CATALYZE Early Childhood Care and Education (ECCE)
Together For Early Childhood Evidence (T4ECE)

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CIES
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CATALYZE Together for
Early Childhood Evidence
(T4ECE)

USAID Ethiopia

Together for Early Childhood Evidence (T4ECE)

- Funded by USAID since 2018, Together for Early Childhood Evidence (T4ECE) accelerates progress toward data-driven early childhood education systems in sub-Saharan Africa.
- Under CATALYZE ECCE, led by Palladium
- Convenes government officials, researchers, and other stakeholders interested in pre-primary data and measurement
- Facilitates cross-country learning on how pre-primary systems can better use data to improve young children's early learning experiences.

T4ECE Task Force Teams are working in 5 countries to explore early childhood data can improve their national ECCE systems
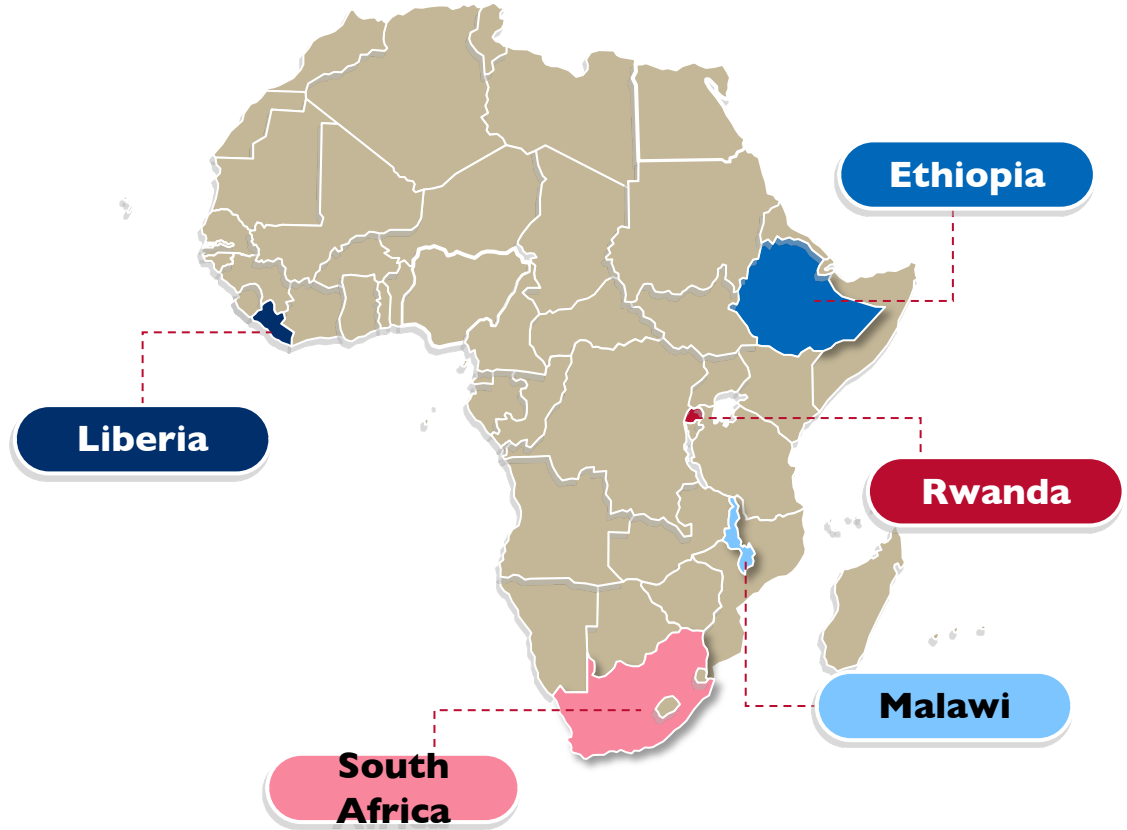
T4ECE Research Projects

Country	Project	Presenter
Ethiopia	**Establishing a Knowledge Hub for Early Childhood Evidence and Resources**	
Liberia	**Piloting a national early childhood measurement tool in Liberia**	*Bart Pogue, USAID Liberia*
Malawi	**Mapping early childhood data use and gaps in Malawi**	*Heather Rice, USAID Malawi*
Rwanda	**Measuring early childhood learning quality in Rwanda**	*Theoneste Niyonzima, USAID Rwanda*
South Africa	**Establishing an early childhood information ecosystem**	*Dr. Felicia Wilson Young, USAID South Africa*

