

Measuring **quality** in comprehensive ECD services in Colombia

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Part I

Why is Measuring
Quality and Child
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Learning Important?

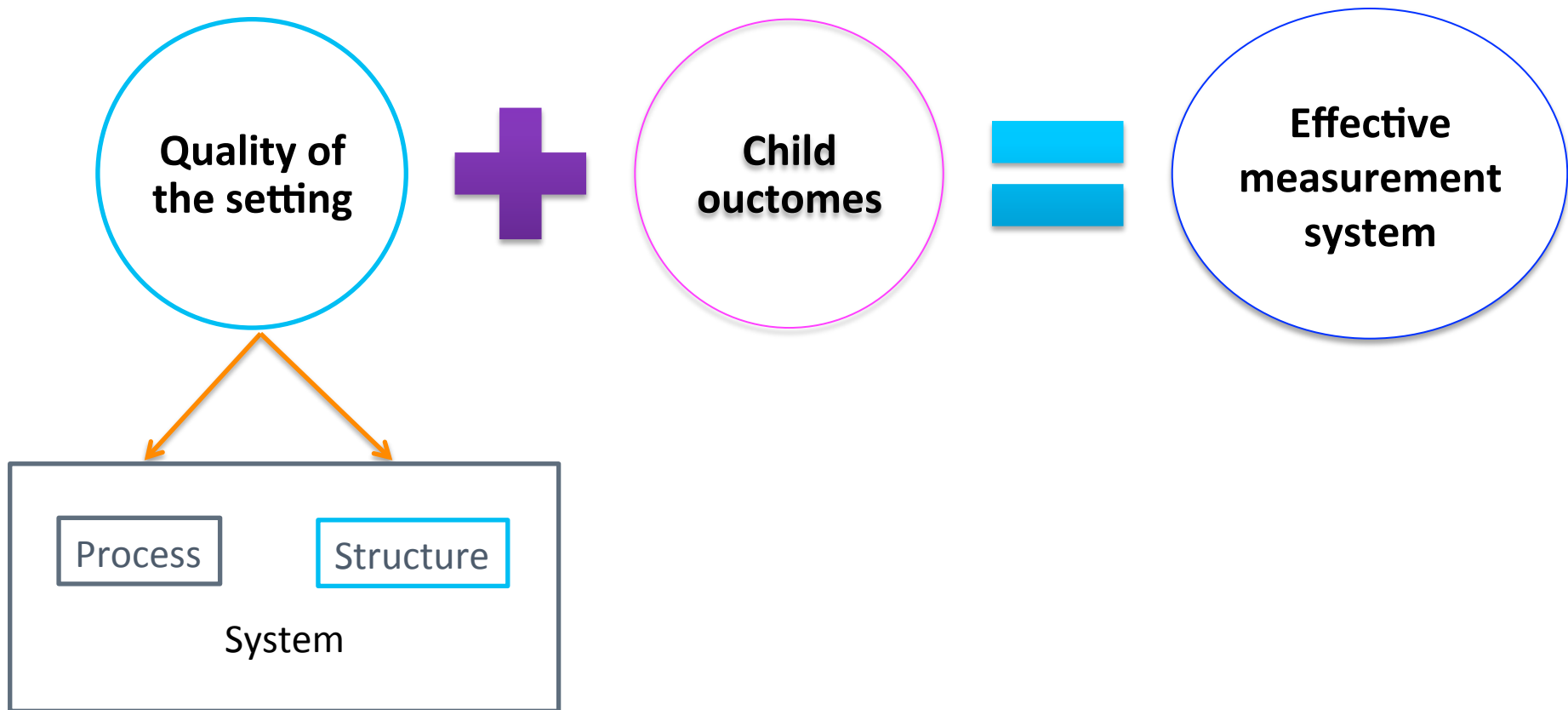
Global Measurement for Young Children

- SDG Goal 4 emphasizes lifelong learning and quality in early childhood development programs and policies:
 - Goal 4, Target 4.2 by 2030 ensure that all girls and boys have access to **quality early childhood development, care and pre-primary education** so that they are ready for primary education
 - Indicator 4.2.1: Percentage of children, under 5 years of age, who are **developmentally on track in health, learning and psychosocial well-being**
 - Indicator 4.2.2: Participation rate in organized learning (1 year before official primary entry age) for all countries
- To fulfill the promise of the MDG's and now SDG Goal 4, measurement of quality and learning can guide systems improvement and teacher training and support

Measurement and Colombia

De Cero a Siempre, globally recognized as one of the most comprehensive and inclusive early childhood development policies in the world, has served as a practice model for the region and the world. Following that tradition, Colombia can serve as a beacon for culturally sensitive measurement of quality and child learning globally.

