



7.5-8.5 YEAR OLD CHILD QUESTIONNAIRE: INSTRUCTIONS FOR FIELDWORKERS

1. BACKGROUND OF STUDY

Young Lives: An International Study of Childhood Poverty is a collaborative project investigating the changing nature of childhood poverty in selected developing countries. The UK's Department for International Development (DFID) is funding the first three-year phase of the project.

Young Lives involves collaboration between Non Governmental Organisations (NGOs) and the academic sector. In the UK, the project is being run by Save the Children-UK together with an academic consortium that comprises the University of Reading, London School of Hygiene and Tropical Medicine, South Bank University, the Institute of Development Studies at Sussex University and the South African Medical Research Council.

The Young Lives study is being conducted in Viet Nam, Peru, Ethiopia and the Indian State of Andhra Pradesh. *Countries to add a paragraph about the collaborating institutions in their country.*

2. OBJECTIVES OF THE STUDY

The Young Lives study has three broad objectives:

- ***producing good quality panel data*** about the changing nature of the lives of children in poverty.
- ***trace linkages between key policy changes and child poverty***
- ***informing and responding to the needs of policy makers, planners and other stakeholders***

There will also be a ***strong education and media element***, both in the countries where the project takes place, and in the UK.

3. METHODOLOGY OF THE SURVEY

The Young Lives study is a panel study that will follow 2,000 children in each country from age 6-17.9 month until they are 15 years old. The caregiver and, when the child is old enough, both the caregiver and the child will be interviewed every three to four years with a quantitative survey. The height and weight of each child will also be measured and community level questionnaires will be completed for each sentinel site at every data collection round.

In addition to the 6-17.9 month old, anthropometric and community questionnaires one thousand 7.5-8.5 year-old children and their caregivers will be interviewed in the first round of data collection to give an immediate comparative picture of older children. These children will not be followed up. A number of "mini-projects", which

will investigate issues that cannot easily be explored through large-scale quantitative surveys, will also be conducted.

This set of instructions focuses on the 7.5-8.5-year-old child questionnaire. The children and their households will be enrolled through a two-stage process. In each country, 20 sentinel sites will be chosen, within each sentinel site, approximately 50 children aged 7.5-8.5 years and their households will be randomly selected through the enrolment procedure. The 7.5-8.5 year old surveys will be collected on 3 consecutive days. (*Note to countries: These arrangements could differ from country to country, please adapt to suit local conditions.*)

On *day 1* the households and children will be enrolled into the study using an enrolment form and following the strategy for the particular country.

On *day 2* the core questionnaires will be administered.

On *day 3* the anthropometry measurements will be taken and the child questionnaire administered by a specially trained team.

The child questionnaire that will be administered on day 3 will include information in the following categories:

A. *Perceptions of well-being:*

- aspirations,
- what makes the child happy or unhappy,
- like and dislikes about the community,
- quality of the environment,
- the degree to which children are looked down on or treated badly,
- perceived safety, and
- whether or not the child has sufficient food to eat.

B. *Social capital:*

- frequency of play, and
- availability of someone to help the child with problems.

C. *School and work:*

- attendance at school,
- what the child likes or dislikes about school,
- any activities the child does for money or goods,
- whether they like the activity,
- what the child may dislike about the activity, and
- whether the activity causes them to miss school.

D. *Health:*

- any health problems which may affect the child's activities, such as school attendance and socialisation.

E. *Numeracy and literacy*, the child's ability to:

- read letters, a simple word and a simple sentence,
- write a simple sentence, and
- perform a simple calculation.

- F. *Child development*, measured through the use of the Ravens Coloured Progressive Matrices.

4. INSTRUCTIONS

4.1 Talking to parents, caregivers and teachers:

- ❑ Before you interview any child, make sure that you have the informed consent of parents or caregivers and 'gatekeepers' (such as teachers). For more information about what informed consent means, see section 5 on *Ethics* below.
- ❑ It is important to get parents, caregivers and teachers to understand that you would prefer to interview the child alone. The information sheet used during the consent procedure explains the type of questions you will be asking the child, that the process will not be harmful for the child and that the child may feel more relaxed and able to answer the questions more easily if you are left alone with the child. In certain circumstances it may not be possible to see the child alone. If other children or adults are present, make sure that they are at a distance and cannot overhear the interview. It is important that the presence of others does not interfere with the interview.
- ❑ Finally, ask the parents, caregivers or teachers if they have any questions they would like to ask before they decide on whether or not to give consent.

