



Research Cluster 1

Child development, learning and welfare

Objective



- Evidence based decision making
 - Advance the research agenda and inform policy development
 - Generate data to inform program development
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- Develop instruments and materials for empiric measurements in EC education, development and interventions
 - Develop instruments and materials for quality measurements of child care, development and education



Proposed measurements in ECE/ECD

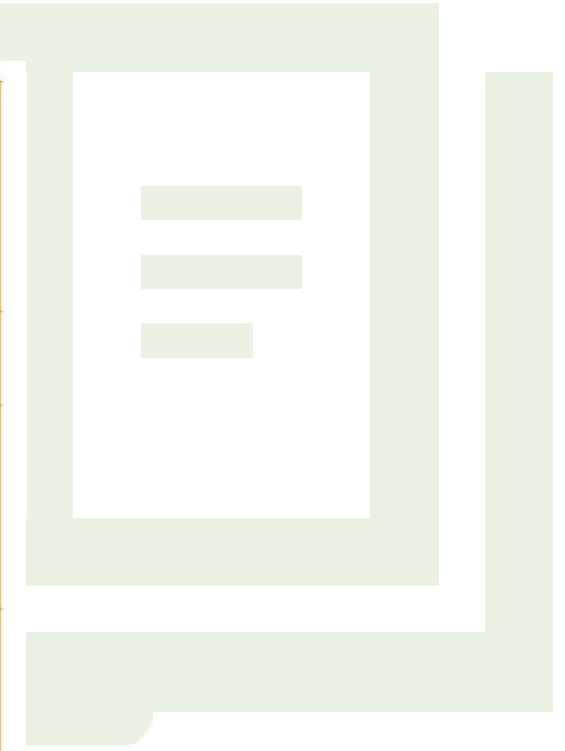
- Development of competences and academic performance
- Measurements of current interventions in ECE (i.e. impact assessment of new ECE curriculum)
- Results in ECE



Quality and results in ECE

(World Bank, 2022)

STRUCTURAL VARIABLES	Physical environment	Infrastructure, availability of equipment and materials, health and safety
	Group characteristics	Adult-child ratios, group size
	Caregiver variables	Initial education, training, mentoring/supervision, salary
PROCESS VARIABLES	Interactions	Caregiver-child and child-child interactions
	Program characteristics	Curriculum, quality of daily routines





Structural measurements

- Environmental variables
 - Stimulating/ enabling environments for exploration and learning
 - Tools and materials
 - Child protection
 - Child friendly characteristics
- Group characteristics
 - Group size and characteristics
 - Mixed groups
 - Interactions
 - Class management
- Educator characteristics
 - Professional qualifications
 - Classroom behaviors
 - Knowledge and attitudes



