Early Childhood Education Quality Assurance Systems for Africa (ECE QAS)

Les systèmes d'assurance qualité de l'EPE en Afrique

Co-Hosted by ADEA and Together for Early Childhood Evidence

September 22, 2021

ECD measure

University of Nebraska Medical Center

ADEA
Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

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Agenda

15.00 - 15.05	**Welcome**	Maya Soonarane, ICQN ECD
15.05 – 15.10	Address of Hon Vice Prime Minister and Minister of Education, Mauritius	
15.10 – 15.30	Overview of Guide on ECE QAS for Africa and Summary of country survey results on ECE QAS	Kate Anderson & Dr. Abbie Raikes, ECD Measure
15.30 – 16.00	Featuring country experience in designing ECE QAS ○ Burkina Faso ○ Morocco ○ Seychelles	Lucien Hien Abdeljalil Benzouina Shirley Choppy
16.00 – 16.55	Open discussion on Enhancing ECE Quality Assurance Systems at Country Level	Daniel Baheta, UNICEF Tanzania
16.55 – 17.00	Closing remarks	Albert Nsengiyumva, ADEA

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Overview: ECE QAS for Africa

Key Messages

- Quality assurance systems (QAS) help ensure children in ECE have **an experience that helps them develop and learn**.
- Governments should assume responsibility for ECE quality, **in both public and private ECE programs**.
- The QAS should have a clear purpose, and governments should use **service quality standards** to define what good quality looks like in their country.
- **Design choices**: measurement tools, how the results will be used, how to provide professional development to teachers and administrators.
- Don't forget **equity** and **sustainability**!

Definitions

- **Quality**: specific to context, country and culture, but typically includes process and structural quality.
  - **Process quality**: the quality of interactions between children and their teachers and their peers.
  - **Structural quality**: the laws, policies, regulations, and other influences that originate outside of the classroom but affect process quality
- **Quality assurance**: process of monitoring ECE settings to assess and ensure quality.
- **Service quality standards:** government guidelines on the practices and experiences children should be exposed to in ECE settings

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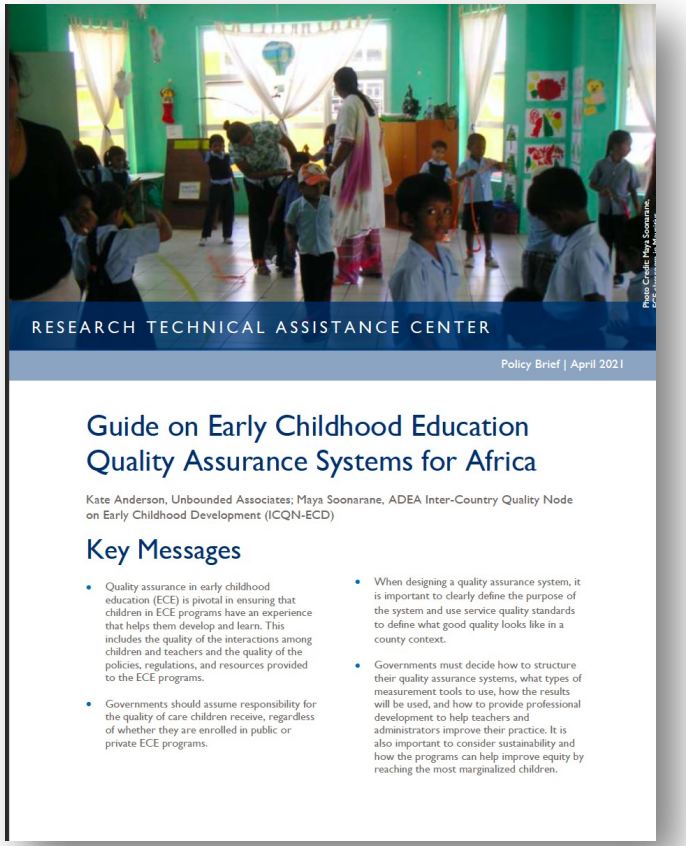
Steps to developing a Quality Assurance System

