

# EmDAP administration guide

## Purpose of this guide:

This guide provides detailed instructions for conducting EmDAP administration with children in emergency contexts.

## How is the EmDAP administered?

In each context, children's **literacy and fluency skills** will determine which type of administration to use. This ensures that participating children are given the most comfortable and way to respond to the EmDAP survey. See the *DAP Administration Guide* for guidance on conducting self or oral administration.

In many emergency contexts, children's functional literacy levels may not be evident. Therefore, in these situations, interview administration is recommended.

- **Interview administration** is used with children who are illiterate and requires a EmDAP administrator to sit one-on-one to interview each child.
- When individual interviews are used, it is critical that the person administering the survey is someone who has high trust and who the child believes will in no way compromise the confidentiality of their response. If the administrator knows the young person or has a position of high authority, this can raise questions about whether or not the children will answer honestly.

## Who are DAP administrators?

EmDAP administrators are staff, community members, or others who are trained as enumerators to facilitate the administration of the EmDAP.

In order to use the EmDAP effectively, administrators need to understand the philosophy and approach behind the EmDAP and be qualified to collect data from children in ethical and responsible ways.

Individuals selected to be EmDAP administrators also need a solid understanding of the ethical considerations of engaging with young people. The ethics of engaging with children needs to be a part of the training for all administrators. Each national office also follows the WV child protection policy and has specific child protection protocol. In addition, it is helpful for these individuals to have experience in conducting child-friendly activities.

To plan EmDAP administration, the HEA response team or DME staff use the basic information sheet prepared for any data collection. (See page 7 for an example of a basic information sheet. The *EmDAP Overview and Coordination Guide* provides information on why and when to use the EmDAP, including details about how to develop a local language version.

## How many administrators?

To calculate the number of administrators needed, consider that it takes approximately 8 to 10 minutes to conduct an EmDAP interview. Calculate the number of administrators needed based on the sample size of the children to be interviewed.

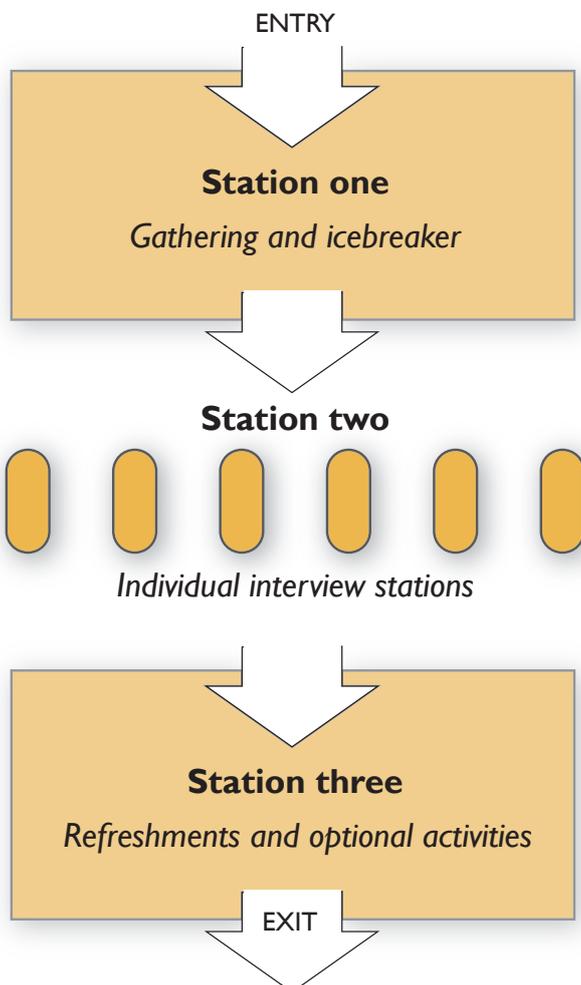
Experience has shown that it can be helpful to have a roving supervisor and assistants who can escort children to and from the interviews.

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## physical setting

Ensure that the EmDAP is administered in a physical setting that is comfortable and makes it easy for children to complete the interview free from distractions or interference. If possible, identify a location with three distinct spaces that can be used as different stations.

- ▶ **Station one is used to gather all the children**, give words of welcome, play and warm-up game, and continue to play with children who are waiting while others are being interviewed.
- ▶ **Station two is organised according to the number of EmDAP administrators**. Each EmDAP administrator will create a comfortable space where the child and administrator can sit side-by-side in close proximity.
- ▶ **Station three is an exit station** where children can be provided with refreshments after they have completed the interview. Fun activities can be provided if there are sufficient numbers of staff to facilitate.



