Selecting a Tool to Measure Early Learning Outcomes

Program to Improve Private Early Education (PIPE)
## Contents

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Selecting and adapting a tool to assess child outcomes</strong></td>
</tr>
<tr>
<td>2</td>
<td>Next steps</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to PIPE and FSG Inclusive Markets</td>
</tr>
<tr>
<td>4</td>
<td>Appendix</td>
</tr>
</tbody>
</table>
PIPE would require assessment tools to track and measure the effectiveness of ECE interventions

<table>
<thead>
<tr>
<th>Metric to be Measured</th>
<th>Objective of Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child outcomes</td>
<td>• To assess the impact of the interventions on child outcomes</td>
</tr>
<tr>
<td></td>
<td>• To assess and report development outcomes of children in India from different</td>
</tr>
<tr>
<td></td>
<td>backgrounds/environments and highlight areas for attention</td>
</tr>
<tr>
<td>Class environment</td>
<td>• To assess the impact of the interventions on classroom environment</td>
</tr>
<tr>
<td></td>
<td>• To assess and report the level of quality in a selection of class environments</td>
</tr>
<tr>
<td></td>
<td>and identify areas for attention</td>
</tr>
<tr>
<td>Home environment</td>
<td>• To assess the impact of markers on parents’ understanding of development and</td>
</tr>
<tr>
<td></td>
<td>parents’ engagement with children</td>
</tr>
<tr>
<td></td>
<td>• To assess the impact of markers on parents’ demand for quality ECE</td>
</tr>
<tr>
<td>Operational performance</td>
<td>• To monitor implementation of the interventions and identify challenges</td>
</tr>
<tr>
<td></td>
<td>preventing the achievement of intended outcomes</td>
</tr>
</tbody>
</table>
Different tools would measure different aspects of the interventions

<table>
<thead>
<tr>
<th>Metric to be Measured</th>
<th>Objective of Tools</th>
</tr>
</thead>
</table>
| Child outcomes        | • To assess the development impact of the interventions  
                        • To assess and report development outcomes of children in India from different backgrounds/environments and highlight areas for attention |
| Class environment      | • To assess the impact of the interventions on classroom environment  
                        • To assess and report the level of quality in a selection of class environments and identify areas for attention |
| Home environment       | • To assess the impact of markers on parents’ understanding of development and parents’ engagement with children  
                        • To assess the impact of markers on parents’ demand for quality ECE |
| Operational performance| • To monitor implementation of the interventions and identify challenges preventing the achievement of intended outcomes |

Focus of this document
Staged approach was used to select and refine the tool to measure child outcomes

<table>
<thead>
<tr>
<th>Select tool</th>
<th>Adapt tool</th>
<th>Conduct assessments</th>
<th>Refine tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developed criteria to assess candidate tools</td>
<td>• Field tested and adapted tool for contextual relevance</td>
<td>• Selected assessment agency</td>
<td>• Identified areas to refine tool and translations</td>
</tr>
<tr>
<td>• Engaged with 10 experts to advise on process</td>
<td>• Created an addendum of 8 items for the selected tool with expert inputs to meet contextual expectations</td>
<td>• Trained 13 evaluators on administering the tool</td>
<td>• Refined tool based on field experience</td>
</tr>
<tr>
<td>• Modified criteria with expert inputs</td>
<td>• Pilot tested the addendum</td>
<td>• Assessed 480 students across 25+ schools, in 4 cities</td>
<td></td>
</tr>
<tr>
<td>• Identified and procured shortlisted tools</td>
<td>• Finalized modifications with expert inputs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assessed tools on selection criteria</td>
<td>• Translated the adapted tool into local languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shared findings with experts and got feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Selected tool for use in assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: ¹Experts consulted include Abbie Raikes, Venita Kaul, Nandita Jhaveri, Aisha Yousafzai, Nirmala Rao, Amanda Devercelli, Amber Gove, Jayanti Tambe, MS Tara, Vibha Krishnamurthy. Further details are provided on slide 15.
Quality assessment tools should be contextually relevant, produce-granular results, be usable at scale and be adaptable

