Workshop Overview

Setting the Stage

Using data to inform decision-making in early childhood care and education (ECCE)

By the end of this workshop …

- Each country team will have a "mini-action plan"

    - Where is your country currently in establishing a data-informed ECCE system

    - Where are the bottlenecks in getting to a data-informed early childhood system?

    - How can you address the bottlenecks?

Defining which data you need
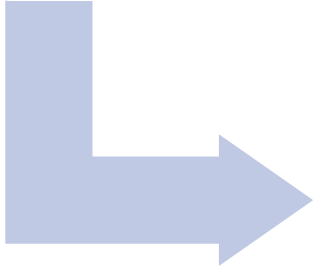
Determining how the data should be used
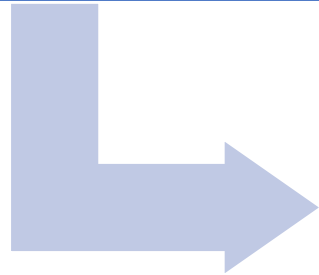
Outlining how to get those data
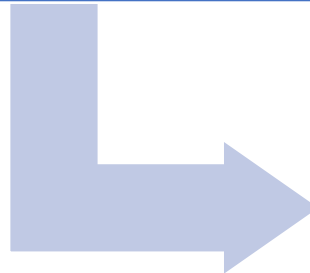
Building a sustainable system
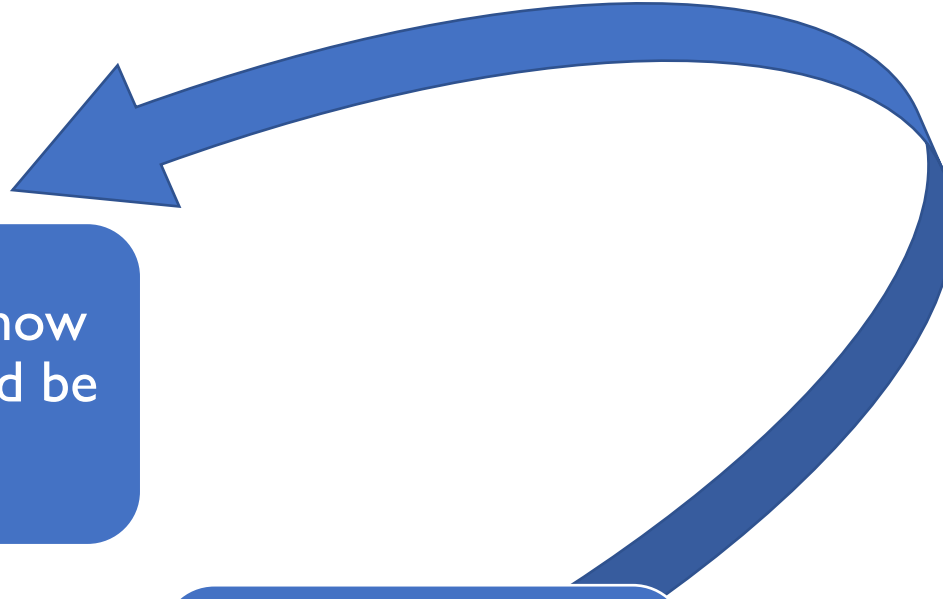
Steps To A Data-Informed ECCE System

Why data-driven decision making for ECCE?

- Strong evidence on importance of early childhood in lifelong learning and well-being

- Countries have increased investments in ECCE

- To ensure effective implementation, we need to track progress toward local, national, and global goals for young children

- We need to use reliable data to document quality of services and children's outcomes

Data is central to improving an early childhood system

- Data, gathered as part of ongoing monitoring, research, program evaluation, helps address many types of questions for a country

What are some examples of questions you may have in your country that could be answered with ECE data?

COVID-19
has negatively impacted early childhood systems

Global inequities increased

Source: McCoy, et al, 2021

Recovering from the COVID-19 pandemic

A Commitment to Action: Ensure Foundational Learning as a key element to Transform Education *(Transforming Education Summit, September 2022, UNGA)*

1. Low learning levels: the barrier children face

Low learning levels – the barrier children face

The pre-COVID learning crisis has been made even more severe by the pandemic. Currently it is estimated that, globally, nine out of every ten children suffer from learning poverty in sub-Saharan Africa: they are unable to read and understand a simple text by the age of ten.

Foundational learning: Why it is important

a. The pre-COVID learning crisis has been made even more severe by the pandemic. Currently it is estimated that, globally, six out of every ten children suffer from learning poverty: they are unable to read and understand a simple text by the age of ten.

b. Foundational learning is critical to enable all children to reach their full potential and participate in society.

c. Ensuring foundational learning for all contributes to productive citizenship, sustainable development, inclusive growth, gender equality, national cohesion, peace and prosperity, and bolsters progress on all other Sustainable Development Goals.

ECE/Pre-primary can reduce disparities in reading outcomes and increase equity in learning

There is some evidence that attending preschool seems to counter the disparity in reading outcomes between low-SES and high-SES pupils.

Sierens, S., Van Avermaet, P., Van Houtte, M., & Agirdag, O. (2020). Does pre-schooling contribute to equity in education? Participation in universal pre-school and fourth-grade academic achievement. *European Educational Research Journal, 19*(6), 564–586.

Zuilkowski, S. S., McCoy, D. C., Jonason, C., & Dowd, A. J. (2019). Relationships Among Home Literacy Behaviors, Materials, Socioeconomic Status, and Early Literacy Outcomes Across 14 Low- and Middle-Income Countries. Journal of Cross-Cultural Psychology, 50(4), 539–555. https://doi.org/10.1177/0022022119837363

Building resilience and success in learning foundational skills: Begin with ECE

Figure 9 RAPID Framework for learning recovery and acceleration

REACH every child and keep them in school.

ASSESS learning levels regularly.

PRIORITIZE teaching the fundamentals.

INCREASE the efficiency of instruction, including through catch-up learning.

DEVELOP psychosocial health and wellbeing.

REACH	ASSESS	PRIORITIZE	INCREASE	DEVELOP
Reopen schools safely and keep them open	Assess learning losses at national/ sub-national level	Adjust curriculum across and within subjects	Use approaches that align instruction with learning needs: targeted instruction; structured pedagogy; tutoring; self-guided learning	Build teachers' capacity to support their students' wellbeing and identify students in need of specialized services
Promote returning to the classroom through back-to-school campaigns	Provide teachers with tools for classroom level measurement	Prioritize numeracy, literacy, socioemotional skills	Support teachers continuously: build practical pedagogical and digital skills	Support teacher wellbeing and resilience
Provide cash transfers to poor families		Focus instruction on closing the gaps between desired and actual student learning in specific subjects	Expand instructional time	Invest in students' safety, nutrition, and access to water, sanitation, and hygiene facilities
Use early warning systems to identify at-risk students			Enhance learning with technology	

Source: World Bank, the Bill & Melinda Gates Foundation, FCDO, UNESCO, UNICEF, and USAID 2022.

Together for Early Childhood Evidence (T4ECE)

- An initiative funded by USAID in 2018 to accelerate progress toward data-driven early childhood education systems in sub-Saharan Africa

- T4ECE consortium part of USAID's Research Technical Assistance Center (RTAC)
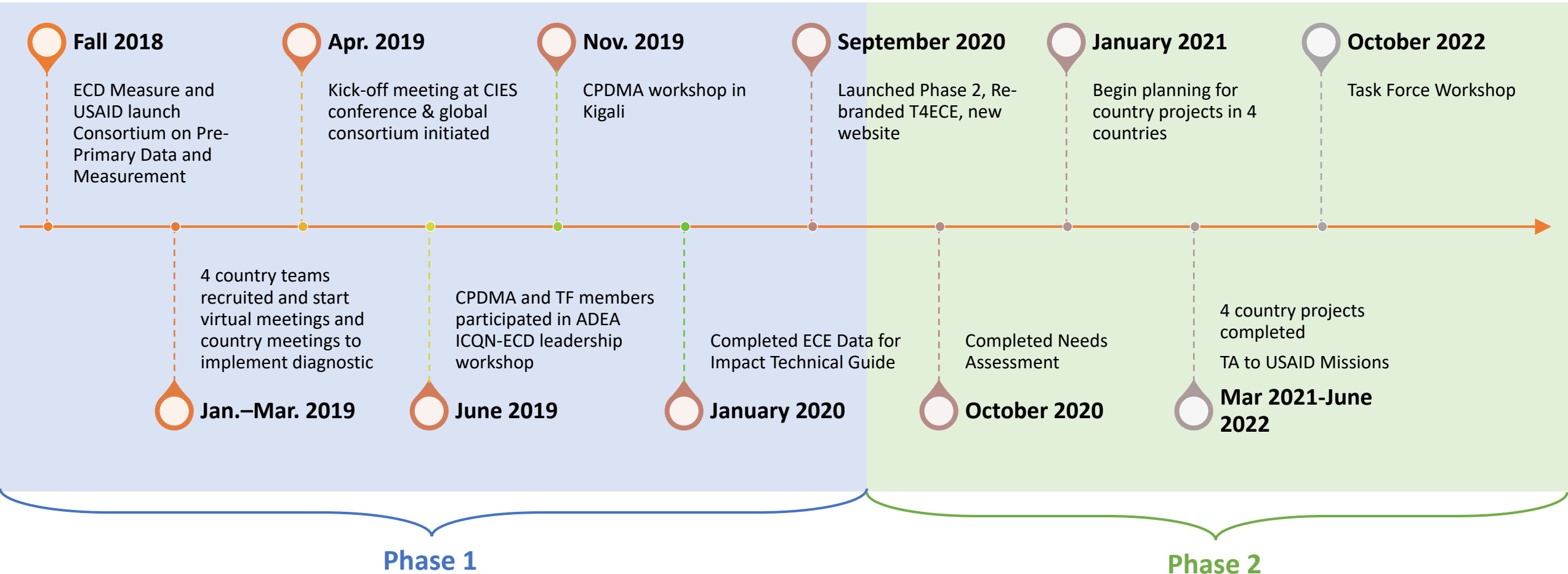
ECD measure

Project Objectives

- Convene a Consortium of global early childhood partners, including policymakers, researchers and practitioners actively engaged in measurement and monitoring pre-primary education in sub-Saharan Africa.

- Create a hub for exchange of information and experiences in pre-primary data across sub-Saharan Africa and other geographies.

- Support USAID in its plans to implement early childhood programming and systems improvements in countries.

ECD measure

ADEA Inter-Country Quality Node
Early Childhood Development

USAID
FROM THE AMERICAN PEOPLE

Since 2018, Together for Early Childhood Evidence has been working at global and country level

Fall 2018

ECD Measure and USAID launch Consortium on Pre-Primary Data and Measurement

Apr. 2019

Kick-off meeting at CIES conference & global consortium initiated

Nov. 2019

CPDMA workshop in Kigali

September 2020

Launched Phase 2, Re-branded T4ECE, new website

January 2021

Begin planning for country projects in 4 countries

October 2022

Task Force Workshop

4 country teams recruited and start virtual meetings and country meetings to implement diagnostic

Jan.–Mar. 2019

CPDMA and TF members participated in ADEA ICQN-ECD leadership workshop

June 2019

Completed ECE Data for Impact Technical Guide

January 2020

Completed Needs Assessment

October 2020

4 country projects completed

TA to USAID Missions

Mar 2021-June 2022

Phase 1

Phase 2

ECD measure

ADEA Inter-Country Quality Node
Early Childhood Development

USAID
FROM THE AMERICAN PEOPLE

Who are decisionmakers within an early childhood education system?

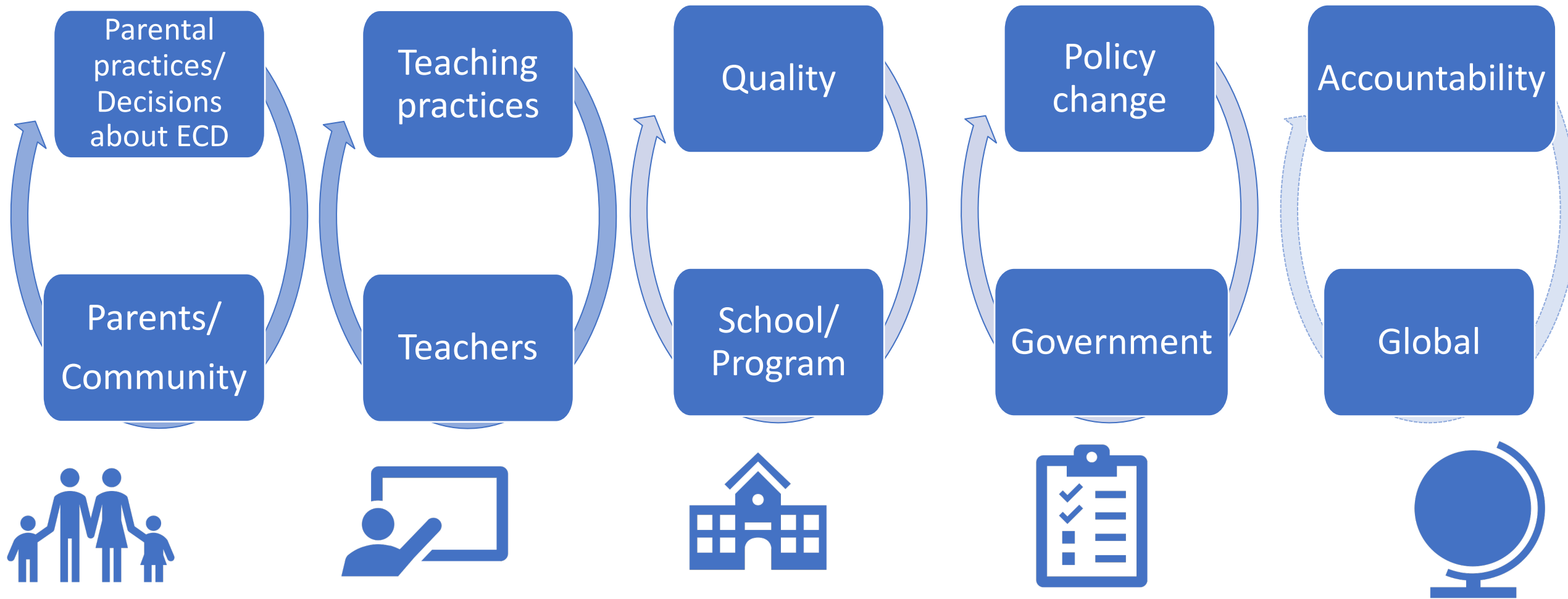| Parents/ Community | Teachers | School/ Program | National/ regional Gov't | Global |
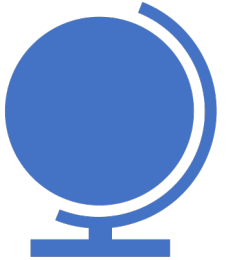
- What decisions does each group make?
- What behaviors do we want them to change?
- What type of data does each group need to inform their decisions?

Data feedback loops:
How does data lead to change within ECCE systems?

Workshop Agenda

Where are we now?

- *What have we learned to date through T4ECE?*

  - Overview of T4ECE, articulating data feedback loops
  - Overview of country projects

Where do we go next?

- Framework for data-informed early childhood systems

  - Framework for data-informed ECE system
  - Country brainstorm on data-informed systems

Placing data in context

- *Deep dive Mauritius QAS and school visits*

  - QAS in Mauritius
  - School visits

Outlining next steps

- *Way forward for countries and region, USAID synergies*

  - Synergies with USAID
  - Country action planning on shaping data-informed systems
  - Regional needs and way forward

Pair Share: Expectation Setting

Introduce yourself to someone who you don't know yet.

Discuss: What are the three things that would make this meeting successful for you/your country team?

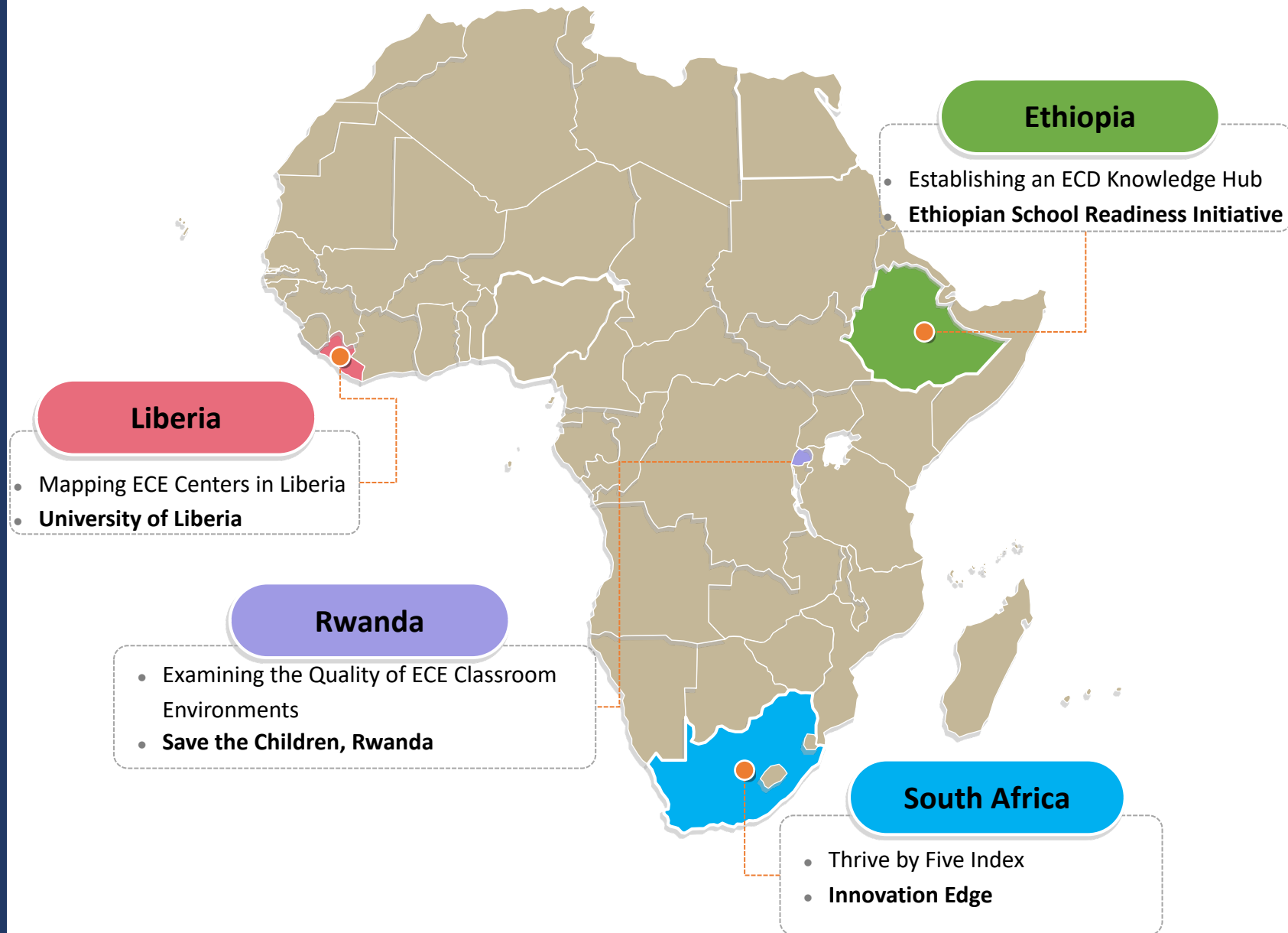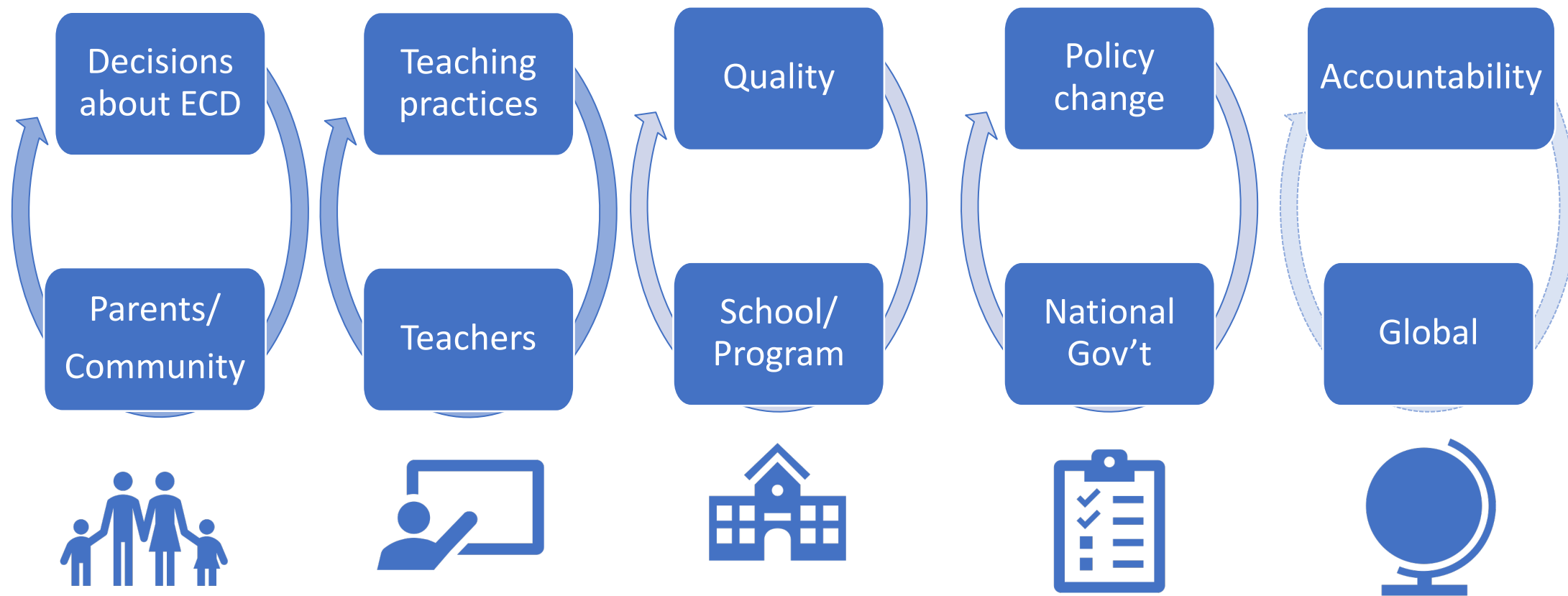When you're done, please write your ideas on a post-it and put on the wall!
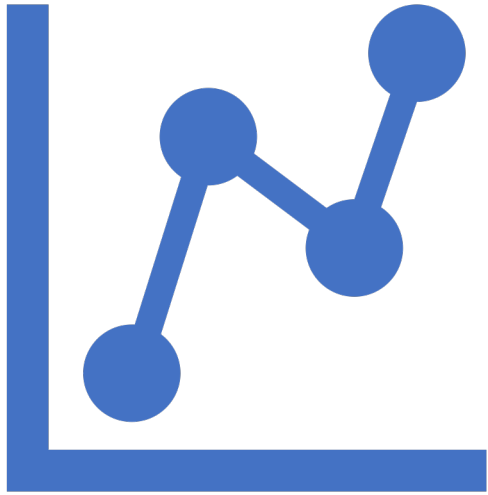
Where are we now?