1. Define the purpose
2. Identify, develop or adapt service quality standards
3. Design the Quality Assurance System that meets your country's needs
4. Ensure the political, institutional and financial stability



https://www.rtachesn.org/together-for-ece-resource/guide-on-early-childhood-education-quality-assurance-systems-for-africa/

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How to use the guide

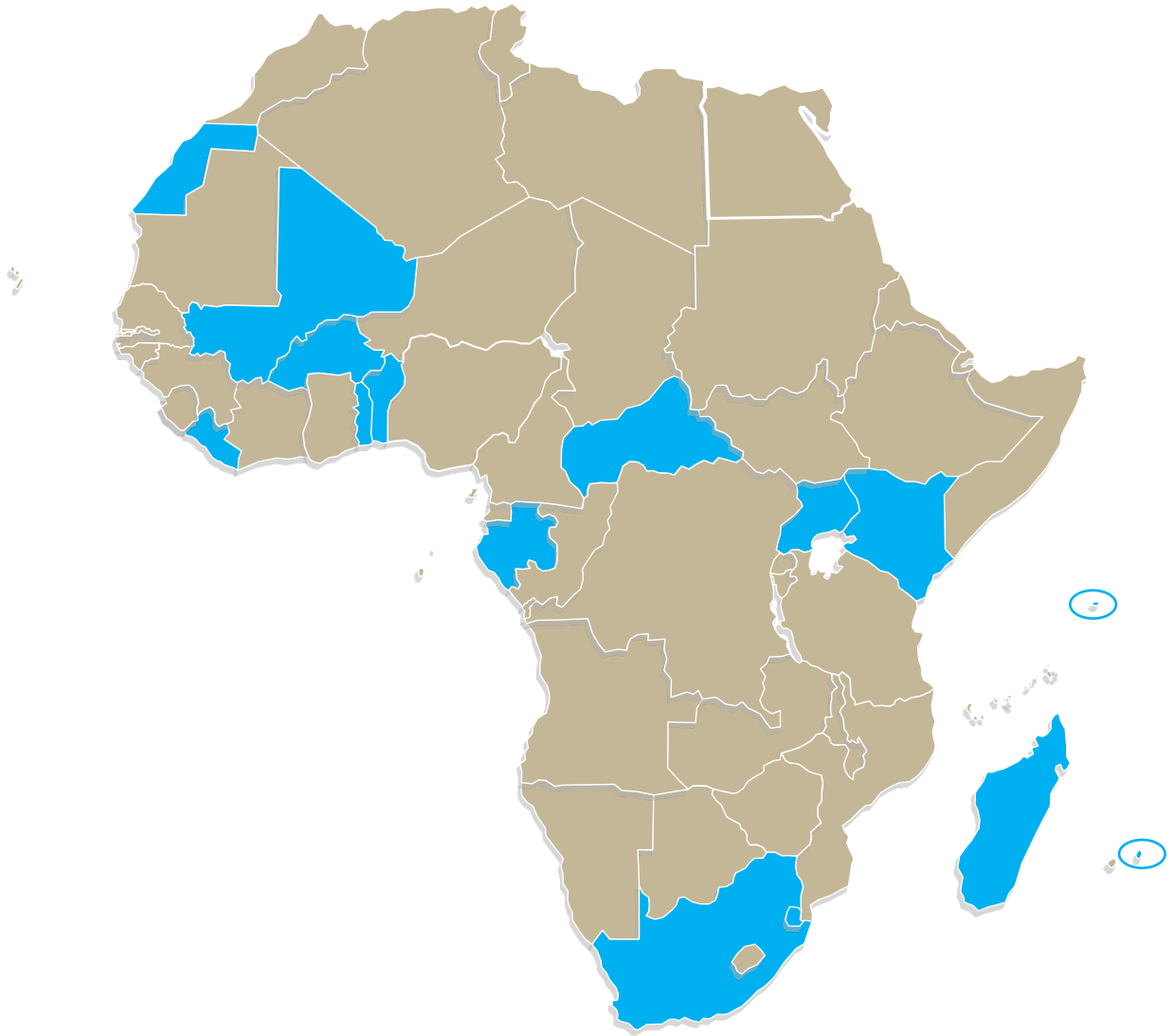
- There is no “one-size-fit-all” version of a Quality Assurance System; it must fit into the national ECE system and culture of evaluation and monitoring
- Consider the design choices you will need to make, and consult with stakeholders in government, NGOs, parents, teachers
- Learn from other countries in the region; don’t be afraid to correct course

