



Quality ECD Center Scorecard

Developed 06/2017

Center/School Name: \_\_\_\_\_ Date: \_\_\_\_\_ Repetition (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> time): \_\_\_\_\_

Location-District: \_\_\_\_\_ Sector: \_\_\_\_\_ Cell: \_\_\_\_\_ Village: \_\_\_\_\_

Session facilitated by: \_\_\_\_\_ Number of people present: \_\_\_\_\_

Names & positions: \_\_\_\_\_

*Gather all members of the parents' committee, ECD teachers, and local leaders. Facilitate a discussion that will cause the group to reflect on their progress towards achieving a high quality, holistic ECD center. Guide the group on the indicators for quality in each of the sections and have them give a rating 1 (weak) to 4 (strong) which they think fits their current status. Challenge the group if the rating does not fit with your observations. Descriptors are given for each rating to give a picture of what it might look like but the reality doesn't have to match exactly for the rating to be selected. The discussion around the "ideal" is very important way of training them on their roles and responsibilities and prompting proactive steps. Note down reasons for the rating and help the group to identify action steps they can take to improve. At the end of the exercise, ensure that the committee leadership remains with a copy of the scorecard. Check progress towards the planned actions during future visits. Repeat the exercise annually.*

Section A – Access to Education

Issue	1	2	3	4	Score	Reasons	Actions
Enrolment	A small percentage of children from the surrounding community are enrolled	Less than 50% of children from the surrounding community are enrolled	More than 50% of children from the surrounding community are enrolled	Most children from the surrounding community are enrolled			
Attendance Rate	Children are very frequently absent – either due to illness, inability to pay, or little value placed on the importance	The rate of absenteeism is fairly high	The rate of absenteeism is fairly low	Most children are present consistently – with few exceptions due to illness			
Inclusion	Children with disabilities of special learning needs are turned away because there is no services for them	No children with disabilities of special learning needs are included – but would be welcome	A few children with disabilities or special learning needs are included and though the teacher doesn't know much about how to help them	A few children with disabilities or special learning needs are included and outreach is done to encourage parents to send ALL children			

Section B – Teaching & Learning Quality

Issue	1	2	3	4	Score	Reasons	Actions
Teacher Qualifications and Skills	Teacher(s) is untrained and unable to use playful methodology that stimulates active learning and participation of children	Teacher(s) is trained but teaches in a traditional fashion that is teacher-centered (little or no playful methodology)	Teacher(s) has received some specific ECE training and tries to use some active learning techniques and playful methodology	Teacher is well trained and experienced in ECE and makes use of mixed methods, even giving time for free play in learning corners			
Use of Pre-primary curriculum	The center does not have a copy of REB's pre-primary curriculum and the teacher does not know the contents	The center does not have a copy of REB's pre-primary curriculum and but the teacher has received some information about the contents and approaches	The center has a copy of REB's pre-primary curriculum and but the teacher does not understand how to use it very well to plan and link daily lessons	The center has a copy of REB's pre-primary curriculum and he teacher uses it to plan lessons in a thematic and integrated way			
Positive Discipline	The teacher does not have strategies to manage the children so they are left to run around, shout and misbehave	The teacher imposes strict discipline but in a harsh way so that the children sit quietly but are not active or free	The teacher has a warm way with children but has some challenges with control	Teacher responds to misbehavior in a firm but kind way and teaches children expected behavior			

Section C – Learning and Play Materials

Issue	1	2	3	4	Score	Reasons	Actions
Use of Locally Available Materials	Classroom has furniture but no collections of materials that children can use for learning and play during lessons	Center has some materials for learning and play but they are locked away in storage most of the time for safekeeping and only brought out rarely	Teacher and parents have actively gathered locally available materials and they are brought out for use by children for certain activities	Teacher and parents have actively gathered many collections of materials which are visible in the room and used daily by children			
Books	The classroom has no books	The classroom has few books which the teacher uses for read aloud	The classroom has some books, purchased and hand-made, which both teacher and children use occasionally	The classroom has a collection of books, purchased and hand-made, which children have a chance to look at on daily basis			

