

Protecting Early Childhood Development
Impact Evaluation, (M/G Child) Endline Survey
Field Manual

January 27, 2015

OVERVIEW

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 took place between May—Sept 2013, and Part 1 of the endline (CBCC-level tests) took place between May and July 2014. Part 2 of the endline (Mother/Guardian and Child-level instruments) is expected to take place between January and March 2015, to conclude the impact evaluation.

The information in the PECD endline survey will be obtained by approaching mothers/guardians as well as children and collecting detailed information from respondents. The questionnaires are quite detailed, but it is expected that each team can finish a M/G survey and child tests in 1.5 hours (per M/G-child pair). 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 endline 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 and midline studies.

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. Each interviewer is assigned a unique supervisor. Supervisors supervise a total of 4 interviewers. There will be 8 supervisors in total.

The *interviewers* are responsible for obtaining Mother/Guardian consent, completing Mother/Guardian questionnaires (including a mother-child observation), and child assessment tests 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 and child assessment tests 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 community 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
 - M/G Interview
 - Mother-Child Observation
- Child Assessment Survey
 - Hand movements
 - Leiter Sustained Attention
 - Number Recall
 - Triangles
 - Peabody Picture Vocabulary Test (PPVT)
 - Early Grade Mathematics Assessment (EGMA)

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 Initial 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 Endline Sample Selection

The child respondents (and their respective mother/guardians) to be interviewed and tested for the PECD endline survey are amongst the initial baseline sample. During the endline (part 1) survey in May-July 2014, the location of all 2120 baseline children was asked to the CBCCs and communities. The endline sample was determined by taking all children that still live in their original communities (as of mid-2014) as well as a sample of those children who have moved outside their original community and were determined to be trackable. It is expected that child assessments will be administered to all X children in the endline sample, regardless of their current location.

3.3 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 endline survey should be the same person who was interviewed during the baseline and midline surveys. Interviewers should consult with their supervisor in cases where it is a new M/G being interviewed for the endline.

3.4 PECD Child Respondent

The Child Respondent for the PECD survey is someone who at baseline was either 3 or 4 years old. For the endline survey it is anticipated that most child respondents will still be attending the early years of primary school, although it is possible that a few may still be attending the CBCC. 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.

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:

- 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 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 and midline.

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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.

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.

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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.

At the start of the interview, the interviewer should always determine if the respondent has any appointments in the next half 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.

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. 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

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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.
- **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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- **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
The roof of the main dwelling is predominantly made of what material?
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.
 - 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 in question. 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 second M/G Qx administration.
- **Out of order/missing questions.** Some questions from the baseline/midline have been eliminated for the endline survey. However, the question numbers have been kept from the baseline in order for

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easy comparison during analysis. Therefore, it is expected that some section numbers and question numbers will be missing.

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 []	5. How many [...] does your household <u>own</u> at present? IF 0 >> NEXT ITEM	6. If you <u>sold one</u> 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 the interviewer and the respondent understand very well the different recall periods for different questions.

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.

Cover Sheet: Respondent identification, survey staff details

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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, 6-digit Child ID, and Child Name should be filled in at the top of every page of the M/G Qx, in the case that the pages of the questionnaire are separated.***
- The M/G's name(s) from the Baseline/Midline 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. Please indicate the phone number where the M/G can be reached.
- 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.
- Q3. This information will also be provided by your supervisor. Be absolutely sure to copy the numbers down accurately, as they are the only way to link the various PECD survey components together.
- Q6-7. If there is another child respondent living in this HH, please enter their Child ID and Name in Q7. **Unlike previous survey rounds, a M/G Qx will be answered for each child separately.**
- Q13-15. 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 3rd 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.

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Section 1: M/G Information

- Q4. This question should record the highest educational qualification achieved by the M/G 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.

Section 6: Schooling Information

- Q1. This question should record the age (in years completed) of the child. If a child is 6 years and 11 months old, the enumerator would record “6”.
- Q2. Current enrollment in school refers to a primary school or CBCC.
- Q3-Q4. CBCCs and Primary schools are typically open only 5 days/week (Monday-Friday). The interviewer should make a small note if the answer is >5.
- Q5. The interviewer should not read the options, but is allowed to probe (using the options) to guide the M/G to a coded answer.
- Q6-Q9. Refers to this academic year only (September 2014-Present)
- Q10. This question is asking for the parent’s opinion about the quality of care given at the primary school or CBCC the child currently attends.
- Q11-12. The purpose of Q12 is to determine the progression of the child’s education over the past 2 academic years. If for some reason a child has regressed (for example, was in Std 1 last year, but back in the CBCC this year), the enumerator should probe to confirm and make a note in the margins that this was confirmed and provide the reason why.
- Q13. This refers to the highest grade the child passed and moved onto the next level.

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.

Definition of Household (HH): a household can 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.

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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- Q1. Homemade games could include bawl, marbles, bicycle rims (zinglele), and hopscotch.
- 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 6-8 years of age. Younger siblings' picture books, older siblings' schoolbooks, Bibles or other adult reading books do not count.
- Q3. A list of 14 types of activities (a – v) 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 u. Musical instruments could include manufactured or homemade instruments (such as shakers/chisekese).
 - 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. These activities should not include chores as that is covered in Q13-15.
 - Activity g. Activity g is about understanding letters or numbers while activity o asks about writing numbers or letters (fine motor skills).
- 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.

The aim of the second part of this section (Q19 – Q29) is to understand if a child is **at risk** for a disability or impairment in his/her physical and mental development.

- Q19 – Q28. 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.

MOTHER-CHILD OBSERVATION

- The M/G's answers should reflect the **usual** behavior of the child. This may require some probing from the interviewer.
- Q21 & Q22. Q21 refers to a child's physical ability to hear, whereas Q22 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."

- 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."

6 MOTHER-CHILD OBSERVATION

Goal: Capture how the mother interacts with her child in the process of sharing a book.