4.2 Starting the process with the child

- ❑ Remember that as an adult you are more powerful than the child. This means that you need to be sensitive to acting and speaking in ways that are respectful to the child and do not cause them unnecessary distress.
- ❑ Always introduce yourself at the beginning of the interview, and explain clearly what you are doing and why. Do not assume that the child already knows what you are going to do.
- ❑ Find somewhere comfortable to sit with the child. It will also be helpful if this place is as private as possible, so that the child feels able to talk freely.
- ❑ It sometimes helps to ask the child to teach you a game they know before the interview. This helps them to relax and tells them that you are interested in them and their world.
- ❑ During the interview, sit on the same level as the child. This position will communicate respect for the child, and encourage the child to feel more relaxed.
- ❑ Also try to make the child as physically comfortable as possible.

- ❑ Remember to use language which is simple, appropriate to the age of the child and non-threatening, but that is not patronising.
- ❑ Check that the child you are going to interview has the time to talk to you. This is important, as children may be involved in income-earning activities outside the home or work in the family, and it is important that the interview does not interfere with these tasks. The timing of the interview should be convenient for the child, rather than just being convenient for you, the fieldworker.
- ❑ Also make sure that the child understands that they may at any time withdraw from the interview, or decide to withhold information (such as by not answering a question). This will not be held against the child. If the child knows this, they can be empowered to feel they have a measure of control over the interview process.
- ❑ If a child withdraws from the process, it is important to take reasonable steps to try and find out whether the child has come to any harm because of taking part in the research project.
- ❑ Make sure that the child understands the level of confidentiality in the process. Confidentiality means the degree to which the information collected will be kept private. You can tell the child that any personal details will be changed so that the identity of the child will not be revealed when the findings are published. You must also tell them what will happen if they tell you something that makes you think they are at risk of significant harm (see section 6 on ethics for more detail).
- ❑ It is important to be clear about the benefits of the study. The study is not attached to a development project, and so there will be little immediate benefit to the children from taking part. However, the project may be able to offer small incentives to the children to encourage their participation. You will be informed during your training whether this is the case, and if so, what form the incentive may take. It may be a photo, a bag of sugar, or a donation to local facilities, depending on what is appropriate to local conditions.
- ❑ Before you ask any questions as part of the interview, enquire if the child has any questions for you. Answer these to the best of your ability before the interview begins. It always helps to share a little about yourself with children, as this will help to build trust and encourage them to talk to you.

4.3 General comments

- ❑ If possible, the child should be interviewed in a space which is private. (*Note to countries: adapt to local conditions.*)
- ❑ Keep distractions (such as noise) to a minimum so that the child is able to concentrate.

- ❑ All interviews should be conducted in such a way that they recognise local customs and values. For example, it may be considered inappropriate for a male fieldworker to interview a female child on her own. It is important that the fieldwork is carried out in such a way that it recognises and respects such customs. (See the household questionnaire manual for the fieldworker code of conduct rules).
- ❑ Do not change the words in the questions in any way. This will ensure that standard procedures apply, and that the results are reliable and valid.
- ❑ Avoid asking any additional questions not given in the questionnaire. Especially avoid asking questions which may be upsetting. Be prepared to offer a careful and sympathetic response if a child becomes upset at any stage of the interview.
- ❑ If a child indicates that they have to leave the interview, do not attempt to discourage or delay them from doing so.
- ❑ Be sensitive about any issues that may cause shame or embarrassment, e.g. testing the child's ability to read. Do not talk or act in any way which may be seen as a judgement or criticism of the child's behaviour or performance.
- ❑ Do not challenge answers given by the child or probe unless clearly instructed to do so.
- ❑ Some children or adults may ask you as a fieldworker for practical assistance, e.g. with transporting a sick child to a health facility. You are encouraged to respond positively to such requests. However, there are clear practical limits as to what help you can offer, and each team will discuss and decide what help is possible in the local context. *(Note to countries: expand on the real practical options available in your context.)*

4.4 Questionnaire

The questionnaire is almost entirely pre-coded. This means that as a fieldworker you will only have to cross or circle the applicable answer in a box. Wherever the answer is in the category called 'Other', you will need to write an answer in words in the box provided. Every 20th questionnaire will include five questions where the child is asked to explain their answers. In these open-ended sections you should encourage the child to talk freely, gently probe for details but without leading and write down the answers in the child's words.