Steps To A Data-Informed ECCE System

Defining which data you need
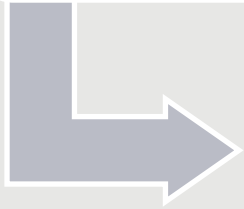
Determining how the data should be used
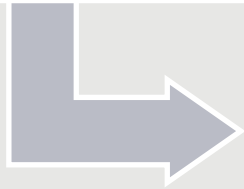
Outlining how to get those data
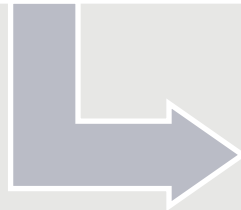
Building a sustainable system

Piloting a national early childhood measurement tool in Liberia

Barton Pogue
USAID Liberia

Background: Early childhood education system in Liberia

Liberian education system: **3-6-3-3-4**, but implementation is inconsistent.

–School fees are a barrier
–Inadequate domestic budget
–Limited instructional focus on foundational skills
–Learning environments lack engagement
–Lack of regular data
–No large-scale parenting programs

+Early learning curriculum in 2014/15
+Early Learning and Development Standards (ELDS)
+Tests at G3, G6, G9, and G12
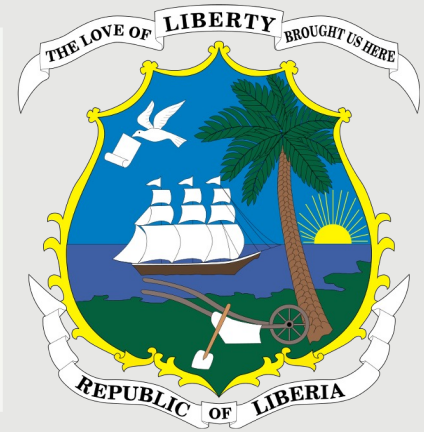
Identified gap in data/evidence

ECE data collection by the Ministry of Education is limited to the **annual school census**.

No measures of **school readiness** through direct assessment in Liberia.

No measures of **child learning and development outcomes**.

Research Objective

To **pilot test** the adapted International Development and Early Learning Assessment (IDELA) tool to ensure it is relevant and workable in Liberia.

First step to developing a **national early childhood assessment tool for Liberia**.

Will support the T4ECE goals to build a **data-informed early childhood system**.

Building capacity of local research team

Dr. Cecelia Cassell – Dean, William V. S. Tubman College of Education, University of Liberia: *Project lead, proposal development, management of data collection and reporting*

Mr. Alphonso Wright – Child Development Specialist, William V. S. Tubman College of Education, University of Liberia: *Data collection and reporting*

Ms. Jestina T. Sartee – Director, Bureau of Early Childhood Education, Ministry of Education: *Data collection and overall quality assurance*

Mr. Edwin G. Myers – Director for EMIS, Ministry of Education: *Quality assurance, data entry and analysis*

Mr. Gabriel L. Nelson – Consultant/Early Childhood Development Manager, ADARA Research and Management Consultancy: *Proposal development, quality assurance and data interpretation*

Goals for data informed early childhood system

Vision: A scaled-up, nationwide ECD data collection system to measure school readiness and child outcomes.

Longer term: Contribute to an national integrated and cross-sectoral ECD data collection and management system.

Mapping early childhood data use and gaps in Malawi

Heather Rice
USAID Malawi

Background: Early childhood education system in Malawi

- "We shall provide and make it a priority for every child to go through early childhood development"- Malawi's Vision 2063
- According to the National Education Sector Investment Plan 2020-2030 (NESIP):
    - Low access to ECD, including for orphans and vulnerable children and those with special education needs
    - Lack of infrastructure and TLMs
    - Reliance on volunteer caregivers
    - Poor coordination between responsible Ministries and other stakeholders
    - Objectives: to increase access to ECD services, to improve quality of ECD learning and teaching, and to improve governance and management of ECD

Indicator	2019 baseline	2030 target
ECD net enrolment rate (NER)	48%	100%
Operational ECD centers	12,220	17,220
Percent caregivers trained	50%	100%
Caregiver to child ratio	1:69	1:25