What have we learned to date through T4ECE?

As you hear from country teams, think about data feedback loops.

ECD measure

T4ECE Country Research

Liberia

Mapping ECED centers

Dr. Cecelia Cassell

University of Liberia

Project Objectives

Identified need

- Limited information about the status (including location and quality) of ECE programs throughout Liberia

Project Objectives

- Map and create a catalog of ECE centers, including components of structural and process quality, in 3 counties in Liberia
- Produce vital data on schools/centers' capacity to provide the minimum package of ECE services
- Project implemented through University of Liberia and Ministry of Education
  - Gain experience that MoE and partners can use to scale up for nationwide mapping

Key Results / Take Aways

- Data collected in 59 ECE centers in 3 counties throughout Liberia, with a mix of urban and rural districts
- Complete mapping of ECE centers in pilot districts
- Quality results show:
  - Virtually no play-based activities or practices are being implemented in ECE classrooms
  - Children have little to no choice and few peer interactions
  - Classrooms lack space and key materials
- Teachers often have no ECE-specific trainings and for the majority of ECE teachers, the highest education level completed is high school.
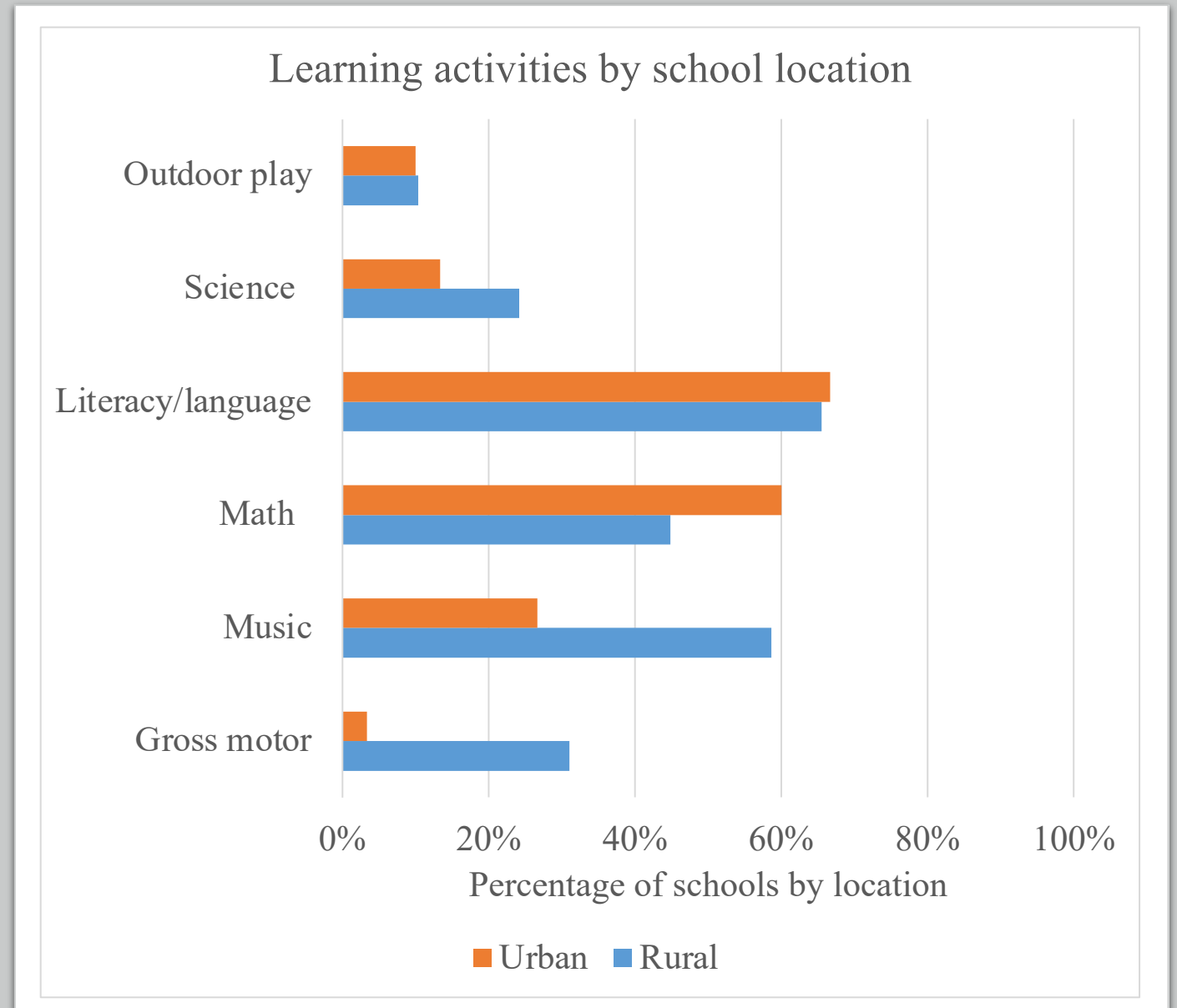
# Let's have a look at the data

....

Learning activities

- In ~2/3 of classrooms, teachers led **literacy/language activities** observed
- In 60% of urban schools and 45% of rural schools, teachers led **math activities**
- Majority of classrooms did not engage in outdoor play, science activities

Learning activities by school location

Percentage of schools by location

Urban   Rural

Classroom Interactions

- In very few classrooms, teachers get on children's level or take part in activities with children
- In 40% of classrooms, children observed interacting with peers

Classroom Interactions
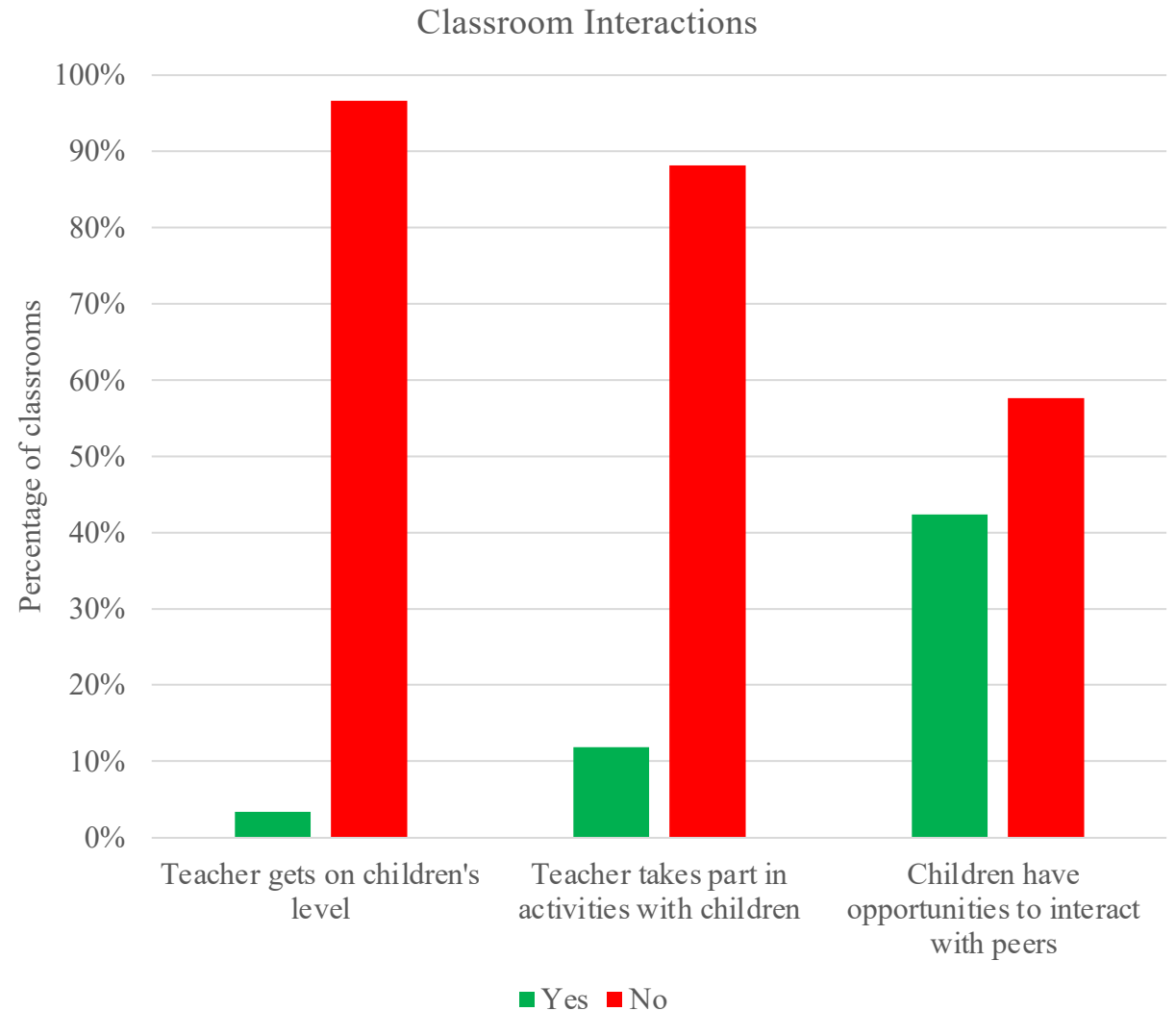
Learning space

- Nearly 90% of classrooms had insufficient space for children
- Many classrooms lack appropriate seating and writing surfaces for children
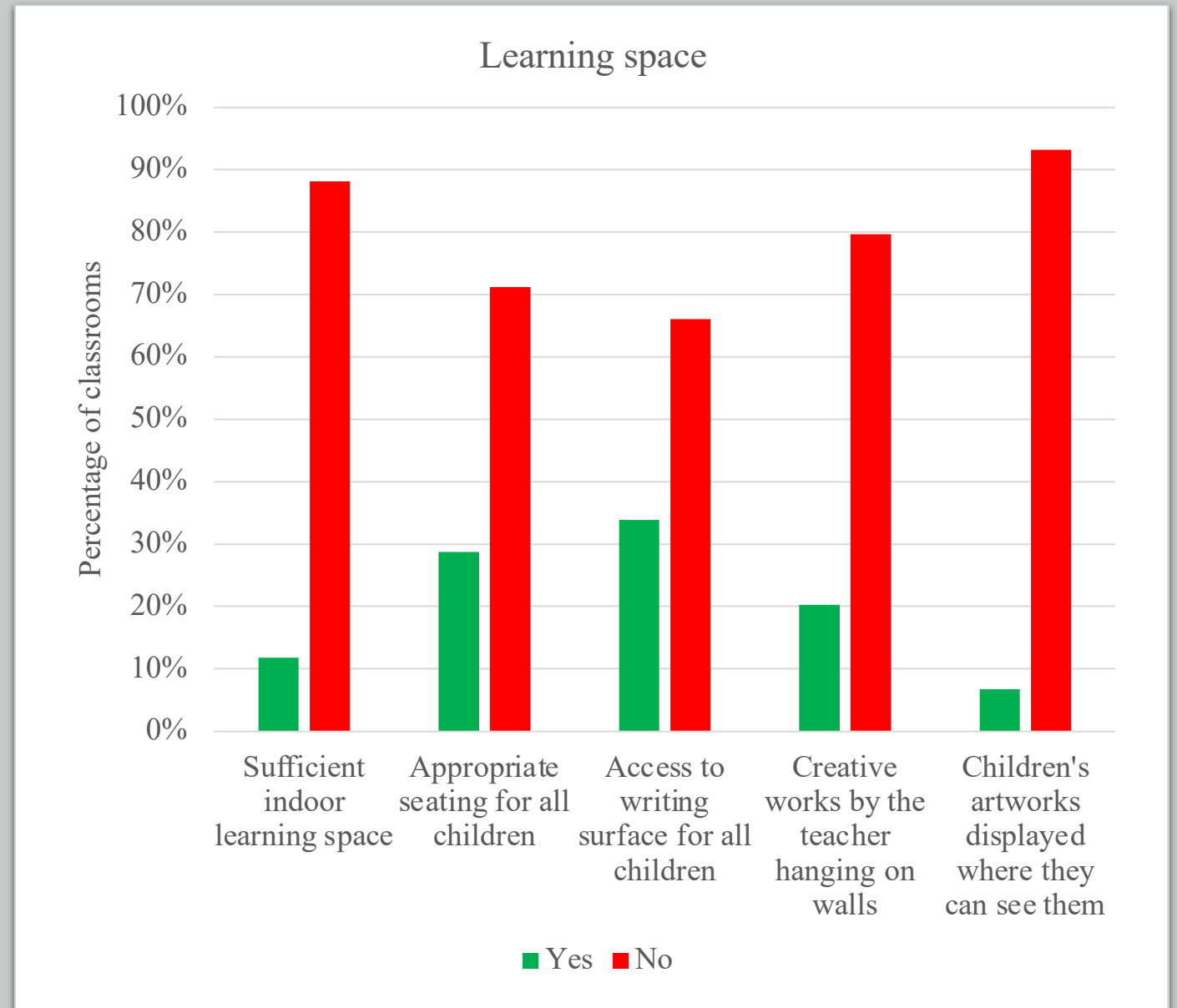
Data Feedback Loops

How have you used data? Has this data been shared with the government? Have there been any public facing reports sharing the data?

- The T4ECE Country Team discussed initial findings with the Ministry of Education Senior Management Team (SMT).
- Data will be presented to ECE technical leads and other stakeholders in a 1-day meeting.
  - Goal to encourage inclusion of key elements of ECE process quality and just structural quality.
- Data to be translated into evidence briefs for parents, the communities and local NGOs.
  - Evidence brief to be placed on MOE website for a broader audience including Education Officers
- Team intends to work with the MOE to use the data to develop policy to improve the quality of ECE programming in Liberia.

Data Feedback Loops

What worked well and what didn't?
Have you seen the impacts you were expecting (or any impacts at all)?

Measuring ECE quality requires collaboration between the MOE and key evidence generators

- The University of Liberia and the MOE worked together to map ECE centers in pilot counties

The University of Liberia and USAID/TESTS used data gathered by this project to select schools to benefit from small grants and trainings for teachers and administrators

The instrument is being used by the MOE and World Bank for consolidation in order to produce a national mapping tool for Liberia

Data Feedback Loops

What guidance do you have for other countries in sharing data and creating feedback loops?

While data sharing is essential for learning-dialogues with other countries, it is important to contextualize interpretation and use.

Tools to collect data on ECE structural quality and process quality should be relevant to your country in order to provide useful sources of evidence for decision-making at national and local levels.

What words come to mind after hearing about Liberia's ECE mapping project?

funding not adequate

innovative asssessment

need for more play-based

many unqualified teachers

quality measurement

national policies

data feedback

environment · materials

good case study · classroom materials

inadequate data

scale up · monitoring · quality service · ecd polcy review

national standards · training · play · supervision

teacher shortage · learning outcomes · too academic · the use of gis

quality · access

play-based teaching

curriculum · planning · access is still low

support · strategy · teachers · training · standards · teacher training · data · context · equity · congratulations

mapping · large scale mapping

early literacy · link with primary

challenged ece system · more training

challenging · use the data for policy

teacher capacity · more play needed

qaulity is a challenge

Rwanda

Collecting and using data on the quality of pre-primary in Rwanda

Noella Kabarungi & Paulin Ndahayo

Save the Children Rwanda

Research-based project-
Early Learning National Assessment

Project background

- *All children, boys, and girls, with or without disabilities, have a right to consistent, quality education.*

- *Significant expansion in access to ECE but limited data on the quality of the classroom environment to guide decision making*

- *The quality of the classroom environment moderated by the teacher has a significant impact on children's school readiness and is one of the key building blocks of quality early childhood education.*

Project Objectives

Using the International Development Early Learning Assessment Classroom Environment Tool (IDELA CE): train education officials to conduct classroom observations to measure quality of classroom environments in a nationally representative sample of pre-primary classrooms

➢ Enhance quantitative data about the quality of pre-primary classroom environments

➢ Build capacity of government officials to monitor the quality of teaching and learning environments in ECE classrooms and to use that data to support teachers to make improvements

Part of larger nationally-representative school readiness assessment (IDELA)

➢ Parents and pre-primary teachers' skills, knowledge, attitudes and practices on supporting school readiness

Main activities

1. Capacity building of government and partner staff on quality monitoring, reporting and data use

2. Data collection and classroom observations

3. Data analysis, reporting, and dissemination

Research questions

- *What is the quality of pre-primary/ECE classroom environments in Rwanda?*

- *Are there disparities among classrooms across Rwanda; if so, what are some explanatory variables?*

- *What does this mean for programming?*

Methodology

- A quantitative survey
- Tools: IDELA child assessment, IDELA caregiver and IDELA Classroom Environment
- Sample size:

Province	PPE	Primary 1	Total Children	Schools
Kigali city	128	125	253	15
East	330	335	665	35
North	223	224	447	25
South	393	360	753	40
West	303	303	606	35
Total	1377	1347	2724	150

Key Results / Take Aways

- Trained 57 ECE government officials from all 30 districts in Rwanda to use the IDELA-CE

- Data showed large disparities in quality of classroom environments within the same district and across provinces

- Collected valuable information on ECE teacher experience, background, and payroll

- Built capacity of local officials to collect and utilize classroom-level data to better direct resources to improve quality

  - Capacity building of key stakeholders is crucial for success in promoting assessment of classroom environment and use of data, as part of regular quality education management.
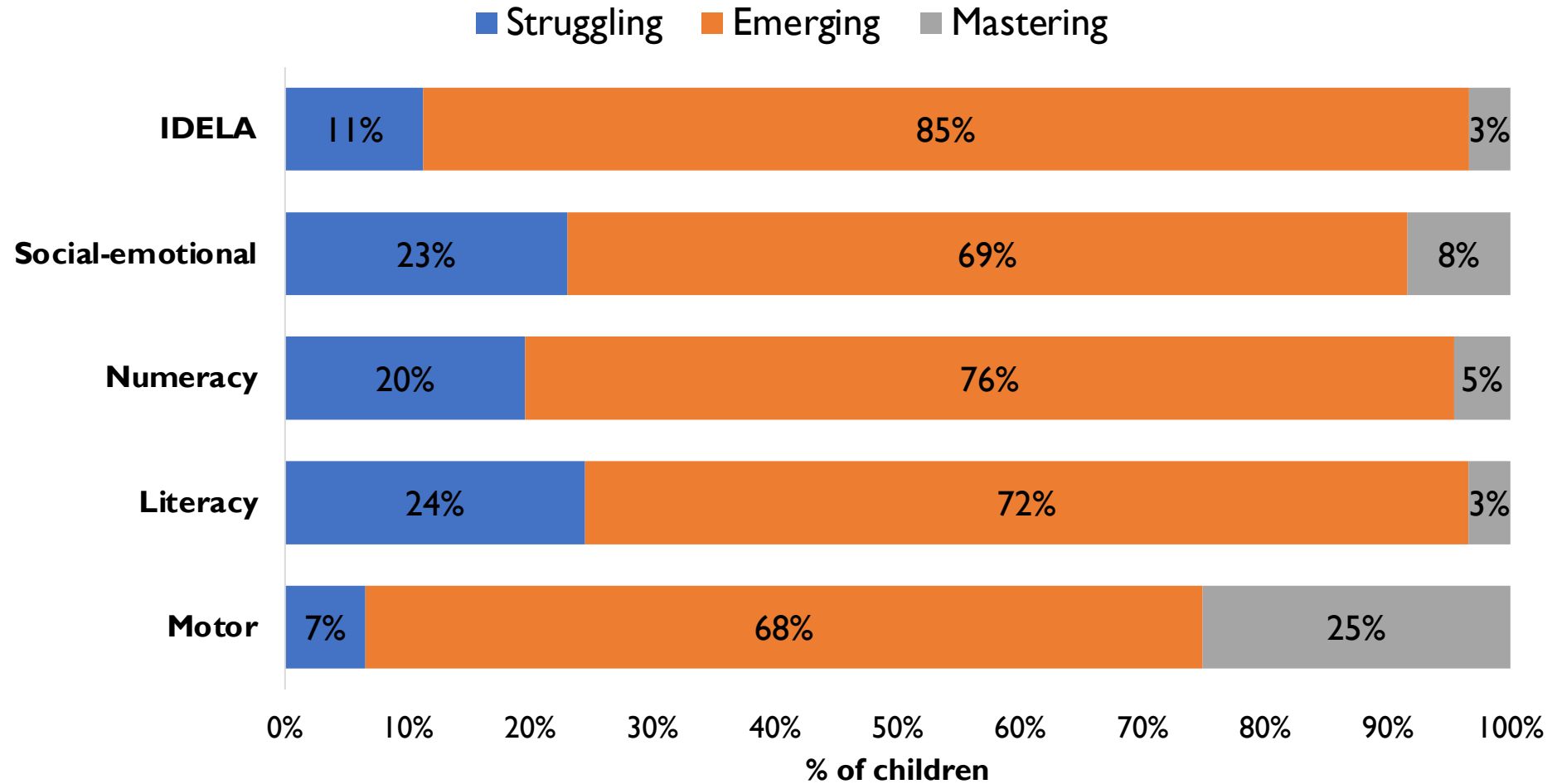
Let's have a look at the data ....