In the first section (data handlers), you should only fill in the date of the interview and your signature (you should only sign the form after you have completed and checked it). The rest of the form is laid out clearly, and you should merely follow the instructions in each section.

4.5 Concluding the process

- ❑ Conclude the interview in the same way that you began it: ask the child if they want to ask you any questions.
- ❑ It is very important that you do your best to leave the child in the same emotional state that you found them. This means keeping to the set routine of the questionnaire and not asking any extra probing questions which may upset the child. It also involves doing what you can to calm the child if they become upset at any stage of the interview.

5. ETHICS OF WORKING WITH CHILDREN

This section describes the basic moral code or principles that should underlie every aspect of the research. As a fieldworker, you should do your best to keep to these principles.

5.1 Respect

The most important principle is that everyone the project comes across is treated with respect, from community leaders and local officials to parents, caregivers and children. Respect is the main principle which should inspire all aspects of the research process.

The two other key ethical principles in working with children need to be:

- ❑ Providing benefit to the participants and minimising harm
- ❑ Ensuring confidentiality about disclosures made in interviews.

Remember that:

It is not ethical to expose a child [or an adult] already vulnerable to any additional risk through an investigation that carries no benefit for the child. Interviews about painful subjects should be performed with the principle of 'least harm' (Boyden & Ennew, 1997, p.43).

5.2 Providing benefit

The research project itself will not offer any direct benefit to the children who take part. Providing benefit may mean that the project offers small incentives to the children to encourage their participation. As mentioned earlier, this will depend on local conditions.

You must make sure that you explain to the child that giving you information about some of their problems does not mean that you can solve these problems for them.

Children can understand the principle of benefit to others, however, and you should explain that the results of the research will be used to make decisions to help children in their country and in other parts of the world. Explain that their participation

will help other children, even though it will not change in any direct way their own circumstances.

5.3 Minimising harm

Minimising harm means that the project tries to make sure that the children are not – directly or indirectly – exposed to any physical or emotional harm. This principle is expressed in various aspects of the *Instructions* above, including allowing the child to withdraw at any stage, being sensitive about issues which may cause shame or embarrassment, not challenging the child about answers given, and not asking questions which may be upsetting.

5.4 Allowing the child to tell their story

It is important to create an environment in which children can tell just as much of their story as they feel safe to tell. You should not probe about the details of a painful event, nor ask about a child's feelings. What the child offers should be accepted, even if not all the details are present. The child should be allowed to use their own words. Children are aware of their own boundaries and will usually only tell as much as they have the capacity to handle at the time.

5.5 Informed consent

You need to get informed consent needs in all cases from:

- the parent or care-giver of the child;
- 'gatekeepers' (these are the people who have the power to prevent you obtaining access to the child, or to give you access to the child) such as teachers or respected leaders in the community; and
- most importantly, the child.

Informed consent means that you tell the person enough about the nature and extent of the research so that they can make a proper (informed) decision about whether or not to take part in the research. Each person should be given full freedom to decide whether or not to take part.

In each case, whether a child or an adult is involved, the person giving informed consent should be allowed 24 hours in which to think about whether or not they wish to take part.

The consent should be obtained in writing and should be witnessed by another adult.

5.6 Liability in case of injury, accident or ill health

Tell the participants who take part in the research of the project's liability in the event of accident, injury or ill health because of a child taking part in the research. (*Note to countries: adapt to local conditions.*)

5.7 Information about sexual or other abuse

It is important to know what to do if a child starts to talk about any form of sexual or other abuse, which may be against the law. If you allow the child to disclose details of the abuse to you, you may be obliged in terms of the law to pass on the information to the authorities, and you may also be legally obliged to testify in court. (Note that this is *not* part of your responsibility as a fieldworker.)

