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Best Programs, Curricula, Teaching Methodologies and Practices Category

Brief Early Childhood Quality Inventory Together in Practice (BEQI TIP) System: Supporting Quality Early Childhood Improvements

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Abstract

High-quality early learning depends on educators' everyday interactions with children and access to stimulating environments. Yet across many early childhood care and education (ECCE) systems, a persistent gap remains between national quality standards and daily classroom practice. The Brief Early Childhood Quality Inventory-Together in Practice (BEQI TIP) system was developed to address this challenge by transforming quality measurement into a continuous improvement model that directly supports educator practice.

BEQI TIP integrates four core components into a continuous feedback loop: (1) the BEQI observation tool, which translates national quality standards into simple, observable evidence-based practices; (2) a digital portal that generates visual summaries of classroom practices (3) individualized feedback delivered to educators' phones immediately following observations; and (4) behavioral-science–informed nudges that support goal-setting and application of feedback. Together, these components make high-quality practice visible, actionable, and attainable across diverse ECCE contexts.

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Demand for BEQI has been strong among governments, non-governmental organizations, and multilateral partners. To date, the BEQI observation tool has been adapted and used in more than 20 countries, generating nearly 3,000 program observations and one of the world's largest cross-country datasets on

ECCE quality. BEQI TIP focuses on practices with strong empirical links to child development, including children's autonomy, rich educator–child conversations, warm relationships, and safe, stimulating environments, while remaining aligned to national quality standards.

The impact of BEQI TIP is demonstrated through rigorous evaluation. Randomized controlled trials in Kenya and the United States show that educators receiving BEQI feedback and nudges adopted significantly more quality practices within three to four months, with moderate-to-large effect sizes (d = .60–.90) comparable to far more resource-intensive coaching models.

Designed for feasibility and sustainability, BEQI TIP is low-cost, adaptable, and scalable, relying on existing technology and minimal training while integrating seamlessly into government quality assurance and professional development systems.

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Background

The quality of children's earliest learning experiences plays a foundational role in their development (Britto et al., 2017; UNESCO, 2021). While access to pre-primary education and childcare has expanded globally, especially in LMICs, the quality of everyday interactions and teaching practices often lag behind policy aspirations (Wolf, et al., 2019). Although governments have introduced early childhood curricula and national standards, a persistent gap remains between expectations and observed practices (Raikes et al., 2025a), compounded by structural barriers such as large class sizes, limited materials, and few opportunities for professional development. Measuring the quality of ECCE programs is also difficult. Globally, there are very few tools that give us contextualized and easy to use data on early childhood quality, particularly in low-resource contexts. Many existing measures are complex, expensive, and originated in research rather than practical use.

To address these challenges and draw on lessons learned from MELQO (UNESCO, 2017), in 2018, our team developed the Brief Early Childhood Quality Inventory (BEQI), a streamlined and easy to use ECCE program observation tool. Unlike traditional measures that produce abstract global quality scores, BEQI focuses on specific, observable evidence-based practices (EBPs) across four domains: play-based learning, learning through conversations, promoting strong relationships, and safe and stimulating environments. It is designed for use at scale by using a simple, yes/no scale that is relevant across diverse countries and contexts, for children ages 0-6 in all types of out-of-home ECCE, including formal preschools, community-based preschools, and childcare settings. Prior to implementation, BEQI is aligned with each country's quality standards and adapted to reflect national priorities, while remaining grounded in global evidence. Trained observers visit ECCE programs (in-person or virtually) for ninety minutes to observe the environment and practices. In addition to the observation, an adaptable BEQI educator questionnaire captures educator perspective and background and classroom information, providing complementary information to situate observation data.

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Since its inception, the BEQI observation tool has been adapted and used in more than 20 countries across Africa, Asia, North America, Latin America, and Europe. Researchers, governments, and NGOs have applied BEQI to document the state of early learning classrooms. We have a growing database of close to 3,000 BEQI observational data from around the world and have psychometric evidence that the items used in BEQI index underlying constructs of quality (Raikes et al, 2025b).

As BEQI was implemented across countries, feedback from educators and system leaders made clear that measurement alone was not enough to improve quality. This insight prompted us to evolve BEQI from a standalone observation tool into a fully tech-enabled improvement system designed to translate data into action. In 2022, our team drew on human-centered design approaches to develop the full BEQI Together in Practice (TIP) system, which includes tech-enabled products and processes to support strong BEQI data feedback loops.

As summarized in Table 1, the BEQI TIP system integrates instant digital feedback to teachers or coaches, behavioral nudges to teachers, results dashboards for administrators, and complementary tools and resources (See Appendix 1 for links to additional overviews of BEQI TIP). The system supports teachers, programs and government in not only understanding quality practices but in making meaningful, sustained changes to them. Early pilot research in the United States and Kenya demonstrated that BEQI TIP improved uptake of EBPs in ECCE settings (Raikes, et al., 2024; Mojgani et al, 2025).

