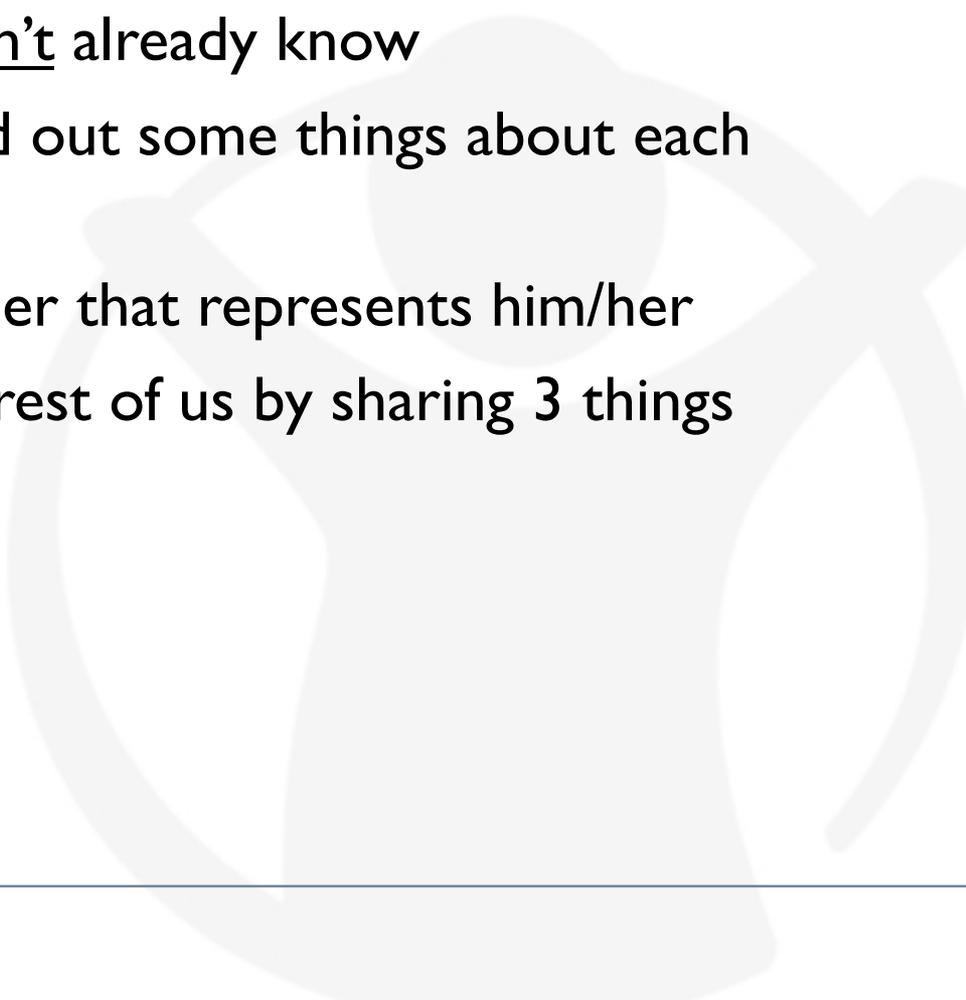
A grayscale photograph of three young children, two boys and one girl, smiling warmly at the camera. They are sitting at a table with papers and a pen, suggesting a school or training environment. The image is semi-transparent, allowing the text to be overlaid.

ENUMERATOR TRAINING
CHILD ASSESSMENTS
QP4G STUDY

August 25 – September 3, 2015

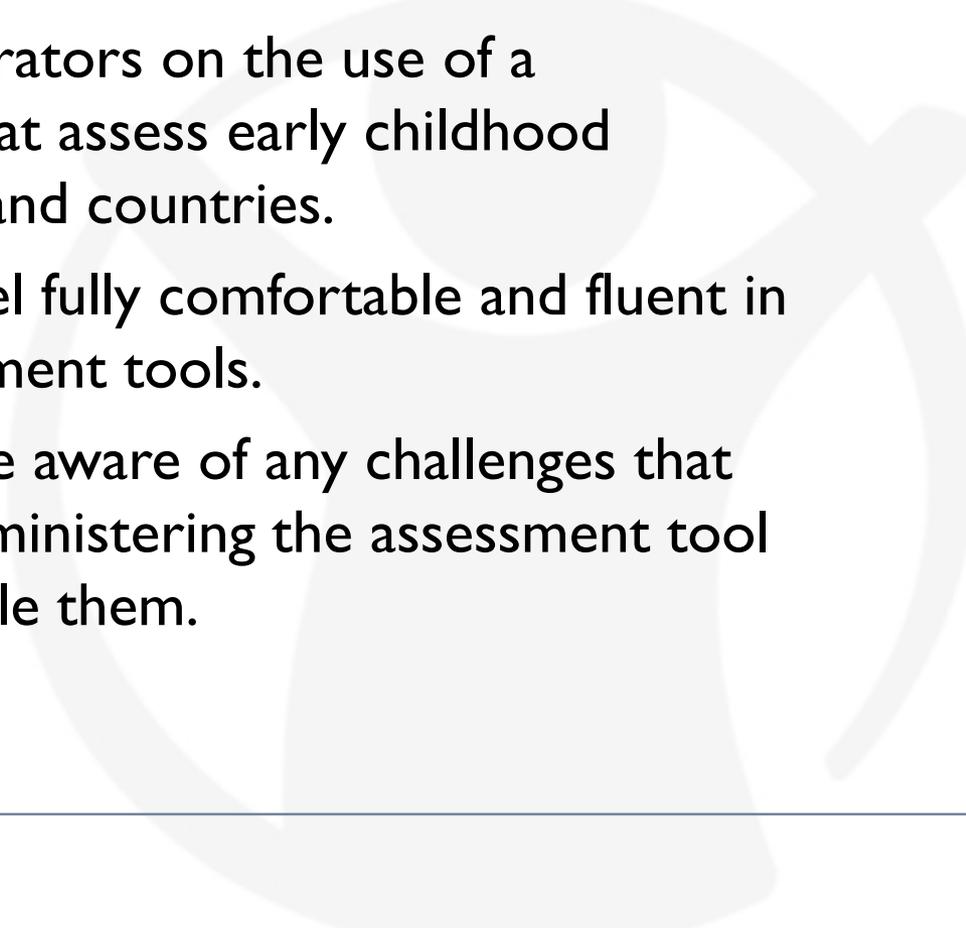
Introductions



- Find a colleague who you don't already know
 - Introduce yourselves and find out some things about each other.
 - Draw a picture of your partner that represents him/her
 - Present your partner to the rest of us by sharing 3 things about him/her
- 

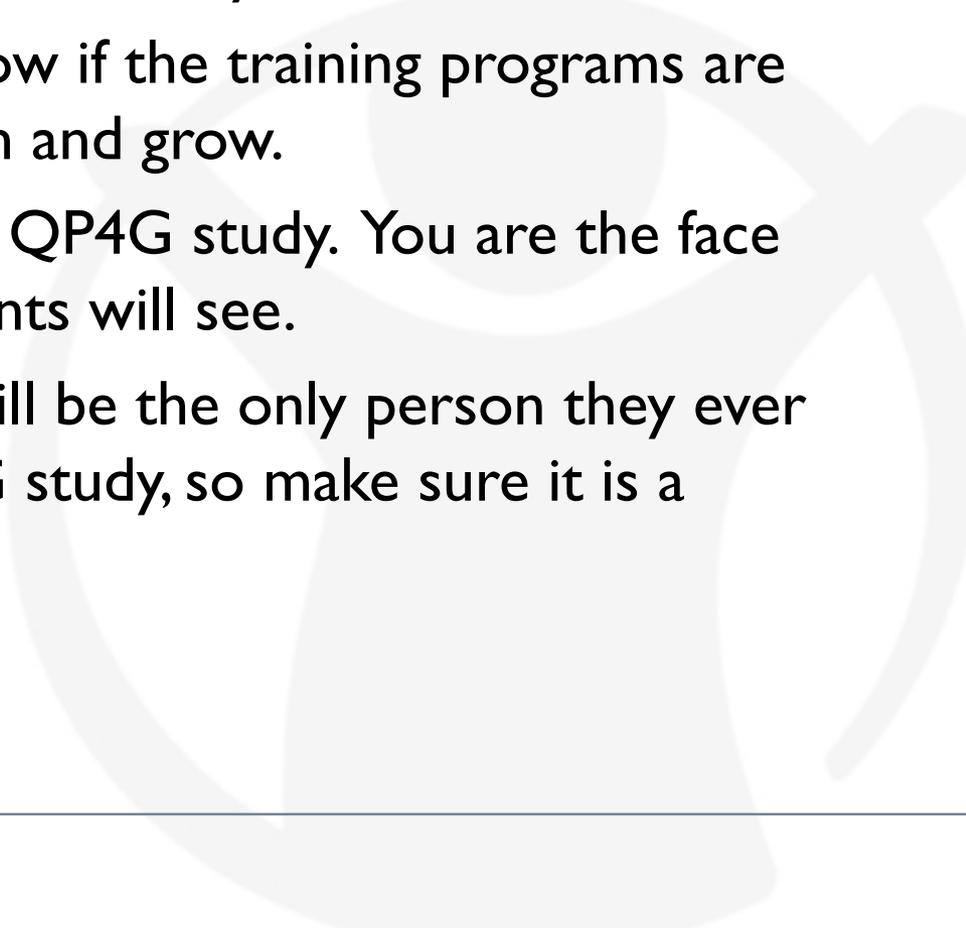
Key objectives of the training



- To introduce enumerators to the purpose of the QP4G study.
 - To introduce and train enumerators on the use of a measurement tool (IDELA) that assess early childhood development across projects and countries.
 - To make sure enumerators feel fully comfortable and fluent in administering the child assessment tools.
 - To make sure enumerators are aware of any challenges that may be encountered while administering the assessment tool and how to competently handle them.
- 
-

Your task is critical



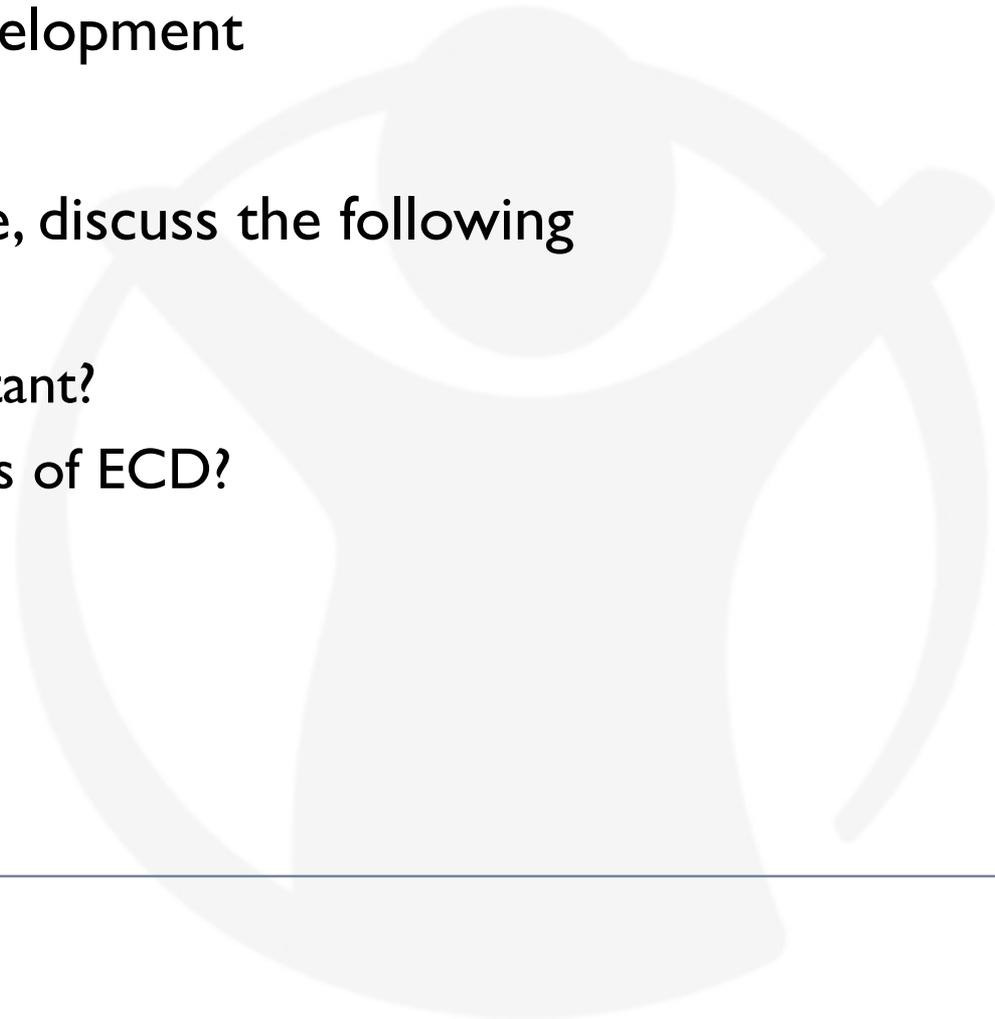
- Your task is *critical* for the QP4G study to be successful.
 - Without you, we will not know if the training programs are actually helping children learn and grow.
 - You are ambassadors for the QP4G study. You are the face of the study that all participants will see.
 - For many participants, you will be the only person they ever interact with from the QP4G study, so make sure it is a positive interaction!
- 

Establishing ground rules for the training



What is ECD?

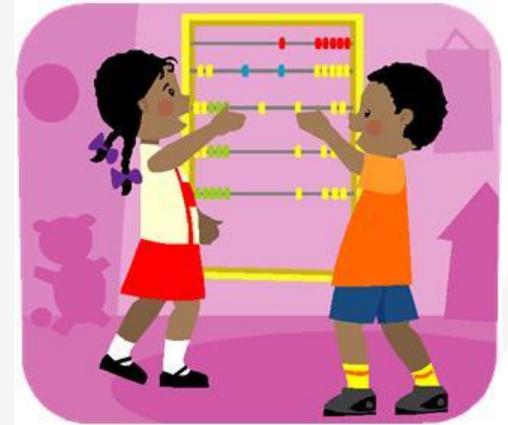
- ECD = Early Childhood Development
- In small groups of 6-8 people, discuss the following questions:
 - Why is healthy ECD important?
 - What are key areas/domains of ECD?



What is school readiness?

Continue to discuss in your groups...

- What is school readiness?
 - Why is school readiness important?
 - What skills should children have when they begin primary school?
-
- Group discussion/share



Physical well-being and motor development

Social and emotional development

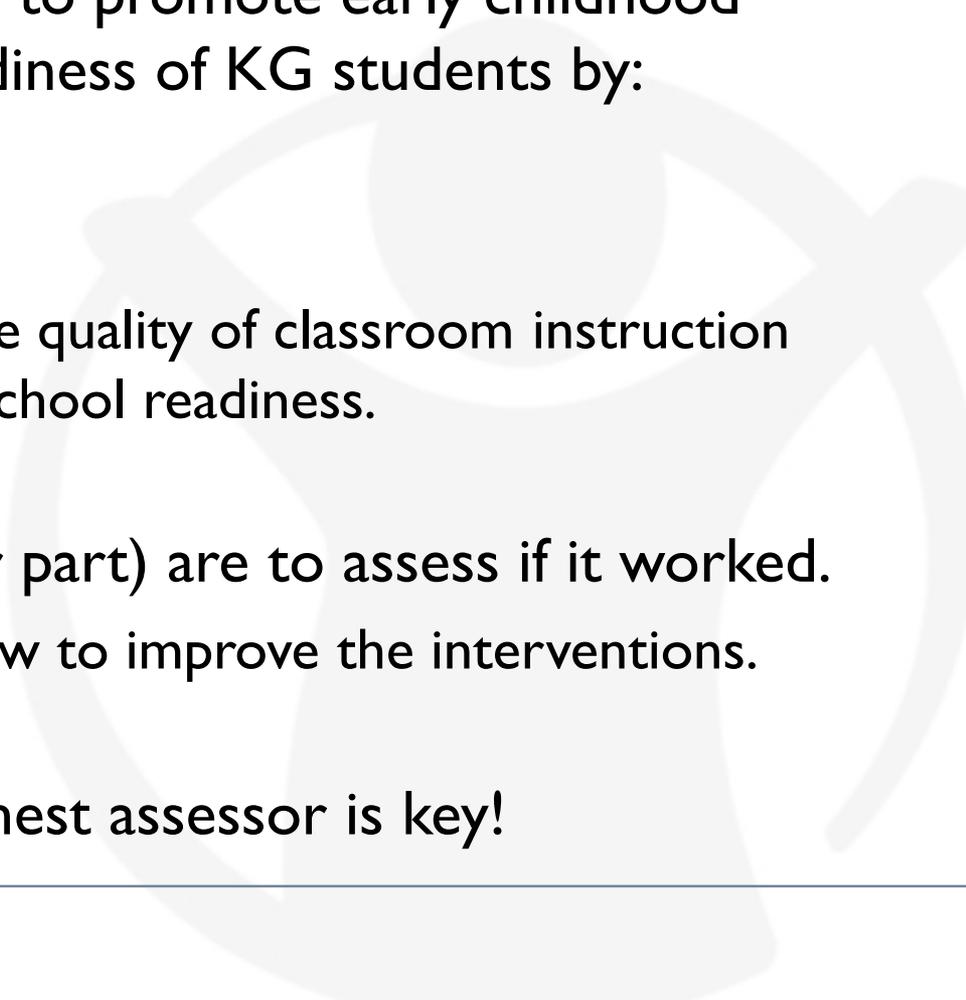
5
Domains of School Readiness

Approaches to Learning

Language skills and development

Early numeracy skills

QP4G Study

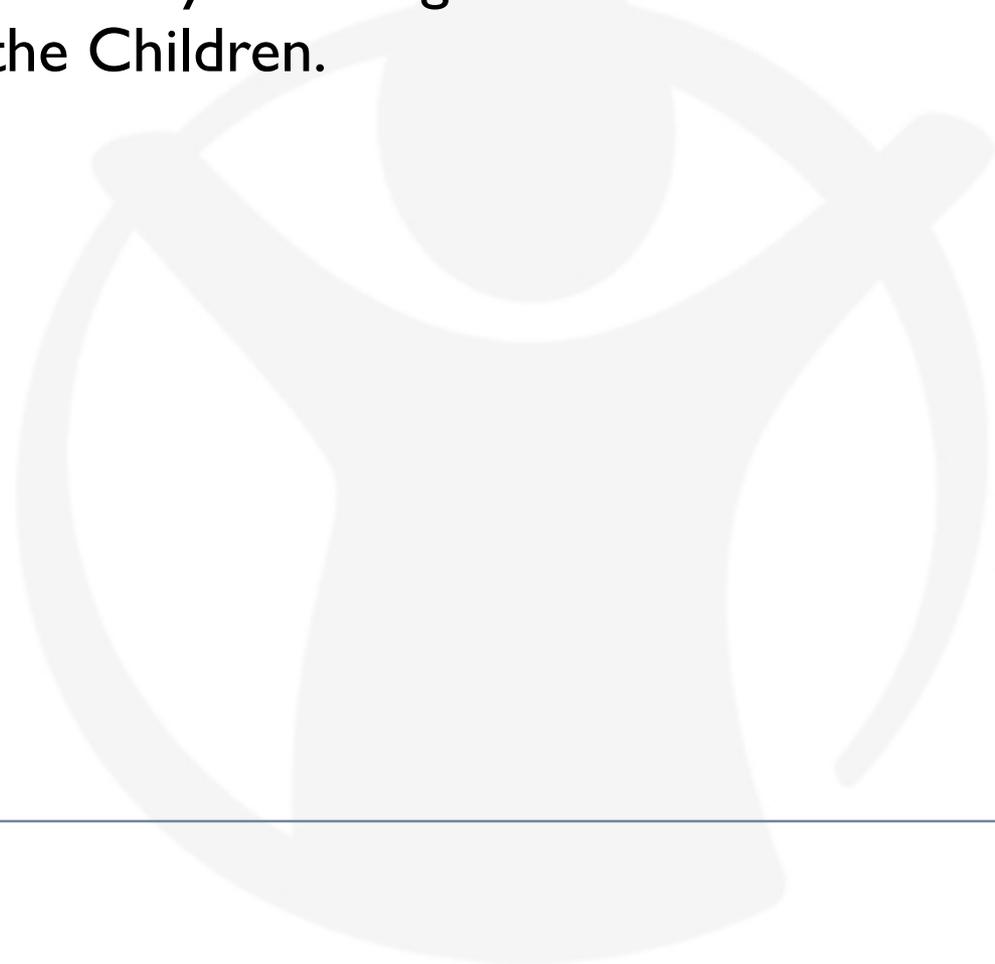


- Goals of the intervention are to promote early childhood development and school readiness of KG students by:
 - Training KG teachers,
 - Training KG parents,
 - And ultimately, improving the quality of classroom instruction and children's learning and school readiness.
- Goals of the evaluation (your part) are to assess if it worked.
 - And if not, to help assess how to improve the interventions.
- Your role as an objective, honest assessor is key!

Assessment tools used in QP4G



- International Development and Early Learning Assessment (IDELA), developed by Save the Children.
- Pencil-tap test



I D E L A

*International Development
and Early Learning
Assessment*



Save the Children®

Overview of the IDELA

- **Play-based** assessment tool designed for children **in the 3-6 age group**
- Takes about **40 minutes per child**
- Includes **28 core items** that cover 4 developmental domains + learning approaches and aspects of executive function
- Plus the enumerator's overall assessment of the child's **approaches to learning**





Key to being a successful child assessor

- What do you think?



