

Process Guidelines

Steps to developing standards for early learning

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SECTION I: INTRODUCTION TO EARLY LEARNING AND DEVELOPMENT STANDARDS

What are Standards?

Standards are statements that specify an expectation for achievement of skills or knowledge. They may be used as a basis of comparison in measuring or judging capacity, quality, value, or quantity. There are six different kinds of standards.

Type I: Early Learning Standards reflect what children know and are able to do. They can be used to report on children's competence at a given point in time and are collected through direct observation of children. In addition, they are often used to guide instruction; to help families understand children's developmental status; and to help inform instruction for young children. In other words, early learning standards are a set of statements that inform various audiences about children's behavioural accomplishments. They can be coded by teachers, care providers, or parents.

Type II: Parenting Standards define what parents should know and do to advance their young children's health, development, and education. Parenting standards are for parenting behaviours, caregiving practices, stimulating and supportive experiences, and opportunities for learning. For example, standards such as the frequency of shared book reading or the presence of printed materials in the home could be considered within the realm of stimulating and supportive parenting standards. Research in each country can be used for these parenting standards.

Type III: Teacher Standards define what teachers should know and do to advance their students' learning. Teacher standards provide information on teaching practices, educational interactions, pedagogy, and creating opportunities for learning. Examples of teacher standards are: all teachers should know how to assess their students' competence and report such findings to parents; or, all teachers should know the curriculum they are using in the classroom. Information obtained from teacher standards is typically used as a foundation for teacher preparation programs, and is based on the child early learning standards.

Type IV: Social Indicators Standards are about the overall social and economic conditions of children and their families. For example, social indicator standards can include the number of children living in poverty, the number of children born to single parents, or the number of live births. Research has shown that community-level context standards, such as human capital, collective efficacy, and socio-economic status, have often been used by policy makers to better understand child and family social conditions as a prelude to altering comprehensive social and often redistributive policies.

Type V: Access to Services Standards reflect the quality and access to services. Examples include the percent of children who have access to preschool services, the percent of children living in families that receive income subsidies, and the percent of pregnant women with access to prenatal care.

Type VI: System Effectiveness Standards define the degree to which services and programs work together to improve their effectiveness. For example, the degree to which early childhood programs launched by a ministry of health and a ministry of social welfare might work together to improve the learning and development of young children and family functioning. A standard for system effectiveness could be the cost savings that are realized when programs buy supplies jointly. This last set of standards is the hardest to achieve and assess, given the diverse sectors, programs, and agencies typically involved in early child development.

What are Early Learning Standards?

Early Learning Standards are statements that describe expectations for children's behavior and performance across several domains (Kagan, Moore, & Bredekamp, 1995¹), including:

- *Language and literacy development*, which includes children's language, ability to communicate, and early literacy skills.
- *Social and emotional development* serves as the foundation for relationships that give meaning to children's experiences in the home, school, and larger community. This realm of development refers to a child's ability to express a range of emotions and interact with adults and peers in a culturally acceptable manner.
- *Motor development* in children encompasses a range of activities, from large motor movements, such as running and jumping, to fine motor work, such as drawing, beading, etc.
- *Logic and reasoning* has been defined in terms of children's ability to understand relationships between objects, events, and people, beyond physical attributes. This domain also includes children's mathematical knowledge and overall cognitive development.
- *Approaches to learning* refers to a child's disposition and style, rather than skill, towards becoming involved in learning and acquiring knowledge. Examples of these include task persistence, curiosity, and motivation.
- *Physical development* refers to a child's health status, nutritional status, and any other relevant health and nutrition factors that could influence learning.

An example from Jordan can help illustrate a standard. A standard consists of a domain (e.g., motor development), a standard (e.g., children demonstrate coordination and competence in fine motor skills), an indicator (e.g., child demonstrates eye-hand coordination), and benchmarks, or observable things that children can do at different ages. For example in Jordan the benchmark for 0-17 months is that a child can dump objects from containers and scoop and rake with the hand. For the age group from 4-5.8, benchmarks are that a child can build a tower of three cubes, can tie shoes, and can use scissors. In addition, there can be preparatory learning activities.

