

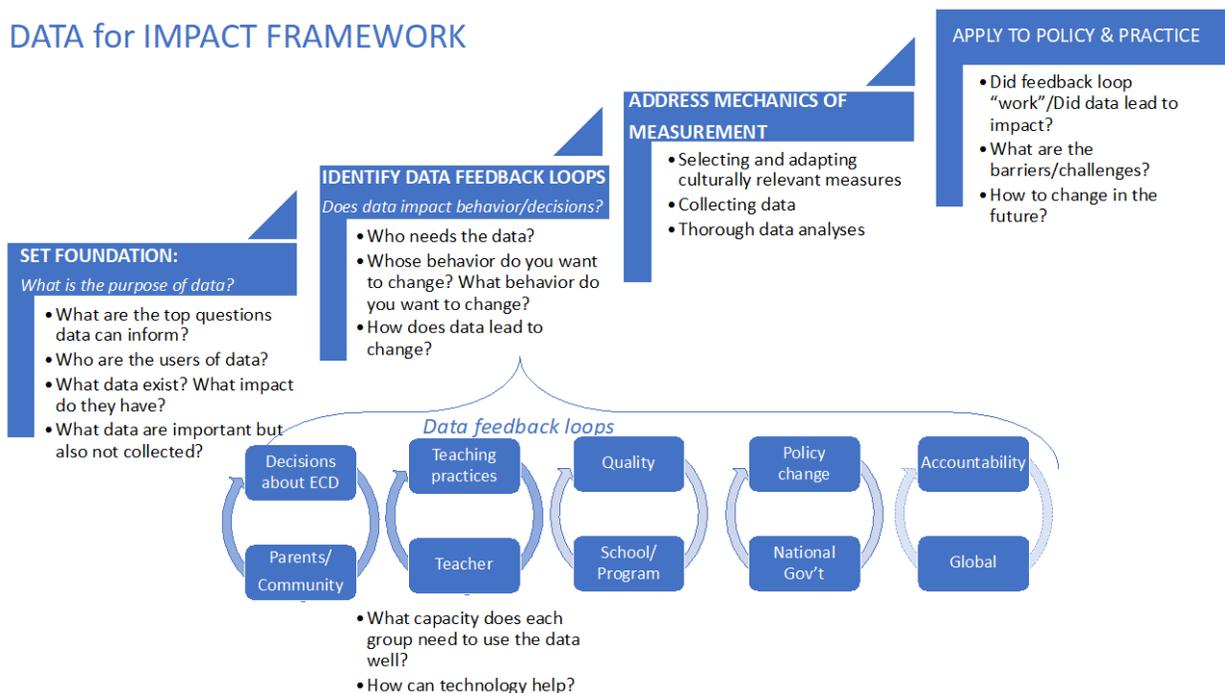
**Consortium on Pre-Primary Data and Measurement in Africa  
CPDMA Taskforce conference: ECE Data Utilization to Impact Change**

Kigali, Rwanda  
4-6 November 2019  
Meeting Minutes

**1. Opening.** Welcome remarks were provided USAID Mission Director, Leslie Marbury, followed by opening remarks from Director General Rose Baguma (Education Policy & Planning, MINEDUC). Ms. Marbury and DG Baguma both expressed their enthusiasm for the workshop, emphasizing the importance of data in supporting pre-primary education in Rwanda. DG Baguma called on participants to engage in active discussion on how data leads to impact in early childhood.

**2. Setting the Stage.** Dr. Abbie Raikes (ECD Measure) introduced the Consortium on Pre-Primary Data and Measurement in Africa (CPDMA) and overall meeting goals. The purpose of CPDMA is to build capacity for data-driven decision making in early childhood education. Dr. Raikes discussed the importance of early childhood data, expressing “what gets measured gets done.” The “Data for Impact Framework,” displayed below, outlines the process for defining how early childhood data can be used for impact in ECE. It includes the importance of defining data feedback loops. Data can be used at each level of an ECE system to influence change in behavior or decision-making. Over the next three days, participants will hear examples from each of the steps of the Data for Impact Framework.

**DATA for IMPACT FRAMEWORK**



**3. Expectation-setting.** Participants engaged in country-level discussions to set expectations for the workshop. Common themes discussed included strategies to maintain relevant data that can influence policy; capacity to collect, analyze, and harmonize data; intersectoral collaboration of child development data and tools; and feedback loops and data consumption by variety of stakeholders.