If a child should begin to tell you about such forms of sexual or other abuse, it is therefore important to end the interview as soon as possible. You should do this in a calm, caring and supportive manner, which does not alarm or upset the child. You also need to reassure the child that you believe them, that they have done nothing wrong and that it was right to talk about it. Explain to the child what is likely to happen and that you are not the right person to tell and you will make sure that an adult who can help them will come to listen to them soon. Sometimes passing on information is against the child's wish, make it clear before hand that you may not be able to keep such information totally confidential. You should then report the child's name, details and the fact that abuse is suspected to a local welfare organisation which is equipped to follow up and take action on such abuse, give the information only to those who need it. During the training procedure before the fieldwork, you will be given details of such organisations in the areas where you will be conducting fieldwork. You will also be told how you can contact such organisations.

5.8 Children with particular problems

Some children who take part in the research may have particular problems. These may include sexual or physical abuse, exposure to hazardous environments, exposure to violence, behavioural problems, physical illness or mental health problems. (*Note to countries: identify which local resources can assist children, and how children can be referred to such resources.*) During the training process, you will be given further details of how you can refer children with such problems for help. It is important that you keep records of the names of children referred for help, and what problems you identified them as having.

6. General instructions for administering the questionnaire

Child ID section

The child ID will be provided by your fieldwork supervisor.

Data handlers section

Your name, the date and the name of your supervisor should be filled in here before the interview.

Sign the questionnaire only when the questionnaire has been completed and you have checked all the information which has been filled in.

The rest of this section will be completed in the fieldwork supervisor's office.

Section 1: Locating information

Purpose: to make sure that you are interviewing the correct child.

The information collected in this section allows the children to be linked to future rounds and to the household, anthropometry and community surveys. The identification information is also useful for quality checks and for locating individual questionnaires if there are data queries.

Ask the child:

You told me you are called, 'NAME OF CHILD'. I just want to check with you that that is correct.

It is very important that you interview the correct child. Make sure that you get all the names of the child, including nicknames, and that you compare these with the name on your list. When you are sure you have the correct child, write their name in Q1.1. If you are sure the child is the same but the names given are different clarify which is correct and make the appropriate changes. If the child is not the same ask for the identified child start the questionnaire again.

Section 2: Perceptions of wellbeing

Purpose: to find out about some indicators of wellbeing which have been identified as important for children.

This section covers the child's aspirations; what makes the child happy and unhappy; the child likes or dislikes about their community; environmental quality (water, air, rubbish); the degree to which people look down on children or treat them badly; safety of their community; and the sufficiency of food.

Say to the child:

First I am going to ask you some questions about what you like and don't like and things you would like to do.

Ask the child this question without giving examples, and without showing the child the categories or in any way indicating to the child what responses you would like to hear.

2.1 Ask the child:

What do you want to be when you grow up?

(Note to countries: substitute another category for 'president' if your country has another head of state. Also, if necessary, change these categories to appropriate jobs for your country, e.g. farmworker, taxi driver, foodseller.)

2.1.1 N.B. After every 20th questionnaire, after 2.1 has been answered, ask the child:
Why?

This is to find out why the child wants to have this particular type of job. Give the child some time to answer this question. Do not indicate in any way that an answer is correct or incorrect. If the child is unable to answer the question, move on to the next question.

2.2 Ask the child:
What makes you happy?

Ask the question without giving any cues as to the answer you want, and do not allow the child to see the categories.

Note that happy means joyful, pleased, content, lucky and glad.

2.3 Ask the child:
What makes you unhappy?

Once again, ask the question without giving any cues as to the desired answer, and do not allow the child to see the categories.

Note unhappy does not just mean sad but also includes angry, guilty or irritated.

Then say:
Now I am going to ask you about the place where you live.

Again, for questions 2.4 and 2.5, do not give cues as to the desired answer.

'Place' here denotes the neighbourhood in which the child lives, or the area directly around the child's home.

2.4 Ask the child:
What do you like about the area you live in?

2.5 Ask the child:
What don't you like about the area you live in?

(Note to countries: add to categories in 2.4 and 2.5 to suit local conditions.)

2.6 Ask the child:
Is the water people drink around here good, bad or average?

Bad water could include that the water has a bad taste, colour or smell, that is polluted or that it is unhealthy to drink.

2.6.1 Only if the child answers that the water is bad, ask:
What's bad about it?

2.7 Ask the child:

Is the air people breathe around here good, bad or average?