Table 1: Elements of BEQI Together in Practice (TIP) System

System Feature	Description
BEQI Observation Tool	*~50 item observation checklist used by trained observers to look at EBP and characteristics in ECCE settings.*
BEQI Educator Questionnaire	*Collects information on educator background, experience, education, and other classroom information not covered in the Observation Tool.*
BEQI Reliability eLearning Course	*7–10 hour eLearning course to train observers (in their native language) to reliably collect data and use the full system.*
BEQI Online Portal and Dashboard	*Data collection, management, and feedback system. Provides real-time aggregated results and simple infographics for administrators.*
Individualized BEQI Educator Feedback	*Strengths-based, individualized, immediate observation feedback delivered to educators in their native language via SMS or WhatsApp.*
BEQI Nudges to Educators	*Light-touch professional development targeting specific EBP captured by the BEQI tool, delivered via SMS or WhatsApp.*
Supplementary Materials	*Implementation guidance including demo videos, implementation manuals, templates for reporting, scoring guidance, and more.*

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1. INNOVATION, CREATIVITY, AND ORIGINALITY

The BEQI TIP System represents a fundamentally new way of supporting early learning quality by transforming measurement from a passive, compliance-oriented activity into an active driver of educator learning.

A new and practical approach to ECCE quality measurement and improvement

At the heart of the innovation is the BEQI observation tool, which fundamentally differs from conventional quality measures by translating complex constructs of early childhood quality into simple, observable practices that educators can immediately understand and act upon. These practices—such as supporting child choice during play, engaging in extended back-and-forth conversations, and fostering warm, respectful relationships—are grounded in global research yet intentionally designed to be adapted by countries to reflect their cultural and pedagogical priorities. This dual commitment to scientific rigor and local relevance is both original and transformative, setting the BEQI observation tool apart from many conventional tools that produce difficult-to-interpret total scores and require intensive training to use and interpret.

A novel way to cultivate educator skills through tech-enabled targeted support

Initially developed as a streamlined observation tool, BEQI quickly demonstrated value far beyond data collection. In response to educators' requests for clearer, more actionable guidance, BEQI TIP evolved into a comprehensive, tech-enabled model that links measurement directly to improvement. Using smartphones, tablets, or computers, observers and administrators can enter data, generate automated visual summaries, send observationbased feedback directly to educators, and deliver WhatsApp or SMS nudges to educators in any language. This makes the system highly accessible, even in low-resource settings.

BEQI TIP facilitates a seamless data-feedback cycle. Immediately after an observation, the system transforms results into strengths-based, easy-to-understand feedback that highlights the practices an educator was observed doing and those not yet demonstrated (see Appendix 2 for example). This concise, visually intuitive report reduces cognitive load, allows educators and leaders to see meaningful patterns at a glance, and helps make quality improvement feel achievable rather than overwhelming. The system also produces real-time, easy to understand aggregated summaries for administrators (see Appendix 4).

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To help educators act on their feedback, BEQI TIP delivers behavioral-science–informed nudges—brief reminders, affirmations, and strategy tips—that reinforce each educator's personalized goals (see Appendix 3 for example). Drawing on behavioral science principles that emphasize simplification, salience, and timely reminders (Datta & Mullainathan, 2014; Mertens, et al., 2022), these nudges offer a practical, scalable form of professional development where traditional coaching or mentoring may be limited. By translating global evidence into concrete, context-adaptable strategies, BEQI provides a powerful and innovative approach for strengthening early learning quality.

For example, if an educator is not observed engaging children in rich dialogue, her WhatsApp feedback will highlight this as an area for goalsetting. Then, if she chooses this area as a goal, she will receive weekly WhatsApp nudges, including explanations of why conversations are important for children's development, ideas for integrating conversation into her routines, and concrete examples of open-ended questions. This stands in contrast to the prevailing approach in many countries, where educators may receive informal feedback or attend workshops that are not tailored to their specific strengths and areas for growth.

Ground-breaking opportunity to reimagine quality measurement and improvement

In addition to our existing innovations, our emerging exploratory work incorporates artificial intelligence (AI). This early-stage research, including AI-driven dashboard, text-messaging, and simplified observation analysis, is intended to address the challenges many of our users face, including limited resources for in-person observation or data analysis/management.

While still in development, these efforts position the program to continue evolving as technology advances while also prioritizing privacy and security.

Unlike prevailing quality assurance approaches - where observation, reporting, and professional development occur as disconnected activities - the BEQI TIP system integrates these functions into a single, continuous feedback loop. Measurement is not an endpoint, but the starting point for educator learning, goal-setting, and practice change.

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2. IMPORTANCE AND SIGNIFICANCE OF THE PROGRAM

BEQI TIP addresses a central challenge in ECCE systems worldwide: the need for highquality settings to support early learning, and the disconnect between national expectations for high-quality ECCE and the realities of classroom practice. Although governments have adopted curricula and early learning standards, these policy advances have not translated into consistent changes in teaching practice and children's experience of quality ECCE (IDRC, 2024). Most educators receive limited or generic professional development that does not provide the concrete strategies needed to implement standards into high-quality interactions with children. This "implementation gap" is particularly acute in low- and middle-income countries, where professional development resources are limited and large class sizes and under-resourced environments compound daily challenges. As a result, countries have strong policies on paper but lack mechanisms to help educators apply them in their classrooms.