**4. Overview of CPDMA and Taskforce process.** Dr. Dawn Davis (ECD Measure) provided an overview of the CPDMA Taskforce process. CPDMA taskforce teams from Ethiopia, Liberia, Rwanda, and South Africa have been working together throughout 2019 on data and measurement issues in their respective countries.

**5. Rwanda Panel.** Ms. Marie Therese Uwizeyeyezu (Ministry of Education), Mr. Jean Paul Nyandwi (National Early Childhood Development Program), Dr. Alphonse Uworwabayeho (University of Rwanda), Mr. Firmin Dusengumuremyi (UNICEF Rwanda), Ms. Egidia Umutesi (World Vision), and Ms. Emily Routeé (USAID Rwanda) represented the CPDMA panel for Rwanda. Key points shared by the panel include:

- Rwanda practices a strong multi-sectoral approach and has a comprehensive ECD policy that cuts across sectors. The National Early Childhood Development Program (NECDP) coordinates across early childhood partners. Several coordinating mechanisms exist, including: an ECD data dashboard, ECD cluster meetings, ECD Technical Working Group, and district/local level coordination.
- One of the main priorities identified by CPDMA Rwanda Taskforce is the need to measure children's learning at pre-primary level.
- There are many opportunities to strengthen data use issues in Rwanda, including continued efforts to get research findings to reach policymakers and other decision-makers, and using data to ensure investments are effective.

**6. Multi-sectoral coordination activity and discussion.** Participants engaged in table discussions about the opportunities for intersectoral coordination, which is a common challenge across countries. Each agency/sector has different mandates and incentives, which makes it difficult to align and streamline efforts. Participants agreed that data supports coordination; when the data is there, groups are held accountable.

**7. Liberia Panel.** Dr. Cecelia Cassell (University of Liberia), Ms. Jebbeh Gray (University of Liberia), Mr. Alphonso Wright (University of Liberia), Mr. Gabriel Nelson (Ministry of Education), and Ms. Madia Mensah (Ministry of Education) represented the CPDMA panel for Liberia. Key points shared by the panel include:

- Early childhood policy in Liberia has been informed by several studies/data. These critical studies have informed an ECE framework and teacher training curriculum.
- Ensuring reliable data in Liberia is a challenge. How can data be uncoupled from funding opportunities? Further, data interpretation needs to be carefully considered. Are decisions based upon data or based on political or personal potential benefits?
- University of Liberia has experience with effective data feedback loops through its training and ongoing supervision of volunteer teachers.



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**8. Ethiopia Panel.** Mr. Ashenafi Getachew (Ministry of Education), Ms. Frehiwot Wubishet (USAID Ethiopia), Dr. Fantahun Admas (Addis Ababa University), Ms. Maekelech Gidey (UNICEF), Ms. Bruky Tigabu (Whiz Kids Workshop), and Mr. Asefa Leta Emana (National Educational Assessment and Examinations Agency) represented the CPDMA panel for Ethiopia. Key points shared by the panel include:

- Reliable and transparent data may be collected using existing mechanisms (such as Healthy Extension Program/home visiting) and is important for understanding outcomes and cost-effectiveness.
- Data can inform development of technology/media (such as Whiz Kids Workshop) that can impact child outcomes on a larger scale.
- Measurement of quality and child outcomes is critical for understanding what is needed and making sure that less advantaged children are reached. And these data (especially from Africa) can ‘convince’ government to invest in ECD.

**9. South Africa Panel.** Ms. Vuyelwa Ntuli (Department of Basic Education), Mr. Nicholas Dowdall (Department of Basic Education), Mr. Engenas Senona (Department of Basic Education), Ms. Lyndsey Petro (Innovation Edge), Ms. Phumelele Tloubatla Gauteng Department of Education), Ms. Palesa Thulo (Northern Cape Department of Education), and Ms. Carien Vorster (USAID South Africa) represented the panel from South Africa. Key points shared by the panel include:

- Migration of ECD from Department of Social Development to Department of Basic Education is in line with other countries’ placement of ECD and provides opportunities for improving processes, particularly around integration of ECD data with existing system and improving the registration process.
- South Africa is planning a national ECD audit, which is an opportunity to build upon and improve data from previous audits, as well as to think through the policy decisions the audit can inform.
- There is a strong need to have systems in place to keep data current and allow ECD programs to update their information with continuing data collection.
- The Early Learning Outcomes Measure (ELOM) is South Africa’s national direct assessment and teacher-report tool which includes 23 indicators across 5 domains.

