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for every child

ECDI2030
Early Childhood Development Index

INSTRUCTIONS
FOR INTERVIEWERS

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ECD1. Can *(name)* walk on an uneven surface, for example, a bumpy or steep road, without falling? 15

ECD2. Can *(name)* jump up with both feet leaving the ground? 15

ECD3. Can *(name)* dress *(him/herself)*, that is, put on pants and a shirt, without help? 15

ECD4. Can *(name)* fasten and unfasten buttons without help? 15

ECD5. Can *(name)* say 10 or more words, like 'Mama' or 'ball'? 15

ECD6. Can *(name)* speak using sentences of 3 or more words that go together, for example, "I want water" or "The house is big"? 16

ECD7. Can *(name)* speak using sentences of 5 or more words that go together, for example, "The house is very big"? 16

ECD8. Can *(name)* correctly use any of the words 'I', 'you', 'she', or 'he', for example, "I want water" or "He eats rice"? 16

ECD9. If you show *(name)* an object *(he/she)* knows well, such as a cup or animal, can *(he/she)* consistently name it? By consistently we mean that *(he/she)* uses the same word to refer to the same object, even if the word used is not fully correct. 16

ECD10. Can *(name)* recognize at least 5 letters of the alphabet? 17

ECD11. Can *(name)* write *(his/her)* name? 17

ECD12. Can *(name)* recognize all numbers from 1 to 5? 17

ECD13. If you ask *(name)* to give you 3 objects, such as 3 stones or 3 beans, does *(he/she)* give you the correct amount? 17

ECD14. Can *(name)* count 10 objects, for example 10 fingers or blocks, without mistakes? 18

ECD15. Can *(name)* do an activity, such as colouring or playing with building blocks, without repeatedly asking for help or giving up too quickly? 18

ECD16. Does *(name)* ask about familiar people other than parents when they are not there, for example, "Where is Grandma?" 18

ECD17. Does *(name)* offer to help someone who seems to need help? 18

ECD18. Does *(name)* get along well with other children? 18

ECD19. How often does *(name)* seem to be very sad or depressed? Would you say: daily, weekly, monthly, a few times a year, or never? 19

ECD20. Compared with children of the same age, how much does *(name)* kick, bite or hit other children or adults? Would you say: not at all, the same or less, more, or a lot more? 19

1. INTRODUCTION

1.1. Background and objectives

The Early Childhood Development Index 2030 (ECDI2030) is a population-level data collection instrument that is suitable for reporting on Sustainable Development Goal (SDG) indicator 4.2.1. The indicator was chosen to monitor the impact of government action to ensure that, by 2030, all children have access to quality early childhood development, care and pre-primary education. It measures the proportion of children aged 24 to 59 months who are developmentally on track in health, learning and psychosocial well-being.

Following the adoption of the SDGs and the related indicator framework, UNICEF was named custodian agency for SDG 4.2.1. The role of a custodian agency is to develop internationally agreed standards and methodologies and support their adoption; strengthen national statistical capacities and reporting mechanisms; establish mechanisms for compilation and verification of national data; compute regional and global aggregates; and maintain global databases and submit internationally comparable estimates to the United Nations Statistics Division for inclusion in the SDG global database.

In its capacity as custodian agency, UNICEF was tasked to lead the development of a measure to track progress on indicator 4.2.1. In 2015, it initiated a process of methodological development that involved extensive consultations with experts, partner agencies and national statistical authorities. Over the following five years, a sequence of carefully planned technical steps were executed, incorporating both qualitative and quantitative methods to identify the best items to measure the indicator. This process led to the development of the ECDI2030.

The ECDI2030 is designed to generate robust and internationally comparable data to report on SDG indicator 4.2.1. It captures the achievement of key developmental milestones by children aged 24 to 59 months. Mothers or primary caregivers are asked 20 questions about the way their children behave in certain everyday situations, and the skills and knowledge they have acquired.

To generate comparable data, the ECDI2030 should be used as part of surveys that are adequately designed and implemented. It is widely acknowledged that the hard work and commitment of fieldwork staff is at the heart of high-quality data, which is why it is important to support them with the tools they need to do their job to the best of their abilities.

The following instructions include general guiding principles for effective survey administration as well as specific guidelines to ensure a standard application of the ECDI2030. These instructions will guide interviewers in their critical role of collecting high-quality data through the application of standard rules. These rules help respondents understand what is being asked, which will help them provide clear answers. This will make the task of coding answers by the interviewer easier, and less prone to errors.

This manual should be carefully reviewed and discussed in a dedicated training session. It should also be available for interviewers to consult for the duration of fieldwork activities.

1.2. General characteristics

The purpose of the ECDI2030 is to obtain information on the overall level of development that a child has reached according to his/her age across three interrelated domains addressed by SDG indicator 4.2.1: health, learning and psychosocial well-being.

The 20 questions in the ECDI2030 were identified through a rigorous methodological process. They also went through several rounds of testing and adjustment to identify the shortest and best possible set of items to measure the three development domains. The questions were intentionally selected to reflect the increasing complexity of skills children acquire as they get older. Therefore, some questions might seem too easy or too difficult for some children.

Apart from the specific guidelines provided in this manual, there are three general considerations to ensure the ECDI2030 generates high-quality data:

- Questions should be asked exactly as stated in the ECDI2030, with no changes to wording.
- Except for one question that follows a skip rule (as explained later in this manual), interviewers must ask all 20 questions.
- The fact that some questions might sound too hard or too easy can generate reactions from respondents. Such questions should be addressed by interviewers to ensure that the respondent understands that this is a normal and expected issue. The interviewer should emphasize that all questions are standard and are required to be asked about every child, regardless of the child's age and development status.

