

Together for Early Childhood Evidence

Consortium on Pre-Primary Data and Measurement in Africa

Webinar: Monitoring and Quality Assurance

January 21, 2021

ECD measure

UNIVERSITY OF
Nebraska
Medical Center



USAID
FROM THE AMERICAN PEOPLE



Agenda

1. Introduction to Together for ECE
2. Background: Why quality assurance?
3. Translating principles into practice
4. Reflecting on priorities for monitoring in Africa
5. Breakout rooms
6. Plenary and conclusions





Background: Together for Early Childhood Evidence

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- Builds on USAID's increased commitment to early childhood education
- Purpose: **Build capacity for data-driven decision-making in early childhood education**
- Partnership with USAID, country partners in Sub-Saharan Africa, Africa Early Childhood Network (AfECN) ADEA Inter-country Quality Node-ECD (ICQN-ECD)



Key Goals for Together for Early Childhood Evidence

Convene

Host virtual and in-person meetings for networking and knowledge exchange

Build capacity

Support USAID and country teams in 6 countries to accelerate country-level action to improve ECE systems

Virtual Hub

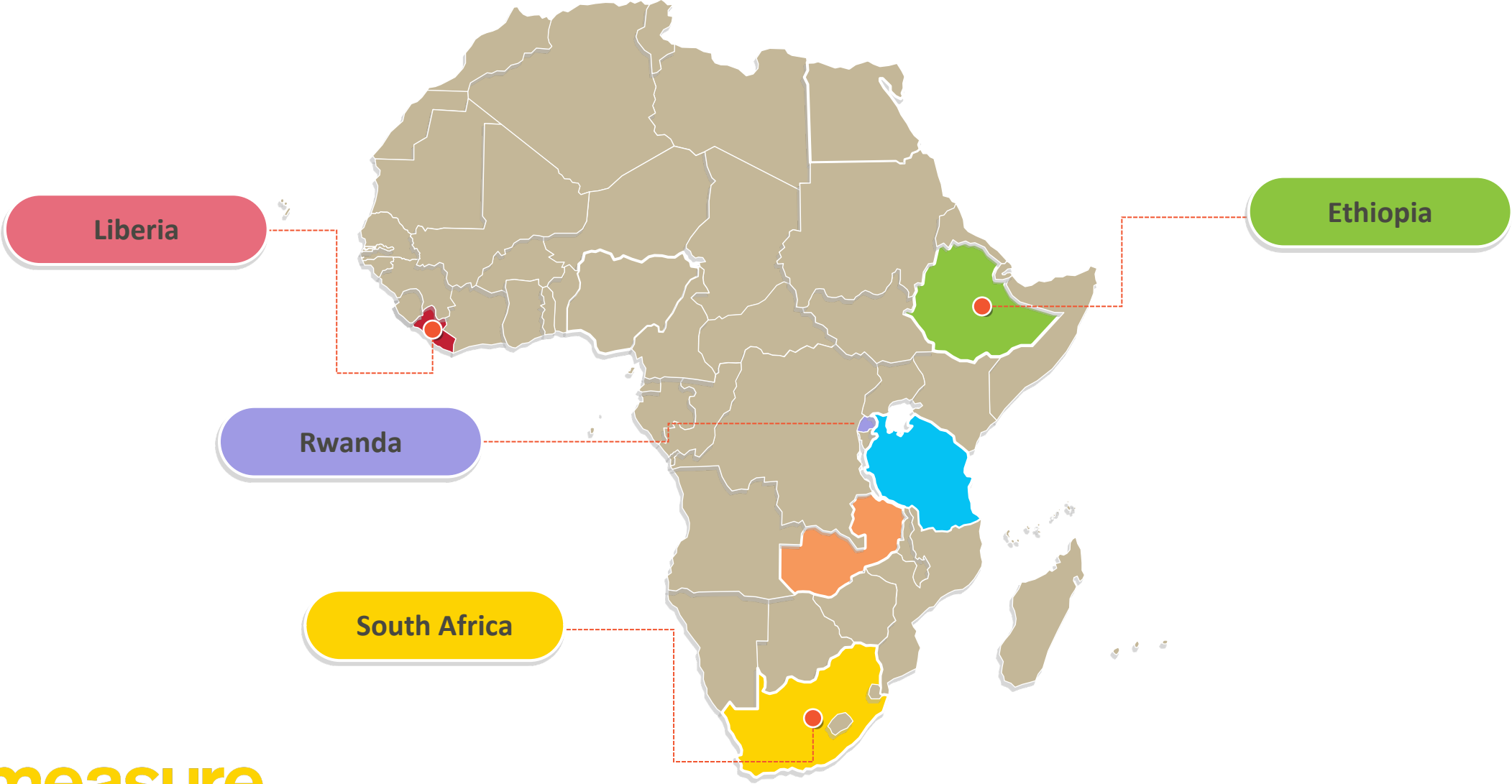
[Together4ece.org](https://together4ece.org)