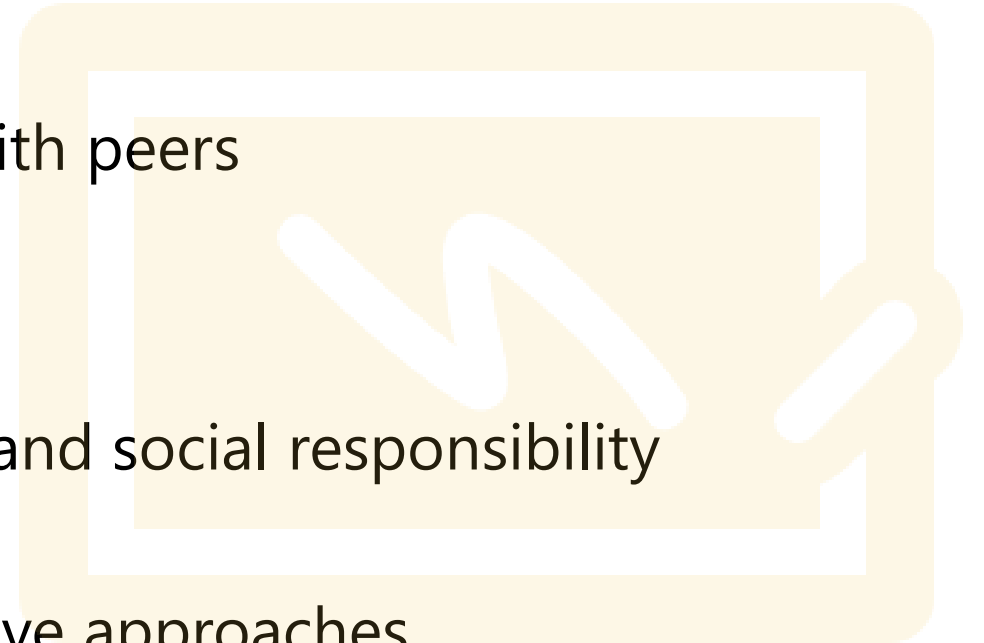
Measurement of processes

- Interactions

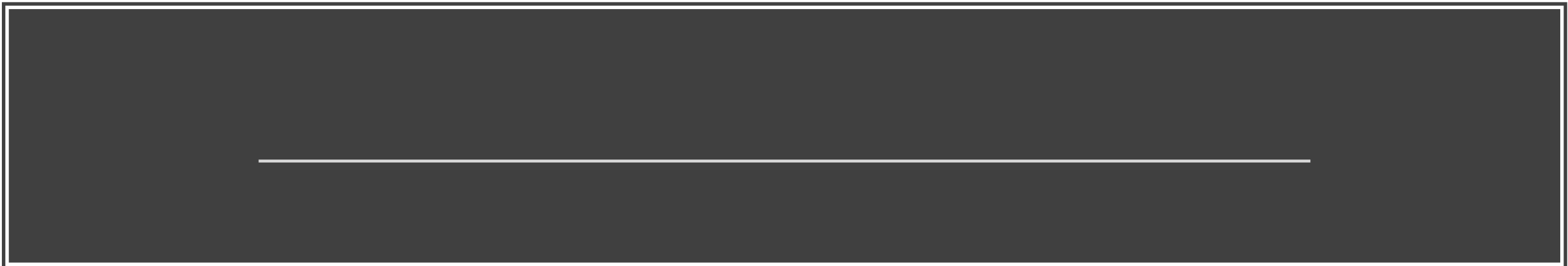
- Emotional attachments and interactions with peers
- Interactions with educators and parents
- Environmental stressors
- Social and emotional competences
- Development of citizenship competences and social responsibility

- Program

- Evaluation of methodologies with qualitative approaches
- Pre-post studies
- Curriculum development
- Methodological comparisons in development of competences and skills



Teach ECE





Instruments- tbd.

- TeachECE- structured observations
- Child interaction observations
- Sociometric tools
- Assessment of skills
- Educator and parental reporting
- Advanced technologies



