are in the same compound or nearby (but necessarily within the same enumeration area) and they have a common housekeeping arrangement with a common household budget, the residents of these separate dwelling units should be treated as one household.

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The *head of household* is the person commonly regarded by the household members as their head. The head is often, but not always, the main income earner and decision maker for the household, but interviewers should accept the decision of the household members as to who is their head. There must be one and only one head in the household. If more than one individual in a potential household claims headship or if individuals within a potential household give conflicting statements as to who is the head of household, it is very likely that the interviewer is dealing with two or more households, rather than one. In such cases, it is extremely important that the interviewer apply the criteria provided to delimit membership in the survey household. For students who are away at boarding school, their head of household is the head of the household they most clearly belong to when they are not away at boarding school.

The household roster should be filled out horizontally. That is, all information for one household member should be completed before moving onto the next household member. The exceptions to this are Q2 and Q3.

- Q2. Begin with the list of people in the child respondent's household during the baseline survey (these names and answers for Q2b-Q6a should be prefilled at the time of the midline). Then, the names of any new people living in the same household as the M/G respondent and the Child Respondent(s) since the baseline can be added. In writing the names of household members, be sure that the individuals are uniquely identified. If two individuals in the household have the same name, ask about any nicknames or other ways in which the two persons can easily be distinguished from each other. Names should be written in the following order: first name and then last name (surname).

Household members include:

- People who normally eat and live together. This refers to eating/living together in the recent past (last month), excluding vacations or trips.
- Example of a person who IS NOT a household member: Dalitso used to live in the household and moved to Lilongwe four months ago for a new job. He comes back to visit sometimes for a few days. He happened to be back visiting on day of the interview.
- Example of a person who IS a household member: Willie 'normally' lives in the household (sleeps and eats there) but he has been in Blantyre for the past six days on a trip to sell tobacco. He is returning next week but is not at the residence when the household is visited.
- **Boarding School:** A child has left for boarding school for three months but will return for the vacation. The child should still be counted as part of the family because the move is temporary.
- Q2b-Q6 should be prefilled for any person listed in the HH roster from the baseline. These questions should be left blank for any new HH members.
- Q6b. This must be completed for all persons listed in HH Roster during the baseline as well as any newly listed members. If the answer is "deceased" or "living elsewhere", then skip to the next HH member on the list. For any newly listed members, code 4 or 5 should be applicable.
- As the HH or M/G may have changed since the baseline, interviewers should answer 6c for every applicable HH member. Place an X in the box corresponding to the HH member that is the M/G respondent, and another for the HH head. Note that only one person can be designated for each category. That is, there should be only one X in the M/G respondent column, and one X in the HH head column. It is, however possible for the same person to be both the M/G respondent and the HH head (two X marks in one row). There is a column for child respondents. If there is only one child respondent in the household, you can mark an X in their corresponding row. If there are two or more children, please mark them as 1, 2, 3, etc. These numbers should represent the order in which their names are listed on the Coversheet.

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- Q7-7d are to be answered for newly listed HH members only. This section will be skipped for any HH members from the baseline.
- Q7a. The respondent may not know the month and year of birth of every household member, but encourage them to answer to the best of their ability. Having the month and year of birth for every HH member is the most ideal, but even having just the birth year for someone is helpful for the study's purpose.

After you have completed Q7a and Q7b for the entire household, then you should proceed to completing the rest of the section horizontally: ask all relevant questions from 7c – 7d for ID A before moving on to Q7c – Q7d for ID B, and so on. Complete the entire first page of the roster for everyone before moving onto the second page of the roster.

- Q7b. The interviewer must ask about the gender of each household member. Do not use the name of the individual to assume the sex of that individual.
- Q7d & Q7e. Be sure to write in the line ID Code (B, C, D, etc) of the child respondent at Q7d to help you complete Q7c. If there are multiple child respondents, be sure to write all their codes and confirm the HH member's relationship to each child respondent. For example, if the Child Respondent is the grandchild of the household member whose information is being recorded, you should fill in Code 3, i.e. [NAME] is the Child Respondent's Grandparent. Make sure that the question sentence "[NAME] is the core respondent's \_\_\_\_\_" makes sense with the given information.

### **WHEN YOU TURN TO PAGE 2 OF THE ROSTER, WRITE THE NAMES FOR ONLY THOSE PEOPLE WHO ARE STILL A PART OF THE HOUSEHOLD.**

- Q8. This question should always be answered, as it will determine which of the remaining questions are asked about that particular household member. If the person is less than 5 years old (0 – 4 years old), then the interviewer will indicate 0 and enter their months on Q9. For HH members between 5-17 years old, enumerators should remember to follow the skip rule to Q10. Similarly, all HH members over 17 will need to skip to Q11.
- Record the age of the child in months for Q9. Remember to use the month-calculation tool learned during training if you need assistance!
- Q10. Asks about the status of the parents of children in the HH 17 years old or younger.
- Q11. This question refers to highest level of education attended at the time of being interviewed. The left column records the highest category of education that the person is or was attending at the time of being interviewed, and it should be filled in with the codes provided. A person may have attended a class level, but not completed it. Record the highest class level attended regardless of whether or not the individual completed that level. For example, if someone attended secondary school but did not graduate, record secondary school as highest level. Or, if, for example, the person attended the second year of primary school for just a few weeks and then dropped out, record "2" for level, and "2" for years in level. The right column records the highest class they attended. Note that this is only relevant if the highest level of education they attended is primary or secondary. In the case of primary, the class will be the highest standard they reached (from standard 1-8) and in the case of secondary, this will be the highest form they reached (from form 1-4). Leave the right hand column blank if the highest level of education is either none, preschool, university, or training college.
  - For example, if you are interviewing someone in May 2013 and they are currently attending Form 1 and it is their first year doing Form 1, then you would record "3" for level, and "1" for class in this level.
  - Older individuals may have attended school when the Malawi educational system was different from what it is now. The current system was instituted in the 1970s. Please use the

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following table to determine the current equivalent class level attained by older individuals who completed their education in the 1960s or earlier. The interviewer should use the current equivalent class level when completing Q11 for such individuals.

Current	1960's	1950's	1940's
Standard 1	Standard 1	Sub A	Sub A
Standard 2	Standard 2	Sub B	Sub B
Standard 3	Standard 3	Standard 1	Sub C
Standard 4	Standard 4	Standard 2	Standard 1
Standard 5	Standard 5	Standard 3	Standard 2
Standard 6	Standard 6	Standard 4	Standard 3
Standard 7	Standard 7	Standard 5	Standard 4
Standard 8	Form 1	Standard 6	Standard 5
Form 1	Form 2	Form 1	Standard 6
Form 2	Form 3	Form 2	Skills Training
Form 3	Form 4	Form 3	
Form 4	Form 5	Form 4	

- If “preschool” (code 1) is answered for Q11, skip to Q13.
- Q12. This question should record the highest educational qualification achieved by the household member by the time of the survey. If the member is currently studying towards a qualification but has not yet achieved it, the previous qualification achieved should be recorded. Please make sure to confirm that this qualification corresponds with what is indicated as their highest level attended.
- Q13. This question refers to the school year in progress (September 2012—June 2013).
- Q14. Marital status.
  - The ‘married’ marital status does not require that the relationship be an official marriage. It can be a non-formal union that began without public ceremony of any sort.
  - Both men with multiple wives and women who are married to a man with more than one spouse should use code 3 (“polygamous”) to describe their marital status. It is considered okay to use code 3 for women who are married to men with more than one wife.
  - Q14 does not need to be asked for household members less than 13 years old. Hence, after Q12 there is “**IF Q8<13 >> NEXT PERSON**”.

If the HH has more than 13 members (baseline and total), than a supplemental HH Roster will be needed to record answers for HH member #14 onwards.

### Section 4: Economic Shocks

- *Note that Sections 2 & 3 were intentionally left off of the midline.*

This section collects information on negative economic shocks, that is, more or less unforeseen events that negatively affected the welfare or wellbeing of the household in the past year. Such shocks may not be economic nor necessarily be wholly negative in their nature, but among the effects that they have is to cause a

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reduction in the economic welfare of the household. Examples include drought, illness, death in the family, sudden loss of purchasing power, and so on.

Each line of the section refers to one specific shock. The household head or spouse should be the respondent. The reference period is the past year.

- Q2. A list of 11 types of shocks is provided. The interviewer should ask whether the household was negatively affected, in terms of household welfare, by the occurrence of each of the events listed over the past year.
  - Go through the entire list of shocks and ask if the household experienced the shock (Q2) before continuing with the rest of the section.
  - #4. This refers to a business failure that's unrelated to a farmer selling their crops (as sale prices for crops is covered in #5).
  - #5. This refers to a loss in money due to a fall in crop prices (ie. the M/G sells crops for money, but the prices for crops dropped, therefore causing a severe hardship on the family). This item refers only to crops that are sold for money (not used for the family).
  - #6. This item refers to higher prices the household had to pay for food or the unavailability of their own grown food.
  - #11. This item refers to diesel, petrol, and/or paraffin.

Note that some households will experience some shocks negatively, while other household will experience the same shock without any negative effects. Consequently, do not assume that the occurrence in a household of an event listed will necessarily be considered as a 'negative shock' by the head of household.

- Q3. This question is to determine how widespread the shock was felt within the community.
  - While a drought may negatively affect all farming households in a community, the death of an individual will only affect the household of which the individual was a member.
  - 'Some other HHs too' should be used as the answer code if more than the respondent's household was affected, but less than half of the households in the community were affected. 'Most HHs in community' should be used if more than half, but not all of the households in the community were affected.
- Q4. This question concerns the most important response of household members to the negative economic shock that they experienced. Although the household may have done multiple things in response to the shock, here we are only concerned about the most effective or important response.
  - There are 24 response codes listed in the coding scheme. The interviewer should become familiar with these codes so that s/he can accurately characterize the responses to the shock noted by the respondent. Make sure that whatever is listed under "other, specify" is different than the other available options. Otherwise, change the response to the correct category.
- Q12-Q21. These questions ask about food consumption in relation to economic shocks. For each on the questions, please emphasize that the question is only referring to within the past month.
- Q12-14. If the respondent answers "yes" to the question, it is necessary to follow up with part b asking specifically how often this occurred in the past month.

## Section 5: Health Practices

This section is asking the M/G to answer how they react to certain health situations that their children could face. Please note that the M/G should answer in terms of how they would generally care for young (3 to 6 year old) children, not any specific child. Therefore, interviewers should not ask these questions referring to the Child Respondent's name.



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- Q1. The emphasis on this question is on the child's symptoms. If a M/G mentions an illness/disease, interviewers should probe further about symptoms. As everyone experiences illnesses/diseases (ex. Malaria, flu) slightly differently, the interviewer should never assume symptoms but only record those symptoms mentioned by the M/G after probing. Interviewers are reminded not to be the doctors here, but rather just recording the symptoms mentioned by the M/G. Multiple answers are allowed.
- A. This enumerator check is to assist interviewers with the skip rule for Q2 and consistency in answers in Q1.
- Q3 – Q5. These questions are a way of testing the M/G on his/her knowledge about caring for a child with diarrhea. It is certainly okay if the M/G answers "Don't Know". (Diarrhea is defined as a condition in which feces exit the bowels in a very soft or liquid form.)

### Section 6: CBCC Information

Section 6 begins the sections where we are asking the M/G to answer specific to their child. If the M/G has 2 children which are part of the study, but attend a separate CBCC/school, then Section 6 – 13 must first be answered for Child 1 and then a Section 6 Supplement must be administered to the M/G about Child 2 and his/her CBCC. It is necessary to complete Enumerator Check A, Q1, and Enumerator Check B in order to be very clear if a Section 6 supplement is needed.

- Note: Q2 – Q5 have been skipped intentionally.
- Q6a. This question should only be answered for child respondents that currently attend primary school. The M/G should specify what they have to pay per term for that child to attend primary school. Even though government primary schools are free in Malawi, there are sometimes hidden costs (PTA fees, other school fees, etc). Interviewers should probe the M/Gs in order to capture what parents/guardians pay to send this child to Standard 1. After answering for all 3 terms, the interviewer should skip to the next section.
- Q6b. Write the amount in kwacha **per month** the M/G pays for Child 1 to attend the CBCC. It is not necessary to distinguish between fees (ie. Tuition, food fees), but rather we are interested in the total amount of cash paid to the CBCC each month in order for that child to attend.
- Q7. In-kind contributions include labour, materials or supplies, food for general consumption, etc.
- Q8. In estimating in-kind payments, the respondent should estimate what he or she would have to pay for the item contributed if they purchased it in the market. Note that Q8b asks for the yearly value of any food, supplies, or other in-kind contribution (NOT including labor).
- Q11 – Q13. These questions are asking for the parent's opinion about the quality of care given at the CBCC.
- Q14. This question can be tricky to administer if the interviewer is not familiar with the question and its purpose. This question is trying to determine the degree of risk the M/G feels with leaving her/his child at the CBCC for the safety of that child. The answers have been simplified for better understanding by the interviewer and M/G.
- Q17. The CBCC management committee handles the administration of the center. There may be a number of other committees at the village or even at the CBCC, but this question is specifically referring to the CBCC management committee.
- Q17b. This question was added to understand if there are other committees at the CBCC other than the CBCC Management committee. Examples of other sub-committees could include committees dealing with food, caregivers, child protection, etc.
- Q18. Here, the question is capturing the general topics of these other committees at the CBCC that the M/G may be involved in. Please be sure to probe as to make sure that this committee they are

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referring to is not the CBCC Management Committee (as that response is captured in Q17) or any committees in the community that are not related to the CBCC.

