Policy, Planning, Service Delivery, Monitoring and Evaluation to Reach the Most Marginalized Children

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We must invest in early childhood care and education. We know why!

Rates of Return to Human Capital Investment

Opportunity cost of funds

Figure 1. Academic Abilities of Entering Kindergartners by Family Income
The question is no longer **WHY** does ECCE Matter?

Rather, **HOW** can we most effectively bring quality ECCE opportunities to all children?
Historic Moment – ECD recognized in Sustainable Development Goals
Target 4.2

By 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

- **Indicator 1**: Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being
  - (Disaggregation: sex, location, wealth (and others where data are available))

- **Indicator 2**: Participation rate in organized learning
  - (one year before the official primary entry age): [Consider participation rate of specific "age" for all countries (i.e. 4 or 5 years)]
1. Realistic coverage and expansion plans, with quality and inclusion at the heart of the costing model that backs these plans up
Universal pre-primary education is not within an arm’s reach; global access is hovering at 50%, 23% in LIC.
Projected figures for pre-primary enrollment (assumption is near universal coverage)

Number of students in pre primary education, in millions (2012 and 2030 projection)

<table>
<thead>
<tr>
<th>Low income countries</th>
<th>Lower middle income</th>
<th>Low and Lower middle income</th>
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<td><strong>2012</strong></td>
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<td><strong>2012</strong></td>
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* Low income countries will have to increase enrollment more than fivefold
Scale takes time and careful planning

Improving access to pre-primary education starts with committed leaders planning for scale from the onset (clear vision for the end game), setting realistic targets and timeline, looking long term but focusing on reaching intermediate targets.
What kind of scale are we talking about? The inequity gap has widened over the last decade.

Figure 1.7: Inequality often increases as more children attend early learning programmes
Percentage of children aged 36–59 months who attended some form of organized early childhood education programme, by wealth and location, selected countries, circa 2000 and 2010

Note: This indicator refers to children who may or may not be within the country’s age range for official pre-primary school enrolment, and concerns any type of organized early learning programme outside the home, whether government-run or private.
Source: Multiple Indicator Cluster Survey reports.
• A population-based and needs-based planning approach is needed, to improve allocation of scarce resources (with resources allocated based on population characteristics in each area, including poverty levels)

• Targeting of the most disadvantaged areas/students first (e.g. developing regions, rural and remote communities) – i.e. 65% of resources going towards reaching the most disadvantaged
Access does not in itself ensure positive outcomes. Ex: South Africa - there has been virtually no measurable impact of Grade R (equivalent to pre-primary) for children from the poorest three wealth quintiles (i.e. 60% of children), who attended schools of lower quality.
2. Diversify the provision of school readiness programs, foster and regulate partnerships
Common perception is that one year of preprimary education is the only path to school readiness.
Evidence-based decision making in expansion and planning

Putting the pieces together to formulate a coherent plan for coverage

- In this region (2012) private provision accounted for > than 55% of preprimary enrollment in half the countries reporting data
- Assessing what exists and fostering innovation

- traditional and low fee private providers,
- faith, community based, and NGO organizations
Strengthen a common framework and improve regulation to encourage non-state delivery while protecting rights

Excessively rigid or ineffective regulations are constraining but no regulatory framework poses many risks

• Common **curriculum standards** that are age appropriate and promote play-based learning, equity and challenges gender-based traditions in the early years

• Establishing standards for play and **learning equipment** and the resources required for each modality; alignment across models and actors; **inspection/quality standards** for pre-primary education.

• **Regulation is effective when it focuses on performance and ensuring that all providers are enabling children to reach desired benchmarks; allow innovation**

• Encouraging registration is key- some governments offer access to funding, other incentives or removing registration fees

• Encourage healthy competition that can raise the standard of quality across providers (ex, Thailand, Netherlands)
3. Build a resilient and sustainable pre-primary system that drives results
Unpacking policy implementation – We need to “unlock” the middle

Development and Learning Outcomes

Pedagogical practice, program structure, Materials

Professional development, Teacher motivation, Curriculum, Quality Assurance; School leadership

Policy structure, finance, standards enabling environment

Child level

Discrete interventions however well designed will not deliver a stronger system or lasting reform

Classroom or school level

System level National & sub national

Policy level
Building sustainably
Effective ECCE Systems

A mapping of technical expertise and capacities at the different levels is crucial
Between 2015 and 2030 the demand for preschool teachers is expected to quadruple
Diversify the workforce; establish an expert group at country level to (re) design the workforce for ECE

What kind of workforce does the ECE system need?