2.7.1 After every 20th questionnaire if the child answers that the air is bad, ask:
What's bad about it?

2.8 Ask the child:

Is the amount of rubbish on the streets around here good, bad or average?

2.8.1 After every 20th questionnaire if the child answers that the rubbish is bad, ask:
What is bad about it?

2.9 Ask the child:

Do you think people in this area treat you well or badly?

Note if the child responds that some people treat them well and others badly ask the child to answer about most people in the area.

2.10 Ask the child:

Is the area you live in safe for children?

2.10.1 After every 20th questionnaire if the child answers that the area is unsafe, ask:
Why is it unsafe?

2.11 Ask the child:

Do you get enough food to eat?

Section 3: Social capital

Purpose: to find out about the social capital of the child. Social capital means the child's connectedness to people around the child, such as peers, friends, family members and neighbours.

In this section the child is asked about frequency of play and support. Support is measured by asking about the availability of someone to help the child.

3.1 Ask the child:

How often do you play with your friends?

3.2 Ask the child:

If you had a problem, is there someone who would help you?

3.2.1 If the child answers yes to question 3.2, ask the child:

Who is this person?

Question 3.2.1 asks about the relationship of the person to the child. This is not necessarily a family or kin relationship. The person could also be a friend, teacher, religious worker, neighbour, etc.

Section 4: School and work

Purpose: to explore the child's definition of work and the impact of such work and of school, from the child's perspective.

In this section the child is asked about school attendance, what they like or dislike about school, to list any activities they do for money or goods, to say whether or not they like the activities, and what they like or dislike about the activities. The child is also asked whether the activities cause them to miss school.

4.1 Ask the child:

Did you attend school last year?

If the child answers yes to question 4.1, ask the child questions 4.2 and 4.3. Otherwise, skip to question 4.4.

4.2 Ask the child:

What is the main thing you don't like about school?

(Note to countries: change categories for questions 4.2 and 4.3 to match local conditions.)

4.3 Ask the child:

What is the main thing you like about school?

The child may not find it easy to talk about school to an adult, and may be concerned about your disapproval in response to frank comments. You can help the child talk more openly by asking questions 4.2 and 4.3 in a neutral manner, and not indicating in any way your approval or disapproval of the answers the child gives to these questions. Also, do not press the child if they have no answer to either of these questions.

4.4 Ask the child:

Have you done work or anything else in the last year to get money or things for yourself or your family?

If the child answers no to question 4.4, go to section 5. Otherwise, continue with the rest of the questions below in section 4.

4.5 Ask the child:

What were these activities?

4.5-4.5.3: You should allow the child to feel free to give any answers here – these could even include begging, stealing and sexwork. Avoid making the child feel judged for any of these activities, either through your comments, reactions or facial expressions. If the child gives only one answer, you are permitted to ask if there are any more activities. If the child gives more than 3 activities, ask:

Which three activities earn you the most in money or goods?

(Note to countries: Make changes to possible answer categories to suit local conditions.)

4.5.4 Ask the child:

Do you like [NAME OF FIRST ACTIVITY]?

If the child says no in reply to question 4.5.4, go to question 4.5.5. If the child answers yes, go to question 4.5.6.

4.5.5 Ask the child:

What is the main thing you don't like about doing [NAME OF FIRST ACTIVITY]?

4.5.6 Ask the child:

Do you like doing [NAME OF SECOND ACTIVITY]?

If the child answers no in reply to question 4.5.6, go to question 4.5.7. If the child answers yes, go to question 4.5.8.

4.5.7 Ask the child:

What is the main thing you don't like about [NAME OF SECOND ACTIVITY]?

4.5.8 Ask the child:

Do you like doing [NAME OF THIRD ACTIVITY]?

If the child answers no in reply to question 4.5.8, go to question 4.5.9. If the child answers yes, go to question 4.6.

4.5.9 Ask the child:

What is the main thing you don't like about [NAME OF THIRD ACTIVITY]?

4.6 Ask the child:

Have you ever missed school because you were working?

Note here that missing here means missing whole days of school at a time.

Section 5: Health

Purpose: to explore health problems from the child's perspective, and to be able to compare these with the caregiver's perspective.