### Section D – Healthy & Safe Facility

Issue	1	2	3	4	Score	Reasons	Actions
Physical Infrastructure	No special infrastructure exists for the ECD – it uses shared space	One special classroom has been built for all children	At least 2 separate rooms have been constructed with toilets	A full complement of 3 classrooms, storage room, toilets, and a kitchen have been constructed which is disability accessible			
Learning Space	Classroom is unfinished, small, dark, dirty, or not designed for use by children	The classroom has some positive elements but other elements which make it not very suitable for children	The classroom is small for the number of children and doesn't allow for a variety of seating arrangements (tables, mats)	The classroom is well lit, airy, and is big enough to have space for 'circle time' on mats as well as seated work at tables			
Hygiene and Sanitation	There are no WASH facilities specific for the ECDC (toilets are shared)	There are some WASH facilities (separate toilets or handwashing stations) but they are not functioning properly or cleaned regularly	There are separate WASH facilities but due to a shortage of water they are only functional or cleaned some of the time	There is water available and WASH facilities (separate toilets and handwashing stations) are well maintained and used			
Space for Outdoor Play	There is no space for outside play OR the space has many safety hazards	There is limited space for outdoor play OR there are broken and dangerous play equipment	There is enough space for outdoor play but there is no fence around the compound	The compound is fenced and has a play area set up with some simple toys (balls, ropes, tires)			

### Section E – Management

Issue	1	2	3	4	Score	Reasons	Actions
Management Committee	There is no active parents' committee	The parents' committee exists but does not meet regularly or fulfil its role properly	The parents' committee exists and meets termly but focuses on fee collection only	The parents' committee is active in mobilizing parents, coordinating learning events, following the quality of learning happening, and linking with stakeholders			

Parental Participation	Parents rarely pay fees and rarely come to general meetings or other events	Parents struggle to pay fees regularly but do come to general meetings or other events	Parents try their best to pay fees regularly and participate actively in general meetings or other events	Parents mostly pay fees regularly and actively support the center by doing volunteer jobs and giving in-kind contributions to help the ECDC			
Teacher Retention	Teacher turnover is frequent due to lack of payment, lack of collaboration, or other factors – even daily attendance can be problematic	Recruited teachers are typically young and leave when they find better options – but attendance and commitment are good while in the role	Turn over happens sometimes but the management committee looks for teachers with passion and stability when recruiting	Teachers are stable due to close collaboration with parents who ensure they are paid and not overburdened			
Sustainability	The center is unable to pay the teachers or cover other operational costs	The center tries to do its best to manage the limited funds it collects from parents alone	The center has at least one creative strategy for mobilizing additional funds or donations which can top-up parental payments	The center has established its own income generating project which brings in enough funds to cover a holistic program			
Transition to Primary	The center has no relationship with a primary school – children scatter when entering P1	The center is known by the SEO but there is no direct relationship with a nearby primary school	There is a nearby primary school and the HT knows about the center (as well as the SEO) and welcomes children positively	The linkage to a nearby primary school is strong – the HT gives some support to teachers, the ECDC brings children for a visit prior to transition, and the ECDC follows up on performance after transition			
Outreach	No efforts are made to educate other parents on the importance of ECD and enroll their children	Community meetings are held at the beginning of the year to mobilize parents to send their children	Parents' committee members and/or teachers try to raise the issue of the importance of ECD whenever there is an opportunity	Parents' committee members and teachers along with local leaders have a strategy for continuously mobilizing parents to bring their children to ECDCs			

Section F – Holistic Service Provision

Issue	1	2	3	4	Score	Reasons	Actions
School Feeding	There is no meal provided to children at school	There is no meal provided to children but most families are able to pack and food is shared so that all children eat	There is a feeding program in place to provide porridge but the quality is poor or irregular due to limited resources	There is a daily feeding program in place that provides quality porridge for all children			
Health Services	There is no connection between the ECDC and the local health center or CHW	Parents are sensitized during general meetings to bring their children to the local health center	The CHW or nurse comes to the ECDC to monitor the growth of children	The CHW or nurse comes to the ECDC to monitor the growth of children AND organizes education events for parents on health topics			
Parenting Classes	There are no learning events for parents beyond general meetings	At least once a term there is a special presentation for parents on a topic such as child protection, health, or play – may be combined with a general meeting	There is a regularly scheduled learning event for parents that takes place at least once a month and covers a variety of topics with guest speakers	In addition to a regular program of learning events for all parents, intensive parenting classes are offered for cohorts of parents at time – parents of 0-3 are specifically included			
Linkages	The center is operating in isolation – few people are aware and no one but parents contribute	The center is known by local leaders who make some non-monetary contributions	The center has been able to advocate for some government funds or services – within various sectors (education, health, child protection)	The center has multiple sources of financial and technical support (government and donor) and is maximizing use of existing resources and services			

Additional comments: \_\_\_\_\_

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