Background: Early childhood education system in Malawi

- Ministry of Education (MoE) and Ministry of Gender, Community Development, and Social Welfare (MoGCDSW) both have roles:
  - Community based child care centers under MoGCDSW are one of the main structures for providing education to 3-5 year olds
  - MoE developing plans for a pilot preparatory class for 5-year-olds in 18 schools, as a step toward introducing in all schools to develop foundational learning skills before Standard 1 enrollment at the age of 6
- There are National and District level technical working groups
- The curriculum needs to be aligned to primary to promote school readiness
- USAID's flagship national reading program activity, the NextGeneration Early Grade Reading Activity, includes a pre-primary pilot targeting 100 pre-primary sites which are public, community-based, and private, focused on pre-literacy and SEL for 5-year-olds

Data:
- The government of Malawi recognizes the importance of data on ECD programming; the NESIP's 3rd ECD objective, for example, includes the development of an Early Childhood Development and Management Information System (ECDMIS) and use of the data for adaptive programming as a priority action
- The World Bank funded Investing in Early Years for Productivity and Growth Project (IEYP) is developing an ECDMIS for their 13 selected districts (out of 32). The ECDMIS system:
  - Is within the MoGCDSW
  - Collects caregiver and ECD center data
  - Should be scaled up to all 32 education districts
- The primary EMIS system collects transition-related data (which primary school entrants come from ECD centers)

Building capacity of local research team

- The researchers are early childhood development and education (ECDE) specialists from the University of Malawi (UNIMA)
    - Mrs. Loveness Musiyapo, MA in Early Childhood Studies from the University of Roehampton, UK
    - Mr. Happy Nkhonya, Master of Early Childhood Education from Macquarie University, Australia
    - Dr. Mayeso Lazaro, Interdisciplinary PhD in Human Geography and Social Sciences from the University of Hull, UK

- Research guided by the National ECE Taskforce, which is co-chaired by MoE and MoGCDSW
- Through T4ECE, research team will use frameworks for building data-driven early childhood systems, and draw on international expertise/thought partners to address their research questions

Identified gap in data/evidence

- The establishment of a harmonized system for ECD data collection, analysis and dissemination is necessary

- Data is needed for informing programming and advocacy about formalization of ECD

- Evidence-based planning and programming in ECD interventions is limited due to:

    - Lack of a coordinated data system

    - Lack of understanding of what data is available and how it is used by various stakeholders

    - Current ECDMIS system that does not include all districts

Research Objective

- To strengthen the ECDMIS into a "comprehensive data hub" which provides information related to access, quality, and efficiency, addresses the current data gaps, and is accessible for all ECD stakeholders to inform evidence-based decision making.
- **Diagnostic early childhood education data mapping:**
  - Interviews at the center/community, district, and national levels, and document review, will be carried out and will identify:
    - Which data is collected and available, including:
      - ECD center details - location, accessibility, staffing, infrastructure and sanitation, availability of play and learning materials, school feeding, community involvement, financing arrangements
      - Child details - enrollment and attendance, transition to primary school, developmental and learning outcomes
      - Caregiver details – education level, training received
    - Data collection, access, and use patterns of stakeholders
    - Data needs, including those that are unmet
    - How data is used to inform decisions
    - Gaps in the link between EMIS and ECDMIS
    - Recommendations about how to strengthen the ECDMIS

Goals for data informed early childhood system

- To have an ECDMIS system "capable of capturing access, quality and efficiency indicators to inform decision" making

    - By providing guidance to strengthen the ECDMIS, the activity will promote evidence-informed decision making and improve ECD service provision

    - The ECDMIS will be a data hub for researchers, policy makers, and others

- To inform upscaling of the ECDMIS system by the MoGCDSW to all districts

Measuring early childhood learning quality in Rwanda

Theoneste Niyonzima
USAID Rwanda

Background: Early childhood education system in Rwanda

- Rwanda operates a 3 years of pre-primary education system. There are other Home and Community ECD facilities in villages and communities.

- Strong Political will to promoting Holistic ECD with a particular focus on reducing stunting among Children U5.

- Effective Policy and Regulatory framework: ECD Policy and Strategic Plan (2011-2016) , Coordination Body established : Rwanda Basic Education Board and National Child Development Agency and Report to Prime Minister's Office, and recently **NESA**

- NCDA developed an Integrated ECD Strategic Plan (2018-2024) with 6 pillars: Early Learning, Maternal -Child health, Nutrition and WASH, Child Protection and Family Support.