Conceptual Example: Early Learning and Development Standards

¹ Kagan, S. L., Moore, E., & Bredekamp, S. E. (1995). *Reconsidering children's early development and learning: Toward common views and vocabulary*. Washington, DC: National Education Goals Panel, 95-03, Goal 1 Technical Planning Group.

DOMAIN 1: LANGUAGE & LITERACY DEVELOPMENT

Domain 1, Standard 1: Children will develop skills in listening and understanding language

Indicator	How to measure/Benchmark	Preparatory Learning Activities
Child is able to follow directions that involve a two or three step sequence of actions	e.g., ask the child to (1) get an article of clothing; (2) put it on/wear it; and (3) proceed to a certain location, like the entrance to the room (if outdoors to a tree)	i. Give oral directions and play a game like “caregiver says” ii. Make the children give simple directions to each other
Child demonstrates an understanding of the message in a conversation	Sing a nursery rhyme to the child that entails doing activities, like pointing to body parts. Ask the child to respond to your rhyme by acting/doing the activities.	i. Guide the child to listen for specific information in conversation with others. ii. While listening to the radio discuss the content with child
Child demonstrates a gain in information by listening	Engage the child in a conversation. See if the child is able to extend an idea expressed by you.	While telling a story or reading a book guide the child through the development of the idea of the story.

Country Example: Ghana Child Development Standards

Language and Literacy

Standards for 4 – 5yrs

Performance Indicators

Communication: Listening And Speaking

Standard 1

Listen with comprehension to a variety of spoken forms of language

- Understand what happened in a story that was told or that was read aloud
- Follow “everyday” conversations about here and now
- Demonstrate understanding of discussions about things that happened in other places and in the past
- Listen to songs/rhymes
- Listen and recite rhymes and songs
- Listen and repeat rhythms
- Identify/imitate sounds in the environment

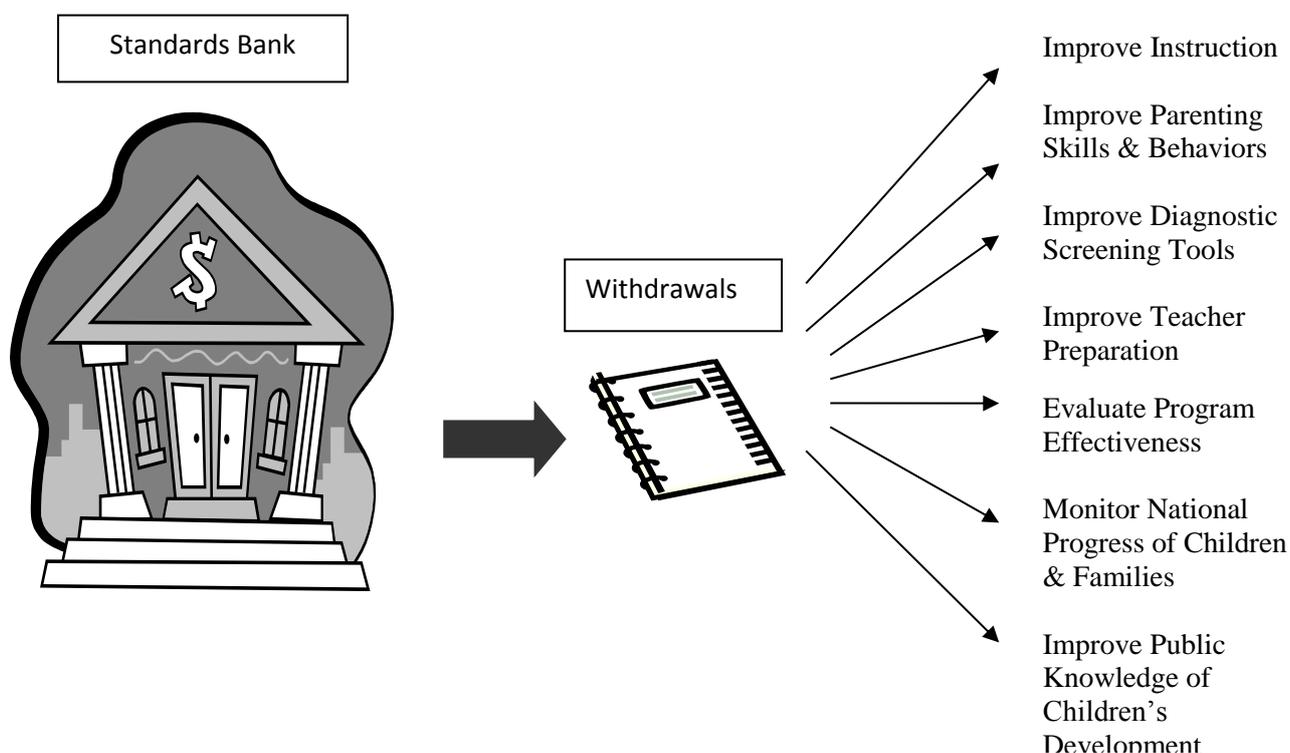
Standard 2:

