HIGH LEVEL TECHNICAL WORKSHOP

IMPROVING THE

QUALITY OF EARLY CHILDHOOD EDUCATION FOR ALL

IN THE CEECIS Region

4-6 June 2012, Athens, Greece

CONFERENCE BROCHURE

Organized by the Global Partnership for Education & UNICEF
Regional Office for Central and Eastern Europe & the Commonwealth of Independent States

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HIGH LEVEL TECHNICAL WORKSHOP

IMPROVING THE QUALITY OF EARLY CHILDHOOD EDUCATION SERVICES FOR ALL IN THE CEECIS REGION

CONCEPT NOTE

The Global Good Practices (GGP) Team of the Global Partnership on Education (GPE) and UNICEF are collaborating to design and conduct this High Level Technical Workshop on Improving Quality in Early Childhood Education in the Countries of Central and Eastern Europe and the Commonwealth of Independent States in Athens, Greece, from 4-6 June, 2012. The International Step by Step Association (ISSA) will provide technical inputs for the event. The workshop will be attended by participants from national governments, including GPE countries in the region, international agencies, research organizations and civil society bodies. The workshop’s aim will be twofold: 1) to share recent research and thinking on the question of quality in early childhood education services, its relationship to equity in education and learning outcomes, and, 2) to support participating country teams in defining and planning the implementation of respective country specific quality frameworks.

BACKGROUND

The rationale for the High Level Technical Workshop is based on a recent initiative of the UNICEF Regional Office for CEECIS, The Quest for Quality and Fairness in Early Childhood Education in the CEECIS region, UNICEF 2011 (under finalization). The document provides a comprehensive background on approaches to quality in early childhood education (ECE), including a review of existing frameworks for monitoring ECE quality, and a set of tools to support relevant stakeholders to monitor ECE quality in their contexts.

In addition the GPE has identified ECE as a key parameter in improving access to and the quality of education in low and low-middle income countries. The GPE recognizes that the development and expansion of good quality ECE services for all children, including the most vulnerable, will particularly help to achieve the GPE’s education and learning quality objectives. The GPE has a mandate and a demand to pursue ECE: 24 countries made pledges recently to support ECE (GPE replenishment conference, Nov 2011). The UNICEF and GPE workshop in Athens is a partnership effort to support low and low-middle income countries in the CEECIS region to expand quality ECE coverage. Similar workshops will be delivered in other regions upon demand.
Why does quality in the provision of ECE services in CEECIS matter especially for children from disadvantaged families?

Robust evidence exists on the benefits of investing in good quality ECE services for all children. Providing good quality ECE services is an excellent way of nurturing and supporting children’s well-being, promoting their social, emotional, physical, and cognitive development, and providing opportunities for learning and developmental readiness for schooling. A wealth of research evidence shows that good quality ECE is particularly beneficial for children from poor socio-economic and marginalized groups, as it can compensate for the deprivations of their social environments. Furthermore, good foundations for learning achievement at school contribute to breaking the cycle of disadvantage early in the life of young children. ECE is effective when provision is of high quality and is informed by equity and inclusion policies. When quality and equity are factored into funding and implementing ECE services, there are positive educational, economic, social and poverty reduction impacts in both developed and developing countries.

How is quality related to expanded and equitable provision?

The challenge for CEECIS is equitable access to quality ECE services. Many countries in the CEECIS region are facing pronounced and pressing challenges related to access, quality and equity in ECE services. This situation, affects not only the well-being of children, but also poverty reduction efforts, and the inclusion of specific populations, such as the poorest, rural populations, ethnic minorities, and the most vulnerable. Recent data illustrate the fact that access to affordable quality ECE services remains a distant objective for many CEECIS countries, especially in view of the ongoing economic crisis. In the poorest countries of Central Asia, only a fraction of children in the age group 3 to 6 years in urban areas (10 to 20 per cent) have access to ECE services, while children from rural areas have minimal or non-existent opportunities. The challenge for countries is two-fold: how to extend the availability of ECE services to the majority of children who are currently outside the ECE system, and how, at the same time, to revitalize and raise the quality of existing services. For the middle-income countries in the region, an additional priority is how to provide access to children who are poor or “invisible” because they are vulnerable or excluded, because of their ethnic group or disability.

In parallel, with low rates of provision (which is usually through unsustainable infrastructure and resource intensive kindergartens), low-cost “alternative” community-based centers, 1 year school readiness programmes, “condensed” pre-primary programmes (100hrs; 240 hrs), and private preschools are proliferating in the region. These programmes need to be regulated, monitored and have their quality assured.

