



Sponsored by the Early Childhood Development Thematic Group

## Scaling Up Quality Early Childhood Education: What Gets Measured Gets Done

Online | Thursday, June 3, 2021 | 9:00-10:30 AM | Washington, DC Time

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The **Education GP BBL Series** provides a space for World Bank education staff and visiting researchers and speakers to share recent findings, innovative on-the-ground experience, and implementation challenges and successes relevant to the work of the Bank in education.

**Chair:** **Omar Arias**, Practice Manager, Global Knowledge and Innovation, Education, World Bank

**Presenters:** **Adelle Pushparatnam**, Education Specialist, Global Knowledge and Innovation, Education, World Bank

**Elaine Ding**, Analyst, Global Knowledge and Innovation, Education, World Bank

**Panelists:** **Nirmala Rao**, Serena H C Yang Professor in Early Childhood Development and Education, Chair Professor of Child Development and Education, and Director of the Consortium for Research on Early Childhood Development and Education (CORE), Faculty of Education, The University of Hong Kong.

**Janeli Kotzé**, Deputy Director of Research Coordination, Monitoring and Evaluation at the Department of Basic Education in South Africa

**Ingrid Bjerke**, Education Specialist, Latin America and Caribbean, Education, World Bank

**Background:** Despite the recent expansion of access to early childhood education (ECE) in every region of the world, quality of ECE remains extremely low, especially in LMICs. Thus, the continued scaling up of ECE globally presents both an opportunity and challenge in ensuring children are reaping the benefits and the promise of the early years.

The quality of teacher-child interactions in the classroom – otherwise known as process quality – is a critical aspect of ECE quality. The biggest bottleneck to improving process quality is the low capacity of the ECE workforce. Entry and training requirements for ECE teachers are often the lowest in education systems, opportunities for training are very limited, and ECE teachers receive little support to implement developmentally-appropriate pedagogical practices in the classroom. Measuring what currently occurs in the ECE classroom is an important first step towards better supporting ECE teachers.

The BBL will discuss the centrality of the ECE workforce in efforts to ensure access to ECE is scaled with an accompanying focus on quality. There will be an emphasis on the value of collecting data on teaching practices to drive policy dialogue in this area and inform interventions focused on improving professional development opportunities for ECE teachers. It will include a presentation on the World Bank's new [Teach ECE tool](#), a classroom observation tool aimed at measuring the quality of teacher-child interactions in ECE settings. The presentation will cover what the tool captures, available resources to support implementation, and initial data from pilot applications. The panel discussion will focus on best practices around measuring and supporting effective teaching in the ECE classroom, drawing on perspectives from the field, research, and policy.

## About the Speakers:



**Adelle Pushparatnam** is an Education Specialist in the Global Knowledge and Innovation Unit of the Education Global Practice. She is co-lead of the Bank's Scaling Up Measurement in Early Childhood team, and is also co-lead of the Teach and Coach teams. Before joining the Bank, Adelle worked with Camfed, an organization that focuses on girls' education and young women's empowerment in Africa. She also worked with children with autism, both in home and in school settings. Adelle holds a Ph.D. in Psychology, with a focus on Early Childhood Development, and an M.Phil. in Psychology from the University of Cambridge; she has a B.Sc. in Psychology from the University of Oregon, with minors in Special Education and Business Administration.



**Elaine Ding** is an Analyst in the Global Knowledge and Innovation Unit of the Education Global Practice. She is a member of the Teach, Coach, and Quality Early Learning teams. Prior to joining the Global Unit, Elaine supported work on human development projects in East Asia and Pacific and Middle East and North Africa regional units in the World Bank. Elaine began her career as a second-grade teacher in Washington, DC. She holds a Ed.M. in International Education from Harvard University and a B.S.F.S in International History from Georgetown University.



**Nirmala Rao** is Serena H C Yang Professor in Early Childhood Development and Education, Chair Professor of Child Development and Education, and Director of the Consortium for Research on Early Childhood Development and Education (CORE), Faculty of Education, The University of Hong Kong (HKU). A Developmental and Educational Psychologist by training, her research on early childhood development and education in Asian cultural contexts has been recognised internationally. This work has focused on the development of psychometrically robust and culturally-sensitive measures of both early childhood development and the quality of ECE; early educational policy in the Asia-Pacific; evaluation of early childhood programmes; and culture, policy and pedagogy in the early years. Professor Rao has published widely; serves on the Editorial Board for premier scholarly journals; has participated in high-level international meetings; written advocacy materials, and undertaken consultancies for international organisations. She has received awards for both research and teaching. Furthermore, she has also had significant administrative leadership roles in the Faculty of Education and at the Graduate School of HKU.



**Janeli Kotzé** is the Deputy Director of Research Coordination, Monitoring and Evaluation at the Department of Basic Education in South Africa. Her main research focus is on Early Childhood Development and Early Grade Reading. She completed her PhD in Economics at the University of Stellenbosch, focusing on understanding the complexities of the South African education crisis and on the improvement of national policy around this issue. Prior to working at the Department of Basic Education, she was involved in a number of local and international research projects relating to the evaluation of national policy, cross-national comparisons of educational achievement, learning trajectories of children over time and the interaction between low quality schooling and child poverty.



**Ingrid Bjerke** is an Education Specialist in the Latin America and Caribbean (LAC) region of the World Bank's Education Practice. She leads numerous projects and technical assistance engagements across the education spectrum (early childhood development, primary, secondary, and technical and vocational education training) primarily in the Caribbean (Guyana, Jamaica, and the Organization of Eastern Caribbean States), and is also the ECD regional focal point for LAC. She holds a M.A. from Johns Hopkins School of Advanced International Studies in International Policy and International Economics, and B.A. from McGill University in Economics and Political Science.