- Q20. Please ensure that if the M/G responds “yes” to this question, they are referring to preparing or helping with food for general consumption at the CBCC, not just for their own child/children.

### Section 8: Child Immunizations and Health

*Note: Section 7 was omitted on purpose.*

- Q1. These questions all are asking the M/G to refer to the health passport whenever possible. In order to make this section go more smoothly, please ask the M/G to bring the health passport with them (if it exists/is available) for the interview.
- Q2. Remember that this question seeks the M/G’s opinion on whether this passport is up-to-date. Interviewers should ask if there are any vaccinations/treatments that the child received that are not listed on this Health Passport. If the M/G has provided a Health Passport ask her/him to keep it out so that you (together) may examine it for records of specific treatments and vaccinations.
- Q3 – Q9. Interviewers should first ask the question on the treatment/vaccine. For example (Q3), “In the past 6 months, has [NAME] been given any Vitamin A?” If the M/G has a Health Passport, the interviewer should look for the Vitamin A treatment together with the M/G in the H. Passport. If the interviewer is able to see the treatment listed (in the time period required), then part A can be marked “yes” and the interviewer can follow the skip rule to part C. However, if the interviewer cannot see this treatment/vaccination in the Health Passport, then he/she must ask Part B: “Do you think [NAME] has been given this vaccination or treatment?”. If the M/G answers yes, then Part C must also be asked to record the number of times this treatment was received.
  - Remember that Part A records FACT (verified in Health Passport), Part B records OPINION from the M/G, and part C records either one, depending on how Parts A and B were answered.
- Q3, Q8, Q9. Please note the time period that these questions are referring to. While all other questions ask if the child has ever received a vaccination, these 3 questions have their own specific time period.
- Q15 – Q17. These questions ask specifically about illnesses and their treatment. Please use the long list of codes listed for each question to record the appropriate answer. For example, if the M/G answers for Q15 that the Child Respondent has suffered from Malaria, the interviewer should probe whether this was malaria with fever or without fever in order to determine whether to code 1 or 2. As the codes are very specific, it may be common that the interviewer has to probe to find the correct codes for these questions.
- Q16. Diagnosis. It is necessary to take the word of the M/G on who made the diagnosis; we are using “diagnosis” as a loose definition. We are leaving it up to the M/Gs to determine if they mean the person to first identify the illness or give a professional diagnosis.
  - Q15 Code Definitions:
    - Upper respiratory (sinuses): This is when a person has difficulty breathing because of a build-up of fluid in their head (a head cold). People with sinus problems often have a runny or stuffy nose, and may breathe mostly through their mouth.
    - Lower respiratory (chest, lungs): This is when a person has difficulty breathing because of fluid in the chest or lungs (a chest cold). People with lower respiratory issues can have labored breathing and wheezing.
    - Backache. A backache is when a person has pains or soreness on their back. This is not restricted to pain just along the spine, but can include pain in other areas of the back.
  - Q17 Definitions:

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- Traditional healer: uses herbs and other local medicines.
- Faith healer: pastors, prophets, etc. A person who would use prayer or spirituality to cure the illness.

### Section 9: Nutrition and Development

Note: this section intentionally starts with Q18.

This section is looking at the food intake of the Child Respondent (from the perspective of the M/G) in the past month.

- Q18 – Q26. These are two-part questions. If the M/G answers “yes”, make sure to ask Part B. Part B can be phrased “How many times did this happen?” In Part B, M/Gs should be able to give interviewers an estimated number of times, after which the interviewer can match the # of times with the correct coding.
- Q18. Examples of low-cost food include: sweet potato, cassava, groundnuts, bananas, nsima.
- Q19. A balanced meal should consist of a starch, a protein (meat, fish, egg, or beans), and a vegetable, but in proportions that would be considered normal in Malawi.
- Q20. This is the M/G’s opinion (not the interviewer’s) of whether the child was eating enough in the past month.
- Q22. This is the M/G’s perspective on if the child was hungry in the past month. The child may have verbalized this or the M/G may have just perceived this (based on low quantities of food provided), but the interviewer should simply rely on what the M/G answers.
- Q24. Unlike the other questions in this section, this question refers to the past year (12 months) rather than just the past month.

### Section 10: HH Stimulation/Support for Learning

This set of questions tries to find out about the household provision of materials and engagement in activities that helps the child learn and develop. The first section (Q1 – Q2) asks about learning and play materials in the home available to the child. The second section (Q3 – Q6) asks about how members of the household interact with the child to help her/him develop. The third section (Q7 – Q12) covers techniques used to control the child’s behavior.

- Q2. The books must be for this study child. They can be books passed down or passed on to the child, but they should be intended for children around 3-6 years of age. Older siblings’ schoolbooks, Bibles or other adult reading books do not count.
- Q3. A list of 14 types of activities (a – n) that household members could do with the child respondent is provided. The interviewer should start each question (or every group of 3 questions if the M/G can follow) with “In the past 3 days, has anyone in the household who is at least 12 years old...” This question is limited to people who reside in the same household as the child, therefore neighbors, etc are not to be included. Moreover, the M/G should feel free to include the previous 72 hours, but today, yesterday, and the day before, should be the time period under consideration.
  - Go through the entire list of activities (a - n) in Q3 before continuing with the rest of the section (Q4 – Q6). Record “yes” or “no” for each activity.
  - Activities that were answered “no” for Q3, will be skipped when interviewers get to Q4 – Q6.
  - Activity c. Lullabies are songs sung to children to soothe them.
  - Activity n. The M/G should specify if in the past 3 days, someone in the household who is at least 12 years old, did an activity (other than those listed in a – m) with the child.

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- Q4. This question aims to understand if in the past 3 days that **the M/G** has done each activity with the child respondent. Note that Q4 could be coded “2” if the M/G respondent noted in Q3 that someone did this activity with the child, but it was not the M/G.
- Q5. This question aims to understand if in the past 3 days **someone other than the M/G** has done this activity with the child respondent. Unlike Q4, Q5 is asking who did this activity, rather than how many times this occurred. If the M/G answers “yes”, please use the codes provided (i.e. 2=Father, 3=Sibling) to classify who did this activity with the child.
- Q6. This question aims to understand if in the past 3 days that **someone other than the M/G, and other than the person listed in Q5** has done each activity with the child respondent. Like Q5, Q6 is asking who did If the M/G answers “yes”, please use the codes provided (i.e. 2=Father, 3=Sibling) to classify who did this activity with the child.
- Q7 – Q12. These questions all refer to techniques used to control a child’s behaviour in the past month. It is important to note that this question refers to **all of the adults in the household**, not just the M/G. This section only records what the M/G says about techniques used, regardless if this contradicts what the interviewer has witnessed during the visit to the CBCC or household.
- Q11. This question includes any derogatory names used to address the child, even if they are commonly used in Malawi.

### Section 11: Child Respondent’s CBCC and 10 Questions

The first part of this section (Q1 – Q8) aims to understand the child respondent’s attendance at the CBCC.

The aim of the second part of this section (Q9 – Q18) is to understand if a child is **at risk** for a disability or impairment in his/her physical and mental development.

- Q9 – Q18. These questions were developed by WHO and have been used in many countries around the world. The answers on this section don’t indicate whether or not a child has a disability, but “yes” answers may indicate that a child should have a further consultation with a social worker or health officer.
- The M/G’s answers should reflect the **usual** behavior of the child. This may require some probing from the interviewer.
- Q11 & Q12. Q11 refers to a child’s physical ability to hear, whereas Q12 refers to comprehension/understanding.
- If the M/G expresses concerns to the interviewer about his/her child’s development, the interviewer should supply the M/G with a list of resources that the M/G can pursue if they have concerns. For example, you may say, “I understand you are concerned about your child’s development. Please note that these items are not diagnostic. For further consultation, I suggest you contact a local professional, such as a pediatrician, community health worker, social worker or teacher with whom you could discuss your concerns about your child.”

### Section 12: Strengths and Difficulties Questionnaire

The Strengths and Difficulties Questionnaire (SDQ) asks parents to respond to 25 statements (not questions) about how a child has behaved over the past 6 months. This scale has been used in more than 30 countries around the world to estimate children’s socio-emotional development. We translated the measure to Chichewa for the baseline measure. This scale will help us to better understand one aspect (socio-emotional functioning) of the child’s development.

Some items ask about the child’s strengths (such as kind, positive and helpful behaviors), while other items ask about the child’s difficulties (such as being unkind to others, disobedient of adults, naughty). Other items refer to the child’s emotional state (such as being worried or fearful). Parents should answer, considering the last 6 months, and respond that each behavioral statement is “Certainly true,” “Somewhat true,” or “Not true.”

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- Keep in mind that some respondents may feel sensitive about responding to these items. As possible, administer the SDQ in a quiet, more private area.
- Answer “Somewhat true” if the behavior is recognized some of the time, but not all of the time with the child.
- “Certainly true” means that the behavior is recognized most or all of the time with the child. This behavior is very typical of this child.
- If the M/G responds “Yes,” “That is true,” “My child does that,” etc., you must prompt the M/G to confirm the most appropriate response option. You may say, “Is that ‘certainly true’ or ‘somewhat true’?”. The interviewer cannot assume to know what the M/G means.
- Q8. M/Gs are typically aware of their child’s emotional state, even about worrying, being happy, feeling fearful or nervous, etc.
- Q17. “Younger children” refers to children who are younger than the child respondent.
- Q25. A good attention span means that a child can start a task and work on it until the end. This task can be physical (household chores), academic (homework), etc.
- There are also some overall, summary questions to understand how the M/G perceives the child’s behavior.
- If a M/G becomes upset, expresses concern over her child and/or asks you what to do about her child’s behavior, you can say something like: “I understand you are concerned about your child’s development. For further consultation, I suggest you contact a local professional, such as a pediatrician, community health worker, social worker or teacher with whom you could discuss your concerns about your child.”

### Section 13: Mother/Guardian’s Health (PSI-SF)

The Parent Stress Index - Short Form (PSI-SF) includes 43 statements to be answered by the M/G. We are including this measure because there is evidence that the parent-child relationship can affect the child’s socio-emotional and cognitive development. The PSI-SF asks about the M/G’s mental health, her feelings as a parent, and her perceptions of her relationship with the study child. For each statement, the M/G responds “Strongly Agree,” “Agree” “Not Sure,” “Disagree,” or “Strongly Disagree.” Some items are purposefully out of sequence.

- Keep in mind that some respondents may feel sensitive about responding to these items. As possible, administer this section on M/G Health in a quiet, more private area.
- The interviewer should make sure to repeat the proper options from time to time to keep the M/G focused.
- Be certain to prompt for the proper options if the M/G says, “Yes,” or “No,” etc.
- Items should be read as statements, and not questions.
- Q33. The M/G should think to herself/himself the things that the child does that bothers him/her. The M/G does NOT need to list these things out loud (the M/G is free to say them out loud if they want). The interviewer can then ask, “how many things did you list?” Record the code associated with the number of things the M/G listed.
  - The interviewer should not freely list any of the examples provided. This should only be done when the M/G is very confused on what the question is asking.
  - If the M/G does list those things out loud, the interviewer should not make any comments or judgment on what the M/G lists. Furthermore, the interviewer should not count the number of things listed in this case. Rather, allow the M/G to come up with their own count.

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- If parents are upset after completing the PSI-SF and ask you for advice or help, you can say to them: “I understand you are upset or concerned. I am not a psychologist or social worker, but I can suggest you contact a local professional, such as a doctor, community health worker, social worker or a trusted religious leader with whom you could discuss your concern.

## 6 COMPLETING THE PECD CBCC QUESTIONNAIRE

Enumerators will be assessing the quality of the participating CBCCs using two different tools: the CBCC Questionnaire, and the CBCC Classroom Observation Tool. The **Questionnaire** focuses on the physical and structural characteristics of the CBCC; how the CBCC operates; the numbers and ages of children registered and in attendance at the CBCC; characteristics of the caregivers; and daily routines. The **Observation Tool** focuses on the interactions between caregivers and children; the types of lessons taught at the CBCC, and the teaching styles used by the caregivers.

Unlike the Classroom Observation instrument, the CBCC Questionnaire will be conducted by only one of the two interviewers trained on this questionnaire. For section 1, it may work best if both interviewers are working to count materials, but for the rest of the sections, the questionnaire should only be completed by one interviewer, whose initials and ID appear on the cover page. Teams may wish to rotate every other day which Class Obs interviewer conducts the CBCC Questionnaire.