How can the quality of ECE services be improved?

Connecting regulation of services and contextualization of good programs and pedagogical practices at country level is essential. Regulations for ECE services must be built on evidence-based minimum standards in order to provide a safe and enriching physical and social environment for young children and their educators. The necessary regulations need to be coupled with effective improvements in curricula, programmes, classroom activities, educator-child interactions and the overall teaching-learning process through a contextualization of evidence-based good practices. Promoting best practices requires a national and community-based dialogue and consultation at the country level on the expected quality of ECE services and the ways to achieve it. There needs to be agreement around relevant targets, processes, expected outcomes and indicators. The combination of regulations and the promotion of good practices on programmes and pedagogy through a consultation process is in line with practices and current policy orientations in the European Union.
Why a conceptual framework for measuring the quality of ECE services?

Quality is challenging to measure and monitor. Quality monitoring and assurance of ECE services is related to a number of associated issues such as ECE programme improvement, scaling up, certification, licensing, and accreditation and impact assessment. It also has important implications for equity as it has the potential to identify variations in provision for different socio-economic population groups.

Currently, political entities such as the EU, think tanks like the OECD, international organizations such as UNICEF and UNESCO as well as influential networks such as ISSA and high level ECD international research teams are working on developing and implementing quality framework/s for ECE services.

Based on requests from UNICEF CEECIS country offices and national stakeholders, there is recognition of the need to develop a conceptual framework to measure, monitor and improve ECE quality and equity specifically tailored to contextual questions and challenges.

The UNICEF Conceptual Framework to Measure and Monitor Quality

The Quest for Quality and Fairness in Early Childhood Education in the CEECIS region is a set of resource documents developed by UNICEF in 2011 (under finalization) and responds to:

(a) the policy challenges with which CEECIS governments are currently dealing, especially with respect to including children from disadvantaged environments;
(b) the need to improve the quality of ECE services and protect investments, especially for children from poor environments,
(c) the growing international interest in boosting the quality of ECE services, in order to prepare young children for school and successful learning, as part of the EFA agenda.

This resource comprises two parts:

Part I: develops the rationale and justification for quality in ECE. It defines quality and presents selected components and indicators of quality for ECE systems and services. It presents the CEECIS context, a brief overview of the status of children (with a focus on ages 3 to 6), and of ECE services in the region. It examines different approaches to quality and answers questions such as: what are the challenges that must be met in order to achieve quality ECE services that also reach children who are most vulnerable and most at risk?

Part II: lists and explains eight components of quality ECE services used in the framework. It builds on Part I by providing guidance and tools for the development of frameworks for country-level monitoring and evaluation.

It is anticipated, that the resource will enable an understanding of the concept of quality, promote familiarity with the necessary instruments of data collection and will allow ECE actors at country level:

(i) to prioritize at policy level aspects of quality across different ECE arrangements that should be measured and monitored;
(ii) to address disparities in the quality of ECE services across population groups; and,
(iii) to maintain and promote improvements in access to quality ECE services for all children, especially the most disadvantaged children.
OBJECTIVES OF THE WORKSHOP

The overall objective of the workshop is to provide renewed impetus to the realization of the quality and equity agenda in the CEECIS region by supporting countries to define and implement a quality framework for ECE services in their country, with particular attention to the most disadvantaged.

More specifically the meeting will bring together partners and country teams with the aim to:

- **Share and disseminate knowledge** to improve the capacity of governments and other key stakeholders to monitor and improve the quality of ECE services in a strategic way.

- **Introduce the UNICEF ECE Quality Resource** developed by the UNICEF Regional Office in 2011 to participants with the aims of gathering their feedback, identifying steps for the way forward at the country level and regional level, generating a discussion about the most effective strategies for monitoring ECE quality. Approaches to defining and monitoring quality proposed by other agencies, e.g. OECD, World Bank, Step by Step (and included in the UNICEF Resource) will also be examined.

- **Develop country action plans for implementing a quality framework**: Provide an opportunity for participant country teams to engage with technical experts, discuss country experiences, and learn from other country practices. Support will be provided for the development of respective action plans to improve quality in ECE at country level. The starting point for discussion and development of country specific action plans will vary from country to country, based on the existing dialogue, initiatives or programmes.