### When looking for an administration site:

- Choose a location that is **safe and neutral**, like a village club room or community center.
- Choose a location where there are places that children can be interviewed that are **quiet and free from distractions**. This may be in a physical space used for project activities or it may be in a space borrowed just for EmDAP interviews.
- Match the **size of the group** with the **size of the space** available – divide the group into more than one administration when necessary to avoid crowding.
- Wait for all children to be present before starting EmDAP administration and then ask an assistant to **manage children who are waiting to be interviewed**, so that they do not get bored.

In any physical setting selected, children need to feel comfortable in the environment as well as a sense of trust with the administrators.

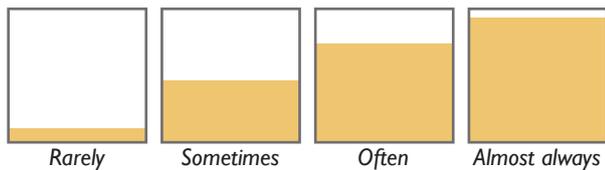
## organising supplies

Ensure that each administrator has all of the supplies they need to conduct the EmDAP interviews. This includes:

- One **pencil, sharpener and eraser** for each interviewer (with extra pencils on hand in case one breaks or becomes too dull)
- One copy of the **EmDAP survey tool** for each child (with extra copies on hand in case)
- One **set of cards** for each administrator (each card has one EmDAP item written on it) and one example card (See page ? for more information about the cards.)
- Coffee beans or other locally-available **material that will be used as the four-point scale**. This can be substituted with a visual example of a four-point likert scale.
- One **envelope or folder** for each administrator to store the completed interviews.

Experience has shown that it can be helpful to package all the materials for each group so that they are ready to distribute to each administrator at the site. For example, if four administrators will be conducting interviews, put together a package for each administrator of the all the supplies needed.

# Preparing for the EmDAP



## preparing the scale

The EmDAP survey uses a four-point scale (or likert scale). Each EmDAP administrator will create piles that represent the four-point scale. The piles can be made using local materials, like sand, rocks or coffee beans. Make piles approximately six inches apart and ensure the piles are consistent in size from one administrator to the next.

- ‘*Not at all or rarely*’ use a very small amount (like one or two coffee beans)
- ‘*Somewhat or sometimes true*’ make a pile of approximately 10 coffee beans.
- ‘*Very or often true*’ make a pile of approximately 18 coffee beans.
- ‘*Extremely or almost always*’ make a large pile of approximately 24 coffee beans.

If you are using sand, a simple way to help you do this and have consistency between administrators, is to use plastic bottles.:

- ‘*Not at all or rarely true*’ fill the bottle to almost a quarter full
- ‘*Somewhat or sometimes true*’ fill the bottle almost half full
- ‘*Very or often true*’ fill the bottle to almost three quarters full
- ‘*Extremely or almost always true*’ fill the bottle to almost all the way full.

## preparing the cards

The 13 items of the EmDAP can be based on:

- An approved local language version of the Developmental Assets Profile (DAP); or
- A local language versioning process. See the EmDAP Overview and Coordination Guide for more information about this process.

Once the items have been approved in the local language, make a set of cards for each administrator. Handwritten index cards can be used in locations with limited supplies.

**Example of a card for item #1:**

① I feel good about my future.

## successful administration

**Develop a clear plan** regarding what will happen with the completed EmDAP surveys:

- Ensure that surveys are not left where any other person can see them. Administrators or assistants should never read a survey or make comments about one at the administration site.
- Carefully place each completed EmDAP survey into an envelope or folder after each child is interviewed.
- It is important to decide in advance who is responsible for carrying all the EmDAP surveys from the administration site.

# Administering the EmDAP

Use the following script as a guide, adapting as needed for each context. Consider when adapting the script to a different language, it is vital that all of the main points in the script are covered. Follow national office protocol to ensure participating children provide their consent.

## 1 words of welcome for all the children

It is important to start out the EmDAP administration by welcoming young people and helping to put them at ease. The purpose of the words of welcome are to help participants feel comfortable and to give them a brief description of the next steps and the interview. These words of welcome are given to all the children at one time.

