

Quality Preschool For Ghana (QP4G) Study

BASELINE 11

INTERVIEWER TRAINING

Jack and Jill School, Accra

24th Aug. - 3rd Sept. 2015



ipa
INNOVATIONS FOR
POVERTY ACTION

 **NYU | STEINHARDT**



Welcome and Introductions

Henry Atimone (Field Manager)
and
Kwame Abrokwah (Survey Coordinator)



Introduction to IPA

Kwame Abrokwah (Survey Coordinator)



What Does IPA Do?

- Innovations for Poverty-Action is a U.S. Non-Profit Organization.
- IPA uses randomized evaluations because they provide the highest quality and most reliable answers to what works and what does not.
- We also repeat studies in different countries to test if findings are really transferrable.
- Estimate magnitude of effects
- Most cost-effective solutions; can be surprising
 - Know how to improve programs
- Where to spend limited resources
- IPA was created in 2002 to answer questions about what poverty alleviation programs work best.



Where are we?



**IPA has over 445 projects underway
in 49 Countries, with 598 staff**





- In Ghana since 2005
 - 16 active projects, 40 full time staff, up to 250 part time, 2 permanent offices
 - Offices in Tamale and Accra
 - Impact Evaluations and in some cases implementation



**Are there any questions
about the IPA?**



Review of Training Process

Edward Tsinigo
Research Associate



Ground Rules for Training

- The training will cover 6 - 9 days – Monday to Friday.
- Follow the instructions of the facilitators.
- Guard the training supplies with utmost care.
- Switch mobile phones to silent or vibration modes.
- Attend all sessions punctually.
- Do not eat when training is in session.
- Respect one another.
- **NO STEALING!**



Training Objectives

- By the end of this training, you will be able to:
 - State roles, responsibilities and expectations for your involvement in the Baseline II survey.
 - Understand the survey and Baseline II questionnaires.
 - Explain the field operations and survey process.
 - Carry out an effective interview, using the tablet.
 - Carry out the survey in the field, following the correct protocols prescribed during the training.



Training Outcomes

- By the end of this training, participants will be:
 - positive about their involvement in the survey process;
 - confident that they are well-prepared for the field survey operations (e.g., interviewing, recording);
 - confident that they are fully supported by the survey management and supervisory/monitoring team, and in the field by the team leaders.



Training Evaluation

- *Participation*:- Observation/monitoring
- *Knowledge of survey instruments*:- Quizzes
- *Punctuality*:- Attendance
- *Interview skills*:- Observation/monitoring
- *Criteria*: Understanding, attention to detail, accuracy, and motivation.
- *Positions assigned based on observed strengths*
 - Auditors and Interviewers.



Are there any questions about the ground rules, training outcomes, objectives and evaluation?



Administrative Issues and Other Announcements

Edward Tsinigo
and
Henry Atimone



Finance and Insurance

- Per diems will be paid after we have confirmed you are on the field working.
- Wages will be paid a week after field work.
 - Preferably through GCB accounts.
 - Bank transfers might delay with other banks.

Insurance

- You are required to have a valid National Health Insurance card.
- IPA will enroll every field staff in a Catastrophic Insurance policy.



Other Issues/Announcements

- Your participation in this training is not a definite job offer!
- Training is non-residential.
 - Make your own accommodation arrangement if not resident in Accra.
- Location of sanitary facilities
- Security issues



**Are there any questions about the
administrative arrangements?**



Overview of the QP4G Study

Maham Farhat (Research Manager)
and
Edward Tsinigo (Research Associate)



Why is quality education for young children important at the preschool stage?

- Quality education at the preschool level is important because:
 - Early childhood is a crucial stage of life in terms of a child's physical, intellectual, emotional and social development.
 - Research suggests that growth of mental and physical abilities progress at an astounding rate and a very high proportion of learning takes place from birth to age six.
 - It is a time when children particularly need high quality personal care and learning experience.



What criteria would you use in selecting a preschool for your child: And why?

- Different criteria for each person
- Choice of school criteria seems to be subjective.
- No widely acceptable or objective criteria to guide in selecting a preschool.



Background/Problem

- Follow up to an exploratory study conducted in 2013.
 - *Supply side problem:*
 - Low quality and developmentally inappropriate classroom instructions:
 - ❖ Largely untrained or inexperienced preschool teachers.
 - ✓ 69% of preschool teachers have no formal training.
 - ❖ Lack of in-service training.
 - *Demand side problem*
 - Parents' subjective perception about preschool quality.
 - Classroom material and infrastructure.
 - Perceived “serious learning” through repetitions of numbers and letters.