- *Level 0—Negative evaluation, off-task/disengaged;*
- *Level 1—Command, point/name an object;*
- *Level 2—Question child, answer child, expand on detail beyond naming; and*
- *Level 3—Expand on child’s behaviour, encourage child to talk or ask child to expand, positive evaluation. Connect child to book via experiences (e.g. when have you seen a chicken? What happened when you went to the doctor)*

Principles

- Make sure that the mothers feel comfortable. Should be seated comfortably next to their child.
- Body position – same as for interviews. Sitting next to the pair – child is between interviewer and mother.
- Focus on observing, not judging so that mothers don’t feel self-conscious.
- No interactions with mother or child
- Do not describe the activity as “reading” a book – it should be “sharing” a book and “talking” about what is happening in the pictures.

Instructions

- Carefully observe the mother and child while they are sharing the book.
- Keep track of each utterance/activity by the mother and child. The boxes on the form should be ticked for each time the activity occurs.

7 CHILD ASSESSMENTS

Introduction

Some of the data we will be collecting with the PECD impact evaluation is concerned with how children are developing. We are interested in learning how well children perform on a range of assessments, including vocabulary level, capacity to pay attention, memory abilities, problem-solving tasks, reading and math. Two of the tests we will administer were also used at baseline (PPVT-4 and Leiter-R Sustained Attention), but the others are new. Most of the tests are brief and some use colorful materials for the children to play with.

General Considerations

Before you start: Before testing, it is important to introduce yourself to the child and establish rapport. You can bend down, squat or sit next to the child so that you are near his/her eye level. We want the child to feel safe and comfortable with you. If any child seems shy or afraid, try to chat a bit more with them to make them feel at ease. Explain to them that the two of you will play some games that most children find fun. Be sure you have all the materials you need for each test before the administration. Do not allow children to play with any test materials unless you are asking them to do so as part of the administration.

Test setting and conditions: Testing should take place in a quiet, private environment, away from distractions. The typical seating arrangement for a right-handed examiner is illustrated in the diagram (shown below in "a."). If the examiner is left-handed, the seating positions should be switched so that the child is on the examiner's right side ("b."). The examiner can also sit directly next to the child, making sure to sit in between the child and the answer sheet (as seen in "c" and "d."). Take care that the child cannot read anything on your record form or easels, by either covering them up or by keeping the record form on the other side of your body, away from the child.

a.



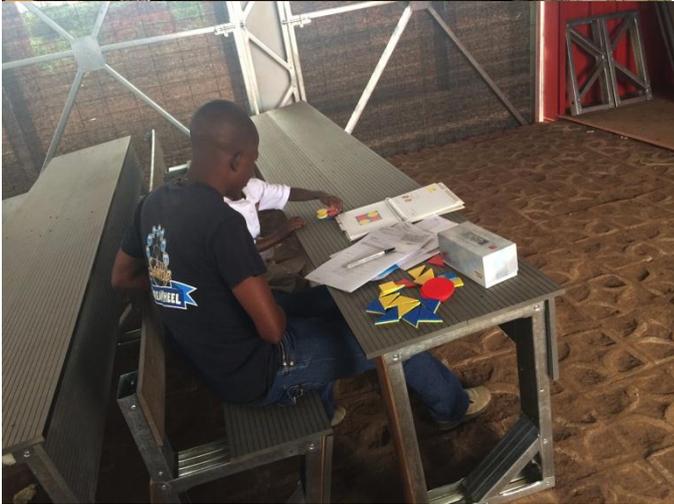
b.



c.

d.

CHILD ASSESSMENT



Giving the tests: Be sure to read instructions and components of the tests exactly as written. Any feedback you provide should be consistent, regardless if the child responded correctly or incorrectly to the item. You can say, “OK,” “Well done,” “Good job,” or “Hmm.” Do not provide any feedback until the child has completed responding to the item. Some children will hesitate in their responses, looking to you for feedback as to whether they are correct or not. It is important that you do not give indication (such as smiling or looking at the correct response) about whether they are correct or not. You can ask if they are finished or if they have made their choice, but do not look at the correct response (this mostly applies to the PPVT-4 test). When they have completed the test, praise the child again briefly and move on to the next assessment. More specific instructions for each test are provided below.

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.”** Close the easels and cover the response forms so that no information can be easily seen. Encourage child to get up, use the restroom, get a drink (if available), 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.”** Briefly remind the child of the instructions. Try not to allow more than two breaks.

HAND MOVEMENTS

Description of measure: Hand Movements measures sequential processing and short-term memory within the visual-motor modality. The examiner makes a series of hand movements, and the child repeats them in the same sequence.

CHILD ASSESSMENT

Materials

- Hand movements record form (each item includes the series of movements to be demonstrated to the child)
- Pen for recording responses

General guidelines for giving the test: Remove any loose or noisy jewelry from the hand you will use to administer the items. Be sure you are situated so that the child cannot see the hand movement sequences on the record form, or your markings. Before administering each item, make sure the child is paying attention to you and not looking around. Do not allow the child to play with any papers, pens, phones, etc. It is best that you use a desk, table or other hard furniture that is raised so that you and the child can easily see each other's hands. Do not administer on the floor or ground.

With each hand movement, touch the table (or other surface) lightly; do not pound the table. Make your hand movements at a steady rate of one per second. Avoid grouping the movements rhythmically. Remove your hand from the child's view as soon as you administer each item. If the child begins to respond before you finish presenting at item, say, "Wait," and complete the sequence. **Do not repeat an item** except when teaching the task.

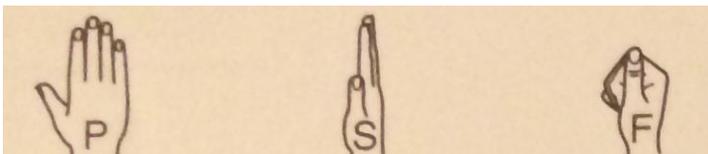
Teaching the task: The teaching item includes the sample item only. You can help the child better understand the instructions or how to make the correct response. You can repeat the sample item up to 3 times before discontinuing the test.

Scoring: For credit, the child must repeat the series correctly, with no additions or omissions, in the exact order in which you demonstrated the sequence.

Stopping rule: You will stop the administration when the child has failed to respond correctly on 3 consecutive items (that is, child scored "0" three times in a row).