Proportion of PPE students mastering IDELA content, by domain

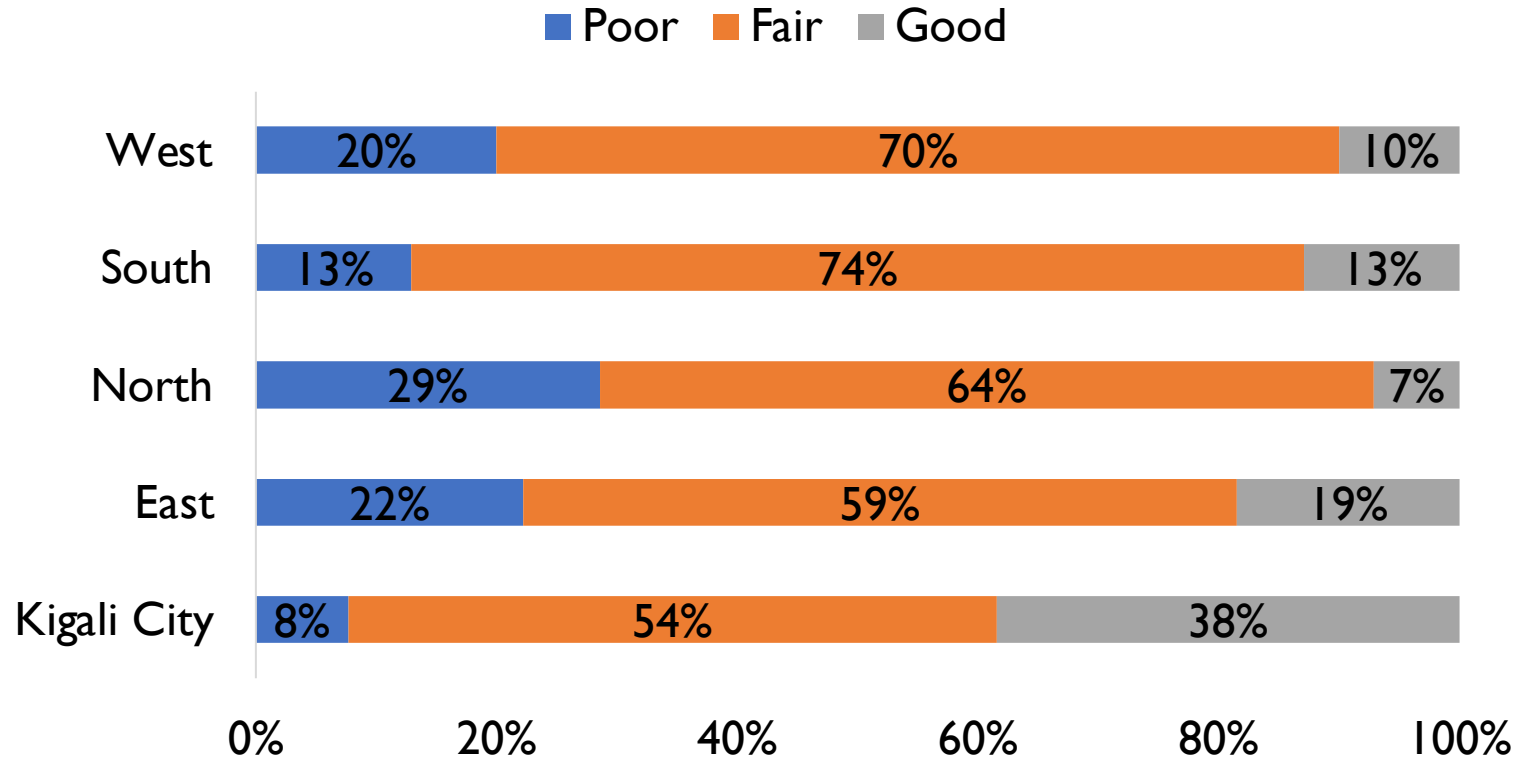# Pre-Primary vs Primary Teacher Demographic Characteristics

	PPE	Primary	Total
Teacher is male	9.9%	13.7%	11.8%
Teacher age	29.3	39.1	34.3
Years of teacher	4.8	13.8	9.4
Years teaching at this school	4.1	10.3	7.2
Completed secondary education	91.6%	96.6%	98.1%
Educated as a teacher	29.6%	88.4%	59.4%
Educated in another field	70.4%	11.6%	40.6%
Teacher on gov't payroll	23.2%	100.0%	62.2%
Not gov't but paid	98.1%		98.1%
Morning class size	50.3	44.0	47.01
Afternoon class size	48.4	43.8	45.1866

Average IDELA-CE Domain Score
All PPE observations

	Mean	Std. Dev.	Min	Max
General Classroom Resources	3.0	0.87	1	4.88
Classroom Organization	3.1	0.93	1	5
Health and Sanitation	3.2	1.06	1	5
Daily Schedule	2.7	1.34	1	5
Daily Routine	2.8	1.30	1	5
Literacy & Numeracy Environment	3.1	1.04	1	5
Interactions	4.1	0.75	1.8	5
IDELA-CE Total	**3.4**	**0.79**	**1.66**	**4.89**

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

Legend: ■ 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%

Quality of the classroom environment

District name, ECCD center

- [ ] Bugesera
- [ ] Burera
- [ ] Gakenke
- [ ] Gasabo
- [ ] Gatsibo
- [ ] GICUMBI
- [ ] GISAGARA
- [ ] HUYE
- [ ] KAMONYI
- [ ] Karongi
- [ ] Kayonza
- [ ] Kicukiro
- [ ] Kirehe
- [ ] MUHANGA
- [ ] MUSANZE
- [ ] NGOMA
- [ ] Ngororero
- [ ] NYABIHU
- [ ] Nyagatare
- [ ] NYAMAGABE
- [ ] NYAMASHEKE
- [ ] NYANZA
- [ ] Nyarugenge
- [ ] NYARUGURU
- [ ] Rubavu
- [ ] RUHANGO
- [ ] Rulindo
- [ ] Rusizi
- [ ] Rutsiro
- [ ] Rwamagana

Total IDELA-CE score

Text1
Text
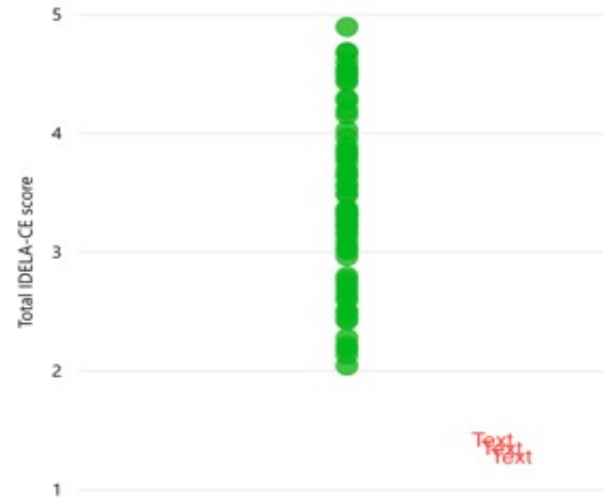
Average attendance by Month
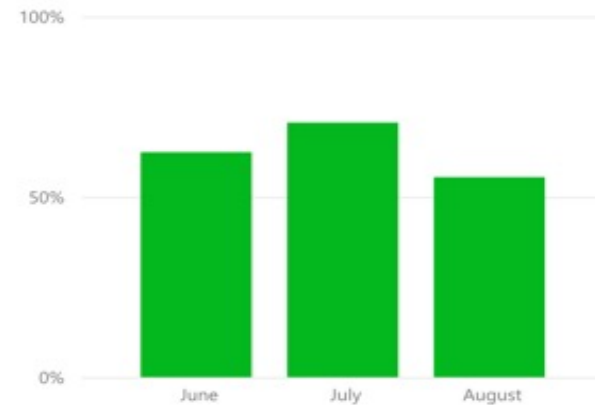
General Resources, Schedule, and Sanitation

Strength: Size of classroom space
Weakness: Gross motor play equipment availability and safety

Literacy and Numeracy Environment and Practices

Strength: Use of language and encouragement of children
Weakness: Storybook environment

Interactions in the Classroom

Strength: Promotion of positive child–child relationships
Weakness: Use of group work

IDELA-CE scores over time

- - - Interactions - - - Literacy & Numeracy - - - General resources

Jul 2021   Aug 2021
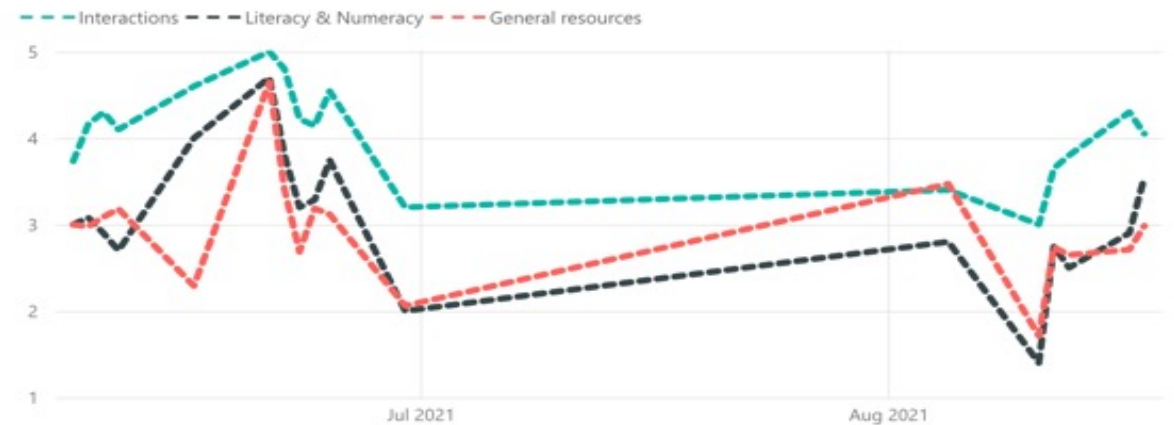
Data Feedback Loops
(Data use)

➢ The evaluation findings were disseminated to ECE Technical Working groups and the Rwanda Basic Education Board

➢ Data will be disseminated to government officials and school leaders to guide future efforts and inform decision-makers about ECE system improvement

➢ Trained officials have committed to promoting the collection and use of credible data to inform education decisions, especially around the quality of the class environment

➢ Trained officials have already started using the data for making decisions regarding district-led classroom resources procurement and teacher training

➢ Under the new USAID Tunoze Gusoma project, we are building on the available data for decision-making and IDELA will be institutionalized

Data Feedback Loops
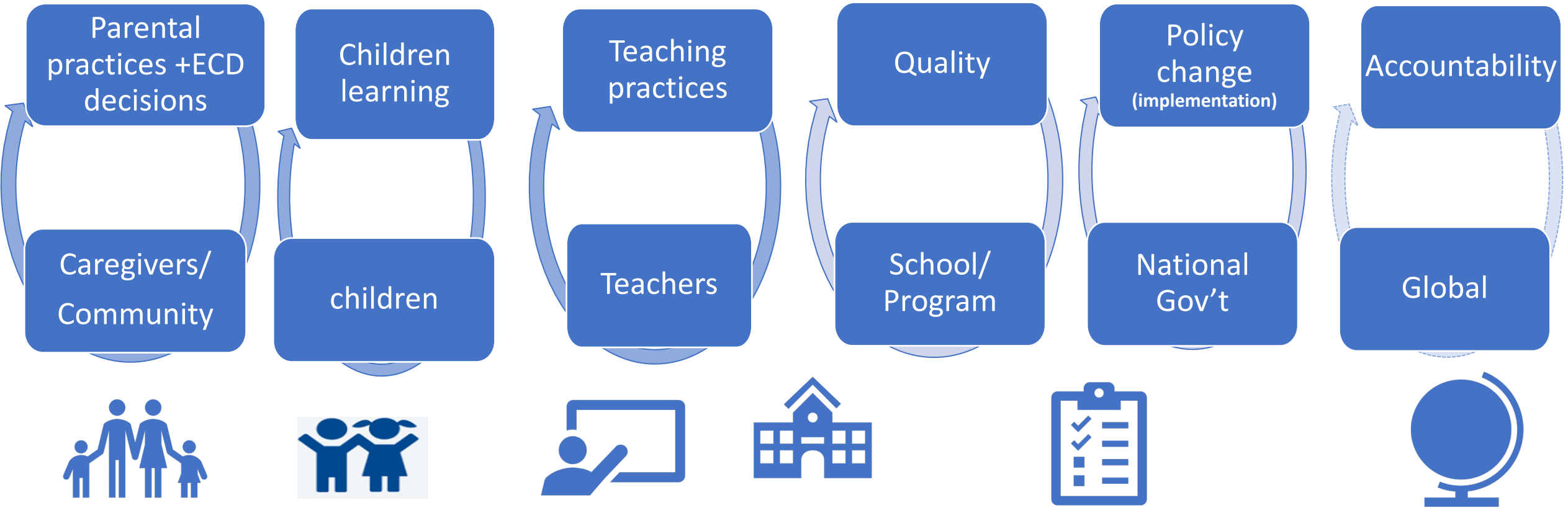
What worked well and/or what didn't and any impact?

Co-design of the study with Government officials

- Helped the study meet the needs of the pre-primary sector

Training government officials and engaging them in data collection

- Gained skills in promoting the collection and use of data to inform education decisions, especially around the quality of the classroom environment
- Enabled them to better understand gaps in preprimary education to inform their decision-making
- Improved the quality of education officials' school supervision.

Data feedback loops

Parental practices +ECD decisions	Children learning	Teaching practices	Quality	Policy change (implementation)	Accountability
Caregivers/ Community	children	Teachers	School/ Program	National Gov't	Global

How can data lead to improvements in an early childhood system?

Data Feedback Loops
(Creating data loops)

- Ensure data is linked to government priorities
  - E.g., Improving the quality of preprimary education in Rwanda

- Engage government and stakeholders in the design and throughout implementation

- Identify the evidence gaps and engage the state/government to overcome them
  - E.g., Institutionalize the data collection tools and data-use strategies in ECE learning assessment

What words come to mind after hearing about Rwanda's project to collect quality ECE data?

transforming system

classroom environments

quality ecd

evidence decision

measurements

school readiness

improving

environment

quality

system

change

results

idela

traininf

sustainable

readiness

measurement

oversized class

capacity building

valuable information

teacher's experience

government priorities
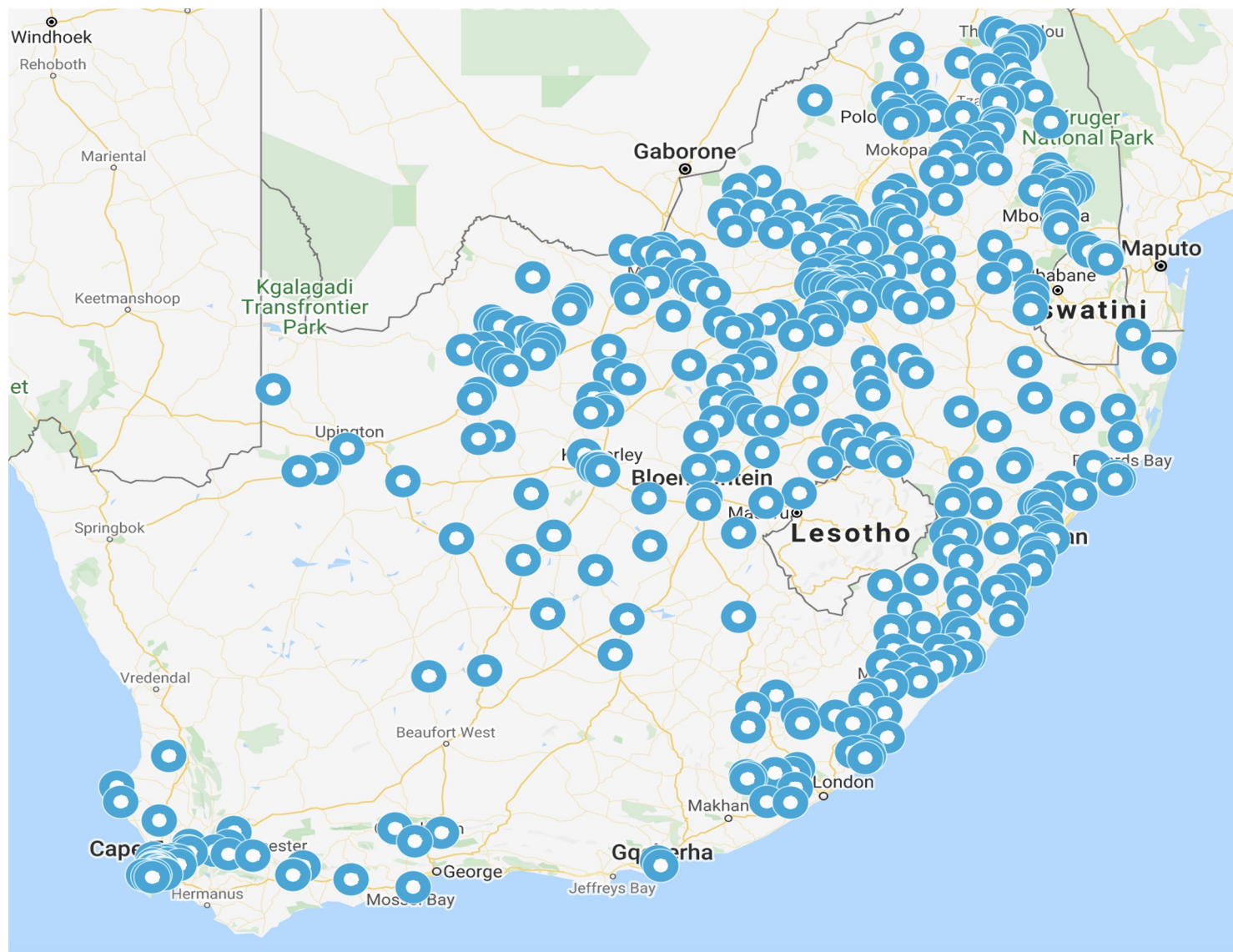
South Africa

Thrive by Five Index

Sonja Giese

There are 1.2 million children aged 50-59 months in South Africa

±45%-55% of these children attended an Early Learning Programme in 2021.

We randomly sampled >5,000 children enrolled in 1,247 ELPs nationally.

