

Monitoring ECD Quality Outcomes: Need and way forward

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The Presentation

- Some learning from the ICDS
- Relationship between Goal 4 of SDG and ECD Indicator 4.2
- Unpacking concept, scope and significance of “*integrated*” ECD
- Evidence of outcomes from investment in ECD : Immediate and Medium term
- Need and mechanisms required for Monitoring Quality of ECD
- Challenges globally and for countries and way forward.

Some Lessons from ICDS-Access, Equity, Quality

Largest integrated program in the world with 1.3 million ECD centers. Nodal Department Women and Child Dev. 6 services. *Seen by parents as primarily a nutrition program!!*

1. *Lack Of Ownership:* Health & Education Ministries should be allocated equal responsibility in business rules.
2. *Label matters:* ECCE vs ECD a communication issue!
3. *Access universalized but poor Quality of services and lack of capacity:* Each domain requires its own specialization which is compromised with a minimalist approach.

Some Lessons from ICDS-Access, Equity, Quality

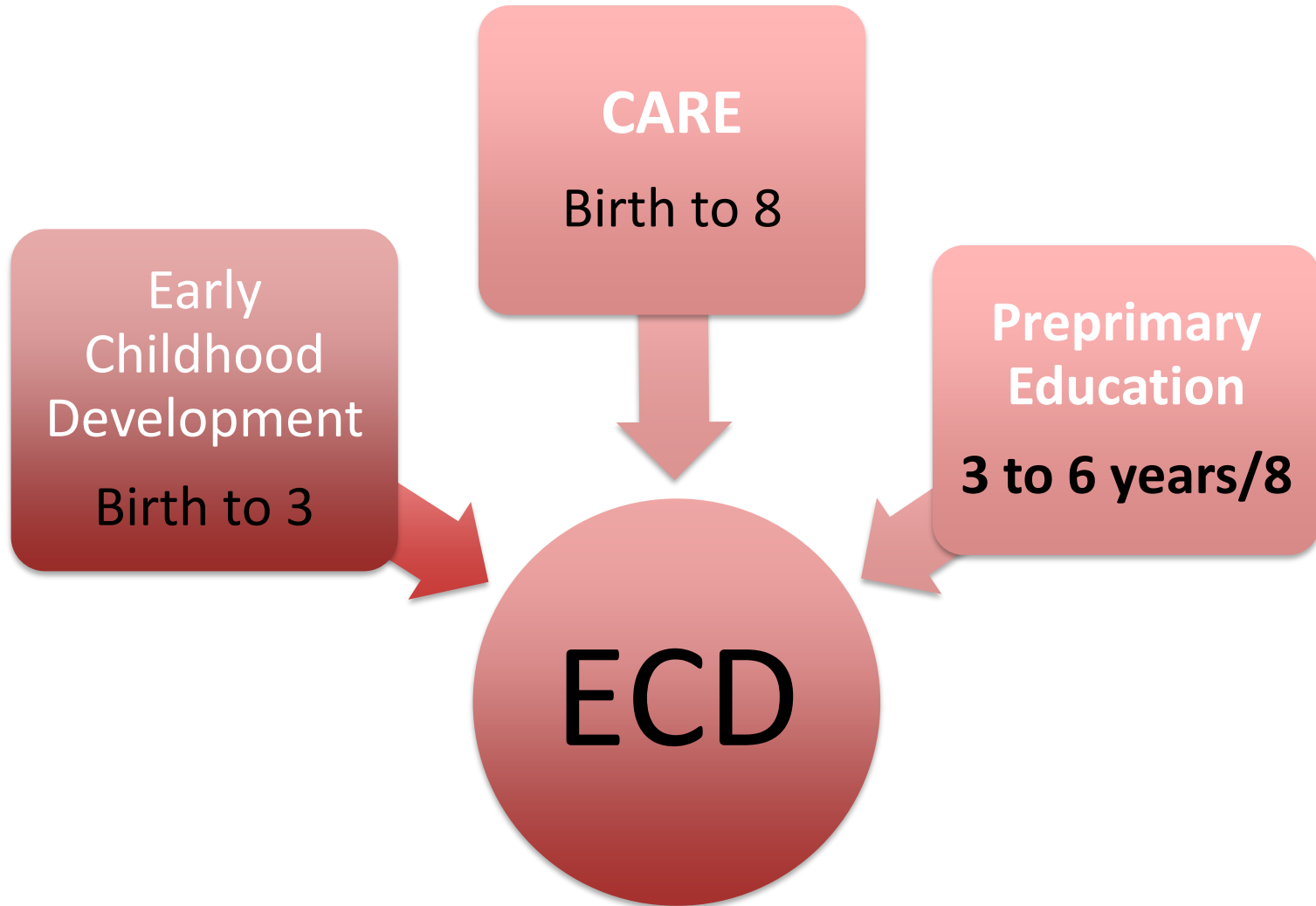
4. *Single window approach not always the best way to go: instead coordination needed in planning and monitoring with sector specific implementation potentially better.*
5. *Dedicated trained well paid facilitator particularly for PSE. Multi-skilled single person not a good option.*