- Data collection Systems and Sources: World Bank, Unicef, WHO, StC, NISR, SDMIS, TMIS, CAMIS. Focus on prevalence or access data: Currently only 24 % of Children in Rwanda have access to early childhood development services (MINEDUC 2021) and 63% are on track in numeracy and literacy (NISR).

- ECD scorecard and Norms and Minimum Standards for Early Childhood Development: tools to inform policy makers and track the quality, effectiveness, efficiency, and accountability of service delivery of these interventions.

- The GoR allocates $39,340 quarterly to NCDA for monitoring activities, including data information system development.

Identified gap in data/evidence

- **Limited Data on quality**
  - Limited data on curriculum and classroom Instruction Delivery by teachers as well classroom environment quality /Qualification of pre-primary teachers /caregivers
- **Limited data on early Learning outcomes for young children.**
  - There is no data collection systems in place to inform policy makers in real time and no tool is in place to measure early learning outcomes nationally like EGRA/LEGRA/ LARS tools are used in primary schools.
- **Oversight for Children with Disabilities as a cross - cutting issue**
- **The T4ECE is trying to bridge this gaps by conducting a research project entitled : Measuring early childhood learning quality in Rwanda. The project is spearheaded by Save the Children. The Measurement tool is IDELA**

Research Objectives

- To avail a nationally agreed tool with adapted Benchmarks to measure Early Learning Outcomes,
- To determine the emergent skills children have when they complete pre-primary schools in numeracy, literacy, socio-emotional, gross and fine motor, socio-emotional development domains
- To determine factors of classroom quality that correlates with school readiness
- To build the capacity of the GoR to effectively monitor, evaluate ECD programs in the country.
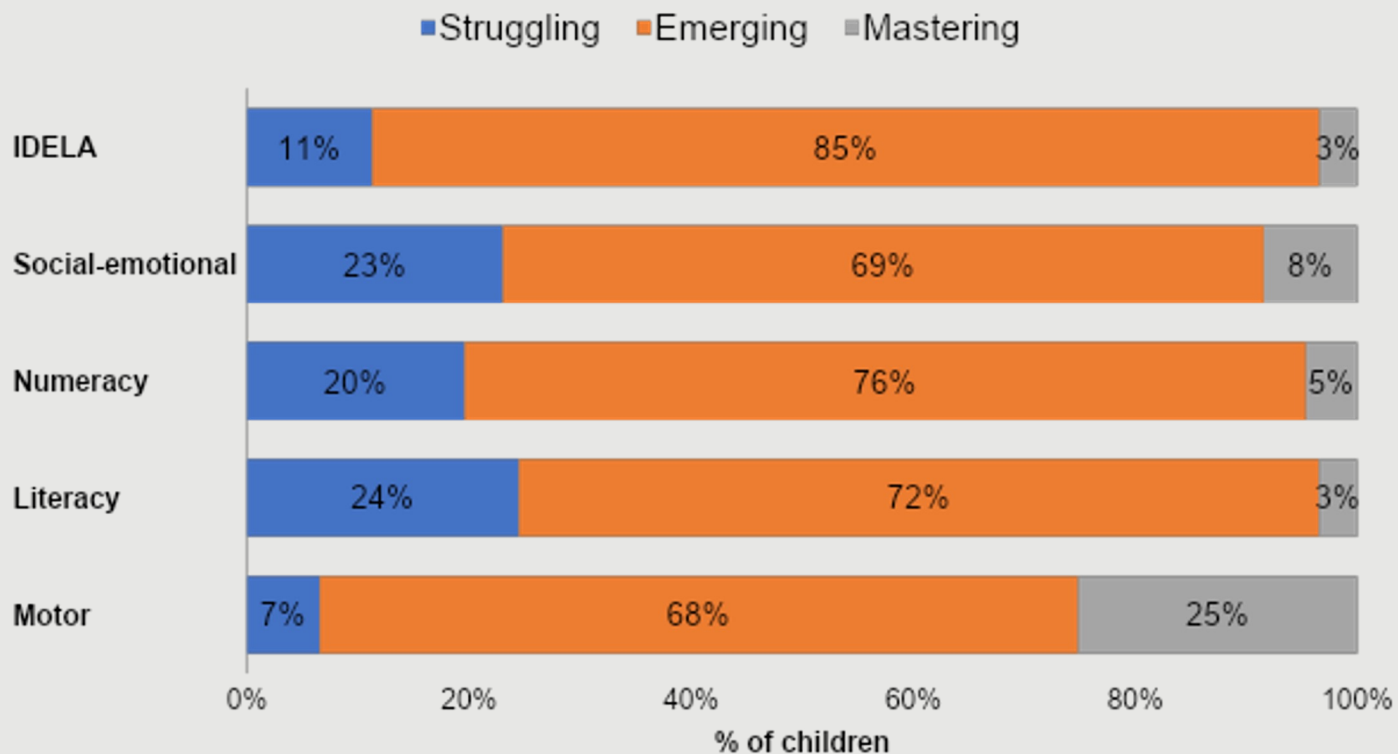
USAID's RESPONSES

Support to T4ECE.