QP4G Project

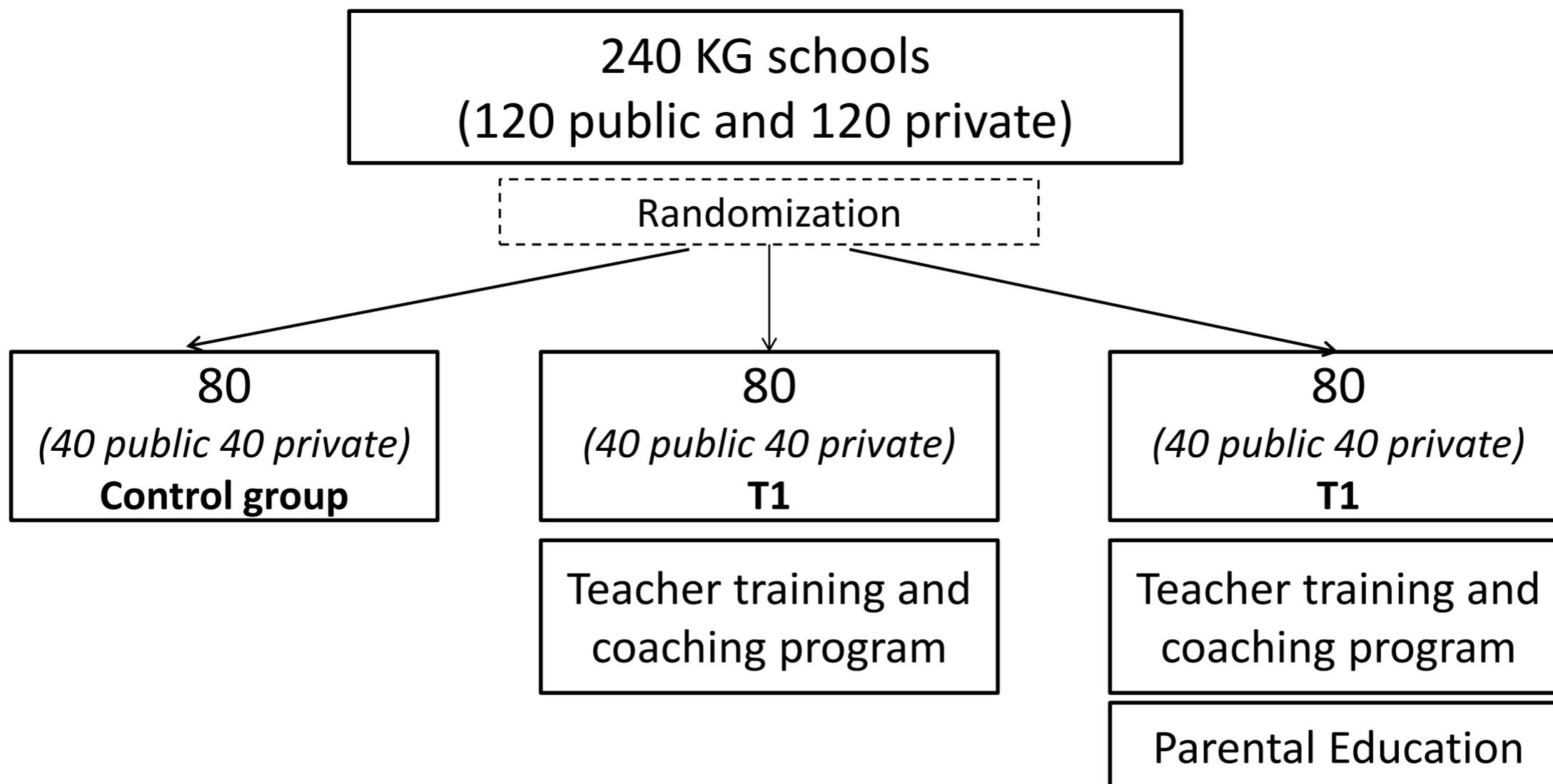
- In order to address the above policy concerns, the QP4G Study seeks to:
 - Provide a 8-day in-service teacher training delivered by the NNTTC with monitoring and feedback visits (*supply side*);
 - Provide a 3-part video and discussion intervention delivered to parents at PTA meetings on ECD and learning (*demand side*);
 - Evaluate the effectiveness of short term in-service KG teacher training and parental awareness creation on teacher, KG children and parents outcomes.



Design

Key partners:

- Ghana Education Service
- National Nursery Teacher Training Center



Main Features of the QP4G Study

The QP4G Study has the following main features:

- It combines demand and supply side approaches to improving school quality.
- It includes standardized instruments to be administered at different phases to evaluate program effectiveness.
- Data will be collected using Samsung tablet.
- It includes innovative field protocols to support a high-quality data collection.
- The instrument are designed to be aligned with global Early Childhood Development indicators.