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assess environment and impact</td>
</tr>
<tr>
<td></td>
<td>• Assess age-specific child development outcomes (e.g. literacy, numeracy, social-emotional skills)</td>
</tr>
<tr>
<td></td>
<td>• Assess factors that are relevant to PIPE (e.g., capture data on numeracy but not on nutrition)</td>
</tr>
<tr>
<td>2</td>
<td>Produce granular results</td>
</tr>
<tr>
<td></td>
<td>• Scale that provides sufficient range</td>
</tr>
<tr>
<td></td>
<td>• Ability to distinguish between good, poor, and great quality</td>
</tr>
<tr>
<td>3</td>
<td>Possible to use at scale</td>
</tr>
<tr>
<td></td>
<td>• Possible to be used by people without advanced qualifications in ECE</td>
</tr>
<tr>
<td></td>
<td>• Support should be available from owner of tool</td>
</tr>
<tr>
<td>4</td>
<td>Possible to adapt</td>
</tr>
<tr>
<td></td>
<td>• Tool owners / managers should be open to adaptation</td>
</tr>
<tr>
<td></td>
<td>• Minor modifications (i.e. a user manual or a glossary) are preferable compared to major modifications (i.e., adding or removing questions, changing questions)</td>
</tr>
</tbody>
</table>
PIPE considered a number of tools that assess child development outcomes for use in the program

Tools considered by PIPE¹

- School Readiness Instrument (SRI)
- International Development and Early Learning Assessment (IDELA)
- Measuring Early Learning and Quality Outcomes (MELQO)
- Bayley Scales of Infant Development

Notes: ¹Denver Scale and Muktangan Assessment Tool were dropped from the consideration set as PIPE could not get access to them
Experts with varied relevant backgrounds were consulted for selecting and adapting the assessment tool

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation and Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbie Raikes</td>
<td>Assistant Professor and Director of Global Early Childhood Development, University of Nebraska; Former Lead, Measuring Early Learning Quality &amp; Outcomes project, United Nations Children's Fund (UNICEF)</td>
</tr>
<tr>
<td>Venita Kaul</td>
<td>Former Director, Centre for Early Childhood Education and Development (CECED), Ambedkar University, Delhi</td>
</tr>
<tr>
<td>Nandita Jhaveri</td>
<td>Independent education consultant; Former Principal, Saifee School, Mumbai</td>
</tr>
<tr>
<td>Aisha Yousafzai</td>
<td>Associate Professor of Global Health, Harvard T. H. Chan School of Public Health, Harvard University</td>
</tr>
<tr>
<td>Nirmala Rao</td>
<td>Professor, Early Childhood Education and Development, Hong Kong University</td>
</tr>
<tr>
<td>Amanda Devercelli</td>
<td>Acting Global Lead, Early Childhood Development, World Bank</td>
</tr>
<tr>
<td>Amber Gove</td>
<td>Director, Research, RTI International</td>
</tr>
<tr>
<td>Jayanti Tambe</td>
<td>Executive Director, Early Care and Education, University of California, Los Angeles</td>
</tr>
<tr>
<td>MS Tara</td>
<td>Independent education consultant; Former Regional Director, National Institute of Public Cooperation and Child Development</td>
</tr>
<tr>
<td>Vibha Krishnamurthy</td>
<td>Founder &amp; Executive Director, Ummeed Child Development Center</td>
</tr>
</tbody>
</table>
Tools were assessed across five key developmental domains