Goal 4 and Indicator 2

- **Goal 4** : *By 2030 ensure inclusive and equitable quality education and promote lifelong opportunity for all.*
- **Target 2**: By 2030 ensure that all girls and boys have access to quality *early childhood development, care and pre primary education* so that they are ready for primary education.
- What is to be monitored?
Access –Equity –Quality – **Issue is can there be access and equity without quality? eg girls enrolment**

Unpacking the 'Integrated' ECD Indicator-

The Early Learning Continuum



Relationship Between ECD & Primary Education/Life long learning

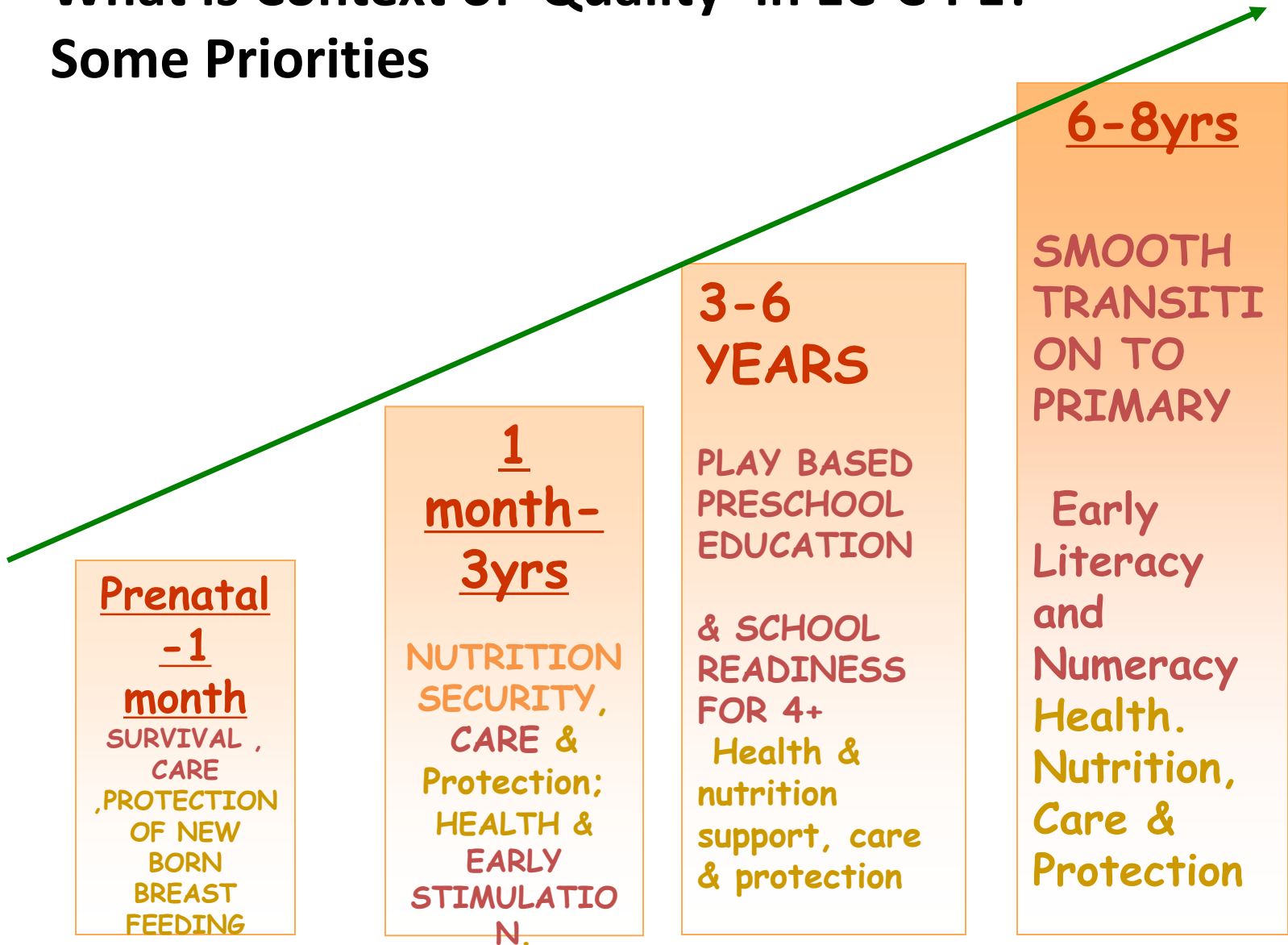
Learning Begins at birth!