Specific Instructions

Say, "We are going to play a game with our hands. Watch my hand, and do what I do." Demonstrate each movement for palm, side and fist, one at a time. Be sure your hand looks like the picture below:

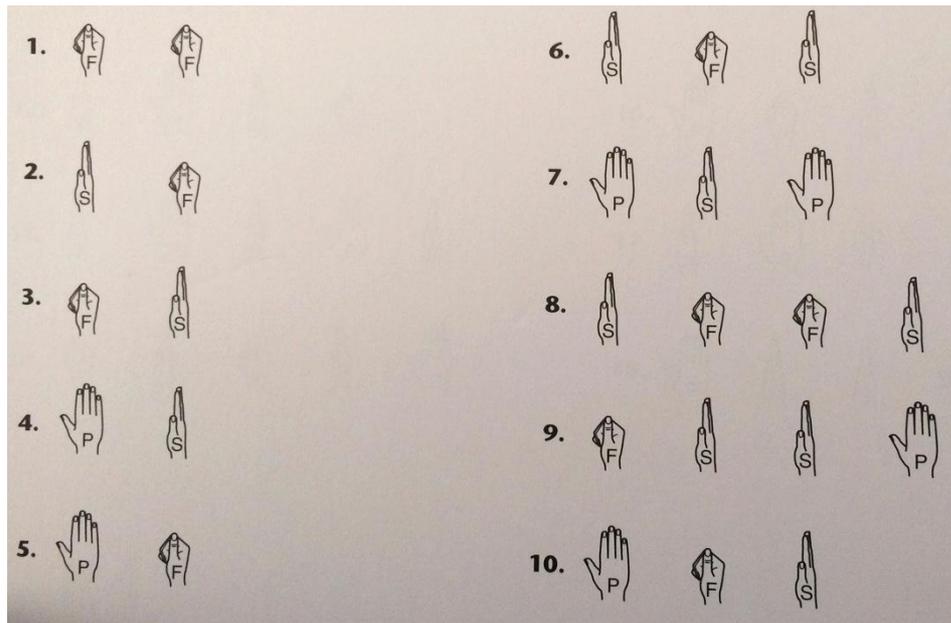


Have the child imitate each one. You may shape the child's hand into the correct shape, if necessary. If child is unable to make a movement precisely, determine the child's closest approximation of it and accept this as correct for all items.

Sample: Say, "Watch my hand." Tap your palm twice at the rate of **one tap per second**. Move your hand out of child's sight. Say, "Now you try it." If child correctly demonstrates sample, go to item 1. If incorrect or no response, say, "I move my hand this way [TAP PALM TWICE] then you do it the same way I did. Let's try again." Repeat the item. Say, "Watch my hand," and tap your palm twice. If the child responds incorrectly again, teach further. Say, "See how my hand looks? It's flat on the table. Make your hand look just like mine. Now, tap the table two times. Do it with me." Do not score the sample item. After teaching, go on to item 1.

CHILD ASSESSMENT

For example, items 1-10 look like this:



For items 1-23, if necessary, say, "Watch my hand." Administer the item. Say, "Now you try it." No additional teaching is allowed beyond the sample item. Circle "0" for an incorrect response and "1" for a correct response. **Be sure to stop when child has failed three items in a row.**

SUSTAINED ATTENTION TASK (LEITER-R)

Description of Measure: This test measures how well children can continue to pay attention or stay on task, even when an activity becomes boring. For each page administered, the child is shown a target picture of a shape or series of shapes. The child is asked to search through an array of pictures and use a marker to mark out all of the pictures that match the target picture as quickly as possible. Thirty seconds are allowed to complete each page.

Materials

- 8 Sustained Attention booklet (includes four tasks, labeled AS9-AS12)
- Stopwatch
- Colored highlighter to use in marking the booklet
- Scoring page

Test Setting and Conditions: Position yourself next to the child, so you can see where the child marks on the booklet, and so you can easily stop the child at the time limit. If possible, use a desk or table (or other hard furniture) for administration. If no furniture is unavailable, you can also use your clipboard to make a hard surface for the child to write upon. In this case, it would be best for the child to hold the clipboard in his/her lap. Be sure the booklet is directly in front of the child with a horizontal orientation. Avoid any positions where the child's arms cover much of the test page or where the test page is too far away for the child to easily see and mark all the items. Keep your stopwatch or phone out of the child's reach and eyesight.

General Administration: Administer by centering the Sustained Attention booklet in front of the child so that only 1 task is exposed at a time. Each task must be timed and can last only 30-60 seconds. The allowed time for each task is written in the upper right corner of each page of the booklet. You may indicate that you will be timing child and that most people do not find all the pictures. Children can mark the pictures with lines,

CHILD ASSESSMENT

dots, checks or circles, but should be discouraged from scribbling on the pictures or making more than one mark on the pictures. Remind the child to find and mark each target picture as quickly as possible.

Unless it is disruptive to the child, have him/her stop at end of time limit. If child does not want to stop, only count those pictures (both correct and errors) marked out within the specified time limit. After administering each task, be sure to circle pictures marked *after* time was up. You will not include circled items in your counts. If child *mistakenly* extends marking into another shape – but would otherwise have marked correctly – put a tick or check mark by the item. If child extends marking into another shape – and you believe this was *intentional* and not done by mistake – put an “x” by the marking. Later, you will count the markings with your tick or check mark as correct responses, and those with an “x” as errors. All scoring should be completed after the last assessment (EGMA) has been administered. Be sure to count twice, and ask a team member to check your scores by counting all four tasks’ markings.

Teaching Trials: Each section includes a teaching trial. You will use 30 seconds to teach on each trial. Be sure to teach each practice trial one at a time (not all together at once).

During each practice trial, teach by demonstration, pointing back and forth between the target picture and one or more of the matching pictures below. You should demonstrate marking one or two pictures in the top row with a horizontal line. Some children may be unfamiliar with using a marker or highlighter. Gently place your hand over child’s hand and help him/her grasp the marker. Guide the child’s hand to put a line, dot or other distinct mark on one or two pictures in the rows, then give them a chance to mark the trial pages on their own. Children more familiar with using writing utensils can use your pen, if this is more comfortable for them. Allow the child to mark as many pictures in the practice trials as possible in the 30 seconds.

If the child does not understand what to do and how to complete the task after the first teaching trial, discontinue the test.

