

Evaluation of Early Childhood development program in Rwanda: Research with Children under age 6



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Presentation overview

The session will present an innovative methodology on how to do assessment with children of 6 years and below. We will discuss:

- The **approach** and **methodology**
- What **worked well** and which were the **mistakes**
- How we **adjusted**
- **Lessons learned**
- **Applicability**

Approach

The objectives of the Itetero assessment were:

1. To reflect on the **resonance** of radio messaging and verify if listeners (children and parents) connect with the programs and understand the concepts being communicated;
1. To identify the **response** of parents and children in terms of behavioral changes, and understand what changes are occurring as a result of the programs;

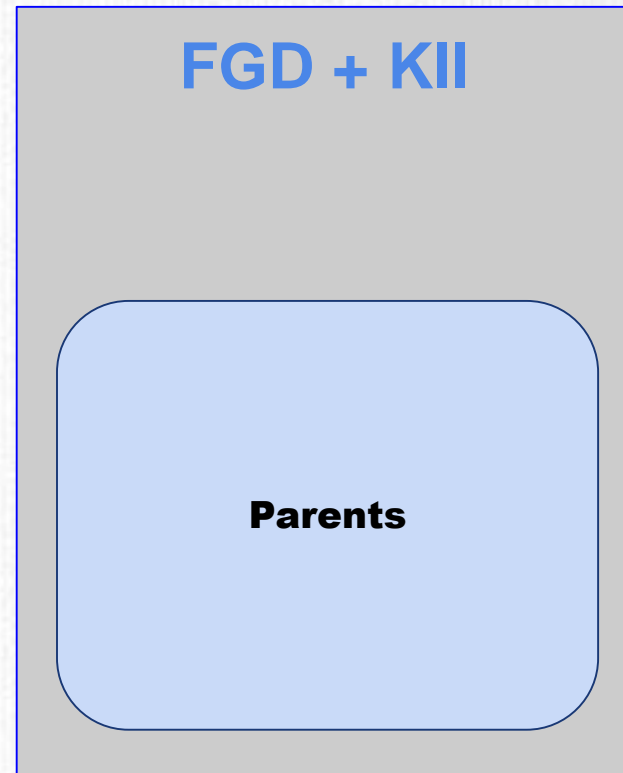
Itetero radio programme broadcasts messages on Early Childhood Development targeting parents and **children 6 and below**

Challenge:

How do you collect data with young children, some of which can barely speak or focus for long hours?

Methodology

Data Collection



Methodology

Research Process

Informed Consent

1

Ice Breakers

2

Pre-broadcasting game

3

Episode broadcast

4

Post-broadcasting game

5

Methodology

Example of a game: boys & girls can do the same thing

To understand children's perspectives on gender roles and if they think that boys and girls can do the same thing.

Time and material

This exercise will need about 1 hour. The research team will need 3 baskets, each basket must have one picture stack on it: one basket with a picture of a boy, one with a picture of a girl and one with a picture of a boy and a girl and 3 images of the jobs as per the ones mentioned in the selected Itetero episode. The research team also need to prepare at least 8 paper balls .



Assessment methodology (III)

The team

- 2 enumerators
- 1 data collection leader

Data collection

- For each game we developed a grid for data entry, this included a space where to note down what we observed during the game
- Notes were taken for each FGD and KII with parents

Data analysis

- Qualitative
- Quantitative (based on some of the game scores - grid to facilitate quantitative data analysis from games were developed)
- Brainstorming sessions

The report

- Relevance of the radio program
- Resonance and response to Itetero radio program of both parents and children

What works

- **Parental engagement.**
- **Data collection team**
- Children need to be **separated by age category**
- **Pre- and post** games
- **Participation of both parents and children**

Mistakes

- Lack of **sex disaggregation**
- **Games were too long**
- **Bias in children responses**
- **Low attention capacity** of young children
- Some **children refused to play** and/or started crying
- **Exposure time** to episodes was too long

How did we adjust

- **Practicing** the games multiple times
- **Calling** more than the initial number of children selected for the games
- **Measuring** the time needed to perform the whole game circle
- **Removing** the afternoon data collection
- **Adapting** each game to the age gaps

Lessons learned

- Plan **enough time** to work with children
- **Songs** are very effective in drawing children's attention
- **Team**: at least 2 people observing and one to support the facilitator
- **Questions**: avoid *why* and *how*; prefer *what* and close questions
- Children are easily distracted and **lose focus**
- Envisage **parents' presence** during games
- Choose the right **facilitator**

Applicability

- Further testing in other peacebuilding settings
- Games need to be adapted
- Games training
- Data collection timeline
- Include parents
- Give more time between pre and post



6 Years Girl in
Boy and Girl
Activity

THANKS
MURAKOZE