- **Support the formation of a community of practice** on ECE quality. The community of practice will be made up of (a) a small group of strategically chosen countries in the region - those who are interested in and well-positioned to move forward with adapting the tool to their country contexts and piloting it in their countries (Moldova, Turkey, Kyrgyzstan, Tajikistan, Uzbekistan, Mongolia), and (b) a small group of experts and partners in ECE that will provide guidance to the countries. The community of practice will act as an informal forum for discussing, validating and disseminating essential principles of ECE quality and will also be a mechanism for maximizing the use of technical and financial resources. The community of practice will be closely linked with the GGP.

- **Design a consultancy to provide countries with follow-up technical support for the implementation of country action plans**. With the community of practice in place, countries will be supported by both UNICEF and the GGP with technical expertise to refine and implement local versions of the framework and action plans.

PARTICIPANTS

The meeting brings together relevant participants from: CEECIS governments (including, MoEs) from CEECIS, especially countries supported by the GPE catalytic fund or potential GPE candidate countries (Moldova, Kyrgyzstan, Tajikistan, Mongolia and Uzbekistan) and where UNICEF has a presence, UN agencies (UNICEF HQ/Country Offices [ECD and Education], UNESCO); international organizations (OECD - ECE working group, EU DG Education and Culture, World Bank, Asian Development Bank); civil society organizations (OSF, ISSA, Aga Khan Foundation, BVLF); GPE countries from other regions may also participate as observers.
ORGANIZERS
The organizers of the meeting are the Global Good Practices Team (GPE Secretariat) and the UNICEF Regional Office for CEECIS Early Childhood Development Section.

The Global Partnership for Education, established in 2002 and formerly known as Fast Track Initiative, covers 46 countries, and includes over 30 bilateral, regional, and international agencies, development banks, the private sector, teachers, and local and global civil society groups. The Global Partnership for Education provides developing country partners the incentives, resources, and technical support to build and implement sound education plans. Members of the Partnership mobilize and coordinate resources to support the achievement of these plans’ targets to help more children enroll in school and for a better education. The Global and Regional Activities Program led by the Global Good Practices Team focuses on three themes - learning outcomes, out-of-school children and education financing and eligible activities to be funded by the programme are: Research and dissemination; Technical workshops; Development of innovative partnerships and networks; Technical assistance; Study tours; and, Interventions to inform scale up.

The UNICEF Regional Office for CEECIS, located in Geneva, Switzerland, coordinates and supervises UNICEF’s work in 22 countries and entities. The regional office advocates at regional level for investment in children and for children-centered social policies. It liaises with major international governmental bodies on region-wide children’s issues such as the European Union, the Organization for Security and Cooperation in Europe and the Council of Europe and aims to develop regional partnerships for the achievement of the Millennium Development Goals.

The International Step by Step Association (ISSA)¹ will provide additional technical inputs for the workshop.

FORMAT OF MEETING
The High Level Technical Workshop will be organized using different formats:

- **Plenary Presentations.** The opening of the meeting and technical presentations on approaches to defining, measuring and monitoring quality, will be delivered in plenary sessions. A rapporteur will record highlights of Q&A and the outcomes of the plenary sessions.

- **Group Work Sessions.** The work in small groups will be highly structured in advance around concrete questions and templates that will be developed in advance of the discussions. Groups will work in country teams to develop their quality monitoring action plans.

- **Field Visits.** Participants will be offered the opportunity to visit high quality early education centers in Athens, including the Center of Educational Programs of the Museum of Acropolis to stimulate discussions on the realization of good quality ECE.
## AGENDA