Specific Instructions for Each Task

1. Be sure you have your stopwatch, booklet, pen and highlighter ready for use.
2. Turn to the Teaching Trials page. Start with the **Practice for AS9**. Put this page directly in front of the child. The page should have a horizontal (not vertical or diagonal) orientation.
3. Point to the target picture of the square and say to the child, “Look! See this square?” Be certain the child is looking at the drawing and acknowledges s/he sees it (by nodding, saying yes, etc.).
4. Say, “Good! Now look down here,” and point to the rows of pictures below the target square in the trial for AS9. Say, “Do you see how this picture [POINT TO A SQUARE IN THE FIRST ROW] is the same as this picture [POINT TO THE TARGET PICTURE OF THE SQUARE]?”

Point again to the square in the first row, and then point back to the target picture of the square. If the child does not seem to understand, say “See? They are the same,” as you point back and forth between the target and square in the first row.

5. When you are sure the child understands, say “Good! Now watch me. See how I use the marker to make a line through this picture of the square? [BE CERTAIN CHILD IS WATCHING AS YOU DRAW A HORIZONTAL LINE THROUGH A SQUARE IN THE FIRST ROW. MARK DELIBERATELY, BUT DO NOT GO TOO QUICKLY OR TOO SLOWLY] Now I want YOU to use this marker and make a mark on every square you see here.” [GIVE MARKER TO CHILD.]

Say, “Go on, and draw lines through every picture of the square.” Start the stopwatch. Be sure to correct the child if s/he marks a different shape, explaining again that s/he can only mark the square. If the child pauses or stops, encourage him/her to continue marking all pictures of the square in the trial by saying, “Go on now,” or “Mark all of the squares you see here.”

6. If the child does not seem to understand how the pictures match, continue to point to all of the other pictures of squares in the rows until s/he understands. Then show the child how to mark through one of the squares and give the marker to the child. Ask the child to use the marker to draw a line over all of the squares in the trial.

CHILD ASSESSMENT

Allow up to 1 minute for the AS9 teaching trial. Stop the trial when the child has marked each square or 1 minute has passed.

If the child does not understand what to do and how to complete the task after the first teaching trial, discontinue the test.

7. After the teaching trial is completed, say to the child, "You did a good job! Now we're going to look for that square on another page." Place **AS9** directly in front of the child and say, "See? Here is the square again [POINT TO THE TARGET PICTURE]. Use your marker to put a mark over every picture of the square on this page [POINT TO THE ROWS BELOW THE TARGET PICTURE]. You need to work as fast as you can. I'm going to tell you when to start and when to stop. OK, go! [START THE STOPWATCH.] Mark all of the squares you see!"

Remember, you can use gestures and other nonverbal cues to indicate the child should mark as many of the pictures as possible that look like the targeted picture at the top of the page during the allotted time. You may cue child up to 2 times on each page, if needed, but no further Teaching Trials are allowed. Cuing consists of pointing back and forth between target picture and 1 (ONE) correct answer on page. Do not demonstrate crossing out on actual test pages. You can smile and nod in encouragement. You can say "Hm-mm" as an indication that the child is doing fine. Otherwise, do not talk to the child during the administration.

8. Keep an eye on your stopwatch. Stop the stopwatch after **30 seconds** have passed. Let the child know the task is over. Say, "OK, you did a good job! Let's try another one now."

9. After AS9 is administered, return to the Teaching Trials page to demonstrate the **AS10 practice**.

10. Say to the child, "Look, we have this semi-circle here [POINT TO THE TARGET SEMI-CIRCLE ABOVE TEACHING TRIAL FOR AS10]. And here it is again down here [POINT TO A SEMI-CIRCLE IN THE TOP ROW] and here [POINT TO ANOTHER SEMI-CIRCLE IN THE TOP ROW]. [GIVE THE MARKER TO THE CHILD.] Go ahead and mark all of the semi-circles here."

When the child begins to mark the pictures, start the stopwatch. Be sure to correct any errors the child makes by saying (for example), "Is this picture you marked here a semi-circle? No, it is not. Remember, only mark through pictures of the semi-circle." If the child pauses or stops, remind the child to keep marking until all of the semi-circles have been drawn through. Allow up to 30 seconds for the child to mark pictures in this teaching trial.

11. After the teaching trial is completed, say to the child, "Well done! Let's play another game." Place page **AS10** directly in front of the child and say, "See the semi-circle here [POINT TO THE TARGET PICTURE]? Find all of the semi-circles here [POINT TO THE ROWS] and use your marker to put a line through them. [HAND THE MARKER TO THE CHILD.] OK, go! Mark all of the semi-circles you see!" Start the stopwatch when the child moves to make the first mark. **Allow 30 seconds for task AS10.**

12. After AS10 is administered, return to the Teaching Trials page to demonstrate the **Practice for AS11**.

13. Say to the child, "Look, we have here a triangle, and right next to it an ellipse [POINT TO THE TARGET SHAPES ABOVE TEACHING TRIAL FOR AS11]. And here they are again together down here [POINT TO A PAIR OF THE SHAPES IN THE TOP ROW] and here [POINT TO ANOTHER PAIR OF THE SHAPES IN THE TOP ROW]. See, we have a triangle, and right next to it an ellipse. [GIVE THE MARKER TO THE CHILD.] Go ahead and mark all of the pairs of the triangle and ellipse here. Be sure that the pair look just like this [POINT TO THE TARGET SHAPES AGAIN]"

When the child begins to mark the pictures, start the stopwatch. Be sure to correct any errors the child makes by saying (for example), "Is this picture you marked here the same as here [POINT TO THE TARGET PAIR OF SHAPES]? No, it is not. Remember, only mark through pictures of the triangle and ellipse that look just like this [POINT TO THE TARGET PAIR OF SHAPES]." If the child pauses or stops, remind the child to keep

CHILD ASSESSMENT

marking until all of the pictures of the pairs have been drawn through. Allow up to 30 seconds for the child to mark pictures in this teaching trial.