<table>
<thead>
<tr>
<th>Development domain</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy and problem-solving skills</td>
<td>• Pre-math concepts of size, patterns, sequences, estimation, etc. are important to master for school readiness</td>
</tr>
<tr>
<td>Early language skills</td>
<td>• This is a focus of ECE settings and lays the foundation for other learning</td>
</tr>
<tr>
<td></td>
<td>• Pre-reading, sound and letter awareness and recognition are necessary skills for school readiness</td>
</tr>
<tr>
<td>Motor skills</td>
<td>• Fine motor skills are important for preparedness for formal writing etc.</td>
</tr>
<tr>
<td></td>
<td>• Gross motor skills are important to master control of major muscle groups in the body in order to engage in more complex physical activities later</td>
</tr>
<tr>
<td>Socio-emotional skills</td>
<td>• Interacting with peers, adapting to different adults and environments, etc.</td>
</tr>
<tr>
<td>Executive function</td>
<td>• Ability to plan, focus attention, remember instructions, and juggle multiple tasks successfully</td>
</tr>
</tbody>
</table>

Notes: While language and math are two components of the various areas of development, formal schools in India tend to focus more on these two and hence in reference to school readiness these have been ranked higher. In terms of motor skills, for school readiness, fine motor skills will probably have more focus than gross motor skills. Also, while it is important to ensure math and language mastery, there needs to be a balance in the focus on other categories as well.
PIPE tested shortlisted tools, and in consultation with experts, selected the IDELA tool for assessments (1/2)

<table>
<thead>
<tr>
<th>Criteria on which tools were evaluated</th>
<th>Tool options¹,²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SRI³</td>
</tr>
<tr>
<td>Coverage of key domains</td>
<td></td>
</tr>
<tr>
<td>• Numeracy and problem-solving</td>
<td>✓ (Pre-numeracy, math)</td>
</tr>
<tr>
<td>• Early language</td>
<td>✓</td>
</tr>
<tr>
<td>• Motor</td>
<td>✓</td>
</tr>
<tr>
<td>• Socio-emotional</td>
<td>✓</td>
</tr>
<tr>
<td>• Executive Function</td>
<td>✓</td>
</tr>
<tr>
<td>Openness to adaptation</td>
<td>• Yes</td>
</tr>
<tr>
<td>Training available</td>
<td>• Yes</td>
</tr>
</tbody>
</table>

Notes: ¹Tick marks indicate that the domain is covered by the tool; ²Text in parentheses indicates that the tool covers only that specific construct; ³School Readiness Instrument; ⁴Measuring Early Learning and Quality Outcomes; ⁵International Development and Early Learning Assessment; The Bayley Scales of Infant Development were not considered as they are applicable only for children up to 42 months of age.
The International Development and Early Learning Assessment (IDELA) is a play-based assessment tool developed by Save the Children. It is targeted at children aged 3.5 - 6.5 years. IDELA is designed for global use, and assessments are feasible for low resource settings. It has 24 items that cover 5 development domains (i.e., math and numeracy, language and literacy, motor skills, socio-emotional, and executive functioning). IDELA has been successfully adapted and used in 25+ countries.
IDEQA covers all identified key development domains

1. Select tool
2. Adapt tool
3. Conduct assessments
4. Refine tool

**Numeracy and problem-solving**
- Number sense
- Shapes & spatial relations
- Sorting
- Problem solving
- Measurement & comparison

**Early language skills**
- Print awareness
- Oral language
- Letters
- Phonological awareness
- Listening comprehension

**Motor skills**
- Fine and gross motor skills
- Hopping
- Copying shape
- Folding paper
- Drawing

**Socio-emotional skills**
- Perspective taking
- Understanding feelings
- Self awareness
- Sharing
- Peer interactions

Notes: Development; Slide adapted from Save the Children
PIPE identified skills that were either not being assessed by IDELA or could be assessed more deeply

### Domain | Skill (construct)
--- | ---
**Skills not included in IDELA but developmentally appropriate and relevant in APS context**

**Numeracy and problem-solving**
- Number/quantity comparison
- Ability to work with patterns
- Positionality (spatial understanding)