Data Requirements

○ School and Classroom Outcomes

Data Required	Instrument	Variables	Respondents
School outcomes	Proprietor/ head teacher survey	<ul style="list-style-type: none">○ School profile and management;○ Parent and community participation;○ KG teacher attendance;○ KG children attendance;&○ Perceptions about ECD.	Proprietors/ Head teachers
Classroom quality	Classroom observation/ Video recording	<ul style="list-style-type: none">○ Teacher-child interaction;○ Classroom organization; and○ Instructional support.	Kindergarten teachers and children



Data Requirements II

○ Child and Teacher Outcomes

Data Required	Instrument	Variables	Respondents
Child outcomes	Direct Child Assessment	<ul style="list-style-type: none">○ Emergent literacy;○ Emergent math;○ Fine motor;○ Socio-emotional;○ Self-regulation; and○ Gross motor	KG children
Teacher outcomes	KG Teacher Survey	<ul style="list-style-type: none">○ Living and work conditions;○ Food sufficiency;○ Poverty status○ Well-being; and○ English reading knowledge	KG teachers



Data Requirements III

○ Caregiver Outcomes

Instrument	Variables	Respondents
KG caregiver survey	<ul style="list-style-type: none">○ Parent perception about ECD;○ Parent school choice;○ Household poverty status;○ Parent involvement in school activities; and○ Nature of parents-child interactions.	KG caregivers



Scope of the QP4G Study

- *Study locations:* Six municipals in Greater Accra Region
- *Research participants:*
 - Proprietors;
 - Head teachers;
 - KG teachers;
 - KG children; and
 - Caregivers of KG children.
- *Number of Schools:* 240 public and private schools.



Scope: Summary

Survey Instruments	Method of Data Collection	Respondents		
		Type	Per School	Total
Proprietor Survey	In-person interview	Proprietors	1	125*
Head Teacher Survey	In-person interview	Head Teachers	1	240
KG Teacher Survey	In-person interview	KG teachers	2	480
Classroom Observation	Video survey	KG teacher & children	2	480
Direct Child Assessment	In-person assessment	KG children	15	3600
Caregiver Survey	Telephone survey	Caregivers	15	3600



Key Dates

Key Activities	Key Dates	
	From	To
Training	25 th August 2015	3 rd Sept. 2015
Field survey	09 th Sept. 2015	8 th October 2015
Mop up / Debriefing	9 th October 2015	14 th October 2015



Our Role

- Quality preschool education provides the basis for quality learning, emotional and social development of the child.
 - The QP4G Study seeks to make sensible suggestions for improving these outcomes.
 - Base on what works and what does not work.
- Data therefore need to be accurate to help us make sound decisions on scaling up our intervention.
 - This is important work and **WE ALL NEED TO DO IT WELL.**
 - We cant just fail the Ghanaian child!



**Are there any questions
about the QP4G Study?**



Protocols for Conducting Fieldwork

Edward Tsinigo
Research Associate



Effective Interviewing Techniques

Edward Tsinigo
Research Associate



Before and During Interviewing

- Build rapport with school management and respondents
 - Meet school head and KG teachers;
 - Introduce yourself politely, IPA, and survey purpose;
 - Always obtain consent from respondent first.
- Maintain confidentiality
 - Do not interview in the presence of others.
 - Explain that all answers will be kept confidential.
- Ask questions exactly as written.
 - Understand the questionnaire fully.
 - Do not violate the intent of the question.
 - Remember the questions are all standardized.



During Interview Process

- Maintain neutrality and accepting attitude:
 - Mind your tone of voice, facial expression, or body language;
 - Don't react to show approval or disapproval.
- Engage in effective probing:
 - Simply repeat the question
 - Pause for a while (i.e., silent probe)
 - Repeat the respondent's reply
 - Do not ask leading questions – e.g., “I guess you mean ...”.
- Try to maintain a conversational tone of voice:
 - Remember its interview, not interrogation!



When Recording Responses

- Listen carefully.
- Give feedback/encouragement:
 - Example - “thank you/thanks”, “I see”, “that is certainly useful/helpful information”, etc.
- Wait for a response; be silent,
 - then follow up if necessary.
- Repeat questions:
 - If the respondent does not understand or
 - the answer is unclear
- Record the answer correctly.



Ending the Interview

- When ending the interview:
 - Thank the respondents for their time.
 - Reassure the respondent of confidentiality of responses.
 - Remind the respondent on our next visit.
 - Present the respondent's gift to him/her.
 - Sign the respondent's gift form.
 - Check your entries or records before leaving.



**Are there any questions about the
interviewing techniques?**



Dealing with Non-Response or Difficult Situations

Henry Atimone



Case Studies, Discussions, & Questions

- Eligible respondent not available.
- Respondent refuses to be interviewed.
- Interview not completed.
- Respondent incapacitated.
- The respondent consistently gives incorrect answer.
- Uncooperative respondents



Obtaining Informed Consent (IC)

Edward Tsinigo
and
Henry Atimone



Obtaining Informed Consent I

- Inform consent informs a potential respondent about the:
 - Purpose of the study,
 - Risks,
 - Potential benefits,
 - Confidentiality,
 - Compensation,
 - Contact information for questions, and
 - Conditions of participation in the study.
- It should be understood as an on-going process.