This manual is a guideline for completing the CBCC Questionnaire only. Note that while the majority of the CBCC questionnaire (Sections 2-9) is completed by interviewing a CBCC caregiver, director or committee member for responses to the questions listed, the questionnaire also includes two sections (Sections 0, 1, and 11) that requires enumerators to record information based on their observations of the CBCC.

Cover Sheet: CBCC identification, survey staff details: The CBCC cover page is similar to the M/G cover page. On the cover page, you will record the identifying information of the CBCC, including its name, ID code and location. You will also record the name and position of the interviewee, information about the interview length and language spoken, and the outcome of the visit(s).

The cover page is a working document throughout your interview. Some parts of the cover page will need to be filled with consultation from the Committee member/caregiver which can take before, after, or during the interview. Questions 7a-7d should always be completed before the interview starts, while Q7e-9 must be completed once the interview has finished.

- **Selecting a Respondent.** Interviewers should follow the following list (in order of priority) of who should be interviewed for the CBCC Qx.
  1. CBCC committee member who completed baseline interview
  2. Another CBCC committee member (ideally Chair, Secretary, or Treasurer)
  3. Caregiver who completed baseline interview
  4. Another caregiver

Section 0: Child Count: To complete this section, the interviewers must ask for assistance from the caregivers in grouping children according to age (those under 3, those 3years old, 4 years old, 5 years old, and 6 years or older). While the caregivers may not know the exact ages of the children, ask them to use their best guess in grouping them into age categories. For those under 3, make sure to include any young children of the caregivers (who are in the classroom or on their backs). Count and record the number of boys and girls in each age category.

- Once Q1 is complete, the interviewer must record the time in Q2.

## CBCC QUESTIONNAIRE

Section 1: Observations: In this section, the interviewer will provide descriptive information on the CBCC (number and use of room(s), available furniture, indoor and outdoor learning materials, etc.). This entire section must be filled out based on enumerator observations. This means that the interviewer does NOT ask the interviewee or other CBCC representatives any questions occurring in this section. Instead, the interviewer will complete Section 1 according to what he/she observes alone. The interviewer MAY ask the CBCC representative questions such as “May I see the outdoor play materials?” or “Can you show me any books you may have for the children?” or other questions that will have them locate the items the interviewer needs to count. However, the interviewer should not ask the CBCC representative to tell him/her how many balls the CBCC has, or how many books they have, etc. The interviewer must determine this information based on what they see.

- Q4: Since the interviewers have been in the classroom (including during Classroom Observation), they should record if they have seen children sitting on chairs or mats so far today.
- Q5: Similarly, in order to record code 3, there must be writing tables available, but the enumerators haven’t seen children using them so far during their observation.
- Q7: Is there a child-related display at the CBCC? Child-related displays refer to posters, pictures, bulletin boards, etc., that contain visual aids for the purpose of teaching the child something. Examples include displays containing letters for learning the alphabet, animals, fruits, numbers, shapes, colors, calendars (if used to teach about days) and other concepts. Photos of religious, political or sports figures and advertisements should not be counted as child-related displays. Displays must be **INSIDE THE CLASSROOM** in order to be counted for this question. Figures drawn on the outside of the building should not be counted for this item.
- Q8: Labeling images/items with words helps the child to associate that written word with the item/image it represents. This is an essential component of learning vocabulary and preparing children to learn how to read.
- Q10: This question asks if the classroom is set-up in such a way that the children can do specific activities (or types of activities) in a specific area of the room. For example, one corner of the room has art supplies where children can decide to paint, draw, color, etc or a corner of the room has wooden blocks in order to stack and build things.
- Q11-Q14: The interviewer must examine any of the stationary outdoor play materials. In Q11, the enumerator should count how many of that item exists (regardless of safety or quality). If there are none, the interviewer can skip to the next item on the list.
- Q12 asks about the safety of that item. The interviewer must decide whether the item is safe with no hazards (code 1) or unsafe (code 2). This is an absolute assessment if the item(s) is safe. If there are 2 swings, one with no hazards and one with hazards, then collectively the swings are unsafe. Possible hazards to keep in mind when reviewing the safety of these stationary outdoor play materials:
  - sharp edges
  - exposed springs (where children can pinch their fingers)
  - protruding parts
  - bolts not fastened tightly



## CBCC QUESTIONNAIRE

- not bolted down at all
  - sharp sticks, toxic materials, or other debris around
  - hard surface underneath (if children were to fall off swings/climbers/see-saws)
  - lack of clearance space around swings/climbers (children are at risk of hitting other children when using these play items)
- Q15-18: The interviewer must examine any of the non-stationary play materials, some may be located outdoors while others may be indoors. The items that are likely to be found outside are listed first. Items may be homemade or produced externally.
  - Skipping ropes may be for individual or 2+ persons.
  - Slates are small, individual chalkboards where children can practice writing and drawing.
  - Matching cards are used for memory games. Children have to match up pairs of similar images.
  - In Q15a, the enumerator should ask the CBCC Chair or caregiver if the CBCC has regular access to this play material and record either yes or no. For example, maybe the CBCC has access to footballs, but they are kept at the CBCC Chair's house on days when they are not used by the CBCC. Because in this example the CBCC does have access to the footballs, the code would be 1 for yes.
  - In Q15b, the interviewer should ask the CBCC Chair or caregiver if this play material is kept on school grounds. If the material is usually kept in a place other than the CBCC (ie. Chair's house, villagehead's house, school, etc) than the interviewer should code no (code 2). Note that if the item is not currently at the CBCC, than the interviewer can follow the skip rule and move to the next item on the list.
  - Q16 asks the interviewer to count the number of that play material at the CBCC (note that items not currently at the CBCC will NOT be counted). If there are more than 7 items, the interviewer can record 7+
  - Q17 asks the interviewer to determine that item(s)'s overall quality. The code options are 1= overall great quality, 2= overall fair or ok quality, and 3= overall poor quality. If there are more than one item and their level of quality differs, please decide what is the overall quality of all of those items. For example, if a CBCC has 5 footballs, one is brand new (great quality) but 4 are deflated or torn, the overall quality may be poor (even if the quality of one is very good).
  - Q18: Interviewers must record whether they have seen this item being used by children so far today. For example, if flash cards were used by children earlier in the day while Classroom Observation was ongoing but then put away (by the time the CBCC Qx started), than the answer for Q18 would be "yes" (code 1).
- Q19. Enumerator checks. This section aims to find out more information why play and learning materials are not kept at the CBCC and to document where they are kept. 19a-b should only be answered if Q15b=2 for at least one item above.
- Q20. Interviewers need to count the number of play materials (books, puzzles, drawing paper, and blocks) available at the CBCC for the children. Use the codes provided to record the amount.

Section 2: General Information on the CBCC: This section asks about the general operation of the CBCC. Most questions are fairly straight-forward.

- Q6-7: A children's corner is when the center serve as a play space for children of many ages after school hours or during the weekends.
- Q8. This question asks if the CBCC operates year-round (12 months of the calendar year). As CBCCs frequently follow the school calendar, the interviewer may need to probe to confirm that the respondent believes the center is open for all 12 months of the year if "yes" is answered.
- Q11. OVC = Orphans and vulnerable children.
- Q18-19: Q18 asks about the problems faced by the CBCC. Do NOT read options aloud, and be certain to circle all problems mentioned by the interviewee. For Q19, you will ask the interviewee to list, in order of priority, the 3 biggest concerns. Re-read only the responses circled in Q18, and ask them to rank the problems. Do not read options not mentioned in Q18.
  - "Caregiver turnover" refers to the situation where the CBCC hires caregivers, but then the caregivers don't stay for very long. As a result, the CBCC must keep hiring new caregivers. This can be a different situation than Code G "Lack of caregivers" as a CBCC could simply not have enough caregivers working at their centers.

Section 3: Child Information: This section asks about the child attendees, including the number enrolled, registered, ages, etc. As possible, always try to verify information via attendance and/or registrations records.

- Q6. This question asks about a registry or registration record for all children who are enrolled at the center. Normally, a registration record would contain each child's name, their age, parents' names, payment of fees, etc. (Think of the registry that is kept in a primary or secondary head teacher's office) This question is not asking whether or not this registry has been updated lately, but rather the respondent's opinion of whether this record exists and is maintained in general.
- Q8. This question asks about an attendance record (think of the attendance registry that is kept with the class teacher in primary or secondary school). This question is not asking whether or not this attendance registry has been updated lately, but rather the respondent's opinion of whether or not this record exists.
- Q9: ENUMERATOR CHECKS and answering 9a. Be sure to ask the interviewee to see the registration and attendance records. Complete 9a according to whether the interviewee can show you the registration and/or attendance records or not. 9a options include "Registration records only," "Attendance records only," "Both registration and attendance records," or "Neither registration nor attendance records." How you complete Q9b-Q17 is based on the response to 9a:

- **Attendance only.** If you determine in Q9a that the interviewee has attendance records only, you should use these records to complete Q9b-Q12 about child attendance. You may also be able to use attendance records to complete Q13-Q16. As possible, you should record responses to Q13-Q16 from what is written in the **attendance** records. Note that column “d” for Q13-Q16 asks you to indicate the source of information for responses to Q13-Q16 (1=Registration records, 2=Attendance records, or 3=Interviewee). If any information required for Q13-Q16 is not in the attendance records, you should ask the interviewee for responses to those questions. Information provided by the interviewee is coded as 3 (information provided by interviewee) in column “d” for Q13-Q16.
  - **Registration only.** If you determine in Q9a that the interviewee has registration records only, you will skip Q9b-Q11. You will use the registration records to complete Q12. You may also be able to use registration records to complete Q13-Q16. As possible, you should record responses to Q13-Q16 from what is written in the **registration** records. Note that column “d” for Q13-Q16 asks you to indicate the source of information for responses to Q13-Q16 (1=Registration records, 2=Attendance records, or 3=Interviewee). If any information required for Q13-Q16 is not in the registration records, you should ask the interviewee for responses to those questions. Information provided by the interviewee is coded as 3 (information provided by interviewee) in column “d” for Q13-Q16.
  - **Attendance and Registration records available.** If you determine in Q9a that the interviewee has both attendance and registration records, you will complete Q9b-Q16 using information from either one or both of these records. As possible, you should record responses to Q13-Q16 from what is written in the **attendance or registration** records. Note that column “d” for Q13-Q16 asks you to indicate the source of information for responses to Q13-Q16 (1=Registration records, 2=Attendance records, or 3=Interviewee). If any information required for Q13-Q16 is not in the attendance or registration records, you should ask the interviewee for responses to those questions. Information provided by the interviewee is coded as 3 (information provided by interviewee) in column “d” for Q13-Q16.
  - **Neither.** If you determine in Q9a that the interviewee does NOT have registration and/or attendance records, you will skip from Question 9a to Question 13. You will complete Q13-Q16 based on responses from the interviewee.
- Q12. This question aims to determine what types of information is kept in the registry and/or attendance registry. This question does not make the distinction where this information is kept, but rather if it is recorded at all across the register and attendance registry.
  - Q13. Record the number of registered boys (Q13a) and girls (Q13b) at the school and how this information was verified. Remember if it is only the respondent’s opinion, then code 3 must be answered for d.
  - Q14. This question asks for average daily attendance by boys (Q14a) and girls (Q14b). Ask for best guess if they are unable to verify. Verification is not needed for this question.
  - Q15. This question asks for the total number of registered children in each age group. Keep in mind this is different than Section 0, Q1 which asks the interviewer to count who is here

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TODAY. This question, rather refers to how many are registered (ie. if all children who were supposed to show up at school came today, how many would there be in each age group).

- Q17. This is a yes/no question asking if the CBCC has any special needs children. If no, the interviewer should skip to Q19.
- Q18. If the CBCC has special needs children, the interviewer must ask for the total number of children with each type of special needs.
  - Visual impairment: children who have trouble seeing (either partially or completely)
  - Hearing impairment: children who have trouble hearing (either partially or completely)
  - Other physical impairment: children who have other physical problems, other than hearing and sight.
  - Mental impairment: children who have mental challenges (ie. autism, down syndrome)
- Q19. This question asks for the age of the youngest child at the CBCC in months. If the respondent answers in years, the interviewer should probe for the month and year of birth to help determine the child's age in months.
- Q20. This question asks for the age of the oldest child at the CBCC in years and months. For example if it is May 2013 and the oldest child is 5 years old, born in November 2007, then the interviewer should write that the oldest child is 5 years and 6 months.

Section 5 (Section 4 deleted): Staff Information: Section 5 includes questions about recruitment of caregivers, the number of caregivers working at the CBCC, desirable characteristics of caregivers, their training experiences, and information on the CBCC committee members.

