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RUSSIAN NATIONAL RESEARCH OF ECE QUALITY: ASSESSMENT FOR DEVELOPMENT

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GAML5

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Kindergartens - 40 984 (mostly 12 hours a day)

Children - 7 477 932 (6 307 103 \geq 3 y.o.)

Teachers - 662 739

Access to ECE (\geq 3 y.o.) - 98,96% (of those who applied)



Initiated by **FEDERAL SERVICE FOR SUPERVISION IN EDUCATION AND SCIENCE** (“ROSOBRNADZOR”)

- Licensing
- Nacional school exam etc.



Proposing of the instrument, wh corresponds to National Curricu and International context.

Adaptation of the assessment to

Validation with national professional community.

Research design.

Training for assessors.

Supervision of data collecting.

Interpretation of data.



Two clusters: "Best" 25% and "Random" 75%

1 stage of the Research (2016):

423 kindergartens from 40 regions

«Best» – 148

«Random» – 275

2 stage of the Research (2017):

1301 kindergartens from 74 regions*

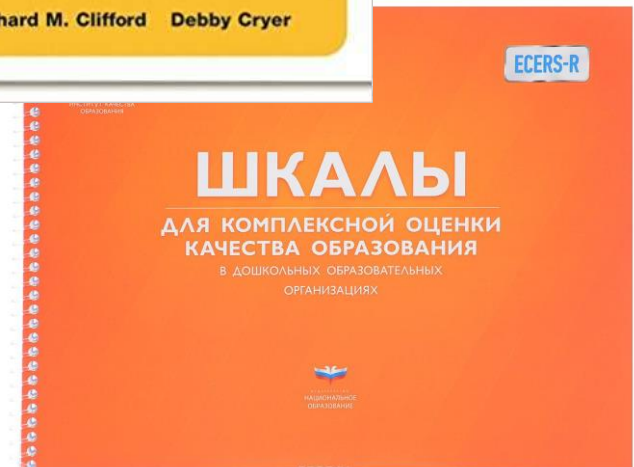
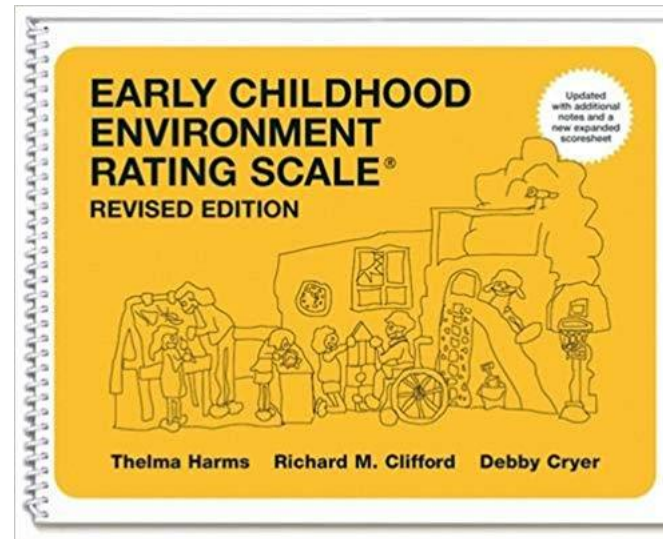
«Best» – 323

«Random» – 978

367 kindergartens participated in both stages

2,6% of all kindergartens, 87% of regions

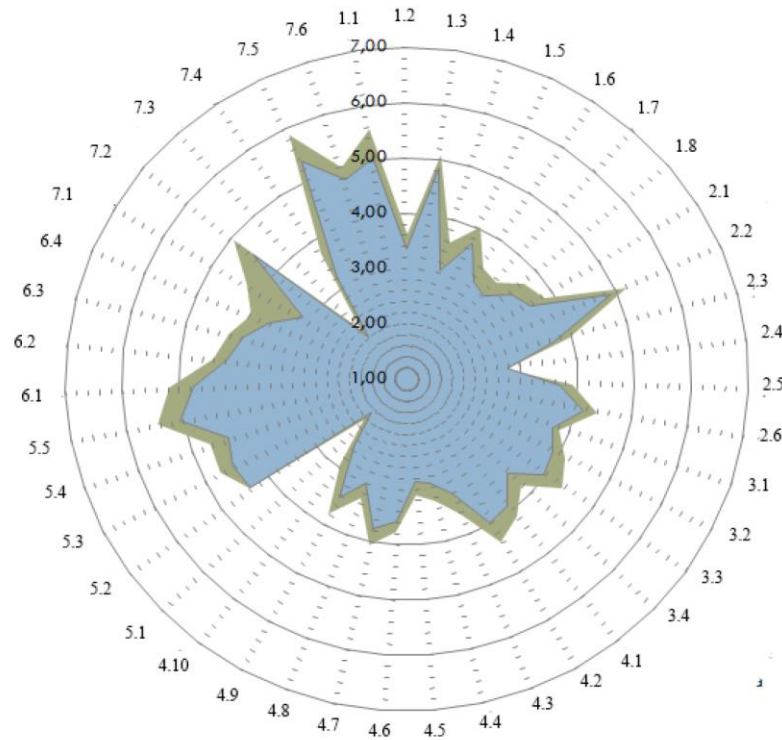
155 assessors



- ✓ Age of the teacher
- ✓ Professional experience
- ✓ The age group of children with whom the teacher works
- ✓ Professional education
- ✓ Participation of the teacher in the in-service training for the last 3 years and satisfaction with it
- ✓ Participation of the teacher in the development of the Curriculum of the preschool
- ✓ Teacher's reflective skills (based on 10 ECERS-R indicators)
- ✓ Professional priorities of the teacher
- ✓ The type of the intervention based on the results of the 2016 study
- ✓ Number of children in the group
- ✓ The child/adult ratio during educational activities
- ✓ Teachers personality dimensions (Big five inventory, John & Srivastava,

