How do we evaluate ECD programs and outcomes?

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EARLY CHILD DEVELOPMENT – ESDP

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# Measuring Quality of Institutions

## Early Childhood Environment Rating Scale – Revised

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## Language-Reasoning

- Books & Pictures
- Encouraging children to communicate
- Using language to develop reasoning skills
- Informal use of language

## Interactions

- Supervision of gross motor activities
- General supervision of children
- Discipline
- Staff-child interactions
- Interactions among children
Measuring Quality: Application in Brazil

Results Chain for an ECD Intervention

**Inputs**

- Human Resources;
- Financial resources;
- Documents/guidelines for project implementation, etc.

**Activities**

- Build preschools
- Train ECD teachers and/or home visitors
- Inform parents about the program
- Enroll children; etc.

**Outputs**

- X number of teachers trained
- X percent of community children enrolled
- X percent attendance rate; etc.

**Outcomes**

Short-term (or intermediate) outcome

Quality of program (e.g., quality of preschool environment as measured by ECERS)

Medium term outcome:

Impact on children’s physical, cognitive, linguistic, and socio-emotional development (e.g., nutritional status of 2-year olds as measured by height; anemia, etc.; or school readiness of 5/6 year-olds as measured by EDI, ASQ, etc.)

**Longer-term outcomes**

- Success in school;
- Low incidence of risky behaviors in adolescence;
- higher salary; etc.
IEs in ECD
Brazil

Context and Design

- In 2007, 25,000 families applied for 10,000 daycare center spots
- Government used lottery to allocate spots
- Tested impact of daycare
  - Household income
  - Child development
    - Ages & Stages (ASQ-3)
    - Child Behavior Questionnaire
    - Executive Function
      - Head Toes Knees Shoulder
      - Pencil
    - Vocabulary (PPVT) & Memory (W-J)

Lessons learned

- Lottery leads to comparability between those who enter and those who do not
- Insufficient supply (even among the poorest) provides a natural opportunity for first-best evaluation
- Bringing the government to the best method
  - Patience
  - Strong local partners

Credit: Barbara Bruns, Rio de Janeiro
## Context and Design

- Community program for rural, vulnerable communities
- Local promoters are trained, organize groups of local parents with youth children (0-4)
- Test impact
  - Parenting practices
  - Child development
    - Ages & Stages (ASQ-3)

## Lessons learned

- Highly variable implementation: Crucial to monitor
  - Rigorous IE and good monitoring are crucial complements
- Continual problem solving
  - Problem: No groups in comparison villages
    - Solution: Local representative identified likely participants in control villages
  - Problem: Imperfect balance
    - Solution: Use sub-group with balance

IEs in ECD
Mexico
Context and Design

- Randomized IE with 2 samples and 5 groups (community-based/home-based/control and formal preschool/control).
- All 3 interventions implemented at large scale by MINED (GPE funded).
- Both monitoring and impact evaluations.
- Range of instruments used to measure school readiness.

Lessons learned

- Significant implementation delays and challenges and no impact overall.
  - Do not push Gov. to scale up too fast and do not evaluate too soon...
- Negative impact on cognitive development of 5 year-olds.
  - Understand the decisions parents/communities make in the absence of the intervention (i.e., patterns in control groups).
## Context and Design

- Randomized IE with **2 groups** (community-based/control)
- Intervention implemented by NGO (Save the Children) at relatively small scale
- Both monitoring and impact evaluations
- Range of instruments used to measure school readiness.

## Lessons learned

- Small is beautiful: significant positive impacts
- Sharing results with Government and other stakeholders at all steps of the process paid off: new Bank operation in ECD.
- IE findings beget more IEs... Will an intervention implemented by the Gov. at larger scale yield similar finding???
Time for Q & A!

Obrigado/a
Gracias
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