- Support the GoR through Establishment of T4ECE Task Force (CO-chair)
  – USAID, MINEDUC, UNICEF, StC, URCE, WVI, REB and NCDA
- Hosted African Consortium Workshop of CPDMA in Kigali in 2019 and the development of Country Level Action Plan (2019).

- Contributed funds to the ($20K) for Save the Children to conduct Early Learning Assessments at National Level.

Key Results

- Higher quality classrooms were associated with the presence of more experienced teachers, teachers' network support, and presence of a nutrition program at the school

- Higher quality classrooms were associated with stronger learning and development skills for children

- Resources and teaching related to literacy and numeracy, as well as interactions between teachers and children were most highly correlated with children's skills. Classrooms rated as having poor quality were associated with particularly low student learning scores.

Proportion of PPE students mastering IDELA content, by domain

Proportion of classrooms by IDELA-CE Total score categories, by province

■Poor ■Fair ■Good

Province	Poor	Fair	Good
West	20%	70%	10%
South	13%	74%	13%
North	29%	64%	7%
East	22%	59%	19%
Kigali City	8%	54%	38%

Building capacity of local research team

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Credit: alphabetMN
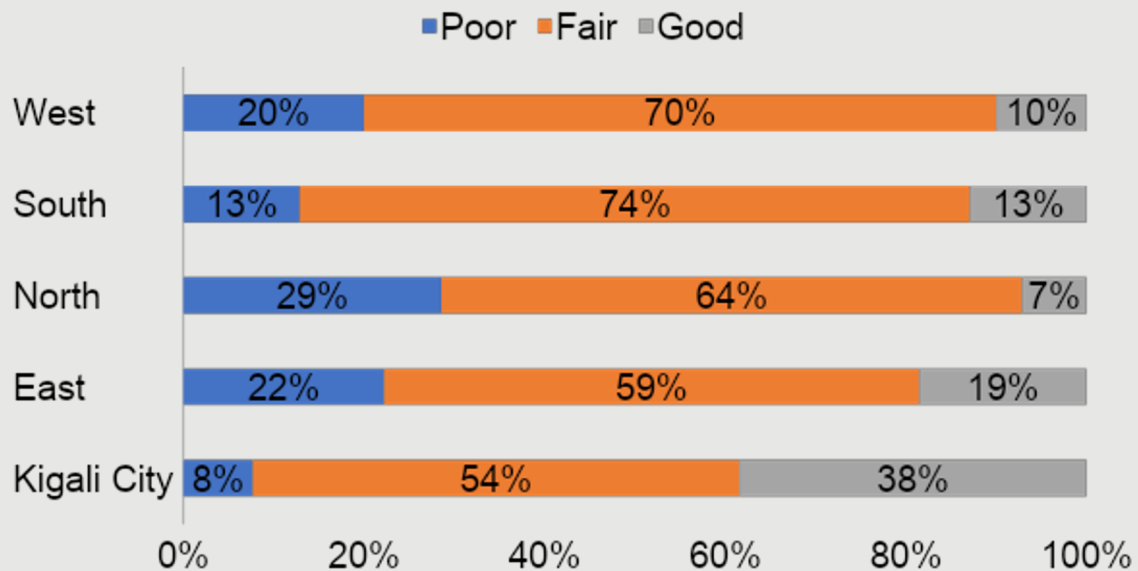
- The research team include skilled and Experienced Save the Children Rwanda's IDELA benchmarking and research team.

- The project will provide training to government personnel.
  - Staff of NESA : DG, SEIs, preschool teachers and caregivers
  - MINEDUC: Statistics departments specialist, DG for M&E
  - REB staff: DG, District Education Officers
  - NCDA: DG and its M&E specialist
  - T4ECE Staff
  - Enumerators for data collection.
  - DPs and other stakeholders in the country.