Use language in variety of ways

- Understand what happened in a story that was told or that was read aloud by retelling interesting parts

What are the Uses of Early Learning Standards?

Early Learning Standards can be used in a variety of ways to improve and impact the lives of young children (Kagan, 2004²). A helpful analogy for understanding the different uses of standards is that of a “bank” of information, from which “withdrawals” can be made for a specific use.



- *Improve Instruction:* Standards can form the basis for revising the educational program for young children according to their needs and progress.
- *Improve Parenting Skills and Behaviors:* Standards can be used to help parents see what is and can be realistically expected from young children; they can serve as the basis for parent materials or home learning tools/packages.
- *Improve Diagnostic Screening Tools:* Standards can provide the content for developing a short screening instrument To assess additional needs (this isn't a developmental assessment).
- *Improve Teacher Preparation:* Standards can guide the development of curricula for teacher training programs by providing information about what teachers of young children should know and be able to do in their roles as teachers.
- *Evaluate Program Effectiveness:* Standards can form the basis for selecting or developing instruments for assessing children's progress as part of a comprehensive evaluation of a program's effectiveness.
- *Monitor National Progress of Children and Families:* Standards can be used to collect national data on performance of children to tell how the nation's children and families as a whole are doing.

² Kagan, S.L. (2004). *Implementing and Validating Early Learning and Development Standards*. Paper presented at the 2nd Early Learning and Development Workshop, Bahia, Brazil.

- *Improve planning and resource allocation decisions* of Ministries that need to identify where their additional resources should be spent in order to increase equity in school performance.
- *Help primary schools and school teachers adapt to the characteristics of children coming in to the schools.*
- *Improve Public Knowledge of Children’s Development:* The standards can be used for public information materials, including TV and newspaper announcements, governmental fliers, and brochures for new parents.

SECTION II: HOW ARE EARLY LEARNING STANDARDS DEVELOPED

The central premise underlying the development of standards is that they are rooted in the cultural and national expectations of what the children residing in a given country should know and be able to do at pre-determined ages. Standards emanate from the socioeconomic, cultural, and political context within which the children live. No single set of standards is, therefore, suitable for all the world’s countries. The standards-based approach is founded on research and scientific knowledge of the processes and consequences of early learning, taking into consideration cultural, linguistic, and socioeconomic differences, as well as children with special needs.

The process of developing standards can be described in three clearly defined phases: (i) initial decision making; (ii) developing the standards; and (iii) validation.

Phase 1: Initial Decision Making

The development of standards begins with making a series of 8 key decisions:

1. What are the purposes of these assessments? How will this information be used within the country context?
2. How many different kinds of standards do we need to develop?
3. What should constitute the guiding principles that frame the standards and the standards development process? What are the values for young children that they should reflect?
4. Who should be involved in the development process?
5. What are the domains of development to be included in the standards?
6. What is the age range to be covered by the standards?
7. What should be the format and framework of the standards document?
8. What resources are required and what is a realistic timeline for completing the development?

Decision 1: Purpose

The country representatives will need to think through the possible uses of the information to be collected. The group will need to decide how many “buckets” or types of standards to develop. Normally the group should always develop standards for early learning (i.e., for children).

Decision 2: How many different kinds of standards?

The groups will also need to decide how many different kinds of standards to develop – for children, for programme quality, for families support? Standards for children should always be developed.