The figure below shows the 3 domains and the 12 sub-domains covered in the ECDI2030 to capture early development.

The **Learning Domain** was conceptualized as the early pre-academic skills and competencies critical to the later acquisition of more complex skills and academic success. In the ECDI2030, this domain comprises 11 questions related to expressive language, literacy, numeracy, pre-writing and executive functioning.

The **Psychosocial Well-Being Domain** captures competencies and behaviours related to forming and maintaining healthy interpersonal relationships with adults and peers and regulating and expressing emotions in socially and culturally appropriate ways. In the ECDI2030, this domain comprises 5 questions referring to broad aspects of children's social and emotional development, as well as the absence of symptoms of early psychological difficulties.

The **Health Domain** comprises 4 questions that capture skills and milestones related to fine and gross motor development and self-care.

1.3. ECDI2030 item structure

The ECDI2030 items are composed of closed-answer questions. Most items (18 out of 20) include a binary 'YES/NO' response scale, for example:

ECD1. Can *(name)* walk on an uneven surface, for example, a bumpy or steep road, without falling?

1) YES
2) NO
8) DON'T KNOW

Only the two last items (ECD19 and ECD20) use a response scale:

ECD19. How often does *(name)* seem to be very sad or depressed? Would you say: daily, weekly, monthly, a few times a year, or never?

1) DAILY
2) WEEKLY
3) MONTHLY
4) A FEW TIMES A YEAR
5) NEVER
8) DON'T KNOW

ECD20. Compared with children of the same age, how much does *(name)* kick, bite or hit other children or adults? Would you say: not at all, the same or less, more, or a lot more?

1) NOT AT ALL
2) THE SAME OR LESS
3) MORE
4) A LOT MORE
8) DON'T KNOW

2. ADMINISTRATION GUIDELINES

2.1. Identifying eligible respondents

The ECDI2030 is intended to be included in a questionnaire collecting information on children aged 24 to 59 months and administered exclusively to the child's mother, except if the mother is not a household member. As a standard procedure, an alternative primary caregiver could be eligible as a respondent only if the mother is deceased or lives outside the household.

This alternate primary caregiver may be a father/stepfather, grandparent, other adult family member or someone else living in the household. Respondents do not need to be literate. Depending on age, maturity, place of origin and cognitive ability, respondents may find some questions or concepts more difficult to understand than others. Ideally, the ECDI2030 should be administered to all eligible persons irrespective of their disability status. In some cases, enabling a selected respondent to participate in an interview will require assistance and specific protocols, both of which should be discussed and planned for during the survey design stage, and addressed during training.

If the mother or primary caregiver is not available at the time of the visit to the household, the interviewer must return to the household at a time when she is available. A substitute respondent who is not the mother or primary caregiver should not be interviewed in place of the mother/primary caregiver.

Before administering the ECDI2030, an age check should be conducted to ensure that the module is only applied to mothers or primary caregivers of children aged 24 to 59 months. It is assumed that the ECDI2030 will be part of a larger questionnaire and that a careful questionnaire design will be undertaken to ensure adequate structure, content and flow of all questions.

If the ECDI2030 is included as part of a questionnaire for a broader age group, a filter question should be included to ensure correct application. For example:

> **Age check:**
> If the child is less than 24 months old or older than 59 months, you will go on to the next relevant module. If the child is 2, 3 or 4 years old, you will continue with the next question.

2.2. Following questionnaire conventions and item administration rules

2.2.1. Questionnaire conventions

The questionnaire uses two standard typographical conventions to indicate how the questions should be read to the respondent.

Anything written in standard print is to be read to the respondent.

Example: Does *(name)* get along well with other children?

If the fieldwork relies on Computer-Assisted Personal Interviews (CAPI), the name of the child will be automatically replaced in each question. However, when using paper questionnaires, the interviewer needs to refer to the child's name as indicated in each question.

Insert the name of the child wherever indicated by *(name)*.

Example: Does Brian get along well with other children?

2.2.2. Item administration rules

The items in the ECDI2030 are intended to measure specific behaviours and milestones that are acquired over time and that can gradually become more evident and consolidated with age. Therefore, as previously explained, it is expected that some children may not yet be able to do all the things asked about in the ECDI2030, or they might be able to do things only some of the time, or they might not yet be fully proficient.

For all questions, you should record the corresponding code according to the answer provided by the respondent. If you are uncertain about a respondent's answer, or unsure on how to code the answer, you should ask the question again. Probing might be necessary if the respondent says "sometimes" or "it depends". Please consider the following coding instructions with common examples.

For 'YES/NO' questions:
You should register 'YES' if the respondent reports that the child can do a specific task. If the respondent says that the child can sometimes do it, then you should probe to understand what the child can do most of the time.

- You should record 'YES' if the respondent says that the child can do it most of the time, for example:
  - "Most of the time he can do it, but sometimes he fails to do it."
- You should record 'YES' if the respondent says that the child can do it only in specific contexts, for example:
  - "She can do it when my husband or I ask her, but not when other adults ask her."
  - "I have never seen her doing that, but her teacher at preschool said that she is already doing it at school."

- You should record 'NO' if the child did it only once or twice but failed to do it on several other occasions, for example:
    - "I once asked her to do it and she could do it, but that was the only time. I have asked on other occasions and she could not do it."
- If the child can do it when someone helps him/her, then you should probe to understand if the child can also do it alone. If the child can only do it with help, you should record 'NO'. If the child can also do it alone, then you should record 'YES'.
- You should record 'DON'T KNOW' only when the respondent reports not knowing if the child can or cannot do a specific task. Sufficient probing should be carried out to obtain the required information to be able to record the answer as a 'YES' or 'NO'. Please also refer to the next section on interview guidelines where privacy issues during the interview will be addressed in more detail.