The Task Force's road map after the training : (1)Approval of IDELA age adapted Benchmarks, (2) Recognition and Institutionalisation by GoR, (3) National Use by Stakeholders.

Goals for data informed early childhood system

- Bridge the gap of limited access to real-time ECD data in the country

- To avail data on ECD programs and making it accessible to all stakeholders in the Country

- The IDELA benchmarking aims at establishing performance standards for pre-primary learners

- The IDELA institutionalization: started by USAID Schools and System to foster ownership of the tool by the GoR

- The Task Force hopes that the results and learnings from contributes to the global corpus of evidence in ECE measurement.

Understanding the current context

- The Department of Basic Education embarked on three strands of research to inform the planning for increasing access and improving quality of ECD provisioning:

2021 ECD Census:
To support the planning and monitoring for expanding access to quality ECD programmes for children in South Africa

42,420 ECD Programmes

Access

Thrive by Five:
To monitor trends over time in the proportion of young children who are developmentally on track for age in key areas of development

45% of children in ELPs are developmentally on track

Quality

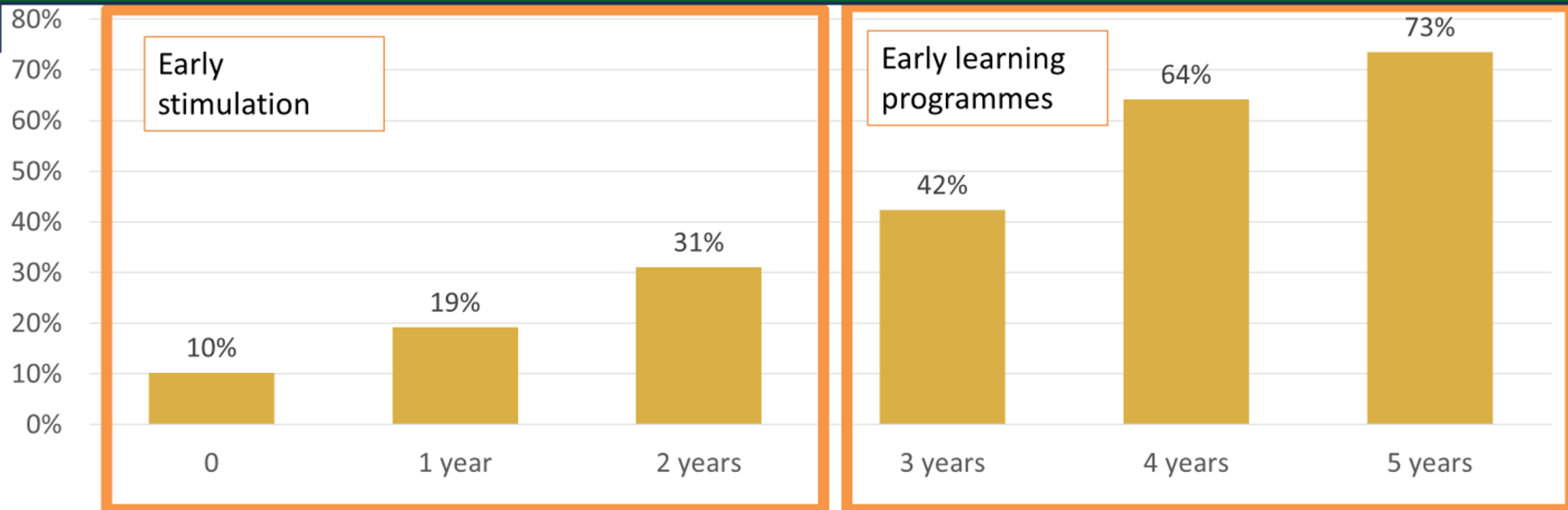**Public Expenditure and Institutional Review:**
To determine the extent to which spending across government departments and spheres is aligned with ECD priority outcomes.

Need to invest in key interventions with highest expected returns

Funding

Context: The access and quality challenge

Integrated services for all:
Early nutrition, health, safety and social protection

Early stimulation

- 0: 10%
- 1 year: 19%
- 2 years: 31%

Early learning programmes

- 3 years: 42%
- 4 years: 64%
- 5 years: 73%

Access: **830,000** children aged 3 – 5 **not yet** attending any form of early learning.

Quality: Only 45% of children in early learning are developmentally on track (Thrive by Five)

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

to Lead

A Reading Nation is a Leading Nation

The situation of children (our operating context)

Ensuring redress

The children...

