# Monitoring programme implementation

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THE WORLD BANK
IBRD • IDA

ECDAN
Early Childhood Development Action Network

# ETHIOPIA

Using Data to Strengthen Early Childhood Education

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# Modern early childhood education started at the end of the 19th century

# Timeline

**2010**

Ratification of the ECCE Policy Framework

**2011**

Public Provision ECE started with the introduction of O-Class

**2017**

Piloting of Quality Enhancement and Assurance (QEAP) for O-Class

Adaptation and piloting of MELQO Started

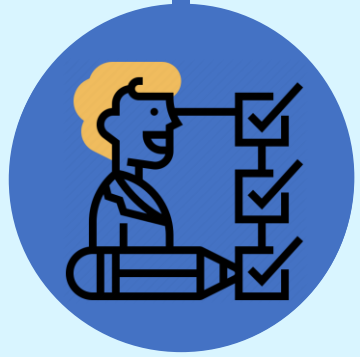
**2018**

QEAP Implementation

- Curriculum
- Standard
- Inspection
- MELQO

**2022**

MELQO National Baseline



# Experience on Monitoring of Early Childhood Development and Education

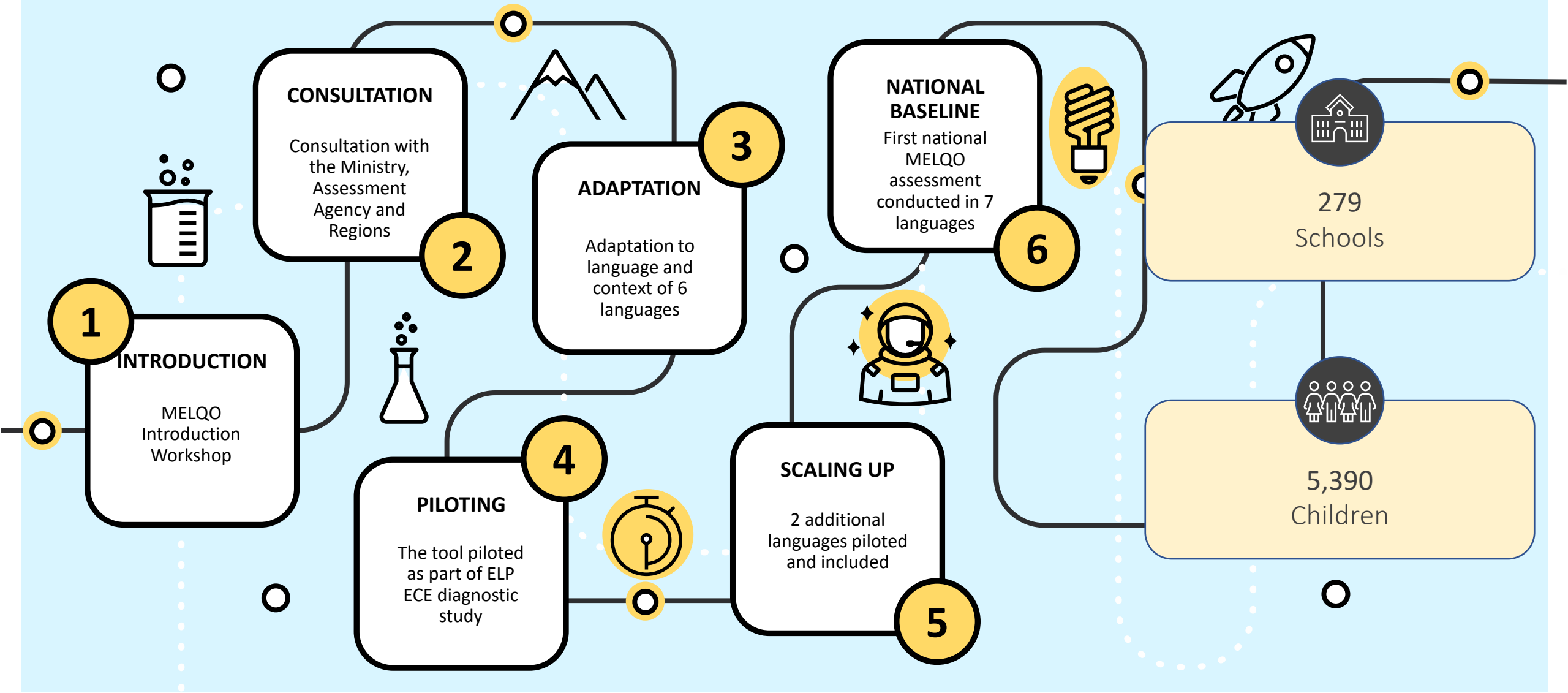
**School Inspection** using Standards and Inspection Framework