Key to being a successful child assessor

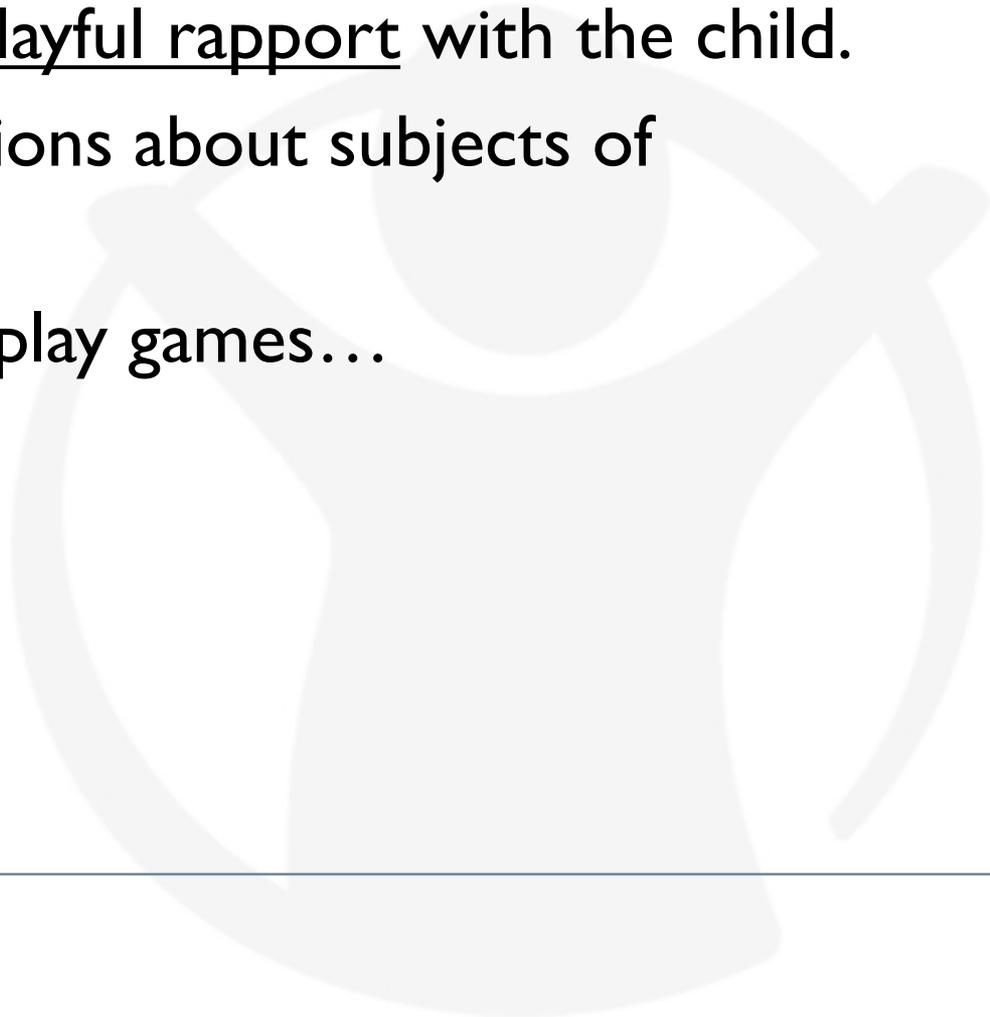
- Enjoy working with children; don't mind smiling 😊
- Patient with children
- Ability to be able to assess children's needs on the spot and identify if child needs a break or is distressed
- Ability to adapt to the language or dialect of the children who will be tested
- Ability to keep track of multiple tasks and switch easily from one task to another

BUILDING RAPPORT



Before beginning any assessment



- Establish a relaxed and playful rapport with the child.
 - Ask him/her a few questions about subjects of interest to them.
 - Let's have some fun and play games...
- 

Practice rapport building...

- In teams of three....
 - One is assessor
 - One is child
 - One is an observer
-
- Practice playing to build rapport...chit chat.



Consent

- What is consent?
- What happens if a child says they don't want to participate?



- Let's practice getting consent...



Greeting

Hello,

My name is _____. What is your name? How are you doing today? I am here to learn about how children like you learn things and if they know how to play some games and do different activities. Is it okay if we do some activities together?

You can stop and take a break if you need to - just let me know. If you decide at any point that you'd like to stop, or that you don't want to do a particular activity, that's okay too.

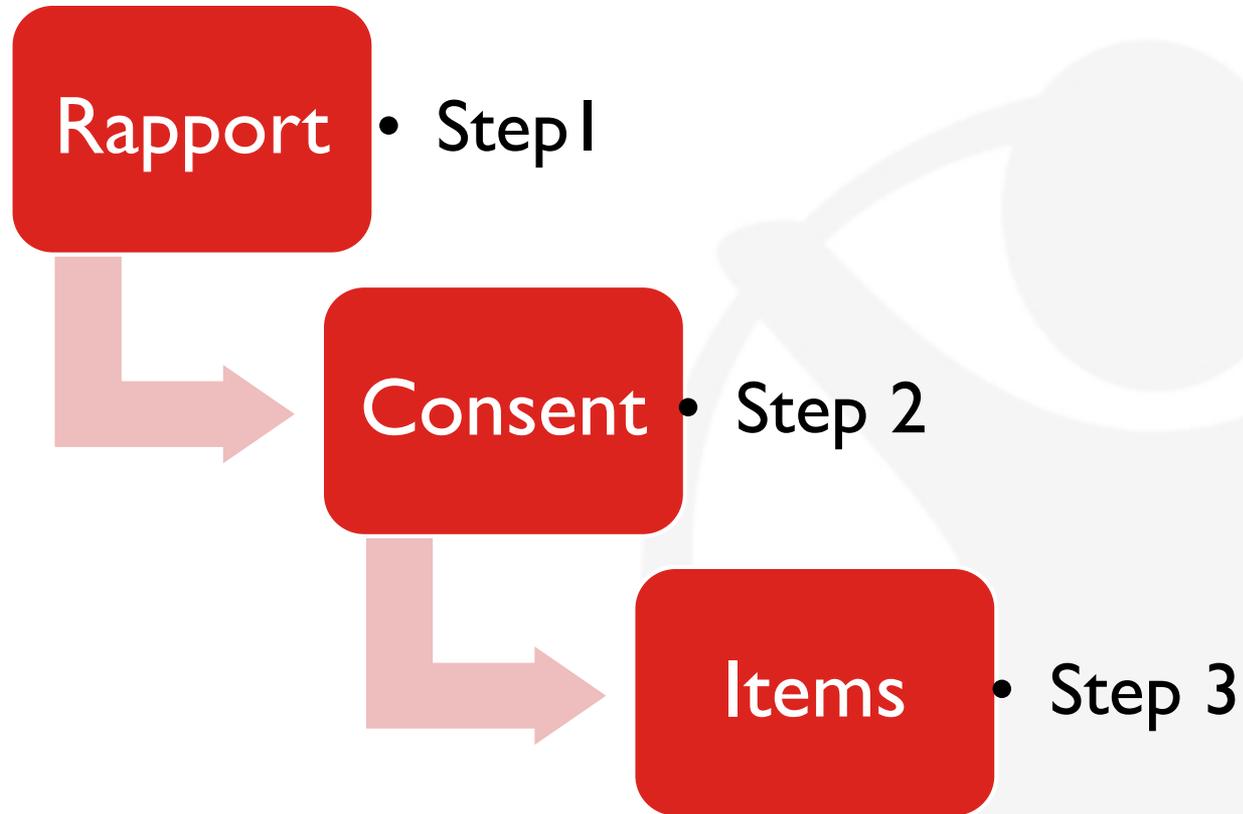
Don't worry about the answers you give me – this is not a test! Also, I am not going to tell your head teacher, teacher or parents about the things we discuss or the activities we do. We are just going to talk for some time and you can tell me if you want to leave at any point in time.

Do you have any questions? Are you ready to start?

A18. Permission given by child to begin?

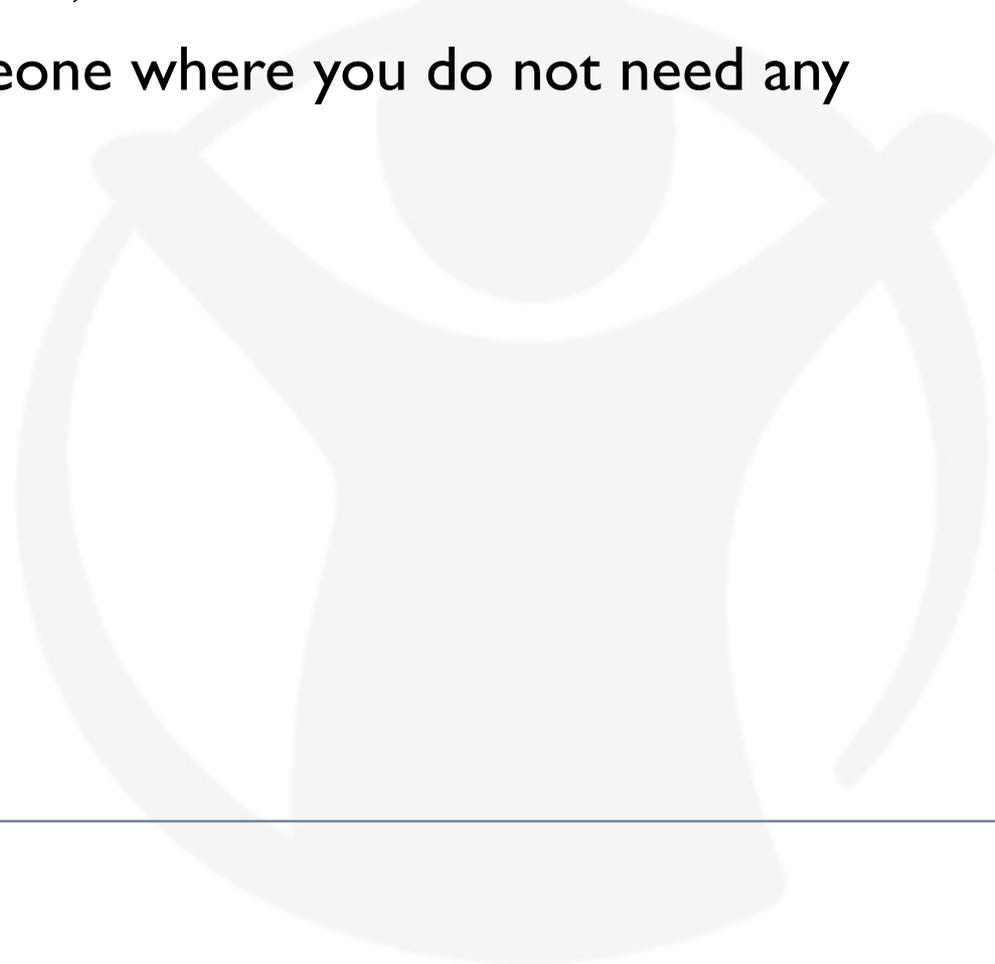
- Yes
- No (Skip to A19)

IDELA Process



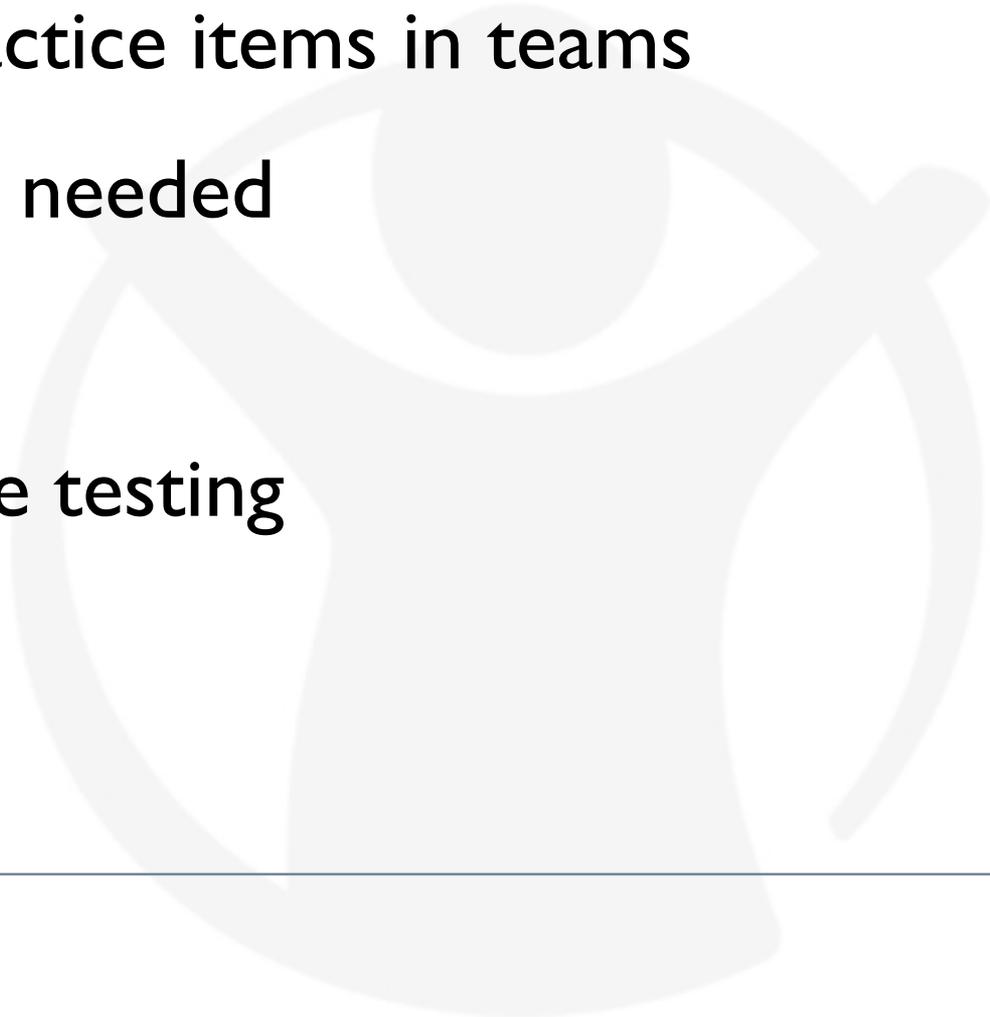
Homework

- Read through the entire IDELA, from start to finish
- Practice the items with someone where you do not need any materials



Day 2 Learning Objectives



1. Demonstrate and practice items in teams
 2. Explore the materials needed
 3. Learn about scoring
 4. Get ready for practice testing
- 

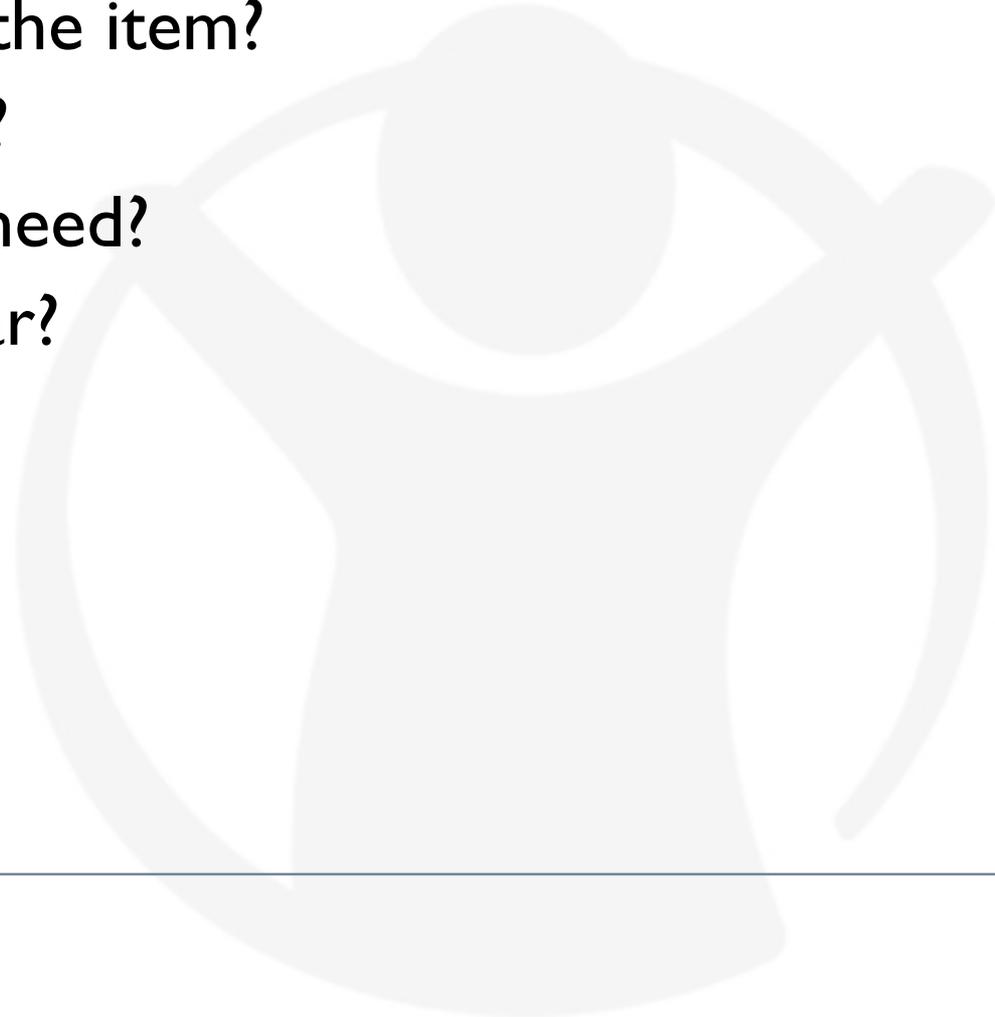
Questions from yesterday

- Questions?



Key Questions to Consider for Each Item

- What is the purpose of the item?
- How long should it take?
- What materials do you need?
- Are the instructions clear?
- Is the scoring clear?



IDELA Administration Guidelines

Key things to remember:

- Establish Rapport First
- Prompting
- Scoring



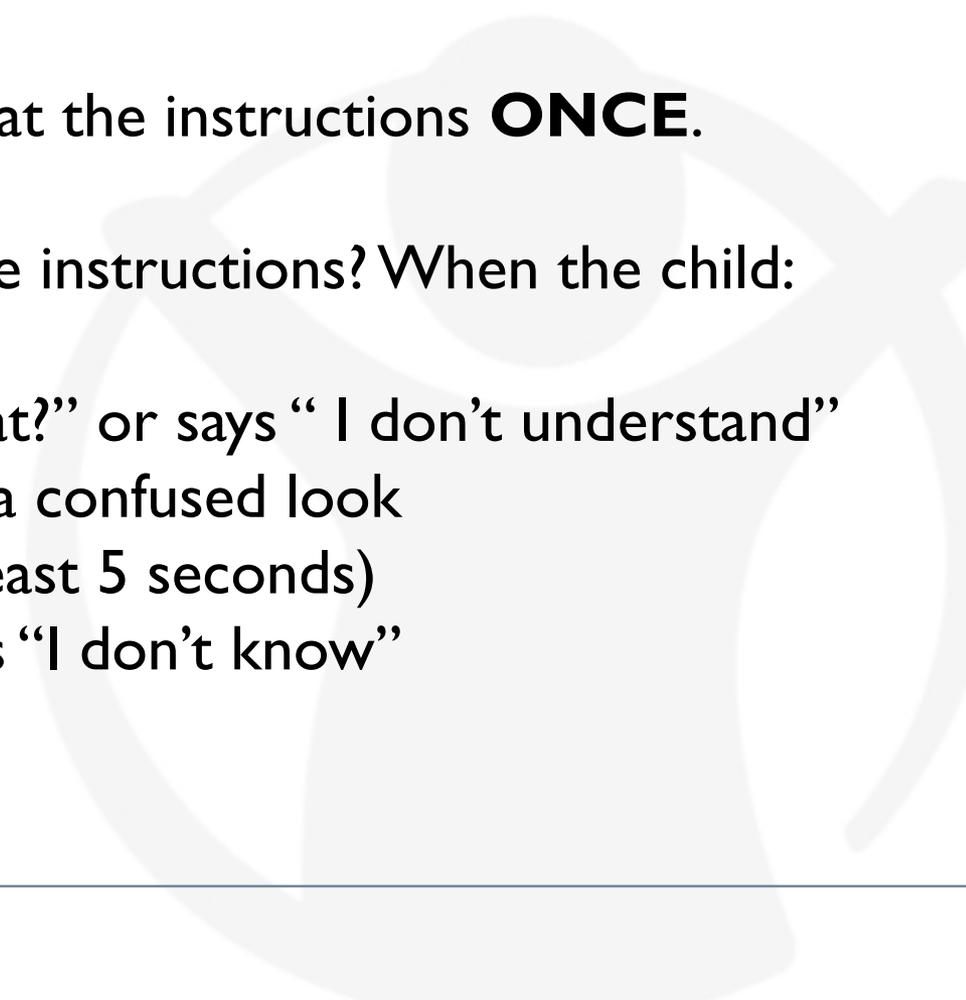
Build Rapport with Child (Review)

- You always want to make sure that child is comfortable and has warmed up to you before beginning the assessment.
- Building rapport is important!
 - Will give child greatest chance to perform to fullest potential on the games
 - Will help to have you get through all the tasks
 - Will make the tasks more fun!
- Throughout the assessment, you want to emphasize that these are “games”. Your tone should be upbeat and enthusiastic.

Prompting



Prompt:

- For **all items**, you can repeat the instructions **ONCE**.
 - When should you repeat the instructions? When the child:
 - Asks: “Can you repeat?” or says “ I don’t understand” or looks at you with a confused look
 - Remains silent (at least 5 seconds)
 - Immediately answers “I don’t know”
- 

Prompting

Second prompt

- For **some specific items**, you can add an additional prompt - *these prompts are all listed in the manual* – you may decide to mark them in your printed copy so you can remember them.
- Items that ask child to name number of things for example.
- Example of prompt: **“CAN YOU NAME SOME MORE?”**

Timed activity

- You will know when it is a timed activity because there is a clock besides it. You must keep track of the time.
- Timed activities are supposed to last no more than **2** minutes. If a child is spending a long time on one of these, you can thank the child and move on. If a child completes the task before 2 minutes, you can move on.