Two-thirds of 0-5 year-olds (4.5 million children) live in the **poorest 40% of homes.**

Nearly half of all 0-5 year-olds live in **rural or low infrastructure areas.**

The ELPs...

Nearly **40%** of ELPs are run from **homes** (5% in state-owned venues).

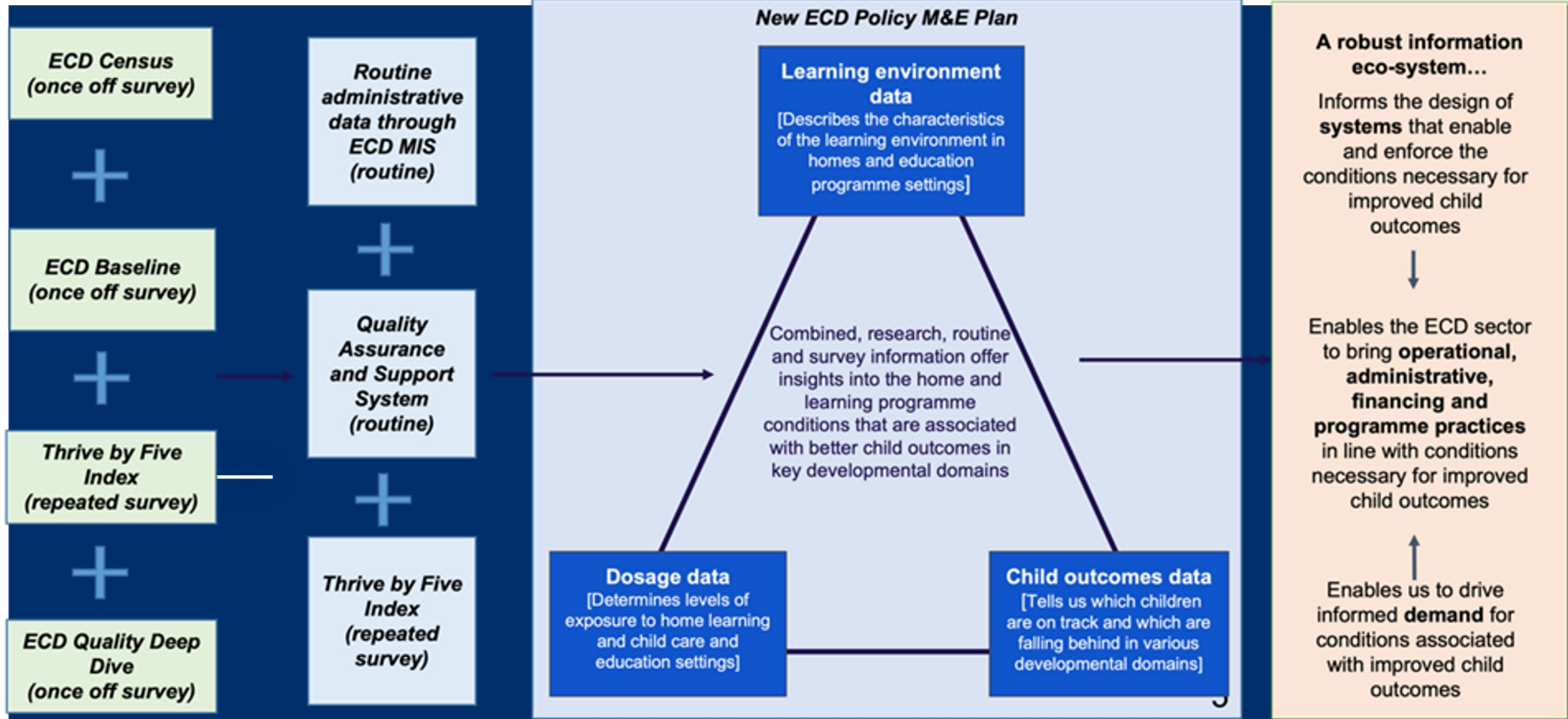The average no. of children enrolled in an ELP is **39** (33 for home-based).

The gap...

66% of the poorest children (Q1) are not in ELPs compared to **36% of the wealthiest.**

About **80% of 0-5s in poor rural areas** do not attend ELPs.

About 800,000 children receive the per child **ECD subsidy** – but about **4.7 million 0-5s** are eligible to receive it.