Every child was individually assessed in their mother tongue using locally developed, standardised preschool assessment tools

Early Learning:

1. Gross Motor Development
2. Fine Motor Coordination & Visual Motor Integration
3. Numeracy & Mathematics
4. Literacy & Language
5. Cognition & Executive Functioning

Physical Growth:

6. Height for age - Stunting

Social-Emotional Functioning:

7. Social Relations with Peers & Adults
8. Emotional Readiness for School

Classroom observation and interviews ⅓ ELPs

5,139 children

The **Thrive by Five Index** was launched in April 2022, providing SA with a baseline measure of preschool child outcomes, coinciding with the transfer of responsibility for ECD from DSD to DBE*
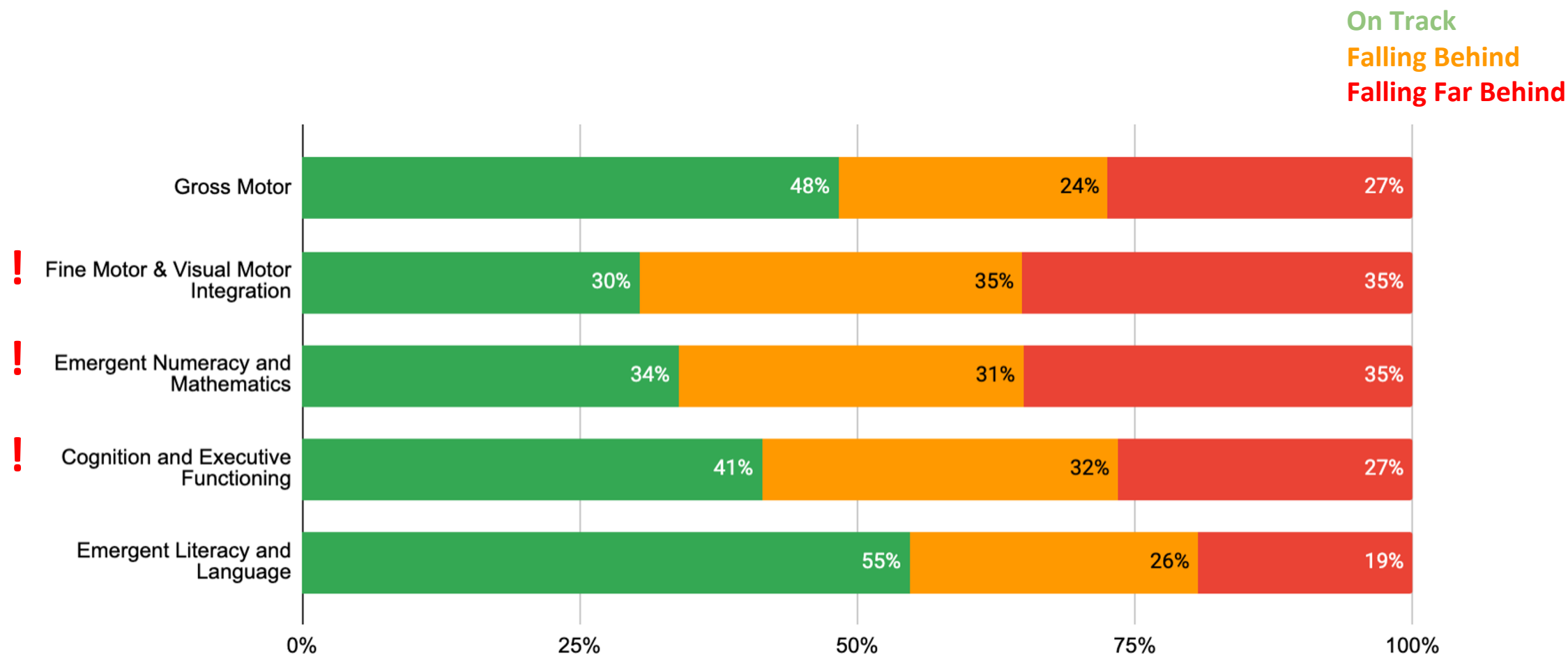
Less than half of children who attend an ELP in SA start school with **the right learning foundations in place**

44.7%
WHERE WE ARE

100%
WHERE WE WANT TO BE

The Gap
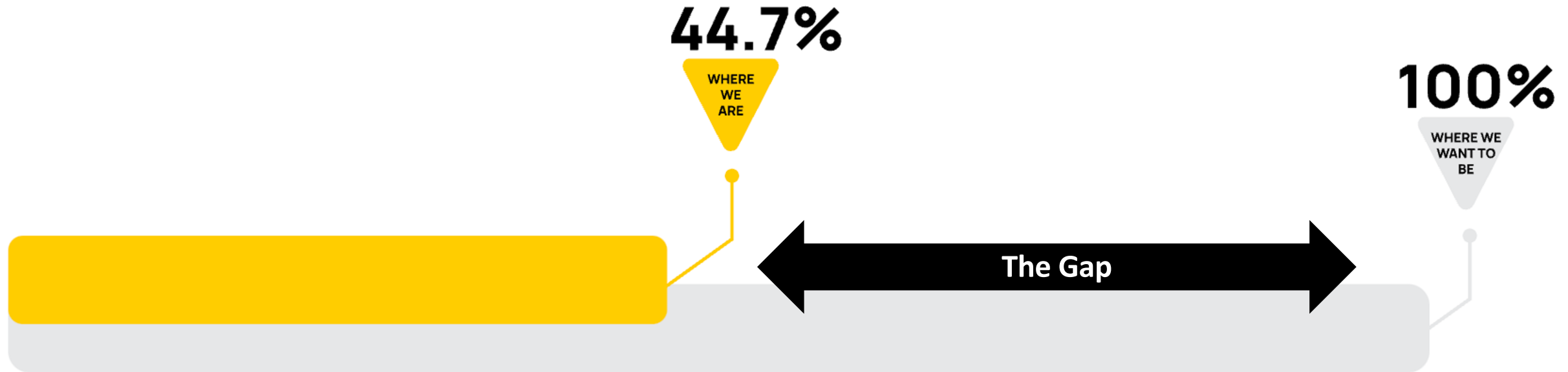
27% are **Falling Behind** and will need support to help them catch up
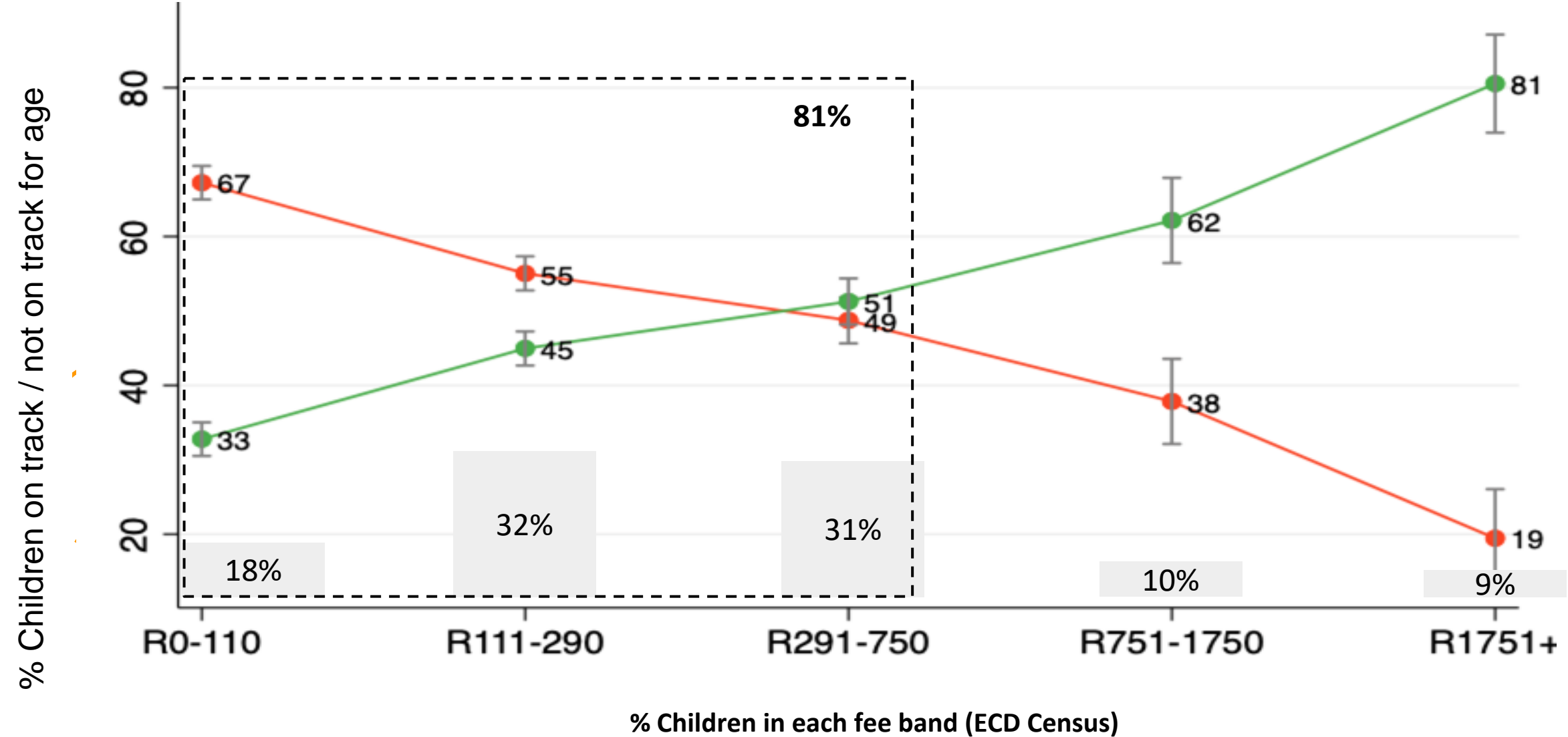
28.3% are **Falling Far Behind** and will need intensive intervention

The importance of differentiating learning domains

On Track
Falling Behind
Falling Far Behind

Gross Motor: 48% | 24% | 27%

! Fine Motor & Visual Motor Integration: 30% | 35% | 35%

! Emergent Numeracy and Mathematics: 34% | 31% | 35%

! Cognition and Executive Functioning: 41% | 32% | 27%

Emergent Literacy and Language: 55% | 26% | 19%

0% 25% 50% 75% 100%

Performance in these learning domains at the point of entry into school is correlated with educational outcomes in the Foundation Phase and beyond

Poor children are less likely to start school on track

% Children in each fee band (ECD Census)

(Vertical axis: % Children on track / not on track for age)

Data points (green — on track):
- R0-110: 33
- R111-290: 45
- R291-750: 51
- R751-1750: 62
- R1751+: 81

Data points (red — not on track):
- R0-110: 67
- R111-290: 55
- R291-750: 49
- R751-1750: 38
- R1751+: 19

Fee band percentages: R0-110: 18%, R111-290: 32%, R291-750: 31%, R751-1750: 10%, R1751+: 9%

Dashed box total: 81%

There is a steep socio-economic gradient in critical areas of development: Cognition & Executive Functioning
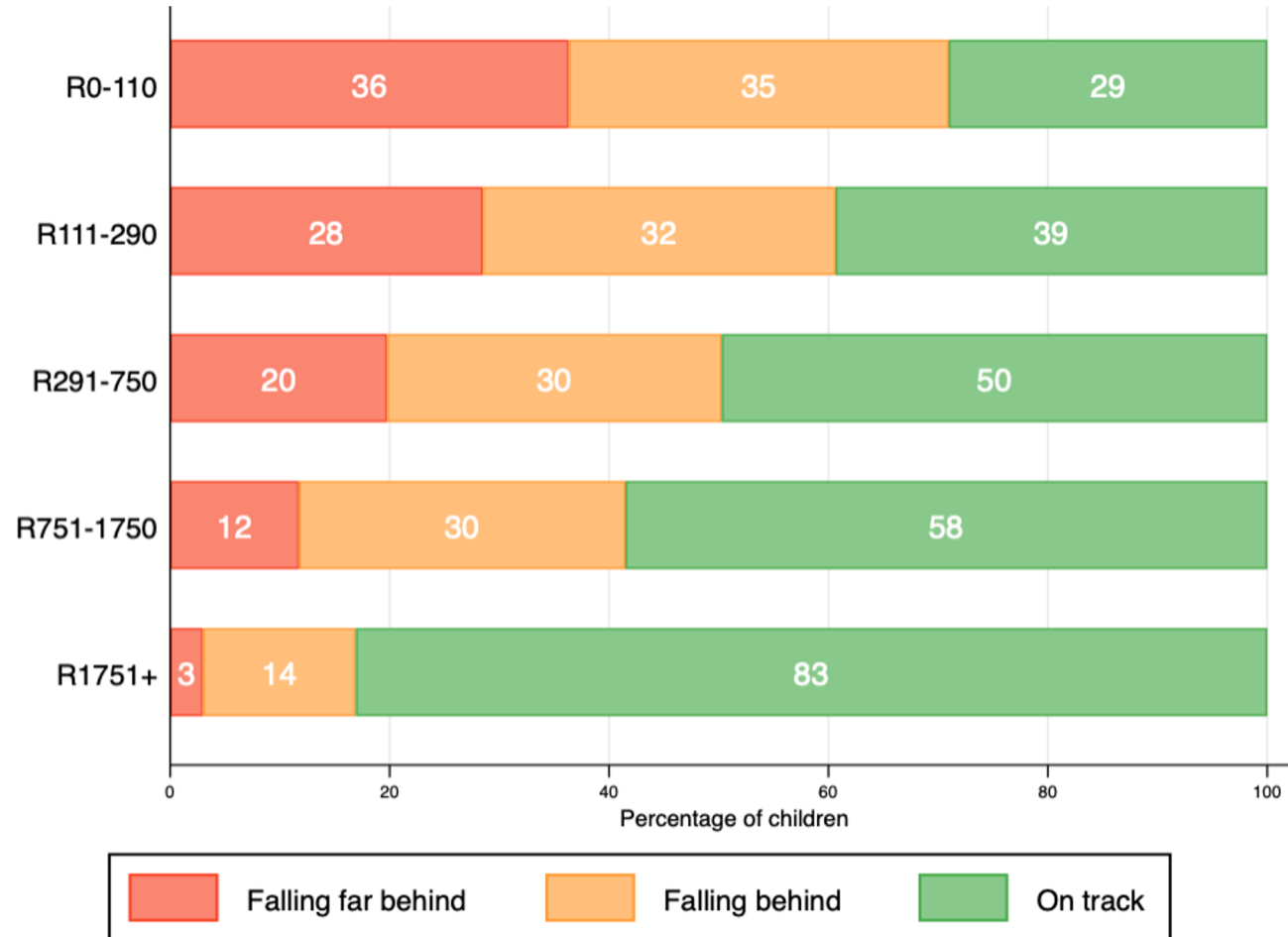
A child's capacity to learn relies heavily on their CEF skills - these skills help children to stay focused, follow instructions, think critically and problem solve. They are important skills for learning, and for life.
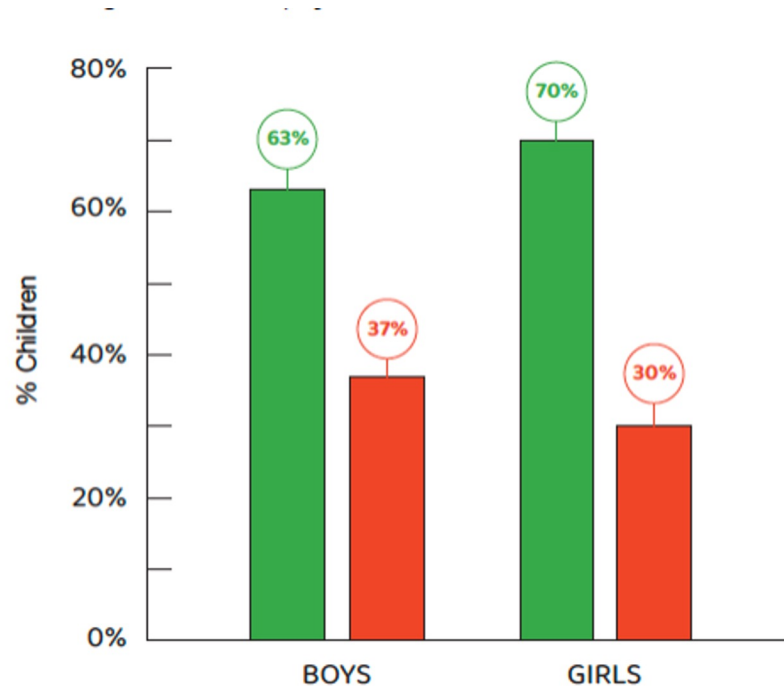
7 out of 10 children in ELP fee level 1 are unable to do the basic CEF tasks required of children their age. The implications of this are significant.

Social-Emotional Functioning has a large effect on learning outcomes: 1 in 3 children don't meet the standard
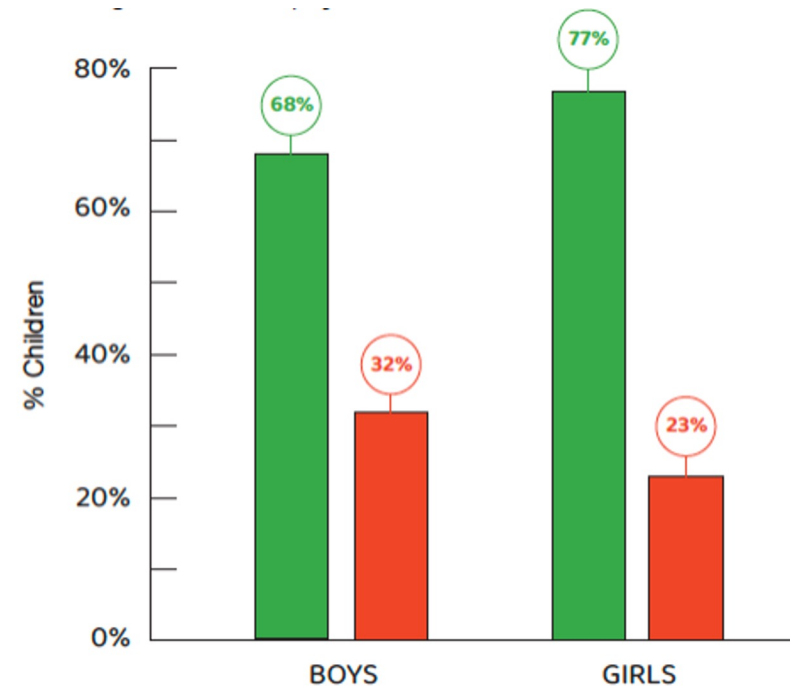

Meet the Standard
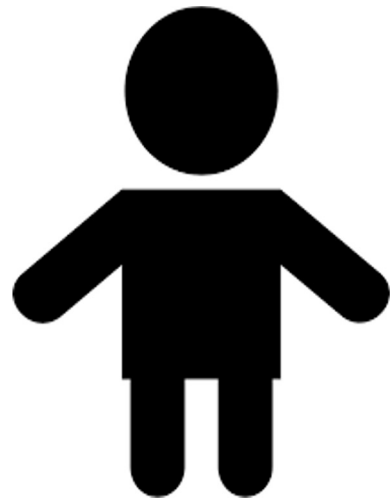Don't Meet the Standard

Emotional Readiness for School

Social Relations with Peers and Adults

There is a clear relationship between Stunting and Learning

By the age of 4 years, a child who is stunted is on average 5-6 months behind their peers, when it comes to early learning

6% **of children showed signs of moderate to severe stunting**

(1 in 5 children had mild stunting)

- **To track progress** by collecting trend data -
  - Baseline for ECD function shift from DSD to DBE
  - Sustainable Development Goal 4.2
  - SA National Development Plan ECD goals
- To motivate for additional **state investment** in ECCE
- To assist in prioritising **philanthropic investment**
- To refine regulatory and compliance **systems** to align with the evidence on what drives improved outcomes
- To inform **delivery models** to increase both access and quality
- To strengthen **Grade R** as a bridging year
- To inform **practitioner development** and support efforts
- To enhance **curriculum** and materials to address domain deficits
- To learn from what's working - the factors that **enable data outliers** in resource-constrained settings
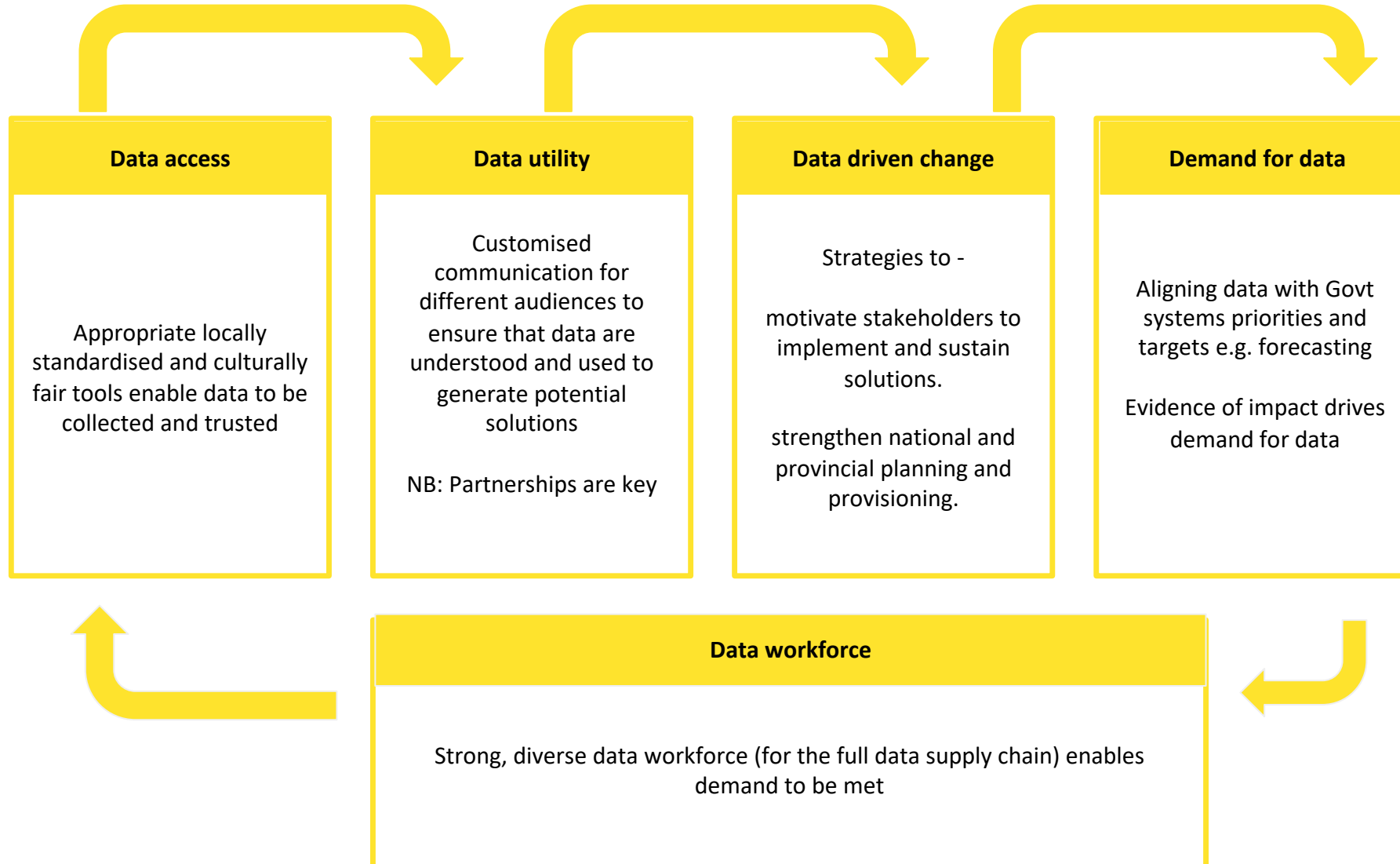
Use of Thrive by Five Data

www.thrivebyfive.co.za

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

What's next?