Importance for child development

For children, BEQI TIP strengthens the quality of everyday interactions that research consistently shows are foundational for learning, well-being, and long-term development.

BEQI focuses on observable EBPs with strong theoretical and empirical links to children's development, such as responsive educator-child interactions, opportunities for child autonomy, and rich language environments, that are both developmentally meaningful and feasible to observe across diverse contexts (Raikes et al., 2023). These practices are grounded in extensive research demonstrating the importance of emotionally supportive, cognitively engaging interactions, and high-quality adult–child language exchanges for children's development (Black et al., 2017; Britto et al., 2017; Rowe & Snow, 2020). By anchoring its items in this evidence and validating their relevance through stakeholder review, BEQI ensures close alignment with what matters most for children's development globally.

Significance for supporting educators

For educators, BEQI TIP addresses a persistent gap in early childhood systems: the lack of timely, practical, and strengths-based feedback that connects policy expectations to daily classroom practice. Our team conducted human-centered focus groups and interviews with childcare providers and preschool teachers around the world to ensure we were designing a system with them and for them. Educators consistently described gaps in existing quality assurance systems: they lacked timely, understandable, and context-relevant feedback.

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For example, childcare providers in Nebraska, USA, and government preschool teachers in Mombasa, Kenya, while coming from very different contexts, voiced similar needs: they wanted feedback that clearly connected to their daily routines and settings—whether multiage home-based programs in Nebraska or large, under-resourced preschool classrooms—and that aligned with their curriculum, timetables, and realities. They also emphasized the importance of non-punitive guidance delivered immediately after observations. BEQI TIP was designed in direct response, providing strengths-based feedback delivered immediately to educators' phones and supporting meaningful, achievable improvements in practice.

Contribution to government systems

For governments, BEQI TIP offers a rare combination of alignment, feasibility, and actionability, providing a practical mechanism to translate national early learning standards into observable classroom practice and targeted system-level support. A key strength of BEQI TIP is its intentional design for national alignment and system practicality. Unlike external tools that introduce new frameworks, BEQI aligns directly with each country's existing curricula, quality standards, and workforce realities through a collaborative process with ministries and local experts. This approach ensures cultural relevance while creating a clear bridge between policy and practice. As documented in Alvarenga Lima et al. (2025), BEQI enables governments to monitor how standards are implemented in classrooms and identify priorities for system-level improvement (e.g. refined curriculum implementation strategies, targeted training priorities, strengthened supervisory and coaching systems).

BEQI's practicality—low cost, minimal training requirements, and compatibility with existing phones, tablets, or laptops—makes it well suited for government-led monitoring. Ministries in Liberia, Kyrgyzstan, Zambia, Uganda, The Gambia, and Tanzania have used BEQI data to identify system-wide practice gaps, align teacher support with national expectations, and inform quality assurance reforms.

This systems-level value is illustrated in Guinea-Bissau, where the Ministry of Education aligned BEQI with national preschool standards and implemented observations across three regions, generating the country's first reliable data on early learning quality (ECD Measure, 2023; Alvarenga Lima & Sayre Mojgani, 2024). BEQI results highlighted clear priorities, including limited opportunities for child choice and shortages of books in classrooms, while

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demonstrating that government staff could be efficiently and effectively trained to collect reliable data. By providing standardized, actionable information that remains consistent despite leadership turnover, BEQI supported monitoring, resource allocation, and the strengthening of an emerging national quality assurance system.

Importance in research on quality measurement

Evidence from a recent analysis of 565 BEQI observations from preschools and childcare centers in Africa demonstrated test content validity evidence with country standards and associations with education and training (Raikes et al, 2025a). The study revealed that on average, classrooms demonstrate roughly half of the desired EBPs, with substantial room for improvement in key areas such as child-led play, extended conversations that build language and thinking skills, and responsive educator–child interactions.

Our research underscores that many ECCE programs have not yet reached government quality standards and that these gaps are invisible without practical, classroom-focused measurement. BEQI provides a feasible way for systems to monitor these gaps and track progress over time using metrics that are directly tied to educator practice and national expectations. As will be further discussed below, the proven system not only can measure quality but also has demonstrated changes in practices.

BEQI's importance in promoting equity

Equity is central to BEQI TIP, which addresses a critical gap in early learning systems: unequal access to meaningful professional support for educators. Many educators particularly those in rural or in resource-constrained settings- lack practical, ongoing professional learning opportunities. BEQI's accessible design enables educators to participate in quality improvement regardless of training, location, or resources.

Evidence from a recent study in Kenya shows that pre-primary teachers across diverse training backgrounds increased their use of EBPs through BEQI TIP, with no differences by formal qualifications (Sayre Mojgani et al., 2025a). Teachers reported that BEQI clarified expectations and offered actionable strategies they could use immediately, even in under resourced classrooms. By democratizing access to practical, strengths-based professional learning, BEQI TIP reduces disparities in educator support and advances more equitable early learning opportunities for children.