- *Vertical linkage:* Development and learning are a continuous process and along a continuum. ECD lays the foundation in critical years.
- *Horizontal linkage:* Horizontal and vertical linkages: interdependence of *health, nutrition and early learning*.
- *Outcome:* Strong Foundation & School Readiness

Can successful completion of primary education be considered a proxy indicator for holistic development of the child?

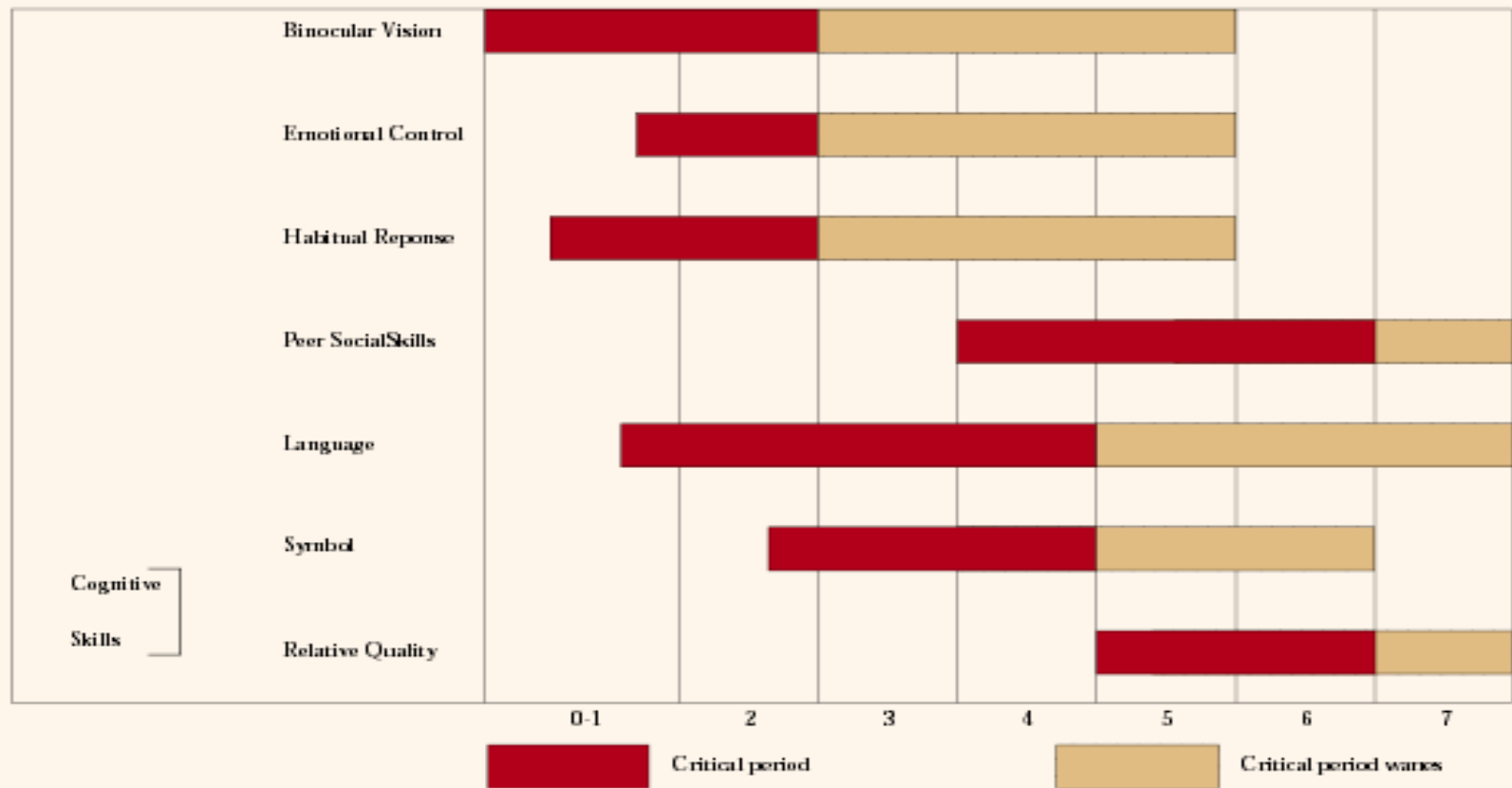
What is Context of 'Quality' in EC-C-PE?