  In sum, you should only record 'DON'T KNOW' when the respondent says that she is not aware of such behaviour, for example:
    - "I have never seen her doing it."
    - "I have never asked her to do it, so I don't know."

  Please note that if the respondent answers, "I am not sure if she can do it", this would require probing in order to clarify if the respondent is unsure because she has never seen the child doing it, or if she is unsure because the child can only do it some of the time. If the latter is the case, additional probing should be undertaken so that the answer can be recorded as a 'YES' or 'NO', using the rules explained previously.

2.3. Time required for administration

The ECDI2030 takes around 3 minutes to administer, under normal conditions. This duration can be affected by several factors, including the respondent's comprehension and literacy level, wording and phrasing differences across translations and, in some contexts, the need to have local interpreters supporting the interview process. Administration time can also be affected when the respondent has a functional difficulty, which may require the use of specific types of interviewing assistance to ensure inclusive data collection. Respondents who have problems with language, are very talkative, or have children with many difficulties may take longer to answer questions.

As part of the implementation process of any survey, the ECDI2030 should be pre-tested prior to final fieldwork, which will provide a more precise estimate of the administration time in each specific context. Finally, administration time should only be considered as a general indication, which can be useful for survey planning purposes. The interview should not be rushed, and the respondent must be allowed enough time to understand and answer a question. Therefore, this duration should not be considered as a strict guideline or performance target.

2.4. Administering the ECDI2030 in the context of a private interview

Ideally, interviews should take place in a private and quiet place. The presence of other adults or children can interfere with the interview process by distracting the respondent, inhibiting her from providing honest answers, or intervening to respond to the questions.

It is therefore very important that the interviews are conducted privately, and all questions are answered by the respondent only.

If other people are present, explain to the respondent that the interview should be private and request to talk to her while alone. If that is not possible, consider the following:

- In general, it is important to ensure that the presence of other people, including children, is not a distraction for the respondent. If the presence of other adults or children compromises the flow of the interview, or if you think the respondent is not able to focus on what is being asked, you can suggest interrupting the interview and resuming when conditions can be improved.
- If other adults are present, it is important to ensure they do not intervene by providing answers or correcting the answers of the respondent. Given the types of questions in the ECDI2030, some respondents may feel inclined to find out if the child can or cannot do the things being asked. This is not appropriate and should always be avoided by explaining to the respondent that the questions are to be answered solely based on her perception and knowledge of the child. Similarly, on some occasions, the respondent might be inclined to consult other people in the household in order to confirm or ascertain what answer to give. This practice not only affects the standardization of the interview procedure, it might also introduce unnecessary bias and affect data quality. Therefore, if this happens, remind the respondent that all questions should be answered by her. As explained before, if the respondent genuinely does not know the answer to the question, then you should use 'DON'T KNOW' to record the response.

2.5. Promoting a standardized administration

As much as possible, every interviewer must conduct the interview in the same way with each respondent. This is

done to minimize differences in responses that might occur if formatting, structure or interviewing techniques are changed. A respondent might answer very differently if interviewed with other people in the room or if the interviewer is unpleasant or patronizing. Likewise, a rushed interview or an interviewer's lack of interest can greatly affect responses. These factors should be addressed during training, through adequate advice and sufficient practice sessions that will help to achieve proper standardization of the interview technique.

2.5.1. Role of the interviewer

The interviewer is responsible for asking questions, addressing respondents' queries and recording answers. S/he must check that the respondent has understood the questions by using interviewing techniques such as neutral probes, clarification and appropriate feedback, and determine whether the answer given is clear. Listening to what the respondent is communicating, both verbally and non-verbally, will promote adequate interview flow and help ensure that the information is correct. The interviewer must set the pace of the interview and keep the respondent focused and interested. The atmosphere should be comfortable and pleasant at all times.

All fieldwork personnel should receive adequate training before going into the field so that they are totally familiar with the questions and are proficient in the administration of the ECDI2030. This is usually achieved through thorough preparation as well as extensive practice. Once training is completed, interviewers should refer to this manual as often as needed to ensure strict adherence to the guidelines.

2.5.2. Role of the supervisor

It is assumed that the ECDI2030 will be used in the context of standard protocols for fieldwork organization, which include fieldwork teams of a few interviewers and a supervisor. The role of the supervisor is to ensure that the work of interviewers is consistent with guidelines and to support them with frequent feedback. This includes handling the logistics of the survey, coordinating with other staff, and supervising overall activities. Supervision should take place during all stages of the data collection process. Supervisors must check that consent procedures are followed correctly and that interviews are conducted appropriately. They should also ensure that standardized interviewing techniques are maintained when asking questions, providing clarification, probing and giving feedback in a non-directive manner.

Supervisors must provide feedback and debriefing on a regular basis, addressing any issues that arise during fieldwork. If issues regarding the administration of the ECDI2030 are impossible to address using the information provided in this manual, supervisors should seek additional input.

3. GENERAL INTERVIEW GUIDELINES

3.1. Following standard good practices

Assuming the administration of the ECDI2030 is part of a larger survey, it is also assumed that standard good practices are followed during the entire interview process, including informed consent and other ethical standards. What follows are some general guidelines on approaching respondents and conducting the interview.

During the initial approach to the household and/or the respondent, fieldworkers should introduce themselves, explaining survey objectives and process (that is, who will be interviewed, how long the interviews will last, and other relevant information). This information is normally prepared by survey implementation agencies as part of standard research and ethical protocols that are reviewed and approved well in advance of fieldwork. Informed consent to participate in the survey should be framed with clear information on the survey's objectives, procedures and outputs as well as on aspects of voluntary participation, confidentiality and the data protection protocols in place.