Early Learning Information Ecosystem

Building capacity of local research team

Dr. Sonja Giese (ECD Measure)

Founding Executive Director Data Driven 2030

Dr. Colin Almeleh (Ilifa Labantwana); -Innovation Edge -Executive Director

Director of Knowledge, Information and Data Solutions (KiDS) at Ilifa

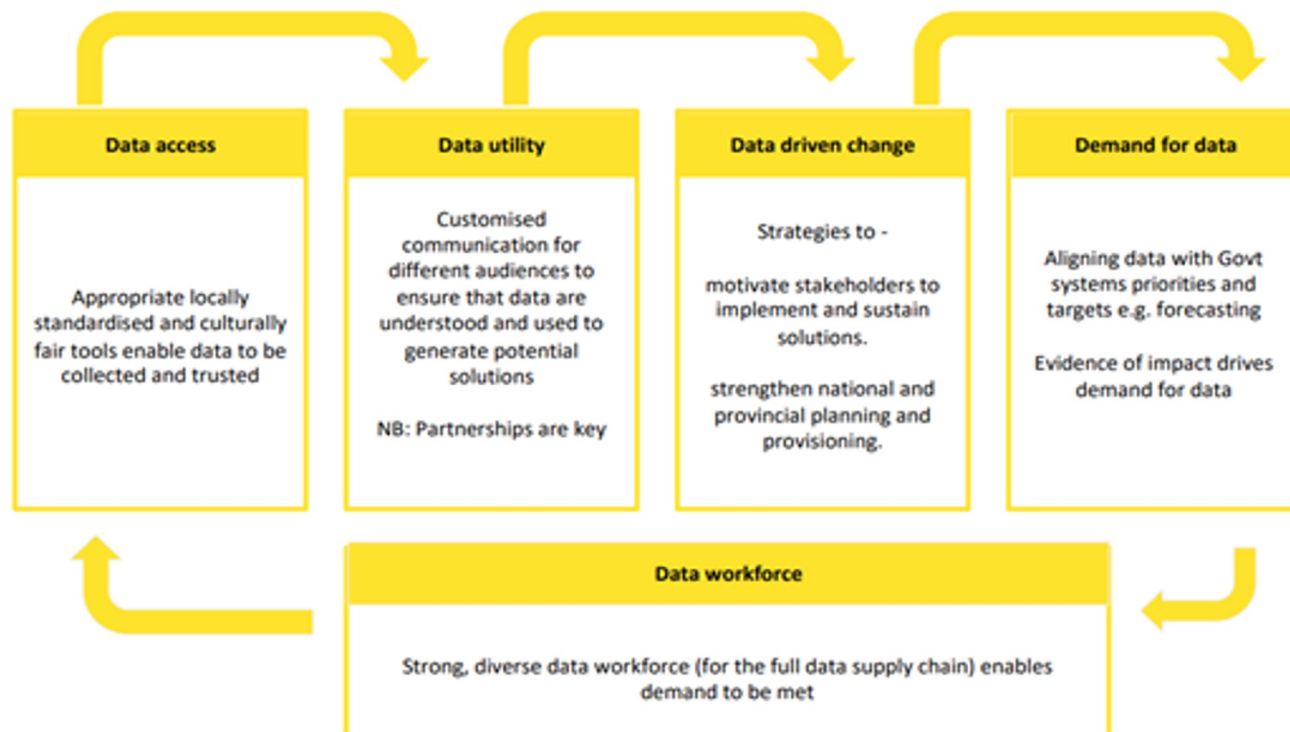Labantwana, A CATALYZE T4ECE South Africa Task Force member.

Dr. Janeli Kotze (Department of Basic Education) Monitoring & Evaluation

Division/ Director: Early Childhood Development at Department of Basic

Goals for data informed early childhood system

Lessons on data sharing and feedback, to drive change

What has worked, and what needs more work?

Data access

Appropriate locally standardised and culturally fair tools enable data to be collected and trusted

Data utility

Customised communication for different audiences to ensure that data are understood and used to generate potential solutions

NB: Partnerships are key

Data driven change

Strategies to -

motivate stakeholders to implement and sustain solutions.

strengthen national and provincial planning and provisioning.

Demand for data

Aligning data with Govt systems priorities and targets e.g. forecasting

Evidence of impact drives demand for data

Data workforce

Strong, diverse data workforce (for the full data supply chain) enables demand to be met

Thank you

For more information, visit together4ece.org