QAS Survey Results

Survey Respondents

39 responses from 15 countries

Representing all parts of Africa



Standards

- 89% reported that standards are in place
- 92% report that standards cover public and private facilities
- 56% report that standards have been shared with all teachers
- 20% report that all teachers have been trained on the standards

Registries of Providers

- 94% require facilities to become registered
- 75% have a complete registry of public facilities for 3-5 year olds
- 50% have a complete registry of private facilities for 3-5 year olds
- 57% have complete registry of public and private facilities for 0-3 year olds

Monitoring

- 78% report that country has monitoring system
- 47% report that monitors have fewer than 10 facilities to visit monthly
- Roles and responsibilities vary by country
- Almost all are monitoring for aspects beyond health/safety alone

Monitoring

- Public facilities receive more monitoring than private facilities
  - Challenge in reaching all private facilities
- When standards aren't met, range of actions:
  - Closing schools
  - Revisiting again to see if problem has been corrected
  - Additional support is offered

Quality Enhancement

- Schools:
  - 36% reported mechanisms in place to improve quality
  - 37% recognize good quality
  - 18% penalize poor performance
  - 31% offer financial incentives

Mechanisms to improve quality at the school level include …

- Moving teachers to schools with the highest need
- Providing additional training to teachers and principals
- Offering books and other materials
- Offering honors (prix d'excellence)
- Inviting parents to see good schools
- Grants for schools to improve facilities; teacher training; other uses as needed (some countries give to best performing and some to lowest performing)

School Penalties Include …

- Sharing the information about the school publicly
- Reassigning students to other schools to reduce the teacher/student ratio
- Closing the school

Quality Enhancement for Teachers

- 39% have quality improvement for teachers
  - Many forms of professional development
- 33% reward good performance
  - Merit pay and other rewards
- 30% penalize poor performance

Greatest Strengths

- Standards in place
- Decentralized systems allow each area to create their own approach
- Strong national system with highly trained staff
- Buy-in on importance of ECCE at highest government levels
- Multi-sector coordination and MEL in place
- Legal frameworks in place

Greatest Challenges

- Lack of resources and coordination within countries
- Inadequate QAS staff
- Poor enforcement of standards across *all* schools
- Standards not in place or do not cover all aspects of quality
- Not all ECCE facilities are registered
- Inability to benchmark across countries and share best practices

Conclusions

- Basic building blocks are in place in many countries
  - Guidance available on creating or revising standards
- Many colleagues with similar challenges
- Ideas for shared goals
  - Sharing approaches to registering and reaching all facilities
  - Creating best practices and benchmarks across countries

Country Experience: Burkina Faso

Système d'Assurance Qualité de la Petite Enfance

Dimension politique sur le système d'assurance qualité de l'EPE au Burkina Faso

- **adoption de politiques et stratégies** de développement d'une EPE inclusive et de qualité
- **encadrement juridique** de l'EPE:

✓ organisation administrative et pédagogique

✓ conditions de création et d'ouverture de structures de formation et d'éducation

✓ normes de gestion administrative, pédagogique et financière.

Rôle de l'Agence responsable de l'assurance qualité dans le suivi de la qualité de l'EPE

- NB. **EPE est portée par 2 ministères** : Action sociale et Éducation nationale
- au ministère en charge de l'Éducation nationale, il n'y a **pas une seule agence d'assurance qualité**. Les différents aspects de l'assurance qualité sont portés par **diverses directions** dont:

✓ **la direction générale des études et des statistiques** : production des normes

✓ **la direction de l'éducation préscolaire**: élaboration des politiques et suivi

✓ **la direction de l'encadrement pédagogique et de la formation initiale et continue des personnels d'éducation préscolaire** : formation, encadrement pédagogique, contrôle de l'application des programmes et méthodes pédagogiques

✓ **la direction de l'enseignement privé** : suivi-contrôle des établissements privés, instruction des dossiers du privé et appui-conseil au privé.