- Focus areas of inspection are:
  - ✓Input - 7 standards and about 30 indicators
  - ✓Process - 12 standards and about 50 indicators
  - ✓Outcome - 4 standards and about 10 indicators
- Based on the inspection results schools are categorized into 4 levels:

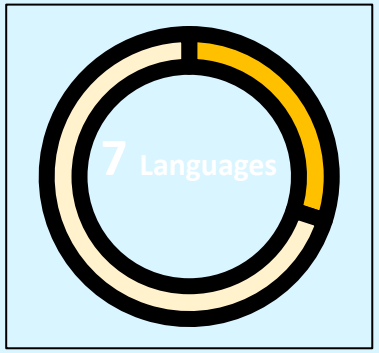
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|---|---|---|---|
| Not meeting the standard | At improving standard | Meets the standard | Meets the standard at a high level |

- One of the drawback of inspection is its inability to assess learning outcome (school readiness) objectively at a child level

# Measuring Early Learning Quality and Outcomes (MELQO)



# NATIONAL BASELINE




Covering 70% of the learners

- Stratified sampling for languages and location
- **Two stage cluster sampling**
- **1st stage**: ***279 schools*** were ***randomly*** selected
- **2nd stage**: ***20 students*** (10 boys and 10 girls) selected
- School ***principals*** and ***teachers*** selected ***purposively***
- 5 ***caregivers*** per sample school selected ***randomly***

## Used findings from the assessment to improve quality of ECE by forwarding recommendations

**Designing and Implementing Interventions**

**POLICY**

Devise policy and programs to minimizing gender, urban/rural, and regional disparities

**TEACHERS**

Strengthen teachers' professional development to enhance their pedagogical skills

**LEARNING ENVIRONMENT**

Equipped with adequate space, learning and play materials, and WaSh facilities

**SYSTEM**

Strengthen commitment of all actors

Engagement entire communities

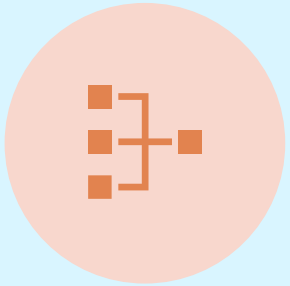
# Data Use

**ECD Knowledge Hub (**https://ecde.aau.edu.et/hub/**)**

- Due to lack of coordinated efforts among stakeholders ECD **resources are fragmented and efforts are duplicated.**
- To solve these problems, different organization working on ECD have initiated to **establish ECCE knowledge Hub**, 2020.

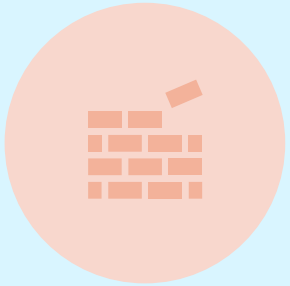
# Going Forward

**Design and implement remedial intervention** to improve results together with teacher's development, school improvement and curriculum units of the Ministry of Education



**Integrate** the assessment into the national educational assessment system

**Improve the tool** based on available data and working with academia to better fit the need of the country



Work in developing **intervention packages** by different units of the Ministry of Education and stakeholders

Enkosi
Ngiyabonga
Amesege'nallo'
Zikomo Kwambiri
Siyabonga kakulu
Thank You
Asante sana
Ndatenda
Murakoze
N'itumezi
Masvita
Kea leboha
Zikomo