14. Turn to the page with AS11. Place page **AS11** directly in front of the child and say, “See the triangle and ellipse here [POINT TO THE TARGET PICTURE]? Find all of the pairs here [POINT TO THE ROWS] that look exactly the same as this [POINT TO THE TARGET PICTURE] and use your marker to put a line through them. [HAND THE MARKER TO THE CHILD.] OK, go! Mark all of these that you see!” Start the stopwatch when the child moves to make the first mark. Allow **60 seconds** for the child to mark as many as possible.

15. Return to the Teaching Trials page to demonstrate **Practice for AS12**.

16. Say to the child, “Look, we have here a circle, and then a square, and then another circle, all together [POINT TO THE TARGET SHAPES ABOVE TEACHING TRIAL FOR AS12]. And here they are again together down here [POINT TO THE TRIO OF THE SHAPES] and here [POINT TO ANOTHER TRIO OF THE SHAPES]. See, we have a circle, a square, and a circle all together here. Sometimes, they are turned in different directions. [GIVE THE MARKER TO THE CHILD.] Go ahead and mark all of the trios you can find here. Be sure that the trio looks just like this [POINT TO THE TARGET SHAPES AGAIN].” Allow **60 seconds** for the child to mark as many as possible.

Recording Scores: After all of the child assessments have been administered, complete the scoring in the Child Assessment Questionnaire. Be sure to count **all** of the marks on each test page first, and then count the correct marks and errors. The total marks counted must equal the sum of the correct marks plus errors. **Count carefully twice. Have a team member also count (total marks, correct and errors) to confirm your scoring before finalizing your work.**

Tips and Reminders

- Be certain that the tasks are oriented correctly, directly in front of the child. Be sure child can easily see and mark pictures on the entire page. Re-position the child if his/her arm is covering part of the page.
- Encourage child to mark all of the correct pictures possible during the trials in 30 seconds.
- You should NOT make any marks on the actual test page. Only the child marks the pictures on the test page.
- Minimize talk between tests so child isn't encouraged to chat about the pictures, etc. We want children to work as quickly as possible and not lose concentration between tasks.
- On the test trials pages, cover other trials not being administered with paper so that only the appropriate test trial is visible.
- Spend sufficient time teaching during AS11 and AS12 trials, explaining how the target shapes are arranged (e.g., triangle first and ellipse second) and how the set of shapes might be turned in many different directions (AS12).
- If a child is scribbling over pictures or taking long to make a mark, remind him/her **once** per test that they must work quickly.

NUMBER RECALL TEST

Description of test: Number Recall measures sequential processing and short-term memory within the auditory-vocal modality. The examiner says a series of numbers and the child repeats them in the same sequence.

Materials

- Number recall record form (each item includes the series of numbers to be read to the child)

CHILD ASSESSMENT

- Pen for recording responses

General guidelines for giving the test: Be sure you are situated so that the child cannot see the number sequences on the record form or your markings. Before administering each item, make sure the child is paying attention to you and not looking around. Do not allow the child to play with any papers, pens, phones, etc.

Say the numbers at a steady rate of about one per second. Avoid grouping numbers rhythmically or using a sing-song voice. Do not drop your voice when saying the last number in a sequence, which could cue the child that you have finished the series. Do not repeat an item except when teaching the task (sample, item 1 and item 2 only). Always start with the sample and then proceed to item one.

Teaching the task: Teaching items include the sample item and items 1 and 2. For these items, you can help the child better understand the instructions or how to make the correct response. You can repeat these items twice, but you will only record the child's first response.

Scoring: For credit, the child must repeat the series correctly, with no additions or omissions, in the exact order in which you read the sequence. Circle "0" for incorrect response and "1" for correct response.

Stopping rule: You will stop the administration when the child has failed to respond correctly on 3 consecutive items (that is, child scored "0" three times in a row).

Specific Instructions

Sample: Say, "I'm going to say some numbers. Say them just as I do." Say, "2-3." Say the numbers at the steady rate of about 1 per second. Allow the child to respond. If correct, go to item 1. (Note: there is no recording of response for the sample.) If incorrect or no response, say, "I said 'two-three,' so you should say 'two-three' just as I did. Let's try again. Say what I say: 'two-three.'" If the child still doesn't understand, try explaining again that he or she is to repeat the numbers exactly as you said them, starting with "two" and ending with "three." Go to item 1.

For item 1, say, "Say these numbers just as I do: 10-5." Allow the child to respond. If correct, circle the "1" on the response form and proceed to item 2. If incorrect or no response, circle "0" on the response form and then say, "I said 'ten-five,' so you should say 'ten-five' just as I did. Let's try again. Say what I say: 'ten-five.'" If the child still doesn't understand, try explaining again that he or she is to repeat the numbers exactly as you said them, starting with "ten" and ending with "five." Go to item 2.

For item 2, say, "Say these numbers just as I do: '1-8.'" Allow the child to respond. If correct, circle the "1" on the response form and proceed to item 2. If incorrect or no response, circle "0" on the response form and then say, "I said 'one-eight,' so you should say 'one-eight' just as I did. Let's try again. Say what I say: 'one-eight.'" If the child still doesn't understand, try explaining again that he or she is to repeat the numbers exactly as you said them, starting with "one" and ending with "eight." This is the last teaching trial. Go to item 3.

For item 3 say, "Say these numbers just as I do: 6-3." Record child's response ("0" if incorrect, "1" if correct).

For item 4-22 items, you can just state the numbers without first telling the child to say them as you do.

Be sure to **stop** administration when child has **failed three items in a row**. Let the child know he or she has done a good job, and that you are going to play another game now. Proceed to next test.

TRIANGLES

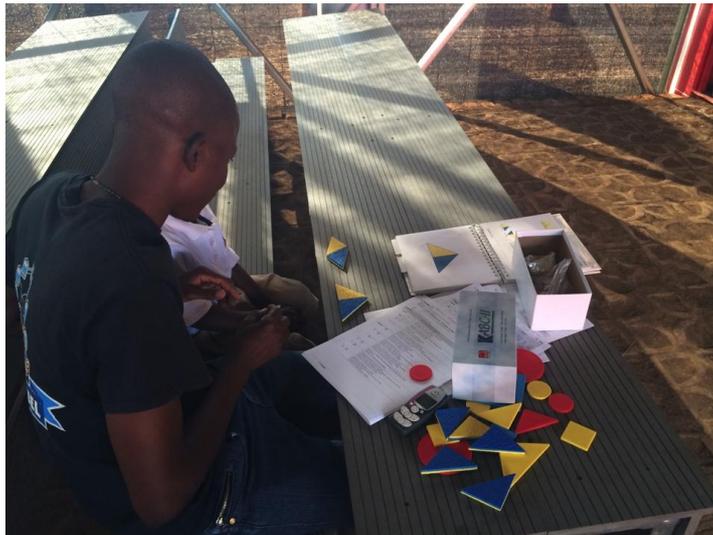
Description of measure: Triangles measures visual-construction ability and understanding of spatial relationships. The child arranges flat shapes of various sizes and colors to match a model or picture.