Quels sont les obstacles à la mise en place d'un système de surveillance ? Comment ces obstacles pourraient-ils être surmontés?

- Obstacles:

✓ méconnaissance de la réglementation
✓ laxisme des acteurs
✓ insuffisance des ressources pour assurer régulièrement le suivi-contrôle

- Solutions :

✓ diffusion des textes
✓ sensibilisation
✓ appui-conseil
✓ sanction
✓ allocations de ressources nécessaires au suivi-contrôle.

Comment envisagez - vous le développement du système de surveillance dans votre pays? À quoi ressemblerait le « succès » dans 3 à 5 ans ?

- **Perspectives**

✓ déconcentration des services de surveillance de l'assurance qualité

✓ formation des acteurs

- Ambition dans 3 à 5 ans:

Des services d'EPE offrant une éducation inclusive et de qualité.

MERCI POUR VOTRE ATTENTION

Country Experience: Morocco

Royaume du Maroc

Ministère de l'Education Nationale
de la Formation Professionnelle
de l'Enseignement Supérieur et de la Recherche Scientifique

Table ronde sur le Système d'assurance Qualité de la Petite Enfance Royaume du Maroc

Mercredi 22 septembre 2021

Les fondements de la politique de développement du préscolaire

La Volonté Royale qui «œuvre à la promotion de l'enfance par l'éducation précoce dont on connaît les retombées positives sur l'individu, la famille et la société »

La Constitution marocaine qui estime l'enseignement fondamental est un droit de l'enfant et une obligation de la famille et de l'État

La Vision Stratégique de la Réforme 2015-2030 L'enseignement préscolaire est considéré comme la base essentielle de toute réforme éducative favorisant l'équité et l'égalité des chances et facilitant les parcours scolaire et de formation

La loi cadre 51.17 relative au système d'éducation, de formation et de recherche scientifique: généralisation du préscolaire à tous les enfants en âge compris entre 4 ans et 6 ans

Les caractéristiques du préscolaire actuel au Maroc

- Un préscolaire qui s'étale sur une durée de deux ans;
- L'âge d'accéder au préscolaire est entre 4 et 6 ans;
- Un enseignement qui n'est pas encore généralisé;
- Une multiplicité des intervenants (acteurs publics, acteurs privés, associations de la société civile…..).

Programme national de généralisation et de développement du préscolaire

Objectifs stratégiques

1. •Généralisation de l'enseignement préscolaire à l'horizon 2027-2028
2. • Amélioration de la qualité de l'enseignement préscolaire
3. • Réhabilitation de l'enseignement préscolaire traditionnel
4. •Formation initiale et continue des éducatrices et des éducateurs
5. •Discrimination positive au profit du milieu rural et péri-urbain
6. • Intégration de l'enseignement préscolaire dans le cycle primaire