- Q2: Q2 asks how frequently caregivers usually work. Responses should be recorded in # of days per either week, month, or year, depending on how the respondent answers.
- Q4: Do not read list of response options. Circle all responses mentioned.
- Q5: Be certain to read all response options, and indicate interviewee's response (1=Yes; 2=No). Each item should be asked one at a time, letting the respondent answer yes or no, before moving to the next item on the list.
- Q7: Caregiver training should be specific to the learning and play materials available in the CBCC.
- Q11: Be certain to read all response options, and indicate interviewee's response (1=Yes; 2=No).
- Q13: Do not read list of response options. Circle all responses mentioned. If the respondent answers "NGO", the interviewer should probe whether this was Save the Children or another NGO. Note for your own clarification that NGO = Non-Government Organization; DSWO =

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District Social Welfare Office; APPM = Association of Preschool Playgroups in Malawi; and AECDM = Association of ECD in Malawi.

Section 6: Caregiver Roster: This roster should list “regular” caregivers, or those expected to work at least twice this month. Note that Q1-Q2c should be completed by the CBCC Committee Chair or the main respondent of the questionnaire. Q3-Q21 should be completed by each caregiver.

Start by listing the caregivers from the baseline. Then list the first and last names of all other caregivers that have started at the center since the baseline. Based on this information, the interviewer should answer 1b by his/herself.

Ask the CBCC Chair questions 2a-2d for each caregiver, new and old. Try to finish 2a-2d for each caregiver with the CBCC Chair before moving onto the consent forms. If the caregiver is working today (Q2a=1), then follow the skip rule to the consent form. Q2b is meant to determine whether the caregiver is simply absent (and why) or no longer at the center. If absent, mark the correct code with their answer and follow the skip rule to Q3, the consent form. If the caregiver no longer works at the center, Q2c and Q2d must be administered to the CBCC Chair or respondent, before moving onto the next caregiver on the list.

For all caregivers still working at the center, Q3 must be administered and verbal consent asked of each caregiver, either in person or over the phone. If any caregiver refuses to give their verbal consent, then the interviewer should move onto the next caregiver on the list.

- Q4: asks caregivers how they are compensated for working at the CBCC. The compensation may not always be financial, nor may compensation always happen.
- Q5: asks caregivers why they became a caregiver. Options should not be read. Rather, the interviewer should circle the code that best matches the caregiver’s response, specifying when an “other” answer is given.
- Q7: current age of the caregiver. If they do not know, the interviewer should ask for the caregiver’s best guess.
- Q9: Over the past 2 weeks, how many days has the caregiver worked at the CBCC. If the caregiver responds, for example, “I work 2 days every week,” the interviewer must not automatically assume the answer is 4 days, but probe to ask how many days specifically in the past 2 weeks.
- Name: Rewrite the first names of all caregivers listed on the roster for easy reference on the second page of the roster.
- Q10a: asks caregivers if they have received any trainings in 2012. Skip to Q11a if no.
- Q10b, Q11b: if a caregiver answers “an NGO”, make sure to probe whether this is Save the Children or if it was another NGO to determine between code 1 and code 2.
- Q11a: asks caregivers if they have received any trainings in 2013. Skip to Q14 if no.

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- Q14: asks caregivers for their highest level of education attended, even if they did not complete it. For example, if a caregiver started Form 3, but then dropped out, code 5 still applies.
- Q15: asks caregivers for their highest level of education qualification. Interviewers should probe if the answer in Q15 does not match with the answer in Q14.
- Q17: marital status of caregivers. If a caregiver answers that she/he is married, the interviewer should probe whether this is a monogamous marriage or polygamous marriage.
- Q18: asks caregivers if they are a mentor for other caregivers. In Malawi, long-serving and high-performing caregivers often serve as mentors to their peers in their CBCC and potentially nearby CBCCs. If the caregiver is not a mentor, the interviewer should skip to Q20.
- Q19: asks caregivers if they receive mentoring by other caregivers (regardless of if it is from a caregiver at their CBCC or another nearby CBCC). If no mentoring is received, the interviewer can skip to the next caregiver on the list.
- Q20: aims to determine how often this mentoring occurs. Record the average number of times (per either week, month, term, or year) mentioned by the caregiver.
- Q21: topics covered in mentoring sessions. In this question, the caregiver should share what topics they either provide or receive mentoring in. The interviewer should probe in order for the responses to be listed in order of priority/occurrence. Pre-coded options should not be read to caregivers.

Section 7: Water and Sanitation: Section 7 asks questions about the disposal of rubbish, and the availability and use of toilet facilities at the CBCC.

- Q5: If answer is “No,” be sure to skip to Q11.
- Q9: This question refers to urination as well as defecation by the children.
- Q14: Remember to not read list; circle all mentioned by interviewee.

Section 8: Health and Food: In this section, the interviewee is asked to respond to questions concerning how children falling ill at the CBCC are cared for; health services that may be provided at the CBCC by visiting health workers; and the provision and frequency of meals or snacks for child attendees at the CBCC.

- Q1: Do not read list of response options. Circle all responses mentioned. Prompt as necessary to be sure that the interviewee has mentioned all responses applicable to this question.
- Q4: Be certain to read each option. Circle 1=Yes or 2=No as indicated by interviewee.

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- ITNs are insect treated nets.
- a “health talk” is a presentation or discussion on a health-related topic provided by the health workers. This can happen independently or separately from other health services.
- Q7: Be certain to read each option. Circle 1=Yes or 2=No as indicated by interviewee.
  - K: carbohydrate (other than nsima) with a protein (meat, fish, or beans) and vegetables. Carbohydrates can include potatoes, spaghetti, rice, etc.
- Q8: Do not read list of response options. Circle all responses mentioned. Prompt as necessary to be sure that the interviewee has mentioned all responses applicable to this question.
- Q12: Be certain to read each option. Circle 1=Yes or 2=No as indicated by interviewee.
- Q14: Do not read list of response options. Circle all responses mentioned.

Section 9: CBCC Curriculum and Daily Activities: Section 9 asks whether the CBCC follows any daily schedule or timetable of activities (i.e., morning welcome, snack time, outdoor play, nap time, etc.).

- Q4: This item asks how frequently various activities are done with children at the CBCC. Be certain to read each activity aloud to the interviewee. Circle the appropriate option code (“Daily,” “Weekly,” “Sometimes,” or “Never”) to indicate how frequently each activity typically occurs as reported by the interviewee. Be sure to use prompting to clarify the respondent’s answers as necessary.
- Q5 asks: “Does the caregiver break the children into smaller **supervised** groups to work on some activities?” Children (and adults) often learn better in smaller, supervised groups. The purpose of this item is to determine whether the caregiver uses small groups at least some of the time. It is important, however, that the caregiver provides some supervision to the small groups. If the children are split into smaller groups, and then left on their own without any guidance or supervision, this should be coded as “No, not usually.”
- Q6: The intent of this item is to learn whether caregivers allow children, at least some of the time, to help choose activities or materials. Allowing children to have a choice in some of their activities has a positive influence on child functioning.
- Q7: Do not read list of response options. Circle all responses mentioned.
- Q8 asks: “Have you heard of...” followed by the names of 5 different national-level ECD documents, numbered 8a-8e. For each question (8a-8e), there are 3 columns of responses. In the first column, you will write 1 (Yes) or 2 (No), based on the interviewee’s answer as to whether s/he has heard of the document in question. If the answer is “No,” you will skip to the next item. If the answer is “Yes,” you will complete the next two columns.

## Section 10: CBCC Supervision

This is a new section since the baseline. This section aims to find out who visits the CBCC as part of any monitoring/supervision visits and what feedback they provide. The 4 questions on supervision

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are repeated for the District ECD Coordinator, the District Social Welfare Staff, Child Protection workers, Community Development Assistants, and anyone else (not in the above list).

- Q4, Q8, Q12, Q16, Q21. These questions ask about the areas of feedback given during the supervision visits. In other words, what did the visitor comment on (praise or criticize)? What were the conversations between the visitor and the CBCC committee or caregivers about?

Section 11: Observations (CONTINUED): As in Section 1, the interviewer will provide descriptive information on the CBCC. This entire section must be filled out based on enumerator observations. This means that you do NOT ask the interviewee or other CBCC representatives any questions occurring in this section. Instead, you will complete Section 10 according to what you observe alone. You MAY ask the CBCC representative questions such as “May I see the cooking area?” or “Can you show me the toilet facilities?” However, you must record the information for this section based on what you observe.

- Q6 and Q17: By generally clean, we mean floor and counter surfaces are free of debris or old food; a lack of rubbish, food scraps, animal feces, etc., in the classroom and other rooms within the structure.
- Q7 and Q18: There should be adequate ventilation in each room. This would be indicated by the presence of windows and doors that can allow fresh air into the classroom. Any smoke from the kitchen or cooking area should be ventilated away from the classrooms and outdoor play areas.
- Q26: If the classroom is shaped like a square or rectangle, the interviewer should measure (with their tape measure!) the length and the width of the classroom, including only useable space (for example, if the back of the classroom is stacked with old tables, chairs, or other items not used by the CBCC, then don’t include that space in the final count). Ultimately, this question captures how much useable space there is for children inside the classroom. Enumerators should record their answers in meters, to the nearest cm.
- Q27: If the classroom is not in a square or rectangle, then the interviewer should measure (with their tape measure! and some geometry!) the total area of the room to the nearest cm.
- Q10b: In the outside area is enclosed, interviewers must also measure the length and width of the outdoor space.
- Q11: Dangerous materials can also include toxins (puddles of oil, fuel or other chemicals), animal feces, wires, sharp objects, etc.
- Q21: Toilet areas should be free of feces, urine or other debris.
- Q22: For this question, “Yes, all” means that all children who needed to used the available toilets (and none were observed urinating or defecating outside the toilet facilities); “Yes, most” means that most children used the toilets, and only a few were observed doing their business outside the toilet facilities; and “Yes, but only some” means that only a few used the toilets, with most urinating or defecating outside the toilet facilities.



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- Q23: You may need to ask the CBCC representative if there is a dedicated space where children can rest or sleep, if it is not obvious from your observations of the room(s).

Section 12: Enumerator Observations: As in the M/G Questionnaire, interviewers should complete this section based on their impressions of the interview.

Section 2.14: Section 13: CBCC Contact Form: the interviewer should examine the CBCC Contact Form from the baseline (if it exists). Assuming it exists and all of the information is clear and still relevant, than the interviewer does not need to complete a new contact form. However, if the directions are unclear or out of date, the interviewer should complete a new CBCC CF and attach it to the questionnaire.

## 7 COMPLETING THE CLASSROOM OBSERVATION QUESTIONNAIRE

Important to remember:

- Classroom Observation should be conducted only on an unscheduled and unannounced visit to the CBCC.
- Both enumerators should observe for 1 hour continuously, regardless of if the caregiver is present the entire time.
- Enumerators should position themselves so that they are a minimal distraction to the class but that they can still see all that is happening with the caregiver(s) and children. Enumerators may sit in different corners of the room if this helps them get a better view of the entire class.
- Enumerators make take notes on the front page during the hour, but should not answer any questions until the hour has ended and they can answer the questions together.
- For all questions, enumerators should think about which answer is the best representation of the entire 1hr observation.
- In case there are more than one caregivers present, enumerators should provide the answer which best represents the overall care by all caregivers present.

Q1: Group Structure. This question asks enumerators to observe how the CG(s) have organized children during the hour observation. Code 1 should be recorded if the class is never divided by the caregiver. Code 2 and 3 should only be circled if the caregiver intentionally breaks the class into groups (regardless of if children end up self-selecting themselves into smaller groups). The difference between code 2 and code 3 is the amount of time they were broken into smaller groups. If the large majority is spent as one collective group, but the caregiver splits them into smaller group on occasion, then it is code 2. If during a large majority of the time, the caregiver has them split into smaller groups, code 3 would be appropriate.

- If a caregiver is having each children one-by-one stand up and repeat something to the whole group, this is a group activity, NOT an individual activity. During individual activities, children are each individually occupied with a task (ie. Writing, drawing, or reading).

Q2: Groupings of children by gender. Enumerators should observe whether the caregiver has separated the children by gender during the hour observation. If the answer to Q1 is (1), Q2 has to be (2).

Q40: Groupings of children by age. If the caregiver(s) separates the children by age during the observation, interviewers should record code 1.

Q3: Hygiene practices. This question is NOT about whether the CG(s) gives lessons on hygiene, but rather only if the CG(s) encourages children to wash their hands after using the toilet or before eating. Interviewers can record N/A if they don't observe children using the toilet or the time before children start eating. Note that this is only referring to official snack time (disregard if a few children go into their bags and start eating their snacks before it is snack time).

Q6: Clean Up. Enumerators should observe whether clean-up activities are done by CG(s) or by children (with support from CGs). This questions is NOT asking about cleaning (sweeping, mopping, washing bowls, etc), but rather putting things away (putting away toys, games, learning materials, plates).

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Q38: Use of activity corners. Enumerators should observe whether caregivers have set up activity corners and if so, how often they are used during the observation period.