CHILD ASSESSMENT

Triangles test materials

- The 16 plastic shapes
- The 9 foam shapes
- Stopwatch
- Pen
- Response form for recording answers

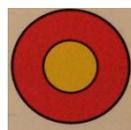
Test Setting and Conditions: This test is best administered with the child sitting next to the examiner at a table or desk (or other hard furniture). There should be enough space in front of the child for the easel along with room for the examiner's model as well as room for the child to make his or her construction. Be sure that you only present to the child the shapes that she or he will use for the item you are administering.



General guidelines for giving the test: The pieces needed for the upcoming item are indicated in the lower right corner of each examiner page. Before constructing or exposing each stimulus design, place the exact set of plastic shapes or foam triangles needed for the item in front of the child in a random arrangement. For items using the foam triangles, about half should have the yellow side up and half the blue side up. Keep any remaining pieces out of the child's reach. Do not allow the child to hold the pieces against the model or easel, or to stand them on edge. If the child does this, say, "Please keep the pieces on the table [desk, etc.]" If the child uses fewer than the allotted number of pieces to make a design, say, "Please use all of the pieces." Do not "name" any of the designs (e.g., "truck" for item 4).

Demonstration and teaching the task: *Demonstrate* Sample A, Item 4 and Sample B only. Leave your model in place as you ask the child to build a design just like yours. *Teaching* items are Sample A, Item 4, Sample B, item 11 and item 12. For each of these items, if the child cannot complete the model correctly, take the child's design apart and rebuild it, explaining to the child what you are doing (e.g., say "See, I put this square here," etc.). Score only the child's first response. Do not change the child's score if he or she builds the model correctly on the second or third try.

Sample A: place the easel in front of you, lying flat on the surface, with the Sample A page open. Place one large red circle and one small yellow circle to the side of the easel, between you and the child. Place the other large red circle and the other small yellow circle in front of the child. Say, "**Watch.**" With your pieces build your model and leave it in place. Say, "**Use these** (point to the child's shapes) **to make one like this** (point to your model)."

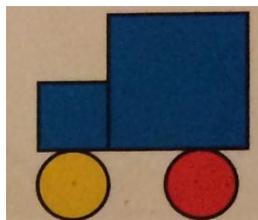


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To pass this item, the small yellow circle must be on the large red circle. The small circle does not have to be in the center of the large circle, but it cannot hang over any edge of the large circle. That is, the small circle must be completely inside the large circle. If the child made the design correctly, remove the circles and get out the items needed to administer item 4. Turn the easel page to item 4.

If the child does not build the model correctly or does not respond, leave your model intact and take apart the child's pieces. Say, "**Watch how I do it.**" Use the child's pieces to build the design. Take it apart and say, "**Now you do it.**" If necessary, teach further (e.g. say "**Watch. The big red circle goes on the bottom, and the small yellow circle goes on top of it.**") Take the model apart and allow the child to build the design again. After teaching, take away all of the circles and set out the pieces for **item 4**.

Item 4: take out the 2 large blue squares, the 2 small blue squares, the 2 small yellow circles and the 2 small red circles. Put one set of the items in front of the child. With the other set, build the model and leave it in place. Say, "**Make one like this.**" Point to your model.



For scoring, the small square must be next to the large square (either side is fine). The small square must not be higher than middle of the side of the large square. Both circles must be on the same side, and not opposite to or on the same side as the small square. Any orientation is OK. If the child does not pass, leave your model intact, and take apart the child's model. Say, "**Watch how I do it.**" Use the child's pieces to build the design. Take it apart and say, "**Now you do it.**" If necessary, teach further. Take the model apart and allow the child to build the design again. After teaching and scoring this item, take away the blue squares, red circles and yellow circles. Look at your easel to find the pieces needed for item 5. Set out the pieces for **item 5**, putting them directly in front of the child. Turn the easel to item 5.

Items 5-10: Do not demonstrate or teach any of the items. Be sure to keep the child's model in place and carefully read the scoring criteria for each item before circling your response ("0" for incorrect, "1" for correct, or "NA" for items not attempted).

Sample B: Place 2 foam triangles before the child. Say, "Each of these pieces is blue on one side [SHOW] and yellow on the other side [TURN OVER AND SHOW]." Leave the 2 pieces with one yellow side up and one blue side up. Get 2 other triangles out and put them in front of the child. Turn easel to Sample B page. With your two triangles, show the child how to turn the triangles in different orientations to make the model. Be sure to build your model on the surface (not in your hands). When you have made your model, leave it in front of the child. Show the child how your model looks like the picture. Say, "Put these together [POINT TO THE CHILD'S TRIANGLES] to make this [POINT TO YOUR MODEL]."

If child makes Sample B incorrectly or does not respond, take apart the child's model and build the design again, explaining to the child how you are making the design. Go to item 11. If child makes Sample B correctly, remind the child how the model she or he made looks like the picture. Remove all triangles and set out the pieces needed for item 11. Be sure put one triangle yellow side up and the other triangle blue side up. Turn easel page to item 11.

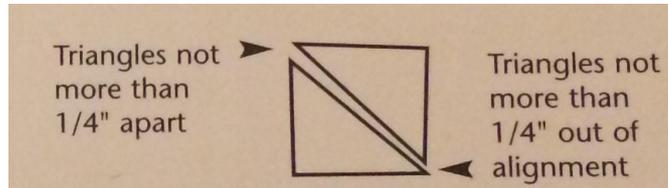
Items 11 and 12: Do not demonstrate making this design. The child should make the model to match the picture. If the child completes the design correctly in the allowed time, continue to next item. If the child fails to make the model in the allowed time, score the item as "0." Then take the child's design apart and show how to make the model, explaining how you put the pieces together to match the picture.