Programme national de généralisation et de développement du préscolaire

Etapes de mise en œuvre du programme national

49,6% Taux de préscolarisation

2017-2018

67% taux de préscolarisation

2021-2022

100% taux de préscolarisation

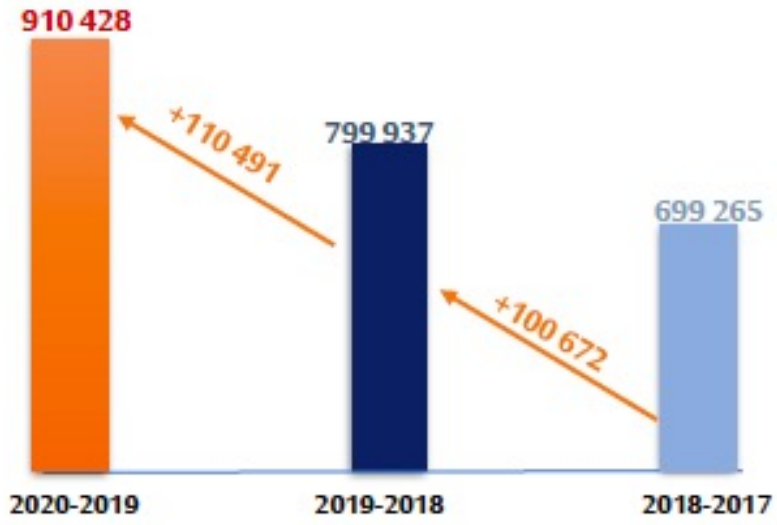
2027-2028

Intégration de la tranche d'âge 3 ans

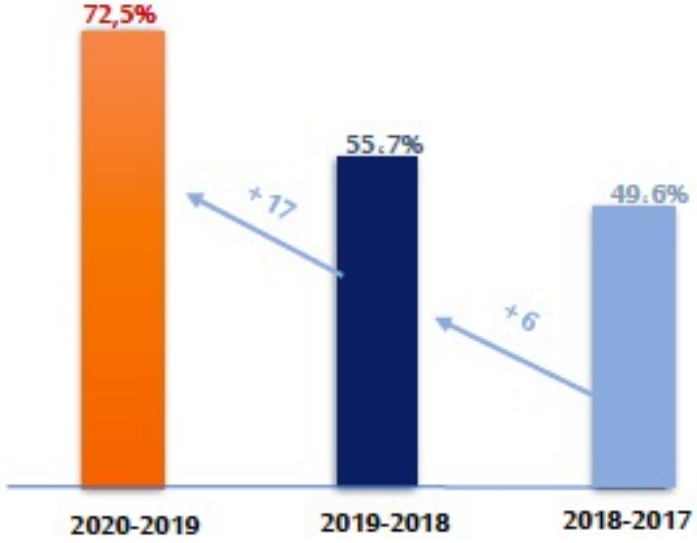
2028

Chiffres clés de l'enseignement préscolaire au Maroc

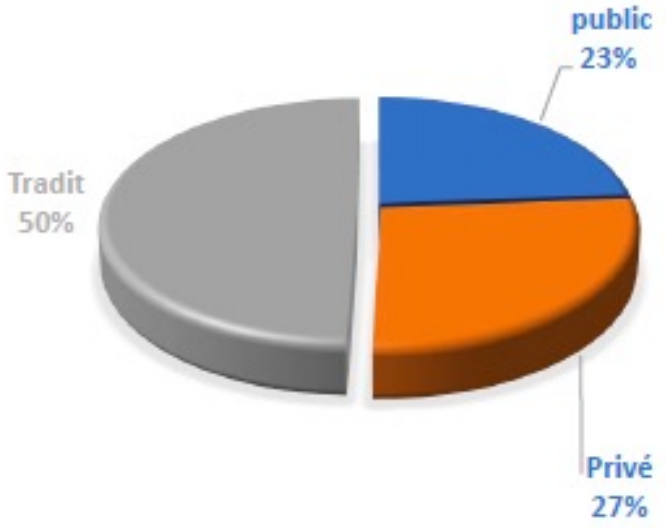
Evolution des enfants préscolarisés 4-5 ans



Evolution du taux de préscolarisation 4-5 ans



Typologie du préscolaire au Maroc 2019-20



47 682 classes du préscolaire

46 519 éducateurs/trices

CADRE LOGIQUE D'INTERVENTION:
La généralisation d'un préscolaire de qualité

Objectif spécifique n° 1
Assurer la généralisation d'un préscolaire équitable et inclusif

- Résultat n° 1: Promotion de la demande en éducation préscolaire
- Résultat n° 2 : Extension d'une offre éducative du préscolaire équitable et inclusive

Objectif spécifique n° 2
Garantir la généralisation d'un préscolaire uniforme et de qualité

- Résultat n° 3: Renforcement des compétences des ressources humaines du préscolaire
- Résultat n° 4 : Mise à niveau du préscolaire traditionnel
- Résultat n° 5: Normalisation du cadre de référence de la qualité du préscolaire et mise en place d'un dispositif d'évaluation

Objectif spécifique n° 3
Asseoir une gouvernance efficiente et un cadre de financement pérenne