Results of the study 2017

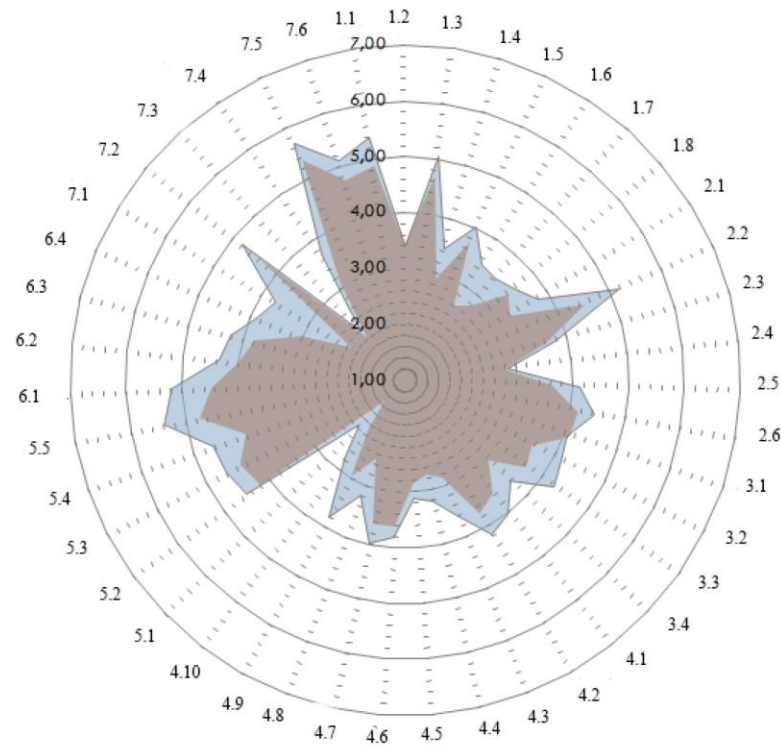
Comparison of “Best” and “Random” clusters



Average mean of scale score – 3,74 (“Random”); 4,05 (“Best”)

Results of the study in dynamics 2016-2017

Preschools which participated in both stages: 367 kindergartens



grey profile – 2016; blue profile – 2017

Clusters	Results 2016	Results 2017 (general)	Results 2017 (1 st time)	Results 2017 (2 nd time)
«Best»	3.88	4,05	3.92	4.33
«Random»	3.37	3,74	3.69	3.88

The feedback given by assessors after the first year of study made a critical influence on increasing the scores in those kindergartens.



Amount of children in a group and the quality of education

	"Random"	"Best"
At the list	26,6	28,1
Present during the observation	16,5	17,7
Maximum children at the list	51	55
Maximum children who are present during the observation	42	45
The means of proportion Maximum at the list VS. Present during the observation	65%	
Proportion of preschools where 30 children and more were present	34,4%	

Only in "best" cluster there is a significant correlation with the number of children.

It means that the decreasing of number of children in a group doesn't guarantee better quality.

THE PROPORTION OF TIME WHEN 2 OR MORE ADULTS PARTICIPATE IN EDUCATIONAL ACTIVITIES

	“Random”	“Best”
During group activity (except musical activity and physical training)	33,41%	36,90%
Musical group activity	72,61%	67,22%
Physical group activity	59,41%	71,83%
During indoor free play (if it is more than 30 minutes)	27,74%	25,15%
During outdoor free play	22,21%	23,10%
During preparation for outdoor activities	90,62%	87,26%
During serving the table	30,68%	34,97%
During preparation for nap	70,38%	70,11%
Other	63,01%	70,41%

Significant differences* between ECERS scores in clusters “1 adult” and “2 and more adults” * (≤ 0.05)

“BEST”

Group activity: subscales “Personal Care Routines”, “Language-Reasoning”, “Activities”, “Interaction”; items “Child-related display”, “Greeting / Departing”, “Toileting / Diapering”, “Use of TV, video and / or computers”

Indoor play: subscales “Personal Care Routines”, “Interaction”; items “Furnishings for relaxation and comfort”, “Greeting / Departing”, “Staff-child interactions”

Outdoor play: subscale “Interaction”; items “Staff-child interactions”, “Provisions with children with disabilities”, “Provisions of personal needs of staff”, “Supervision and evaluation of staff”

“RANDOM”

Group activity: subscale “Activities”; items “Fine motor”, “Nature / Science”

Indoor play: subscales “Language-Reasoning”, “Activities”; items “Furniture for routine care, play and learning”, “Space for privacy”, “Nap / rest”,

Outdoor play: item “Promoting acceptance of diversity”

The child/adult ratio by itself doesn't guarantee better quality.



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Thank you!

We have a lot of work ahead!

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