Test	Socio-Emotional/Temperament											Attention/Executive Function			Personal/Social Adaptability			Academic/Pre-Approaches to Learning			Disability Screening			Number of Domains			Minimum/Maximum Age (y)			Notes on Age Range			Child Assessment/Teacher Report			Com Admit		
	Cognit	Langui	Motor	Emotional/Temperam	Executive Function	Social Adaptability	Academic	Approaches to Learning	Disability Screen	Number of Domains	Minimum age (y)	Maximum age (y)	Notes on Age Range	Child Self-Report	Caregiver/Teacher Rep	Com Admit																						
Bayley Scales of Infant Development (BSID-III)	yes	yes	yes	yes	no	yes	no	no	no	5	0.1	3.5		yes	yes																							
Beekunko (Évaluation des Apprentissages Scolaires par la Société Civile au	no	no	no	no	no	no	yes	no	no	1	6.0	14.0		yes	no																							
Behavior Rating Inventory of Executive Function (BRIEF)	no	no	no	yes	yes	no	no	no	no	2	5.0	18.0		no	yes																							
Bender Visual-Motor Gestalt Test	yes	no	yes	no	no	no	no	no	no	2	4.0	85.0		yes	no																							
Bracken Basic Concept Scale	yes	yes	no	yes	no	no	yes	no	no	4	3.0	6.9		yes	no																							
Brief Infant-Toddler Socio-Emotional Assessment (BITSEA)	no	no	no	yes	no	no	no	no	no	1	1.0	3.0		no	yes																							
BRIEF-preschool	no	no	no	yes	yes	no	no	no	no	2	2.0	5.9		no	yes																							
British Abilities Scalea (BAS)	yes	yes	no	no	no	no	yes	no	no	3	3.0	17.9	One version	yes	no																							
Bruininks-Oseretsky Test of Motor Proficiency (BOT)	no	no	yes	no	no	no	no	no	no	1	4.0	21.9		yes	no																							
California Verbal Learning Test (CVLT)	yes	no	no	no	no	no	no	no	no	1	5.0	90.0	Children's ve	yes	no																							
Cambodian Developmental Assessment Test	yes	yes	yes	no	no	yes	yes	no	no	5	3.0	5.0		yes	no																							
Cambodian Developmental Milestone Assessment Tool (cDMAT)	no	yes	yes	no	no	no	no	no	no	2	0.0	6.0		yes	no																							
Cambridge Neuropsychological Testing Automated Battery (CANTAB)	yes	no	yes	yes	yes	no	no	no	no	4	4.0	90.0		yes	no																							
Caregiver-Reported Early Child Development Index (CREDI)	yes	yes	yes	yes	yes	no	no	no	no	5	0.0	3.0		no	yes																							
Child Development Evaluation (CDE)	yes	yes	yes	yes	no	yes	yes	no	yes	7	0.1	4.9	pre-academi	yes	yes																							
Children's Behavior Questionnaire (CBQ)	no	no	no	yes	yes	no	no	no	no	2	3.0	7.0		no	yes																							
Children's Depression Inventory (CDI)	no	no	no	yes	no	no	no	no	no	1	7.0	17.0		yes	yes																							
Cogstate	yes	no	yes	no	yes	no	no	no	no	3	6.0	90.0		yes	no																							
Comprehensive Developmental Inventory for Infants and Toddlers (CDIIT)	yes	yes	yes	no	no	yes	no	no	no	4	0.3	6.0		yes	yes																							
Conner's Continuous Performance Test	no	no	no	no	yes	no	no	no	no	1	6.0	90.0		yes	no																							
Delay of Gratification	no	no	no	no	yes	no	no	no	no	1	3.0	6.9		yes	no																							
Denver Developmental Screening Test (Denver II PDQ)	yes	yes	yes	no	no	yes	no	no	no	4	0.1	6.0		yes	yes																							
Development and Well-Being Assessment (DAWBA)	no	no	no	yes	yes	yes	no	no	no	3	5.0	17.0		no	yes																							
Developmental Assessment Scale for Indian Infants (DASII)	yes	yes	yes	no	no	yes	no	no	no	4	0.25	2.5		yes	no																							
Developmental Assessment Tool for Anganwadis (DATA, DATA-II)	yes	yes	yes	no	no	yes	no	no	no	4	2.0	4.0	DATA for 2-3	yes	no																							
Developmental Milestones Checklist (DMC, DMC-II)	no	yes	yes	no	no	yes	no	no	no	3	0.3	2.0		yes	yes																							
Developmental Screening Questionnaire (DSQ)	yes	yes	yes	yes	no	no	no	no	yes	5	0.0	2.0		no	yes																							
Disability Screening Schedule (DSS)	yes	no	yes	no	no	no	no	no	yes	3	0.0	6.0		yes	yes																							
Early Childhood Care and Development (ECCD) Checklist	yes	yes	yes	yes	no	no	no	no	no	4	0.0	5.0		yes	no																							