DATADRIVE2030 GOALS

Use data tools and insights to -

Increase the % of young children in South Africa who thrive by five, setting more children up for success.

Decrease the performance gap between young children in the richest and poorest households, at the point of entry into school.

BY 2030

4 & 5 YEARS ASSESSMENT TOOL

Assesses the performance of children aged 50 to 69 months, in five important developmental domains.

4 & 5 YEARS TARGETING TOOL

Helps identify individual children aged 50 to 69 months who are falling far behind the expected standard and need additional support.

6 & 7 YEARS ASSESSMENT TOOL

Assesses the performance of children aged 70 to 89 months, in early literacy and numeracy, and underlying cognitive skills.

SOCIAL-EMOTIONAL RATING SCALE

Assesses preschool children's social and emotional functioning.

LEARNING PROGRAMME QUALITY TOOL

Assesses the quality of group learning programmes targeting children aged 3 to 5 years.

HOME LEARNING ENVIRONMENT TOOL

Assesses the quality of the learning environment in the home for children aged 3 to 5 years.

Systems to support the use of data tools and insights at scale

We help with automated data cleaning, analysis, data storage and data sharing, and automated reports, depending on the needs and skills of the user

Where possible, anonymised data are shared through an open access data repository at UCT, to encourage further research and analyses

We offer customised support to organisations to help them use the tools, for a variety of purposes including research, monitoring and programme evaluation

elom
early learning measurement tools

Data insights are packaged and communicated in ways that make them accessible to a broad range of stakeholders

We train and accredit assessors to ensure that quality standards are maintained when the ELOM tools are used

These collective efforts support evidence-based decision-making at multiple levels, to ensure better access to better quality early learning for every young child in South Africa

What we are really excited about!

- The tangible changes that we see on the ground as a result of the use of our tools, and the data that are generated
- The metadata set that we are building, and the insights we are drawing from these data
- Unlocking additional funding for ECD e.g. data-driven decision-making for Treasury, impact investing capital, through quantifying returns in child outcomes
- Opportunity to support systems development at a critical transition point in SA
- The opportunities to crowdsource exploratory data on important, new topics
- The potential to harness our platform to support the scale up of other tools

THANK YOU

Sonja@datadrive2030.co.za

Manona.k@dbe.gov.za

www.thrivebyfive.co.za

www.datadrive2030.co.za

www.education.gov.za

Join us in using data to drive change!

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DAV
DATADRIVE

What words come to mind after hearing about South Africa's Thrive by Five Index?

open flexible data system
equity subsidies
relevant data collection
data sharing
social emotional dev
complex
data relevance
standards
thorough learning
opportunities
advanced data
teacher training
assessment tools
ecd is holistic
resource
audience
cultural adaptation
equity
public private partnershi
processed data
quality
sharing tool
access
innovation
on-track
usefulness of data
improving system
whole child support
data visualization
quality of ecd
data comparatively
data-driven
positive deviance
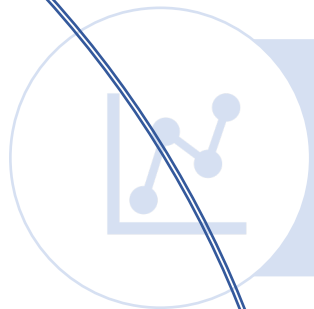
Where are we now?

- *What have we learned to date through Together for Early Childhood Evidence?*

Where do we go next?

- *Framework for data-informed early childhood systems*
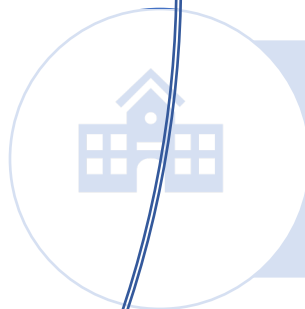
Placing data in context

- *Deep dive Mauritius QAS and school visits*

Outlining next steps

- *USAID synergies, way forward for countries and region*

Where do we go next?

Framework for data-informed ECCE systems

Steps To A Data-Informed ECCE System

Defining which data you need
- Define population of interest
- Child outcomes data
- ECCE quality data

Determining how the data should be used
- Data feedback loops: what changes will occur as result of data?
- Reporting, analyzing, synthesizing data
- Sharing findings with relevant stakeholders
- Giving feedback to schools, etc.

Outlining how to get those data
- Comprehensive registries of ECCE facilities
- Local capacity for data collection
- Easy-to-use tools to collect accurate and reliable data

Building a sustainable system
- Data linked to national priorities, policy, practice
- System to collect, maintain, and use data on ongoing basis

What do we know about using data?

It may look like this …

Data $\neq$

People do what they have been doing before they saw the data
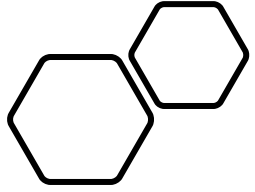
What We'd Like to See …

- Change in ECCE quality

- Change in overall ECCE system functioning

- Change in how well children learn
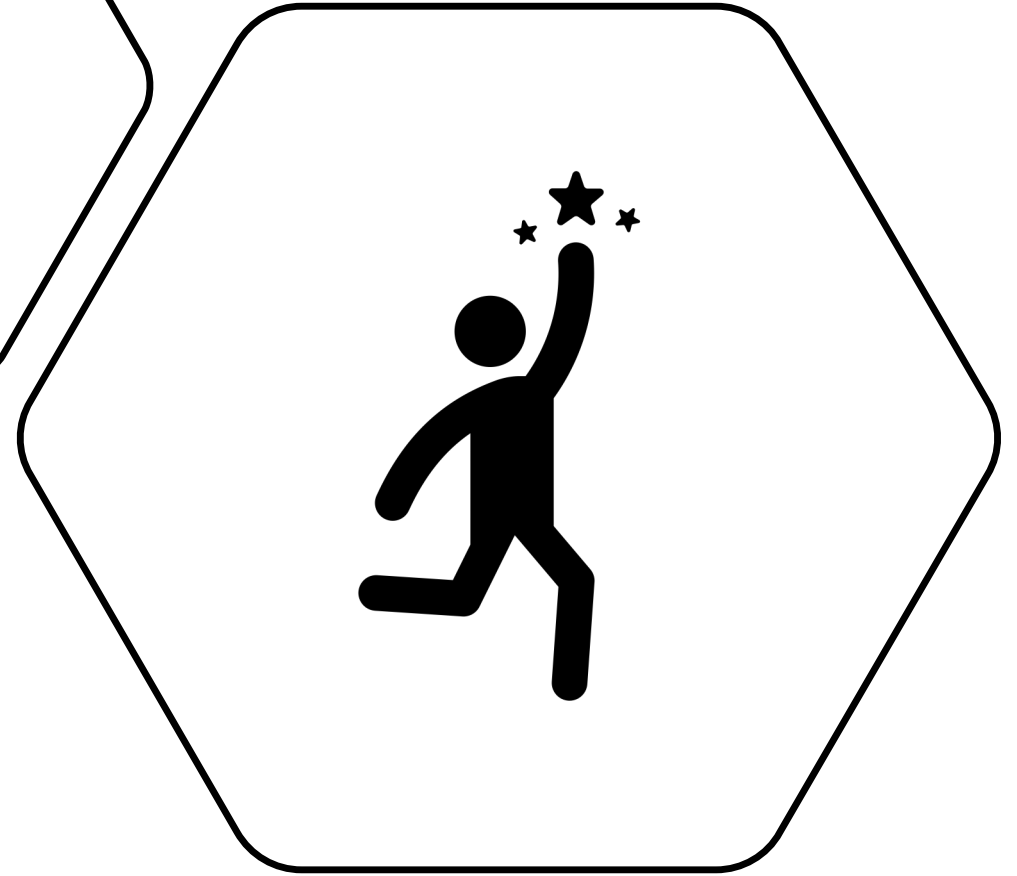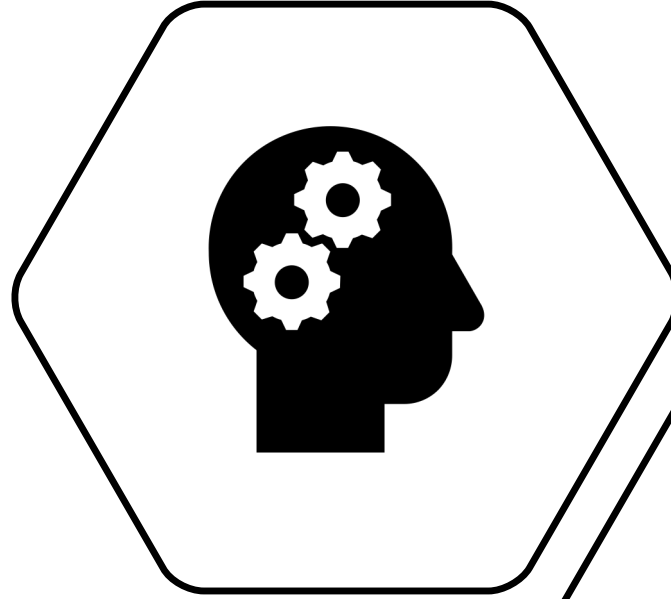
What Do We Know About How to Get There?

- One single, simple definition of quality for all facilities

- Engage educators in setting goals and tracking progress

- Provide incentives for addressing areas for improvement

- Use simple tools that identify specific areas for improvement

- Address specific policy questions

Quality & Child Outcomes: Two Windows into ECCE Systems

- Quality measurement can provide insight into …

  - Routine practices within classrooms
  - Areas for professional development
  - Areas for immediate action (for example, safety and child protection)

- Child development measurement can provide insight into …

  - Children's development and learning
  - Areas for professional development and curriculum development
  - Inequities in learning and development

Using Data Ethically

- Classroom quality data can be used to identify specific ECCE facilities in need of support

- IF child outcomes data are used to identify children at risk, it is essential to ensure that the data are not used to make decisions about individual children

- We do not advocate high-stakes decision-making using either quality or child development data

Example 1: Influencing ECCE through QAS

- Most countries have some form of quality assurance system in place

- What do we know about these systems, and how can we leverage them to get better data on quality ECCE?

- How can we make sure that the data are used effectively?

ECCE Quality Assurance Systems (QAS)

- QAS are systems to monitor early childhood settings to assess and ensure the quality of children's experiences.

- We know they play a strong role in promoting early childhood quality.

- To date, limited systematic information has been available on the status of ECE QAS in Africa

What is purpose of quality assurance?

1. Ensure government and public accountability
2. Manage/improve performance by encouraging reflection on strengths and weaknesses
3. Inform parental choice
4. Inform policy decisions

Components of Quality Assurance System

Using data to improve quality at teacher-level, school-level, systems level quality

Quality Standards

Registration

Monitoring/Inspection system

Data system and sharing/reporting data

Using data to improve quality

QAS
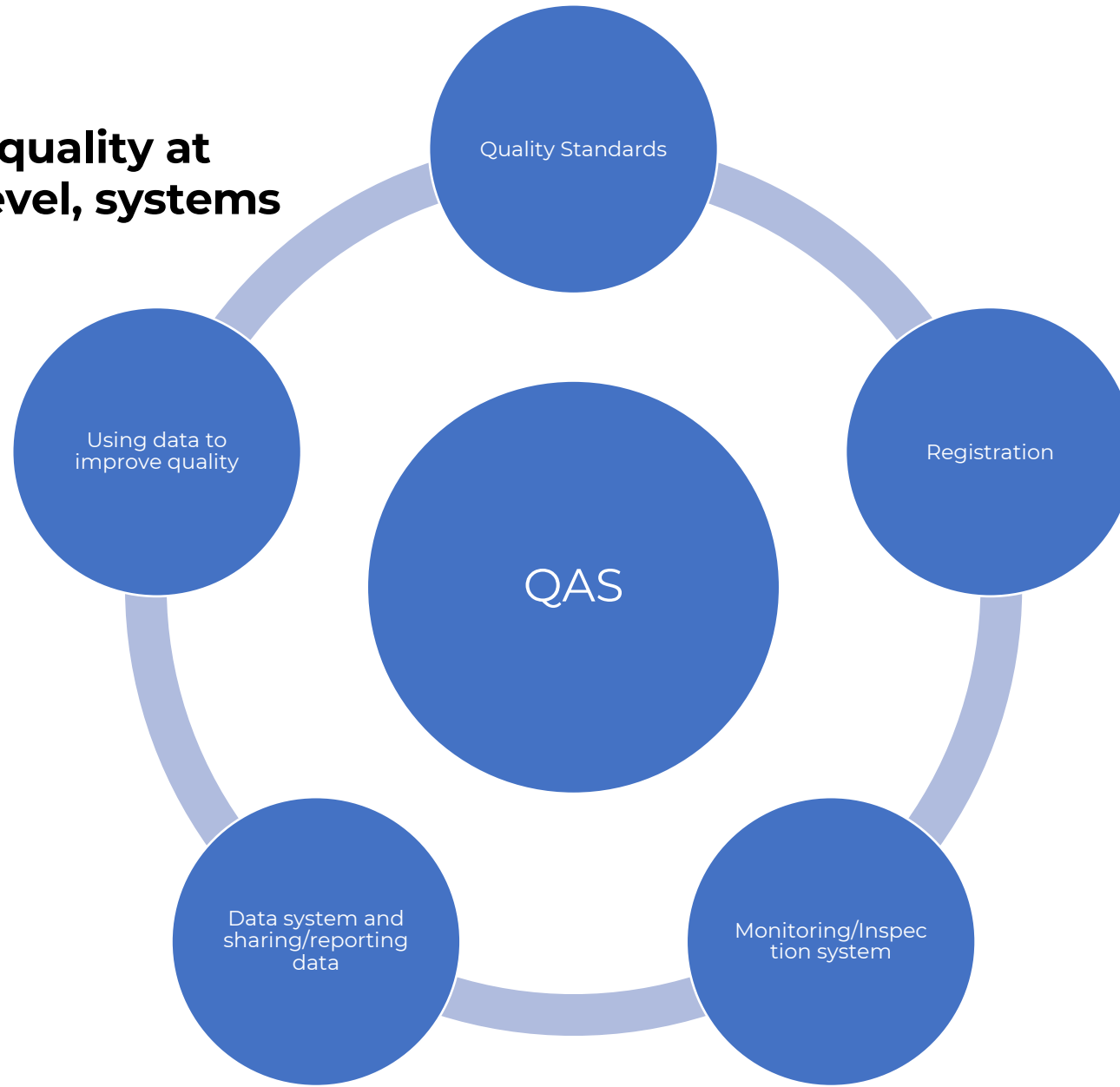
ECD measure

ECCE QAS Survey

- ADEA and ECD Measure sent survey to African Ministers of Education
- **18 Ministries of Education** completed survey
- Responses from Assistant Ministers/Directors/Specialists responsible for Early Childhood Education in their countries
- Many respondents consulted with other departments to complete survey
- Follow-up from 2021 survey to look deeper at QAS implementation issues

Registration

|	Public ECCE for 0-2 year olds		Private ECCE for 0-2 year olds		Public ECCE for 3-5 year olds		Private ECCE for 3-5 year olds	
	Registration required?	Included on gov't registry?	Registration required?	Included on gov't registry?	Registration required?	Included on gov't registry?	Registration required?	Included on gov't registry?
Botswana	N/A		Yes	All	Yes	All	Yes	All
Djibouti	Yes	All	Yes	All	Yes	All	Yes	All
Ghana	No	All	Yes	Some	No	All	No	Some
Liberia	N/A		Yes	All	Yes	All	Yes	All
Madagascar	N/A		Yes	Some	Yes	Some	Yes	Some
Mauritius	N/A		Yes	All	No	All	Yes	All
Mozambique	No	All	No	Some	Yes	Some	Yes	Some
Nigeria	N/A		Yes	Some	Yes	Some	Yes	Some
CAR	Yes	All	N/A		Yes	All	Yes	All
Rwanda	Yes	Some	Yes	Some	Yes	Some	Yes	Some
Senegal	N/A		No	None	Yes	All	Yes	All
Seychelles	N/A		Yes	All	Yes	All	Yes	All
Somalia	N/A		N/A		N/A		Yes	Some
South Africa	N/A		Yes	Some	N/A		Yes	Some
Swaziland	N/A		Yes	Some	Yes	Some	Yes	Some
Tchad	Yes	All	Yes	All	Yes	All	Yes	All
Uganda	N/A		Yes	Some	N/A		Yes	Some
Zimbabwe	Yes	All	Yes	All	Yes	All	Yes	All

N/A= this type of facility does not exist

Most countries have some ECCE quality standards

- 83% of surveyed countries report having national ECCE quality standards in place

- 80% have same standards in place for public and private

- 67% report standards include all of the following:

  - *Physical environment, health/safety, teacher/caregiver competencies, program structure, curriculum/content, interpersonal interactions, family/community engagement, child learning*

Sharing standards

- While ECCE quality standards exist in most countries, not all ECCE teachers and facilities have access to them

How have ECCE quality standards been shared with ECCE facilities?

Percentage of respondents who have ECCE standards
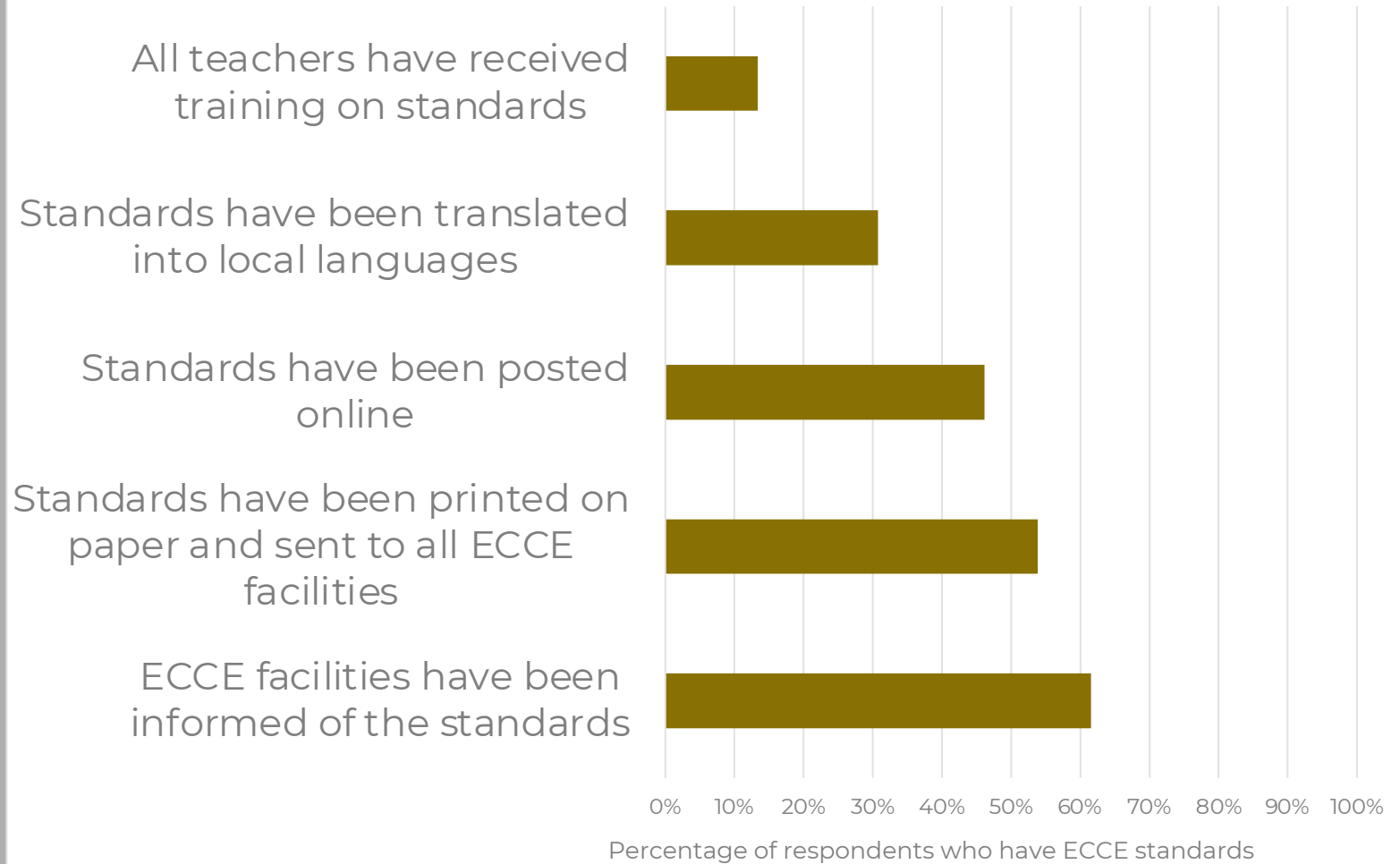
Inspections

- **89%** governments monitor private preschool at least once a year;
  72% monitor public preschool at least once a year
- If childcare exists, most governments monitor, but less frequently
- Nearly all report that inspections are comprehensive (*infrastructure, health/safety, teachers, program structure, curriculum, interactions, child learning*)

How often does the government monitor/inspect each type of facility?