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BEQI's importance for global early childhood quality landscape

Last, but certainly not least, BEQI aligns closely with global priorities, including UNESCO's call for scalable approaches to ensure quality at scale and the Nurturing Care Framework's emphasis on responsive caregiving and early learning. By providing a tool for quality assurance and improvement processes that emphasize EBPs, BEQI contributes directly to progress toward Sustainable Development Goal 4.2: universal access to quality early childhood education.

3. IMPACTS OF THE PROGRAM

The BEQI TIP system has demonstrated clear, measurable impact across diverse contexts. Evidence from randomized controlled trials (RCTs) and large-scale implementations shows rapid and sustained improvements in educators' use of EBPs, while providing governments and organizations with a feasible, scalable approach to monitoring and improving early learning quality. Across multiple studies and country settings, BEQI TIP has combined rigorous evidence with strong user acceptance, demonstrating both meaningful improvements in teaching practice and a practical system for quality improvement at scale.

Documented impact on quality of practice

A robust body of evidence demonstrates BEQI TIP's impact on improving the quality of educator practice. One the strongest examples comes from a RCT in Mombasa County, Kenya (Sayre Mojgani et al, 2025a; 2025b). Educators were cluster-randomized by school to one of three arms: (a) control group, (b) group receiving individualized BEQI individualized feedback plus 12 weeks of WhatsApp nudges; or (c) group receiving BEQI feedback, nudges, and participating in two cluster meetings. The study demonstrated strong internal validity, with baseline equivalence across groups, blinded data collectors, minimal attrition (n=129), and intent-to-treat analysis. Results showed that teachers receiving BEQI feedback plus nudges adopted 1.2-1.4 additional EBPs within four months, representing moderate to large effect sizes (d = .60 to .90), comparable to far more resource-intensive coaching models. Importantly, impacts were consistent across educators regardless of prior training or experience, highlighting the program's inclusive reach.

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A similar RCT in the United States provides further evidence of rigor and cross-context effectiveness of BEQI TIP (Raikes et al., 2024). Family childcare providers were randomly assigned to receive BEQI goal-setting feedback plus 12 weeks of targeted SMS nudges or one-time general feedback. Using blinded data collection and pre-post comparisons of targeted practices, the study found that 62% of treatment providers improved on two or more target practices, compared to only 21% of control providers, confirming a clear causal impact of BEQI TIP on educator behavior in home-based childcare settings.

Together, these rigorous RCTs conducted in settings that differ in income level, workforce structure, and program type demonstrate that BEQI TIP reliably strengthens educator practice, supports rapid adoption of high-impact behaviors, and offers a low-cost alternative to traditional professional development models.

Broader systems-level impacts

Beyond experimental settings, multi-country descriptive research offers compelling evidence of broader impact. Governments and NGOs have used BEQI data to identify national patterns in educator practice, tailor professional development programs, and make informed decisions about resource allocation. As discussed above, Ministries in Liberia, Tanzania, and Guinea-Bissau have relied on BEQI findings to monitor curriculum implementation, identify challenges facing educators, and refine system-level support. Further, as part of the global Schools2030 initiative, BEQI has been used in over 500 government pre-primary classrooms in Portugal, Afghanistan, Tajikistan, Kyrgyzstan, India, Pakistan, Tanzania, Uganda, and Kenya to provide educators with actionable feedback to reflect on their classroom practices (ECD Measure, 2021).

Further, in 2024, as part of the Education Outcomes Fund (EOF), BEQI was selected as a tool for the world's first outcomes fund exclusively dedicated to ECCE (EOF, 2025a). EOF's adoption of BEQI demonstrates its capacity for broader systems-level impact, as it was selected for being valid, reliable, cost-effective, adaptable to diverse contexts, and feasible a scale (EOF, 2025b). By embedding BEQI within outcomes-based financing mechanisms, governments can use BEQI data not only to monitor classroom quality but also to guide performance-linked funding and continuous improvement across national systems.

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Transformative approach for educators and other users

Reflective of our organization's deep commitment to using data, we routinely survey users of the BEQI system to gain feedback. Educators consistently praise the clarity and relevance of BEQI feedback. Many describe the system as the first tool that clearly shows them what high-quality practice looks like and how to implement it. In Kenya, educators described the BEQI feedback reports as easy to understand and the nudges as motivating, with more than 70% stating that the intervention helped them feel more confident implementing play-based, child-centered practices. In the USA, 96% of the childcare providers who used BEQI TIP said the immediate and strengths-based feedback was helpful and 73% said they were likely or highly likely to recommend the intervention to other providers. Supervisors and school leaders report that BEQI gives them a practical way to guide educators, structure professional learning communities, and monitor progress over time. Box 1 provides some anecdotal examples of the direct impact on BEQI TIP users.