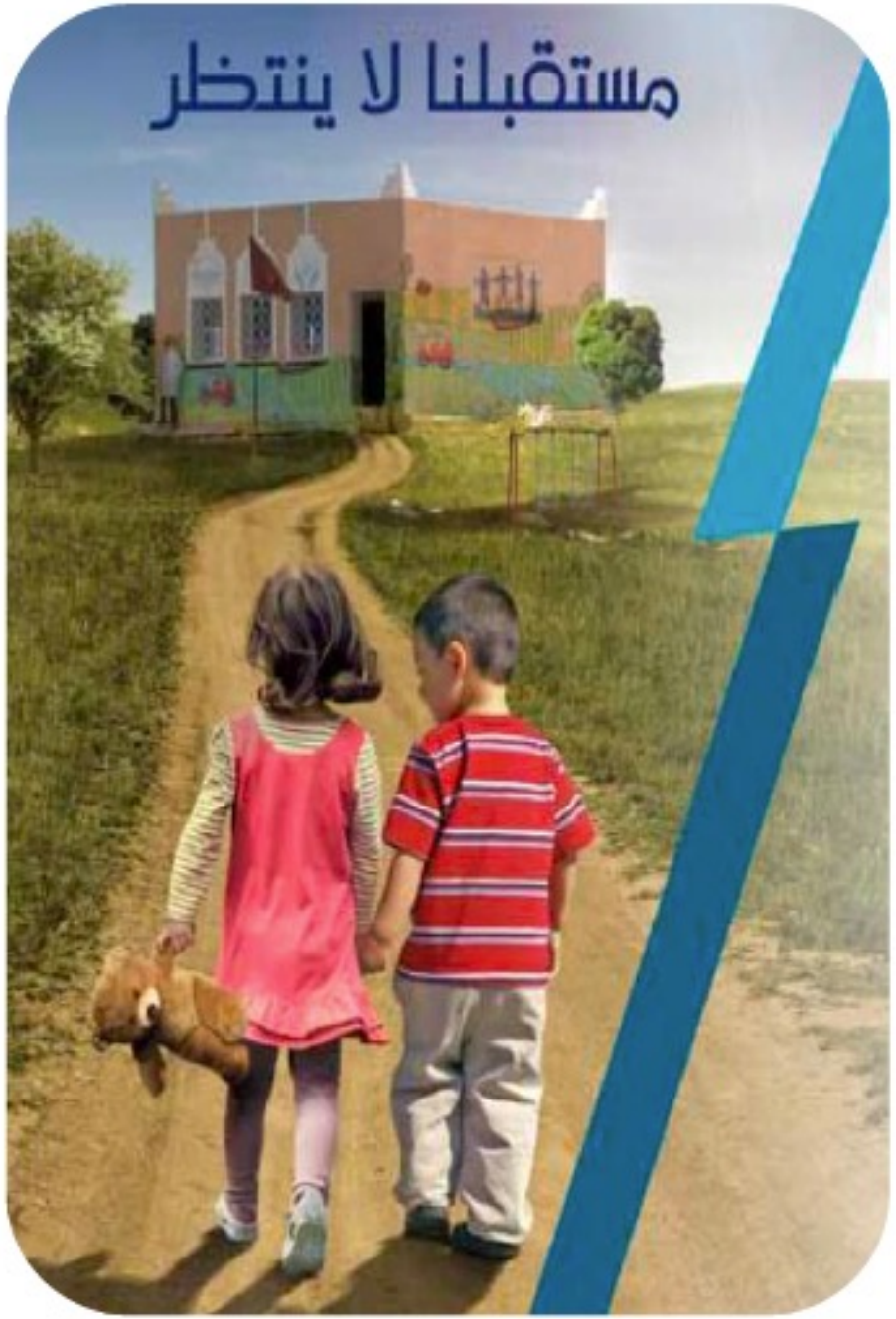
- Résultat n° 6 : Amélioration de l'efficience de la gouvernance du projet et pérennité du financement
- Résultat 7 : Renforcement des structures administratives chargées de la gestion du préscolaire
- Résultat n° 8 : Mobilisation de partenariats diversifiés/ mutualisation et convergence des interventions
- Résultat 9 : Encadrement juridique du préscolaire conforme aux dispositions de la Loi cadre 51-17