Share resources and tools to address interest and needs of consortium members; feature country work and best practices

Research

Small, targeted grants for country-level research to test and apply new data-driven approaches in ECE, answer country-specific questions

Together for Early Childhood Evidence Task Force





Why do we monitor ECE quality?

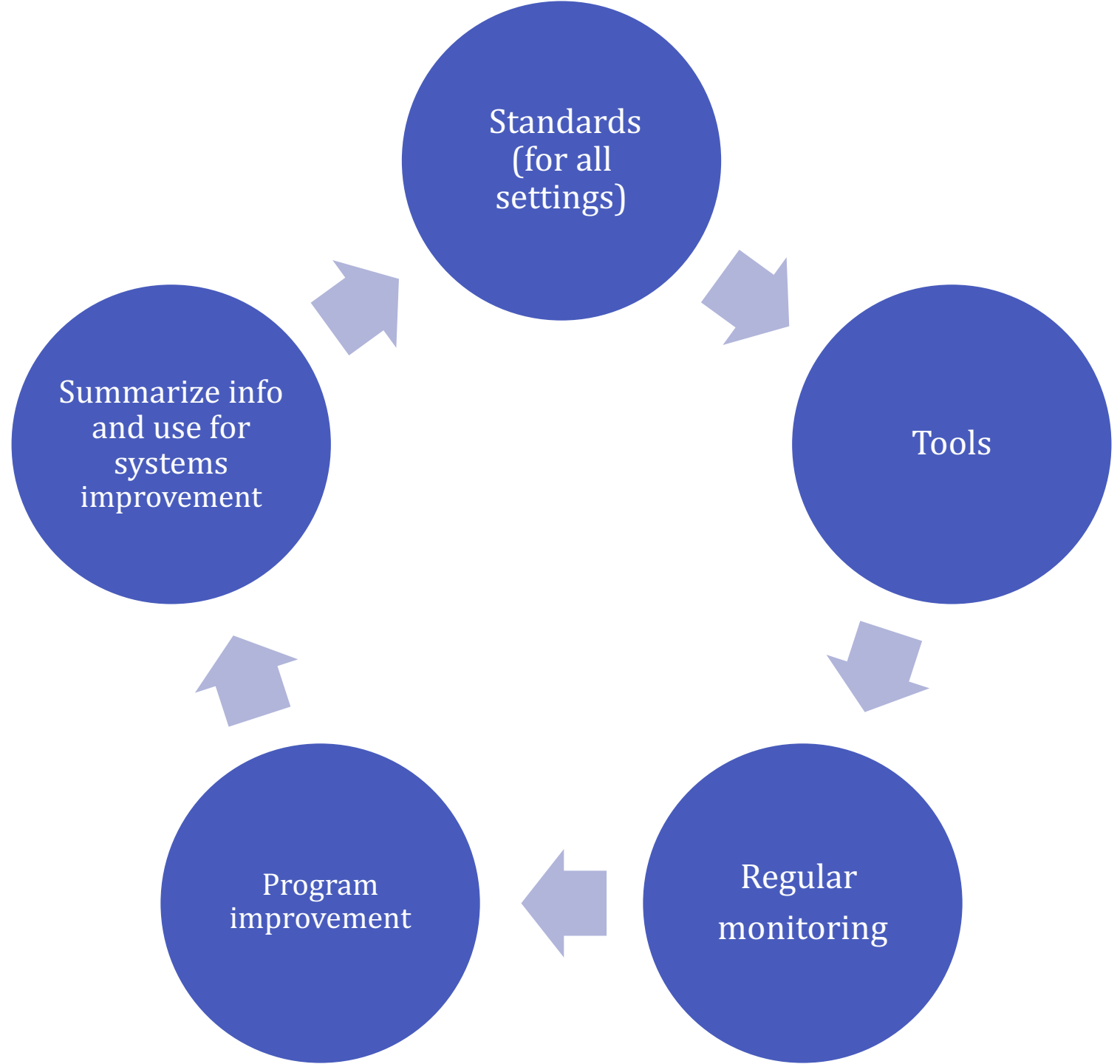
Importance of monitoring systems

- What's the quality of ECE? We don't always know
 - ECE can only promote equity when quality is good
- ECE needs support to reach and maintain quality
 - Use quality monitoring to promote improvement