In this section questions asked of the caregiver are repeated. These questions are about health problems which affect the child's activities such as school attendance and socialisation.

Say to the child:

Now I am going to ask you some questions about your health.

5.1 Ask the child:

Do you have any problems that affect how you make friends or play?

If the child answers yes to question 5.1, go to question 5.2. If the child answers no, go to question 5.3.

5.2 Ask the child:

What is the problem?

Carefully list what the child tells you in answer to 5.2, and try to fit these answers into the categories provided. Be patient in this question and further questions in this section if the child has difficulty in describing a health problem.

5.3 Ask the child:

Do you have any health problems that stop you studying, attending school or working like other children?

If the child answers yes to question 5.3, go to question 5.4. If the child answers no, go to question 5.5.

5.4 Ask the child:

What is the problem?

5.5 Ask the child:

Do you have any other health problems?

If the child answers yes to question 5.5, go to question 5.6. If the child answers no, go to Section 6.

5.6 Ask the child:

What is the problem?

Section 6: Literacy and numeracy

Purpose: to test the child's ability to read letters, a simple word and a simple sentence; to write a simple sentence; and to perform a simple calculation.

Say to the child:

Now I want to ask you about reading and writing.

Instructions for question 6.1

Purpose: to test the child's ability to read letters, a simple word and a simple sentence.

1. As an introduction, say to the child:
Now I am going to show you a card with some letters on it.
2. Put down the card in front of the child so that the letters are in the correct position for the child to read them.

3. Using a blank piece of paper, cover up the bottom two lines, exposing the top line only. Make sure you do not obscure the top line from the child. Say to the child:
Can you please read this to me?
4. Now, using two sheets of paper, cover up the top line and the bottom line, exposing the middle line only. Make sure you do not obscure the middle line. Say to the child:
Can you read this to me?
5. Finally, cover up the top two lines, exposing the last line. Say to the child:
Can you read this to me?
6. Do not indicate to the child whether or not their reading is correct. Keep the scoring sheet out of child's view.
7. It is also important that you do not criticise or embarrass the child in any way through your response to their reading.
8. Some children are impulsive and read too hurriedly, so making mistakes. If the child appears to be doing this, give the child another opportunity to read each of the three lines. Say to the child:
Would you like to try this again?
and follow steps 3-5 again.
9. However, if the child appears to be unable to read at all, move on quickly to section 6.2.

Instructions for question 6.2

Purpose: to test the child's ability to write a simple sentence.

1. As an introduction, say to the child:
Now I am going to ask you to write a sentence for me.
2. Make sure that the child has a flat, regular and solid surface to write on. This may take the form of a table or desk, or may be a flat piece of wood, or even a regular, flat floor. (*Note to countries: adapt to local conditions.*)
3. Put the answer sheet provided and a pen or pencil in front of the child. Make sure the child is comfortably positioned for writing.
4. Read the sentence out to the child, slowly and loud. Read it twice:
I like dogs.
5. Say to the child:
Write this sentence down for me.
6. If necessary, you may repeat the sentence again for the child.

7. If the child makes a mistake, and wants to write the sentence down again, allow the child to do so. Tell the child:
Cross out what you have written, and start again on a new line.
8. If it becomes apparent that the child cannot write, move on quickly to the next activity. It is important that you do not criticise or embarrass the child in any way through your response to their writing.

Instructions for question 6.3

Purpose: to test the child's ability to perform a simple calculation.

1. As an introduction, say to the child:
Now I am going to ask you to work out a calculation.
2. Then say to the child:
What is two times four?
3. If necessary, repeat step two again.
4. Allow the child a short period of time (about a minute) to work this out. If it becomes apparent that the child is unable to do this, move on quickly to Section 7.
5. Do not give the child any indication as to whether or not their answer is correct. Also, keep the score sheet out of the child's view.

Section 7: Child development

Purpose: The book form of the **Ravens Coloured Progressive Matrices (CPM)** will assess the chief cognitive processes of which children under 11 years of age are usually capable. It measures the child's ability to evolve or develop new insights from information that is already perceived or known.

The CPM consists of 36 items arranged in three sets of 12: A, Ab and B. You will be given thorough and detailed training in the use of this developmental test before fieldwork begins. Your training will ensure that you administer the test in a reliable manner and that you feel confident in its use.