IDELA Guidelines

Key things to remember:



When do you terminate and move on to next item?:

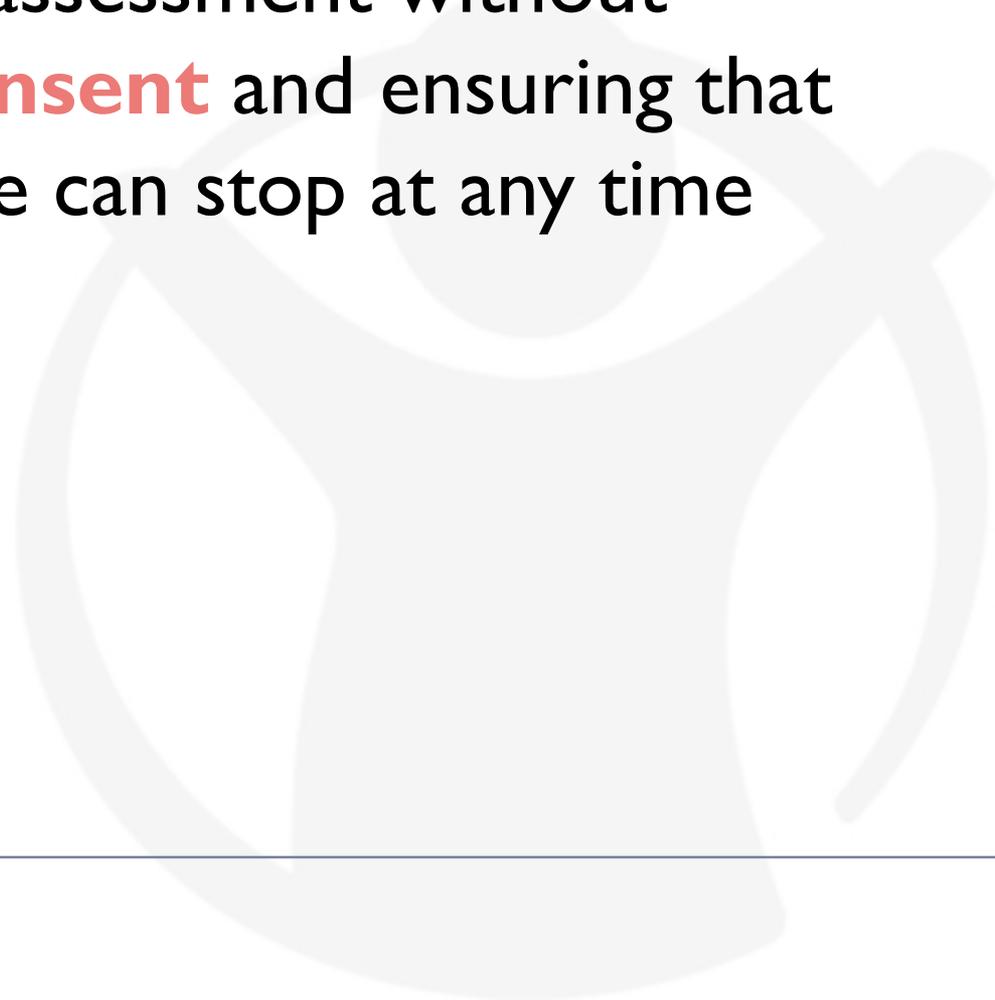
You can terminate the activity (move to the next one without completing it) when:

- The child doesn't respond after you gave the one prompt and you waited at least **additional 5 seconds**
- After you prompt and the child still says "I don't know" or doesn't respond

KEY RULES TO REMEMBER

Great 8.....

- **Rule 1:** Do not begin assessment without asking the child for **consent** and ensuring that he/she understands she can stop at any time

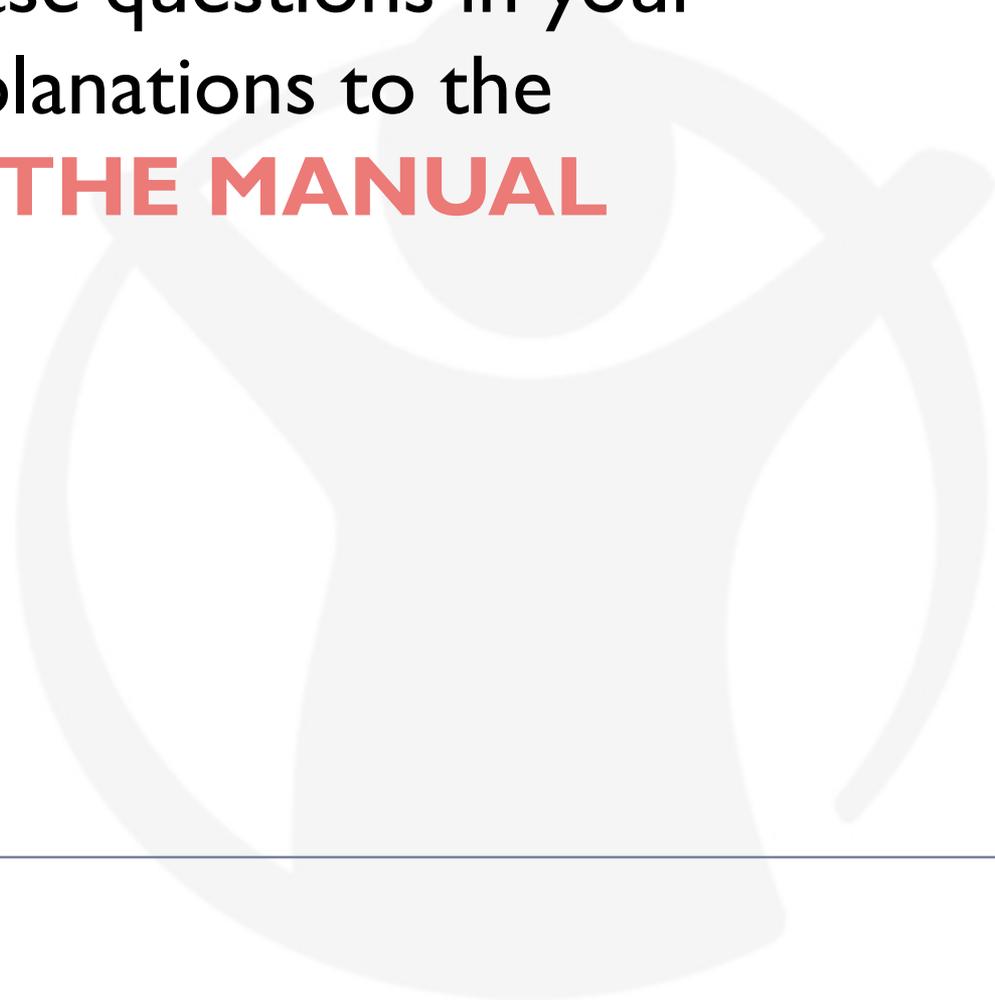


Great 8.....

- **Rule 2:** Do not repeat instructions more than the allotted **prompts**. Once for every question if needed. Twice of specific questions that clearly state in the manual!

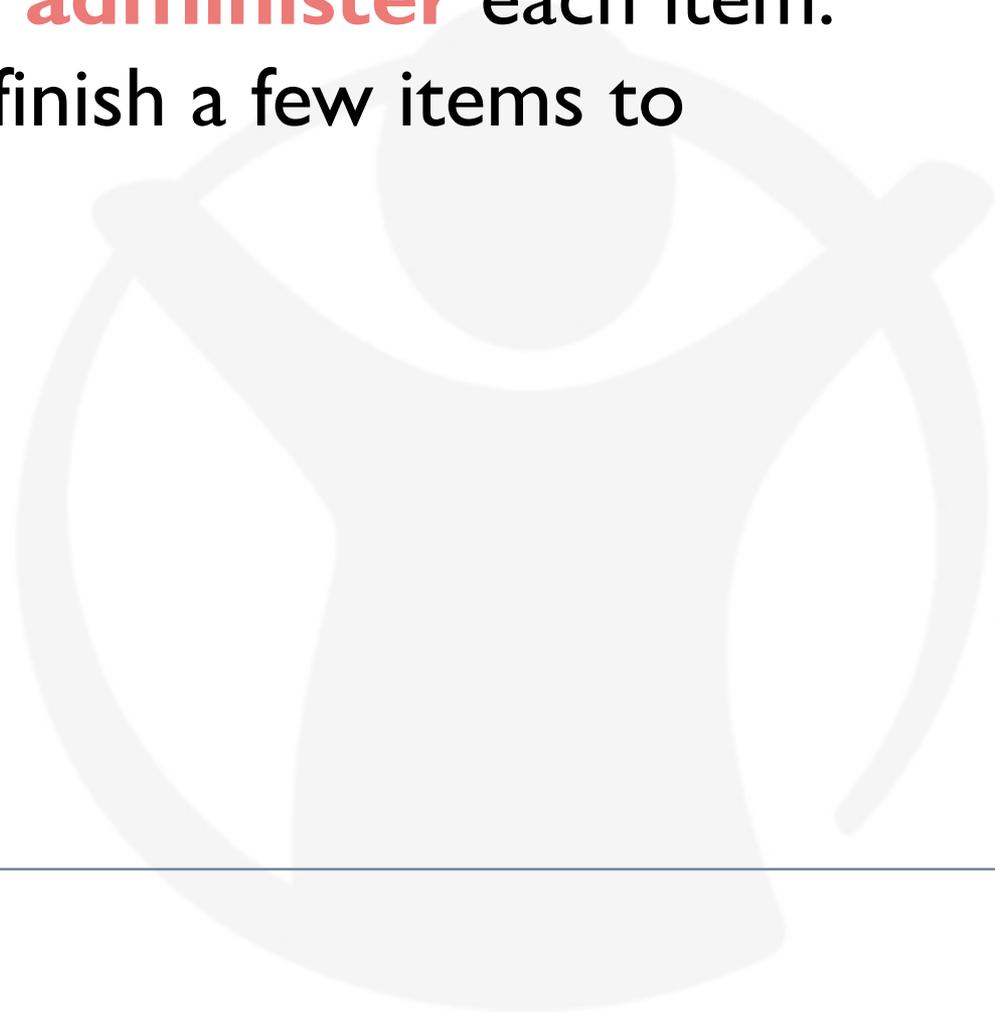
Great 8.....

- **Rule 3:** Do not rephrase questions in your own words or add explanations to the questions. **FOLLOW THE MANUAL**



Great 8.....

- **Rule 4: Score as you administer** each item.
Do not wait until you finish a few items to score them!



Great 8.....

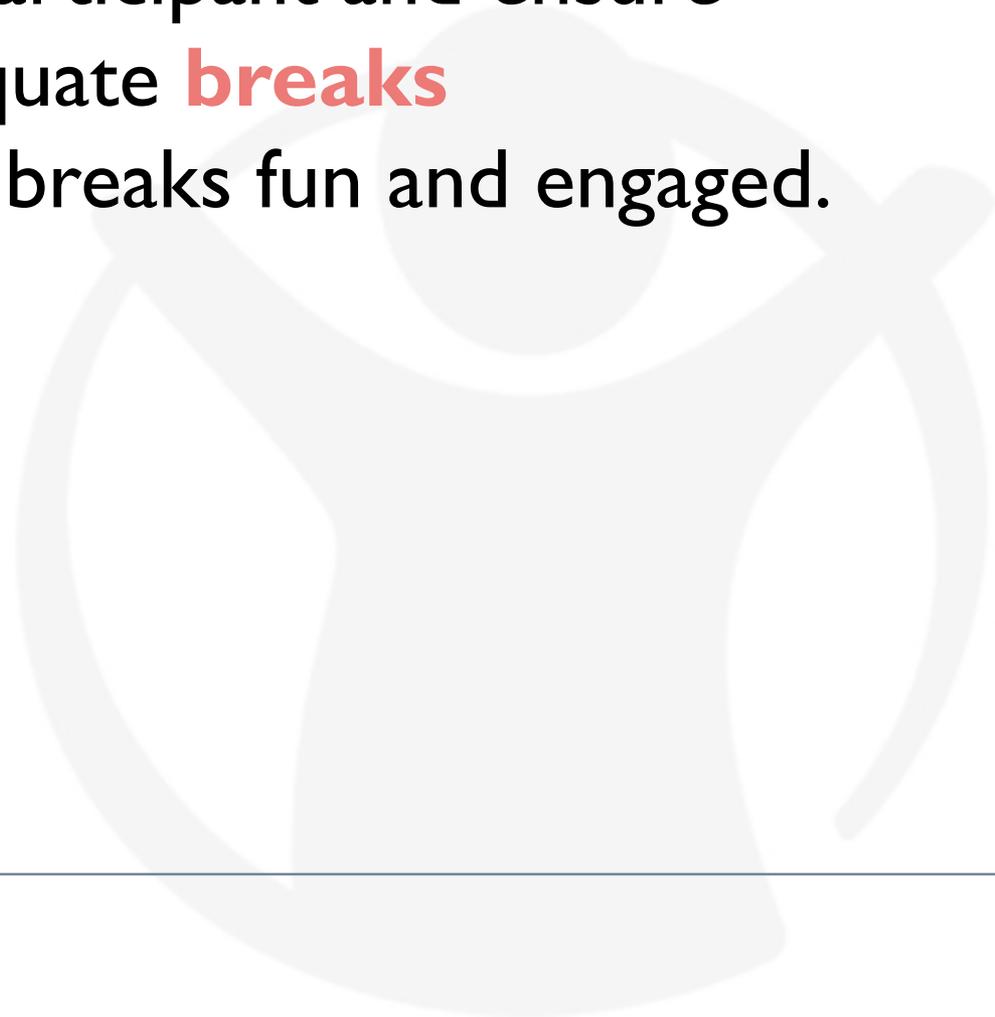
- **Rule 5:** If a child refuses to answer a question, move on and circle “no response” on the scoring sheet. Do not force children to answer a question but do encourage them “try your best”

Great 8.....

- **Rule 6: Wait at least 5 seconds** before giving the additional prompt on questions where a child hesitates.
- Also wait **5 seconds to offer additional prompt** on the questions where we ask child for multiple responses.

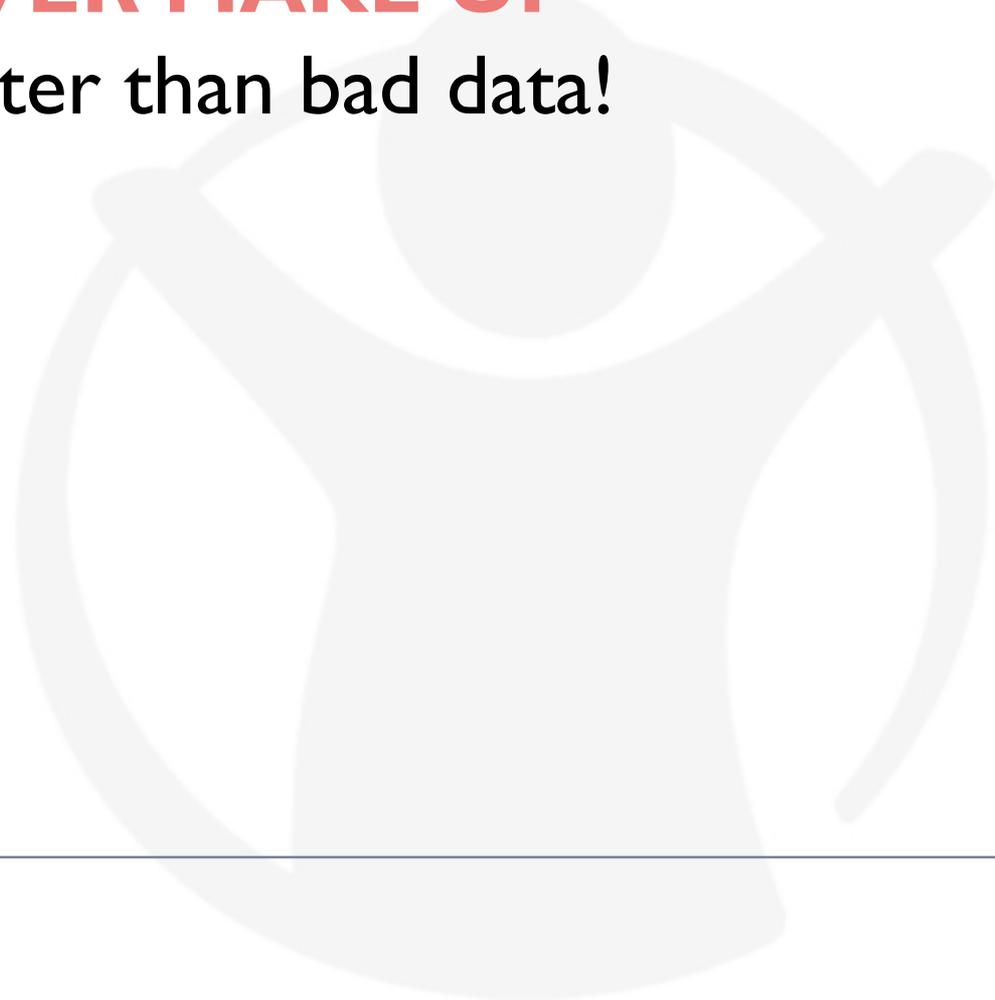
Great 8.....

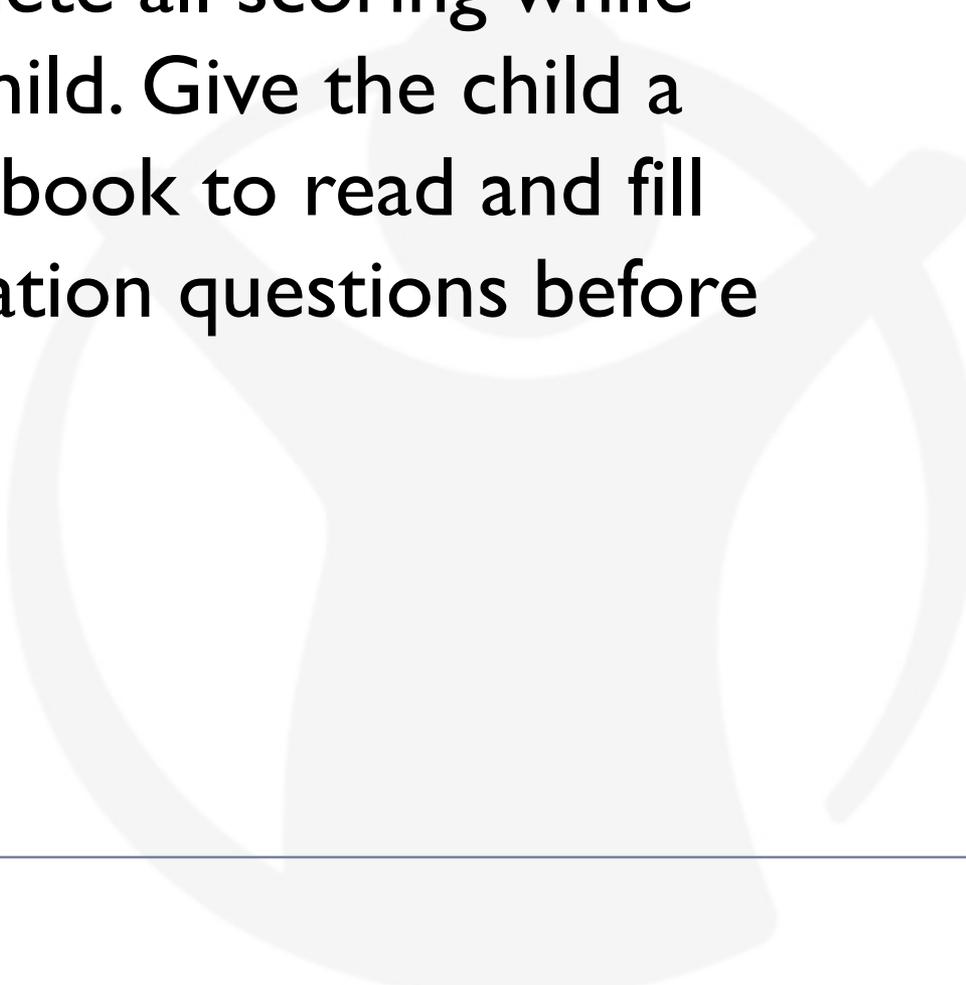
- **Rule 7:** “Read” your participant and ensure you are providing adequate **breaks** throughout. Keep the breaks fun and engaged.



Great 8.....

- **Rule 8: NEVER, NEVER MAKE UP DATA!** No data is better than bad data!



- 
- **Best practice:** Complete all scoring while you are still with the child. Give the child a crayon to draw or the book to read and fill out the overall observation questions before the child leaves.
- 

Neutral Encouragement

Praise is for their **effort and hard work**, and not based on correct/incorrect answers.

Offer neutral encouragement to the child. Remind ourselves of the phrases we agreed on as a team.

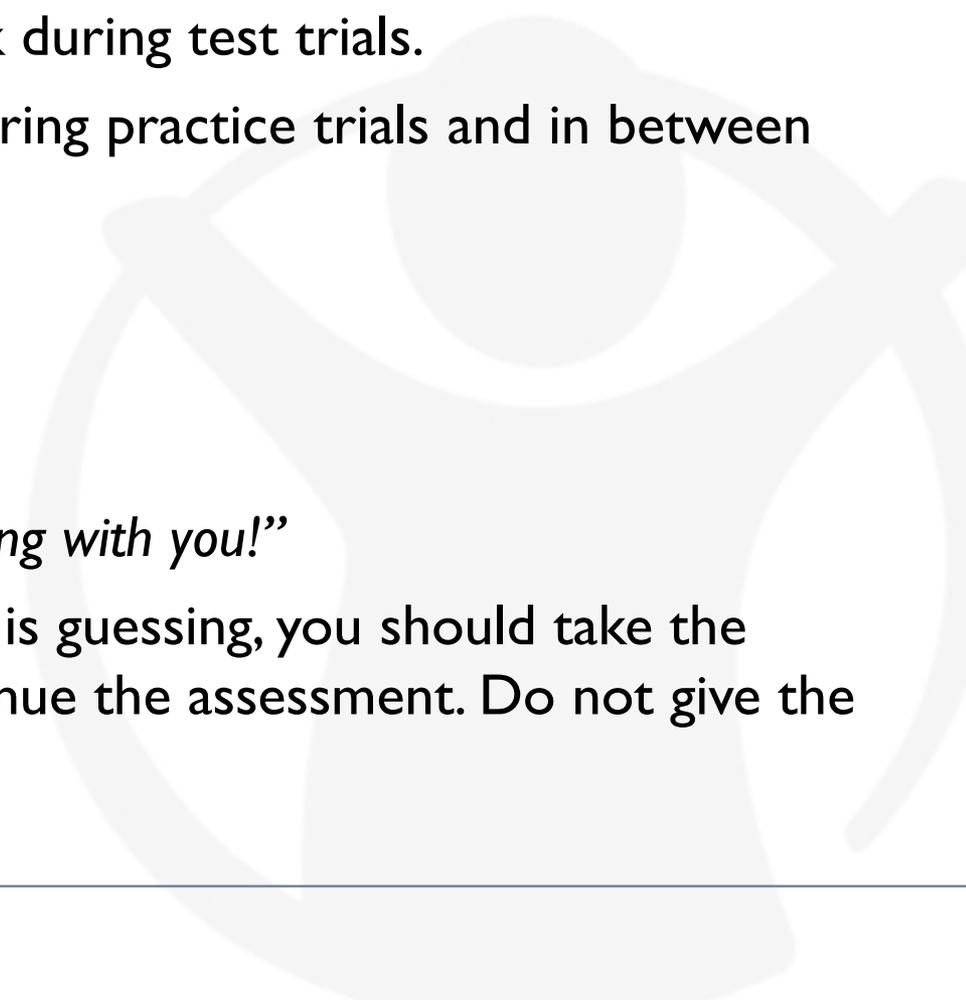
Give encouragement in between (at the end of) questions and test sections, rather than in the middle of questions or test sections.