Decision 3: Guiding Principles

A set of principles needs to be developed that provide the answer to the question, “What principles should guide our work?” or, “What do we believe in?” Principles can be developed for several aspects of the standards – content, development process, implementation, and utilization. An example of a content-related principle is, “The standards recognize that all children are capable of learning.” Guiding principles can address the content and/or the process of developing standards, and should be referred to often throughout the process to maintain fidelity to them.

Decision 4: Who should be Involved

Some countries use an exclusive or centralized approach, where the development of standards is completed by one person or a select group of people who make all the decisions and carry out the process quasi-independent of the involvement of key stakeholders or interested constituents. In this approach, the developed standards may be reviewed by a group of stakeholders, but they are not necessarily involved in their development. Others use a more inclusive or de-centralized approach. The decentralized approach involves more stakeholders at the outset and is more participatory and inclusive throughout the development process, and may include discussion with different groups.

The accuracy and thoroughness of the standards is, in part, a function of the participants involved in the development process. Therefore, representation from key stakeholders, such as agencies involved in issues of early childhood development (e.g., Ministries of Education and Health); international organizations (e.g., UNICEF, NGOs); diverse constituencies (e.g., rural and urban representation); early childhood experts (e.g., academicians); educators (e.g., early childhood teachers); and parents, is recommended in the first approach, as reviewers of the standards document when it has been completed, or in the second approach as on-going participants in the development process.

Decision 5: How many domains to include?

As listed above in the section defining early learning standards, young children's learning and development occurs across several domains of development. The domains of development include in a set of standards could be considered a reflection of the orientation and priorities of a country's expectations for their young children. For instance, an emphasis on cognition might indicate that the country is most interested in promoting young children's cognitive development. A comprehensive coverage of the domains of development is recommended, as it indicates a holistic and integrated approach to early child development. Several criteria are involved in making the domain coverage decision, such as: purpose and use; cultural appropriateness; and linkages to other early childhood educational initiatives.

Decision 6: Age Range to be Covered

Given that standards are statements of what children should know and be able to do, specifying the ages of the children is of pivotal importance, as expectation is intrinsically linked to age. The age-range decision is dependent upon the early childhood policy in the country and the purpose for which the standards are being developed. Typically, those involved in the Going Global effort focused on the age range most proximal to the entry to formal school, although several countries developed early learning standards for children much younger and several included children through age 8 or 9. Once the ages to be covered are clear, it is also necessary to consider the precise age range to be covered. For example, if infants and toddlers are to be included in the standards, should they be grouped 0-12 months, 12-18 months, 18- 24 months and 24-36 months or by some variant of these ranges.

Decision 7: Format and Framework of the Standards Document

The increased attention towards the Early Learning Standards Approach has resulted in a large lexicon and wide variety of terminology. There are presently several different terms that describe aspects and components of the early learning and development standards framework; therefore, the terms and concomitant definitions that will be included in the standards document need to be determined. For instance, the terms "standards," "domains of development," etc., need to be clearly defined. Simultaneously, a framework for the standards document needs to be devised, taking into consideration the categories of information that need to be reflected in the document.

Decision 8: Timetable and Resource Allocation

In order for the development process to be launched and to stay on track, a schedule delineating the steps of development, deliverables due at each stage, and resources allocated for each

stage need to be decided upon. Decisions need to be made regarding what resources are required, for instance, human capital and expertise resources (including child development experts, medical professionals, and government staff), fiscal resources, space resources, etc.

Phase 2: Developing the Standards

2.1 Development

Once the initial decisions have been made and accepted, the task of developing the standards begins. It is recommended that the content of the standards be developed based on scientific knowledge, quality early child care practices in the country, consultation with experts, and in keeping with national institutional guidelines. The process of developing standards is iterative, going through stages of review, reflection and revision.

At each stage of development (Rough draft; Review; Revise) different approaches have been employed to achieve the goal of that stage. For instance, at the stage of drafting the standards, the task can be completed by a team of experts, an outside consultant, or domain-specific working groups. After the review period, the standards are then revised to reflect the feedback received during the review.

It may be very useful to use existing measures and tests in the process of developing the benchmarks. These can help in clarifying how to phrase the benchmarks, as long as they are culturally appropriate. Similarly, it may be useful to look at examples from other countries and areas once the group has decided on a general frame.