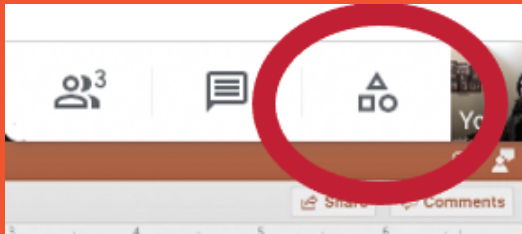
Definitions

- Standards: Government documents that define and outline expectations for ECE quality (and child development/learning)
- Monitoring: Process of engaging with ECE providers to determine if quality standards are being met and to identify what support is needed
- Quality assurance: System that assures all children will receive quality ECE

Quality Assurance Cycle



Polls



(Click on top right corner of your screen, then click "polls")

1. Does your country have early childhood standards?
2. Were the standards developed collaboratively with inputs from variety of ECE stakeholders?
3. How effective do you think your existing monitoring system is?
4. What types of providers are currently included in your country's quality assurance system?
5. Who is responsible for monitoring quality?

Ideas on Effective Systems?

- Include all ECE settings
- Regular monitoring
- Clear, simple standards and tools
- Set the bar high and support ECE provider growth
- Focus on improvement, not accountability



Translating Principles into Practice

Dr. Laura Johns



Monitoring and Quality Assurance Systems for Early Childhood Education

Laura J. Johns, Ph.D.

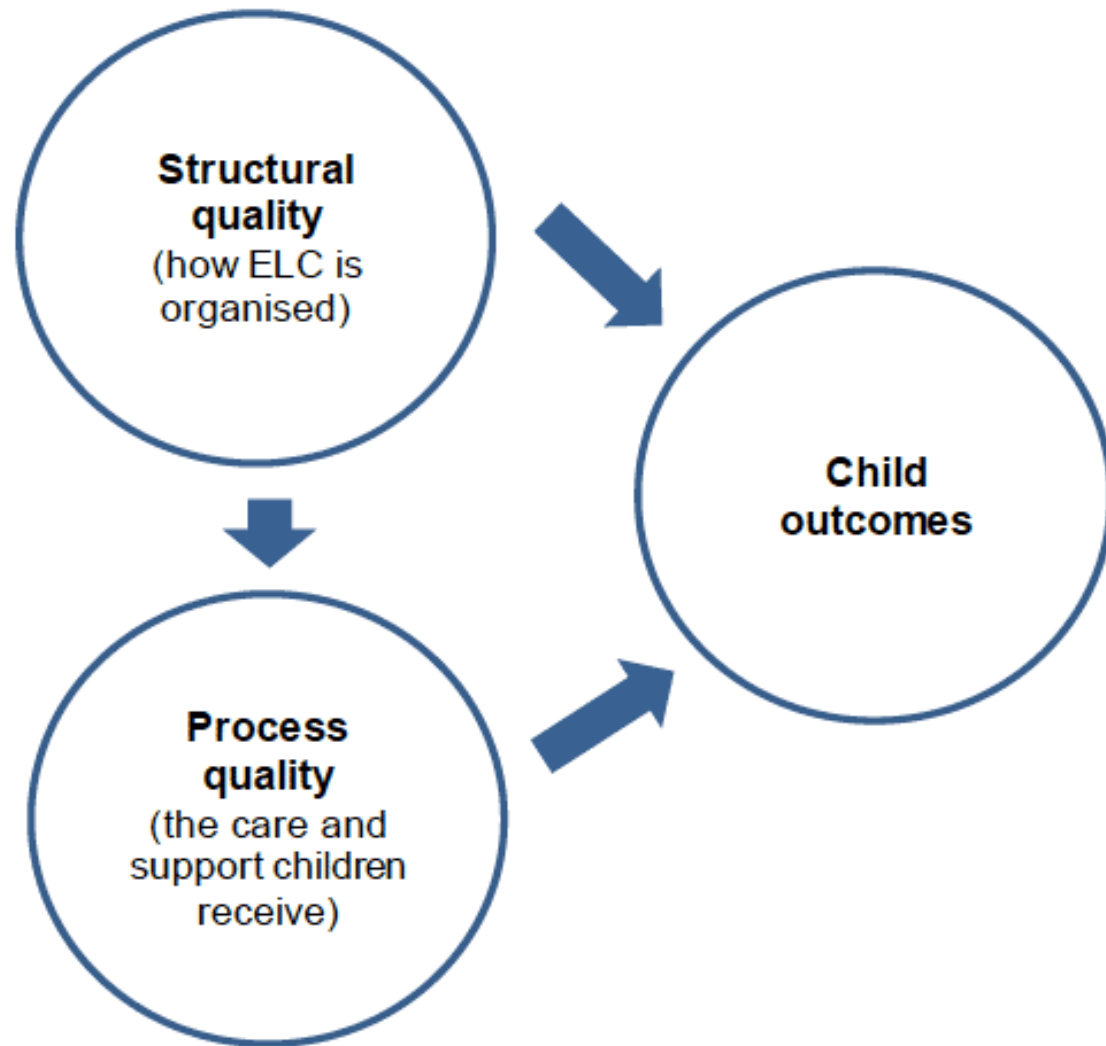
Building Blocks of Quality Early Childhood Programs



