

# What role can quality assurance systems play in achieving quality early childhood development programmes?

## What research tells us about quality assurance systems for daycare centres in Tanzania

Ensuring quality in early childhood settings is important for supporting children's development, upholding their rights to safe and stimulating environments, and obtaining the benefits of investments in early childhood programmes.

Quality assurance systems (QAS) are designed to set minimum standards and monitor facilities against those standards. A QAS may also provide support and services for improving quality. A QAS that includes all facilities, both private and public, is crucial as many early childhood programmes are private or community-based, and therefore not directly under the control of the government.

## Key points

It is important to:

- 1 Consistently use objective tools that will reliably collect information on how daycare centres are making progress in meeting national expectations for quality.
- 2 Continue to test and scale national monitoring mechanisms.
- 3 Consider how to make quality assurance data accessible and useful to decision-makers, which could include accessible data dashboards that present key QAS information in an easy-to-understand format.
- 4 Consider strategies to provide feedback directly to daycare centres and caregivers to support quality improvement, as it is important to support entry-point daycare centres in taking incremental steps towards meeting national standards.
- 5 Focus on community voice and priorities.
- 6 Continue to gather evidence on quality assurance mechanisms.

ECD **measure**



**thrive**

# What could a data dashboard look like?

When data is presented in a visually accessible way, decision-makers can more easily interpret key insights, identify trends and recognise areas that require attention — supporting timely, strategic and impactful data-driven decisions.

In 2024, pilot QAS data was collected from 49 daycare centres in the Dodoma region using [the BEQI tool](#). This data is presented below in a mock-up of a potential data dashboard. The data could eventually be disaggregated by region, centre type and so on.

## Play-based learning



### In 6 out of 10 centres, children have open play time

Giving children open play time helps them learn to self-regulate and allows them to follow their own interests and lead their own learning.

Read our full briefing paper to find out more: <https://thrivechildevidence.org/resource-centre/developing-a-quality-assurance-system-for-daycare-centres-in-tanzania/>

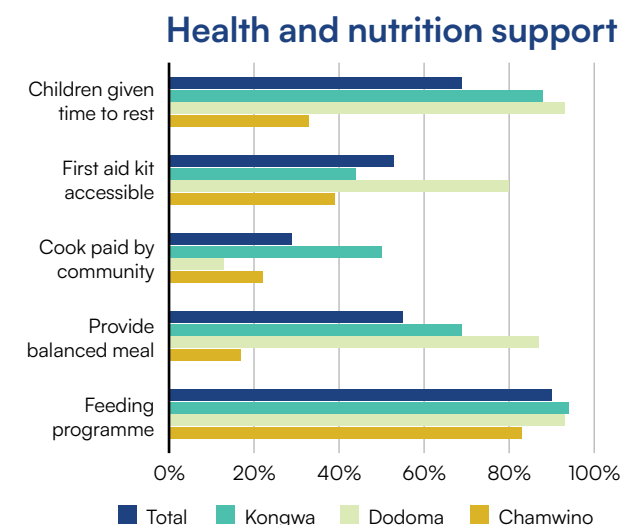
## Learning through conversation



### In less than 1 out of 10 programmes, caregivers read books out loud to children

By reading aloud, caregivers can help foster a joy of reading and help to develop language and literacy skills.

## Daycare centre information



## Promoting strong relationships