Obtaining Informed Consent II

- To obtain informed consent:
 - Read the informed consent statement verbatim to the potential respondent.
 - When consent is given,
 - get the respondent's signature, and
 - give him/her a copy of the signed informed consent form.
 - When consent is denied:
 - Be polite and thank the person for his/her time.
 - Immediately inform your team leader.



**Are there any questions about the
informed consent?**



CONDUCTING THE FIELD WORK

Henry Atimone
(Field Manager)



General Rules in the Field

Henry Atimone
(Field Manager)



Things to Do

- Be courteous, attentive, and professional.
- Tell your team leader if a problem was encountered.
- Dress in an appropriate way.
- Arrive at stated time and value the respondent's time.
- Only the *primary respondent* can complete the survey.
- Make a note if a data entry error has been made and tell your team leader.
 - Use the comments section on the questionnaire.



Things to Avoid

○ Do not ...

- eat during interview.
- interrupt the respondent.
- change the wording or the sequence of questions.
- be offensive.
- make promises or create expectations.
- criticize.
- be authoritarian.
- chew gum or confectionery.
- speak about politics.
- Never yawn during the interview, refuse break when asked, use judgemental language, receive calls during interviewing.



**Are there any questions about the
ground rules for the survey?**



Roles/Responsibilities of Field Staff

Henry Atimone
(Field Manager)