*“Hello, we work with World Vision in \_\_\_\_\_. Today we have the opportunity to complete a short survey. It takes the form of a self-interview where you will be asked to answer a number of interesting questions.*

*First, we would like to play some games with you out here.*

*Then, we will ask you, one at a time, to go with \_\_\_\_\_ or \_\_\_\_\_ for a short interview.*

*After the interview is over, we will offer some small refreshments.*

*We are interviewing children today so that we can hear from you about what is happening in your life and what is important to you.*

*We want you to know that you are free to decide if you want to participate in this interview. You don't have to participate if you don't want to.”*

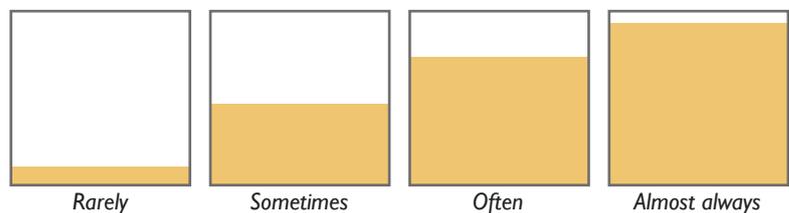
## 2 Icebreaker and engaging activities

Previous experience has shown that it is useful to do an ice-breaking game or activity with children before they take the EmDAP survey. This helps children become more relaxed, focused and engaged; and the activity creates a stress-free atmosphere.

The game should be short (no more than five minutes), interactive, and carried out in the local language of participating children. Also, the game should not be related to the specific content of the survey, because this might influence their responses.

The first game that is recommended is an exercise that helps children to understand the four-point scale. Explain to children that there are four different points.

Children can serve as the different points. or posters with the words and pictures of each point on the scale can be used. One point stands for 'rarely'; one for 'sometimes'; one for 'often'; and one for 'almost always'.



Then explain to the children that when you say a statement, the children should run to the child that expresses their opinion for that statement. For example, if you say, 'I eat mango.' and a child 'rarely' eats mango, then she runs to the child who represents 'rarely. Other statements that can be used include: I watch football. I listen to music, I cook, I drink milk, or. I eat rice. Brainstorm a list of questions before going to the administration site. Make sure the questions are not related to any of the items in the EmDAP.

After playing this game – begin sending children to be interviewed by the EmDAP administrators. Continue playing games or engaging the remaining children in fun activities while they wait for their turn.

## 3 Introduction for each child

When the child comes to your station, greet them in a culturally appropriate way, ask them to have a seat and introduce them to the interview.

*“Hello, my name is \_\_\_\_\_ and I work with World Vision in \_\_\_\_\_. Today we have the opportunity to complete a short survey. It takes the form of a self-interview where you will be asked to answer a number of interesting questions.*

*This is NOT a test. There are no wrong answers. Answer the questions based on your own experience or current situation, and we ask you to be as honest with yourself as you can be. Your answers will be kept private – no one who knows you, your teachers, parents, or anyone else, will ever see your responses without your permission.*

*You don’t have to tell us anything you don’t want to share or feel comfortable sharing. This will take some time, about fifteen minutes, to respond to 13 different statements. If any of the statements make you feel uncomfortable, you don’t need to answer that statement or you can stop participating in the interview.*

*After the interview is over if you have questions about this study, you can ask your \_\_\_\_\_ to help you get in touch with World Vision and us so we can answer any questions you might have.*

*All children who are participating in this study are volunteering and will not receive any gifts. Any questions? Is it okay to begin now?”*

**Administrator:** If anyone says ‘no’, thank them for their time and let them leave before continuing.

## 4 EmDAP survey and bio-data section

This step involves completing the biographical data section at the top of the EmDAP survey. At this point, the EmDAP administrator asks the child each bio-data question and fills in the answers on the hard copy survey. The child may ask clarifying questions before being able to provide the information needed. See an example of the EmDAP survey and bio-data section on page 8.

Modify the bio-data section for each context, considering the kinds of information that are needed for programming decisions. Keep this section as brief as possible so that it can be completed quickly.

## 5 Introduction to the four-point scale

Once the bio-data section has been completed the EmDAP administrator introduces the 4-point scale and the 13 items.

*“I now want to ask you some questions to find out more about you. But first, you see that there are four different piles here. This is just like the game we played outside. Remember when we said, “I watch football.”? Do you watch football rarely, sometimes, often or almost always? (point to each pile as you say the options – rarely, sometimes, often or almost always).*

*Now, this is like the game we played outside, but using piles. I am going to give you a card and I’m going to read to you what it says on the card, like this (show an example of a card and read the card out loud.) For each card I read to you, I want you to put it in front of the pile that BEST describes you.*

*So, let’s try one. This card says, ‘I drink water.’ Thinking about your life right now, and in the past three months, do you drink milk rarely, sometimes, often or almost always (Point to the piles as you say the words. If you need to, read the card again and let the child take the card and put it on the pile that is true for him/her. Encourage the child when they are done.)*

*Now, we’re going to do the same thing with these 13 cards. The words on these cards are about things you might have in yourself, your family, friends, the place where you currently live, or the place where you learn. Remember, this is NOT a test and there are NO wrong answers. This is about you and each one of us will have our own way of answering these different questions. Take your time. Some may go quicker and others may go slower.”*

## 6 administering the 13 items

Once you feel the child is ready, begin with the first card. Read the statement on the card. Then, use this script:

*“Thinking about your life now or in the past three months is it Not at All or Rarely True, Somewhat or Sometimes True, Very or Often True, Extremely or Almost Always True, that I \_\_\_\_\_.”* (Read the statement on the card. Point to the piles as you say the words of the four-point scale.)