Some Priorities



Evidence of Critical Periods from Neuro-Science

Figure 2.1 : Critical Periods for Some Aspects of Brain Development and Function



Source: Adapted from Doherty 1997

Evidence of outcomes from ECCE: Research Evidence

Indian research – immediate impact

- Children's continuation rates in primary school improve by 15-20 percent if they have gone through ECCE.
- School Readiness is significantly enhanced with even one year of preschool participation leading to higher levels of learning in primary grades, *especially if quality is satisfactory*.
- Despite ECCD participation school readiness levels are low at 5+ because quality of preschool education is poor.

Western research :

Several longitudinal Studies –US; England, Turkey show

- _Medium term impact : Better psycho- social adjustment , higher incomes & incidence of home ownership, lower propensity to be on welfare and lower rates of crime and arrest

But Quality of ECCE essential.

How do we ensure quality environment and services for our children?

What is Quality in ECD, CARE and Preschool Education?

Birth to 8 years

- *Care* - Is it Protective, *Responsive* (Early Stimulation), Consistent for children below 3 years? Through -- Home, Day care, Preschool, Primary School-issues of disciplining and corporal punishment). psycho social needs of the child.
- *Preprimary*: Is curriculum Cognitively oriented for school readiness —(cognitive capital!
- *Primary Education*: need for smooth transition of environment at each stage of the learning continuum, home to preschool to school. Is there continuity of curriculum?
- Health & nutrition support and security- indicators for all stages. Early identification /intervention

Preschool : Research based quality indicators

- Teachers: Qualified, trained and democratic; closely mentored not monitored!
- Curriculum: cognitively oriented & developmentally appropriate & play based (*no formal teaching of 3 R;s!*) formative assessment.
- Parental involvement
- physical infrastructure with play/learning materials, feedback from assessment.

Primary: Upward extension & not downward of developmentally appropriate curriculum and pedagogy

What is Needed for Monitoring Quality ?

From Macro to Micro...

Technical Capacity

Validated Early learning & Dev stds

Leading to program, Teacher Preparation stds.