2.2. Revision. Revision of the standards can again be completed using several different models; for example, if a working group model was used for the initial development, then the feedback can be given to the working group to revise the standards. Alternatively, if the working group has been disbanded, select members from that group can work on the revisions. In presenting these examples, the intent is to illustrate that the process of developing the standards varies along several dimensions, and the ultimate model selected should be one that best suits the needs of the initiative and the resources available.

Phase 3: Validating the Standards

Once the draft standards have been developed, they need to go through a process of validation. This is an evaluation process to determine if the content of the standards, as they are currently written, are appropriate and if the age expectations are accurate for the children for whom the standards are intended. The recommended content and age validity evaluations are summarized below.

3.1. Review by others – e.g. technical advisory groups

The purpose of this review is to determine if the content of the standards accurately represents the expectations for young children's learning and development. The criteria for evaluating the content of the standards include:

- Breadth (i.e., are the standards comprehensive in their coverage of all domains of development)
- Balance (i.e., are the domains represented in comparatively equal distribution)
- Depth (i.e., are there enough indicators in each domain to reflect its scope comprehensively)
- Accuracy (i.e., do the indicators accurately reflect the domain; do they truly belong to the specified domain or would they fit better in another domain)
- Hierarchy (i.e., are the indicators listed in the order in which they develop in a child?)
- Cultural inclusiveness (i.e., has sufficient attention been paid to cultural diversity)
- Alignment with other educational standards

Reviewers should include professional experts who were *not* involved in the development, but represent expertise in child development and diverse specializations across domains of development (e.g., pediatricians, educators). Parents should also be included, especially if the standards are being developed for young children. Parents selected to participate in the evaluation should represent the socioeconomic, cultural, and linguistic diversity of the country.

Several different strategies can be used individually or in combination to carry out the content validity evaluation. Two such strategies are: structured focus groups (i.e., an organized discussion with a selected group of individuals to gain information about their views, opinions, and experiences on a particular topic or issue) and individual interviews or surveys (i.e., a means of systematically collecting data or information by asking a set of carefully formulated questions in a predetermined sequence to a set of individuals in the form of a questionnaire or interview).

3.2. Revision The results from the validation are then used to revise the content of the standards.

3.3. Testing for Age Validity

The purpose of age validation is to determine whether the age-level expectations are accurate and valid for the age range reflected in the standards (i.e., are age expectations too easy, too advanced, or just right for the indicated ages of the children?). The criterion for evaluating the accuracy of the standards is based on determining the cut-off percentages at which the indicator would be considered normatively age-appropriate (usually between 40% and 60%). For example, if 90% of the children can achieve the indicator, it is no longer an expectation to be achieved; in that case, age expectation (anticipated age of accomplishment for normatively developing children) would need to be lowered. If, on the other hand, 20% of the group achieved the indicator, it might be considered too difficult and so the age expectation would need to be increased.

The age validity evaluation should be the assessment of systematic and structured observations of children's behaviour based on items from the standards. Children to be observed should be selected from the upper end of each of the age groupings for the evaluation, as that is the age by which the specific behaviour is expected to be mastered. The children involved should represent the socioeconomic, cultural, and linguistic diversity of the country. A rule of thumb is that there should be about 100 children tested per age and ethnic group. The purpose is to be sure that the benchmarks are indeed correct and in the right order.

3.4. Revision based on findings of the study Based on the data obtained, the standards should be revised to reflect accurate age expectations. Benchmarks can be made more clear, and alignment with programme options can be checked.

In sum, the process of developing standards is completed in 3 distinct phases, the initial decision making phase, the development phase, and the validation phase. Once these phases have been successfully completed the standards are ready for endorsement, dissemination, and utilization. Once this process is completed, the standards should be used for planning, for programme evaluation, and for developing strategies for improving developmental readiness-aligning the standards with existing interventions.