If you need to, read the card again. Then, let the child take the card and put it on the pile that is true for him or her. It may be that the child is more comfortable simply pointing to the pile, rather than putting the card next to it. This is okay.

Once the child has selected a pile, mark the child’s selection on the hard copy survey next to the appropriate number. Then move to the next card. Repeat this process for all 13 cards.

After you have gone through all 13 items with the child, thank them for participating and show them where they can go to get a refreshment.

### Important to remember:

- If a child says that they do not understand an item the EmDAP administrator can read it to them and encourage them to do their best to answer it. The administrator can ask them what they think it means and be supportive if their answer seems to be on track. Do not re-word or re-phrase any items. Also, do not give examples related to that item. If a child still does not understand after going through these steps, leave the item blank and move to the next one.
- The tone of your voice and the way you read the questions will have an impact on participating children. Try to use a calm and relaxed voice and continue to create an atmosphere in which young people feel comfortable versus trying to please you or guess which answers you might be looking for. Remind the child that this is not a test and that there are no right or wrong answers – only the answers that are true for them.

## Commonly asked questions

To be added:

## Example of a basic information sheet:

<b>Basic Information</b> EmDAP pilot training Somaliland	
<b>Purpose:</b> Gather primary data from children in Somaliland to pilot the EmDAP tool and measure selected development assets.	
<b>Objective of data collection</b>	<ol style="list-style-type: none"> <li>1. Understand the strength and level of assets of children interviewed.</li> <li>2. Pilot test the language, process and reliability of the items in the EmDAP tool.</li> <li>3. Build staff understanding of EmDAP data collection methods.</li> </ol>
<b>Sampling unit</b>	Children living in the Baku and Borama areas of Somaliland
<b>Survey tools</b>	1. EmDap tool
<b>Sampling method</b>	Random selection of children, pre-selected by WV Somalia staff to facilitate the field work.
<b>Sample size</b>	120 children, aged 11 to 14 years old
<b>Data collection and data entry</b>	Training: (1 day) Type of administration: One-on-one interviews using a Q sort for the 4-point scale Data collection: (1 day). <ul style="list-style-type: none"> <li>• 2 teams – one in Borama, one in Baku (Each team includes one from GC, WV Somalia staff and three Somali speakers.)</li> <li>• Each team will interview approximately 30 children in the morning and 30 children in the afternoon. (total = 60). Each interviewer, will interview approximately 10 children in the morning and 10 children in the afternoon (total = 20).</li> </ul> Data entry: (1 day). <ul style="list-style-type: none"> <li>• A pre-set excel template will be used for entering the data.</li> </ul>
<b>Data analysis</b>	Quantitative data from the hard copy surveys will be entered into an excel format on Wednesday and will be analysed and the findings will be discussed
<b>Dissemination</b>	There will not be time to take the data back to the communities. However, a brief report of the findings will be prepared for the WV Somalia team.
<b>Report and fact sheet</b>	Facilitators will work on a fact sheet of findings to be ready by the end of the month.

	Dec 2012 to Jan 2013	February 2013			
Planning (including qualitative pre- work)	Pre-lab planning				
Training		February 11			
Data Collection			February 12		
Data Analysis				February 13	
Reporting and Dissemination					February 28

## Example of EmDAP survey:

### Emergency Developmental Asset Profile

ID #: \_\_\_\_\_ Location: \_\_\_\_\_ Today's Date: Day: \_\_\_\_\_ Mo: \_\_\_\_\_ Yr: \_\_\_\_\_

Sex:  Male  Female Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Birth Date: Day: \_\_\_\_\_ Mo: \_\_\_\_\_ Yr: \_\_\_\_\_

**Instructions:** On each card I give you there is a statement about a positive thing that you might have in *yourself, your family, friends, neighbors, and the place where you currently live.*

For each statement that describes you **now or within the past 3 months**, put the card in the pile if the item is true:

**Not At All or Rarely      Somewhat or Sometimes      Very or Often      Extremely or Almost Always**

If you do not want to answer an item, you can tell me. But please try to answer all items as best you can.

Note: The term "Parent(s)" means 1 or more adults who are responsible for raising you.

For each item that describes you **now or within the past three months**, put the card in the pile if the item is true:

	Not At All or Rarely	Somewhat or Sometimes	Very or Often	Extremely or Almost Always
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing this survey!