What must measurement include?



What measurement **MUST** not do?

- Measurement of quality or child learning in early childhood is **not** used to hire or fire staff
- Measurement of child learning is **not** used to hold children back from entry into primary schooling
- Measurement of quality does **not** need to be of every single program or center in order to inform systems of quality improvement (can be data collected from a national sample of programs, rather than every single program)

Part III

Lessons from the Colombia Quality Effort

Goals

- Goals: what Colombia hoped to gain from the study of Quality
 - Comparable and more detailed data on service provision
 - Geographic areas where service provision is weak
 - Content areas where pedagogy is weak
- Improvement of the equitable distribution of services
- Guidance for improving existing services

Partners



Data collection and
analysis



Training of data
collectors

International advisors

New York University:

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- CIPI

Consultive Group

Quality Measure Phases

Phase I

Reviewed Colombia
Documents
Adapted MELQO

Phase II

Tool Development
-Observation
-Surveys

Phase III

Field Instruments

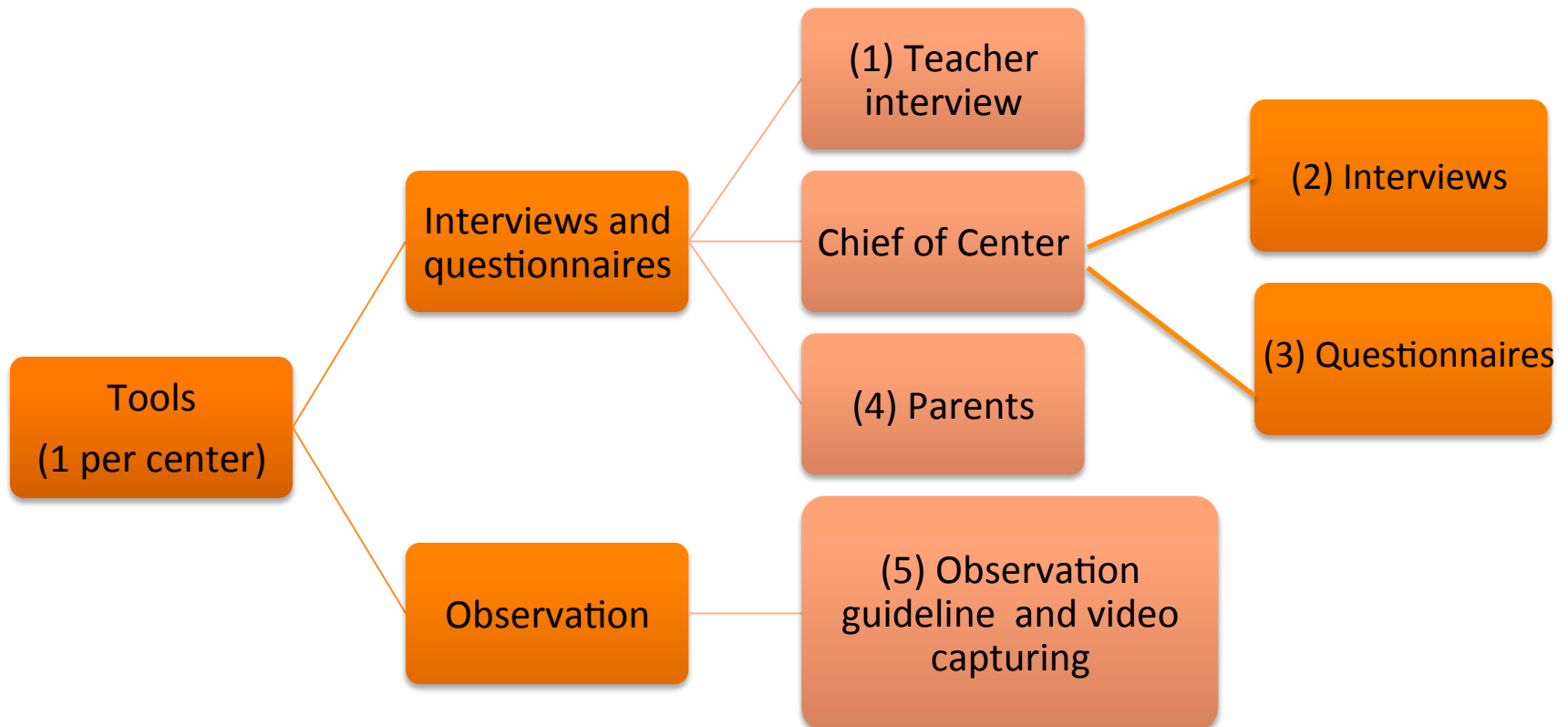
Phase IV

Analysis, Feedback,
Revisions
-Feedback from Data
Collectors
-Feedback from Data

Phase II- Tool Development

First: adapted MELQO instrument (Measuring Early Learning and Quality Outcomes project of UNICEF, UNESCO, the World Bank, and Brookings) to Colombian Context