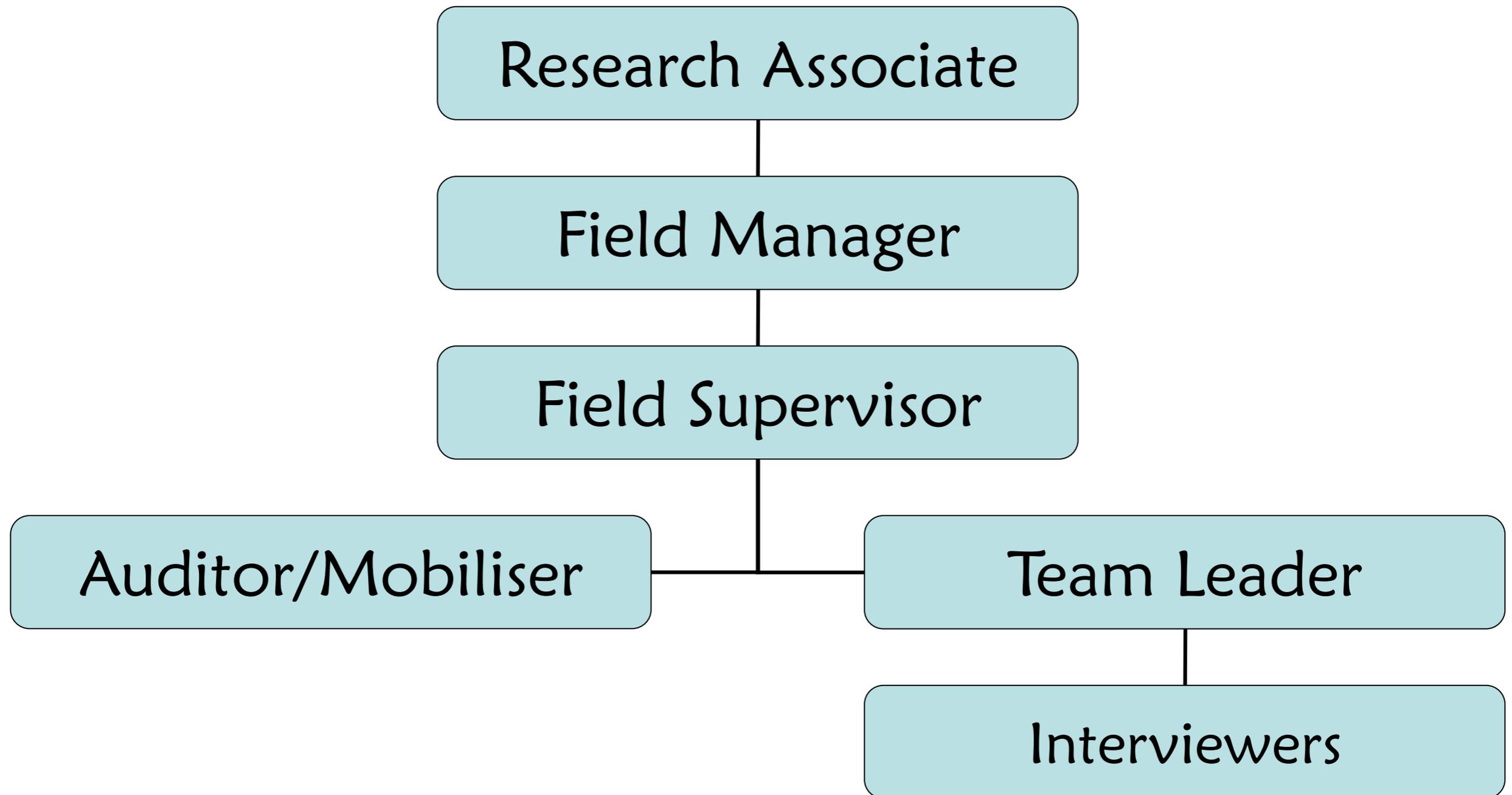


Team Size and Composition

- Team structure
 - Survey supervisory and monitoring team
 - Research Associate (RA), Senior Field Manager, Field Manager (FM), and Survey Coordinator (SC).
- Different sub-teams
 - Teacher Interviewers and videographers – 14 teams
 - Child Assessors - 14 teams
 - Telephone Interviewers - 2 teams
- Positions – About 150 field staff
 - Field Supervisors
 - Team Leaders
 - Field Mobilisers
 - Auditors
 - Interviewers/Videographers/Child Assessors



Structure



Field Supervisor's Role

Responsibilities/Tasks	Report To
<p>The Field Supervisor's duties include:</p> <ul style="list-style-type: none">○ Plan, coordinate, train, and supervise survey teams performing all modules of the QP4G Study in selected schools;○ Assist in monitoring and assessing the quality of the work of survey teams, team leaders and interviewers;○ Monitor the condition of survey equipment assigned to the interviewers;○ Maintain team motivation and morale and foster team spirit;○ Other tasks as will be assigned by the Research Associate/Field Manager.	Field Manager

Team Leader's Role

Responsibilities/Tasks	Report To
<p>The Team Leader's duties include:</p> <ul style="list-style-type: none">○ Supervise all the surveyors, manage their work, and ensure that they are all following IPA survey protocols;○ Ensure sufficient surveys, supplies, and forms of all surveyors;○ Solve and communicate all problems with team members to field supervisors and field manager;○ Edit all administered surveys for the surveyors;○ Maintain team motivation and morale and foster team spirit.○ Perform other duties related to the project that may be assigned to him/her.	Field Supervisor



Field Mobilizer's Role

Responsibilities/Tasks	Report To
<p>Field Mobiliser is expected to:</p> <ul style="list-style-type: none">○ Contacts selected schools and book appointment for data collection for four school survey teams;○ Explains general purpose of the survey and data collection procedures to proprietors/school heads and teachers;○ Obtains kindergarten school rosters/admission forms and parent's information from schools to recruit children and parents for the survey;○ Timely communicate to team leaders regarding outcome of sampling of children-parent pair;○ Books appointments for fieldwork for survey teams.○ Perform other duties as may be assigned by the RA/FM.	Field Supervisor



Auditor's Role

Responsibilities/Tasks	Report To
The Auditor is responsible for auditing the KG teacher survey in schools. The auditor conducts back-checks on the administered surveys for six school teams.	FS



Interviewer's Role

Responsibilities/Tasks	Report To
<p>The Interviewers are responsible mainly for administering the KG teacher surveys and videotaping of KG class sessions according to IPA data collection protocols. Specifically, they will:</p> <ul style="list-style-type: none">○ Conducts in-person interviews with KG teachers as assigned by the Team Leader;○ Videotape two KG class sessions (1 hour each) in each school;○ Ensures that surveys are administered in an ethical, honest, and rigorous manner;○ Adheres to all other IPA survey protocols;○ Maintains confidentiality of data gathered;○ Performs other duties that may be assigned to him/her.	Team Leader



Child Assessor's Role

Responsibilities/Tasks	Report To
<p>Child Assessors are responsible for administering the Direct Child Assessment (IDELA) according to IPA data collection protocols. Specifically, the Child Assessor</p> <ul style="list-style-type: none">○ administers learning assessments to selected KG children in selected schools and○ ensures that learning assessments are administered in an ethical, honest, and rigorous manner based on IPA survey protocols.	Team Leader



**Are there any questions about the roles
and responsibilities?**



Work Expectations

Henry Atimone
(Field Manager)



Expectations from Child Assessors

- The duration of the Baseline II is three (3) weeks i.e., 18 working days.
- Each school survey team will be tasked to complete 1 school/day; 5 schools/week and 17 schools within the survey period.
- Therefore, each Child Assessor will complete 5 child assessments per day, 25 per week and 85 within the survey period.



Expectations from Teacher Interviewers

- The duration of the Baseline II is six (6) working days.
- Each survey team will be tasked to complete one (1) school/day and 6 schools within the survey period.
- Therefore, each Interviewer/Videographer will:
 - Conduct 2 KG teacher surveys per day/school and 12 surveys within the survey period;
 - Complete 2 KG video recordings per school/day and 12 within the survey period.



Expectations from Field Mobilizer

- Each Field Mobiliser will book appointment with:
 - 3 schools per day;
 - 20 schools per week; and
 - 80 schools during the survey period.



Expectations from Auditors

- Each auditor will audit 10% of the KG teacher survey for six survey teams.



Expectations from Telephone Interviewers

- Each telephone interviewer will complete
 - 12 telephone interviews per day;
 - 60 per week; and
 - 264 during the survey period.