**10. Model ECE Data System Activity.** With various crafts supplies, participants worked creatively to envision and build an ideal ECE data system. Some groups started with children at the center, while others started with ministries. There was an emphasis on connecting information among different agencies/entities. It was apparent from this activity that everyone believed in the importance of intersectoral coordination, but it also remains a challenge to share data across sectors.

**11. Reflections from Day 1 and framing Day 2.** In the morning of Day 2, Abbie Raikes reviewed examples from the previous day and the participants shared their own reflections and additional examples. While each country team has its own unique strengths and challenges, the ECE data and measurement process in every country fit into the overall “Data for Impact” framework. This includes: (1) setting a foundation for the purpose of data; (2) defining data feedback loops where data leads to change in behavior or decisions for different stakeholder



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groups; (3) addressing the mechanics of measurement, including tool selection and adaptation, collecting and analyzing data; and (4) application of data to policy and practice.

**12. Data for Impact: Data feedback loops in Ghana.** Dr. Kwabena Tandoh (Ghana Education Services) shared with participants the recent success in Ghana with a national learning data dashboard. His presentation linked to the *Define Data Feedback Loops* (Step 1 of the Data for Impact Framework). The dashboard provides ongoing information on student learning in a reliable and impactful manner. It is important to focus on feedback across all levels of the system, to ensure that the data are useful across teachers, schools, districts, and at the national level. The dashboard is a cost-effective and impactful approach to providing greater insight into schools and providing better support to teachers and school administrators, especially in redesigning the role of the inspector to provide more support.

**13. Data for Impact: ECD data collection, management, and use in Rwanda.** Mr. Jean Paul Nyandwi (NECDP) shared with participants the multi-sectoral work of Rwanda's National Early Childhood Development Program (NECDP), which linked to *Setting the Foundation* step (establishing a strong multi-sectoral data team) of the Data for Impact Framework. NECDP has recently established a dashboard for ECD to hold different public institutions accountable for their work in early childhood. Seven different national agencies contribute to the dashboard and have distinct indicators aligned with their sectoral priorities.

**14. Data for Impact: National study to measure early learning and quality in Ethiopia.** Dr. Belay Hagos (Addis Ababa University) presented on behalf of the Ethiopian Development Research Institute (EDRI) and National Educational Assessment and Examination Agency (NEAEA), who have worked together on the Measuring Early Learning Quality and Outcomes (MELQO) work in Ethiopia. Dr. Hagos' presentation emphasized the importance of the *Addressing the Mechanics of Measurement* step in the Data for Impact Framework. Adaptation based on country standards and priorities is important. The MELQO tools were aligned with the O-Class syllabus and translated into eight local languages.

**15. Data for Impact: Translating data to policy improvements in Tanzania.** Dr. Fortidas Bakuza (Aga Khan University) presented on recent research on Tanzania's *Fursa wwa Watoto* (FkW) program. Tanzania faces tremendous issues in large classes and inadequate supply of teachers, and the government continues to look for solutions to address this. The FkW program is effective in improving teacher practices; but ongoing effects are dependent on the context, including the quality of environments, and materials. Dr. Bakuza's presentation linked to the *Application to Policy & Practice* phase of the Data for Impact Framework, as the data collected were intended to create a data feedback loop at the policy level to influence officials' thinking about the value of professional development.

**16. Data for Impact: Embedding data utilization into programming through Grow ECD in South Africa.** Ms. Lisa Voortman (GROW ECD) presented the experience of Grow Educare Centers, a chain of ECD centers in South Africa serving disadvantaged communities. The organization emphasizes *Data Feedback Loops* (Step 2 of Data for Impact framework), as Grow ECD employs a data-driven approach and ensures that all Grow Educare Centers are

meeting service delivery standards and quality/learning outcomes. All stakeholders (parents, teachers, principals, administrators) use and contribute to an app which promotes proactive decision-making and consistent quality monitoring. Grow also recently used the MELQO tools to understand quality and learning outcomes and then used the results to improve programming (for example, curriculum was adjusted after study). The MELQO tools will be used to monitor outcomes over next 3 years.