Lessons learned by the Going Global project

The *Going Global* project provided several extremely valuable lessons on developing standards. With regard to its scope and global perspective, this six country initiative was probably

the first of its kind in the field. The second noteworthy achievement of this project is that each country employed a process that was uniquely suited to its own circumstances and developed a set of standards that reflected the country's culture and individuality. For countries interested in using the Standards Approach to develop systems and mechanisms for monitoring, assessing, and chronicling early childhood development, the *Going Global* project provides valuable recommendations. These recommendations are presented in four categories: Standards Readiness; Development Process; Content of the Standards; and Technical Support.

Standards Readiness Recommendations

Before embarking on the journey to develop standards, countries need to assess if their ECD policy and program climate is conducive to and "ready" for this approach. The following set of questions would enable countries to assess their readiness for the Standards Approach:

Is there a national policy mandate or other significant impetus to develop standards?

In the *Going Global* project, a demonstrated need for Early Learning Standards by the government was key to keeping the initiative on target. If there is no clear policy, mandate, or significant impetus for developing standards, at the very least there should be a demonstrated receptivity to standards in allied fields (e.g., education standards).

Is there a commitment to this approach at the government level?

Government commitment is defined as national-level ministries (e.g., education, health, social development) being invested (not just monetarily but in terms of a firm commitment of support) in the development of standards. One of the lessons learned from the *Going Global* project was that if the initiative was led by a government ministry, the approach was well-received in the ECD community. Second, when national ministries are involved, we suspect there is a greater likelihood that the standards will be widely implemented, as the government has the power to implement and control large-scale programs and initiatives.

Are there resources available to complete the work?

Developing standards, like most other development initiatives, requires financial resources for compensating key personnel and covering development costs. Countries should allocate adequate funds for the development of standards, including resource allocation for validation and implementation. Inadequacy of funding can hamper the development of standards; ideally, countries interested in developing standards should have initial start-up funds earmarked for the project, even if they are modest.

Development Process Recommendations

One of the key lessons learned in the *Going Global* project is that the process of development one uses very clearly impacts the outcomes. Specifically, in the Standards Approach, greater likelihood of implementation occurs when there is broad-based support for, and involvement in, the standards development process. Given the importance of the process, a set of recommendations is presented for countries interested in adopting this approach:

Presence of a Multisectoral Partnership

Multisectoral partnership is defined as an active collaboration by two or more agencies – international agencies (e.g., UNICEF, World Bank, WHO); government agencies; non-governmental organizations; local agencies (e.g., public and private); and universities or institutions of higher learning. In the *Going Global* project, it was noted for countries that adopted a team approach that the multisectoral team provided the technical expertise necessary to develop accurate, technically sound, and practical set of standards. It is recommended that, in the future, a multisectoral *Core Team* lead the effort. The core team is defined as a group of individuals who are active participants in the development of standards and have made a clear commitment to the initiative. At the very least, the multisectoral partnership should take the form of an *Advisory Group*, i.e., a group of individuals who can be convened if necessary to provide advice and guidance on the development process.

Commitment of Key Individuals Leading the Effort

Based on the *Going Global* experience, two critical aspects are delineated vis-à-vis commitment. First, there must be consistency over time in the leadership core. As with any initiative, project, or program, a high rate of staff turnover can thwart effectiveness and efficiency. It is recommended that the core team remain committed to the project until the development process is completed. The second aspect of commitment is time devoted to the effort. Active participation and commitment to the Standards Approach requires a time commitment. It is recommended that the key staff involved in the development devote at least 50% effort to this project. At the very least, if an entire leadership group cannot commit to their involvement through the entire process of development, at least two members of the core team must remain consistent at the helm until the standards are finalized. With respect to the time commitment, at the very least 25% of one staff member's time should be devoted to this work for one year.

Clear Understanding of the Approach

Anecdotal evidence obtained from the six countries indicated that one of the obstacles to progress was the lack of a uniform understanding of the Standards Approach. Often, new individuals were invited to join the initiative but their introduction to the Approach was too short, deficient, or partial. The input from these individuals therefore either slowed down the development process or derailed it. Consequently, ***it is recommended that all individuals who participate in the development of standards be well-versed in the typology of standards, the specifics of what early learning and development standards are and their potential uses.*** If the individuals are not, early meetings should be used to clarify the nature of Early Learning Standards, distinguishing them from program and other types of standards. We have found that the best mechanism for imparting knowledge about the Standards Approach is workshops, where all attendees receive the same information and have the opportunity to participate in the learning experience. At the very least, individuals should be introduced via the documentation and reports available on early learning and development standards.