Additional standard interview techniques to be observed during the entire survey include:

- Asking the questions using the provided protocol so that data will be unbiased and comparable across all interviewers.
- Providing clarification when the respondent does not understand the question.
- Probing for more information when the respondent seems to misinterpret the question or provides an incomplete or inappropriate response.
- Giving feedback to encourage the respondent and to maintain control over the interview.
- Recording the data accurately so that all records are complete, reliable and consistent among different interviewers.
- Checking the data to ensure they are complete before leaving the household.

3.2. Introducing the interview

The interviewer must clearly communicate the objectives of the survey to the respondent. Knowing what is expected of the respondent will contribute to the accuracy of responses. The interviewer should establish a good rapport with a clear and complete introduction of himself/herself and the survey.

Please consider the following recommendations:

- Follow the protocols for obtaining informed consent, provide complete information on what is going to happen, and introduce yourself in a friendly but professional manner, emphasizing that you are a professional interviewer from a legitimate and reputable organization.
- Explain the overall purpose of the survey:
    - The survey is about…
    - We need to make sure that everyone understands these questions and that everyone understands them in the same way.
    - The questionnaire is for gathering data for important, worthwhile research.
- Explain the process:
    - You will ask the questions and they will answer.
- The respondent's participation is vital to the success of the research but is voluntary, and the respondent can choose to conclude her participation at any time during the interview.
- The responses given will be confidential and will only be used for research purposes.
- Ask the respondent if she has any questions.
- Follow the protocol to obtain formal informed consent.
- Conduct the interview clearly and pleasantly. You should be pleasant but assertive, and make the respondent feel at ease.
- You should know the questionnaire thoroughly and be well prepared to answer any questions.
- You should speak slowly and clearly to set the tone for the interview.
- You should be motivated and interested in the interview.

3.3. Asking questions

At the outset, the interviewer should make it clear that the interview is not a test and that there are no right or wrong answers. There are rules in interviewing that should be followed to avoid biased answers and to ensure comparability of data. For example:

- Read questions exactly as they are written in the text. Do not paraphrase, rephrase or change the wording in any way.

- Do not change the order of the questions.
- When instructed to (on questions ECD19 and ECD20), response options must be read aloud to the respondent.
- Read the questions slowly and clearly.
- Read the questions in a pleasant voice that conveys interest, assurance and professionalism.
- Convey culturally accepted respect, such as eye contact in some cultures.
- Read the entire question to the respondent, making sure that she has heard all of it. If the respondent interrupts before the end, the question should be repeated.
- Except for the skip rule in question ECD6, do not skip questions.
- Verify information volunteered by the respondent. The respondent may volunteer information before a question is asked. If the interviewer asks that question when it comes up and ignores what the respondent has said earlier, the respondent may get annoyed because she thinks that the interviewer was not listening to her. When this happens, ask questions with a preface to acknowledge the fact that the respondent has already provided information relevant to a particular question. The interviewer may read the question with a preface.

  "You told me before that … but I still need to ask you this question as it is written."

The interviewer should not assume what the respondent will say, or think, because of a health condition or lifestyle, or that the respondent is bound to answer one way rather than another. The interviewer may be tempted to skip questions or make comments such as, *"I know this probably doesn't apply to you, but…."* This practice should always be avoided as it leads to inaccurate and biased information.

The interview should not be rushed, and the respondent must be allowed enough time to understand and answer a question. If the respondent feels pressured to give a quick reply, she may answer with anything that crosses her mind or say that she "doesn't know". In addition, trying to have a rushed interview will slow things down, as more questions will need to be repeated a second time.

3.4. Providing clarification

Clarification is needed when the respondent is unable to answer a question because she does not understand all or part of it. Before attempting to clarify, make sure you read the question a second time, exactly the way it is written, without changing any words.

When to clarify:

- The respondent does not seem to understand the question and gives a response that is unclear or difficult to code.
- The respondent does not appear to have heard the question.
- The respondent takes a long time to answer.
- The respondent asks about a specific part of the question. In this case, the complete question should be read again. If, after repeating the question, the respondent still has difficulties understanding it, please clarify again.

When the respondent asks for one term to be clarified, you should refer to the 'Question-by-question specifications' in Section 4. If the definition is not provided, you should ask the respondent to answer the question according to whatever the question means to her. When this happens, you should make a short note documenting the question that could not be addressed by the contents of this manual and convey it to your supervisor, so that the missing information can be included in the manual and adequately conveyed to all fieldworkers.

3.5. Probing to obtain complete and accurate information

Probing is needed when the respondent seems to understand the question but gives a response that is unclear, incomplete or difficult to code. It is mainly used to encourage the respondent to expand on what has been said or to clarify her response, while keeping her focused to avoid incomplete answers or irrelevant information.

When to probe:

- The respondent has provided an answer that is unclear or difficult to code.
- The respondent has not provided a complete answer and more information is needed.
- The respondent does not seem to understand what has been asked, misinterprets the question, cannot make up her mind or digresses from the topic.

Probing techniques:

- Silence may be the best probe and will give the respondent time to think and expand on her answer. A look or a nod may also encourage communication. Repeat the question. The respondent may come up with the right answer if she hears the question a second time.