**Early language**
- Spoken language
- Reading simple phonic words (e.g. consonant, vowel)

**Skills included in IDELA but could be assessed in greater detail**

**Executive function**
- Working memory
- Inhibitory control

---

Notes: PIPE identified above constructs/skills after consulting ECE experts and review of literature on assessment of child development outcomes (including other assessment tools)
PIPE consulted experts and other tools to create an addendum to IDELA that can assess the additional skills (1/2)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Item</th>
<th>Rationale for inclusion</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number comparison</td>
<td>Identifying the greater quantity, and the greater numeral</td>
<td>Ability to compare numbers is an important math skill</td>
<td>MELQO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Items have been tested during development of MELQO</td>
<td></td>
</tr>
<tr>
<td>Patterning</td>
<td>Copying a pattern</td>
<td>Ability to work with patterns is an important pre-math skill</td>
<td>SRI</td>
</tr>
<tr>
<td></td>
<td>Completing a pattern</td>
<td>Item has been administered as part of SRI assessments</td>
<td></td>
</tr>
<tr>
<td>Positionality</td>
<td>Identifying objects by their position, relative to a table</td>
<td>Understanding of positionality is an important concept for spatial understanding</td>
<td>MELQO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Item has been tested during development of MELQO</td>
<td></td>
</tr>
</tbody>
</table>

Domain: Numeracy and problem-solving
PIPE consulted experts and other tools to create an addendum to IDELA that can assess the additional skills (2/2)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Item</th>
<th>Rationale for inclusion</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills</td>
<td>Reading simple, three-letter phonic words</td>
<td>Schools expect children to read simple words in Grade 1</td>
<td>PIPE</td>
</tr>
</tbody>
</table>
| Expression vocabulary   | Speaking in full sentences to describe a picture | Spoken English is an important skill  
Item has been administered as part of SRI assessments | SRI     |
PIPE followed the same process to add items that assess skills related to Executive Function in greater detail

<table>
<thead>
<tr>
<th>Construct</th>
<th>Item</th>
<th>Rationale for inclusion</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working memory</td>
<td>Backward digit span</td>
<td>Enhance IDELA’s assessment of working memory</td>
<td>MELQO</td>
</tr>
<tr>
<td>Inhibitory control</td>
<td>Knocking or tapping (opposite of whatever the evaluator does)</td>
<td>Enhance IDELA’s assessment of inhibitory control</td>
<td>LEAPS¹ study (being conducted by Aisha Yousafzai in Pakistan)</td>
</tr>
</tbody>
</table>

Notes: ¹Learning and Educational Achievements in Punjab Schools
PIPE selected an agency experienced in child assessments, and trained their evaluators on administering IDELA and the addendum.

**Selection of assessment agency**
- PIPE invited agencies with assessment experience to submit proposals for conducting baseline assessments and selected the assessment partner from amongst applicants.

**Training of evaluators**
- PIPE team members managing the assessments were trained on administering the IDELA by experts from Save the Children.
- PIPE used material and methodology from Save the Children to train 13 evaluators before the assessments.
  - Evaluators were trained for 4 days (1 day orientation and 3 days practice).
  - 4 evaluators were trained for Bangalore and Hyderabad (each), 3 for Mumbai, and 2 for Delhi.
Apart from two items, the IDELA worked well

- Most items on the IDELA tool worked well
- One socio-emotional item may not have fit well in the cultural context
  - **Question on emotional awareness/regulation:** Very few children could answer the question (on what makes them sad)
- One item proved difficult to administer
  - **Task on inhibitory control:** Evaluators found it challenging to stick to the scripted instructions that required them to maintain neutral body language and only give verbal instructions
Most of the items in the addendum worked well, but a few require further modification