Q7: Attending to children's immediate health, emotional, or behavioral needs. This question is ONLY asking about these immediate needs (crying child who needs comforting, child with an accident who needs his/her clothes changed, child with a runny nose who needs his/her nose blown, child who needs help putting on/taking off shoes, etc); other types of children's needs are addressed in other questions. It is very unlikely that enumerators would not encounter any immediate health, emotional, or behavioral needs in the hour that they are observing young children. In code (1), those immediate needs are not responded to or addressed by the CG(s). In code (2), CGs respond to those needs only sometimes or appear to be angry/annoyed when having to respond to children's immediate needs. Code (3) is the ideal situation where the CG(s) respond to children's needs in a friendly/helpful/caring manner.

Q8: Caregiver Supervision. This question is asking if children are ever left on their own without supervision from CG(s) during the hour observation. For this item, as long as the caregiver is in the same room/space as the children, it can be considered that that child is being supervised. Keep in mind that this question does not refer to children's safety, as that is covered in Q8. For codes (1) and (2) it doesn't matter if it is only one child or many children that is left unsupervised. ALL children must be in the company of at least one caregiver the ENTIRE hour of the observation in order to answer code (3).

Q9: Attention to child safety. For this question, enumerators need to pay attention to how the CG(s) is looking out for the safety of the children. Code (1) means that no actions were taken or comments verbalized by the CG about safety. For code (2), the caregiver is overly or unnecessarily concerned about safety concerns, which limit's children's development, exploration, etc. For example, the caregiver may be imposing safety rules which are appropriate for much younger children. In code (3), the CG does address some safety issues, but provides too little supervision towards safety. For example, children may be jumping from a bench and in danger of falling and hurting themselves. The caregiver tells them to stop but doesn't repeat herself and the children don't listen. For code (3), the caregiver may also provide a good amount of safety concerns about one unsafe activity, but provide no safety concerns about other dangerous activities. The difference between code 1 and code 3 is that a caregiver gives some attention to children's safety to qualify for code 4. If the children's safety is ensured throughout the hour observation (either the children are not in any unsafe situations or the caregiver appropriately addresses any unsafe situations), then code 4 is applicable. Interviewers should note that this question mainly refers to children's safety in regards to their surroundings (benches or other places they could fall from, sharp objects, etc) rather than behavior issues from other children (hitting, slapping, etc) which is covered in Q14-17).

Q10: Amount of time left unsupervised. If caregivers have left children alone (even just one child) at any point during the hour observation, enumerators should record how much time those children are left alone in order to complete Q10.

Q11: Length of caregiver engagement with children. Enumerators should note that this question is quite different from Q10. For Q11, enumerators must determine how many minutes (of the hour observation), the caregiver was actively engaged with the children (teaching a lesson, singing a song, or interacting with children in general). A caregiver can be supervising children but not engaging with them (ie. Sitting on the konde while children are playing).

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Q12: Quality of caregiver engagement. When the caregivers are interacting and engaged with children, Q12 aims to uncover the quality of that engagement. For this question, it is useful for interviewers to observe whether children are paying attention and actively participating in the lesson, song, game, etc. Children who are not engaged often seem bored, distracted, uninterested, non-responsive to the caregiver, and doing their own thing whether it be playing, talking, sleeping, etc. If the caregiver mostly engages some, but not all children, during the observation period, the interviewer should determine if it is mainly the younger or the older children who are engaged in order to determine between code 2 and code 3.

Q29: Caregiver position during engagement. While the caregiver is interacting with children, enumerators should observe his/her position. If caregivers were standing the entire time of engagement use code 1, sitting the entire time of engagement (whether it is on the floor or on a chair) use code 3, or use code 2 if both standing and sitting occurs during caregiver engagement with children.

Q14: Controlling behavior through physical methods. Enumerators should observe if caregivers ever use physical methods (hitting with a stick, slapping, pulling by the ear, etc) to control children's bad behavior. Codes 1 and 2 differ by how often physical methods were used to control bad behavior. Note: children may be somewhat roughly grabbed by the arm and moved if they seek immediate attention (Q7, code 2). If enumerators witness this happening, they must determine if this action was correcting bad behavior or moving the child to provide some immediate attention.

Q15: Controlling behavior through yelling. Interviewers should be able to determine if a caregiver is controlling a child's behavior through the volume and tone of their voice. Shouting can be considered yelling if the tone of the voice is negative towards the child/children. Interviewers should keep in mind the differences between the three codes are solely the frequency of yelling that occurs during the observation period. For code 1, yelling is the method most often used

Q16: Controlling behavior through other negative/punitive methods. This item asks about caregiver's negatively controlling children's behavior, but in ways other than physical punishment or yelling. Long isolation, restricting food, and threatening are all examples of this. Please remember that this is referring only to when the caregiver is responding to bad behavior.

Q17: Controlling behavior through positive methods. Positive methods of controlling behavior are productive ways of getting children to calm down and understand what they did wrong. Caregivers who use positive methods can be found discussing with the child what they did wrong (note: this should be in a positive tone, otherwise it could be understood as yelling), having the child take a small break from the group (3-4 minutes maximum is appropriate for young children), or resolving the issue by eliminating the conflict (i.e. positively redirecting the child or finding a duplicate toy for both children to play with). The tone in any of these positive methods should be patient, calm, and positive. If this never happens, the interviewer should use code 1. If the caregiver(s) use positive methods only occasionally to correct bad behavior, code 2 should be used. If the caregiver(s) mostly/always use positive methods to correct bad behavior, then code 3 will be appropriate. Q17 should always be in harmony with the answers for Q14-Q16. If code 1 is used for any items in Q14-Q16 (or several code 2s across Q14-Q16), it is impossible for code 3 to be used for Q17.

Q18: Created speaking opportunities for children. This item refers to how children and caregivers interact with each other. Code 1 is applicable when children speak to caregivers in a formal or routine manner. For example, a child recites the days of the week, or counts up to ten, or correctly identifies the shape/color/body part being discussed. For Codes 2 & 3 to be applicable, the caregiver

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must create more natural speaking opportunities for the children. In this way, the classroom is organized as more of an open discussion or dialogue (children explaining what they did over the weekend or telling the group a story), where the caregiver may not be looking for one specific answer. Code 2 is applicable when the caregiver creates these natural speaking abilities, but the children are largely silent or unengaged.

Q19: Language of giving instruction. This item is rather straight-forward. While songs may be sung in English or local languages, interviewers should listen for what language the caregiver is giving instructions to children (ie. “Now we are going to pray” or “Please form a circle” or “Now we are going to sing a song”). Enumerators should generalize whether these instructions were mostly in English (code 1), local language (code 2), or largely in combination of the two (code 3).

Q20: Style of teaching numbers. Enumerators should pay attention to whether numbers were taught during the hour of observation. To distinguish between code 2 and code 3, enumerators must observe whether children are simply reciting the names of numbers “1... 2... 3” or if they are writing/counting numbers in relation to seeing or handling a number of objects.

Q21: Frequency of Counting. Enumerators should record if they observed any counting during the observation period, and if so, if it was done across a variety of activities or only when numbers/counting was the focus of the activity. The answer recorded in Q21 should relate to the answer in Q20 (ie. if codes 1 or 2 are indicated in Q20, it is likely that code 1 will be answered for Q21).

Q22: Style of Teaching the Alphabet. Similar to Q20 (but on letters). Enumerators should pay attention to whether letters are taught during the observation period (note that even one letter taught, rather than the whole alphabet, still counts as teaching letters). For code 3 to be applicable, letters must be taught in relation to common objects named (but not handled nor shown as a picture). If letters are taught in relation to initial sounds of common objects which ARE handled or shown to children, then code 4 is applicable.

Q23: Reading (books) with children. This question asks whether a caregiver was observed reading books or other reading materials to the children during the observation period. Code 1 is applicable if reading does not occur during the observation period (regardless of whether books are available). Note that children can be handed books, but unless the caregiver reads with/to them, code 1 is still applicable in this case. If the enumerators witness caregivers reading to children, then code 2 or 3 are applicable. If the enumerators witness the children participating while the reading is occurring (discussing the story, identifying shapes/colors/letters/other drawings), then code 3 can be circled.

Q24. Frequency of identifying and sorting shapes. Choose code 1 if there was no talk or discussion of shapes (having the children come together in a circle does not count unless there is further discussion of other shapes). Choose code 2 if there is a lesson or part of a lesson on identifying and/or sorting shapes, but shapes are not discussed in other parts of the observation period. Even if caregivers do not have specific play materials related to shapes, they could always use everyday objects to have a lesson on different shapes (ie. Tyres are circles, doors are rectangles). Choose code 3 if the caregiver discussed shapes during a variety of activities (for example, when reading a book, caregivers discussed shapes of objects that were pictured in the book or the children were encouraged to identify shapes of objects in the playground during free play).

Q25: Frequency of identifying Colors. Similar to Q24, Q25 asks enumerators to report if/how colors were taught during the observation period. For code 3 to be applicable, the enumerators must

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witness colors being discussed/identified during times when colors are not the main lesson (ie. while reading a story, playing during free play).

Q26: Role playing and make-believe. Role play helps children use their imagination and act out different situations. Children can role play animals (i.e. hyenas), professions (doctor/nurse, teacher, shop owner, etc), and make-believe scenarios (princess/prince). Note that this question asks specifically how the caregiver promotes/facilitates role play during the observation period. Telling children to “jump like a frog” as part of a song (that promotes gross motor movement) is not actual role-play as the caregiver did not organize a structured role-play activity (ie. set up a “shop,” “house,” “minibus” or other imaginary location for the role-play).

- Code 1: there is no make-believe or role playing activities observed during the 1hr observation.
- Code 2: the caregiver sets up a structured role-play activity but does not connect it to other learning.
- Code 3: the caregiver sets up a structured role play. If any of the following takes place, code 3 should apply: a) the caregiver participates in the role play along with the role play b) the role play is advanced with many diverse materials used to support it (ie. building blocks and other materials used as “food” to buy in a “shop” or “medicine” to take in a hospital) c) the caregiver connects the role play to other learning activities (ie. teaching about shapes, colors, weather, hygiene, animals, etc).

Q28: Fine Motor. Fine motor activities are activities which use the “small muscles” of the hands. This can be demonstrated with writing/drawing/coloring, stringing large beads, opening containers, tying a knot, stacking blocks, or any related activity which involves the careful use of hands (using a spoon to eat porridge does not count). Most of the action needs to be in the hands (rather than arms) in order for it to be counted as a fine motor activity. The question specifically asks about opportunities provided for fine motor activities. Therefore, it doesn’t matter how many children are doing the fine motor activity (that is the purpose of Q29) as long as at least one child was doing fine motor activities, the interviewer can choose between code 2 and code 3.

Code 1: no fine motor activities happened during the observation period.

Code 2: only one fine motor activity was observed during the 1hr observation period.

Code 3: more than one fine motor activity was observed during the 1hr observation period.

Q29: Participation in Fine Motor. This item is closely related to Q28. In Q28, the interviewers recorded how many fine motor activities took place. This item asks how many children were participating in those fine motor activities. If code 1 is circled in Q28, then code 1 should also be circled in Q29. If fine motor activities do occur during the observation period, the interviewers should pay close attention to how many children are doing this activity to decide between code 2 and code 3.

Q30: Gross Motor Activities. Gross Motor refers to the “large muscles” of the body, which are very important for children’s development. Gross motor activities should be easier for interviewers to identify as examples include running, jumping, clapping, throwing, climbing, catching, kicking, balancing (standing on one leg), and dancing. Most likely there will be many gross motor activities observed if the observation hour includes free play outside.

Code 1: no gross motor activities observed.

Code 2: gross motor activities only

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Q31: Music and movement. While it should be clear if songs are sung during the observation period, enumerators need to closely watch if/what actions occur when children sing songs. If children are only singing (no movement at all), then code 1 applies. If children sing and clap only OR sing and dance only, then code 2 applies. If children sing, clap, AND dance (or do another movement) , then code 3 applies.

Q33: Science and Nature. Lesson on body parts (“this is my head,” “these are my eyes”) counts as a science lesson, but the quick mention of body parts in a song does not count as a science lesson. Other science or nature lessons could be about weather, seasons, plants, insects, etc.

Q34: Social interaction. Part of a good caregiver’s role is to promote positive interactions (such as sharing toys, taking turns, working together on a project, helping each other on the swings, etc) and discourage fighting (by taking toys away from others, etc). This question specifically asks enumerators to observe whether the caregiver promotes positive interactions and/or discourages negative interactions between children. Note that positive interactions don’t have to include sharing in order to be counted and that sharing of snacks is not included here (children aren’t supposed to share their food). If the caregiver only discourages negative interactions, code 2 is applicable. Whereas, if the caregiver also encourages positive interactions, then code 3 is applicable.

Q35: Positive Individual Attention. It is important for children to feel special. This item seeks to identify how many children are given positive individual attention during the observation period. Enumerators should make note when children are called upon to answer a question, told “well done”, or given another compliment during the observation period.

Q37: Religion or spirituality. CBCCs sometimes include religion or spirituality into their routines. Enumerators should record whether or not they witness religious elements and if so, if they are beyond repeating a routine prayer or singing a song.