General administration: For items 5-10, if the child spends a great deal of time on an item and does not seem to be making progress, go on to the next item. Note that items 11-27 have time limits, shown on the

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easel and the record form. You may allow the child to finish working after the time limit expires, but do not give credit.

Scoring: Score "0" for incorrect and "1" for correct. Items 4-10 (plastic shapes) have item-specific scoring criteria, printed in the easel and record form. The response must meet all criteria to be correct. Items 11-27 (foam triangles) have general scoring rules: 1. Any orientation is acceptable; 2. No gaps between pieces great than about ¼ inch or 0.6 cm (about the size of a tip of a pen); 3. Triangles not more than ¼ inch (0.6 cm) out of alignment:



4. Any arrangement of adjacent triangles of the *same color* (e.g., item 11) is acceptable if it matches the stimulus design. The illustration on the easel page shows just one example.

Stopping rule: You will stop the administration when the child has failed to respond correctly on 3 consecutive items (that is, child scored "0" three times in a row). The plastic piece items and foam triangle items are all together **one test**. If a child fails 3 consecutive items using the hard plastic pieces (items 4-10), you must stop. You do NOT administer Sample B and you do not administer the foam triangles. If a child fails items 9 and 10, proceed to Sample B. If child fails item 11, you must stop, as these are 3 consecutive fails.

PEABODY PICTURE VOCABULARY TEST, FOURTH EDITION (PPVT-4)

Description of measure: Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4 Scale), measures the receptive (hearing) vocabulary of children and adults. It is an untimed power test, rather than a speed test and is individually administered to examinees. The instrument contains training items followed, in this case, by 108 test items, each consisting of four full-color pictures arranged on a page. The examinee selects the picture that best illustrates the meaning of a stimulus word spoken by the examiner.

PPVT-4 Test Materials

- Administration easel
- Record form
- Pen for recording responses

Item Sets: The PPVT-4 test items are administered in sets of 12, as indicated in the record forms. **The Complete Set Rule requires the administration of all 12 items in the set in order, beginning with the first item in the set.** In this survey, every child will complete all the items in all the sets regardless of age, unless there is a genuine reason to discontinue the test. In any case, do not discontinue before you complete all items in a particular set. You will start with **Item 13** and you will stop after you administer **Item 120**. **Administer all items to all children regardless of age.**

Test Setting and Conditions: Ensure that examinee sees only one picture page at a time and that he/she does not see the record form. Generally, the easel should be positioned such that one side of the easel faces the child and that the examiner can clearly see the pictures to be presented to the child. **When sitting on the floor, you may need to put the easel on something to elevate it so that the child easily sees all the pictures on a page.** Be sure the easel is directly in front of the child, and within reach so that the child can point at any of the four pictures easily. You are advised to keep the record form away from the child so that he/she doesn't see it.

Presenting the Stimulus Word for Each Item: The method of presenting each PPVT-4 item is straightforward: say a word and ask the child to point to the picture that shows the meaning of the word. The

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Training Items will also help teach the child the nature of the task and how to respond. However, it is very important that before test administration, the examiner must be familiar with the pronunciation of each stimulus word. It is important to do the following:

- Practice saying stimulus words so that you will articulate distinctly during testing. Maintain a natural tone of voice as you say the words so as to avoid a monotone delivery and loss of the child's interest.

Precede the first few stimulus words with one of the following prompts:

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- Put your finger on [word]. Show me [word].
- Point to [word].
- Find [word].
- Where is [word]?

When it is clear that the child understands the task, you may say each stimulus word without further prompts or instruction.

Repeating stimulus words: It is permissible to repeat the pronunciation of a stimulus word in some instances. Repeat the stimulus word when the child requests a repetition, when a repetition appears necessary (e.g., if the examinee fails to respond or appears confused), or when pronunciation of a word differs greatly by culture or region. Do not repeat each and every stimulus word! You cannot repeat a stimulus word after the child has already pointed to a picture, even if the response is incorrect.

Allowing time to respond: Because the PPVT-4 testing session is not timed, children should be given ample time to respond to an item. However, if an examinee does not respond to an item within approximately 10 seconds, prompt him or her by saying, "**Try one. Point to the one you think it might be.**" If the child still does not respond, score the item as an error and proceed to the next item. Conversely, if an examinee responds very quickly and does not appear to be considering each option, ask him or her to slow down and to study all four alternatives carefully before choosing a response.

The Training Items: The Training Items are intended to teach the individual how to give the desired response as well as to help determine whether the child is capable of responding to the PPVT-4 items. Remember, we are administering all Training Items in Page B to all children.

Training Page B (Training Items B1 to B4): Point to each of the four pictures, and say, **Look at the pictures on this page.**

- B1: Say, Put your finger on the picture that shows crying. Record the response on the record form. Correct response: Say, Good! Continue to B2. No Response: Say, You may not be sure, but put your finger on the one you think is right. If the examinee responds incorrectly or still does not respond, demonstrate the correct response by pointing to crying and saying, This is crying. Now try again. Put your finger on crying. Help as necessary until the examinee responds correctly. B2: Say, Put your finger on washing. Correct response: Say, Good! Incorrect or No Response: Continue teaching as in B1. Record response.
- B3 and B4: Administer in the same manner as B1 and B2. For any incorrect responses, be sure to demonstrate the correct response by pointing to the correct picture and saying, **This is [SITTING/HIDING]. Now try again. Put your finger on [SITTING/HIDING].** Record responses for B3 and B4.
- Look at the responses for all 4 Training items. If child was able to correctly identify 2 or more of items from B, continue on to administer Item 13.

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- If child was **not** able to correctly identify 2 or more items for Training Page B -- and it appears that this was due to carelessness, lack of attention or some other reason that does not indicate potential difficulty in taking the test -- continue to Item 13. If you do NOT think the child's errors were due to carelessness, lack of attention, etc., do not administer the test. Tell the child, **Good! Let's do something else now.**
- If the test was NOT administered, be sure to detail the reasons why on the cover page.