Second: tool development as shown below



OBSERVATION INSTRUMENT CONTENT

- In the next phase of work, this may be adapted for purposes of assessing community-based programs such as Hogares Comunitarios)

PHYSICAL ENVIRONMENT

Properties of the Area

Properties of the Facility

Properties of the Classroom

PEDAGOGICAL APPROACHES

Play/Learning Strategies

Behavioral Interactions

Peer Interaction

Identity and Inclusiveness

EXPLORING CONTENT

Communication and Expression

Numeric Exploration

Scientific Exploration

Artistic Exploration and Expression

Physical Development and Health

Program and System Survey

- **STAFF:** Qualifications, experience, pre-service training, and background of teaching staff
- **INCLUSION:** Does program include children of different linguistic, ethnic, cultural backgrounds? Inclusion of children with disabilities in program
- **PEDAGOGICAL GUIDELINES:** Do program staff utilize pedagogical guidelines in their practice? Do staff utilize guidelines for other atenciones in their practice?
- **TRAINING AND SUPPORT:** Who provides supervision, training and support to teachers? What form does that support take and how do teachers experience this support? How often do teachers experience observation and mentoring, for example?

Program and System Survey

- **CONNECTION OF EDUCATIONAL TO OTHER SERVICES:** How do teachers work with the staff in other areas such as health or nutrition?
- **FAMILY AND COMMUNITY ENGAGEMENT:** How do parents experience the programs? In what aspects are they involved? Are parents and community members involved in advising or providing input to the management of the center?
- **TRANSITIONS:** How do teachers understand and implement various kinds of transition efforts as children move from the preschool/child care setting to formal school? How are children's parents involved in these transitions? How are transition efforts individualized for specific children/their families?

Phase III- Field Study

- 30 CDIs in 5 regions of Colombia
- Between July and Dec (2015)
- **Purpose:** to test feasibility of the measure of quality in a diverse but small sample of CDI's in 5 departments of Colombia
- Teams of assessors for the pilot
 - 21 assessors for 30 centers because all the data had to be collected in one week
 - In a process at scale the ratio would be much lower



Phase IV – Analysis, Feedback and Revisions

- Feedback from Prof. Maldonado team on observer, teacher and director responses to wording of items received from assessors
- Estimated item reliabilities
- Adapted all items in response to field-testing

CELQI Prelim Results Slides

Overall patterns: Preliminary results for classroom quality

- Low levels of instructional and pedagogical support; support for language (new vocabulary)
- Low levels of facilitation of student individuality and autonomy
- Moderate levels of emotional support
- High levels of hygiene and gross motor development support (movement e.g.)

Overall patterns: Preliminary results from teacher survey

- Despite co-location of staff from other sectors (health/ nutrition; psychologist):
- 20-25% report 2 or fewer contacts with such staff in the last year
- Most teachers find professional development opportunities not that useful
- Parent engagement activities (workshops; meetings to discuss children's progress) are offered but less than half of parents participate

Overall patterns: Preliminary results re: transitions

- 65% of centers report no written plans for transitions
- 80% report no transition plans developed for children's particular needs

Part III

Potential Next Steps

Next Steps

- Revise all Instruments and Manuals
- Design the country wide pilot on the quality measure
- Provide technical assistance on the pilot process
- Review the findings from the Pilot study
- Make recommendations regarding next steps
 - Develop a Technical Assistance Guidance Document
 - Develop a Policy Assistance Guidance Document

Long-Term Products and Tools

- Development of Quality Improvement Tools and Strategies
- Examples:
 - TIPPS (source of some interaction items of CELQ): basis for teacher discussions and professional development in India, United States
 - CLASS (similar to TIPPS): basis for teacher professional development program My Teaching Partner, which has shown positive effects on classroom quality and child development
 - Transition Guidebook: basis for teacher professional development and systemic planning

Data on How Quality Affects Child Development and Learning Can Inform Quality Improvement in Latin America

- Examples:
 - **Ecuador:** Araujo, Schady et al., Quarterly Journal of Economics, 2016: Effects of classroom quality on child development and learning in Ecuador
 - **Chile:** Yoshikawa et al., Developmental Psychology 2015: Classroom quality and child development in public preschools in Chile
- This research is being used to guide program quality improvement in Chile and Ecuador, working with the Ministries of Education and service providers and NGO's in these countries