Are there any questions about your expectations on the field?



Daily Procedures for Teams: Child Assessors

Henry Atimone
(Field Manager)



Before Fieldwork

- Field Mobilisers visit the schools to book appointments with school proprietors/heads;
- Field Mobilisers complete Child-Parent Listing form for each KG class for each school.
- Communicate to Team Leaders about the selected children for each school.
- Team Leaders assign selected children/caregivers to assessors.



During Fieldwork

- Each team visits the assigned school under the leadership of the Team Leader.
- The Team Leader should ensure that the team members arrive at the school early before the official start of the school.
- Meet with the school head/proprietor and KG teachers to introduce yourselves and explain the survey and its objectives to them.
- Explain the modalities of the assessment process to them. Cooperate with them throughout the process.



During Fieldwork I

- Never go directly to the KG children or teacher's classroom!
- Follow any school protocol, example, sign the visitor's log book.
- Arrange the setting for child assessments.
 - Identify the quietest possible place for the assessment.
 - Take control of the assessment.
- The team leader should give the list of sampled children to the KG teacher so that the KG teacher calls out the children in turns after each assessment.



During Fieldwork II

- The assignment of children for child assessors should be consistent throughout the survey period.
 - One assessor should assess children with IDs 01 to 05;
 - The second with IDs from 06 to 10;
 - The last assessor per each team assess IDs from 11 to 15.
 - The team leader should keep record of this for tracking purposes.
- Child Assessor carry out the assessment following the required protocols.



After Fieldwork

- Team Leader reviews the works of the assessors within the school and send the data to the SurveyCTO server.
- Teams meet at the end of each survey day to discuss the day's work, challenges, and way forward.
- The Team Leader addresses the concerns of the team members and direct issues to authorities.
- The Team Leader will manage all required forms.
- Submit all necessary field documentations to FS.
- Keep track of all completed surveys and forms.



Are there any questions about the daily procedures?



Daily Procedures for Teams: Teacher Interviewers

Henry Atimone
(Field Manager)



Before Fieldwork

- Team Leaders assign selected children/caregivers to interviewers;
- Interviewers should arrange with school heads to visit the schools.



During Fieldwork

- Each team visits the assigned school under the leadership of the Team Leader.
- The Team Leader should ensure that the team members arrive at the school early before the official start of the school.
- Meet with the school head/proprietor and KG teachers to introduce yourselves and explain the survey and its objectives to them.
- Explain the modalities of the assessment process to them. Cooperate with them throughout the process.



During Fieldwork II

- Prepare to start with the video recording.
 - Every interviewer must start with the videotaping first before the KG teacher questionnaire administration.
 - Preferably, videotape [and conduct teacher survey for] the KG 1 first before KG 2 class.
- Use the approved protocols and naming conversion.
 - The number and length of the video recording depends on the length of the lesson period per school.
 - Save all recorded videos accurately.
 - Fill out the video recording form on the tablet.



During Fieldwork III

- During the break period, recharge the battery for the tablet.
- After break, continue with the KG 2 class.
 - Video recording first before teacher interview.



After Fieldwork

- Team Leader reviews the works of the assessors within the school and send the data to the SurveyCTO server.
- Teams meet at the end of each survey day to discuss the day's work, challenges, and way forward.
- The Team Leader addresses the concerns of the team members and direct issues to authorities.
- The Team Leader will manage all required forms.
 - Submit all necessary field documentations to FS.
 - Keep track of all completed surveys and forms.



Are there any questions about the daily procedures?



Fieldwork Monitoring and Data Quality Control Systems

Edward Tsinigo
Research Associate



Fieldwork Monitoring

- Multiple monitoring procedures in ensuring quality data.
 - Observation of interviews/assessment
 - Accompaniments/spot checks by Management Team.
 - Accompaniments/spot checks by Team Leaders and Field Supervisor.
 - Back checking 10% of surveys completed by interviewers.
 - Regular back check analysis by Intern
 - Neutral auditor conducts final reconciliation.



Fieldwork Monitoring I

- Editing of completed surveys
 - Primary responsibility lies with Interviewer/Child Assessor;
 - Second responsibility lies with Team Leaders.
 - Editing is a continuous process in the survey.
- High frequency checks to be conducted by Intern.
 - Interviewers will be required to correct minor errors.
 - Serious errors will be penalized.



Using the tablet for child assessment

Edward Tsinigo
Research Associate



Overview of CAPI

- Techniques of interviewing
 - CA[P]I: Computer Assisted [Personal] Interviewing
 - Use of computers to manage the sequence of questions and record answers electronically using a keyboard.
 - **TAPI**: Tablet Assisted Personal Interviewing.
 - Data is entered into a tablet.
 - PA[P]I: Paper Assisted [Personal] Interviewing
 - Data obtained from the interview is filled in on a paper form using a pencil.