Le système d'assurance qualité pour l'EPE au Maroc

	1 Normes et standards de qualité (cadre référentiel de la qualité)	2 Mécanismes et outils de suivi de la qualité (inspections, supervision, encadrement, évaluation externe, auto-évaluation, etc.)	3 Mécanismes d'amélioration de la qualité (ressources additionnelles ciblées; formation et coaching; valorisation et incitations à la performance; actions correctives. etc.)
Situation actuelle	Plusieurs documents du MENFPESRS: • *Cadre curriculaire du Préscolaire* • *Référentiel emploi et compétences des éducateurs préscolaires* • *Guide pédagogique des éducateurs du préscolaire* • *Les critères de qualité de l'enseignement préscolaire*	**MENFPESRS :** • Inspecteurs, Superviseurs, fonctionnaires en charge du préscolaire, agents assermentés pour le privé (1 grille qualité) => contrôle pédagogique et contrôle administratif • Massar (outil informatisé) **INDH:** • Supervision par les fondations (3 grilles: RH, environnement et apprentissages) • Évaluation d'impact du Préscolaire INDH	Formations dispensées par de multiples institutions et opérateurs (AREF, Fondations, associations, universités, centre de formation etc.)

Défi et contraintes

- ✓ Stabilité des ressources humaines dans le préscolaire en l'absence de visibilité et de plan de carrière attrayant qui pourra garantir le maintien des éducateurs (trices) dans leur fonction le plus long possible ;
- ✓ L'offre de formation pour le préscolaire est fragmentée et non standardisée entre les différents acteurs publics, privé et associatif. Aussi, les ressources humaines existantes sont caractérisées par une pléthore de profils hétérogènes ;
- ✓ Manque de ressources humaines chargées de la gestion du dossier du préscolaire aussi bien au niveau central qu'au régional et provincial malgré la présence des structures dédiées ;
- ✓ Pérennisation de la gestion déléguée des classes de préscolaire dans le public surtout avec l'implication de la société civile pour assurer le recrutement des éducateurs (trices) et la gestion des classes ;
- ✓ Mobilisation des moyens financiers suffisant et durable.



Merci pour votre attention

Country Experience: Seychelles

ECE Quality Assurance System

SEYCHELLES

Compiled by Institute of Early Childhood Development & Ministry of Education Team
Presented by Mrs. Shirley Choppy
Chief Executive Officer, IECD

Seychelles/IECD, Proudly Designated as a Category 2 Centre for Early Childhood Care & Education, under the Auspices of UNESCO

Policy dimension on ECE Quality Assurance System in your country

LEGAL FRAMEWORK

Early Childhood legally covers 0-7+ years

- Education Amendment Act (2017)
- IECD Act (2014)
- Non-formal ECE Quality Assurance is fully covered under IECD Act 2014 (0-3 years)
- Formal ECE Quality Assurance is fully covered under Seychelles Qualifications Authority Act (SQA) (Revised Bill 2021) (6-7 years)
- Non-formal ECE Quality Assurance is covered under Education Amendment Act (4-5 years). Ongoing discussion as to which entity quality assurance entity to quality assure this age group.
- Seychelles Framework for ECCE – A multi-sectoral policy document for all stakeholders in ECCE (2011)

QUALITY STANDARD

- IECD Regulation on National Standards for Childminding (2016) (10 standards)
- Framework on National Standards for Centre-Based Childminding Services (Day Care Centre) 2021 (12 standards)
- Non-Formal Early Childhood Education Centre Regulation (SI 44, 2005) & Guideline on minimum facilities standards for Education (7 standards)
- Formal Early Childhood Education: For the time being as per National Qualifications Framework Regulation (Level 1 – for Primary 1 & 2) the standards are in place.