## 8 ASSESSING YOUNG CHILDREN

You will be administering 2 brief tests to children about 4-6 years of age. Before we discuss the content of these 2 tests, and how to administer them, we first must discuss some important issues concerning the assessment of young children.

You are administering these 2 brief tests so children can demonstrate what they know, and what they can do. Assessing young children is very different from testing big children. When older children sit for exams, they must write the entire test alone, without any help or interaction. This type of testing does not work well with young children. Instead, you will be engaging the child and interacting with the child during each task. Your goal is to elicit the best performance possible from the child. This requires the following:

- **Being prepared.** Before you leave for the field, you should run a quick inventory of your basket of test materials to be certain you have all that you need to administer all items to 3-4 children that day.
- **A mindful approach.** The success at getting a child to perform the best possible on these assessments lies in part with your testing skills. These skills include: making the child feel at ease; keeping the child interested in the test; eliminating (as possible) distractions; maintaining a good pace or flow; responding sensitively to the child's needs; adjusting your interactions to the child's demeanor; remaining patient throughout the testing period, and demonstrating objectivity throughout the session.
- **Establishing rapport.** Your first objective is to establish a rapport with the child, so that they will want to complete each task to the best of their ability. You may seem like a big, scary stranger to some children, especially if they are shy. It is your responsibility to make the child feel comfortable with you. To do this, bend or kneel down to the child's level, and introduce yourself. Ask the child to tell you his/her name. As you prepare to start the testing, chat with the child. Some children may remain uncomfortable. You can suggest that a caregiver, parent or other adult relative sit nearby, to make the child feel more at ease.
- **Setting up the test area.** If possible, sit at a table or desk, with the child next to you or across from you. If no table or desk is available, spread the chitenje on the ground. Invite the child to sit next to you on the cloth. Keep your test items to your side, away from the child, so the child will not be tempted to play with them.
- **Explaining what you will be doing.** Tell the child, "I have some things in my basket here for you to play with. We are going to play some games. Are you ready to begin?"
- **Following administration guidelines.** Be sure to administer each test item as directed.
- **Repeating instruction to child as necessary.** If a child seems confused about how to complete a task or respond to an item, repeat the instructions.



- **Allowing responses that are guesses.** Some of the items will ask the child to point to or name objects or pictures. Because examinees are not penalized for guessing, encourage children reluctant to respond by saying, "It's all right to guess." If the examinee still is unwilling to respond, score the item as "Not passed," and say, "That was a difficult one. Let's try another." Proceed to the next item. Coaching or assisting the examinee in any way on a test item will invalidate the test results.
- **Praising the child:** Remember, we want to encourage the child to do his/her best without cuing whether any response was correct or incorrect. After each response, say things like: "Good," "OK," "Hm-hm," "All right." Cheering or clapping should be reserved until after the child has completed all items, but can on rare occasion be used in the middle of the administration if the child is particularly distracted and the enumerator feels such action will help re-focus them on the assessment.
- **Scoring items.** If the child has responded to an item one way, but then spontaneously selects a different response, record and score the final choice, even if the change is from the correct response to an incorrect one. Be careful not to discourage such changes. However, do not hesitate too long after a child gives a response to record the score, as the child may take this as a sign that the response is wrong. If the child repeatedly changes the response to an item, say to the child, "Show me [Tell me] one more time."
- **Taking breaks.** If the child requests a break to use the restroom, get something to drink, etc., allow the child to do so. Be sure the child knows to return to you as soon as s/he is finished. If the child appears restless, tired or unable to concentrate, suggest taking a short break. Tell the child, "Let's take a short break. We can start again in about 5 minutes. I'll tell you when we are ready to start again." Encourage child to get up, use the restroom, get a drink or snack, etc. Do NOT allow the child to run far off or become involved playing with other children, play on swings or other apparatus or lie down to go sleep. After about 5 minutes, say "OK, let's get started again." Try not to allow more than one break.

## 9 MALAWI DEVELOPMENTAL ASSESSMENT TOOL (MDAT)

The MDAT is an adaptation of other tests designed to assess the skills and capabilities of young children. These types of tests are used to identify children who are not developing well for their age, or to help evaluate research projects. Dr. Melissa Gladstone and colleagues in Blantyre created the MDAT in the interest of having a child assessment tool appropriate for use in rural Malawi. The MDAT includes culturally valued developmental milestones and uses locally available and familiar objects to entice children into demonstrating easily observable behaviors. Items are administered directly to the child. Most children enjoy the MDAT tasks. The MDAT has been slightly modified for use in the PECD.

## Materials for MDAT Kit

- Objects for Naming and Counting (13 of them)

- Broom (copy of larger one)
- Matchbox
- Plastic bottle (water or chiponde)
- Plate (plastic from market)
- Cup (plastic from market)
- Spoon (plastic from market)
- Soap
- Pencil or ball point pen
- 12 Bottle tops (6 each of 2 different colors)
- Bicycle made out of wire
- Car (plastic from market)

2. Blocks – 12 (square one inch size)

3. Plain paper

4. 2 wooden containers looking the same but of different weights (one hollow and one with sand)

5. Sticks of two different lengths

6. Wooden board with eight pegs to put in

7. Basket (for carrying all test materials)

8. Chitenje material (cloth)

9. Paper with four circles of different colors (for naming colors)

Overview of MDAT Items

The MDAT is divided into 2 sections: fine motor and visual-perceptual performance, and language and hearing. These are the items that will be administered.

## **10 FINE MOTOR AND VISUAL-PERCEPTUAL PERFORMANCE (ITEMS 20-41)**

20. Builds tower of 2 blocks (Amapanga chipirara cha miyala iwiri )

21. Puts pegs into board in up to 2 minutes. (Amaika mapegi asanu ndi atatu mu mabowo a bolodi mwanthawi yosapyola mphindi ziwiri )

22. Builds tower of 4 blocks (Amapanga chipirara cha miyala inyai )

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23. Builds a tower of 6 blocks (Amapanga chipirara cha miyala isanu ndi imodzi )
24. Puts pegs into board in up to 30 secs. (Amaika mapegi asanu ndi atatu mu mabowo a bolodi mwanthawi yosapyola theka la mphindi..... )
27. Copies a vertical line (as drawn by the examiner) with charcoal/chalk within about 30 degrees (Amatha kujambula mzere wowongoka)
28. Picks longest stick 3 times out of 3 tries (Amasankha mtengo wautali pa unzake pamaulendo atatu) “Wautali ndi uti?”
29. Picks heaviest box 3 time out of 3 tries – is the child able to tell you which box is the heaviest? (Amatha kuzindikira bokosi lomwe liri lolemera kuposa linzake?) “Lolemera koposa ndi liti?”
30. Can make a bridge with blocks: (Amapanga mlatho)
32. Copies a circle (needs to be complete) with pen, chalk or in the sand with a stick (Amatha kukopela mzere ozungulira opanda mpata)
33. Copies a cross with chalk, pen or stick (Amatha kukopela mtanda)
34. Can draw a square: (Amatha kukopela “square”)
35. Can make a bridge with 6 blocks: (Amapanga mlatho waung’ono ndi mabokosi asanu ndi limodzi)
36. Can make stairs with 6 blocks. (Amapanga masitepe.)
37. Can copy a pattern of 4 bottle tops.
38. Can copy a pattern of 6 bottle tops.
39. Can copy one letter.
40. Can copy 3 letters.
41. Can copy all letters.
42. Child is able to fold paper into quarters.
43. Child is able to color within lines of square or circle.

## 11 LANGUAGE/HEARING (ITEMS 20-48)

20. Child can tell you his/her first name.

21. Knows actions of 3 or more objects. (Amazindikira ntchito ya zinthu monga..... “Chodyera phala ndi chiti?” “Chosesera ndi chiti?” “Chomwera madzi ndi chiti?”)

22. Child can identify (point to or give you) 10 or more objects you name. (Amazindikira zinthu monga... njinga, sipuni, kapu, mpira, galimoto, mbale. Kumuuza kuti..... “Ndipatse.....”)

23. Child can name 10 objects in the basket: (Amatchula maina a zinthu zimene zili m’bokosi. Kumfunsa mwana kuti ichi ndi chani?)

24. Child is able to categorise things – put things together based on some common feature. Kumufunsa mwana... “Ndiuze zinthu zimene umadya...” or “Ndiuze nyama zimene umadziwa...” \

25. Child is able to follow a 3 stage command. For example, “stand up, clap your hands and turn around in a circle” (Amatha kupanga zinthu zitatu zimene wauzidwa monga “imilira, womba mmanja ndi pita uko”)

26. Child is able to tell you the use of 3 or more objects: (Funsani Umatani ndi njinga? Umatani ndi pensulo? Pamafunika mayankho monga, timakwera njinga, timajambulira zithunzi, timamwera madzi.)

28. Child knows 2 of 3 questions relating to the understanding of certain concepts. (Funsani ...umatani ukamva njala? Umatani ukatopa? Umatani ukamva kuzizira?)

29. Child understands the adjectives such as “faster” by answering “Which goes faster, a car or a bicycle?” Amadziwa yankho la funso monga “kodi galimoto ndi njinga chimathamanga kwambiri ndi chiani?”

31. Child can understand prepositions and follow tasks related to this. (Mufunse mwana aike –pansi, pamwamba, kuseli, pakati. Angathe kuchita zinthu zitatu mwa zinthu zimene zili pamwambapa.)

32. Child understands the concept of opposites.

33. Child knows quantities – can count at least 3 objects. (Amadziwa kuchuluka kwa zinthu zokwana zisanu. Mwachitsanzo ukafunsa kuti izi ndi zingati?)

34. Child knows quantities – can count at least 5 objects. (Amadziwa kuchuluka kwa zinthu zokwana zisanu. Mwachitsanzo ukafunsa kuti izi ndi zingati?)

35. Child knows quantities – up to 10 – “how many are these?” (Amadziwa kuchuluka kwa zinthu zokwana zisanu. Mwachitsanzo ukafunsa kuti izi ndi zingati?)

36. Child knows how old they are. Can answer the question “How old are you?” correctly. Amadziwa yankho la funso monga “uli ndi zaka zingati?”

37-40. Child names red, blue, yellow and green.

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- 41. Child names one letter in first name.
- 42. Child names two letters in first name.
- 43. Child names three or more letters in first name.
- 44. Child can tell you where s/he currently lives.
- 45. Child can tell you what things are made of.
- 46. Child can give you one block.
- 47. Child can give you 3 blocks.
- 48. Child can give you 5 blocks.

## 12 MDAT ADMINISTRATION GUIDE

Below are instructions for the order in which the items should be administered. This should help enumerators, as it groups together test items that use the same materials. Sometimes, you will be able to score two or more related items from the administration of just one item. Guidelines for scoring multiple items from one administration are noted. Items should be demonstrated if child is uncertain of instructions.

### \*\*\*ADMINISTRATION: INTRODUCTIONS\*\*\*

Before administering the Fine Motor and Visual-Perception items, introduce yourself to the child. You can also use this introduction time as an opportunity to administer and score Language items 20, 36 and 44. Be certain that you can verify responses to these items with a guardian or caregiver.

<b>20. Child can tell you his or her first name:</b> Ask the child, “What is your name?” or “Tell me your name.” (Mwana amadziwa dzina lake) (amatha kutchula dzina lake).
Score as a PASS if child can <b>say</b> their first name. Do NOT administer this item by saying, “Is your name John?” or “Your name is John, right?” Child must tell you their name.
<b>36. Knows how old they are. Can answer the question “How old are you?” correctly.</b> Amadziwa yankho la funso monga “uli ndi zaka zingati?” This can also be asked in English, if you believe the child may be better able to understand the question and respond in English.
Score a PASS if child can tell you his/her age. Be sure to verify child’s age with guardian or caregiver.
<b>44. Child can tell you the name of the village where s/he currently lives.</b> Ask the child, “Tell me, what is the name of the village where you are living now?”
Score a PASS if child can tell you the name of the village where s/he lives. Be sure to verify child’s current residence with guardian or caregiver.