Importance of CAPI/TAPI

- *Enhance the quality of data*

- Eliminates routeing (skip) problems
- Takes interviewers automatically to the next questions
- Makes interviewing earlier by customizing of questions
- Has the ability to spot inadmissible or inconsistent responses
 - due to either the interviewer or respondent's errors
 - E.g., range checks for age of KG children.
- Eliminates errors from separate data entry as in paper surveys.



Overview of CAPI

- **Time**
 - Process of converting a paper questionnaire to a computer program is time-consuming.
 - CAPI eliminates a separate process of data entry.
- **Cost**
 - Generates extra costs and savings from:
 - Data entry;
 - Data cleaning (respondents and interviewer errors)
 - In fact, NO need for editors.
 - Administrative costs of printing questionnaires



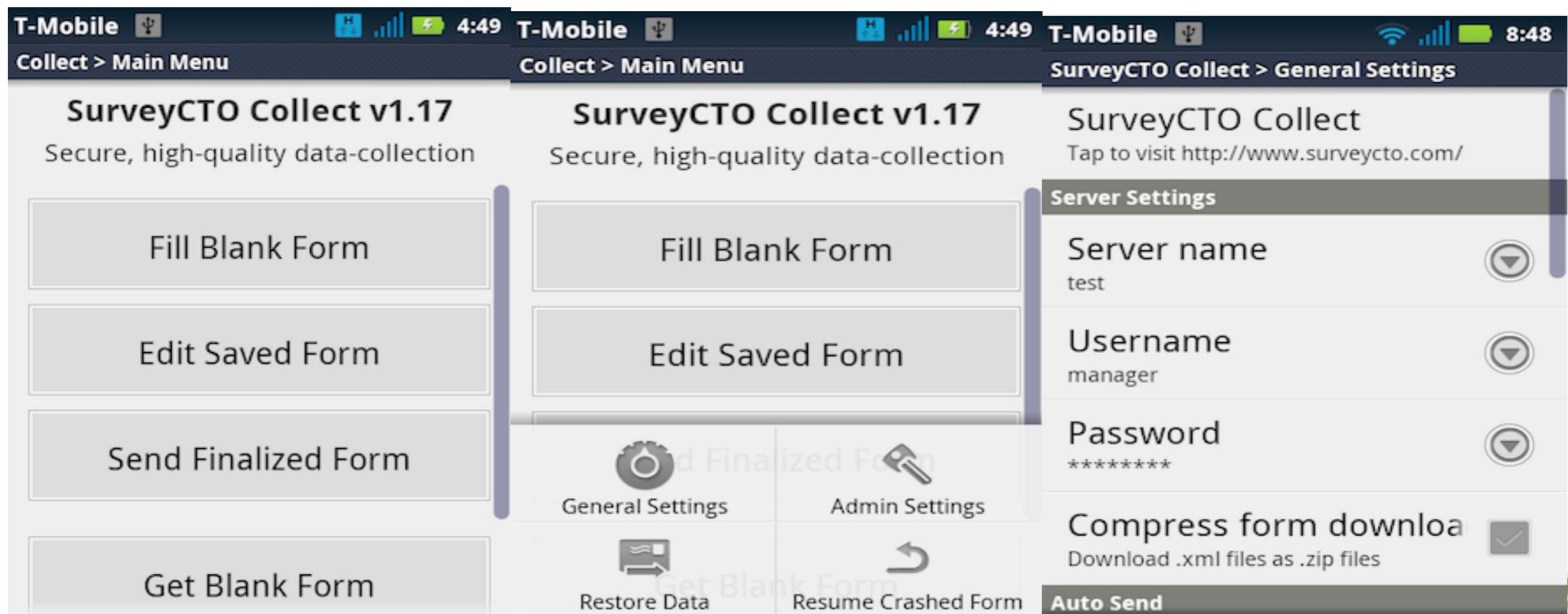
SurveyCTO

- CAPI operates through internet-based systems such as SurveyCTO.
- SurveyCTO helps to capture, transport, and process data collected during personal interviews.
- SurveyCTO Server assist in designing and managing surveys;
- SurveyCTO Collect, an android app that is used to fill out forms on an android device.
 - Data collected is uploaded to the SurveyCTO server.
- SurveyCTO client, a desktop app that is used to download, transport, export and process data.
 - Internet connectivity is required to download forms from the server.



Getting Started with SurveyCTO on the Tablet

- Run SurveyCTO Collect on the Samsung tablet device.
 - The server name and username have already been entered.
 - Do not change or modify!



Getting Started with SurveyCTO on the Tablet

- Choose Get Blank Form.
- Press OK when prompted to confirm the login information;
- select the checkbox next to IDELA.
- click get selected.