MULTI-SECTORAL COORDINATION

- Regulatory & Coordinating Institution (e.g. IECD Act, 2014)
- Other Sectors & Partner Agencies in ECCE
- Public & Private Educational Services

QUALITY ECE PROGRAMMES

- Seychelles National Curriculum & Assessment Framework
- The Seychelles Early Learning Framework (SELF) (2015)
- Early Learning Programme for Day Care Centres (2018)
- Early Learning Programme for Home-Based Childminding Services (Pilot,2021)

TRAINING & QUALIFICATIONS

- Accreditation of Training by Seychelles Qualifications Authority
- Certificate in Childcare and Development (0 – 3 years)
- Certificate in Education for Teacher Assistants (4 – 7 years)
- Advanced Diploma & Diploma in Early Childhood/Education (4 – 7 years)
- Ongoing Continuous Professional Development for Childcare Providers & Teachers by IECD & Seychelles Institute of Teacher Education

ACCESSIBILITY & INCLUSIVENESS

- Government subsidy to procure educational resources
- Financial incentives to access the service for both service providers & parents
- Financial assistance to motivate service providers and to raise quality of, and sustain service provision

MONITORING & EVALUATION

- Monitoring inspection tools by the Quality Assurance Authorities
- Data availability, Research, Measurement of Quality
- Assessment of Early Learning Readiness
- Collaboration of Key Partners

Role of the Quality Assurance Implementation Agency for monitoring quality of ECE

INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT

Mandate: Legal institution endorsed by cabinet through IECD Act (2014) Institutional anchor, under parent ministry – Ministry of Education with mandate is to provide coordination, leadership and strategic direction for ECD at national level, and advice government on policy issues and programmes relating to ECD.

Mission: To provide leadership in ECCE and to ensure, through Collaboration with all other partners, the coordinated implementation of policies and programmes in order to improve the quality and the accessibility of early childhood care and education so that every child develops holistically, has positive learning experiences, and builds strong foundation for success in school and everyday life.

Functions

- Regulatory & Quality Assurance
- Coordination, Research & Advisory
- Advocacy & Promotion
- Management of Financial Assistance

IECD
Institute of Early Childhood Development
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A winning start for all

SQA

SEYCHELLES QUALIFICATIONS AUTHORITY

The main function of the Authority shall be to:

- Develop, implement and maintain a national qualifications framework
- Provide for quality assurance of the education and training system nationally.

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What barriers stand in the way of building a monitoring system? How could these barriers be addressed?

	BARRIERS	RECOMMENDATIONS
01	Limited training and professional development of regulatory professionals & shortage of qualified human resources	Provide training opportunities for regulatory personnel & develop a recruitment marketing strategy
02	Lack of a systematic approach and integrated structure for data collection on ECD	Establish a national database on data management system to link all partners and share information.
03	Absence of quality standards for ECE & capacity for inspection in pre-school (4 to 5 years)	Formulate standards and regulation for this age group, in line with established standards for 0-3 years to ensure coverage of all children & continuity
04	Lack of financial resources	Increase allocation in national budget & mobilise external partners and organisations to fund ECCE initiatives
05	No legal provision to cover illegal childcare practices	Review legal framework to regulate all forms of childcare services

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What would you like to see in your monitoring system? What would "success" look like in 3-5 years?

- Harmonization & rationalization of legal frameworks for the regulation and registration of non-formal early childhood education services
- Quality standards and inspection mechanism for pre-school (4-5 years) education established
- Strong emphasis on training and ongoing capacity building for ECCE professionals
- Commitment and common understanding of the quality assurance system at all levels and by relevant ECCE sectors and partner agencies to promote children's holistic development, early learning and ECCE in general
- Improvement in community and parental engagement in accessing ECCE services
- An effective data management and information system for ECCE based on sound indicators for timely collection, retrieval and analysis of data to inform policy decisions, programme development and interventions.

- At least 75% or more compliance with national standards in both non-formal and formal education (ECE) & multi-sectoral enforcement of legal frameworks
- Childcare infrastructure available in at least 60% of the local districts and communities and more incentives from the Government from this sub-sector
- At least 75% childcare providers and teachers are trained in childcare, early childhood education and development
- Technological innovations in the quality assurance system - monitoring tools, registration of service providers and financial assistance system. A model EC quality assurance system!
- Overall improvement in quality service provision and at least 90% of young children have a strong start in readiness for formal education

Open discussion
Enhancing QAS at Country Level