Recommendations for the Content of the Standards

As demonstrated in Section I, the complete set of early learning standards form a “bank” of information that can be used for multiple purposes. Therefore, it is imperative that the standards are comprehensive, robust, accurate, and rooted in the cultural values of the country. In the *Going Global* project, most of the sets of standards developed by the six countries reflect these characteristics. Listed below are a set of recommendations for the content of the standards.

Standards Should be Comprehensive

Given that the standards can be used for many purposes, it is important that are comprehensive in nature, addressing multiple domains of development and learning. In addition, all aspects of a domain of functioning should be covered. For example, if the domain of development is identified as language development, then all aspects of early language development should be addressed, such as phonology, vocabulary, grammar, language use, comprehension, and communication.

Age Ranges should be Clearly Defined

The central premise of early learning and development standards is that they are statements of expectations of what children should know and be able to do. Given this premise, it is critical that the age by which a given expectation should be expressed is clearly articulated. If expectations are unrealistic or not clearly stated they can impose unrealistic expectations for children or conversely, have reduced expectations that could impede optimal development. Therefore, the standards should state clearly the ages covered by the standards and their corresponding age expectations.

Cultural Relevance

National standards are statements of what a country values for its youngest citizens; therefore it is important that the standards reflect the culture and norms of the country. Standards should be rooted in the culture and not “imported” from another region of the world. It should be noted that achieving 100% cultural relevance may not be possible for countries with tremendous regional, linguistic, racial-ethnic, and socio-economic diversity; however, the intent should be to create standards that are applicable to all children in the country.

Technical Assistance Recommendations

A critical component of the *Going Global* project was the technical assistance that each of the six countries received from the TA Team. The TA Team worked with each country individually as well as on the entire, collective project to keep everything on track, provide information and knowledge when required, and ensure that countries received the support they needed during the process of development. Information obtained from the final reports submitted by some of the countries clearly indicated that the TA provided on the project was of great benefit in moving them effectively through the process of developing and drafting the standards. The following recommendations are made for TA in future initiatives:

Clarity on TA Needs

When countries embark on the process of developing standards, a clear statement of needs is beneficial for determining the amount, type, and nature of TA. Countries can evaluate their local resources and expertise in early childhood to determine their TA needs. Countries also need to plan ahead by taking into consideration what their TA needs will be for the implementation stage. It is recommended that countries develop a TA plan for their standards process from development to dissemination (i.e., implementation) so as to ensure consistent and committed TA through the entire process.

Beneficial Aspects of TA

TA on standards was provided in several different forms (workshops, phone, e-mail, and country visits). It appears that the form of the TA per se is not as important as whether it is appropriate for the function it is intended to serve. For instance, TA provided via phone and e-mail is best suited to small questions, review, and feedback. Learning about the Standards Approach, however, cannot take place via phone and e-mail consultation; it requires in-person training via either workshops or meetings. Second, evaluation reports submitted by the countries indicate that the country visits made by the TA team had multiple beneficial results, from training the working groups on the standards to advocating for implementation of the standards with key policy makers. Therefore, it is recommended that TA not only be provided long-distance, but also that country visits should be part of the TA package.

Structure and Format of TA

A clear conceptual understanding of the Standards Approach is required in order to be able to articulate the standards. Countries found it useful in aiding their understanding of the standards to work from existing models and frameworks. Therefore, it is recommended that when providing TA to countries to develop standards, as many comprehensive and clear examples should be shared with the countries as are available. The countries can then use those examples as a starting point or for reference as they develop their own standards. Second, developing standards requires expertise and knowledge across several areas of child development and ECD policy and programming. A team approach to providing TA was used in the *Going Global* project. This approach appeared to work well as the TA Team was able to bring all the diverse knowledge and expertise required to the countries in one consultancy; the countries did not have to seek additional TA from other sources. Therefore, it is recommended that a team approach for providing TA be used.

Conclusion

Developing standards could be a lengthy process, but given the *Going Global* experience we are now able to streamline it into phases with criteria for effective development at each phase. In addition, the recommendations for the process of development should expedite the process further.