- Repeat the respondent's reply. This is often a very effective way of having the respondent reflect on the answer she has just given.
- Use neutral introductions to avoid biasing responses. Do not ask leading questions or suggest answers such as, *"I guess you mean…"*, as such statements may influence the respondent. Instead say, *"Overall, generally speaking…"*. Never give the impression that you approve or disapprove of what the respondent says, or that her answer is right or wrong. If the respondent asks for your opinion, you should say that you are interested in what the respondent has to say and that you need to keep the interview going.

3.6. Giving feedback

Feedback is important for building rapport with the respondent and to keep her engaged and focused. However, it should also be limited and carefully managed so as to not introduce 'interviewer bias' into respondents' answers. Please consider the following recommendations:

- Interviewer bias can be introduced if the interviewer makes any comments that can influence the respondent's answer. Therefore, you should not make any comments based on your own perceptions about the child's abilities, or about any expectation you may have about what the respondent's answer should be.
- Feedback should be handled in a standard way. Even though respondents might ask for feedback in different ways, their questions tend to fall into broad categories that can be addressed in a standard way, as explained below.
- Pause briefly after feedback for more effect.
- Certain comments such as, *"Let me make a note of this…"*, can motivate the respondent if she feels that what she is saying is important.

In addition to listening to what the respondent is saying, it is useful to pay attention to gestures and tone of voice, which can often provide a better indication of what the respondent is trying to say if her verbal answer is confusing or inarticulate. Anger or frustration may not come through verbally, but may be communicated non-verbally.

Examples of situations requiring feedback

- Respondent makes inappropriate inquiries and asks for advice or information or wants to know about the interviewer's personal experiences. Suggested ways to respond:

  "In this interview, we are really interested in learning about your experiences."

  "When we finish, let us talk about that."

  "We will come to that later."

- Respondent digresses from the questions by giving lengthy responses or unnecessary information:

  "I have many more questions to ask, so we should really move on."

  "If you would like to talk more about that, perhaps we can do it at the end of the interview."

- Respondent asks whether her child is developing well, or expresses any concern as a result of answering the ECDI2030 questions:

  "These questions are not meant to provide information on individual children. If you have questions about the way your child is developing, you can seek information from your primary health-care provider."

- Respondent gives inappropriate responses or feels like conversing. Silence can be quite effective in this case.

3.7. Handling frustration

In some cases, the interviewer may sense frustration on the part of the respondent due to several reasons:

- Tiredness
- A skill mentioned in a question is too difficult for her child, based on age or disability, etc.
- Respondents are being interviewed about more than one child using the same set of questions.

Survey fatigue is common, especially when long questionnaires covering multiple topics are being administered. When this happens, interviewers should acknowledge the great effort that respondents make by donating their time to participate. Make sure the respondent understands the importance of the survey and how her responses will be used.

Some useful remarks include:

"We really appreciate you taking the time to answer our questions."

"This survey is collecting very important information on the well-being of young children."

If the respondent complains that questions are repetitive:

"I understand some of the questions are very similar… but I still need to ask you all the questions."

If the respondent seems frustrated because questions are too difficult:

"You already told me your child is very young to be

able to do some of the things we are asking. It is normal that children can only do some of these things… but I still need to ask you all the questions."

If the respondent conveys that her child has some sort of disability and cannot do any of the things being asked about:

"You already told me your child has some functional difficulties that prevent him/her from being able to do the things we are asking… but I still need to ask you all the questions."

Finally, and as a general recommendation, the interview can be paused if the respondent feels tired or upset for any reason. The interviewer can interrupt the interview for a brief moment, if required, or may offer to continue at a later stage. Ideally, the interviewer should seek to finish all questions within a specific module, in this case all 20 questions in the ECDI2030. If that is not possible and the interview is interrupted only momentarily (for instance, if the respondent needs to use the toilet or grab something to drink), the interviewer should resume where it stopped. If the interruption takes more than just a few minutes, then the interviewer should re-read the ECDI2030 opening text before resuming interview to finish asking the remaining questions.

3.8. Editing and recording data

Rules for data entry

The interviewer must ask the questions and record the answers correctly to ensure unbiased and reliable data. The respondent's answers must all be recorded.

Techniques for data entry using paper questionnaires

- Use a pencil for writing. The interviewer should not erase any notes made, as they can be useful.
- Record all answers immediately after the respondent answers the question and once the information given is clear to you. If you need to clarify any answer provided by the respondent, do so before moving onto the next question.
- The information must be legible. Illegible handwriting is not useful if only the interviewer can read it.
- Check that all the questions have been asked. If a question has been skipped by mistake, it should be completed as soon as it is noticed. If this happens after you have already moved onto a different module, you should re-read the ECDI2030 opening text before asking the skipped question. It is also recommended that the interviewer documents this change in the order of questions by making a note as an observation to the questionnaire.

How to record data using paper questionnaires

All questions in the ECDI2030 are closed-ended and require the correct response to be circled. The interviewer must neatly circle one number and make sure that no other response is circled. If an incorrect answer is circled because the respondent has changed her mind or because the interviewer has made a mistake, the answer could be crossed out with a double forward slash (//) and the correct option circled.

Refusals to answer questions should always be recorded. The interviewer should write 'Refuse' in the right margin of the form. Before accepting a refusal, the interviewer should explain the objective of the question to the respondent.

Editing

When using paper questionnaires, the interviewer should review the questionnaire to check that it is complete and that no questions have been omitted. Right after the interview, the interviewer should spend time checking the questionnaire to ensure that:

- All the questions have been answered.
- The information recorded is clear and legible so that others can understand it.
- Comments are written between slashes, or in a space dedicated for comments and observations.

The interviewer should submit the completed form to the supervisor promptly, so that any errors in administration can be noted and procedures corrected before other interviews are completed incorrectly.