Research Evidence

Good Practices

Assessment Tools

ECD Policy &
Plan of action

Rights' based

Implementing
Capacity at Scale

Political Will !

Financial Resource

Human Resource

Effective
Convergence
mechanisms

Regulation

What to plan, implement monitor and evaluate ?

Common Understanding

**ELDS birth to 8
years**

Assessment tools

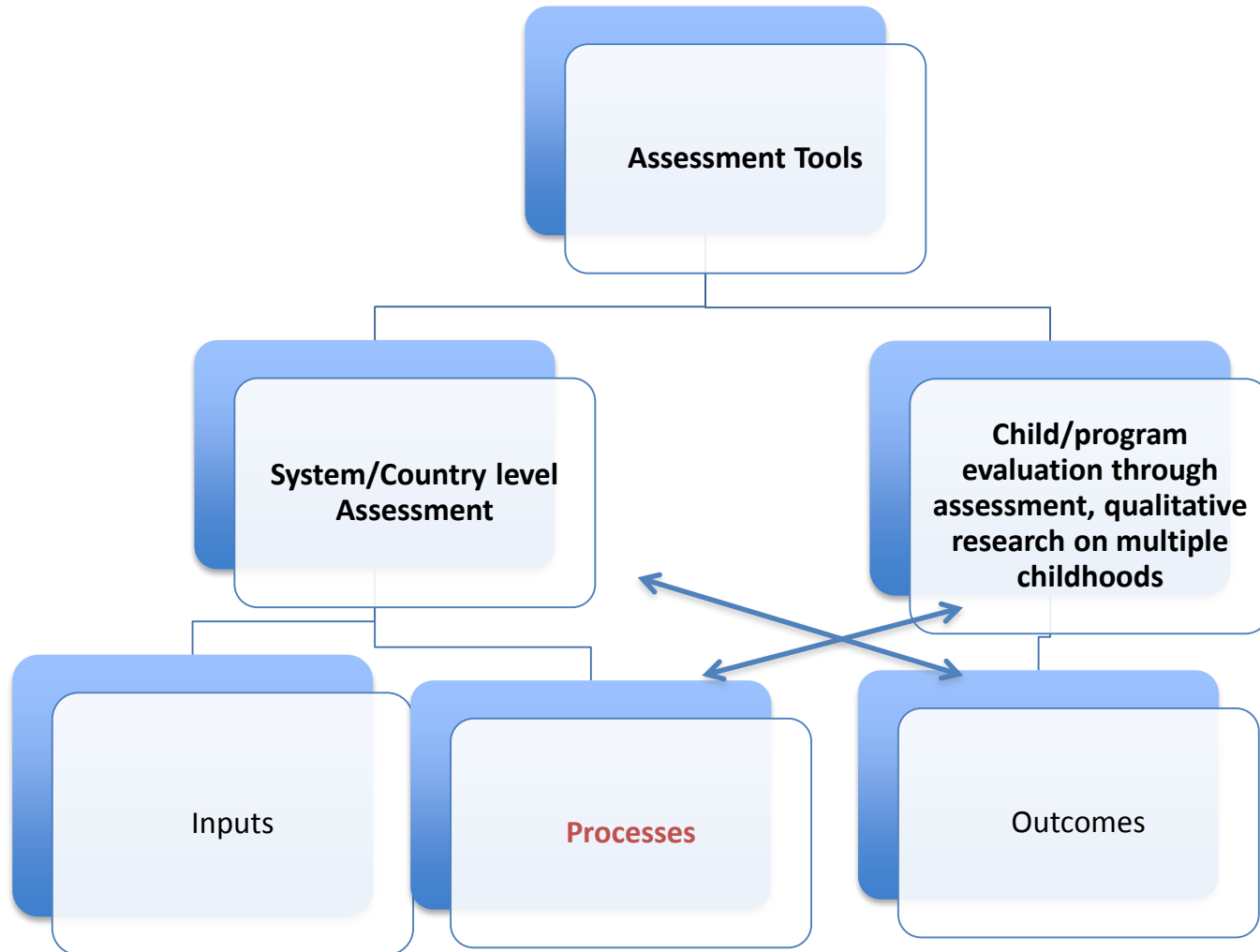
System Strengthening

- Caregiver Education in ES
- Daycare & Home services
- Preschool programs with defined Curriculum & Materials
- Training -

Progress Review

- Monitoring and Evaluation & Feedback loop into planning
- MIS- Reliable for planning.