**Monday, 4 June 2012**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter/Topic</th>
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<tbody>
<tr>
<td>8:30-9:00</td>
<td>Registration</td>
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<tr>
<td>9:00-10:00</td>
<td>Opening Remarks</td>
<td>• Yiorgos Kaminis, Mayor of Athens</td>
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<td>• Vasilis Koulaidis, General Secretary, Ministry of Education</td>
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<td>The Global Partnership for Education and the Question of Quality</td>
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<td>• Luis Crouch, Coordinator, Global Good Practices Team, Global Partnership for Education (GPE)</td>
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<td>Overview of the Workshop and a Snapshot of ECE in CEECIS</td>
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<td>• Deepa Grover, Regional Adviser - ECD, UNICEF CEECIS</td>
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<td>10:00-10:50</td>
<td>How a Quality Framework can help countries to improve Early Childhood Education Services for all children?</td>
<td>• Aigly Zafeirakou, GPE</td>
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<td>A conceptual framework for monitoring and improving early childhood education services in CEECIS countries will be presented, based on more general education quality frameworks. The presentation will stress the need to contextualize and prioritize quality factors in order to improve ECE services for all children for school and learning readiness. It will be shown that a robust quality framework can help to address specific policy challenges.</td>
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<td>10:50-11:00</td>
<td>Q &amp; A</td>
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<td>11:00-11:10</td>
<td>Group Photograph</td>
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<td>11:10-11:25</td>
<td>COFFEE BREAK</td>
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<td>11:25-12:25</td>
<td>Improving Access, Quality and Equity in ECE Services</td>
<td>• Presentations from Countries Receiving or Applying for GPE Funds</td>
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<td>Moldova (25 min.), Kyrgyzstan (15 min.), Uzbekistan (10 min.), Tajikistan (10 min.)</td>
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<td>12:30-13:00</td>
<td>ECE Quality and Local Governance: The Case in Athens</td>
<td>• Marie Iliopoulou, President of the Municipal Child Care Service, Greece</td>
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<td>13:00-14:00</td>
<td>Lunch</td>
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<td>14:00-15:00</td>
<td>The Quality of ECE services: Lessons from ECERS</td>
<td>• Iram Siraj-Blatchford, Institute of Education, University of London</td>
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<td>The Early Childhood Environment Rating Scale (ECERS) will be presented. ECERS is a standardised tool for measuring and improving the quality of Early Years Provision. It was developed with assistance and feedback from hundreds of researchers and practitioners around the world, and is used in many countries for research, self-assessment and quality improvement.</td>
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<td>15:00-15:10</td>
<td>Q &amp; A</td>
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<td>15:10-15:45</td>
<td>Poster Display Walk Through &amp; COFFEE BREAK</td>
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<td>15:45-16:45</td>
<td>Country Team Action Planning Session 1: Towards Developing a Quality Framework</td>
<td>Country teams discuss a contextualized quality framework for the improvement of the ECE services in their countries. They will define and prioritize the quality factors in their country. They will discuss the relevance and adequacy of legislation, regulations and standards for ECE and the changes required.</td>
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<td>16:45-17:30</td>
<td>SABER-ECD Analysis in Select Countries in Europe and Central Asia: Implications for Improving Quality</td>
<td>• Michelle Neuman, The World Bank</td>
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<td>Systems Approach for Better Education Results (SABER) is an initiative that helps countries systematically examine and strengthen the performance of their education systems to achieve learning for all. This presentation will discuss how SABER is adapted and used with respect to ECE.</td>
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<td>17:30-17:40</td>
<td>Q &amp; A</td>
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<td>20:30-22:00</td>
<td>Cocktail Reception to be at the Royal Olympic Hotel: Rooftop Garden/Ioannis Bar</td>
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<td>8:30-9:15</td>
<td><strong>The Quality of ECE Services and the Financial Dimension</strong></td>
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<td><em>Jan van Ravens, Faculty Affiliate of the Child Study Center of Yale University, Yale School of Medicine</em></td>
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<td>This presentation will focus on issues of costing and financing of ECE services. It will emphasize the effective and efficient use of resources to consider alternative scenarios and expand the reach of quality ECE to all children. It will support participants’ work on the development of financially feasible scenarios for the expansion of ECD services. It will also suggest a simple &quot;funding formula&quot; that countries could adopt and adapt to their national and sub-national contexts.</td>
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<td>9:15-9:25</td>
<td><strong>Q &amp; A</strong></td>
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<td>9:30-10:00</td>
<td><strong>Ensuring Quality ECE for All in Resource Poor Settings</strong></td>
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<td><em>Caroline Arnold, Burulai Aitikulova and Zulaby Mamadofozilov, Aga Khan Foundation</em></td>
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<td>The team from Aga Khan Foundation will present both experience and research evidence from Kyrgyzstan and Tajikistan. It will highlight i) alternative low-cost, high quality approaches that have been developed in partnership with both government and communities, ii) research evidence from these initiatives with regard to the quality of learning opportunities, children’s learning achievements, sustainability etc., iii) changes in government policy in support of more flexible approaches.</td>
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<td>10:00-10:10</td>
<td><strong>Q &amp; A</strong></td>
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<td>10:15-10:30</td>
<td><strong>COFFEE BREAK</strong></td>
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<td>10:30-10:45</td>
<td><strong>Country Team Action Planning Session 2: Governance and Financing for reaching all children</strong></td>
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<td>Country teams will discuss governance and financing in order to expand the reach of quality to all children. Starting from the status of governance and financing they will discuss action steps to make changes at central and local governance levels for improved quality for all.</td>
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<td>11:45-12:00</td>
<td><strong>Curriculum Development and the Teaching-Learning Process: Language and Literacy Development for all Children</strong></td>
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<td><em>Linda M. Platas, University of California, Berkeley</em></td>
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<td>Providing effective early learning environments and instruction are essential in providing all children with the tools necessary for ensuring equity and later academic and career success. Topics include the fundamentals of oral language and early literacy teaching and learning: communicative competence, vocabulary building, read-alouds, print knowledge, and phonological awareness.</td>
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<td>12:45-12:55</td>
<td><strong>Q &amp; A</strong></td>
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<td>13:00-14:00</td>
<td><strong>LUNCH</strong></td>
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<td>14:00-14:45</td>
<td><strong>Curriculum Development and the Teaching-Learning Process: Pre-Math Concept Skills for all Children</strong></td>
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<td><em>Genevieve Hartman, Columbia University Teachers College</em></td>
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<td>This presentation will discuss the development of mathematical thinking that begins at birth and continues through childhood, as well as the teacher’s role in helping children to elaborate and expand this everyday math and to “mathematize” it, that is, to help children make it explicit, verbal and symbolic.</td>
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<td>14:45-14:55</td>
<td><strong>Q &amp; A</strong></td>
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<td>15:00-16:00</td>
<td><strong>Country Team Action Planning Session 3: Curriculum Development</strong></td>
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<td>Country teams will discuss issues and challenges in order to improve curriculum development and implementation considering all dimensions of child development. Particular attention will be given to renewing language development and pre-math skills for all young children.</td>
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<td>16:00-16:15</td>
<td><strong>COFFEE BREAK</strong></td>
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<td>16:15-17:00</td>
<td><strong>Plenary Session: Country Panel and Q&amp;A Session with Presenters</strong></td>
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<td>Countries will briefly discuss action planning progress in plenary session, questions and answers will follow with participation of presenters.</td>
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## Wednesday, 6 June 2012