To ensure the collection of reliable information from the Raven's CPM you should think about the following key issues:

1. You should make sure that the child taking the test understands what he/she needs to do and the thought process they need to use to solve the problems.

2. You must always be consistent and deliver the test in the same way to each child:
 - Use the language and phrasing detailed in the instructions.
 - Avoid using verbal and non-verbal cues or prompts that give the child an unfair advantage and lead them to giving the correct answer.
 - You must give each child the same number of opportunities to answer each problem correctly by following the instructions below.
 - You must not tell the child whether they have completed the pattern correctly or incorrectly. You should accept and record the child's final answer and move on to the next part of the task. Therefore when the instructions state that you accept the child's choice with approval you should do this by smiling and saying "thank you" but do not for example say "well done, that's right" or "very good", "excellent" etc.

3. When using the Book Form of the Test, the consequence of placing the chosen piece in the pattern cannot be seen and careless answers may be given. You should encourage the child to look carefully at the different patterns and to be satisfied that the piece chosen is appropriate, and the only one that is required to complete the pattern correctly.

The instructions below outline the pattern of guidance which is acceptable. It is important that while showing the child the problem and pattern options that you do not give more emphasis to the correct piece either by your gestures or by your words. Do not linger on the correct piece by giving it extra attention or highlight the nature of the overall pattern into which the correct piece fits.

If the child is unable to solve the first five problems of Set A, they have not grasped the nature of the problems and the test should be finished.

To administer the test you need to open the booklet at the first problem, A1.

Say to the child: *Look at this.*

Do: Point to the upper figure.

Say to the child: *You see, it is a pattern with a piece cut out of it. Each of these pieces below...*

Do: Point to each pattern in turn.

Say to the child: *...is the right shape to fill the space, but only one of them is the correct pattern. Number 1 is the right shape, but it is not the right pattern. Number 2 has no pattern at all. Number 3 is quite wrong. Number 6 is nearly right, but is wrong here.*

Do: Point to the white piece in Number 6.

Say to the child: *Only one is right. You point to the piece which is correct to complete the pattern.*

Do: If the child taking the test does not point to the right piece, repeat your explanation until it is apparent that the nature of the problem has been clearly grasped.

Turn to problem A2.

Say to the child: *Now point to the piece which goes in here.*

Do: If the child taking the test fails to do so correctly, re-demonstrate problem A1 and again request an answer to problem A2.

If the problem is solved correctly, turn to problem A3 and proceed as before.

At problem A4, before the child taking the test has time to point to one of the pieces....

Say to the child: *Look carefully at these pieces.*

Do: Move your fingers across them.

Say to the child: *Only one of these pieces is right to complete the pattern. Be careful. Look at each of the six pieces first.*

Do: Point to each of the six pieces.

Say to the child: *Now you point to the right one to go in here.*

Do: Point to the space.

When the child taking the test has pointed to one of the pieces, whether it is right or not...

Say to the child: *Is that the right one to go in here?*

Do: If the child taking the test says "yes", accept the choice with approval whether it is right or wrong. If he or she says no or wishes to change their choice...

Say to the child: *All right. Well, point to the one that is right.*

Do: Whether the answer is right or wrong again...

Say to the child: *Is that the right one?*

Do: If the child taking the test is satisfied, whether the choice is right or wrong, accept that choice, but if there still seems to be doubt...

Say to the child: *Well, which do you really think is the right one?*

Do: Make a note of the number of the final choice on the answer sheet.

Demonstrate problem A5 in the same way as problem A4.

At any stage between A1 and A5, problem A1 can be used to illustrate what has to be done, with the request that the child should try again.

If the child taking the test is unable solve problems A1 to A5 correctly, the test should be finished.

If these five problems have been solved, turn to A6.

Say to the child: *Look at the pattern carefully. Now which of these pieces...*

Do: Point to each in turn.

Say to the child: *... goes in there?*

Do: Point to the space to be filled.

Say to the child: *Be careful, only one is right. Which one is it? Be sure you find the right one before you point to it.*

Do: Record the answer given.

If necessary you can present each problem giving the same instructions.

If the child is concerned about defects in the drawings assure them they do not need to worry.

If the child taking the test seems to get stuck on a particular item, suggest that they move on and see if they can do the later problems and then come back to the problem that is causing difficulties.