Do not give hints to questions or make facial expressions while the child is completing tasks



Reminder to praise the child!!!

Feedback



- Do not give praise or feedback during test trials.
- Can give praise on EFFORT during practice trials and in between games:
 - *“Great job!”*
 - *“You’re doing fantastic!”*
 - *“Excellent work!”*
 - *“I’m having so much fun playing with you!”*
- If it’s obvious to you that child is guessing, you should take the child’s final response and continue the assessment. Do not give the child extra chances.

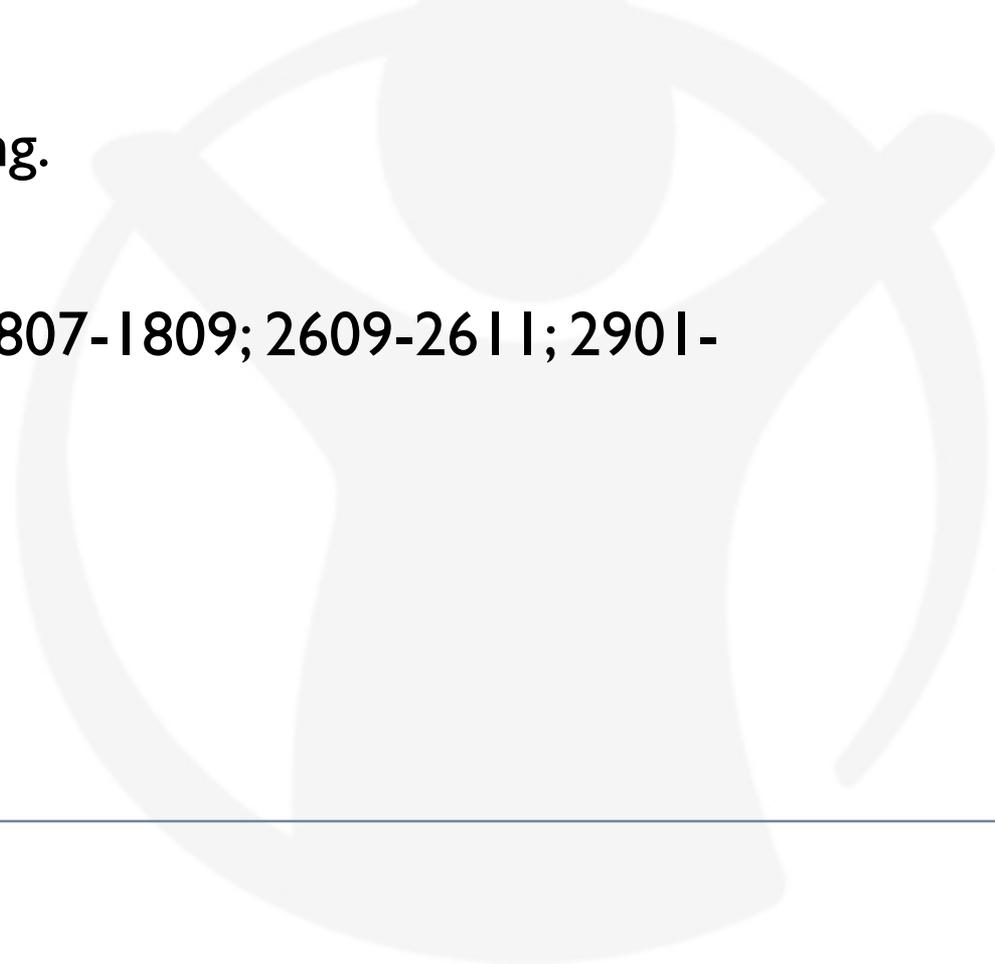
Early Math

- Early numeracy skills
- Foundational for the ability to grasp more difficult math and numeracy concepts taught in primary school
- Items 2 – 11



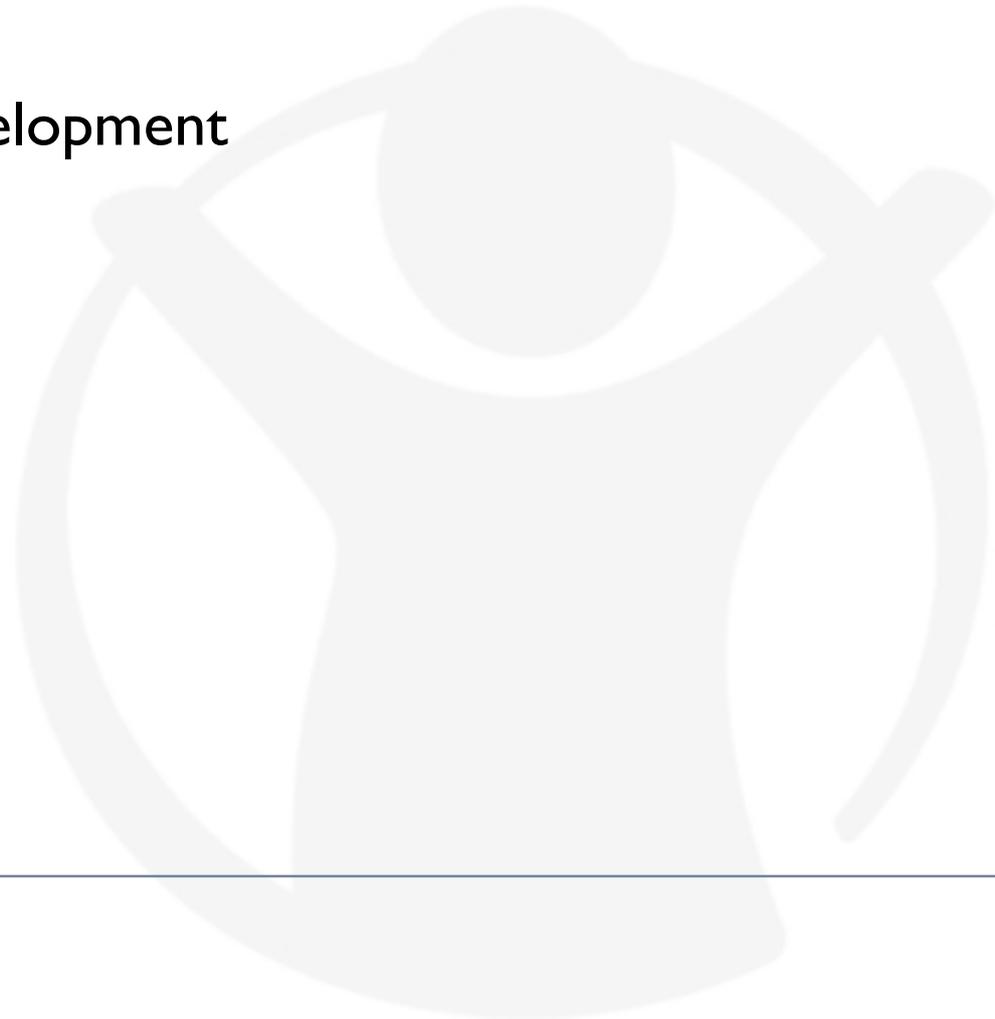
Approaches to Learning

- Behavioral and psychosocial characteristics of children's engagement in learning.
- Critical for long-term learning.
- Items 604-606; 1102-1104; 1807-1809; 2609-2611; 2901-2907.



Social-emotional Development

- **Definition**
- A critical component of development
- Items 12 – 18



Recap of the day



Quiz



Day 3 - Quiz



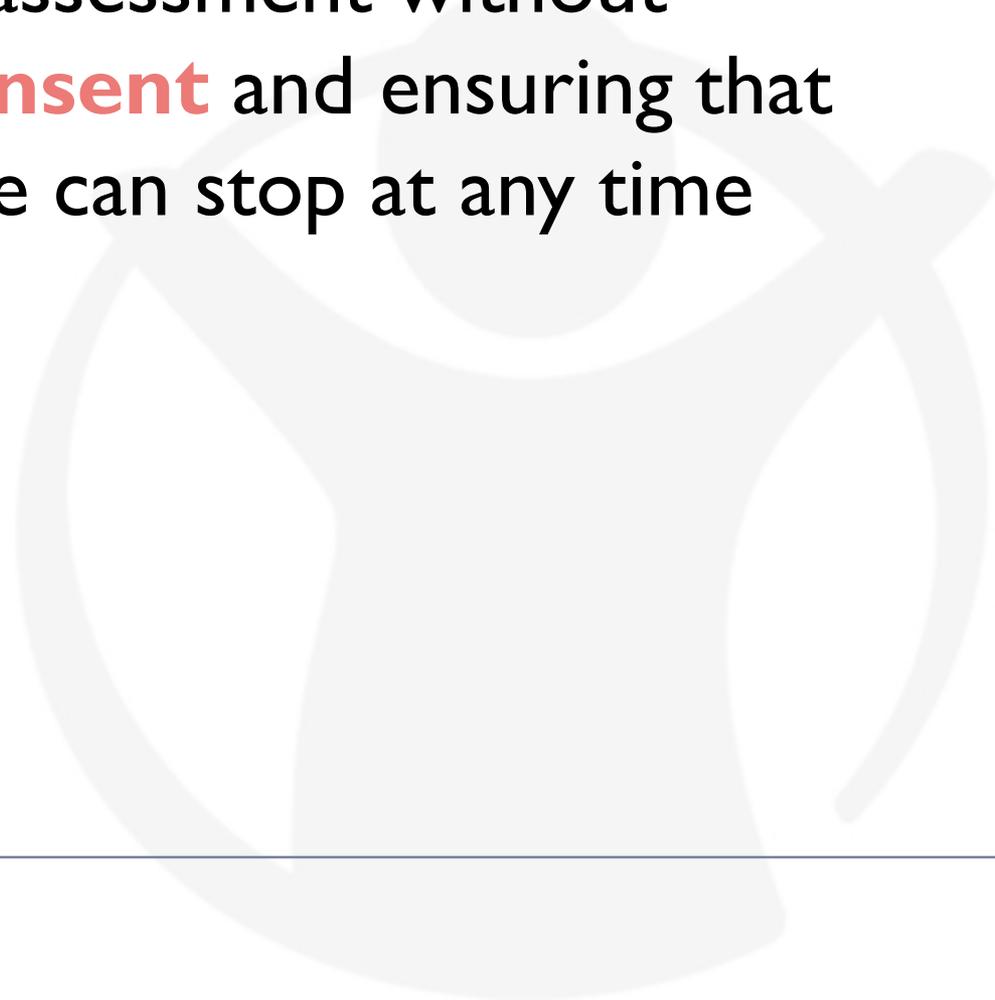
Recap from yesterday

- 8 key rules to remember



Great 8.....

- **Rule 1:** Do not begin assessment without asking the child for **consent** and ensuring that he/she understands she can stop at any time

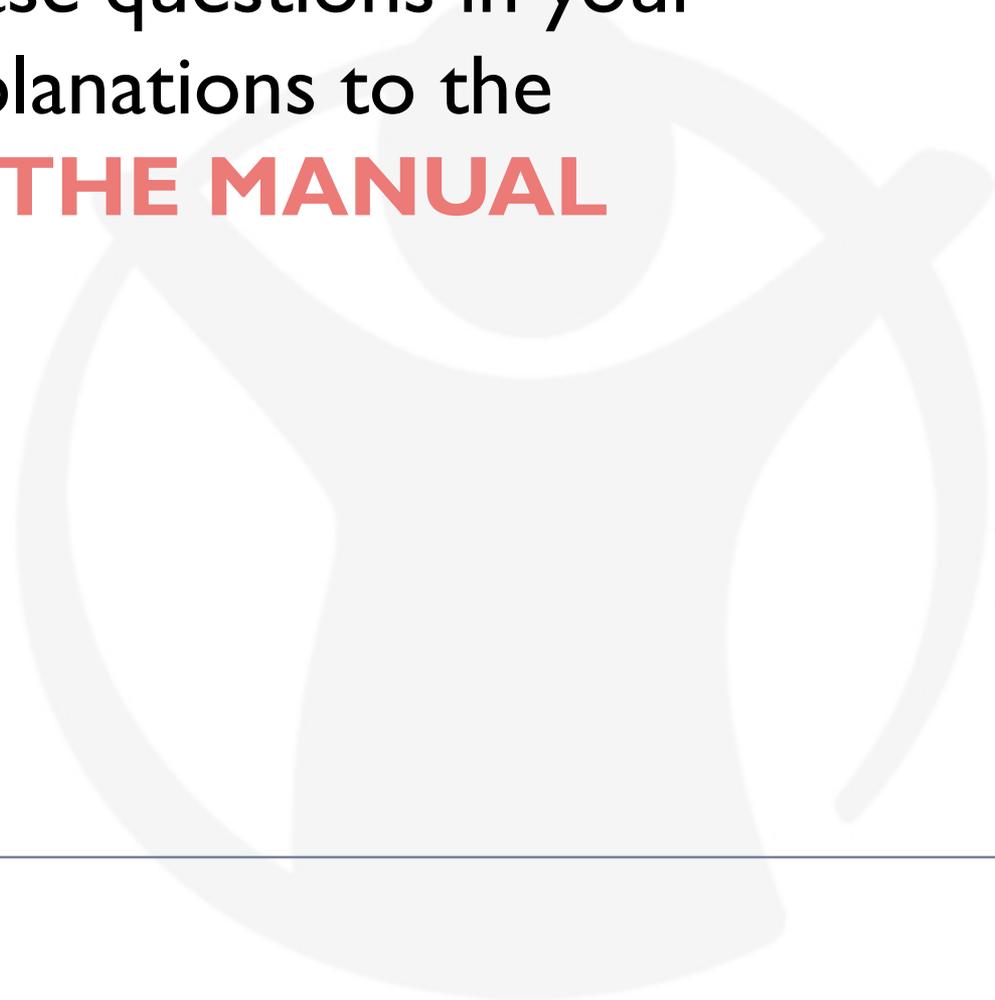


Great 8.....

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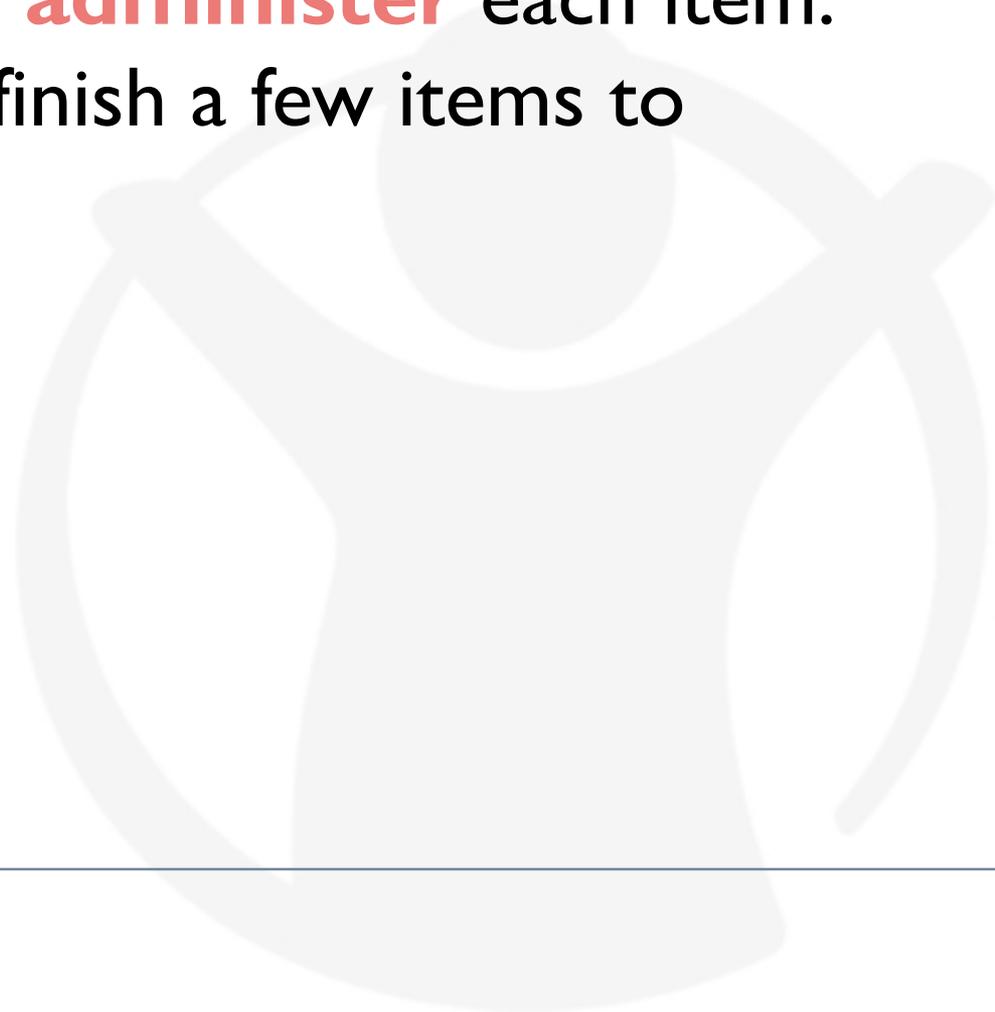
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- **Rule 4: Score as you administer** each item.
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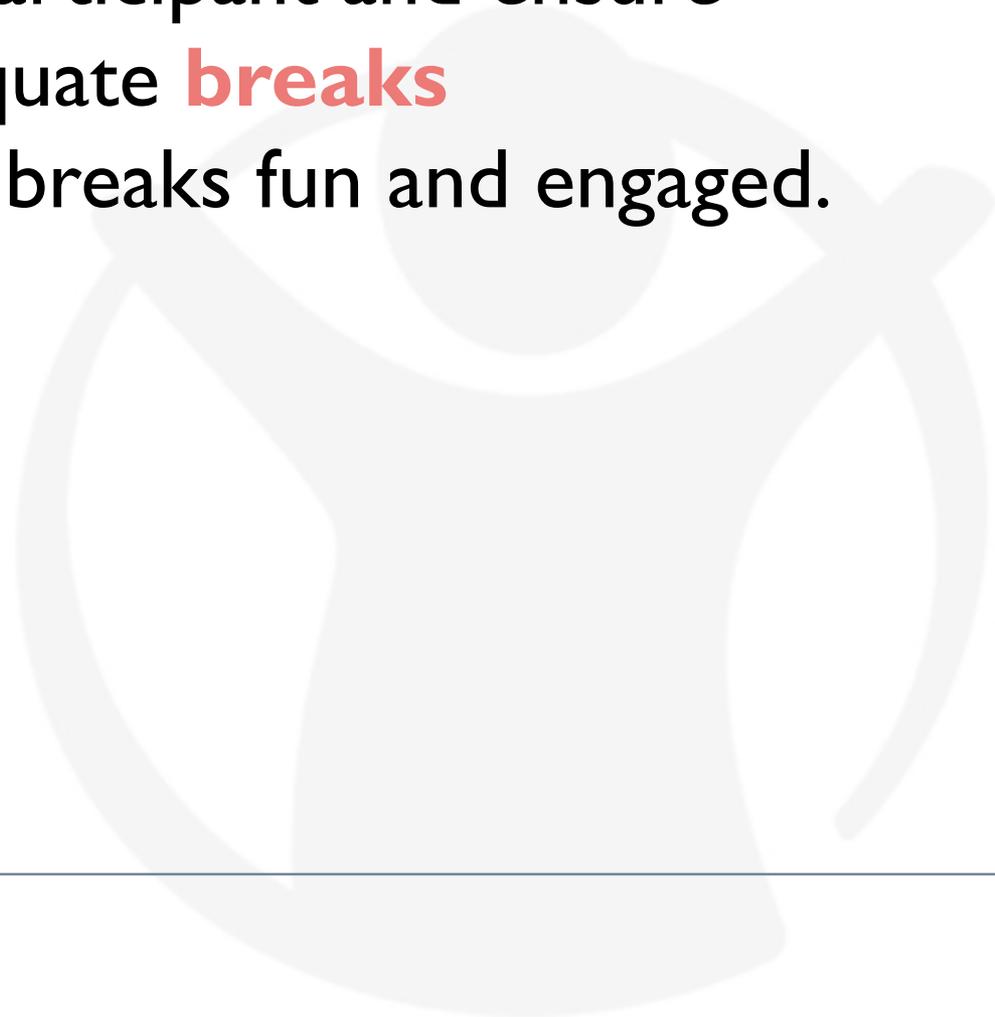
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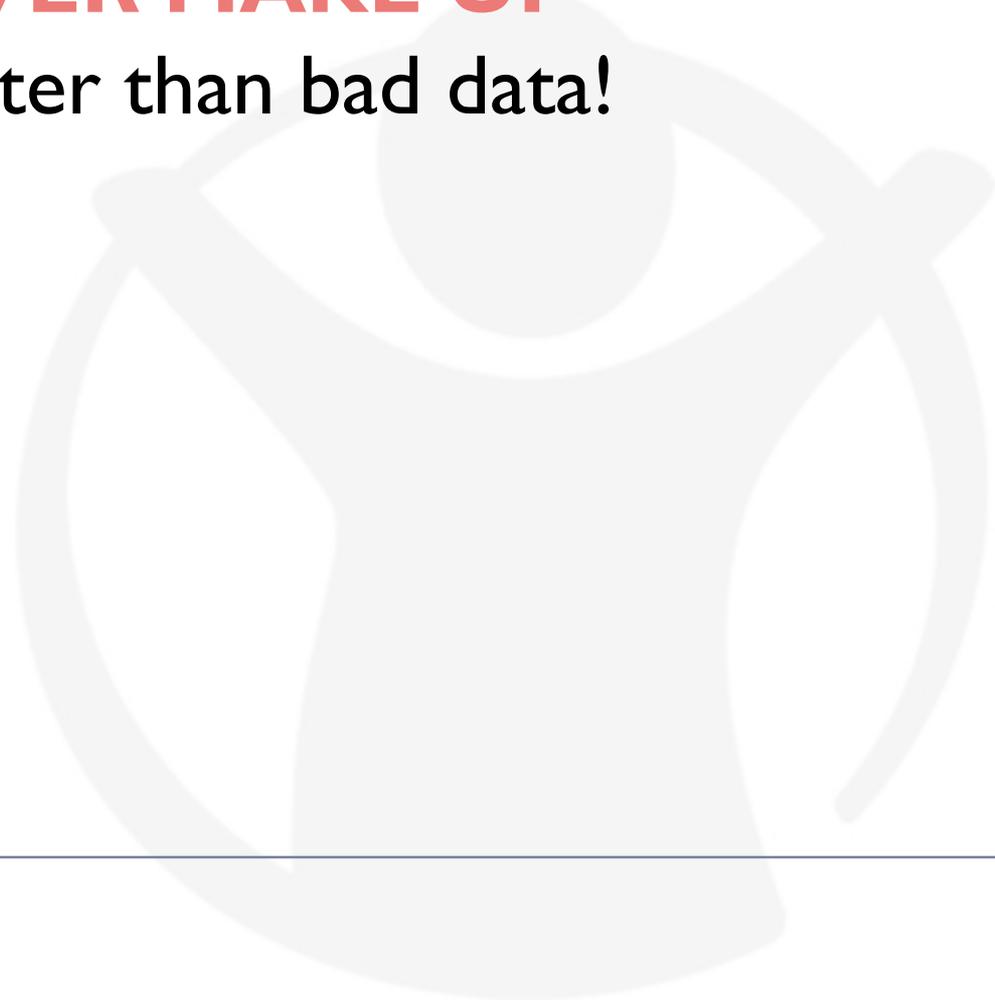
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- **Rule 7:** “Read” your participant and ensure you are providing adequate **breaks** throughout. Keep the breaks fun and engaged.