### 8:30-9:15  
**Teacher Quality and Training**  
- *Mihaela Ionescu, International Step by Step Association (ISSA)*  
  Teachers, their knowledge and skills, are critical to ensuring quality in ECE. This presentation will discuss key principles that constitute a framework for quality pedagogy.

### 9:15-9:30  
**Q & A**

### 9:30-10:15  
**Assessment of Child Outcomes: Selecting and Adapting the Right Tools**  
- *Patricia Kariger, University of California, Berkeley*  
  Evaluations of ECD programs require thoughtful and well-planned child assessments. Selecting the right measures and adapting them for use in the local context are critically important elements for producing valid evaluations. An overview will be given of commonly used developmental tests and necessary steps for choosing and adapting the most appropriate measures.

### 10:15-10:25  
**Q & A**

### 10:30-10:45  
**COFFEE BREAK**

### 10:45-12:30  
**Country Team Action Planning Session 4: Teachers and Quality Pedagogy; Tools for measuring Child Outcomes**  
Country teams will discuss actions to improve the quality of educators in the ECE services. Teams will also discuss expected child outcomes including school and learning readiness.

### 12:30-13:00  
**Quality criteria that cultivate equity and respect for diversity in ECE: Evidence from the “Elele” project in Elefssina**  
- *Anastasia Hadjistefanou-Vafea and Anastasia Houndoumadi, DECET Network and Schedia Centre for Artistic and Pedagogical Training*  
  The presentation will cover the basic principles and qualitative criteria developed by the Diversity in Early Childhood and Training network, along with findings from their application in the Elefssina municipality in the context of the Elele project implemented by Schedia.

### 13:00-14:00  
**LUNCH**

### 14:00-15:00  
**Bottlenecks and Barriers to Accessing Quality ECE: Monitoring Results for Equity**  
- *Abhiyan Jung Rana, UNICEF NYHQ*  
  This presentation will describe UNICEF’s approach to monitoring results for children with a focus on critical conditions or determinants to be fulfilled in order to achieve effective quality coverage of services, practices and systems, in this case early childhood education.

### 15:00-15:10  
**Q & A**

### 15:15-15:30  
**COFFEE BREAK**

### 15:30-16:00  
**Communities of Practice**  
- *Erin Tanner, UNICEF RO*  
  This presentation will describe the concept of setting up communities of practice that will exchange and share knowledge and technical resources on quality ECE with a view to achieving results for children.