4. QUESTION-BY-QUESTION SPECIFICATIONS

The purpose of this section is to indicate what is intended by each question. Interviewers should use this information when in doubt about which response code to use. When addressing questions and doubts about any of the items, interviewers should never offer their own interpretation to questions. Rather, they should refer to the information in this section to provide the requested clarification to respondents.

If the text in red is adjusted as part of the customization process, then the same changes should be reflected here prior to disseminating these guidelines to interviewers.

As explained in the 'Identifying eligible respondents' section, before administering the questionnaire, the question about age should be asked to ensure the ECDI2030 is only applied to mothers or primary caregivers of children aged 24 to 59 months.

Opening statement:

I would like to ask you about certain things *(name)* is currently able to do. Please keep in mind that children can develop and learn at a different pace. For example, some start talking earlier than others, or they might already say some words but not yet form sentences. So, it is fine if your child is not able to do all the things I am going to ask you about. You can let me know if you have any doubts about what answer to give.

ECD1. Can *(name)* walk on an uneven surface, for example, a bumpy or steep road, without falling?

This item targets gross motor development.

Instructions: The child can walk more than a few steps on an uneven surface, such as up and down an incline (a hill or a ramp, for example) or on a bumpy surface (such as gravel), without falling. The child should be able to demonstrate this without the help or assistance of others (for example, not while holding someone's hand), or without holding any object that might help him or her walk.

ECD2. Can *(name)* jump up with both feet leaving the ground?

This item targets gross motor development.

Instructions: The child can jump with both feet off the ground at the same time. This can be demonstrated by the child jumping straight up in the air or in another direction (such as forward, backward or to the side). Record 'NO' if the respondent says that the child can only jump with help or when holding onto something/someone. Also record 'NO' if the respondent says that the child can only jump down from somewhere, for example, jump down from a stair or step.

ECD3. Can *(name)* dress *(him/herself)*, that is, put on pants and a shirt, without help?

This item targets self-care and gross motor development.

Instructions: The child can put on his/her own clothes (for example, pants, shirt, dress, jacket) without help from others. The child does not need to be able to dress correctly (in other words, the shirt can be backwards) or close complex fixtures (such as clasps).

Please note that if the respondent answers that the child does not wear any clothes, for example in very warm climates, then you should record the answer as 'DON'T KNOW'.

As part of the customization process, the text in **red** may be replaced by the names of similarly common items of clothing worn in the country context or setting.

ECD4. Can *(name)* fasten and unfasten buttons without help?

This item targets fine motor skills.

Instructions: The child is able to button and unbutton shirts, pants, or other pieces of clothing without the assistance of an adult or other child. Record 'YES' for any answer that reflects that the child can fasten AND unfasten. Record 'YES' if the respondent says that the child can only fasten and unfasten the bigger buttons on a specific piece of clothing, but not on others that have smaller-sized buttons. The size of the buttons that the child can fasten/unfasten is irrelevant.

Record 'NO' if the child can only use other types of fastening fixtures such as snaps, hooks, ties or zippers. If the child can fasten/unfasten buttons and other types of fastening fixtures, then record 'YES'.

Please note that if the respondent answers that the child has never had a chance to manipulate buttons, then you should record the answer as 'DON'T KNOW'.

ECD5. Can *(name)* say 10 or more words, like 'Mama' or 'ball'?

This item targets expressive language.

Instructions: The child can clearly say 10 or more different words. These words can be real words (such as objects

or names) or 'made up' words that the child consistently uses to convey meaning (for example, a nickname for a person or food).

Please note that sometimes children can use different names or nicknames for familiar objects or persons. For instance, the child might say 'gada' instead of 'grandad' or say 'sippy' instead of 'cup', in which case you should also record 'YES' if the respondent conveys that the child usually uses that word to refer to that person or object. It is fine if the respondent starts naming the words the child can say, if that helps her determine whether the child knows 10 words, but please note that she still has to give a yes or no answer by herself, so that you can record the respondent's answer. If the child used two different words to refer to the same object or person, for example 'mother' and 'mummy', these should count as only one word.

Please note that, in some contexts, children might use words in different languages. All questions that target verbal abilities refer to words produced in any language.

ECD6. Can *(name)* speak using sentences of 3 or more words that go together, for example, "I want water" or "The house is big"?

This item targets expressive language.

Instructions: The child can clearly speak by forming short simple sentences of three or more words. These sentences should reflect a child's ability to link words together to convey thoughts or feelings. For example, the sentence could include a subject, verb and object combination (for example, "I see a **dog**"), or it could include a directive (for example, "I want more"). Simple and/or repetitive word combinations that do not convey some meaning do not count as sentences. This should not involve simply repeating sentences the child commonly hears. Please note that the words above marked in **red** might need to be customized to refer to words that are commonly used in the country.

Record 'YES' for any answer that reflects that the child can communicate using short simple sentences of at least three words. Please note that simple word repetitions (such as, 'go, go, go') as well as repetition of familiar rhymes or sentences the child commonly hears (such as 'twinkle, twinkle, little star', or popular slogans from ads), should be recorded as 'NO'. Please note that the examples just provided might need to be customized to refer to rhymes or sentences that are commonly used in the country.

Skip pattern: If the respondent answers 'YES', then you should proceed to ECD7. If the respondent answers 'NO' or 'DON'T KNOW', then you should skip to ECD8.

ECD7. Can *(name)* speak using sentences of 5 or more words that go together, for example, "The house is very big"?

This item targets expressive language.