Great 8.....

- **Rule 8: NEVER, NEVER MAKE UP DATA!** No data is better than bad data!



Recap from yesterday

- 8 key rules to remember
- Early math
- Approaches to learning
- Social-emotional development

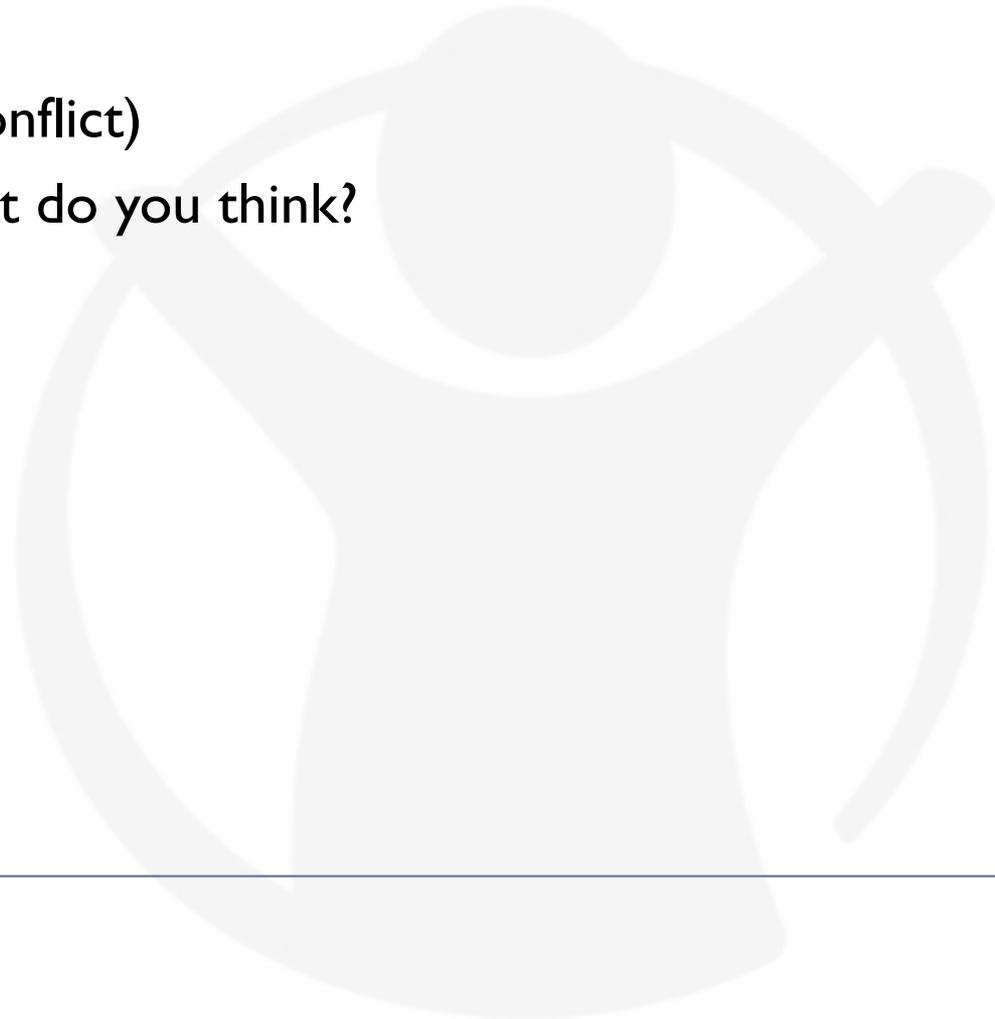


Scoring questions from yesterday...

- Prompting rules for the number identification task
 - The same prompting rules do not apply for the letter or number grids.
 - Assessors should wait 5 seconds per letter/number and then just move on the next if the child cannot identify it
- What makes you feel sad?
 - When I am sick...

Scoring questions from yesterday continued

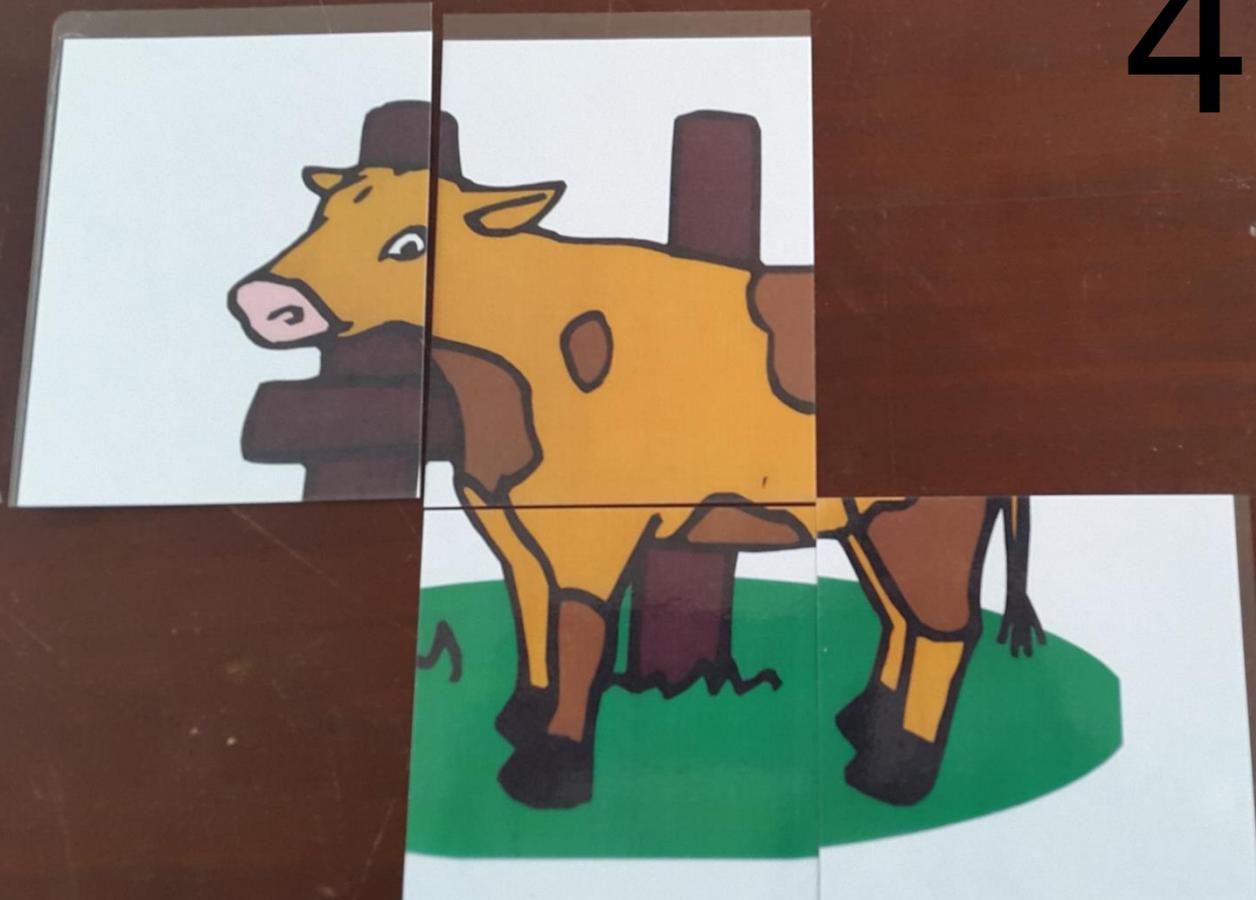
- Sharing/conflict avoidance
 - “Run away” (avoiding the conflict)
 - 2 ways to handle this – what do you think?
- Scoring the puzzle





3

4

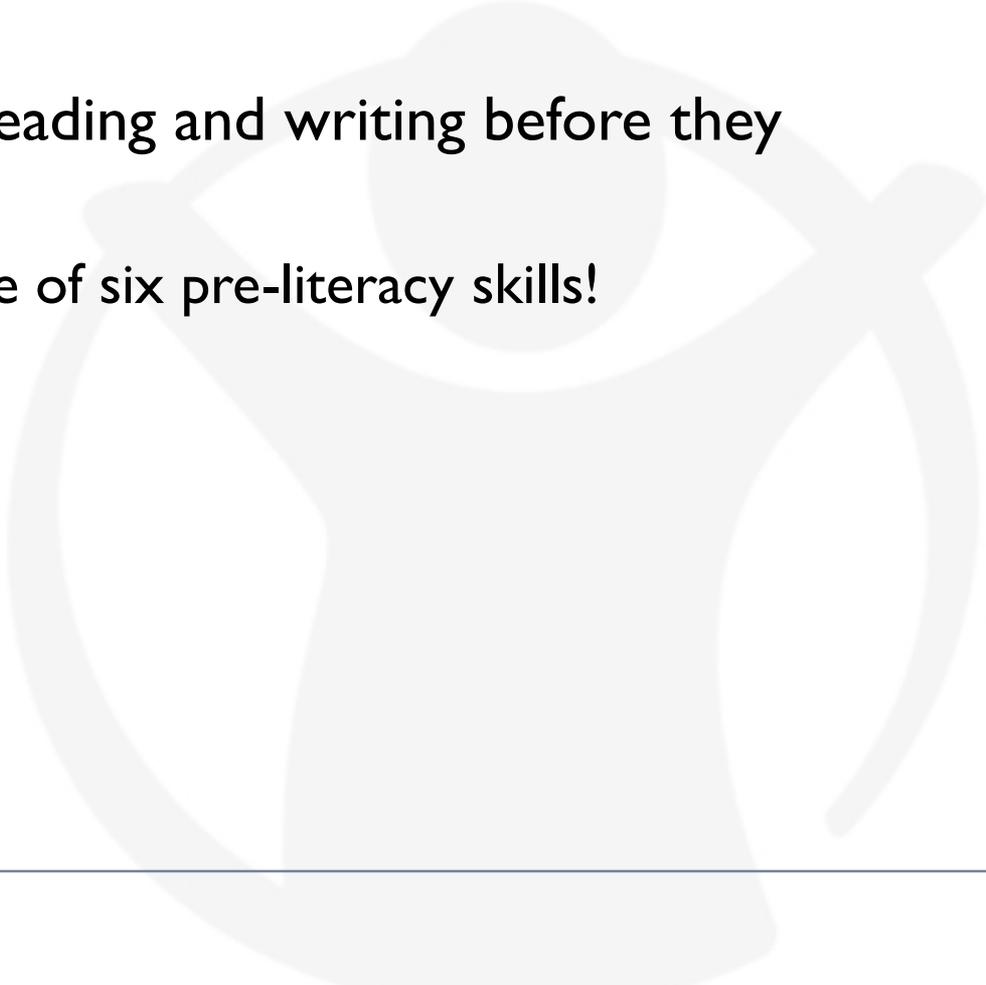


3



Early Literacy



- **Definition?**
 - What children know about reading and writing before they actually read or write.
 - Identifying letters is only one of six pre-literacy skills!
 - Items 19 – 24
- 

Executive Function/Self-Regulation

- **Definition?**
- A set of skills that enable children to control their attention, behavior and emotions.
- Children aren't born with these skills—they are born with the potential to develop them.

- Item 16, 18, 28.



Motor Development

- **Definition?**
 - The development of a child's bones, muscles and ability to move around and manipulate his or her environment.
 - Motor development can be divided into two sections: gross motor development and fine motor development.

- Items 25 – 27



SCORING PRACTICE

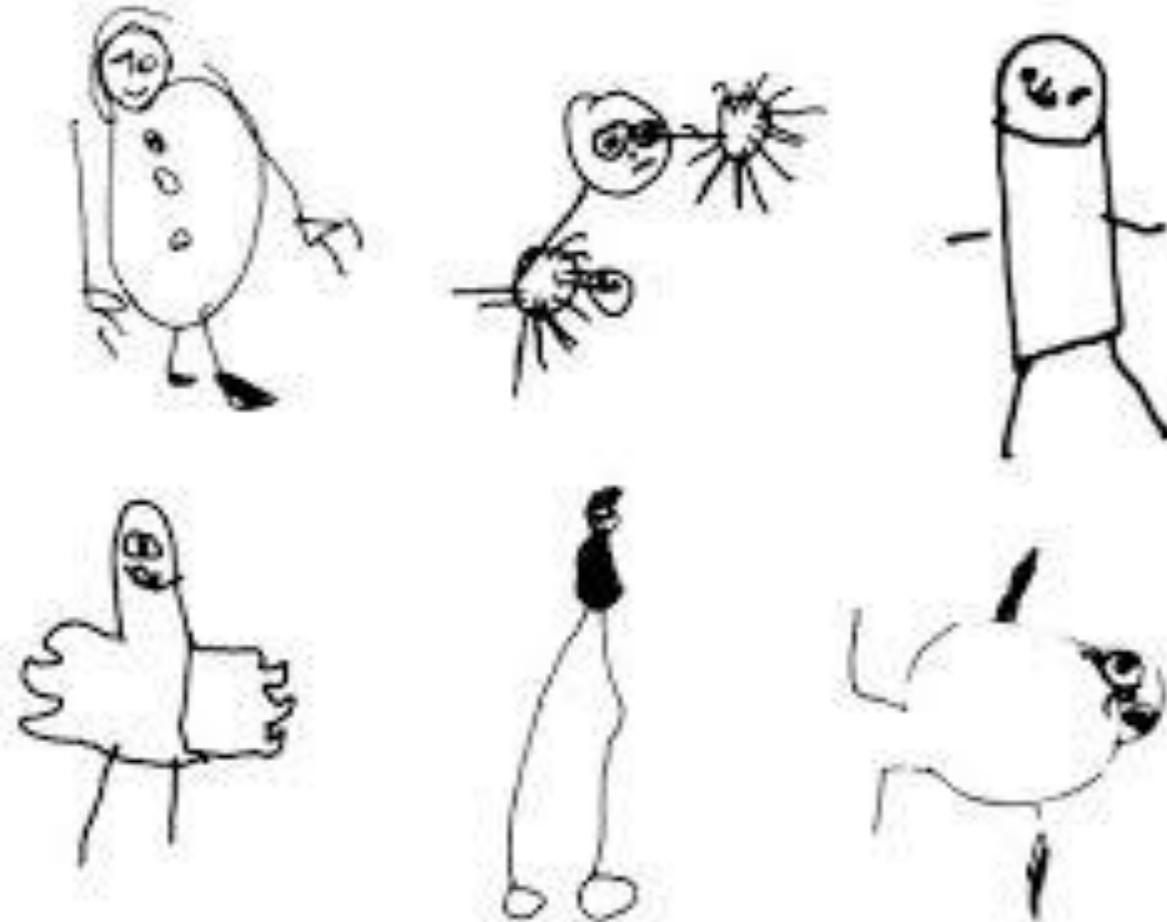


All About Scoring...

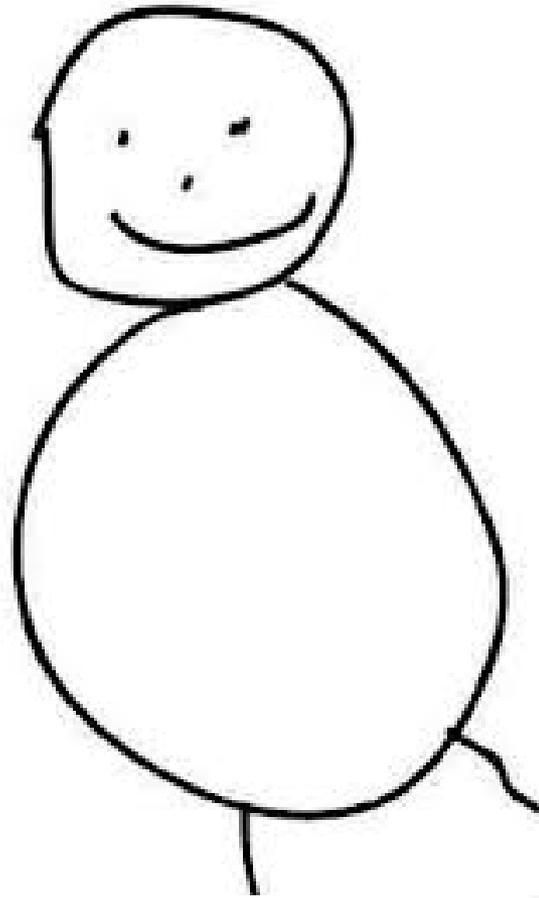
- Each item has instructions for scoring. Be sure to choose wisely....
- YOU make the call based on evidence



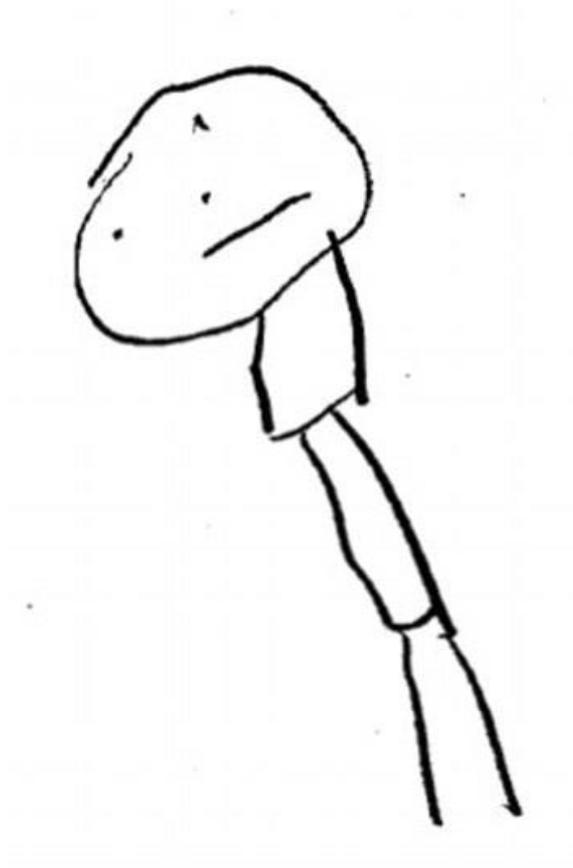
Drawing a Human



How many points?



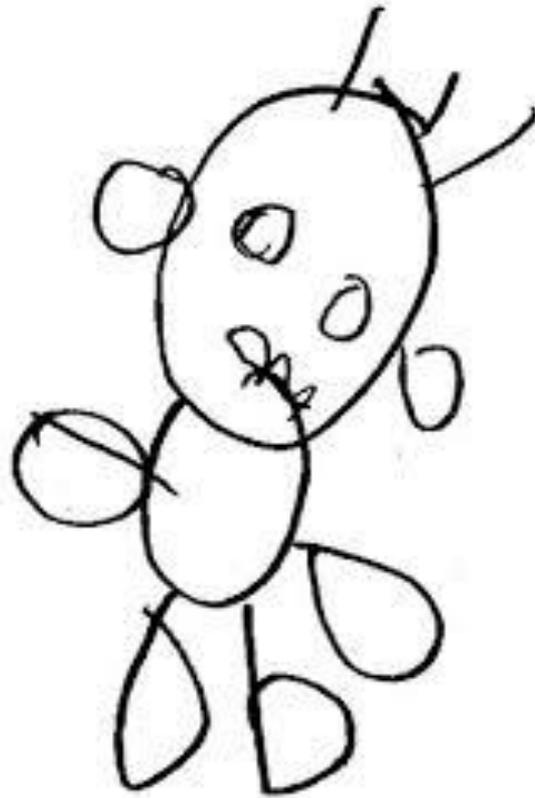
How many points?