<table>
<thead>
<tr>
<th>Construct</th>
<th>Item</th>
<th>Pilot performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy and problem-solving: Number comparison</td>
<td>Identifying the greater quantity, and the greater numeral</td>
<td>Item worked well</td>
</tr>
<tr>
<td>Numeracy and problem-solving: Patterning</td>
<td>Copying a pattern</td>
<td>Items worked well</td>
</tr>
<tr>
<td>Numeracy and problem-solving: Positionality</td>
<td>Completing a pattern</td>
<td>Image used for questions on positionality was not clear</td>
</tr>
<tr>
<td>Early language: Reading skills</td>
<td>Identifying objects by their position, relative to a table</td>
<td>Item worked well</td>
</tr>
<tr>
<td>Early language: Expressive vocabulary</td>
<td>Reading simple, three-letter phonic words</td>
<td>Item worked well</td>
</tr>
<tr>
<td>Executive Function: Working memory</td>
<td>Speaking in full English sentences to describe a picture</td>
<td>Image used did not seem stimulating enough for children to form sentences</td>
</tr>
<tr>
<td>Executive Function: Inhibitory control</td>
<td>Backward digit span</td>
<td>Backward span beyond 3 digits was too difficult for children</td>
</tr>
<tr>
<td></td>
<td>Knocking or tapping (opposite of whatever the evaluator does)</td>
<td>Item worked well</td>
</tr>
</tbody>
</table>
## Contents

1. Selecting and adapting a tool to assess child outcomes
2. **Next steps**
3. Introduction to PIPE and FSG Inclusive Markets
4. Appendix
Organizations interested in accessing IDELA can sign an MoU with SAVE.

Organizations/partners interested in using IDELA can access it by signing an MoU with SAVE. Further details in this regard are available at:

https://idela-network.org/start-using-idela/

- FSG can provide additional support in using IDELA
  - FSG added an addendum to the IDELA to assess skills that were either not being assessed by IDELA or could be assessed more deeply. In case organizations wish to **access and use the addendum**, they can reach out to FSG at PIPE@fsg.org.

  - FSG has used the tool and hired and trained assessors to use the tool. In case organizations require assistance and support in **training assessors**, FSG can provide the required guidance and help.
<table>
<thead>
<tr>
<th></th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Selecting and adapting a tool to assess child outcomes</td>
</tr>
<tr>
<td>2</td>
<td>Next steps</td>
</tr>
<tr>
<td>3</td>
<td><strong>Introduction to PIPE and FSG Inclusive Markets</strong></td>
</tr>
<tr>
<td>4</td>
<td>Appendix</td>
</tr>
</tbody>
</table>
The Problem: Children in school in India are not learning

Weak foundation in early years¹

In grade 1
- 78% can’t read simple three-letter words
- 54% can’t pick 12 pencils from a stack of 20
- 82% can’t complete a simple 4-piece puzzle

Leads to poor learning outcomes in secondary school²

In grade 10
- Only 35% students can read at grade 4 level
- Only 32% students can place decimal numbers in increasing order
- Only 24% can calculate area of a circle

Children are exposed to rote memorization techniques in early years and hence struggle to cope with primary education

¹. Findings from assessment of 207 children commencing grade 1 in Affordable Private Schools (APSs), conducted by FSG in 2016-17
². Findings from assessment of 50,000 students in grades 9 and 10, conducted by Education Initiatives in the states of Gujarat, Maharashtra and Rajasthan in 2013-14
86% of children from urban, low-income families are exposed to pedagogically inappropriate “rote” techniques

1. IRS 2014, The research selected households belonging to socioeconomic classes A3-D1 according to the New Consumer Classification I 2- FSG research. Percentage of parents of 4 and 5 year olds enrolled in a private educational institution. Assumes that those in non-APS private preprimary classes will transition on to grade one at an APS I 3-1- e.g., the teacher would stand in front of the class and ask children to memorize “A for Apple, B for Bat, C for Cat ...”

2. Low-income families constitute ~70% of urban India

3. APSs use pedagogically inappropriate “rote” teaching techniques
The Solution: Adopting activity based learning in early years can provide the right educational foundation to succeed in life

Why focus on the early years?

Nobel laureate James Heckman highlighted that return on investments in early years are highest compared to remedial programs later\(^1\)

Why focus on activity based learning?