### 16:00-16:10  
**Q & A**

### 16:15-17:00  
**Plenary Session: Country Panel and Q&A Session with Presenters**  
Countries will briefly discuss action planning progress in plenary session, questions and answers will follow with participation of presenters.

### 17:00-17:30  
**Closing Remarks and Next Steps**  
- *Aigly Zafeirakou, GPE*  
- *Philippe Testot-Ferry, Regional Adviser – Education, UNICEF*

## Thursday, 7 June 2012

### 9:00-9:45  
**Site visits to ECE centers in Athens**
Experts, Presenters, Facilitators

**Burulai Aitikulova** is Aga Khan Foundation Kyrgyzstan’s Education Programme Officer and has led the Foundation’s ECD and Education programmes since its inception in 2005 and has contributed to policy discussions in the country. She has spearheaded the development of alternative approaches appropriate to the modern Kyrgyz context and research assessing their efficacy. Prior to joining AKF Burulai worked with Mercy Corps and the American Bar Association/ Central European and Eurasian Law Initiative. Burulai is the author of a number of publications.

**Caroline Arnold** has worked as the Co-Director of the Education and Early Childhood programmes at the Aga Khan Foundation for past 8 years and in the field of Education for over 30 years, mostly living and working in Asia. She has worked with UNICEF, International NGOs and Universities in London, East Africa, Asia and the Pacific. Caroline is the author of numerous publications in the area of Early Childhood Education and Transition and contributes actively to a number of international networks.

**Dr. Luis Crouch** joined the GPE as head of its Global Good Practice team in 2011. Prior, he worked closely on South Africa's funding reforms and Egypt's decentralization experiments. He is interested in early grade reading and quality, targeted ECD, as the key entry-point to improve education systems’ response. He is an education economist specialized in policy, decentralized finance (e.g., funding formulas) and decentralization, political economy of reform, education statistics and projections.

**Dr. Deepa Grover** is the Regional Adviser on Early Childhood Development at the UNICEF Regional Office for CEECIS. Deepa is leading regional approaches at UNICEF to integrate ECD evidence more effectively into child health and social protection services. She has over 20 years work experience in the areas of child rights, gender, education and communication for social and behavioral change. Most recently she has worked with the Open Society Foundations and the Roma Education Fund on a research project on *Roma Early Childhood Inclusion* in four countries of Central.

**Dr. Genevieve Hartman** serves as the Director of Educational Content at BrightBytes. For the last four years, Genevieve worked closely with low-income daycare centers and preschools in New York, New Jersey, and Connecticut on assessments to more fairly assess the mathematical skills of English and Spanish speaking children. She also has done research on the use of video- and web-based technologies in the professional development of preschool teachers. Genevieve received her doctorate in Cognitive Studies in Education at Teachers College, Columbia University.

**Anastasia Houndoumadi** serves as Coordinator, Diversity in Early Childhood Education and Training at the “Schedia” Centre for Artistic and Pedagogical Training where she is responsible for research planning and implementation. Her focus is on ECD and education and the psychology of motherhood across the life span. She holds an M.A. in psychology from Portland State University and a Ph.D. in educational/developmental psychology from the University of Oregon.

**Dr. Mihaela Ionescu** is the Program Director of the International Step by Step Association (ISSA). Prior, she worked for 15 years as a researcher, education policy developer, trainer, and coordinator of programs to improve the quality of early childhood education and care services. She has served as international consultant on various projects in CEE/CIS, including for UNICEF and the World Bank. She has a doctoral degree in Education Sciences.
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Anastasia Hatzistefanou-Vafea, General Director Centre of Artistic and Educational Training “Schedia” (Raft)

Marie Iliopoulou, President Municipal Child Care Center, Greece
Important Websites

Global Partnership for Education - Good Practices team

International Step By Step Association - Books and Tools
http://www.issa.nl/resources.html

OECD - Center for Effective Learning Environments
http://www.oecd.org/department/0,3355,en_2649_35961311_1_1_1_1_1,00.html
(which is part of the OECD Directorate for Education - Preschool and School)
http://www.oecd.org/department/0,3355,en_2649_39263231_1_1_1_1_1,00.html

Quality in Early Childhood Care and Education Settings: A Compendium of Measures
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UNICEF CEECIS - Resources on Early Childhood Development in the CEECIS Region
http://www.unicef.org/ceecis/early_childhood_1467.html

The early childhood classroom observation measure
Deborah Stipek and Patricia Byler
http://www.sciencedirect.com/science/article/pii/S0885200604000596 - cor1
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