- Developmentally Appropriate Early Learning Standards
- Relationships - Responsive Interactions
- Curriculum and Learning Activities: Language Rich
- Appropriate Child Assessment (Whole Child)
- Skilled Teachers - Staff Qualifications and Professional Development
- Administration / Business Practices
- Family Engagement
- Ratio and Group Sizes
- Health and Safety



Structural and Process Quality



Structural Features

Policies, adult-child ratio, group size, and staff training and experience

Process Features

Curriculum, interaction between staff and children



Monitoring as an Instrument for Quality Development and Assurance



Building Blocks

- Program, Teacher and Learning Assessment Standards (Compliance Criteria)
 - Process Quality
 - Structural Quality
- Quality Improvement Supports
- Family Education
- Demonstrating Compliance
- Coordinated Monitoring
- Assessment Tools
- Continuous Quality Improvement
- Resources



Considerations for Assessment Standards: Lessons from US Quality Rating and Improvement Systems

Focus

- Improvement
- Both Health/Safety and Quality

Standards

- Achievable for programs
- Few and Powerful
- Feasible to measure objectively
- Meaningful for each type of setting (community, NGO, Government)
- Evidence-based or agreed on best practice
- Associated with program improvement that leads to positive child outcomes



Opportunities in Monitoring Early Childhood Education

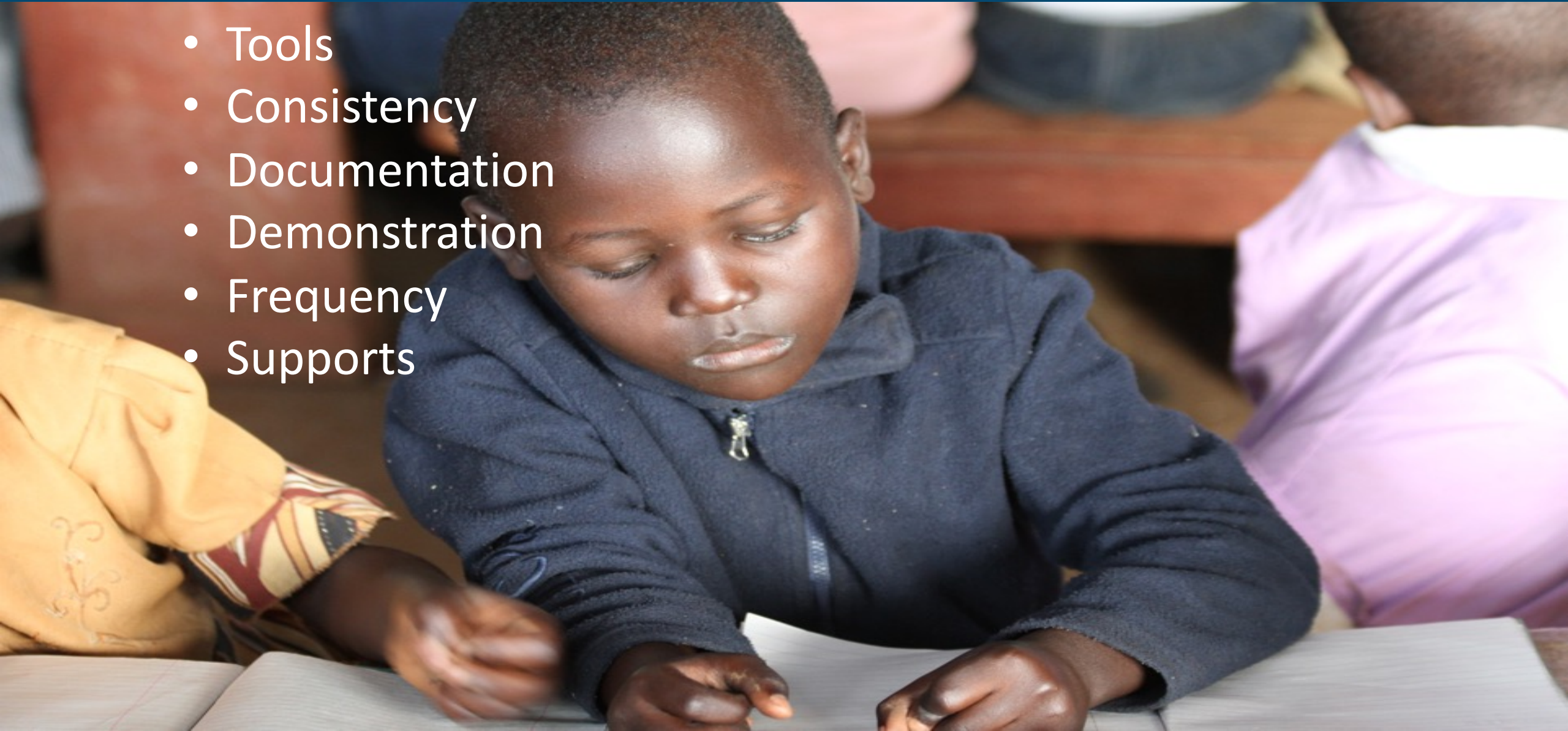


- Quality Improvement
- Shared language and practices
- Consistency across programs
- Improved child outcomes
- Partner Engagement



Challenges in Monitoring Early Childhood Education

- Tools
- Consistency
- Documentation
- Demonstration
- Frequency
- Supports



Lessons from The African SOUP



- Shared Vision, Values, Goals and Language
- Shared Understanding About How Young Children Learn
 - Teacher attitude – Growth mindset
 - Professional development
 - brain development and learning
 - Active learning
 - Creative and critical thinking
- Scale up
 - Model School
 - Teacher Training Colleges
 - Government



Lessons from The African SOUP



- Assessment