Activity based learning is the right pedagogy\(^2\) in teaching children in the early years and giving them a solid foundation

---

PIPE aims to replace rote memorization technique with activity based learning in 300,000 APSs in India

Leading to children from low-income families getting a solid foundation and an equal opportunity to succeed in life
FSGs Pre-School Assessment Tool was used to assess 38 PIPE schools and 20 non PIPE control schools i.e. APSs where no ABL solutions have been introduced across classroom environment, student learning outcomes and engagement of teachers, owners and parents.
Our efforts are supported by

To learn more about our work please visit [www.fsg.org/pipe](http://www.fsg.org/pipe)
Our team* brings together strategic, educational, and operational experience and expertise

Vikram Jain
*Program Lead*
- Leads the PIPE program
- 15 years of strategy, operations and consulting experience
- Worked with Monitor Inclusive Markets, McKinsey and Deloitte
- MBA, London Business School

Lakshmi Narayanan G
*Field Team, Bangalore*
- 7 years of work experience, with extensive experience in the education space in Bangalore
- MA-Development, Azim Premji University

Gauri Kirtane
*Quality Team*
- Over 10 years of experience in education leadership, with a focus on teaching, learning and curriculum design
- Most recently, Education Manager for more than 35 centers and 1200 students at the Akanksha Foundation
- EdD, University of Pennsylvania

Sana Kazi
*Program Team*
- 6 years of consulting experience in the education sector
- Worked with PwC, Center for Civil Society and Goldman Sachs
- MPA, LSE

Sriramprasad Rangarajan
*Partner Team*
- 6 years of operations and consulting experience in India and Africa
- Launched an employability assessment tool that has been commissioned on 30,000+ candidates
- Worked with HCL, PwC and Athena
- MSc Operations Research, LSE

Total team size: 14
Roles and responsibilities:
- **Partner team**: Capacity building of partners, Best practice development
- **Quality team**: Monitoring in schools, Best practice development
- **Program team**: Dissemination and program management
- **Field team**: Monitoring in schools

* The team shown here is representative of the PIPE team for 2018-19
FSG is a mission driven non-profit (501 c3) focused on Scale Social Impact

We are well known for having pioneered innovative approaches

- **Catalytic Philanthropy**  
  Philanthropy that considers the big picture
- **Inclusive Markets**  
  Creating markets that work for everyone
- **Shared Value**  
  Creating business value and social value
- **Collective Impact**  
  Organizing around common goals

We use these approaches to help global leaders create impact and promote their effective use

We leverage these approaches to run initiatives that create scale sustainable impact

- Early Childhood Education
- Low-income housing
- 100,000 Opportunities Initiative
FSG Inclusive Markets (FSG IM) believes that markets can and should benefit the poor

**We believe** that markets should be part of the portfolio of solutions for social change.

**Our strength** is in understanding how to make inclusive business models work, and how to get them to scale.

We create impact in various program areas by:

- driving new thinking for the field, and
- making change happen on the ground.

We are a “mission driven” and non-profit unit whose work is entirely public domain.
## Contents

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Selecting and adapting a tool to assess child outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Next steps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Introduction to PIPE and FSG Inclusive Markets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Appendix</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key learnings from the fieldwork for assessments

**Personnel**
- Evaluators are generally contract staff with limited skills, and are engaged only for the duration of the project
  - Motivating them and conveying a sense of ownership regarding assessments is challenging
  - Logistical issues arise due to lack of professionalism exhibited by such personnel (e.g., tardiness, not turning up at all)
- Field staff are critical in terms of arranging local logistics and managing relations with the APSs

**Training**
- PIPE needs to build assessment capacity in partner organizations (e.g., by facilitating Train the Trainer sessions for some permanent staff)
- Training pools should be larger, permitting greater leeway in selecting personnel that the team feels will perform well
- Another round of full training will be required before conducting assessments again (the team had earlier planned only a 1-day refresher training)