Recording Responses: During administration, mark in the record form the response to each administered item by circling 1, 2, 3, or 4. The correct response is printed in "bold". If the examinee refuses to respond or says, "I don't know," circle "NR" (no response).

If the examinee has responded to an item 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. These spontaneous changes are acceptable even when made after you have administered subsequent items. If the child repeatedly changes the response to an item (i.e., points to more than 2 pictures after initial response), say to the child, **Show me one more time. Put your finger on [TARGET PICTURE].**

Allowing responses that are guesses: Because examinees are not penalized for guessing on PPVT-4 items, encourage reluctant examinees by saying, **"It's all right to guess."** The response options are in a multiple-choice format, so there is one chance in four that the guess will be correct. If the examinee still is unwilling to choose, however, score the item as an error and say, **"That was a difficult one. Let's try another,"** and 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 continue 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 PPVT-4 administration if the child is particularly distracted and the enumerator feels such action will help re-focus them on the assessment.

Periodically remind the child to look at all 4 pictures before choosing one. Some examinees, especially young children, may persist in pointing to or naming the same quadrant repeatedly. Repeat frequently the following prompt: **"Be sure to look carefully at all the pictures before choosing one"**.

If the examinee persists in repeatedly pointing at or naming the same quadrant, point to each of the four pictures in turn while saying the following: **Look at this one, and this one, and this one, and this one.**

If the child points to a different picture on the page, and verbally identifies it as something other than the target word, again ask the child to point to the target picture. For example, if the target word is "bear," but the child points to the picture of the car and says "car" (or points to the car and calls it any word other than "bear"), you may prompt them again with the target word.

Early Grade Math Assessment (EGMA)

Description of measure: The EGMA was developed by USAID and others for use assessing the math abilities of young children throughout the world. It includes a range of tasks appropriate for Standards 1 and 2. We will be using 3 tasks: number identification, quantity discrimination, and addition.

EGMA Test Materials

- Pages with numbers for naming (to show to child)
- Pages with numbers for discriminating which is larger (to show to child)

CHILD ASSESSMENT

- Pages with addition equations (to show to child)
- Score sheet for recording responses
- Pen for recording responses

Test Setting and Conditions: Ensure that each number page is directly in front of the child and that child can reach (to point) to the numbers. Ensure examinee sees only one page at a time and that he/she does not see the record form.

Number Identification

This is a timed task. Be sure to have your stopwatch, pen and score sheet ready. Place the page with number list (starting with the number “2”) in front of the child. Read instructions as printed on your score sheet. Say, “Here are some numbers. I want you to point to each number and tell me what the number is. I will tell you when to begin and when to stop.” POINT TO THE FIRST NUMBER. Say, “Start here. Are you ready? Start. What number is this?” Start your stopwatch when child points to first number. Encourage the child to move to the next item if child stops for more than 5 seconds. Be sure to turn the page quickly to the second set of numbers to identify. Stop the child when 60 seconds have elapsed.

Number Identification Scoring: As the child is naming the numbers, follow along on your score sheet and circle NA (not attempted), 0 (wrong name for number) or 1 (correct name for number). If the child finishes naming the numbers before the 60 seconds pass, record the time remaining in seconds on the score sheet. If the child cannot name any of the first three numbers, discontinue task. If child names at least one number, continue. Be certain that each item has a response recorded.

Quantity Discrimination

This is NOT a timed task. Be sure to have your pen and score sheet ready. Place the page with the two columns of numbers (starting with practice item, numbers “8” and “4”) in front of the child. Read instructions as printed on your score sheet. Say, “Look at these numbers. Tell me which number is bigger.” If correct, say “That’s correct, 8 is bigger. Let’s do another one.” Proceed to next practice item. If incorrect, say “The bigger number is 8 [POINT TO 8]. This is 8. [POINT TO 4]. This is 4. 8 is bigger than 4. Let’s do another one.” Proceed to practice item 2. Administer practice item 2 in the same manner as practice item 1. When complete, proceed to next item. Encourage the child to move to the next item if child stops for more than 5 seconds. Be sure to turn the page quickly to the second set of numbers to discriminate. **Stop if/when child makes 4 consecutive errors (4 “0s” in a row).**

Number Discrimination Scoring: As the child is naming the numbers, follow along on your score sheet and circle NA (not attempted), 0 (wrong name for number), 1 (correct name for number) or P (pointed at correct number, but failed to say correct number). Be certain that each item has a response recorded.

Addition

This is a timed task. Be sure to have your stopwatch, pen and score sheet ready. Place the page with addition equation (starting with “1 + 3”) in front of the child. Read instructions as printed on your score sheet. Say, “Here are some addition problems [GLIDE HAND FROM TOP TO BOTTOM]. I will tell you when to start and when to stop. Say the answer for each problem. If you don’t know the answer, move to the next problem. Are you ready?” POINT TO THE FIRST EQUATION. Say, “Start here.” Start your stopwatch when child says answer to first equation. Encourage the child to move to the next item if child stops for more than 5 seconds. Be sure to turn the page quickly to the second set of numbers to identify. Stop the child when 60 seconds have elapsed.

Addition Scoring: As the child is answering the addition problems, follow along on your score sheet and circle NA (not attempted; ran out of time), 0 (wrong or no response) or 1 (correct response). If the child finishes the addition problems before the 60 seconds pass, record the time remaining in seconds on the score sheet. If the child has no response to any of the first three problems, discontinue task. If child answers at least one of the first 3 problems (even if incorrectly), continue. Be certain that each item has a response recorded.

FIELDWORK CHECKLIST

8 FIELDWORK CHECKLIST FOR ENUMERATORS

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

- ✓ Blank M/G consent forms
- ✓ Household Contact Forms from Midline/Baseline
- ✓ M/G Questionnaires (pre-filled with M/G and Child Names)
- ✓ Book for Mother-Child Observation
- ✓ Soap for M/G respondent
- ✓ Child Assessment Survey
- ✓ Leiter score sheets
- ✓ PPVT easel
- ✓ Triangles easel
- ✓ Triangles kit
- ✓ stopwatch
- ✓ Working markers or highlighters for children to complete Leiter (as needed)
- ✓ Phone to note time
- ✓ Child Tracking form (as needed)

Supervisors

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