**17. Quality indicators discussion.** Participants engaged in discussion of indicators for quality early childhood education and brainstormed a mix of process and structural components of quality. Participants agreed that there is a need for a breadth of quality indicators, but most countries are not yet monitoring the majority of these components of quality. Process quality is particularly difficult to monitor.

**18. Data for Impact: Brief Evaluation of Quality Instrument.** Ms. Rebecca Sayre (ECD Measure) shared with participants the Brief Evaluation of Quality Instrument (BEQI). The BEQI is a monitoring tool designed to be easy to use and capture important parts of quality which show associations with child learning. This session fit into the *Data Feedback Loop* (Step 2 of “Data for Impact” framework) and *Addressing the Mechanics of Measurement* (Step 3), as the BEQI instrument is designed to be adapted by countries as a tool that can be embedded into existing monitoring mechanisms and serve as a resource for inspectors/directors/program managers/Ministry officials to give classroom and policy-level feedback on how to improve classroom quality. Participants were given a selection of BEQI items to practice with during the site visits in pre-primary classrooms on Day 3.

**19. Planning for site visits.** Ms. Marie Therese (Ministry of Education) shared with participants some background on the two schools in Kigali, Karama Early Childhood Development and Family Center and Jesus in the Eucharist School.

**20. Site visits.** On Day 3, participants spent the morning visiting two pre-primary schools, Karama Early Childhood Development and Family Center and Jesus in the Eucharist School. The groups synthesized what they had observed when they reconvened in the afternoon. Participants were impressed by the overall quality at each of the ECE facilities. In both sites, they observed children participating in play-based learning. Participants also noted the holistic nature of the services provided at Karama Center, which provided parent support and engagement and also offered points of coordination across services.

**21. Synthesis and strategy-building.** Participants worked together in small groups to discuss necessary inputs for country and regional level data and measurement plans. Common themes for necessary ingredients included: political buy-in, well-resourced strategy, locally adapted and validated tools (with possible benchmarks), national and regional dashboards to aggregate data, comprehensive framework for ECD data that starts at birth.

**22. Country roadmaps:** Teams from Rwanda, Ethiopia, Liberia, South Africa, Tanzania, and regional group discussed their immediate next steps after the workshop. **South Africa** is developing an index to report on SDG 4.2.1., the percent of children who are developmentally on



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track using the ELOM tool that has been validated in South Africa. They are also embarking on the process of mapping out all ECD services through their ECD audit, and will examine how to turn this information into a dashboard. **Liberia** plans to formulate a task team to do a desk review of the existing policies related to indicators, and then will begin the process of harmonizing tools to create one tool, which they will validate in 2020 and take to the government for approval. **Tanzania** plans to initiate a discussion to clarify the main issues in ECE data and measurement, and then will develop a platform for collecting, analyzing and improving their capacity for ECE-related data. **Ethiopia** will build on the action planning taking place across the sector and will propose an integrated ECD model of different sectors, and will then develop the tools to track progress within this system for children up to age 5. **Rwanda** plans to conduct an assessment to see impact of ECE by measuring learning among children entering Primary 1, using a tool adapted to the Rwandan context. They will use available data to improve ECD and work on ECD dashboard, and establish connections with EMIS. **Regional** plans include a focus on activities that can accelerate action at the country level. ADEA/ICQN will also act as a community of practice to bring countries together for peer learning and to serve as a platform for regional solutions (such as creating regional tools).

**23. ADEA ICQN-ECD.** Ms. Maya Soonarane (ADEA ICQN-ECD) shared with participants the work of the Association for the Development of Education in Africa (ADEA) Inter-Country-Quality Node for Early Childhood Development (ICQN-ECD). The ICQN-ECD provides a mechanism for collaboration of ministries across the continent for ECD advocacy and implementation support. Ms. Soonarane identified measurement of learning outcomes as a regional data priority.

**24. Closing.** Dr. Koli Banik (Senior Education Advisor, USAID Africa Bureau) and Ms. Freya Zaninka De Clereq (Head of Early Learning, Parent Education and Child Protection, National Early Childhood Development Program) gave closing remarks and extended their gratitude to all participants who actively contributed to the workshop. Ms Zaninka De Clereq reinforced the importance of holistic early childhood and the need for data to enact change in Africa.



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**Annex. List of Participants**

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