Instructions: The child can clearly speak by forming short sentences of five or more words. These sentences should reflect children's ability to link words together to convey thoughts or feelings. For example, the sentence could include a subject, verb, adjective and object combination (for example, "I see a big white **dog**"). Or, it could include a directive (for example, "I want some more water"). Simple and/or repetitive word combinations that do not convey some meaning do not count as sentences. This should not involve simply repeating sentences the child commonly hears. Please note that the words marked in **red** might need to be customized to refer to words that are commonly used in the country.

Record 'YES' for any answer that reflects that the child can communicate using sentences of at least five words. Please note that simple word repetitions (such as, 'go, go, go, go, go') as well as repetition of familiar rhymes or sentences (such as 'twinkle, twinkle, little star', or popular slogans from ads), should be recorded as 'NO'. Please note that the examples just provided might need to be customized to refer to rhymes or sentences that are commonly used in the country.

ECD8. Can *(name)* correctly use any of the words 'I', 'you', 'she', or 'he', for example, "I want water" or "He eats rice"?

This item targets expressive language and the ability to recognize self and/or others.

Instructions: The child can use at least one pronoun (such as 'I', 'you', 'he', 'she', 'we', 'they') correctly in sentences. Please note that if the child is able to refer to a third person (he or she), but mixes up the sexes, you should also record 'YES'.

ECD9. If you show *(name)* an object *(he/she)* knows well, such as a cup or animal, can *(he/she)* consistently name it? By consistently we mean that *(he/she)* uses the same word to refer to the same object, even if the word used is not fully correct.

This item targets expressive language and object recognition.

Instructions: When the child is shown a familiar object, the child uses the same word to refer to the same object, even if the word used is not fully correct.

Record 'YES' for any answer that reflects that the child can say the object's name in a consistent way – this is,

always using that word to refer to the object. Please note that sometimes children can use different names or nicknames for familiar objects or persons. For instance, the child can say 'gada' instead of 'grandad' or say 'sippy' instead of 'cup'. You should record 'YES' if the respondent conveys that the child usually uses that word to refer to that person or object.

ECD10. Can *(name)* recognize at least 5 letters of the alphabet?

This item targets early literacy skills and **letter** identification.

Instructions: The purpose of this item is to determine whether the child can clearly recognize at least **5 letters of the local alphabet**. To 'recognize' written or printed **letters** does not necessarily mean that the child can read or verbally name the **letters**. Therefore, you should record 'YES' if a child can say the **letter** when shown the **letter's** symbol written down on paper (for example, **child says 'bee' when shown the letter 'B'**), or if a child can point to a **letter** when asked (for example, "Which is the **'A'**?"). **Also note that vowels count as letters, so you should record 'YES' if the respondent says, for example, "Child only knows A E I O U". If the respondent says that the child only knows the 5 letters in his or her name, then you should probe to understand if the child's name is composed of 5 different letters (for example, 'PEDRO'), or less than 5 different letters (for example, 'CATIA').**

Record 'NO' if the respondent says that the child can only say the **alphabet or some letters** of his/her name. For example, some children might sing the **alphabet song**, but they might yet not be able to recognize **letters** in print.

As part of the customization process, the text in **red** may be replaced if something other than letters are used in the local alphabet (for example, characters in the Chinese language). If this happens, please note that the instructions and examples marked in **red** will also need to be customized.

ECD11. Can *(name)* write *(his/her)* name?

This item targets fine motor development and early literacy skills.

Instructions: Children who cannot write their own names may not be able to do so because they cannot hold a pencil or do not know all the letters yet. Please note that the question refers to the child's name because that is generally the first, or one of the first, words a child learns to write. However, if the respondent says that the child cannot write his/her own name but can write some other word, that is also acceptable as a 'YES' answer.

The child can use letters of the local alphabet to spell out his/her own name in print/block letters (not cursive/handwriting). Record 'YES' if the child is able to write either his/her first name or last name, or able to write a nickname. The child also does not need to be able to write his/her name correctly (for example, letters may be reversed). The important thing is that the child can hold a writing utensil and use this to write his/her name either in full or in part.

Record 'YES' for any answer that reflects that the child can hold a writing utensil to write his/her name either in full or in part, using letters of the local alphabet. Also record 'YES' if the child can write a name other than his or her own (such as the name of a pet or favourite friend). Record 'NO' if the child can only write letters using his/her fingers (for example, finger painting or writing his or her name in the sand using fingers).

Please note that, in some cases, respondents might answer that the child can imitate, by watching the parent write his or her name and then writing it on his/her own, which should be recorded as 'YES'.

ECD12. Can *(name)* recognize all numbers from 1 to 5?

This item primarily targets early numeracy and math and, secondarily, early literacy.

Instructions: The purpose of this item is to determine whether the child can clearly recognize all written or printed numbers from 1 to 5 in his/her native language. To 'recognize' written numbers does not necessarily mean the child can verbally name the numbers. Therefore, you should record 'YES' if a child can say the number when shown the symbol written down on paper (for example, says 'one' when shown the number '1') or if a child can point to a number when asked ("Which is the number '1'?").

Record 'NO' if the respondent says that the child can only say some numbers s/he knows well from memory. For example, some children might sing a song with numbers, but they might not yet be able to recognize numbers in print.

ECD13. If you ask *(name)* to give you 3 objects, such as 3 stones or 3 beans, does *(he/she)* give you the correct amount?

This item primarily targets early numeracy and math, particularly one-to-one correspondence. It is likely to also tap into receptive language.

Instructions: The child can hand or bring the respondent a specific and correct number of items that you request. Record 'YES' if the child gives the correct and specific number of items or objects requested. Record 'YES'

if the respondent says the child is able to give her the correct amount of other objects requested, for example, "I ask him to give me 5 cars and he gives me the correct amount." Record 'NO' if the child gives less or more than the number of items or objects requested.