### ADMINISTRATION: FINE MOTOR AND VISUAL-PERCEPTUAL PERFORMANCE (ITEMS 20-43)

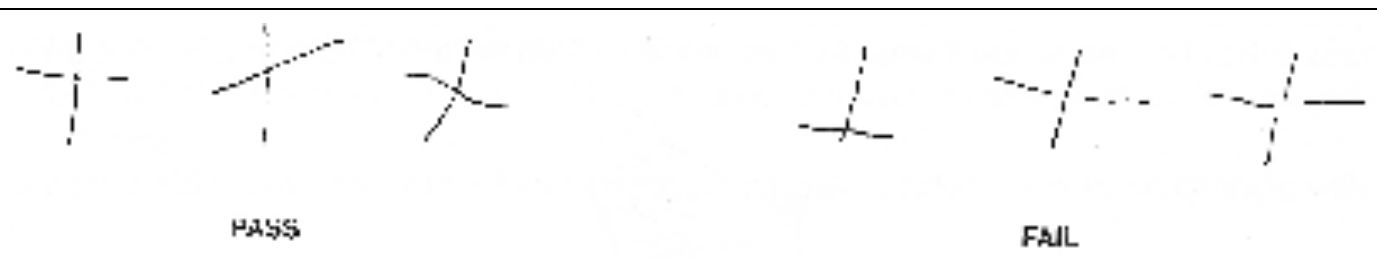
<b>23., 22., AND 20. Builds a tower of 6 blocks</b> (Amapanga chipirara cha miyala isanu ndi imodzi ) Get 12 blocks out of the basket. On your clipboard or some other solid, flat surface, build a tower of 6 blocks. Put the other 6 blocks directly in front of the child and ask the child to build a tower of 6 blocks, just like yours. Blocks must remain stacked for at least <b>3</b> seconds before falling over. Child can try 2 times.
Score a PASS for this items if child builds a tower of 6 blocks that remain stacked for at least <b>3</b> seconds. <b>NOTE: SCORE ITEM 20 AND ITEM 22 FROM THIS ADMINISTRATION:</b>

<ul style="list-style-type: none"> <li>• <b>Item 22: Builds tower of 4 blocks;</b> blocks remain standing for at least <b>3</b> seconds.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Item 20: Builds tower of 2 blocks;</b> blocks remain standing for at least <b>3</b> seconds.</li> </ul>
<p><b>30. AND 35. Can make a bridge with 3 blocks:</b> (Amapanga mlatho) Get 6 blocks out. On your clipboard or other solid, flat surface, make a bridge for the child out of 3 blocks, explaining to the child what you are doing. Be certain that the bridge is oriented so the child can easily see the gap between the two bottom blocks supporting the top block. Leave your model in place and put the other 3 blocks directly in front of the child. Ask the child to make a bridge that looks just like yours. Child can try 2 times.</p>
<p>Score a PASS if the bridge has a gap between the lower blocks and the top block is balanced across the 2 lower blocks. <b>Disassemble your bridge and the child's bridge and administer item 35:</b></p>
<ul style="list-style-type: none"> <li>• <b>35. Can make a bridge with 6 blocks:</b> (Amapanga mlatho waung'ono ndi mabokosi asanu ndi limodzi) Get 12 blocks out. On your clipboard or other solid, flat surface, make a bridge for the child out of 6 blocks, explaining to the child what you are doing. Be certain the bridge is oriented so that the child can see the gap between the bottom blocks that are supporting the two top blocks. Keep your model up for the child to copy. Put the remaining 6 blocks directly in front of the child and ask the child to make a bridge just like yours. There must be a space underneath to qualify as pass. Child can try 2 times.</li> </ul>
<p>5 Score as PASS if child is able to replicate bridge.</p>
<p><b>36. Can make stairs with 6 blocks.</b> (Amapanga masitepe.) Get 12 blocks out. On your clipboard or other solid, flat surface, make stairs with 6 blocks, explaining to the child what you are doing. Start by making the bottom row of 3 blocks, followed by the middle row of 2 blocks, and then the top row with 1 block. Be certain the child can see the steps in profile, so that it is easy to see the different "layers" of the staircase. Put the other 6 blocks directly in front of the child and ask him/her to make stairs that look like yours. Keep your stairs up while the child copies.</p>
<p>Score as PASS if child can replicate the stairs with 3 different levels. Child can try 2 times.</p>
<p><b>24. AND 21. Puts pegs into board in up to 30 seconds.</b> (Amaika mapegi asanu ndi atatu mu mabowo a bolodi mwanthawi yosapyola theka la mphindi.....) Place the pegboard on a solid, flat surface in front of the child. Show the child how to put 1-2 pegs into the board, explaining what you are doing. Ask the child if s/he understands how to put the pegs in the board. If child does not seem to understand, ask child to feel a peg-hole with his/her finger and explain that a peg can go into that hole. Demonstrate again how a peg fits into a hole. Remove all pegs and put the board and pegs on the clipboard in front of the child. Be sure to have your phone or watch ready to time the child's performance. Ask the child to put ALL of the pegs in as quickly as possible. Start timing when child picks up the first peg. Encourage the child by saying "That's good," or "Put them all in." Do not offer further guidance, such as telling the child s/he is missing a peg, or pointing to a peg that has not yet been placed into the board. When the child stops, ask "Are you finished?" Be certain to not cue the child that there may be some remaining pegs.</p>

Score a PASS for this item if child places all pegs in board in 30 seconds or less. <b>NOTE: SCORE ITEM 21 FROM THIS ADMINISTRATION.</b>
<ul style="list-style-type: none"> <li><b>Item 21: Puts pegs into board in 2 minutes or less.</b></li> </ul>
28. <b>Picks longest stick 3 times out of 3 tries</b> (Amasankha mtengo wautali pa unzake pamaulendo atatu) “Wautali ndi uti?” Put down 2 sticks of different length on the ground in front of the child and ask the child, “Which one is longest?” Be careful not to cue the child by looking at the longest stick. Do not indicate whether the child has made the correct response. Administer this item 2 more times, alternating the location of the longest stick each time.
Child must pick the longest stick <u>all 3 times</u> to get a PASS for this item. As the child must choose the longest stick 3 times out of 3 tries, you can STOP the administration if the child fails the first or second try.
29. <b>Picks heaviest box 3 time out of 3 tries – is the child able to tell you which box is the heaviest?</b> (Amatha kuzindikira bokosi lomwe liri lolemera kuposa linzake?) “Lolemera koposa ndi liti?” Ask the child to put his/her hands out in front. Put the two weights in the child’s hands at the same time and ask, “Which one is heavier?” Do not indicate which response was correct. Be careful not to cue the child by looking at the heavier box. Administer this item 2 more times, being certain to alternate placing the heavier weight in both the right and left hands.
Child must pick the heavier box <u>all 3 times</u> to get a PASS for this item. As the child must choose the heaviest box 3 times out of 3 tries, you can STOP the administration if the child fails the first or second try.
37. <b>AND 38. Can copy a pattern of 4 bottle tops:</b> Get 12 bottle tops out. Be certain that 6 are of one color (e.g., orange) and six are of another color (e.g., green). You will use 8 bottle tops for item 37.
Make a pattern of 4 bottle tops (2 rows of 2 bottle caps in alternating color pattern), explaining to the child what you are doing. Give 4 bottle tops to the child and say, “Use these bottle tops to make a pattern just like mine.” Be certain that child has sufficient space to complete the pattern. <u>Child can try 2 times.</u> Emphasise to child that the color and position of the different tops must be like yours.
Child must re-create pattern with colored bottle tops in the right position to PASS this item. <b>Collect all 8 bottle caps, and add the remaining 4 bottle tops to administer item 38:</b>
<ul style="list-style-type: none"> <li><b>38. Can copy a pattern of 6 bottle tops:</b> You will use all 12 bottle tops to administer item 38. Make a pattern of 6 bottle tops (3 rows of 2 bottle caps in alternating color pattern, as indicated on your score sheet). Give the remaining 6 bottle tops to child and say, “Use these bottle tops to make a pattern just like mine.” Be certain that child has sufficient space to complete the pattern. <u>Child can try 2 times.</u> Emphasise to child that the color and position of the different tops must be like yours.</li> </ul>
5 Child must re-create pattern with colored bottle tops in the right position to PASS this item.

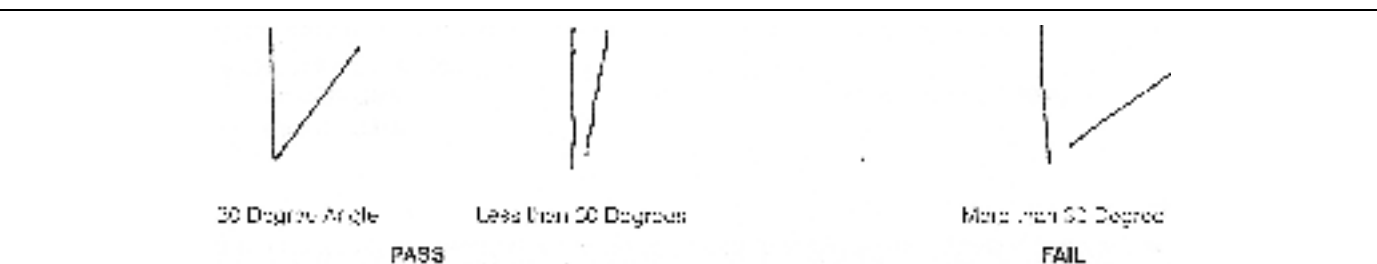


33., **AND** 27. **Copies a cross with chalk, pen or stick** (Amatha kukopela mtanda) Draw a cross, explaining to the child what you are doing as you draw it. Put the pen down directly in front of the child and ask the child to make a cross just like yours. The 2 lines do not need to be the same size and can be at any angle. Can be in the sand with a stick or with a chalk or charcoal on paper or other surface. Child can try 2 times.



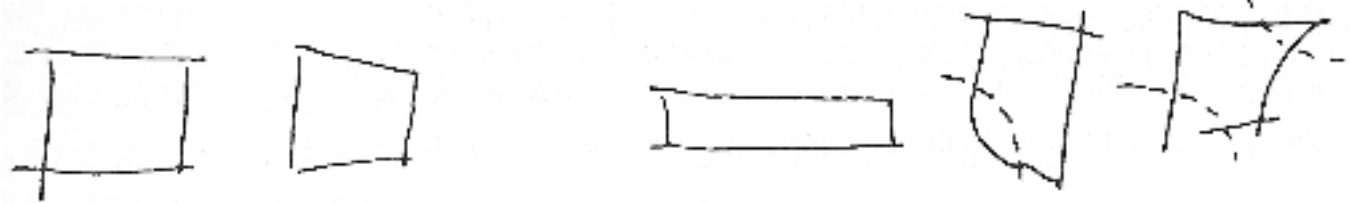

Score a PASS if the 2 lines intersect, resembling a plus sign (+), x or cross (see examples above). NOTE: **SCORE ITEM 27 FROM THIS ADMINISTRATION:**

- **Item 27: Copies a vertical line (as drawn by the examiner) with charcoal/chalk within about 30 degrees** (Amatha kujambula mzere wowongoka) Score as a PASS if child successfully makes a cross in item 33. If child did NOT pass item 33, draw a vertical line on paper, in the dirt or with chalk. Show the child and put the pen down in front of the child. Ask him/her to make a line that looks just like yours. Child can try 2 times.



- Score PASS if the child is able to draw a line on the paper that is similar to your vertical line. The child's line should not be more than about 30 degrees different from your line (see examples above).

34. **Can draw a square:** (Amatha kukopela “square”) Draw a square, describing what you are doing. (“See, I’m making a square: I put one line here, and then another line here. . .” etc.) Show the child the completed square. Put the pen directly in front of the child and ask him/her to make a square just like yours. You can allow up to 3 trials for the child to make a square.

 <p style="text-align: center;">PASS <span style="margin-left: 200px;">FAIL</span></p>
<p>Score a PASS if the child's drawing has four sides and is similar in shape to a square, even if it is not perfect (see examples above).</p>
<p><b>32. Copies a circle (needs to be complete) with chalk or in the sand with a stick</b> (Amatha kukopela mzere ozungulira opanda mpata) Draw a circle, explaining to the child what you are doing. Show the child the circle. Put the pen directly in front of the child and ask him/her to make one just like yours. You can allow <u>up to 3 trials</u> for the child to make a circle.</p>
 <p style="text-align: center;">PASS <span style="margin-left: 200px;">FAIL</span></p>
<p>Score PASS for any nearly complete or complete circle. Continuous spiral motions do not count. See examples above.</p>
<p><b>41. Can copy <u>FOUR</u> letters:</b> Write <b>E C A M J H</b> in large, clear, capital letters on a piece of paper. Be certain that your letters are proper, standard capital letters. If necessary, turn the paper so that the letters are oriented straight for the child. Put the pen directly in front of the child and say, "Can you copy this letter?" as you point to the first letter. As necessary, encourage child to copy the letter by saying, "Go on, try to make this letter." Repeat for each letter.</p>
<p>Score a PASS if child makes <b>4 or more</b> letters that contain all components (e.g., all of the lines and curves), even if not perfect. Remember that letters can be turned sideways or upside down and still receive credit toward a PASS. <b>SCORE ITEMS 40 AND 39 FROM THIS ADMINISTRATION:</b></p>
<p>•<b>40. Can copy <u>two</u> letters:</b> Write <b>E C A M J H</b> in large, clear, capital letters on a piece of paper. Say to child, "Can you copy this letter?" as you point to the first letter. As necessary, encourage child to copy the letter by saying, "Go on, try to make this letter." Repeat for each letter. Score a PASS if child makes <b>2</b> letters that contain all components (e.g., lines and curves), even if not perfect.</p>

- **39. Can copy one letter:** Write **E C A M J H** in large, clear, capital letters on a piece of paper. Say to child, “Can you copy this letter?” as you point to the first letter. As necessary, encourage child to copy the letter by saying, “Go on, try to make this letter.”. Repeat for each letter. Score a PASS if child makes **one** letter that contains all components (e.g., lines and curves), even if not perfect.