If, in order to make progress, it seems necessary to do so, ask the child taking the test to guess **“as guesses are sometimes correct”**.

At the end of Set A, demonstrate the first problem in Set Ab, again pointing in turn to each of the three figures on the pattern and the space to be filled.

Say to the child: *You see how it goes. That. That. That. What will this one be? Point to the right one of these to go here. Be careful. Look at each one in turn. Only one is right. Which one is it?*

Do: In problems Ab1 to Ab5, after the child taking the test has pointed to one of the pieces, whether it is right or wrong...

Say to the child: *Is that the right one to complete the pattern?*

Do: Point to the pattern and the space to be filled. As before, if the answer is “**yes**”, accept and record the choice with approval. If the child taking the test wishes to change the choice, proceed as in Set A, and accept the one finally chosen as right.

For the sixth problem the child taking the test should not be asked if the answer chosen is right. Simply...

Say to the child: *Look carefully at the pattern.*

Do: Point to each of the figures in turn and the space to be filled.

Say to the child: *Be careful. Only one of these pieces completes the pattern properly.*

Do: Point to each in turn.

Say to the child: *Which one is it?*

Do: Record the final choice on the answer sheet.

If a mistake has been made, or the child taking the test wants to change his or her answer, put a cross through the incorrect answer, and then write the number of the final choice. Do not rub out the original answer.

The same guidance can be given to the child with each remaining problem of Set Ab and Set B as long as you feel it would be helpful.

In order to make sure you use the Raven’s CPM effectively, you should reflect on the following issues that will be discussed in training. As an interviewer you should be aware of specific situations which may arise and how these may be handled in a sensitive and professional manner.

- It is advisable to find a quiet place within the house to carry out the Raven’s test. This will provide privacy and ensure that the child can complete the task with a minimal amount of assistance or interference from other adults or children in the household. It will also enable the child to focus their attention and concentrate effectively upon the task.
(Note to countries: adapt to local conditions.)
- It is important that the interviewer and child be seated at the same level during the CPM. This makes the child feel equal to the interviewer and allows you to observe the child’s actions during task completion. The procedure may be carried out with you and the child seated at a table with the book between you or with you both seated on the floor. The specific circumstances of the household must be taken into consideration when deciding where to conduct the CPM. You should be aware of lighting and visibility, since both parties need to be able to see and differentiate the patterned task pieces. It is also important that the child is seated comfortably during the task.

- Some children may respond more quickly than others and therefore it is important to allow each child sufficient time to process the information and reach a decision.
- The interviewer should be sensitive and responsive to the mood of the child. If the child seems distracted the interviewer should try to actively re-engage their attention. This may involve different strategies:
 - Explain how to answer the problems again.
 - If still not interested leave the CPM and return to it later in the interview.
- Children should not be censured with regard to their willingness to co-operate or embarrassed about their ability to complete the test correctly. Some children will be more nervous than others and you should try to make them feel safe and relaxed. At any time during the test, the child has the freedom to stop and not complete the test.

8. Qualitative information

In addition to filling in the standard form for each child, it is *very* important that you also provide additional qualitative information about the child. This information will help the researchers to make sense of and interpret the results. Qualitative information includes any extra information you can provide about the child, such as:

- Was the child anxious, withdrawn or depressed?
- Did the child have difficulty concentrating?
- Did the child ever provide an answer before you had finished asking the question?
- Were there any questions which the child tried to avoid answering?
- Did the asking of any questions cause a change to the child's mood?
- Were there any distractions or interruptions while you interviewed the child?
- Did the interviewing situation present any particular problems?
- Did the child need to have any instructions repeated?
- How did the child appear to you? (such as happy, sad, excited, upset)

You should also write down personal observations about the primary caregiver and the index child. Qualitative information about the socio-economic and physical context of the household will be valuable to researchers when they try to interpret results.

10. Training fieldworkers

The following book is a useful resource for training fieldworkers. It is a comprehensive manual on participatory research, and covers the following topics:

- Why let children participate in research
- Methodology
- Activities for training.

The book is entitled:

Boyden, J. & Ennew, J. (Eds.) 1997. *Children in Focus: A Manual for Participatory Research with Children*. Radda Barnen: Stockholm.