Diagnostic Monitoring Schema



ELDS : “*Going Global with Early Learning and Development Standards*” (2002)

- ◆ Partnership of Unicef with Columbia and Yale universities
- ◆ *Objective:* To address lack of appropriate instruments for assessment and monitoring of children’s early development
- ◆ 40 countries have initiated the ELDS approach with UNICEF assistance

Early Standards

Varied terminology and domain framework

Country	Title
Cambodia	School Readiness Standards
China	Early development and learning guidelines
Fiji	Early Childhood Development and Education Standards
Lao PDR	School Readiness Competencies
Mongolia	Early Learning and Developmental Standards
Philippines	Early Childhood Care and Developmental Standards
Thailand	Early Childhood Behavioural Competencies
Vietnam	Child Developmental Standards
India	Early Learning and Development Standards

NEED FOR CONSENSUS ON CORE INDICATORS FOR GLOBAL/REGIONAL MONITORING

Need for Global Monitoring and In Country Assessment : Some Available tools- in process?

Program Quality

- MLE (MELQ) several versions emerging
- ECERS-R (preschool)
- ITERS (infants & toddlers)
- FCCERS(family child care)
- SACERS (school age environment including disabilities)
- ECEQAS (preschool and school age environments)

Child Outcomes

Birth to three

- Bayley's Scale –Birth to 3 years
- Ages and Stages Questionnaire- birth to six years

3 – 6 years

- School Readiness Instrument – Assessing SR in 5 + year olds
- IDELA 3 1/2 to 6 year olds
- Model (MELQ).... In process
- East Asia Pacific ECD scales by HKU, ARNEC, OSF

Some Challenges in Global Monitoring

- Diversity of understanding of ECD processes & outcomes :
Need for a broad common understanding.
- Low Political Will and Resources : *Need to advocate link to primary learning levels to gain priority.*
- Inadequate technical capacity and experience in ECD :
Blended learning programs? Can Arnec play a role in capacity building for indigenous tools ? Support for Adaptation of international tools?
- Norms and Validation of ELDS and Assessment tools a long, technical and rigorous process to arrive at local norms .

Challenges in Assessment (Contd).

- Birth to 3 indicators and Care & psycho-social assessment a challenge at system level : Caregiver Reporting often subjective.
- Unlike health & nutrition, rapid system assessment tools needed for survey of quality of services and early learning outcomes - an issue also due to individual testing.
- Private preschool expansion --- difficult to monitor quality due to lack of information on private schools.
- Comprehensive & disaggregated data base needed for entire continuum across domains on access, equity, quality (process and outcomes) .

Way Forward?

- ***Move beyond inputs only to outcome based monitoring*** : Investment of human and financial resources in ECD, *particularly for children at the margins* to strengthen/ensure universal and equitable provision and quality of provisions and programs. Monitoring to be a two way process –not merely reporting upwards.
- **Calibrated Regulation and accreditation mechanisms as per ELDS** and development/adaptation of assessment tools at country levels.
- **Capacity Strengthening** : On line trainings/Blended to be instituted for each of the above leading to certification
- **Comprehensive ECD database an advocacy strategy?**

Way Forward?

- **Wider sharing of national/regional initiatives** in ELDS/Assessment /Curriculum/Training in this area across countries through conferences, regional workshops etc. and sharing of good practices.
- **Collaborative Research** to be encouraged and supported technically and financially to Higher learning institutions regionally in ECD particularly for development, adaptation and standardization of curriculum and assessment tools.
- **Need to build community ownership, understanding and shared responsibility for ECD.**

“The first few years of a child’s life last a lifetime! “Let us make sure we give little children the priority which is their right!”

Thank you!