Private ECCE for 3-5 year olds

Public ECCE for 3-5 year olds

Private ECCE for 0-2 year olds

Public ECCE for 0-2 year olds

Percentage of respondents reporting with specific type of facility

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- Type of facility does not exist
- Not monitored by government
- Rarely (less than once a year)
- Once a year
- More than once a year
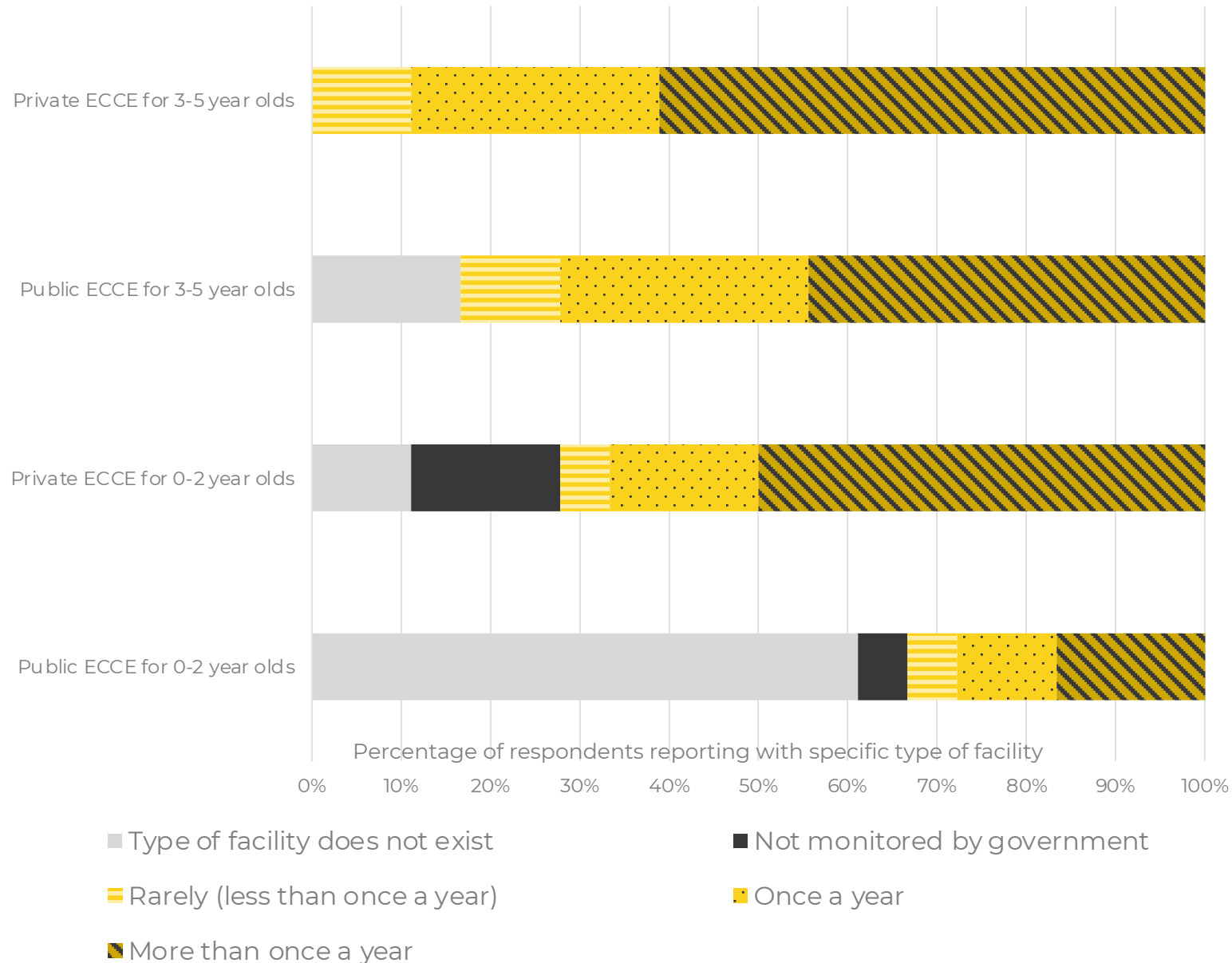
National level reports

- 59% report having a national annual report that summarizing data on ECCE quality.

- In countries with national reports, only 40% make it available to the public, 60% to parents, 70% to schools

- All reports include physical environment, health/safety, teacher competencies, program structure

- Most include teacher interactions, family engagement, child outcomes

Who has access to the national annual report on ECCE quality?
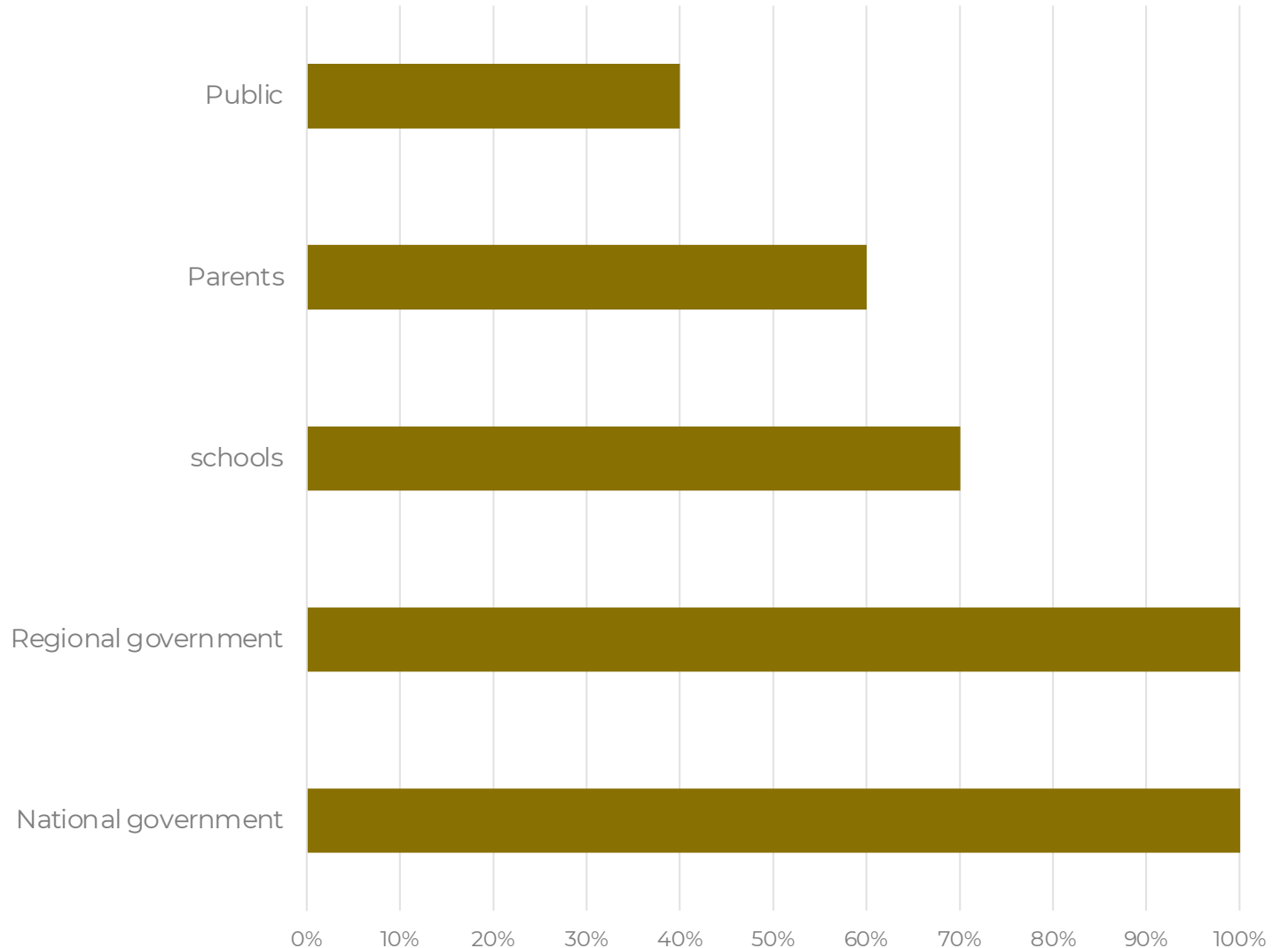
Critical areas to address in QAS

- Human resources to monitor quality
- Accurate registries
- Sharing annual data
- Professional development system
- Building user-friendly data systems

How critical is QAS area for government?

Horizontal bar chart showing percentage of respondents rating QAS areas as "Not an issue" (light grey), "Medium priority" (dark grey/black), or "High priority" (gold). Categories from top to bottom:
- More evidence/research on effective quality in my country
- Easy-to-use tools to monitor the quality of teaching practices
- Effective process for annual inspections for all facilities
- Support in understanding QAS data
- Data system to track ECCE quality
- Professional development system to support teachers to improve quality
- Annual data on ECCE quality in my country
- Accurate registry of all ECCE facilities
- Human resources to monitor ECCE quality

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Percentage of repondents

Legend: Not an issue | Medium priority | High priority

What Does It Look Like, Ground Up?

- Qualitative study by Dr. Hasina Ebrahim

- 16 ECD practitioners and managers in S Africa

- Research question:

  - What does the QAS system look like to those who working "on the ground" in ECD?

S Africa QASS: Overview of findings

Strengths

- Policies, regulations and guidelines to support the development of a QASS are in place
- Recognition of providing a quality service for holistic child development
- Showing agency to self-assess ECD services

Challenges

- A fragmentary system without shared understandings
- Top-down expectations that are out of touch with realities on the ground
- Complex and disabling registration processes
- Dysfunctional municipalities
- No specific training results in patchy knowledge base for QA
- Using inappropriate curriculum

Example 2: Measuring and Reporting on Child Development

- National monitoring of child development is not as common

    - Requires large-scale data collection using valid, reliable tools

    - Should be based on a representative sample of children

- Despite resources required, is ultimately what we are aiming for – so important to focus on how we'd get these data

ECCE measurement landscape

- Measures:
  - WHO GSED
  - World Bank AIM
  - National measures (ELOM)
  - IDELA

- Still limited capacity to collect data in many countries

- Few efforts to integrate into ongoing national monitoring (several led by international organizations)

Examples of Tools

Name	Focus of Measure	Organization	How Collected
IDELA	Child development in preschool years	Save the Children	Direct assessment using trained assessors
Global Scale for Early Development	Child development birth to three years	World Health Organization	Direct assessment using trained assessors + caregiver report
AIM	Children 4-6 years	World Bank/Revision of MELQO	Caregiver report
ELOM	Preschool-aged children	DataDrive2030	Direct assessment

Child Development Data Example: South Africa

What percentage of 4 to 5-year-old children in Early Learning Programmes in South Africa are thriving?

43% - Thrive by Five
53% - Face Barriers to Thriving
4% - Face Significant Barriers to Thriving
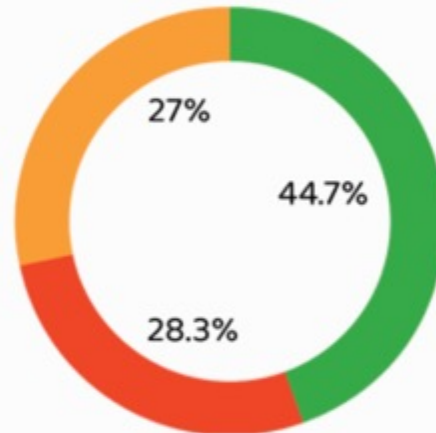
44.7% - On Track for Early Learning
27% - Falling Behind in Early Learning
28.3% - Falling Far Behind in Early Learning
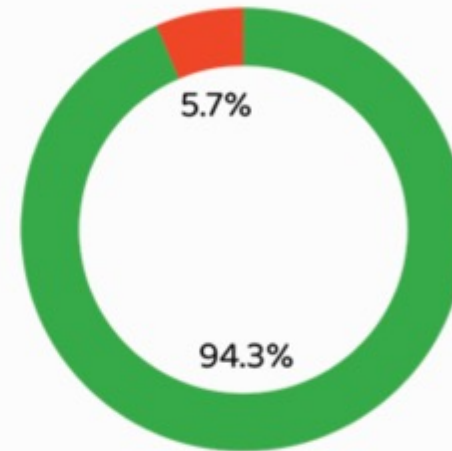
94.3% - Normal Height for Age
5.7% - Stunted Growth

Rwanda Data

Proportion of PPE students mastering IDELA content, by domain
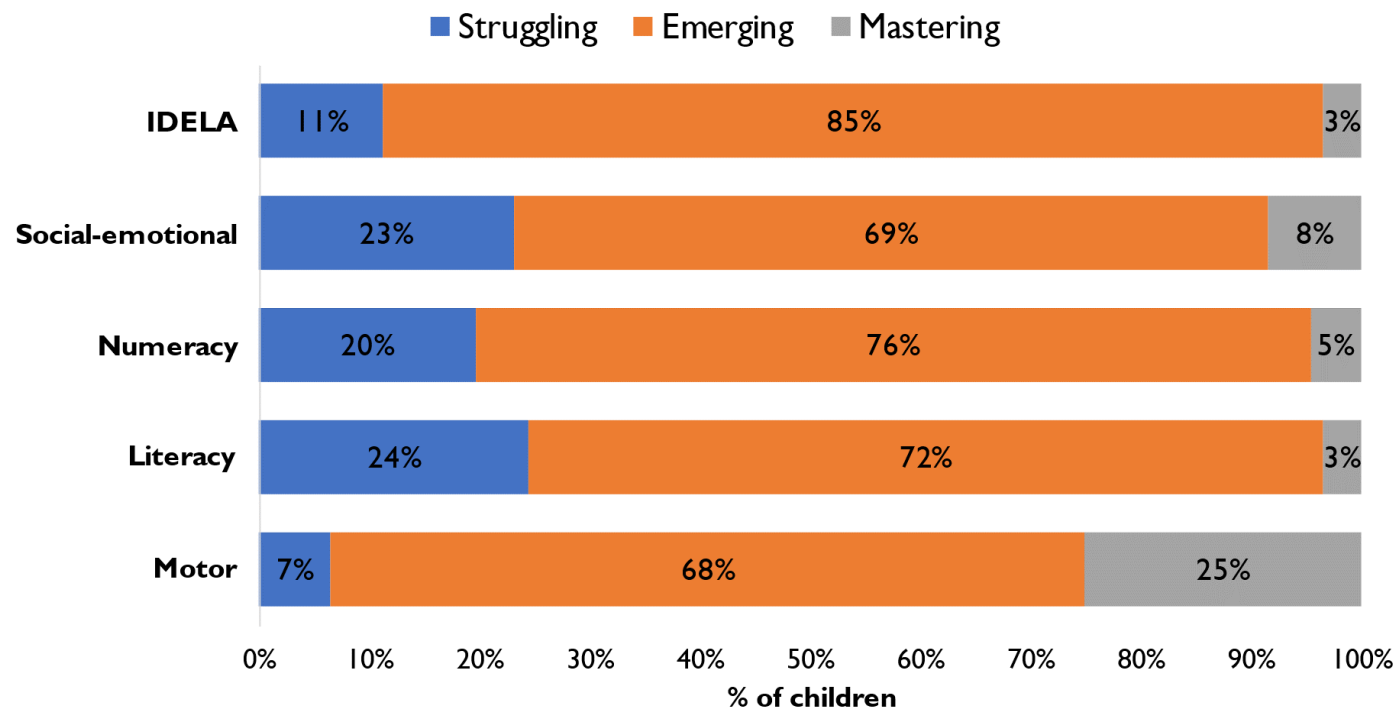
Country Teams ...

- Meet with your country or regional team to begin mapping out your "mini-action plan"

    - What is your vision for your country plan?

    - Where is your country in the steps towards to a data-driven system?

    - What do you need to complete that step and move on to the next step?

- We will then do a room tour to hear from each team on their initial sketch of the mini-action plan

- We will revisit and finalize these plans Tuesday afternoon
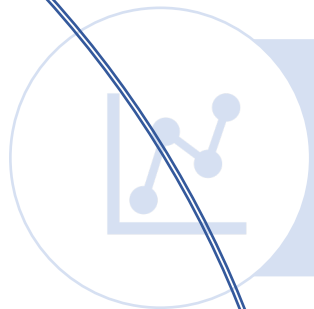
Where are we now?

- *What have we learned to date through Together for Early Childhood Evidence?*

Where do we go next?

- *Framework for data-informed early childhood systems*
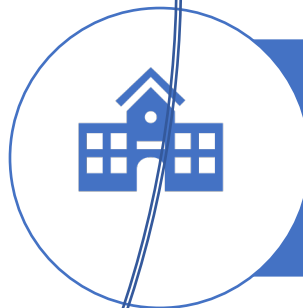
Placing data in context

- *Deep dive Mauritius QAS and school visits*

Outlining next steps

- *USAID synergies, way forward for countries and region*

Placing data in context

Deep dive into Mauritius ECCE QAS

ECCE QAS in Mauritius

The Quality Assurance System in Mauritius
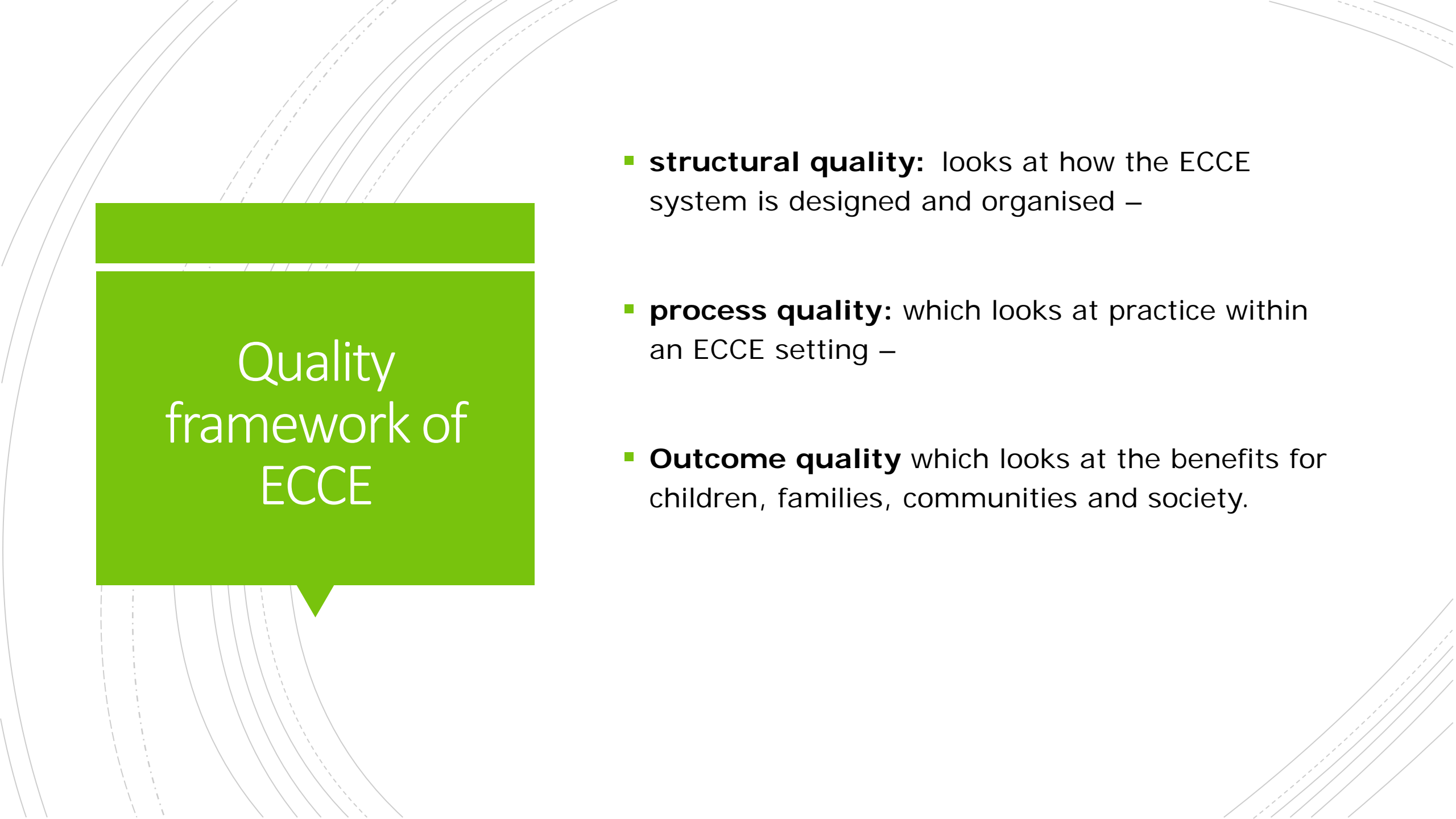
Presented by Caroline Arekion – Director of ECCEA

Measuring Quality in ECCE

Quality is a complex concept, there is a consensus however, on the indicators of quality Early Childhood Care and Education (ECCE).