 - Elements to assess
 - Values
 - Evidence Base
 - Few and powerful (Feasibility, Sustainability, Impact)
 - Creating tools
- Teacher and Administrator Training
 - Key role of teacher training college and tutors
- Monitoring
 - What ???
 - Eliminate redundancy between government and Program
 - Training and technical assistance for monitoring
 - Reliability of monitoring
 - Data collection and reporting protocols
 - Support / technical assistance for continuing quality assurance





Priorities for quality assurance and monitoring in Africa

Discussant: Maya Soonarane, Director of ICQN-ECD, ADEA



Small groups

Country team discussions, Groups 1-4

1. Looking at the draft characteristics of effective systems, how is your country doing in terms of each?
2. If you had to name three standards that are most important what would they be?
3. Draft a goal statement for your country's quality assurance system in the next year. What's one step you could take to achieve that goal?

Potential characteristics of effective systems

- Include all ECE settings
- Regular monitoring
- Clear, simple standards and tools- “few and powerful”
- Set the bar high and support ECE provider growth
- Focus on improvement, not accountability

Global breakout room discussions- Group 5

- What should be included in a research agenda on quality assurance systems? What are the top research questions?
- If you had to name three standards that are most important what would they be?

Global breakout room discussions- Group 6

- What would be needed for a regional good on quality assurance systems? If we were to write a guide, what resources would countries need to move forward?



Plenary

Final poll

- What topic would you be interested in for future Together for Early Childhood Evidence webinars?
 - Intersectoral collaboration
 - Measurement tools
 - Education sector planning process
 - Professional development
 - Research and government partnerships
 - Other (*if you select other, please type idea in chat box*)

Thank you!

- Please visit together4ece.org
 - Slides will be posted on website
- Follow-up questions? Reach out to our team:
 - info@ecdmeasure.org