Box 1: Testimonial examples on direct impact for BEQI TIP users

"This experience has already changed the way the Ministry of Education is thinking about quality and how to use data and evidence to improve programming."- Chief of Education, UNICEF Guinea Bissau

The BEQI is a great tool for starting a conversation with child care providers about quality that values their input, allows you to meet them where they are, and hones in on the most essential elements. Unlike many other measures of quality, the BEQI is a streamlined tool that sets the stage for meaningful collaboration with child care providers to facilitate quality improvements." - CEO, Nebraska Early Childhood Collaborative, USA

As an ECD supervisor, in just 90 minutes of observation, many aspects of classroom quality can be accurately assessed. The clear guidelines help observers know exactly what to look for and how to score, which ensures accuracy and leads to more targeted teacher support—ultimately improving quality." – ECD Supervisor, Mombasa County Government, Kenya

Thank you so much for the BEQI nudges. They are very important, and I will continue to grow and cultivate good practices to help my children develop better." –Family childcare

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4. FEASIBILITY AND SUSTAINABILITY OF THE PROGRAM

The BEQI TIP System was deliberately designed for feasibility and sustainability, particularly in low-resource environments where the need for scalable solutions to improve quality and learning in early childhood is most urgent. Its core components require basic existing technology, modest time investments, and relatively low financial cost. This design allows governments and organizations to integrate the system into existing structures without creating new administrative layers or requiring intensive coaching models.

Current scale

The BEQI program has already achieved substantial global scale. The observation tool has been implemented in more than 20 countries, producing close to 3,000 classroom observations—one of the largest cross-country early childhood quality datasets worldwide. The digital dashboard and feedback system are actively used in six countries (United States, Kyrgyzstan, Afghanistan, Kenya, Tanzania and Zanzibar, and Uganda), and behavioral nudges have been piloted with strong results in two countries (United States and Kenya). This reach demonstrates that BEQI TIP is already operating at multi-country scale and has proven adaptable across diverse early learning systems.

Value for continued scaling through feasible implementation

The observation tool can be implemented by government supervisors, mentors, or trained educators. Training is delivered through our scalable eLearning platform that takes 7-10 hours to complete and does not require specialized degrees or extensive prior experience. We have successfully trained more than 500 BEQI observers around the world, including government officials, university students, and program teams. Because BEQI focuses on observable, concrete practices, observers and educators quickly develop fluency in recognizing and discussing quality. The BEQI online portal further enhances feasibility by automatically generating clear, visual summaries of data, eliminating the need for complex analysis or report writing. The portal has also been designed to be used in any language, making it feasible across multiple country contexts. (Current user languages include Spanish, Portuguese, Kyrgyz, Farsi, Swahili, Tajik, and English, with the ability to add any language on demand). These features make BEQI practical for use during routine monitoring visits, professional development approaches, and integration into national quality assurance systems.

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Our recent evidence from Tanzania documents feasibility within government childcare quality assurance systems (Raikes et al, 2025c; Sayre Mojgani et al, 2025c). In 2024, more than 20 local government officials who were responsible for monitoring childcare quality participated in the BEQI virtual reliability training to administer the BEQI observation tool and educator questionnaire. Inter-rater reliability results showing very strong agreement (r =0.92) across double-coded observations in 12 ECD centers. Data collection and entry through the BEQI online portal—using phones or laptops—proved efficient and practical for routine government use. The pilot also demonstrated that BEQI can be successfully aligned with national standards and integrated into existing quality assurance systems. Overall, the findings show that government workers can be trained with minimal effort to reliably collect BEQI data, highlighting the system's feasibility and suitability as a scalable monitoring tool. The adaptability and ease of BEQI has encouraged ministries in multiple countries to embed BEQI into their ongoing quality assurance processes. For example, the Ministry of Education of Kyrgyzstan, which has already used BEQI observation and individualized BEQI feedback in 75 government preschools, has recently expressed interest in scaling the BEQI TIP system as a national tool for quality monitoring and improvement. With support of the Aga Khan Foundation, we're working with the Ministry to prototype this approach for a self-standing BEQI online portal for the government to use across all preschools in Kyrgyzstan.

Easy-to-use implementation guidance for diverse settings

The BEQI TIP system is further supported by comprehensive documentation, including implementation manuals, demo videos, training materials, and a library of behavioral nudges that can be adapted for local use. A key component of BEQI TIP's implementation support is the BEQI reliability eLearning course, which makes reliable data collection accessible and scalable. The eLearning, which takes about 7-10 hours to complete, helps prepare observers to use the BEQI classroom observation tool and supplementary materials, including online portal. It includes videos, practice activities, and final quizzes to ensure each participant understands the BEQI Observation tool and can score it reliably. The eLearning is self guided, available in any language, and designed for use by observers who may not have any 10 ECCE background or specialization. We have high pass rates of 96%. This suite of resources ensure that countries can maintain and expand the program independently over time.

Implementation of BEQI varies by setting, whether it is for program monitoring, government quality assurance, research, or coaching support. The general timeline and process is summarized in Appendix 5.