© King's College London



How many points?



How many points?



How many points?



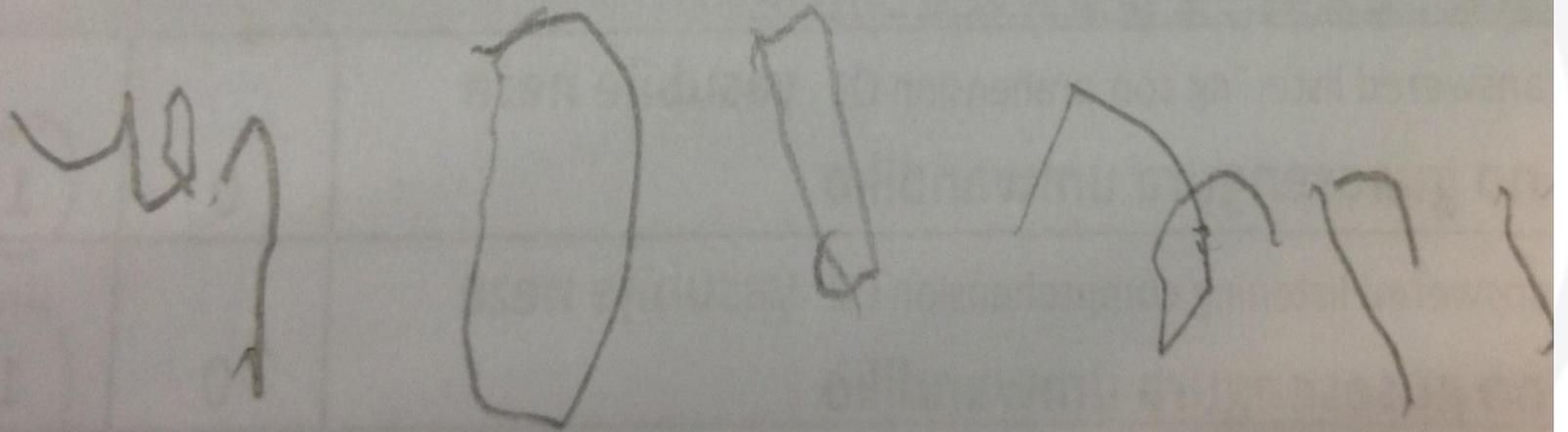
Writing names

Child's name (below)

M U V E N Y S

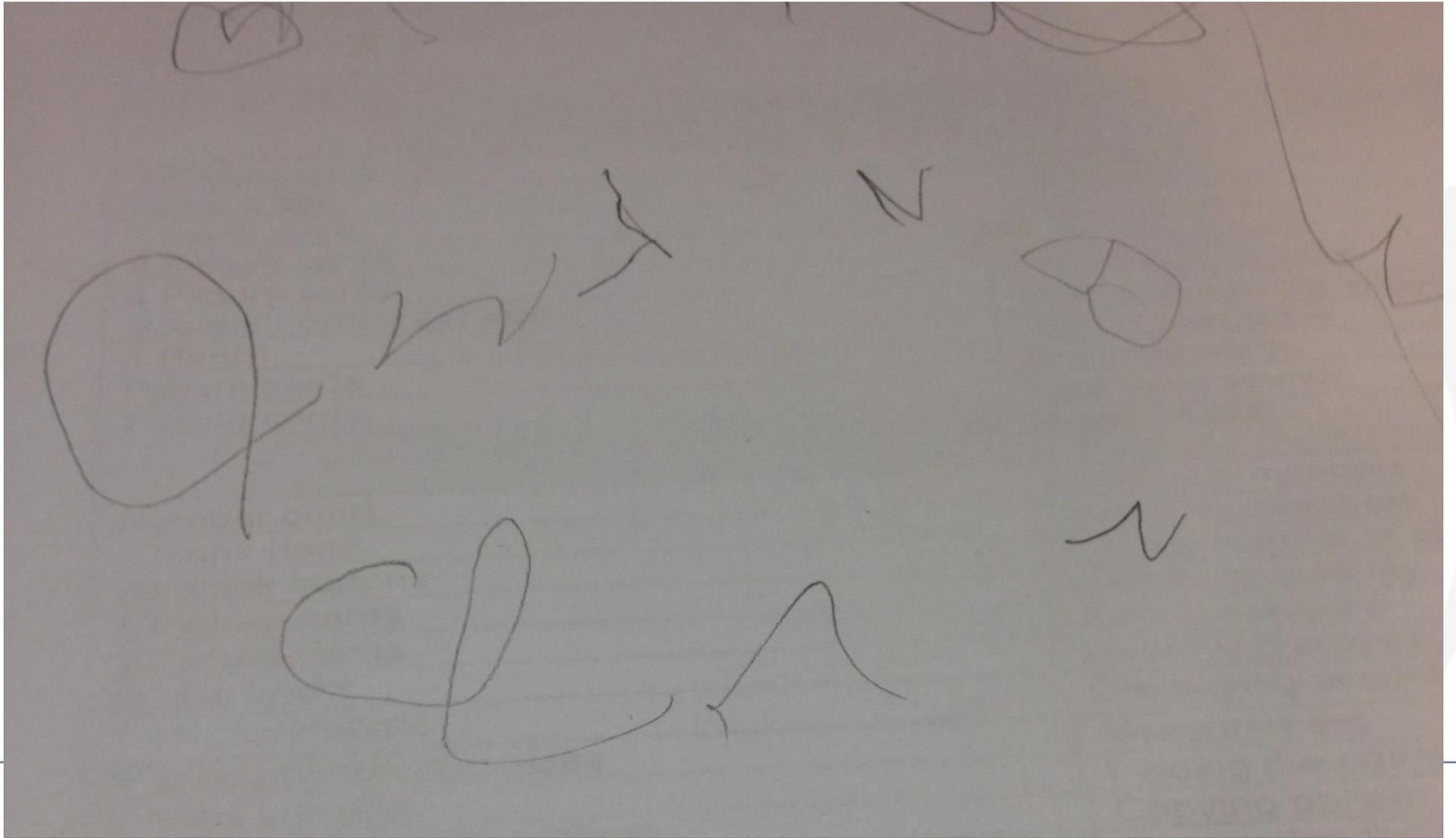
DATE: _____
MURERWA

TEO



MBABAZI

1234507



1. 2. 3. 4. 5.

Assessor's name

TEODY

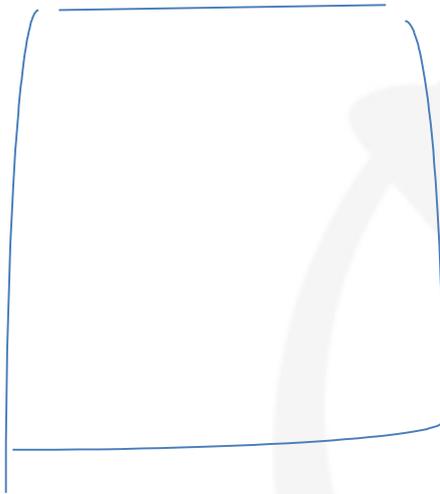
Child's name (below)

A S E F A S F

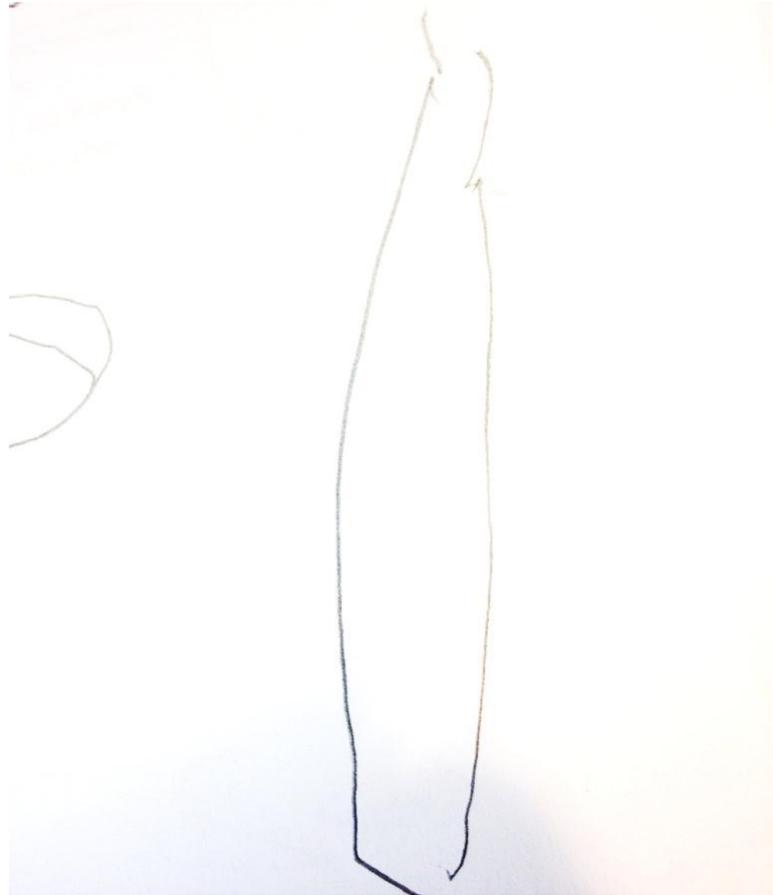
KANE

FE R

Draw a square. How many points?



Points?



Points?

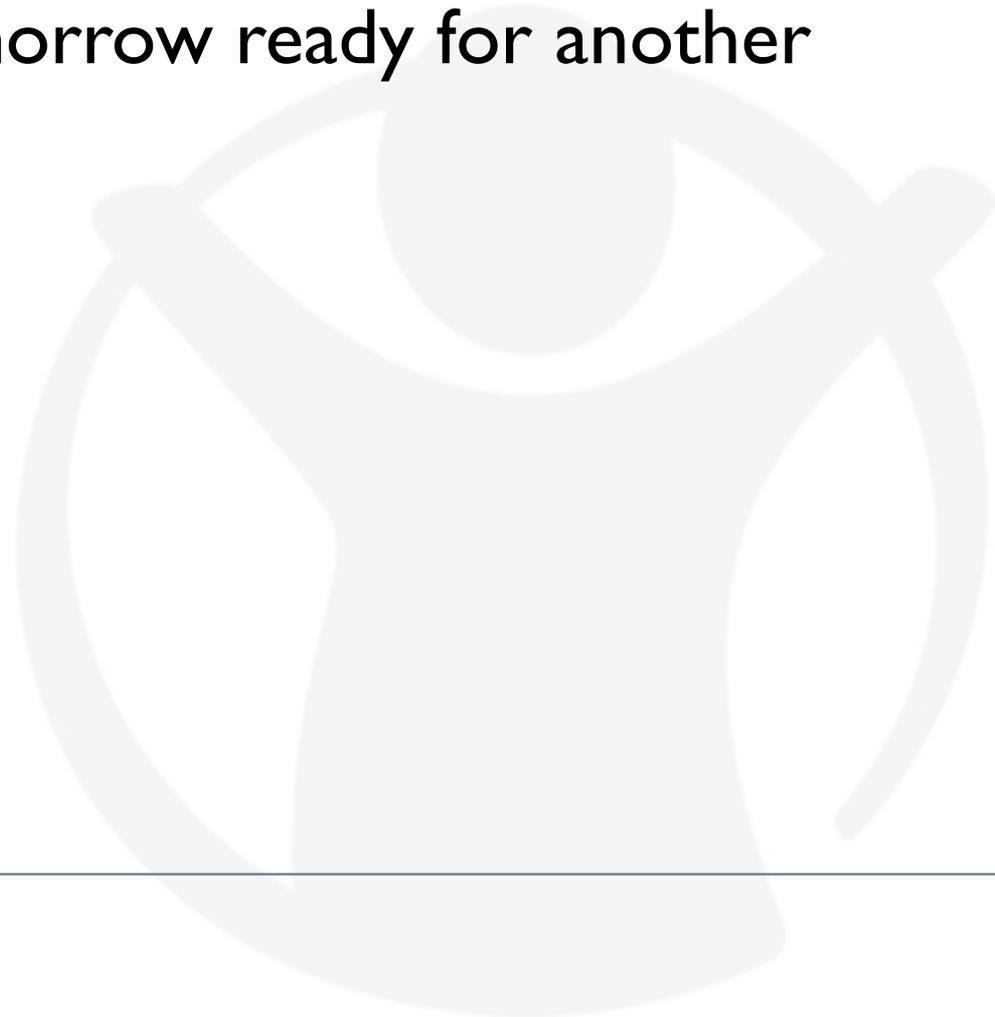


Practice in Pairs...Ready for children next week?



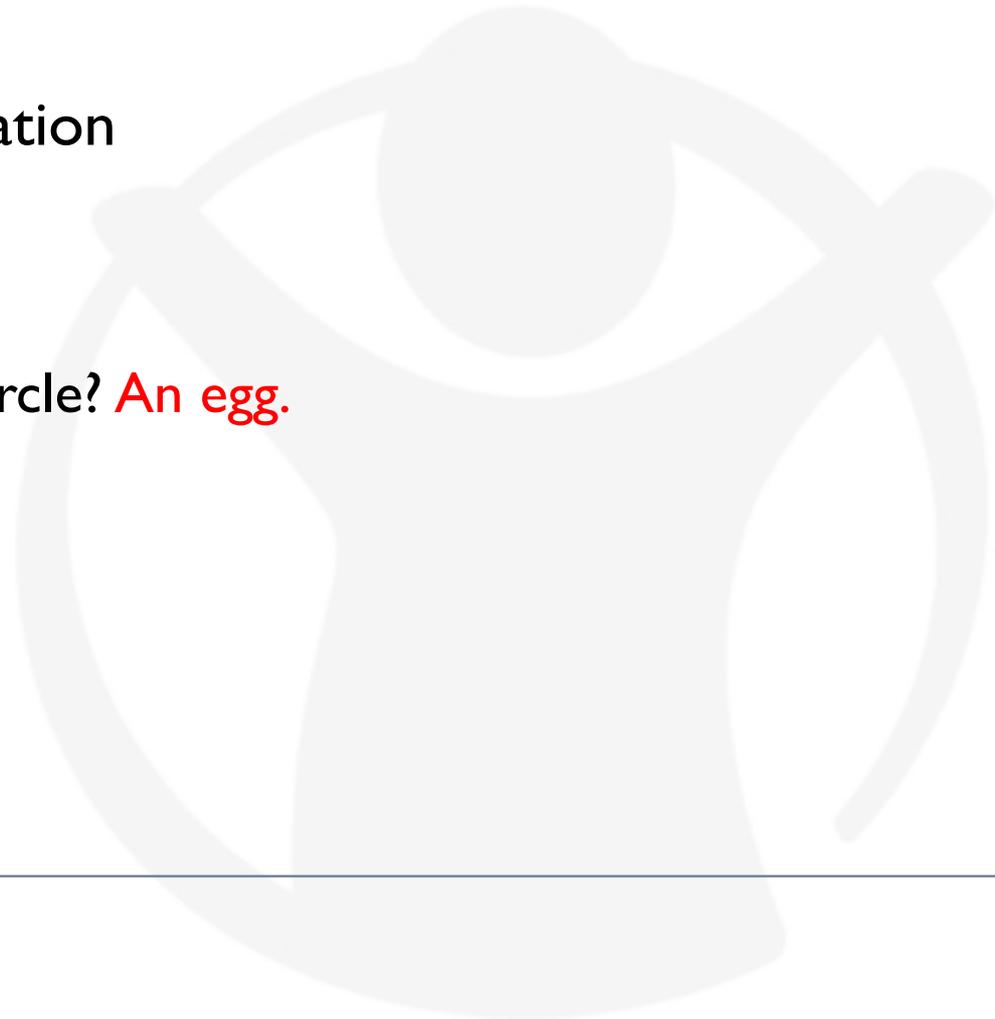
Homework

- REST and come in tomorrow ready for another full day!



Day 4 - Recap from yesterday

- Early literacy
- Executive function/self-regulation
- Practice
 - Questions from practice?
 - Q1: What is shaped like a circle? **An egg.**
 - Q2: Card sort.

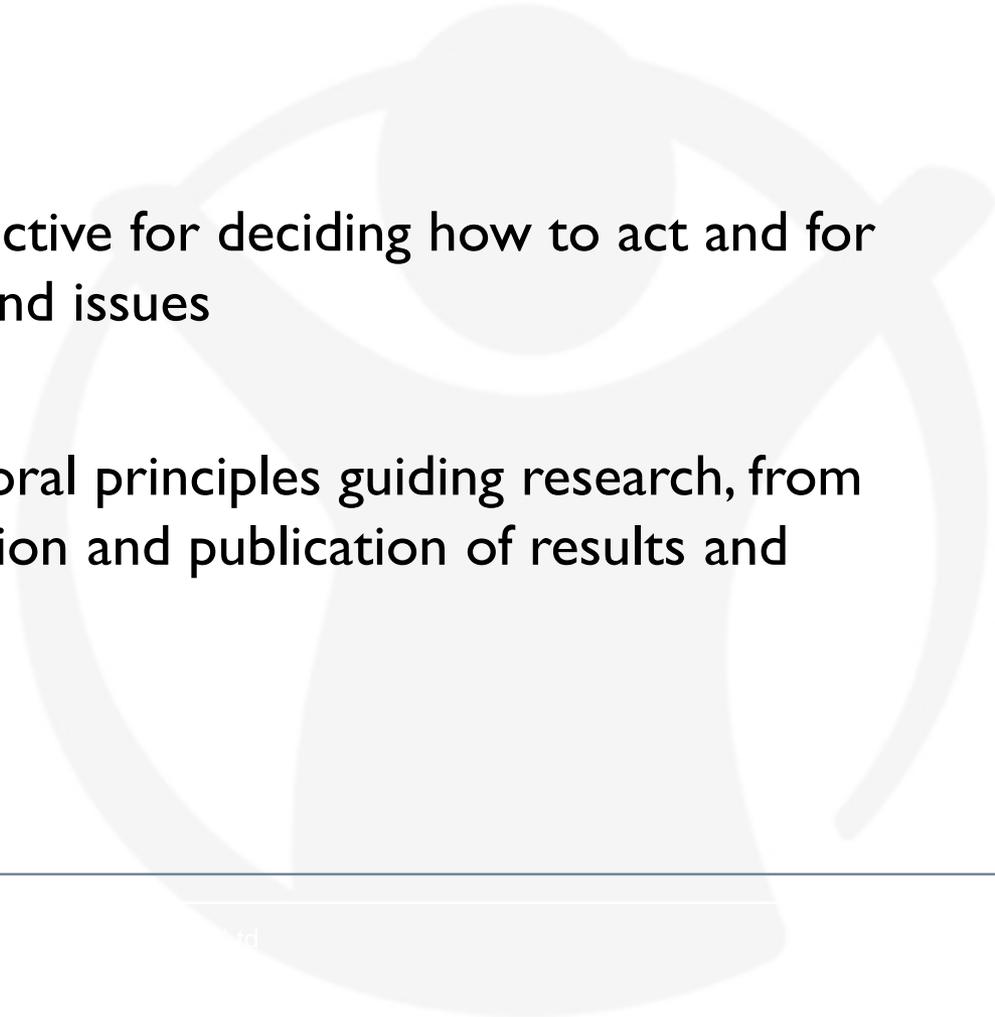


Ethics in conducting research with children



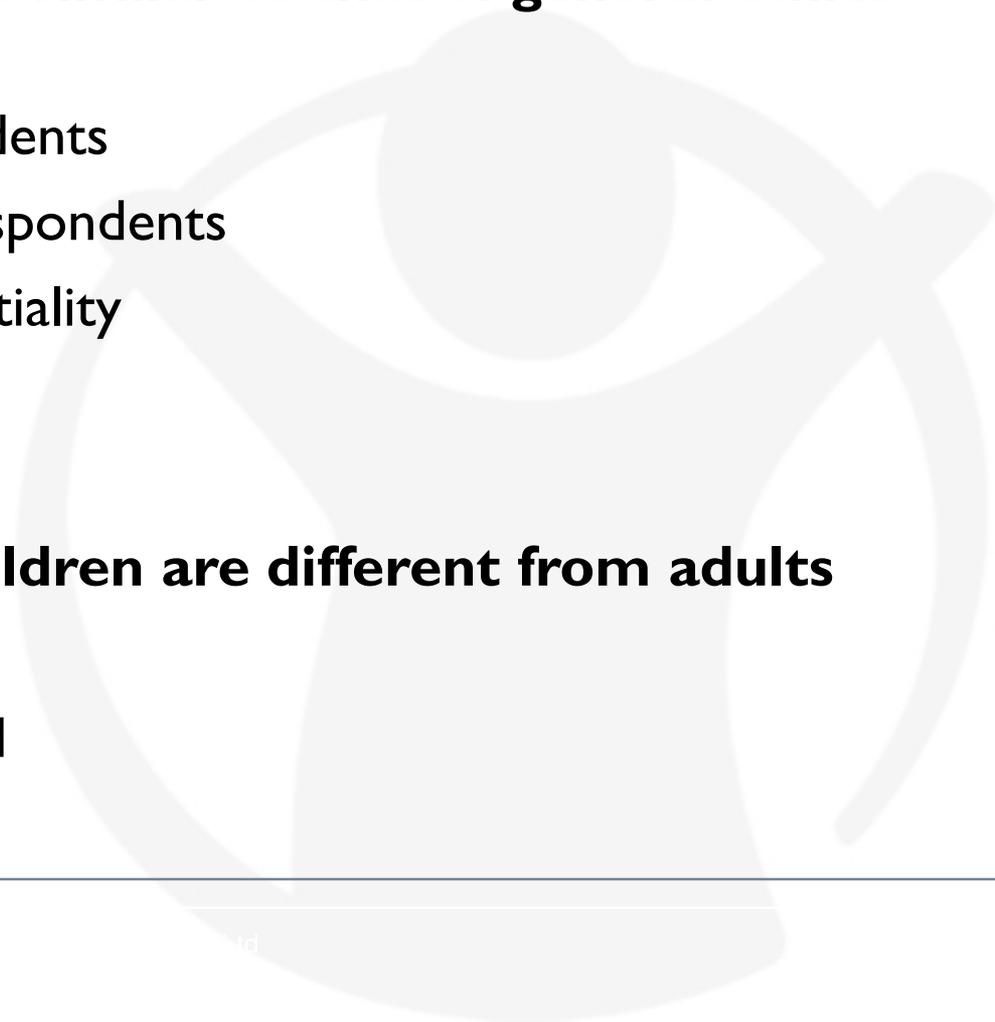
What do we mean by ethics?