The image displays two side-by-side screenshots of the SurveyCTO mobile application interface on a tablet. Both screenshots show the status bar at the top with 'T-Mobile' and the time '10:56'. The left screenshot shows a dialog box titled 'Server Requires Authentication' with the text 'Please enter username and password for server: https://demo.surveycto.com/formlist'. It has two input fields: 'Username' with the text 'collector' and 'Password' with dots. At the bottom are 'OK' and 'Cancel' buttons. The right screenshot shows the 'Sample Form - Basics' screen with a green checkmark icon and the text 'Version: 2013032211 ID: samplebasics'. At the bottom are three buttons: 'Toggle All', 'Refresh', and 'Get Selected'.



Getting Started with SurveyCTO on the Tablet

- Go back to the main *Collect menu*
- Choose *Fill Blank Form*.
- Fill out the IDELA following the instructions.
- To navigate through the forms, swipe the screen to go backward to previous and forward to next.



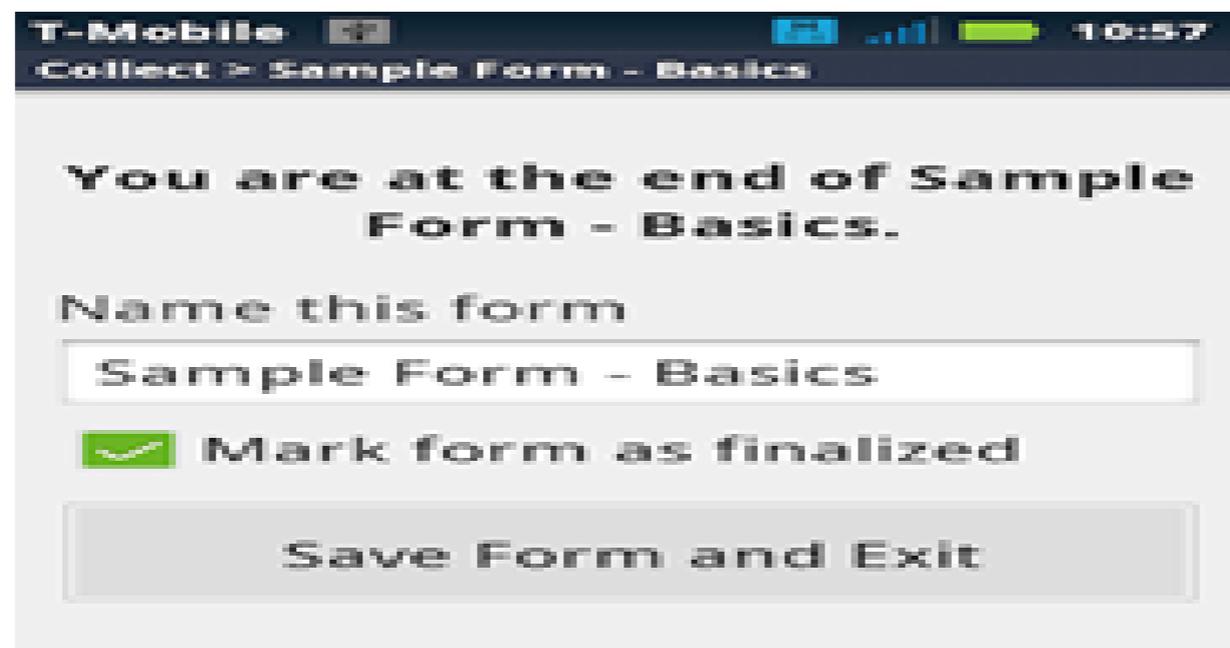
Getting Started with SurveyCTO on the Tablet

- Questions requiring numbers,
 - Display automatic number keys.
- Questions requiring text,
 - Displays both numbers and alphabets keys.
- Be mindful of your selected answer choices
 - as there are automatic skip patterns.
- Take note of error warnings (e.g., required fields, answers must be within a particular range, etc.).



Getting Started with SurveyCTO on the Tablet

- Save incomplete or finalized forms without unchecking *Mark form as finalized.*



The screenshot shows a mobile application interface for SurveyCTO. At the top, the status bar displays 'T-Mobile' and the time '10:57'. Below the status bar, the title bar reads 'Collect > Sample Form - Basics'. The main content area contains the following text and elements:

- You are at the end of Sample Form - Basics.**
- Name this form**
- A text input field containing 'Sample Form - Basics'.
- A green checkmark icon followed by the text 'Mark form as finalized'.
- A large grey button labeled 'Save Form and Exit'.

- Back on the main Collect menu, choose Send Finalized Form.
- Check the completed form and
- Click Send Selected.



Routing checks on the tablets

- Always carry the charger for the tablet with you.
- Remember to charge the battery every night.
- Ensure the Bluetooth and GPS are turned off.
- Turn on the internet before sending data to server.
- Always ensure the date and time on the tablet are correct.



Discussions

- How did you feel about this exercise?
- What stood out for you as you used the tablet [and actually began for the first time to use it] for this survey?
- Does the tablet seem like an easy technology?
 - Or is it difficult?
- What difficulties did you have?



Are there any questions about the use of tablets for the child assessment?



Thank you!
Any questions?