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Affordable and practical system

The BEQI TIP system is intentionally designed to be low-cost, predictable, and feasible for governments and organizations to sustain. ECD Measure has been financially self-sustaining for 5 years and is in the process of developing cost models to ensure financial sustainability to support the demand BEQI TIP. ECD Measure has already invested in all major upfront development— including the observation tool, digital dashboard and feedback system, and the full eLearning training package—meaning countries do not need to finance development costs. With only routine technology maintenance, in 2025, the estimated cost of implementation was approximately USD 5.50 per observation, and this cost is expected to decrease further as programs scale or as the technology becomes more efficient.

No additional hardware or infrastructure is required. BEQI can be implemented using existing phones, tablets, or laptops that educators, supervisors, or government officials already use. Observations, data entry, and feedback access can all be completed through these devices, and the eLearning course can be completed on any internet-enabled device. We are also exploring offline capabilities in future iterations of the product.

Because BEQI relies on simple, observable practices and a user-friendly online platform, staff time and training needs are minimal, and the system can be incorporated into existing monitoring, coaching, or quality assurance processes. Together, these features make BEQI a cost-efficient and resource-light solution that is viable even in low-resource contexts and scalable across regions and national systems.

Exploratory AI integrations as additional pathways for affordable scaling

While the BEQI TIP system is fully operational, sustainable, and scalable without advanced technologies, exploratory work is underway to assess how emerging AI tools could further streamline observation, feedback, and data use as the system scales. Potential innovations, such as automated feedback or computer-vision–assisted observation could reduce staff time and increase reach. While still developing, these innovations signal the program's readiness to evolve with technological advances. These exploratory efforts are not required for implementation and do not replace the core BEQI TIP model, which has already demonstrated feasibility and impact using existing, low-cost technology.

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Conclusion

BEQI TIP provides a practical, scalable, and evidence-based program for strengthening early learning quality. By pairing rigorous measurement with actionable, tech-enabled support, it empowers educators, equips governments and programs with useful data, and drives real improvements in early learning experiences. With proven impact across diverse contexts and strong alignment to national systems, BEQI is well positioned for the Khalifa International Award for Early Learning Best Programs, Curricula, Teaching Methodologies and Practices and offers a powerful pathway to improving early learning at scale.

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Appendices

APPENDIX 1 : LINKS TO BEQI TIP RESOURCES

BEQI Together in Practice Overview
2-page brief summarizing BEQI TIP

BEQI Overview Video for Observers
30-minute introductory video from eLearning giving summary of BEQI tool for observers

BEQI Online Portal Demo Video
8-minute video showing how BEQI online portal works for observers, including feedback

APPENDIX 2: WHAT DOES INDIVIDUALIZED BEQI FEEDBACK GOR EDUCATORS LOOK LIKE?

After BEQI data are entered into Online Portal, educators (and/or their coaches) receive strengths based individualized and immediate feedback in their native language via SMS or WhatsApp.



Play-based Learning

Your Strengths

You provide children with free choice/open play time.

Free choice and open play time promotes development through a child's self-directed play. By giving children free choice, you are allowing them to drive their own learning through play.

Children engage in pretend play.

Pretend play is a child's way of making sense of their world. By helping children to engage in pretend play, you are developing their language, social skills, emotional wellbeing, and creativity.

Areas for Goalsetting

Children could read or look at storybooks on their own.

By helping children read or look at books by themselves, you are helping set the foundation for early literacy and a love for reading.

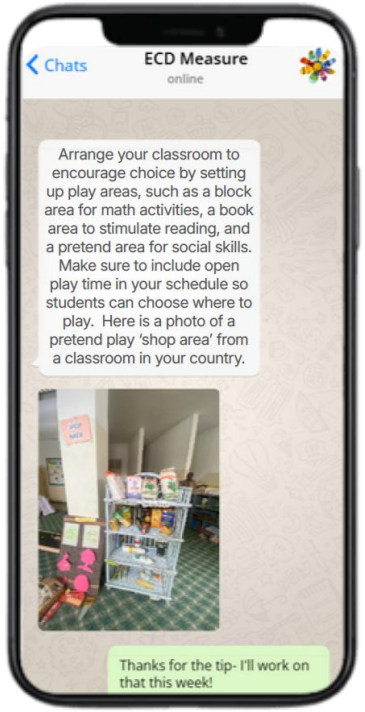
Children could engage in gross motor activities.

By having children engage in gross motor play, you are helping to build their physical fitness, emotional health, and personal confidence.