**42. Is able to fold a square piece of paper neatly into quarters:** (Amatha kupinda pepala mzigawo ziwiri zofanana). Fold a piece of paper in half, explaining what you are doing. Be certain to point out that you are lining up the edges of the paper, and making a crease. Then fold the paper into quarters, continuing to explain what you are doing. Give the child a fresh piece of paper and ask them to neatly fold it into halves, and then quarters, just as you did. Child can try **2** times.

Score PASS if child is able to fold the paper fairly evenly into quarters, with little mismatching of edges.

**43. Is able to color within lines:** Using the square or circle from the previous items (or drawing a new square or circle), show a child how you can color in the shape, and that you do not make any marks outside the lines. Draw another circle or square, and ask the child to color in the shape that you made, using a marker or crayon. Instruct them to not go beyond the lines of the square.

Score PASS if there are fewer than 5 marks OUTSIDE the lines.

#### ADMINISTRATION: LANGUAGE/HEARING (ITEMS 20-43)

\*\*\*ENUMERATOR CHECK: ITEMS 20, 36 AND 44 SHOULD HAVE BEEN SCORED AFTER INTRODUCTIONS WITH THE CHILD. IF YOU HAVE NOT SCORED THESE ITEMS, DO SO NOW\*\*\*

- **Knows actions of 3 or more objects.** Get the broom, cup, pen/pencil, spoon and car out of the basket. Ask questions above and see if the child can POINT TO OR NAME the right objects. Ask child:
  - “Which one do you use for sweeping?”
  - “Which one is for drinking?”
  - “Which one is for writing?”
  - “Which was is for eating?”
  - “Which one is for driving?”

(Amazindikira ntchito ya zinthu monga..... “Chodyera phala ndi chiti?”. “Chosesera ndi chiti?”  
“Chomwera madzi ndi chiti?”

Score as a PASS if child can answer **3 or more** correctly (e.g., “broom,” “cup,” “pencil,” “spoon” and “car”).

<p><b>23. Child can <u>NAME</u> 10 objects in the basket:</b> (Amatchula maina a zinthu zimene zili m'bokosi. Kumfunsa mwana kuti ichi ndichani?") Remove 12 objects from the basket: (bicycle, spoon, cup, matchbox, pencil, car, bottle, chitenje, plate, blocks, bottle caps, container, etc). Say to the child "What is this?" as you point to or hand the child the object. Be certain to keep track of items correctly named, and those which the child could not correctly name. Do NOT use both the water bottle and the chiponde jar for this; use either one or the other.</p>
<p>Score a PASS if the child can name at least TEN (10) items. It does not matter which objects the child names.</p>
<p><b>22. Child can <u>IDENTIFY</u> (point to or give you) 10 or more objects you name.</b> With the 12 items (as above in item 23) in front of the child, ask the child to point to or hand back to you the objects as you name them. Say to the child "Give [OR SHOW] me the spoon," "Pass me [OR POINT TO] the cup," etc., until at least 10 objects have been named by you. Be certain to keep count of how many objects the child identifies. (Amazindikira zinthu monga... njinga, sipuni, kapu, mpira, galimoto, mbale. Kumuuza kuti..... "Ndipatse.....")</p>
<p>Score a PASS if child can identify at least 10 of the objects. It doesn't matter which objects are identified.</p>
<p><b>26. Child is able to tell you the use of 3 or more objects:</b> Get the soap, bicycle, broom and matchbox out of the basket. With the object out, ask the child:</p> <ul style="list-style-type: none"> <li>• "What do you do with soap?"</li> <li>• "What do you do with a bicycle?"</li> <li>• "What do you do with a broom?"</li> <li>• "What do you do with matches?"</li> </ul> <p>(Funsani Umatani ndi njinga? Umatani ndi pensulo? Pamafunika mayankho monga, timakwera njinga, timajambulira zithunzi, timamwera madzi.)</p> <p>Do NOT point to any of the items. The child's response needs to have an action word (verb) included in the answer. For example, when asked, "What do you do with soap?" the child can say "Wash (your body or items)" or "It's for cleaning." An answer such as "It's for clothes" lacks a verb and is not acceptable.</p>
<p>Score as PASS if child can correctly states the use of <b>3 or more</b> objects.</p>

**25. Child is able to follow a 3 stage command. For example, “stand up, clap your hands and turn around in a circle (or go touch the wall).”** (Amatha kupanga zinthu zitatu zimene wauzidwa monga “imilira, womba mmanja ndi pita uko”).

Say to the child, “Listen carefully now. I want you to pay close attention to what I am saying. I am going to ask you to do 3 things. I want you to do these 3 things just as I say. Are you ready? OK, good. Here we go: Stand up, clap your hands and turn around in a circle (or go touch the wall).”

Do NOT give further instruction after the child has started to carry out the commands. You can encourage the child by saying, “Go on,” or “Good. Keep going.” **Child can try only once.**

Score a PASS if child is able to understand command and carry out all 3 actions in succession (in the right order).

**24. Child is able to categorise things – put things together based on some common feature.** Say to the child, “I want you to tell me some different foods that you eat. Tell me as many foods as you can think of.” Record all of the foods mentioned. Each food must be distinct. That is, child CANNOT receive credit for saying “fruit” and “mango.” Child CAN receive credit for saying “papaya” and “mango.” If the child can name at least 3 foods, score a PASS.

If the child does not mention at least 3 foods, say “Good. Now tell me some animals that you know...” Record all of the animals mentioned. Each animal must be distinct. Kumufunsa mwana... “Ndiuze zinthu zimene umadya...” or “Ndiuze nyama zimene umadziwa...” Child needs to be able to tell you **3 or more different foods OR 3 or more different animals** to receive credit for this item. Be sure to prompt (up to 3 times) if the child names 2 correct responses. Say, “Good. Tell me another food (animal).” Do this up to 3 times. If the child still cannot name 3 foods or animals, score as NOT PASSED.

If the child can name at least 3 foods **OR** 3 animals, score a PASS.

**28. Child knows 2 of 3 questions relating to the understanding of certain concepts.** Ask the child: 1. “What do you do when you are hungry?”

- “What do you do when you are tired?”
- “What do you do when you are cold?”

(Funsani ...umatani ukamva njala? Umatani ukatopa? Umatani ukamva kuzizira?) Acceptable answers include “eat,” “sleep” or “rest,” and “put on a jacket or sweater, etc.” or “go inside the house,” or “go by the fire.” If child responds, for example, “I go to the store to get food,” in response to “What do you do when you are hungry?” prompt the child by saying, “I see. And then what do you do?”

Score a PASS for this item if child can answer with responses for **2 or more** of the questions.

**29. Understands two adjectives.** Ask the child:

- “Which goes faster, a car or a bicycle?” (Amadziwa yankno la funso monga “kodi galimoto ndi njinga chimathamanga kwambiri ndi chiani?) An alternative to this item is: “Which goes faster, a bicycle or a motorbike?” OR “Which is faster, a snail or a millipede?”
- “Which is bigger, a goat or a cow?”

Score as a PASS if child can answer **BOTH** correctly.

**31. Child can understand prepositions and follow tasks related to this.** Get the container, cup and a bottle top out of the basket. Place the cup upside down in front of the child. Give the child the bottle top. Tell the child:

- “Put the bottle top under the container”
- “Put it on the cup”
- “Put it next to the container”
- “Put the bottle top between the container and the cup”
- “Put it behind the cup.”

(Mufunse mwana aike –pansi, pamwamba, kuseli, pakati. Angathe kuchita zinthu zitatu mwa zinthu zimene zili pamwambapa. You can also use other objects in place of, or in addition to, the container and cup.

Child needs to be able to do **3 of these** to score a PASS.

**32. Understands the concept of opposites** e.g. Say to the child, “I want you to help me finish some sentences. If a man is big, a boy is \_\_\_\_.” If the child says “small,” “little,” or something similar continue. If the child does not understand, say, “Let’s try another one: An ant is small, but an elephant is \_\_\_\_.” If the child STILL does not understand, discontinue.

If the child understands, say, “Good! Let’s try some more.”

- If the sun comes up in the day, the stars comes out at \_\_\_\_.
- If a baby is young, a grandma is \_\_\_\_.
- If brothers and fathers are males, mothers and sisters are \_\_\_\_.
- If you cry when you are sad, you smile when you are \_\_\_\_.
- If mango is sweet, lemon is \_\_\_\_.

Score as PASS if child correctly responds to **3 or more of these**.

**35., 34. AND 33. Knows quantities – can count at least 10 objects.** Line up 12 blocks or bottle caps in a row in front of the child. Ask the child, “Can you tell me how many [BLOCKS OR BOTTLE CAPS] are here? Count them for me.” Write down the maximum the child could count. Child MUST be able to correctly count objects, and is not assigning numbers incorrectly to objects (i.e, repeating numbers, counting out of order, etc.). (Amadziwa kuchuluka kwa zinthu zokwana zisanu. Mwachitsanzo ukafunsa kuti izi ndi zingati?) **NOTE: SCORE ITEMS 34 AND 33 FROM THIS ADMINISTRATION.**

Score as a PASS if child can correctly count 10 or more.
<ul style="list-style-type: none"> <li>● <b>Item 34: Knows quantities – can count at least 5 objects.</b> Score as a PASS if child can count 5 or more objects.</li> </ul>
<ul style="list-style-type: none"> <li>○ <b>Item 33: Knows quantities – can count at least 3 objects.</b> Score as a PASS if child can count 3 or more objects.</li> </ul>
46. <b>Child can hand you one block.</b> After the child has counted up to 10 items, say “Good. Now, I want you to hand me ONE block.” Put out your hand to receive the block.
Score as a PASS if child hands you ONE block.
47. <b>Child can hand you 3 blocks.</b> Say, “Now, I want you to hand me THREE blocks.” Put out your hand to receive the blocks.
Score as a PASS if child hands you THREE blocks.
48. <b>Child can hand you 5 blocks.</b> Say, “Now, I want you to hand me FIVE blocks.” Put out your hand to receive the blocks.
Score as a PASS if child hands you FIVE blocks.
37-40. <b>Names red, blue, yellow and green.</b> Using page with four colors, point to each circle and say, “What color is this?”
Score as PASS if child correctly NAMES color.
43. <b>Names three or more letters in first name.</b> Write <b>child’s first name in large, clear, capital letters</b> on a piece of paper. Ask child to name the letters. Say, “Tell me this letter,” (Tandiwuza chilembo ichi ndi chiani) as you point to each letter.
Score PASS if child correctly names 3 or more letters in his/her name. <b>SCORE ITEMS 42 AND 41 FROM THIS ADMINISTRATION:</b>
<ul style="list-style-type: none"> <li>● <b>42. Names two letters in first name.</b> Write <b>child’s first name in large, clear, capital letters on a piece of paper.</b> Ask child to name the letters. Say, “Tell me this letter,” (Tandiwuza chilembo ichi ndi chiani) as you point to each letter.</li> <li>● Score PASS if child correctly names <b>2</b> letters in his/her name.</li> </ul>

- 41. **Names one letter in first name.** Write **child's first name in large, clear, capital letters on a piece of paper.** Ask child to name the letters. Say, "Tell me this letter," (Tandiwuza chilembo ichi ndi chiani) as you point to each letter.
- Score PASS if child correctly names **one** letter in his/her name.



### 13 FIELDWORK CHECKLIST FOR ENUMERATORS

Before going to the field everyday, enumerators should have with them:

#### Classroom Observation Enumerators

- ✓ Classroom Observation instrument
- ✓ CBCC Questionnaire (pre-filled with CG roster)
- ✓ CBCC Contact Form from Baseline
- ✓ Caregiver verbal consent script
- ✓ Phone to note time
- ✓ Tape measure for CBCC Questionnaire
- ✓ M/G Questionnaires (pre-filled with HH rosters)
- ✓ Blank supplements (HH Roster supplement, Section 6 Supplement, 2<sup>nd</sup> Child Supplement)
- ✓ Household Contact Forms from Baseline
- ✓ Soap for M/G respondent

#### Child Assessment Enumerators

- ✓ Complete MDAT basket
- ✓ 2 sheets of scrap paper per child
- ✓ stopwatch
- ✓ MDAT score sheets
- ✓ Working markers or highlighters for children to complete Fine Motor
- ✓ Blank M/G consent forms
- ✓ M/G Questionnaires (pre-filled with HH rosters)
- ✓ Blank supplements (HH Roster supplement, Section 6 Supplement, 2<sup>nd</sup> Child Supplement)
- ✓ Household Contact Forms from Baseline
- ✓ Soap for M/G respondent

#### Supervisors

- ✓ Critical Baseline info on the CBCC: CBCC ID, CBCC Qx respondent/position, M/G and Child respondent names and IDs
- ✓ GPS unit
- ✓ Blank M/G questionnaires and supplements

#### **Christin's Contact:**

**0991445675**

**Supervisors should send her a text message and she'll return with a phone call to help answer questions.**