As part of the customization process, the text in **red** may be replaced by the name of a similarly common small object that is normally available to the child (such as a chickpea or small fruit) and that is relevant in the country context or setting.

ECD14. Can *(name)* count 10 objects, for example 10 fingers or 10 blocks, without mistakes?

This item targets early numeracy and math, particularly counting and one-to-one correspondence.

Instructions: The child can clearly and correctly count a finite number of objects up to 10. The child should be able to do so without making mistakes. Code 'NO' if the child skips numbers (for example, 1,2,3,5,10) or if the child counts numbers out of order (for example, 1,2,3,4,6,5,7,8,9,10).

ECD15. Can *(name)* do an activity, such as colouring or playing with building blocks, without repeatedly asking for help or giving up too quickly?

This item targets one component of executive functioning. Executive functioning is a term used by psychologists to describe the skills the brain performs that are necessary to think, act and solve problems. Trouble with executive function can make it hard to focus, among other things.

Instructions: The child can do something (such as a task, an activity or something creative) on his or her own for an appropriate length of time without repeatedly asking for assistance from someone else or giving up too quickly. Please note that the question should not be interpreted as asking if the child finished the activity or not. Rather, it refers only to the ability to independently engage in some activity, such as colouring or playing with building blocks for some time.

As part of the customization process, the text in **red** may be replaced if colouring or playing with building blocks are not typical activities for children in the country context or setting. The activities chosen can either be task-oriented (such as working on a puzzle) or they can be creative in nature (such as drawing, painting or playing pretend games). In the case of young children of this age, most activities are likely to be creative in some way.

Record 'NO' if the respondent says that the child can only be engaged in passive activities, such as watching cartoons on TV.

ECD16. Does *(name)* ask about familiar people other than parents when they are not there, for example, "Where is Grandma?"

This item targets social cognition skills and expressive language. Social cognition is a term within the field of social psychology that refers to the ability to perceive, remember, make sense of and think about other people in our social world. In small children, this skill first develops in relation to those people that are close to the child, manifesting in verbal questions about familiar people.

Instructions: The child asks questions about other people s/he knows well, other than parents or primary caregivers, when that person is absent or not in sight. This can include asking about where people are, when they will visit, or what they are doing.

As part of the customization process, the text in **red** may be replaced by referring to another type of person that would be familiar and well-known to the child (for example, an aunt, uncle, grandpa) and that is relevant in the country context or setting.

ECD17. Does *(name)* offer to help someone who seems to need help?

This item targets empathy and early prosocial behaviour. Prosocial behaviour includes behaviours such as helping or providing comfort to another and reflects empathy and concern about the welfare of other people.

Instructions: The child offers to help either adults or other children (including siblings) when they seem to need help, without being told to do so. Understanding that someone needs help requires being able to understand another's point of view. Recognizing that a person is in distress or upset is developed first and at earlier ages, followed by an understanding of how to help and a demonstrated willingness to offer help in some way.

Record 'NO' if the respondent says that the child only offers to help others when told to do so. For example, if the child helps a sibling because the mother asked him or her to do so.

ECD18. Does *(name)* get along well with other children?

This item targets social competence, which is defined as the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social interactions. Similar to other skills, social competence is gradually acquired as children get older and might be observed during some, but not all, of the child's interactions with other children.

Instructions: The child usually (more often than not) can interact or play with other children in a positive manner. Please note that you should code 'YES' even if the child sometimes does not get along well with other children, which might be expected and appropriate for the child's age and/or developmental stage. If the respondent answers "sometimes", you should probe to understand if the child more often than not gets along well with other children.

If the respondent mentions that the child does not know or has never interacted with other children, please record the answer as 'DON'T KNOW'.

ECD19. How often does *(name)* seem to be very sad or depressed? Would you say: daily, weekly, monthly, a few times a year, or never?

This item targets emotional well-being, particularly early manifestations of internalizing behaviour problems.

Instructions: All children have some worries and may feel sad, but when these worries result in the child being frequently restless, tired, inattentive, irritable, tense, and having sleep problems, they may interfere with the child's schooling and social development.

The purpose of this question is to capture the frequency with which children exhibit excessive unhappiness, sadness or depression.

This could be expressed by the child appearing withdrawn, unenthusiastic or crying without an obvious or apparent cause. It could also be communicated by the child through verbal expressions of sadness. This is distinct from the child simply being tired, though it may look similar.

This question is not meant to capture a child's response to transitory life events, such as grieving in response to the death of a parent or pet, or distress or crying related to starting day care. Such an event can trigger a more pronounced problem with worry or sadness, in which case it might be necessary that the interviewer probes to understand if the respondent is referring only to a transitory reaction to a recent life event. If the respondent answers that the child's sadness is due to a transitory and recent life event, the interviewer should ask: "Apart from that specific context/event, how often does *(name)* seem to be very sad or depressed?" and proceed to record the correct answer.

ECD20. Compared with children of the same age, how much does *(name)* kick, bite or hit other children or adults? Would you say: not at all, the same or less, more, or a lot more?

This item aims to capture early aggression or manifestations of externalizing behaviour problems.

Instructions: The purpose of this question is to capture children's behavioural difficulties that limit their ability to interact with other people in an appropriate manner. More specifically, this question captures the degree to which the child demonstrates physical aggression towards other children or adults. This would not include play fighting or what would be considered 'normal' or 'typical' aggression towards a sibling.

The inability to exhibit self-control at one time or another is normal behaviour for all young children, so the question is preceded by the phrase, 'compared with children of the same age', and the response options capture the degree to which the demonstrated behaviour is deemed excessive by the respondent.

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