- These include measures which affect:

    1) the structure of ECCE provision,

    2) the quality of the processes used in ECCE settings and

    3) the outcomes from ECCE provision

- Source: EU Commission: Proposal for key principles of a Quality Framework for Early Childhood Education and Care

Quality framework of ECCE

- **structural quality:** looks at how the ECCE system is designed and organised –

- **process quality:** which looks at practice within an ECCE setting –

- **Outcome quality** which looks at the benefits for children, families, communities and society.

Provision of ECCE services

The sector is divided in three sub-sectors as follows:

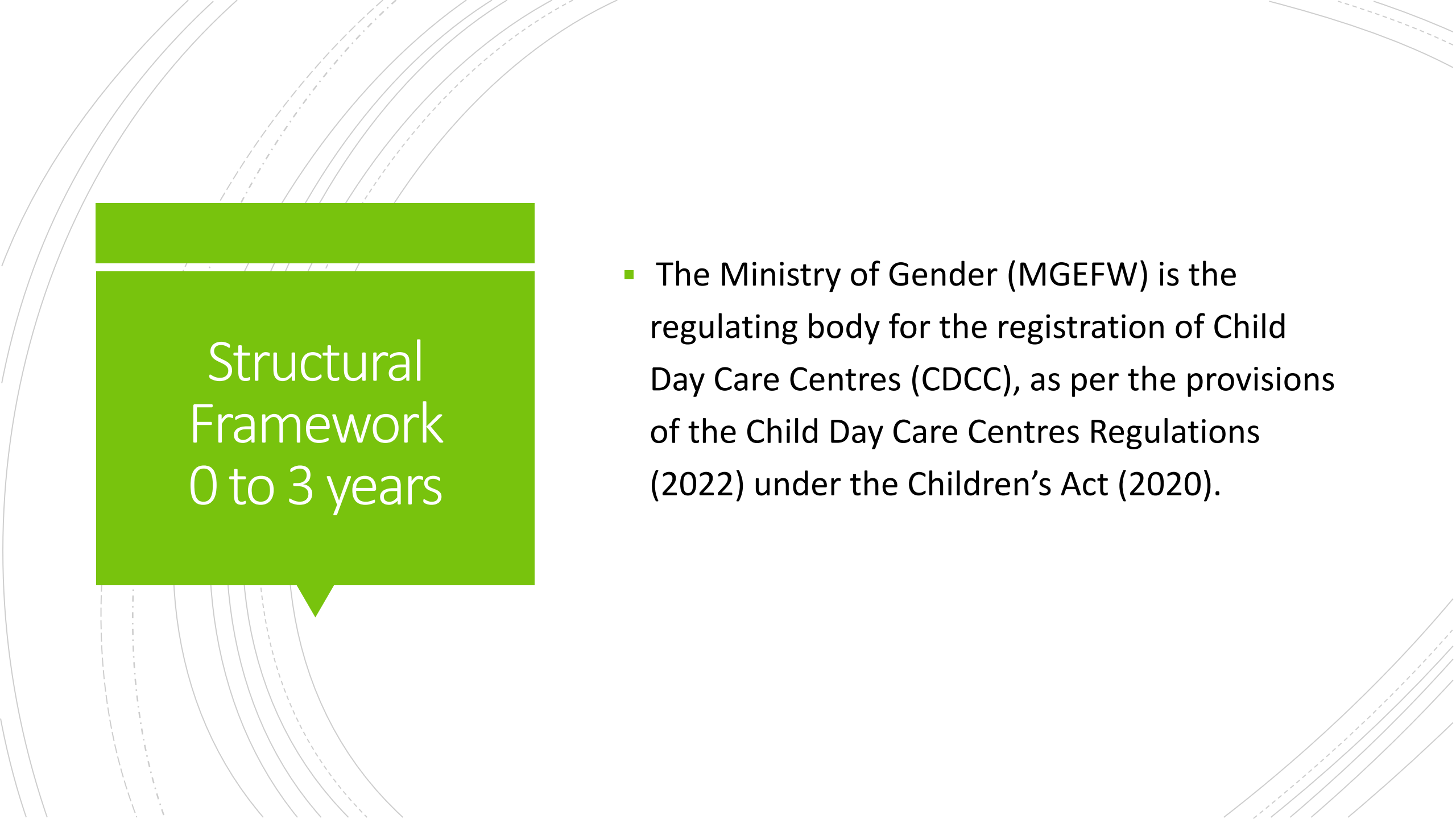- 0 to 3 years – (Creche or Child Day Care Centres) entirely owned by private individuals and a few NGOs

- 3 to 5 years – (private and public pre-primary schools)

mainly dispensed by private sector (70%) and public pre-primary unit (30%) is free.

- 5 years + - primary schooling
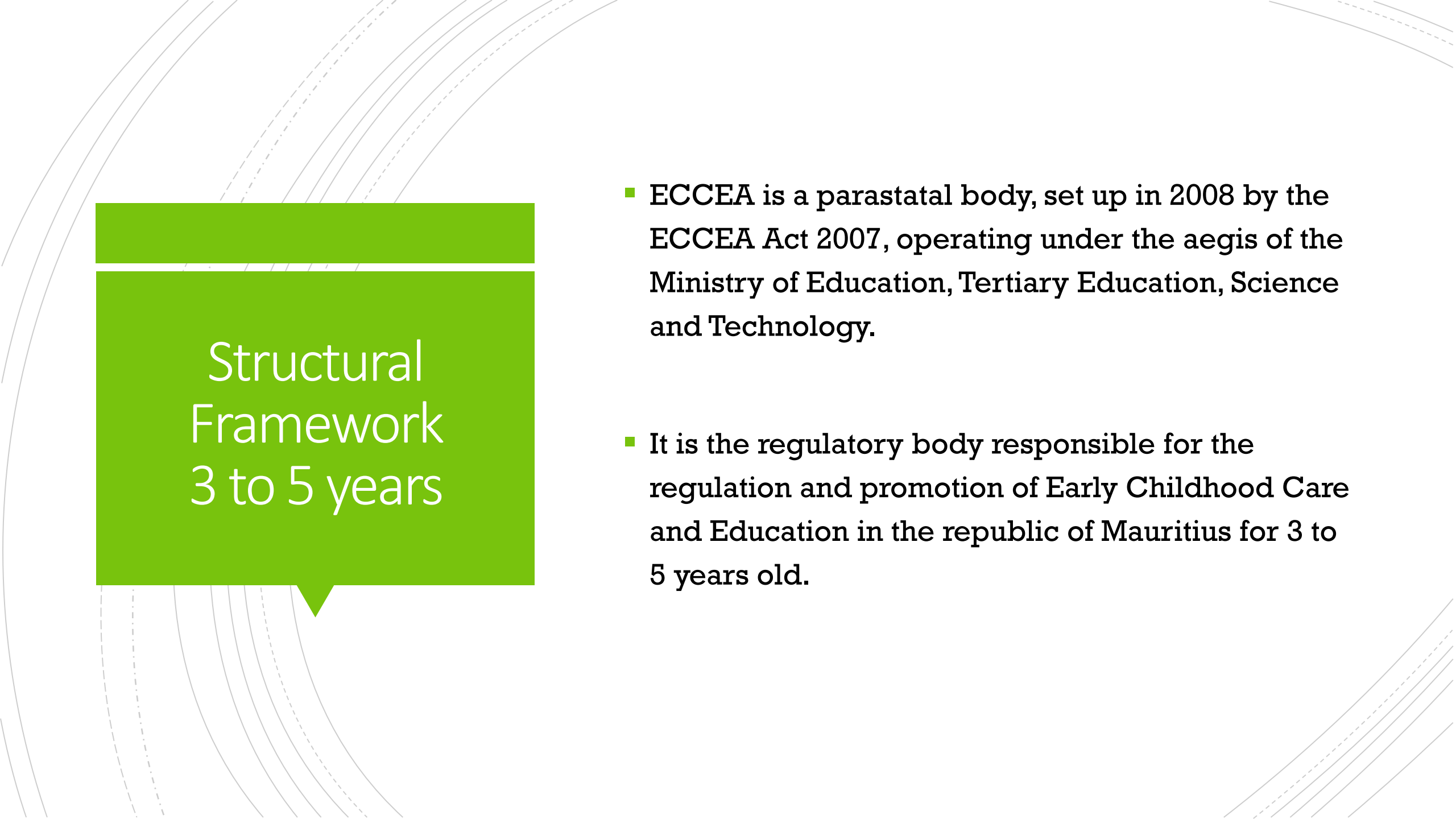
 Ministry of Education – main provider
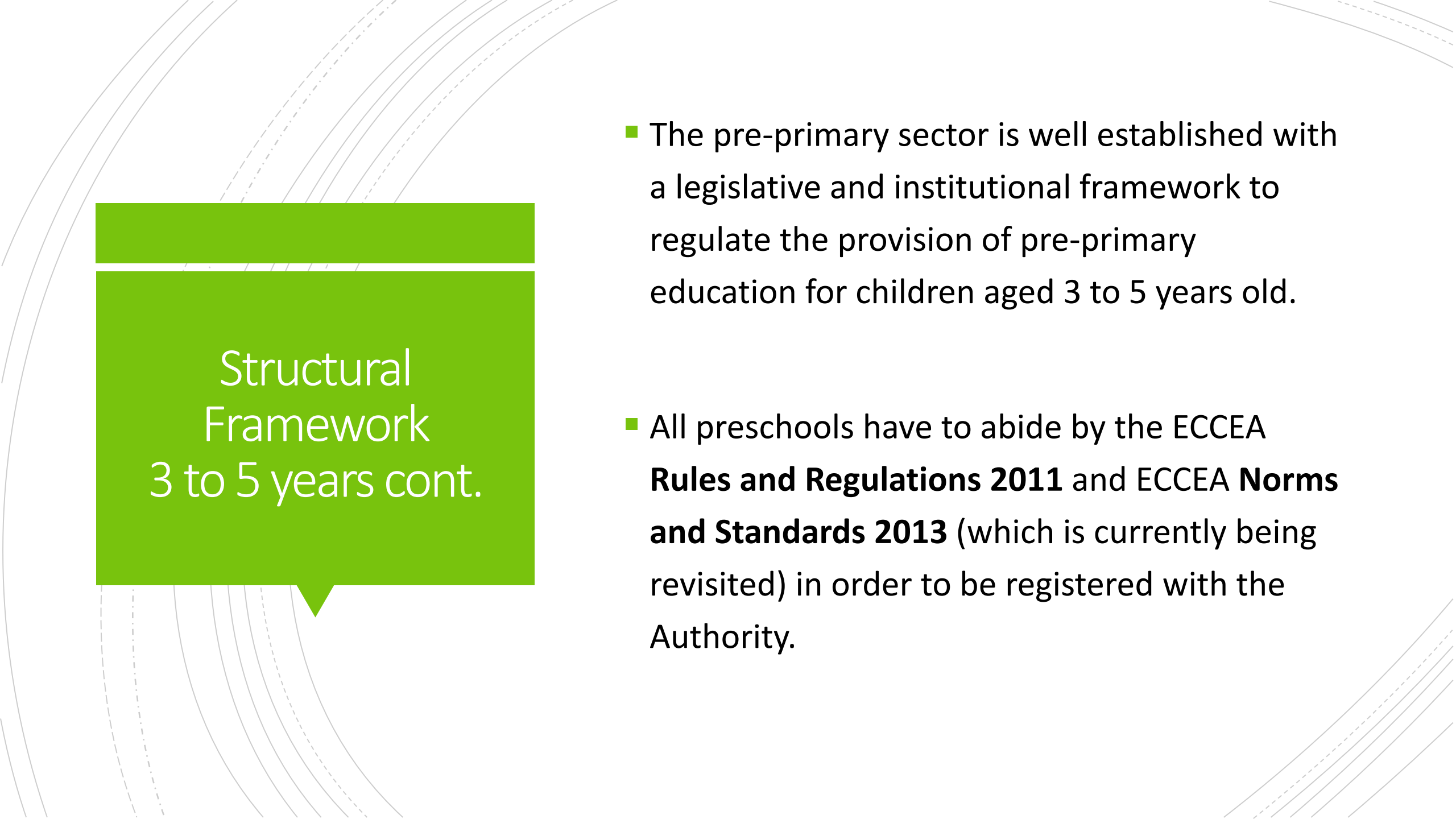
Structural Framework
0 to 3 years

- The Ministry of Gender (MGEFW) is the regulating body for the registration of Child Day Care Centres (CDCC), as per the provisions of the Child Day Care Centres Regulations (2022) under the Children's Act (2020).

Structural Framework
3 to 5 years

- ECCEA is a parastatal body, set up in 2008 by the ECCEA Act 2007, operating under the aegis of the Ministry of Education, Tertiary Education, Science and Technology.

- It is the regulatory body responsible for the regulation and promotion of Early Childhood Care and Education in the republic of Mauritius for 3 to 5 years old.

Structural Framework 3 to 5 years cont.

- The pre-primary sector is well established with a legislative and institutional framework to regulate the provision of pre-primary education for children aged 3 to 5 years old.

- All preschools have to abide by the ECCEA **Rules and Regulations 2011** and ECCEA **Norms and Standards 2013** (which is currently being revisited) in order to be registered with the Authority.

ECCE
Authority

Vision:

- Provide and promote quality preschool education within a safe, inclusive and child friendly environment.

Mission:

- The ECCEA aims at providing equal access for all children to quality pre-schooling including those at risk of delayed development and disabilities and those coming from conditions of vulnerability, through a child-centered and play-based approach, with the involvement of the parents.
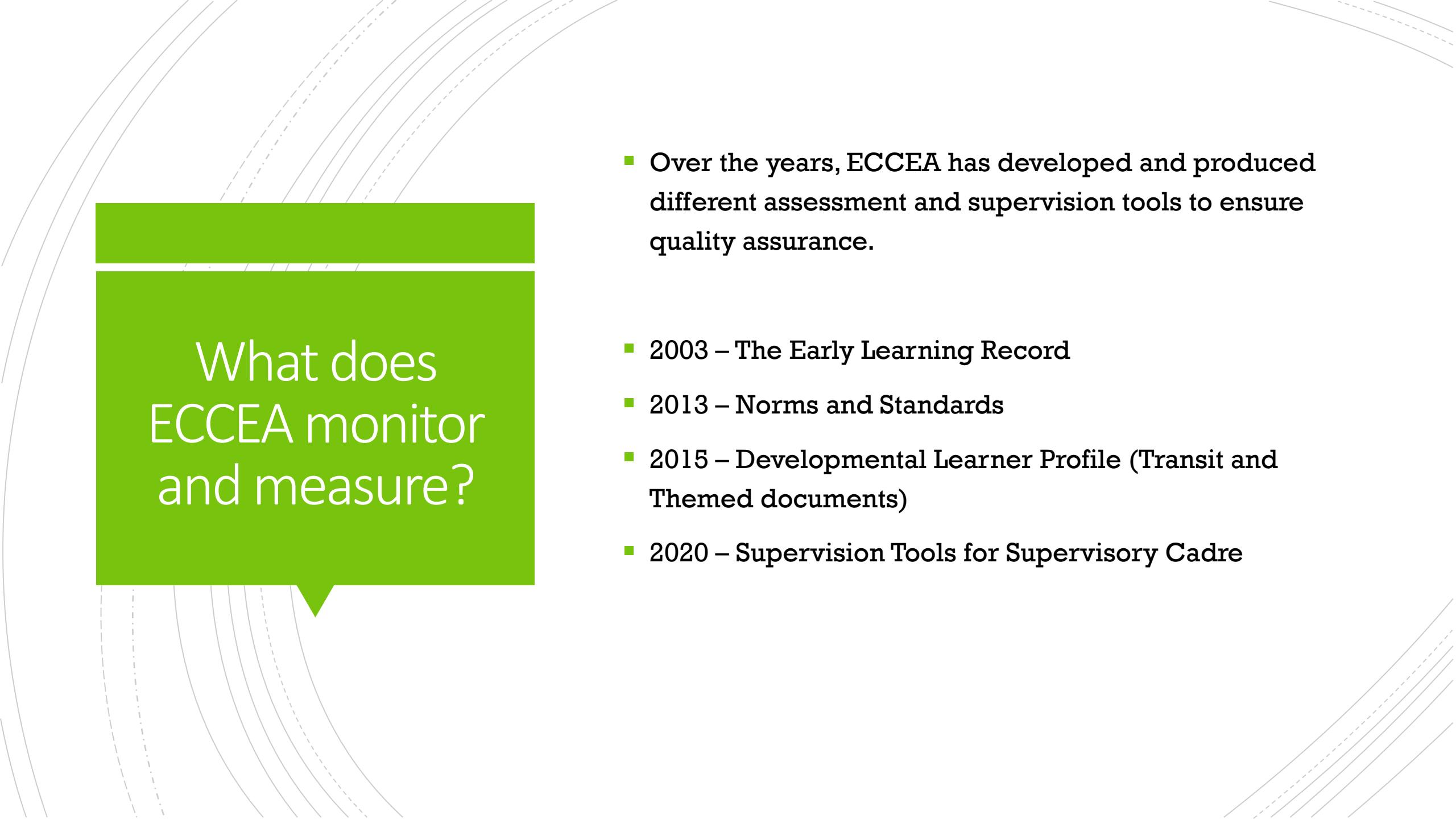
Objects of the Authority

- (a) to harmonise and promote integrated early childhood care and education policies, strategies and programmes in line with recommendations of international and national institutions;

- (b) to ensure that all programmes and policies for the education, care and development of the young child in the Republic of Mauritius are in conformity with the Convention on the Rights of the Child;

- (c) to help ensure a smooth transition of the young child from preschool to lower primary school.

Monitoring of Quality Standards for 3 to 5 years

- ECCEA has a supervision cadre consisting of 5 Inspectorate Units.

- The supervisory cadre are responsible for registration of private preschools, monitoring of grant given to all private preschools and quality assurance

What does ECCEA monitor and measure?

- Over the years, ECCEA has developed and produced different assessment and supervision tools to ensure quality assurance.

- 2003 – The Early Learning Record

- 2013 – Norms and Standards

- 2015 – Developmental Learner Profile (Transit and Themed documents)

- 2020 – Supervision Tools for Supervisory Cadre

Projects underway

- The National Curriculum Framework pre-primary (2010) is currently being revisited (2022)

- Programme Guidelines are being developed (2022)

- The Developmental Learner Profile will be revisited (2023)

- The Norms and Standards will be revisited (2023)

What does ECCEA monitor and measure?

Supervision Tools for QA– Key Elements:

- School profile

- Record of Child's profile

- Physical Learning Environment

- School programme (curriculum)

- Teaching and Learning Processes for each area of learning

- Overall Individual Educator's Performance Appraisal

- School Management/ Administration

Assessment tools for Child's Profile: The Early Learning Record

The Early Learning Record: sets a comprehensive Early Learning Goals that children ought to acquire at the end of the preschool years in the following:

- Personal, Social and Emotional

- Communication, language & Literacy

- Mathematical Development

- Knowledge & Understanding of the World

- Physical Development

- Creative Development

Assessment tools for Child's Profile: Developmental Learner Profile- DLP

The Developmental Learner Profile:

This include 2 documents (Themed and Transit) to allow Teachers to assess children's throughout the year and also at the end of the 2 years preschool programme.

Norms and Standards for Pre-primary Education:

Norms ad Standards for Pre-Primary Education

The key elements consists of norms for:

- Physical environment
- Health and safety
- Preschool structure and Management
- Curriculum guideline
- Family - Pre-school Partnership

THANK YOU FOR YOUR KIND ATTENTION!

Q & A

ECD measure

Plans for School Visits

Plans for school visits

- All participants will meet promptly at 8:00AM in the **lobby of the Address Boutique Hotel**
  - **Group 1:** Kinderland PPS (Goodlands)
  - **Group 2:** Ming Tek (Port Louis)
  - **Group 3:** Bethleem (Port Louis)
- Shuttles will bring us back to Ravenala Attitude Hotel for remainder of workshop

Get in your small groups to prepare for your conversations with Heads of Schools

- **Goals:**
  - **Get school-level perspective on Quality Assurance System**
  - **Understand how system can support schools use data**
- Some sample questions:
  1. What kind of early childhood data is routinely collected at your school?
  2. Why do you collect it?
  3. Which data do you share with government?
  4. Which data do you share with parents?
  5. How do you talk about data with your teachers?
  6. Does the government give you feedback?
  7. What is useful to you?