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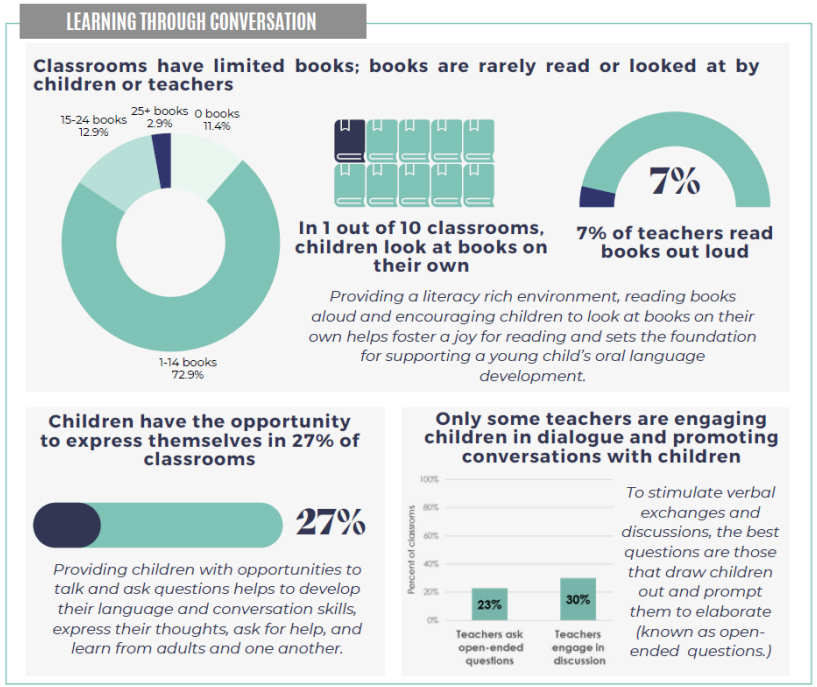
APPENDIX 3 : WHAT DO BEQI TIP NUDGES LOOK LIKE?

Educators receive WhatsApp or SMS nudges based on areas identified for improvement. Nudges are typically delivered on weekly basis and may include explanations of why practice is important, contextualized tips on how to incorporate practice into program, or example photos and videos of best practices.



APPENDIX 4 : WHAT DO BEQI RESULTS LOOK LIKE FOR LEADERS?

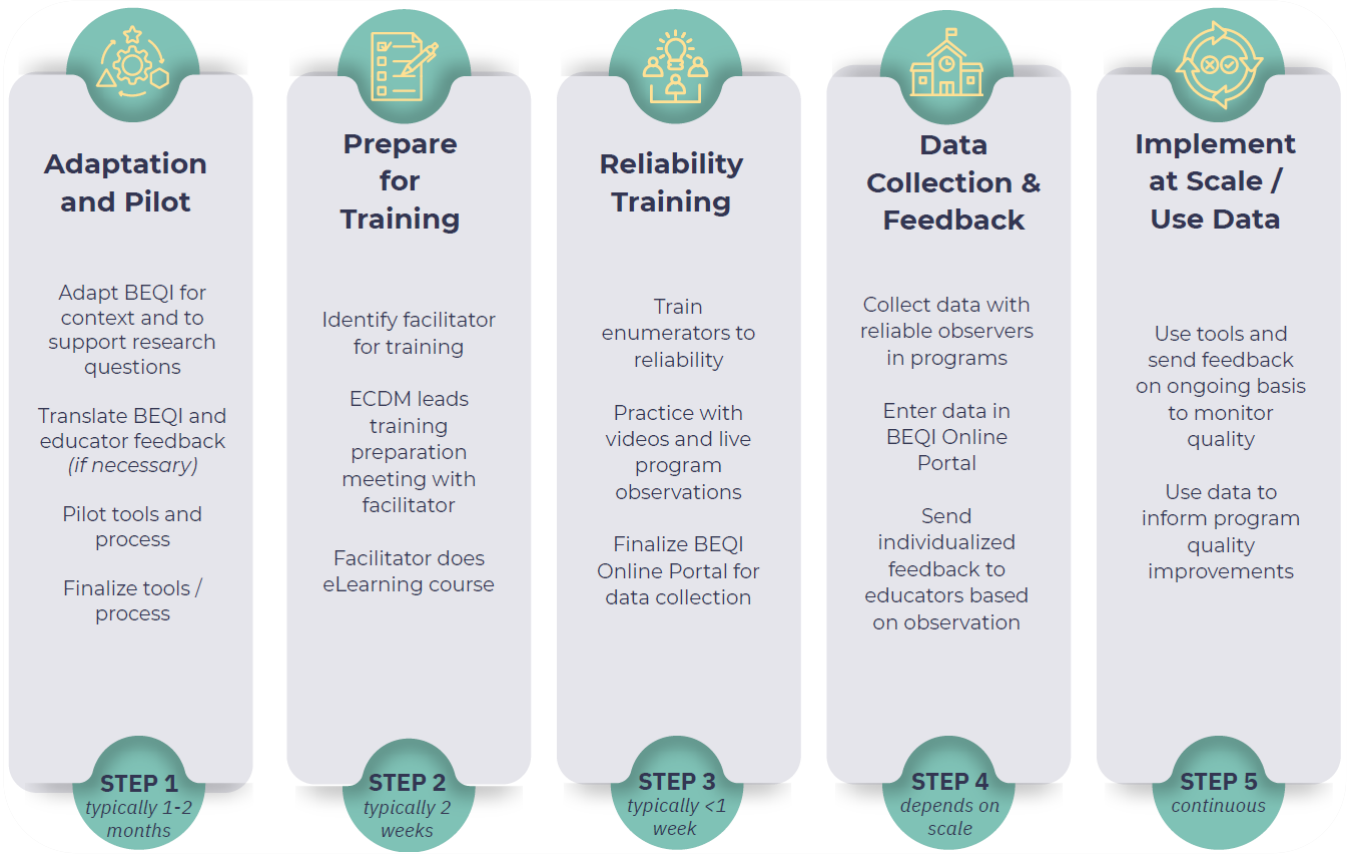
Our system produces simple-to-understand aggregated results for researchers, administrators, governments, and other stakeholders who may be making decisions about data.