- Ethics thought of as
 - Norms of conduct
 - Standards of conduct
 - Method, procedure, or perspective for deciding how to act and for analysing complex problems and issues
- Research ethics' refers to the moral principles guiding research, from its inception through to completion and publication of results and beyond



Why should we consider child ethics? - I

- **The concept of child ethics is similar to that of general ethics in research**
 - Duty of care towards respondents
 - Research must avoid harm respondents
 - Maintain privacy and confidentiality
 - Based on informed consent
- **Important to realise that children are different from adults**
 - Likely to be more vulnerable
 - Less likely to speak their mind
 - Less freedom of action



Why should we consider child ethics? - II

- We are going to collect data from very young children, sometimes in poor, and maybe even violent areas
- We are observing children and teachers at school and asking some questions related to their psychological well-being; as well as observing student-teacher interaction.
- We need to understand that there is a risk of coming across child harm or child abuse
- We should know
 - How to prevent our research from harming children
 - How to recognise signs of child harm or abuse in our child respondents
 - What do to if we uncover such harm or a child discloses information about harm

How to ensure ethical research with children? – Informed consent

- **Acquire *informed* consent from both parent and child**
 - Consult children individually about whether they would like to be interviewed
 - Even after initial consent has been taken, there are a variety of ways in which children might withdraw their consent once the research has begun. “Saying no”, “showing no”, “non-response”, “pulling away” and “ignoring” are ways in which children can indicate their unwillingness to participate.
 - Children must be allowed to safely leave a focus group or discontinue a survey if they desire to do so, even if that leaves the questionnaire incomplete.

How to ensure ethical research with children? – Informed consent II

- **Explain the concepts of confidentiality and anonymity in a way that children can understand.**
 - This means translating the ‘standard’ text provided in instruments in a manner which is easy for children to understand.
 - Children must be addressed as individuals – they should therefore be fully aware of how data will be used and how their privacy would be maintained.

How to ensure ethical research with children? – Child harm

- **Researchers must follow established protocols for reporting child harm or abuse.**
- Project managers and supervisors should establish clear procedures for researchers to follow in case of suspected child abuse. This should include a common understanding of how to spot child abuse (based on local contexts); if and when to report child abuse; and knowing who to report it to.
 - In most cases, corporal or physical punishment which does not result in scarring or bruising should not be seen as a major cause of concern.
 - However, if researchers uncover ‘serious’ harm to children, then careful consideration must be made to ensure that reporting that abuse to parents or authorities does not put the child in further harm.

How to ensure ethical research with children? – Interaction with child

- **Data collection in the field must prioritise the welfare of child respondents.**
- Data collection should be planned at times that suit children and young people, and at times that do not interfere with their school work or other important household or other responsibilities.
- Researchers should never interact alone with a child respondent - they should ensure that a fellow researcher or guardian is present at the time of the interview
- Interviews must always be conducted in locations where children feel safe and can easily access their guardians.
 - Care should be taken for instance, in ensuring that doors to other parts of building are left open where possible, and that children are seated in a comfortable environment.

How to ensure ethical research with children? - Confidentiality

- Photos or videos must never be taken or published without the consent of both the guardian and the individual children.
 - Don't put pictures of child respondents on Facebook or Twitter
- The data collection and analysis process should minimise the sharing of identification details within the research team. Questionnaires and transcripts should be stored safely, with access provided only to the research team.
- Research materials – filled questionnaires or drawings must not be left behind in the field and this information should not be shared beyond the research team.

How to ensure ethical research with children?

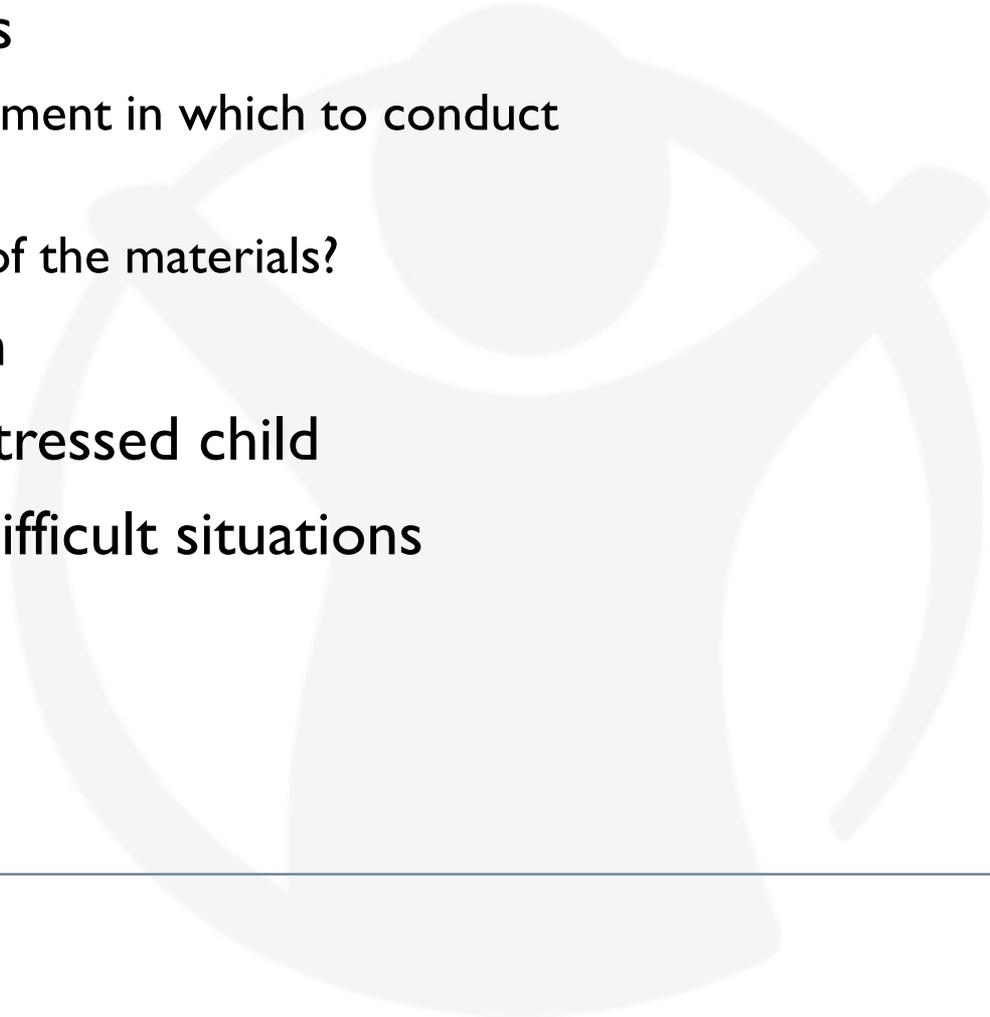
- **Maintain a child-friendly attitude.**
 - Be motivational, say ‘Thank you!’, ‘Only one page to go!’, ‘Well done, keep going!’ to keep children engaged in the research process.
- **Know how to respond appropriately in the face of children’s anxiety or distress.**
 - In addition to sensitive topics or situations obviously more likely to cause upset, seemingly harmless questions or situations may trigger strong and unexpected reactions. Children may be caught off-guard emotionally by unintentionally disclosing too much.
- **Recognise the limitations of your own expertise and resist giving advice and support beyond your area of competence.**
 - When in doubt, researchers must always consult their supervisors and relevant professionals.

Key take away points

- **If you recognize child abuse or child harm caused by someone external to the research team then notify your supervisor.**
 - Do not attempt to investigate this further or take matter in your own hands
- **If your research causes child distress**
 - Follow the research protocol!
 - Stop the assessment, calm the child down
 - If that doesn't work inform the KG teacher and head teacher
 - If the child is distressed even after a few hours, inform the parents after consulting with the head teacher
 - Offer support in terms of helping to provide counselling support and connect the parents with your supervisor (Edward Tsinigo)

Key considerations



- Managing space and materials
 - What is an appropriate environment in which to conduct assessments?
 - How can you best manage all of the materials?
 - Working with young children
 - Identifying and handling a distressed child
 - Dealing with non-response/difficult situations
- 

ARRIVING AT SCHOOL

Arriving at the center

Greet the
teacher and
children

Assessors:
Set up space
and materials

Begin
assessments
with children
working
alone

Leader: Take
list of
children and
begin
sampling

Begin
assessments
with children
in pairs

Setting up space: Keys to success

As quiet as possible

- Away from things that will distract children
- Facing away from distractions

Comfortable for assessor and child

- Able to lay out materials in an organized way
- Easy for assessor and child to access materials and interact with each other
- Out of direct sunlight/wind

In view of others

- Don't isolate child

RANDOM SAMPLING



Ready, Set...Go

- Preparing for IDELA with children

- Logistics for visiting centers

- The plan...

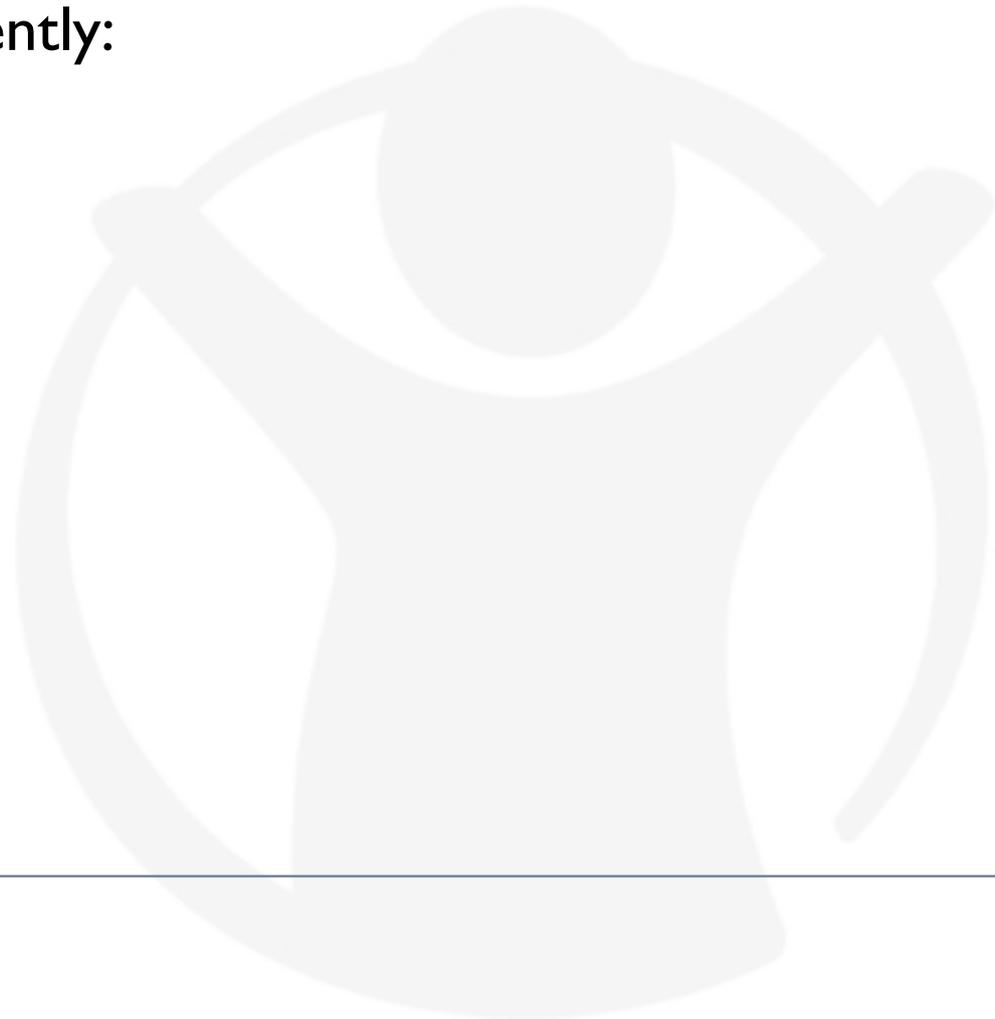


Using the Samsung Tablets



Language/translation

- How many people speak fluently:
 - Ga?
 - Ewe?
 - Twi?

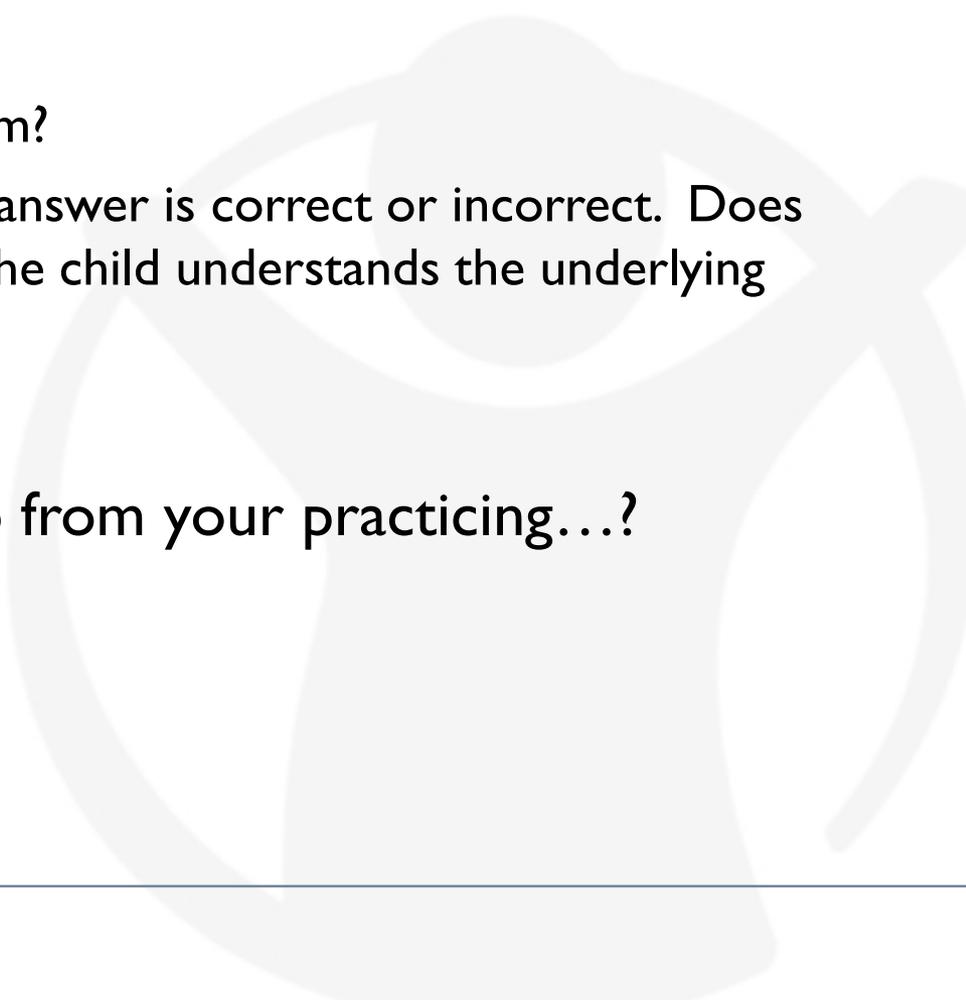


Practice in Pairs Using the Tablet



Day 5 - Recap on last week



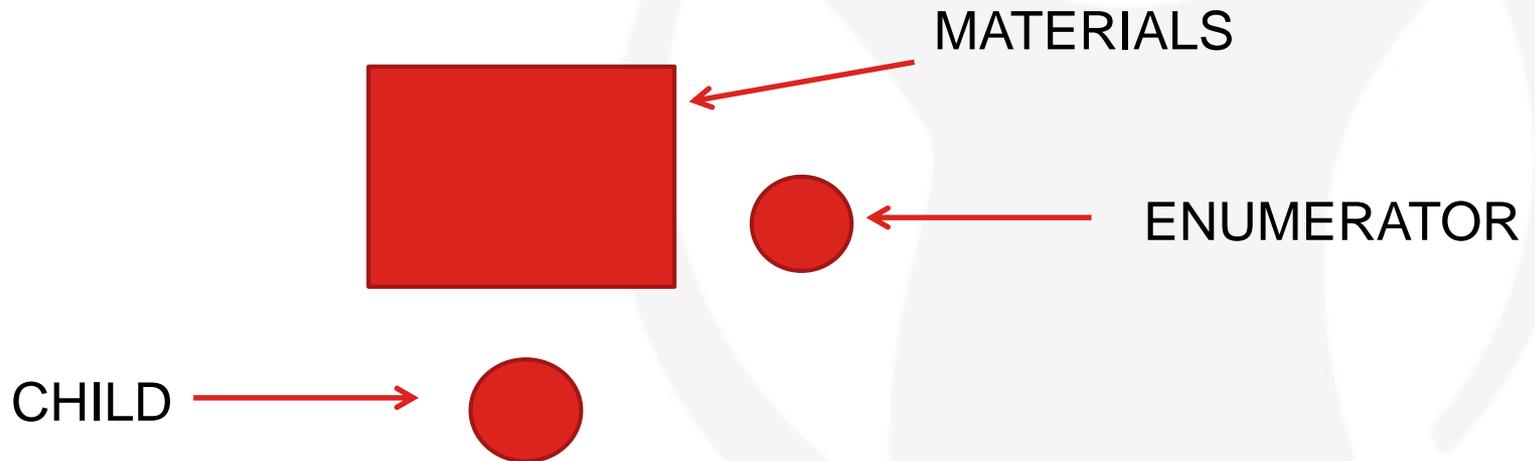
- A guiding principle:
 - What is the purpose of the item?
 - This will help you assess if the answer is correct or incorrect. Does the answer demonstrate that the child understands the underlying purpose of the item?
 - More examples that came up from your practicing...?
 - Scoring opening a book.
- 

Language and translation

- During the rapport building, establish an understanding of **what language the child is most comfortable speaking** and decide on the language of administration you will use.
- It is **ACCEPTABLE** to switch languages during the course of the assessment. The most important consideration is that the child understands the questions.
- Tomorrow we will read, in small groups, the assessments in Twi, Ewe and Ga.

Set Up and Preparation

1. Before beginning assessment:
 1. Materials should be prepared, sorted, and organized so you can find them easily during assessment
2. You will be seated adjacent to the child
3. Scoring sheets and materials not in use should be placed away from child, out of his/her reach

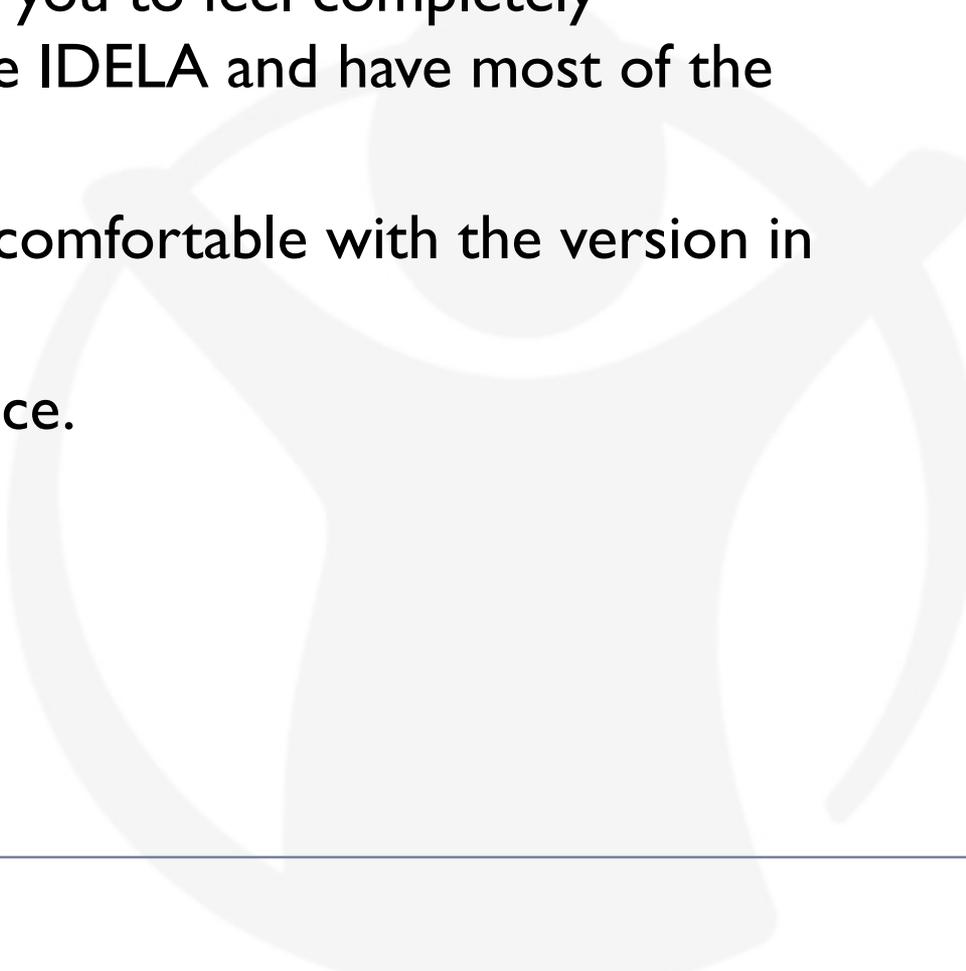


Protocol

- We want to ensure that all children are answering the same questions. The way you administer these questions is critical to that!
- All tasks must be administered to children in the same way so that tasks are standardized as much as possible.
- Must read script exactly as written
 - *Script you read: **Bold text.***
- Follow instructions carefully
 - *Instructions to you: not bold, lower case, italicized*