ECD measure

ADEA Inter-Country Quality Node
Early Childhood Development

USAID
FROM THE AMERICAN PEOPLE

Debrief from school visits

- Based on what you heard/observed, how can we make systems that support schools?

- What questions did you have that were not possible to answer?

- How would you know if your system is working well?
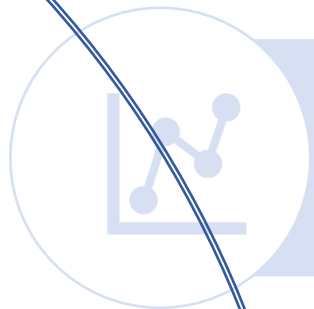
Where are we now?

- *What have we learned to date through Together for Early Childhood Evidence?*

Where do we go next?

- *Framework for data-informed early childhood systems*
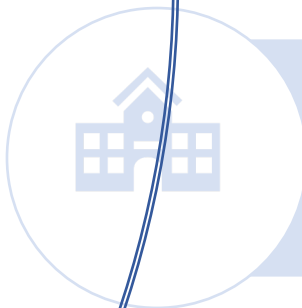
Placing data in context

- *Deep dive Mauritius QAS and school visits*

Outlining next steps

- *Way forward for countries and region*

Outlining next steps

Way forward for countries and the region

Regional way forward

- What are regional needs for early childhood data use and evidence uptake?
- What type of support (tools, framework, technical assistance, etc.) do governments and partners need to continue to build their national ECCE quality assurance system

How can we work together as a region to build data-informed early childhood systems?

Collaboration between data systems and ministries.

Creating a community of practice

Sharing tools

Standardized tools in the region. Create a community of practice for sharing. Create opportunities to share how they are using data and tools.

Build a multi-country community of practice that share ECE data with one another through a dash board

Building sharing platform to reduce the opportunity costs associated with sharing

Regional community of practice

Sharing Tools, Group Watsup, Online Meeting (Quarterly)

Build a comprehensive education information system

12

How can we work together as a region to build data-informed early childhood systems?

Sharing important data across education ministries

Sharing best practices

Identify Human Resources and capacity needs

Sharing best practices

Common child outcomes tracking

Create a hub of continental professions waking in the space of ECE data to share experience, knowledge, tools and support each other

Sharing guidelines.

Funding Projects in the Domain

Designing legal framework

How can we work together as a region to build data-informed early childhood systems?

Sharing Standards	Face to face annual meetings	Study Tours to Best Performers
Knowledge exchange across countries	Coordination on AU level	ECD Policy review
Harmonize implementation approaches	Learning visits	
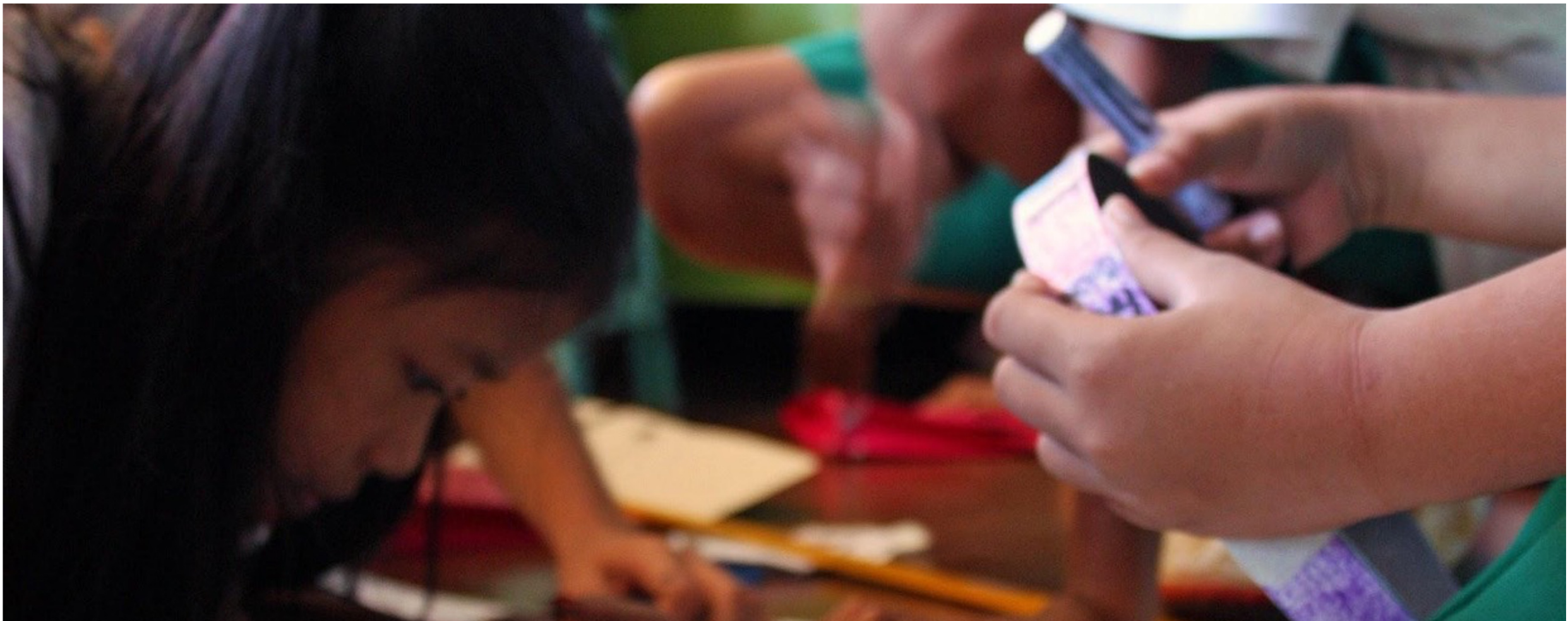
USAID & Pre-Primary

The importance of pre-primary

Pre-primary video

Credit: USAID Nepal

USAID's commitment to pre-primary
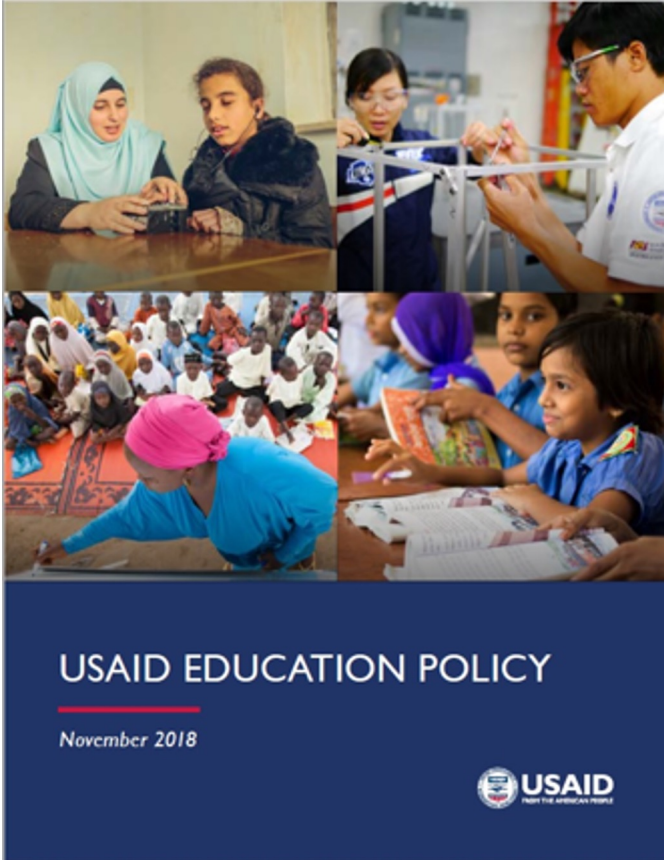
Basic Education funds may be used for programming for children in pre-primary education.

- Pre-primary education is defined as **any group-based, organized instruction serving children**, generally between the ages of 3 and 6, prior to their entry into primary school.

- A program may be **school-based, center-based, or community-based**, and include between one and three years of instruction.

- Schedules, models, and settings may vary across contexts, but the defining characteristic of pre-primary is a **focus on early learning**.

USAID EDUCATION POLICY

November 2018

USAID's Policy Goals

1. Improving Learning Outcomes
2. Expand access to quality basic education for all, particularly the most marginalized and vulnerable populations

Credit: USAID Jordan

Where USAID is engaged in pre-primary

Emerging model of effective pre-primary programming

■ USAID country supporting pre-primary programming ■ USAID country without pre-primary programming ☐ Non-USAID country
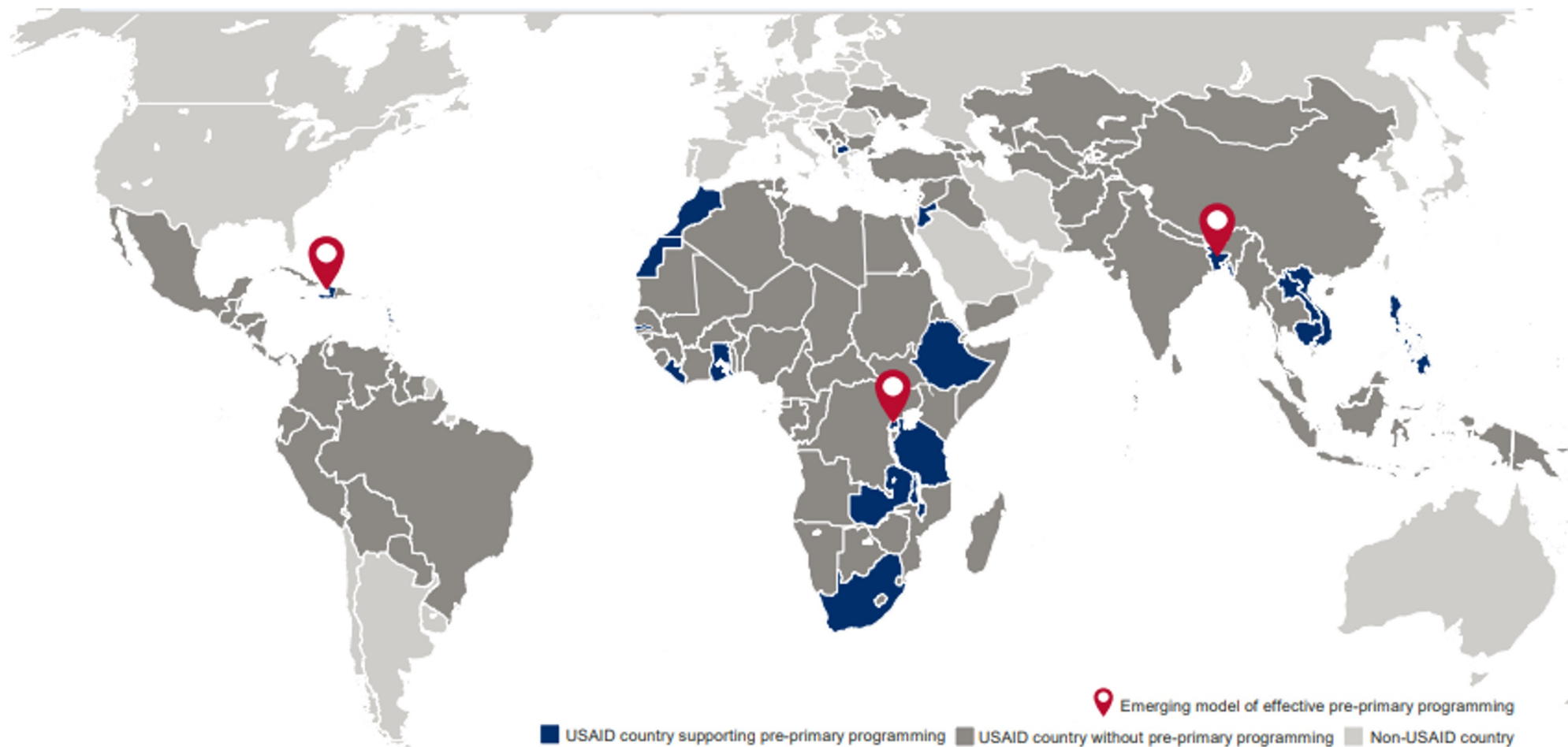
USAID/Rwanda's engagement in Early Childhood Education

Schools and Systems:

- Pre-service teacher education
- Improving quality of early childhood emergent literacy environments

Homes and Communities:

- Train reading club and early child development (ECD) volunteers

Credit: USAID Rwanda

Center for Education: Technical Guidance

Work Lead from DC

EXAMINING WHAT WORKS IN PRE-PRIMARY: A REVIEW OF THE EVIDENCE

August 2021

DEVELOPING HIGH-QUALITY PRE-PRIMARY PROGRAMS:

USAID EDUCATION HOW-TO NOTE

EVIDENCE SUMMARY

What Works in Pre-Primary Education Pedagogical Practices

March 2022
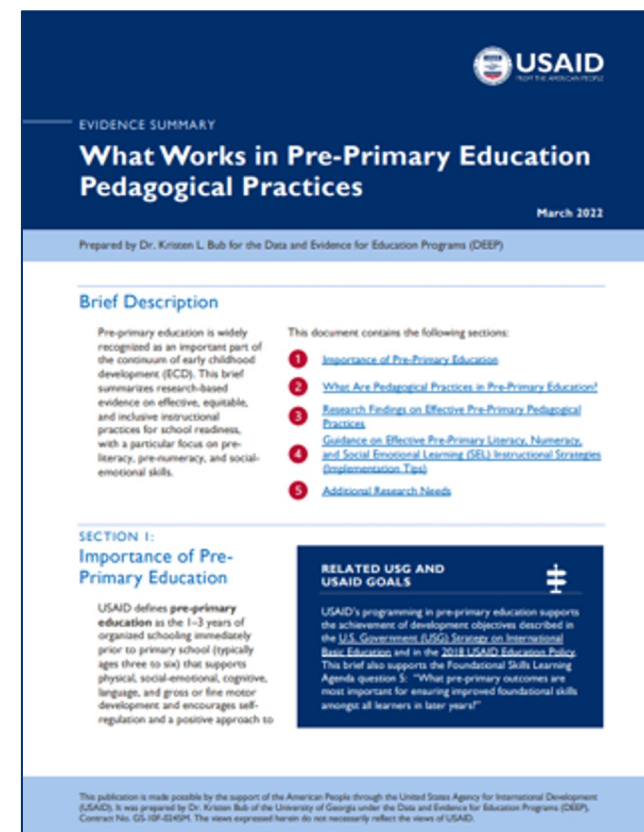
Political Will, Investment, and Leadership

Regulating, Monitoring, and Supporting Programs

Access

Program Quality

Teacher Workforce

Family and Community Engagement

150

Using the Decision Trees

Is there a specific policy related to pre-primary education?

NO
There is no policy that specifically addresses pre-primary education.

The lack of a specific policy that speaks to pre-primary commitments puts the investments made in this area at risk of abandonment or overturning when the political wind changes.

Work with relevant stakeholders to develop strategic plans (costed) with clear designations of staff and leadership throughout the sub-sector.

Work with relevant stakeholders within this advocacy landscape to support the government to

NO

YES
There is a policy that clearly articulates the country's ambitions and commitments for pre-primary education.

Is there a detailed and costed strategic plan that assigns actions and resources, including financial and human resources, to the commitments of the policy?

YES

Is there a line item for

SCAN ME

Reflect on the Key Question: **Who will you target for access?**

Important considerations:

- Who are the children who would benefit most from high-quality pre-primary?

- What level of funding is available for pre-primary?

- Are most children achieving foundational skills in primary?

Credit: USAID in the West Bank

Approaches to Pre-Primary Access

UNIVERSAL

- Mandates free and compulsory pre-primary for all

- Requires financial support from the public sector

- Various structures

- Number of young children in the system can pose challenge

TARGETED

- Suitable when resources are limited to implement a high quality universal policy

- Supports pro-poor policies

- Provide subsidies and target public provision for the most marginalized populations

153

Why start with populations experiencing the most marginalization?

Children who may particularly benefit from pre-primary include:

- ➜ Children with disabilities

- ➜ Children whose L1 is different from the "official" language of instruction

- ➜ Refugees

- ➜ Children from the poorest families (last quintile)

- ➜ Children from a marginalized ethnic or racial group

Credit: USAID/Jordan

Measurement

What are the outcomes we are measuring in pre-primary?

ES 1.53 Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance

Supp-1 Percent of pre-primary learners targeted for USG assistance who are developmentally on track.

Supp-18 Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills
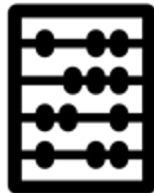
Early Learning Skills Areas

EARLY LEARNING SKILL AREAS

| Emergent language & literacy | Emergent numeracy | Social-emotional learning | Physical development |

Supp-1 & Supp-18

Why report on SUPP-1 & SUPP-18?

Program efficacy

Target future programs

Target future subpopulations

Indicators do not provide information for individual children

Pre-Primary Assessment Tools

TOOL	PURPOSE	AGE	SKILLS						ASSESSMENT TYPE			IMPLEMENTATION						ADAPTATION	
			Language	Pre-Literacy	Pre-Math	SEL	COG/EF	Physical	Child performs task	Questionnaire	Observation	Administration time	Primary Administrator	Length of Training	Budget Required		Adapted for children with a disability?	Level of effort to adapt measure
															Cost of tools	Cost to implement		
	1: System monitoring/ evaluation 2: Child Screening 3: Formative assessment											0: <15 min 1: 15-30 min 2: >30 min	1: Teacher 2: Caregiver 3: Child development specialist 4: Psychologist 5: Interviewer	0: None 1: 1-2 days 2: 3-5 days 3: 6-8 days	0: Free 1: ($) 2: ($$) 3: ($$$)	0: ($) 1: ($$) 2: ($$$) 3: ($$$$)	0: No 1: Yes	0: Minimal effort 1: Modest effort 2: Extensive effort
IDELA	1 2 3	3, 5, 6	✔	✔	✔	✔	✔	✔	✔	✔		2	1, 5	2	0	0 1 2 3	1	1

Next Steps

Catalyze Edu Finance Activity

- CATALYZE EduFinance activity, managed by USAID's DDI Center for Education, is a financing and evidence building activity that stimulates partnerships with private sector, financing entities and mobilizes both public and private capital to improve *learning outcomes*

- Through the CATALYZE EduFinance activity, USAID invests in early childhood care and education (ECCE) activities with the goal(s) of: 1) Improving early childhood development & learning outcomes; 2) Increasing women's economic participation and; 3) Job creation

- CATALYZE EduFinance leverages various types of capital, including commercial private capital, philanthropic, corporate, faith-based capital, private household capital and public capital, bilateral and multilateral donors and domestic government funds

LEGO Partnership

- MoU signed in 2019, focus on advancing priorities in pre-primary and the social emotional learning space.
- Joint contributions to ECW and INEE
- Joint funding in Ethiopia on an Early Childhood Care and Education in Emergencies Activity

Credit: USAID Liberia

162

Disability Inclusive Focus

- High-quality early learning programs can provide the greatest benefit to children with disabilities
- High-quality early learning programs can help diminish equity gaps in learning outcomes
- USAID is currently developing technical guidance related to high-quality pre-primary

Credit: USAID

Thank you!

Rebeca Martinez: remartinez@usaid.gov

Koli Banik: kbanik@usaid.gov

Rwanda

- Vision: Integrate access, child development, quality data into existing systems

Malawi

- Vision: use data to support formalizing ECD
- Some ideas on way forward:
  - First national study on access, quality, child development
  - Get registry of ECD centers
  - Audit existing data sources

ECD measure

ADEA Inter-Country Quality Node
Early Childhood Development

USAID
FROM THE AMERICAN PEOPLE

South Africa

- Vision: track children through multiple systems over time by building interoperable information management systems across departments

Liberia

- Vision: Comprehensive registry of ECE facilities and EMIS system that incorporates ECE data

Mauritius

- Vision: set up research taskforce, capacity building to collect data, select simple tools that are accessible to ground staff

Country visions for data-informed ECCE systems

Country	Vision
Liberia	Comprehensive registry of ECE facilities and EMIS system that incorporates ECE data
Malawi	Use data to formalize ECD
Mauritius	Set up research taskforce, capacity building to collect data, select simple tools that are accessible to ground staff
Rwanda	Integrate access, child development, quality data into existing systems
South Africa	Track children through multiple systems over time by building interoperable information management systems across departments

What are 5 steps you will take in next year to work towards your vision?

Country team planning
What's next for shaping data-informed systems in your country?

1. What 5 steps will you take in next year to start to make progress on you vision?
2. What resources do you need?
3. How does this fit into the existing system?
4. Who needs to be involved?
5. What are risks?

Reminders for ADEA Triennale

- See ADEA website for program
- Wednesday-Friday: Free Shuttle between Address Boutique Hotel and Le Meredien.
  - **Leave Address Boutique Hotel at 8:00 AM to go to Le Meredien**
  - **Depart Le Meredien at 18:00 to go to Address Hotel Wednesday/Thursday**
  - **15:30 on Friday**
- On Thursday and Friday, lunch is provided by ADEA organizers. On Wednesday, individuals are responsible for their lunches.
- If you prefer to be on your own schedule, you are welcome to take your own taxis
- Feel free to use WhatsApp group to coordinate!

ECD measure

UNIVERSITY 1 OF Nebraska Medical Center

USAID FROM THE AMERICAN PEOPLE

ADEA Inter-Country Quality Node Early Childhood Development

Thank you