APPENDIX 5 : WHAT IS TYPICAL IMPLEMENTATION PROCESS & TIME LINE?

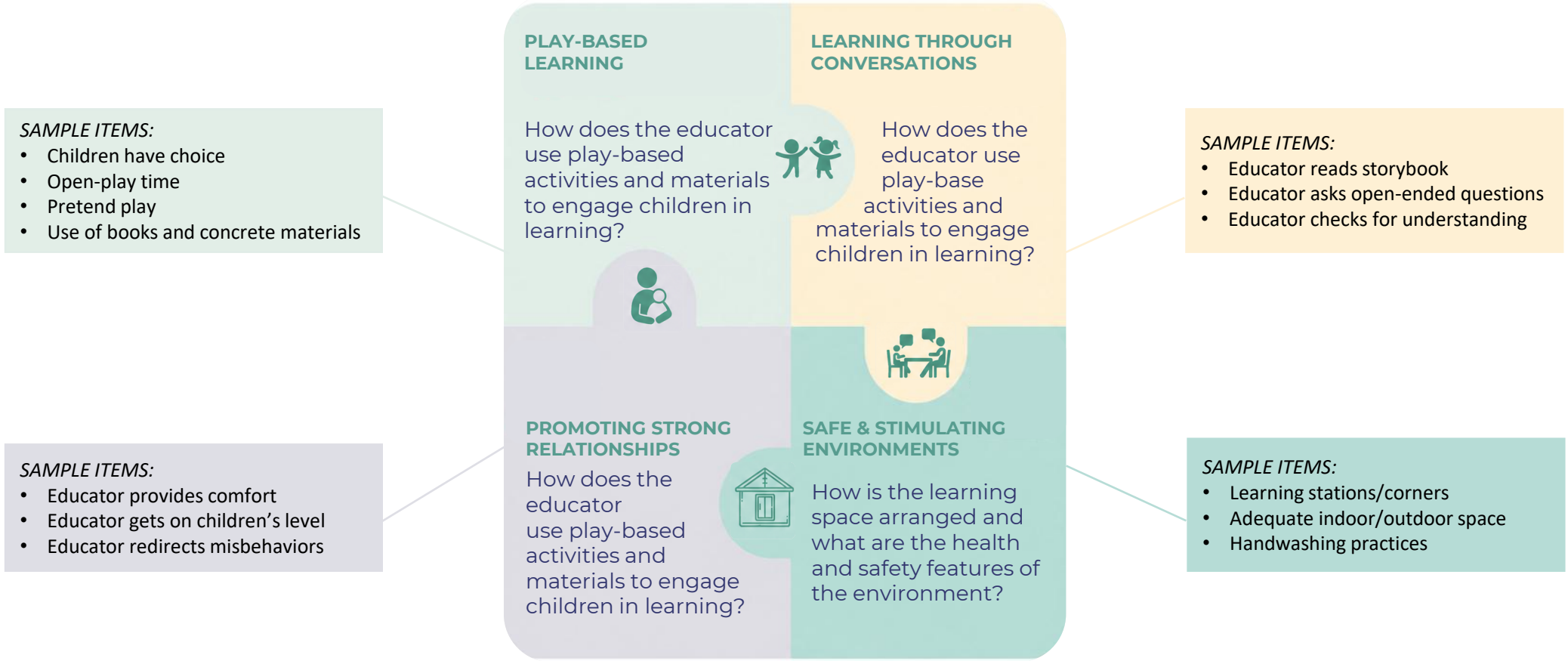
We work with teams to design a quality measurement and improvement program that works for their context and needs. Below is an overview of the process and illustrative timeline users (NGOs, governments, programs) typically follow.



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APPENDIX 6 : WHAT IS TYPICAL IMPLEMENTATION PROCESS & TIME LINE?

The BEQI Observation focuses on evidence-based practices and program elements around the following themes:



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APPENDIX 7 : WHAT DOES THE BEQI TIP SYSTEM FEED BACK LOOP LOOK LIKE TO SUPPORT QUALITY MEASUREMENT & IMPROVEMENT?

Start with **BEQI classroom observation** (and educator questionnaire) to gather data on interactions and practices. Observers are trained using our **BEQI eLearning** and collect data and enter scores in **BEQI Online Portal**



Teachers receive **individualized strengths based feedback** via text message based on their observation in their own language (See Appendix 2)

Gov't/program administrators review **snapshot of evidence based practices in preschool programs** to make data informed improvements (see Appendix 5)

Teachers receive nudges and support via text message to encourage improvement (see Appendix 3)

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For technical support or issues related to the online application system el.support@khaward.ae

For any questions or inquiries related to the KIAEL el.info@khaward.ae

el.khaward.ae

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