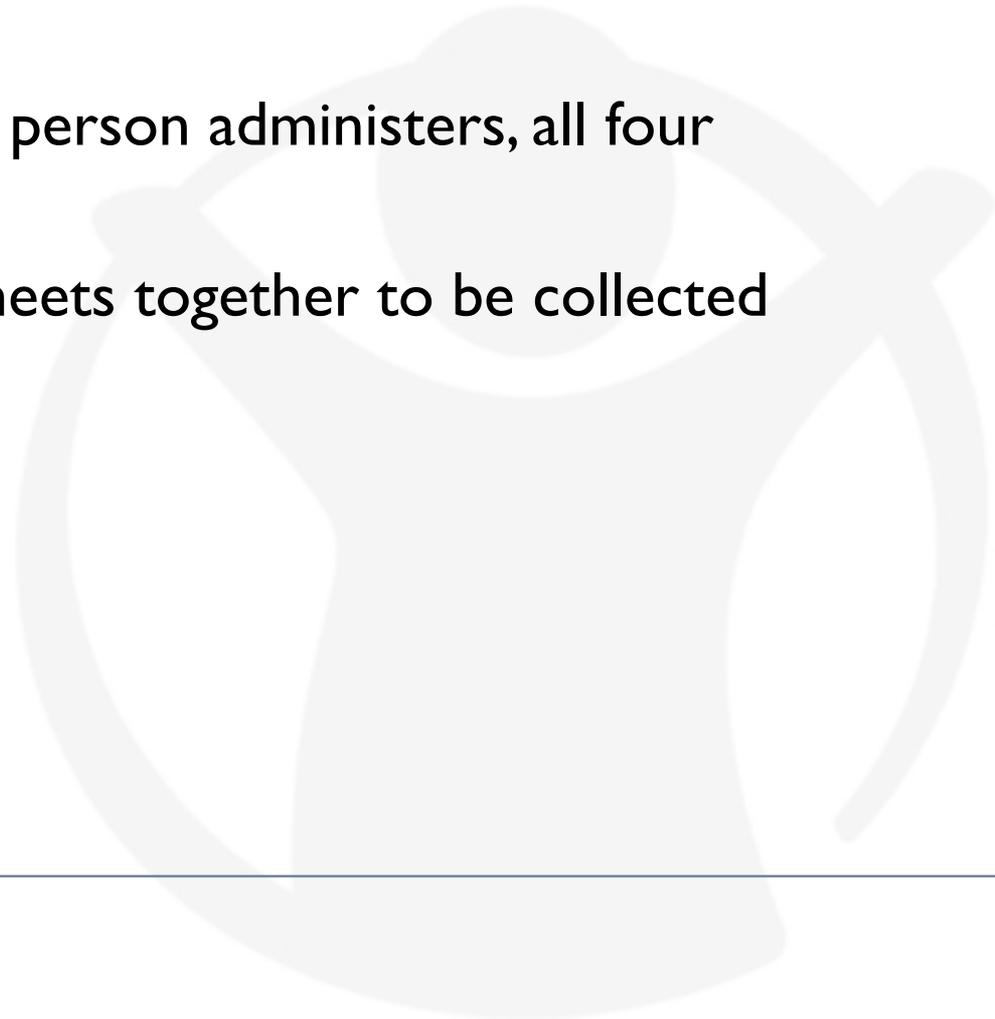
Moving forward



- By the end of today, we want you to feel completely confident in administering the IDELA and have most of the protocol memorized.
 - Tomorrow, you will become comfortable with the version in local languages.
 - And Wednesday...field practice.
- 

RELIABILITY ASSESSMENT

- Groups of **5-8** people.
- One person is the child, one person administers, all four people score.
- Keep your group's scoring sheets together to be collected for the reliability analysis.



Password

XXXXXXXX



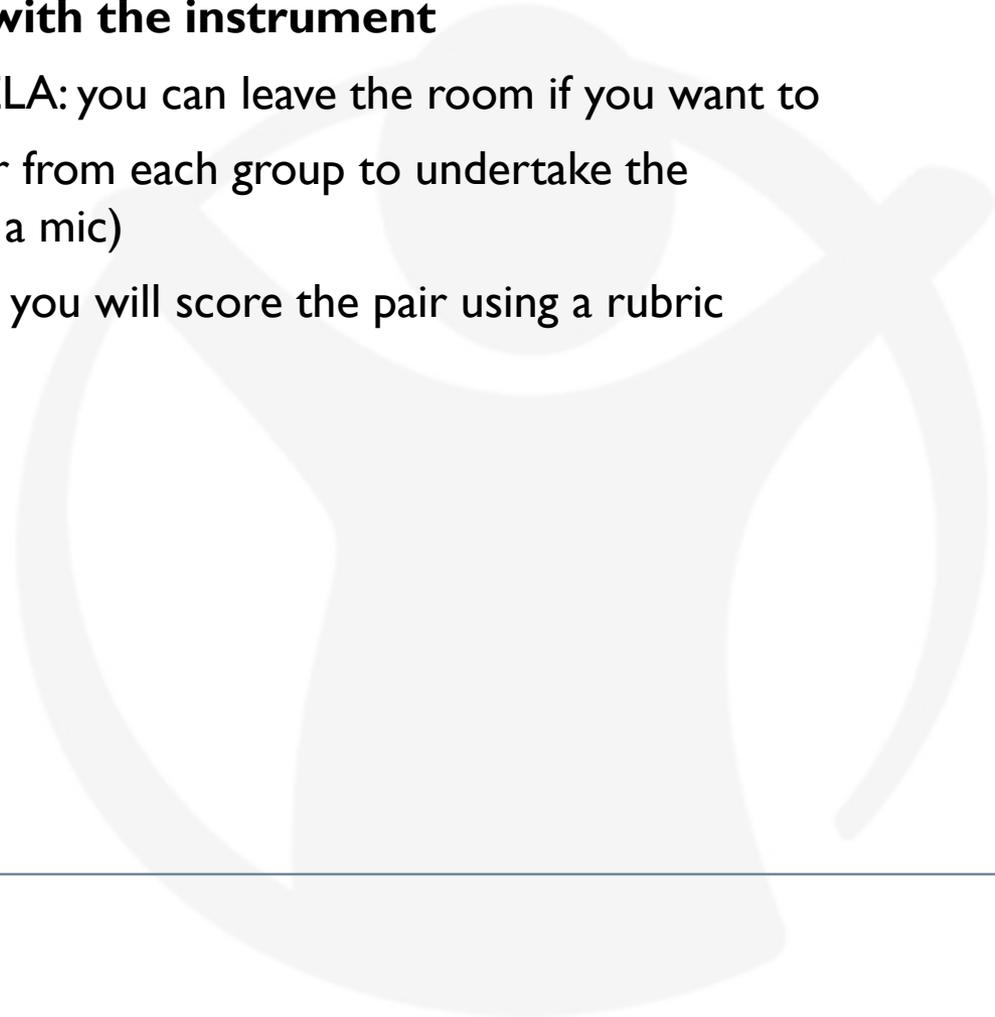
A review

- Touch your toes/head exercise



Discussion, demonstrations, role play

- **Objective: familiarise yourselves with the instrument**
- You have 30 minutes to revise the IDELA: you can leave the room if you want to
- After that we will randomly pick a pair from each group to undertake the assessment in front of everyone (with a mic)
- 8 pairs will be observed and assessed- you will score the pair using a rubric
- The best pair will win a prize!

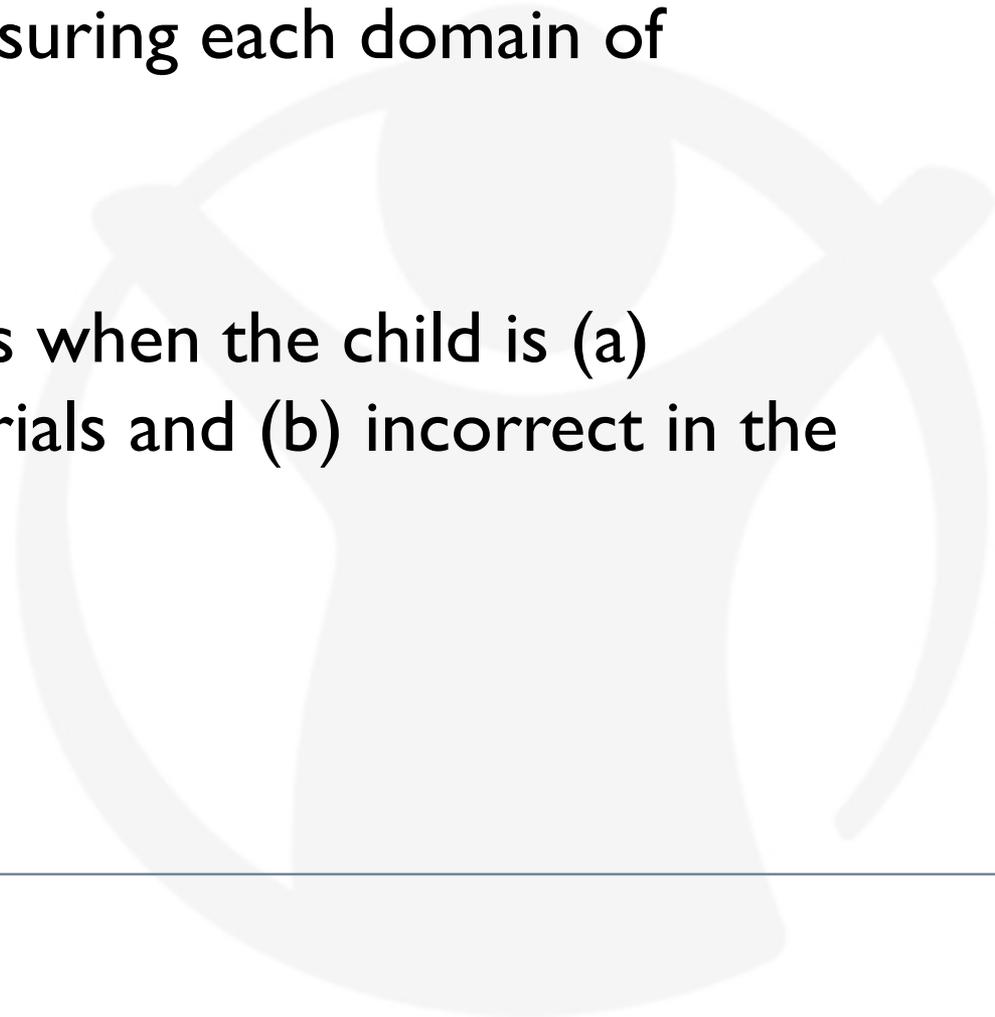


Scoring categories

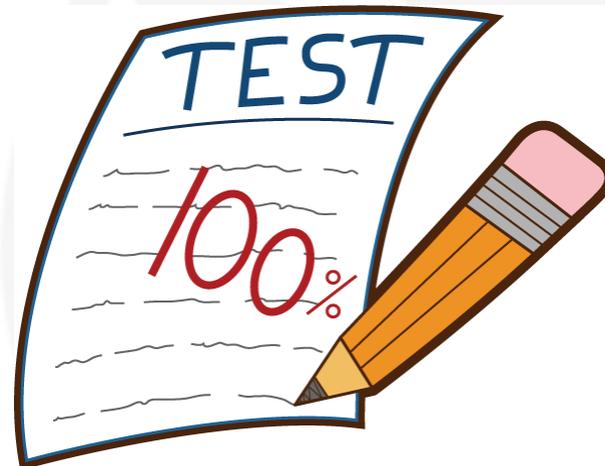
CATEGORY	SCORE (1=LOWEST; 5=HIGHEST)
Consent (should be mostly memorized)	
Memorization of the items (versus reading)	
Child-friendly attitude and tone	
Ability to multi-task	
Timing and prompts	

For tomorrow

- What are the items measuring each domain of development?
- How to handle test trials when the child is (a) correct in the practice trials and (b) incorrect in the practice trials.



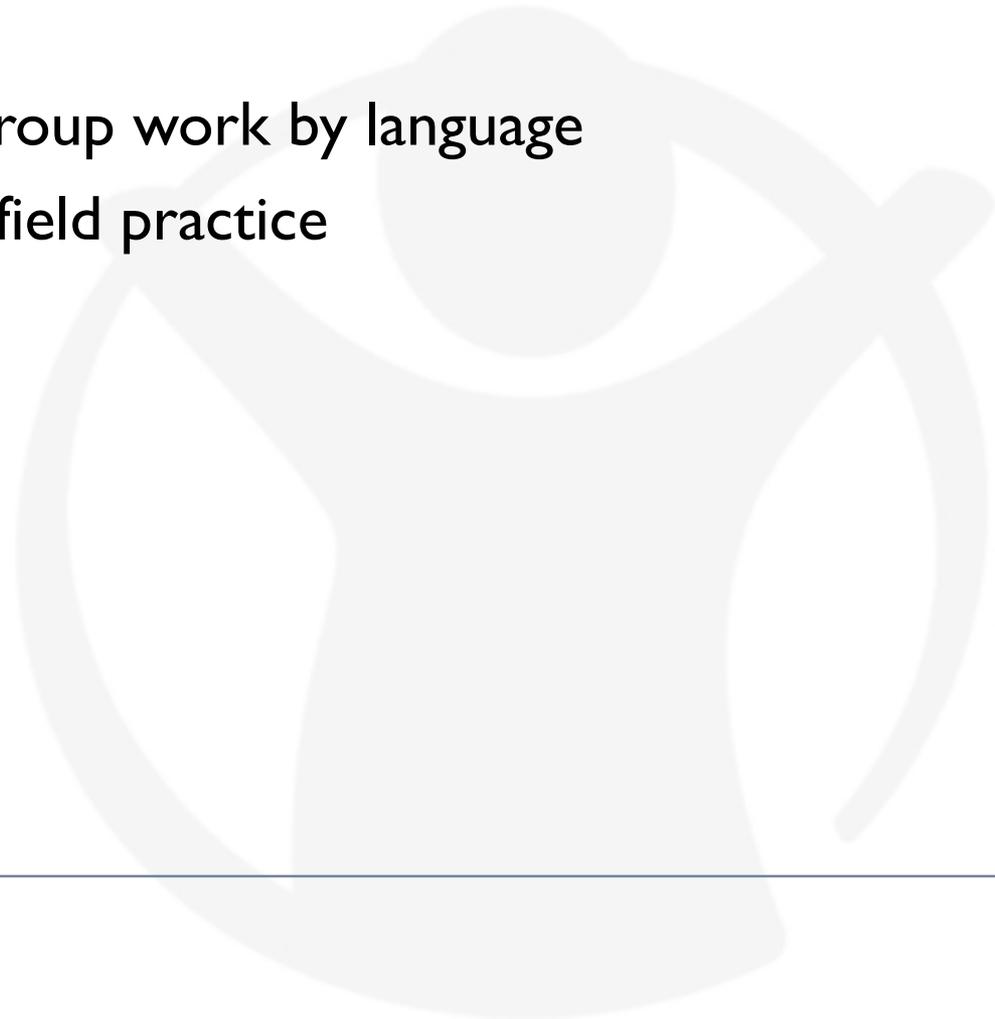
Day 6 - Quiz



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Today

- Review quiz answers
- Language and translation – group work by language
- Preparation for tomorrow's field practice

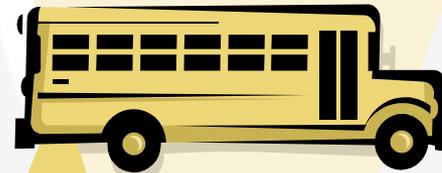


Small groups by Twi, Ewe, Ga and Hausa



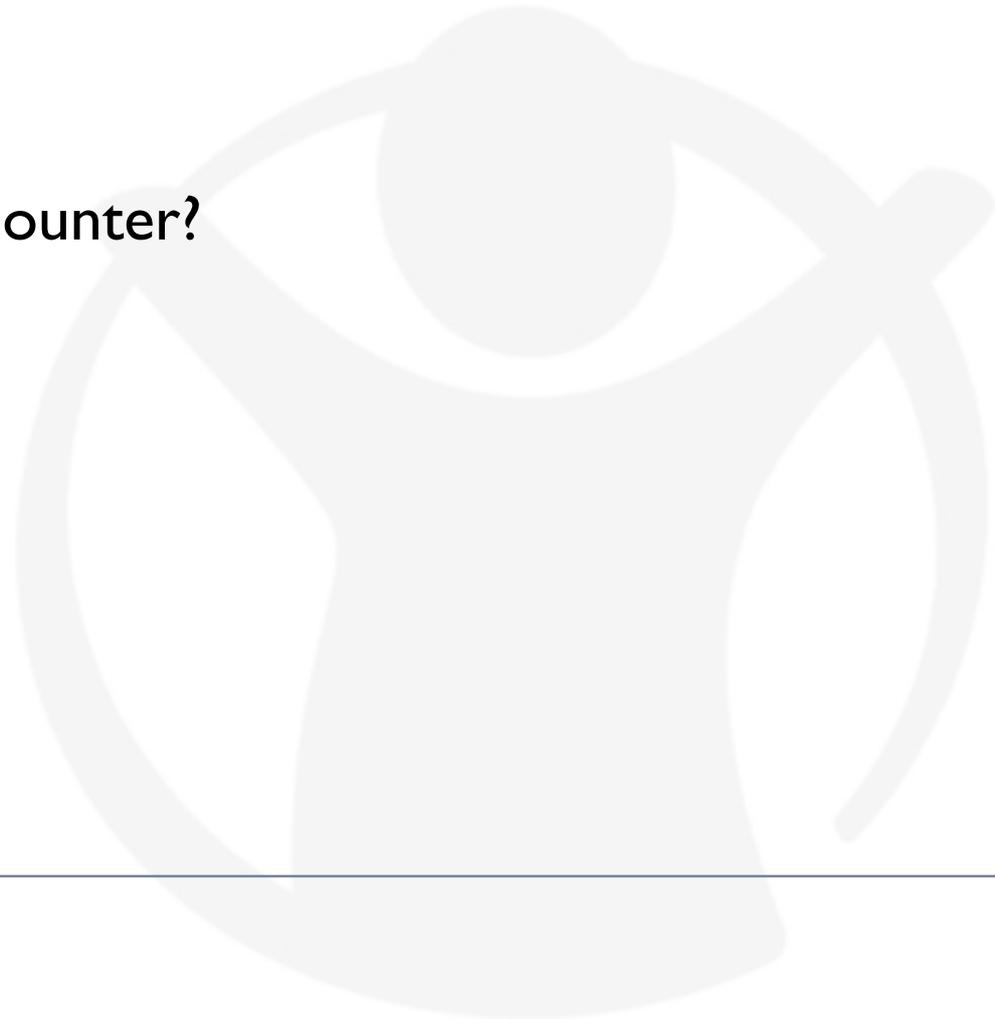
Tomorrow

- Arrive at 7:30 AM
- Breakfast: 7:45-8
- **Transportation leaves at 8:00AM**
- We will return by 2:30 or 3:00PM for a late lunch and debrief on the field practice



Day 8 - Reflections on field practice

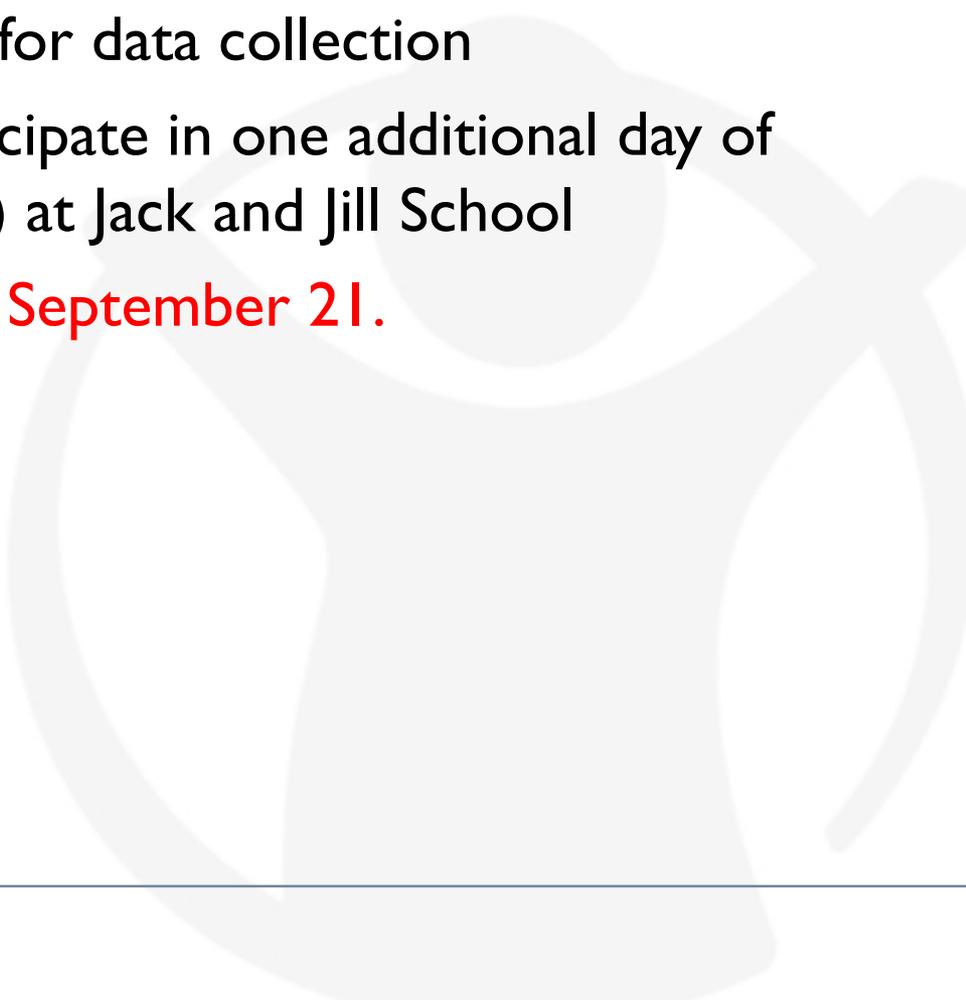
- How did it go?
- What surprised you?
- What challenges did you encounter?



Day 7 - Field practice



Next Steps



- We will select 43 individuals for data collection
- Selected individuals will participate in one additional day of field practice (September 8th) at Jack and Jill School
- Data collection will begin on **September 21.**