• Design roles- both teacher and non-teacher- and then consider how best to recruit, train and support them

• A lot to learn from health sector- far more diversified workforce is deployed to meet the demand (think about nurse practitioners, nurse assistants, midwifes, physicians' aides- these roles leverage the work of physicians)
  • In Finland, only 56% of primary education workforce are teachers; almost 25% are pedagogical support staff

• In LIC, we run the risk of rapid expansion plans for ECE, with untrained or volunteer teachers, diluting quality

• Think about who else needs to be trained in ECE? Orientation courses, supervisors
Professionalize ECE teaching and non-teaching roles to enhance skills and status; Incentives

Good examples from the general education field that can be co-opted for ECE

- Aside from inputs, curriculum, policies, the most effective interventions change what happens in the classroom (especially important to ECE)
  - Initial training; practical hands on experience, ongoing training and support
  - A qualification framework and career structure for ECCE teachers, linking qualifications and allowing trainees to upgrade their skills over time
- Ex. Singapore- leader in teacher development; fosters interest in teaching through internships; teacher are recruited from top 30% of their age cohort; after 3 years of teaching teachers are assessed annually to see where they have the potential for three career paths-master teacher, specialist in curriculum, or school leader, each with salary increments
- Chile – launched a program similar to Singapore's offering full tuition for students who score highly on the university entrance exam and agree to study education (ECD) and to work as full time teacher for at least 3 years in a public school
4. Increase investment – better and sustainable financing from multiple sources
What % of the education budget in this region is on average allocated to pre primary education?

4%

In half of the countries with available data < 2%
Same pattern can be seen in the share of aid dedicated to supporting preprimary education.

- In 2014 preprimary education received 1.15% of total aid to education.
- In contrast higher education received more than 40%.
- This distribution is in opposition to the evidence on where the greatest economic and equity returns in education are made.

Source: OECD-DAC (2014)
Annual total cost for pre-primary, US $ billion, 2012 and 2015-2030 (conservative estimates)

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<td>4.4</td>
<td>26.8</td>
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<tr>
<td>Annual total cost for pre-primary education, US $ billion</td>
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<td>Expenditure per student, weighted average, $US per year</td>
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<td>117</td>
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<td>286</td>
<td>1069</td>
<td>258</td>
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- more than 10 fold increase in cost for low income countries
- 6 fold increase in lower middle income countries
What implications does this have?

• Government spending must rise – gradual and explicit commitments are needed;
  • A target of 10% of total education expenditure for pre primary by 2030 is ambitious but doable

• Even with greater government investment, it is estimated that the financing gap will remain close to 50% for pre-primary education
  • External financing would have to increase by at least 6 times to support the targets
  • More donors are considering results-based financing
A sound investment plan takes equity and sustainability into consideration

- Pre-primary spending in most countries favors the richest and most educated, exacerbating the inequity yet spending on those most at risk yields the highest returns
  - Ex – in Ghana UNICEF found that building kindergartens specifically in poor districts for poor children had four fold greater impact then providing kindergartens to the population at large

- Identify where money will come from (including government, private, NGO and community inputs), a funding methodology that supports the poorest groups/areas, and careful targeting to ensure the inclusion of poor or marginalized children (needs based financing)

- Identify what money will be spent on- ex. a quarter of the budget towards learning and play materials
5. Increase global and national accountability, quality assurance, and data driven / results-based decision making
Three key dimensions of measurement

Data is scarce

- Purpose, frequency, cost, audience, use of data
We have two global indicators for ECD - we have to make a commitment to track these

- MICS –ECDI best positioned to provide data on indicator 2
  - Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being

- 10 item measure covering four domains: literacy-numeracy (language & cognitive), physical, social-emotional and learning for ages 3-4 years (36-59 months)

- Currently comparable data on ECDI have been collected in around 60 countries
Global reporting against targets is crucial for advocacy and for tracking progress and accountability.

In all 28 countries or areas with available data, less than half of children are developmentally on track in literacy-numeracy.

Percentage of children aged 36 to 59 months who are developmentally on track in the literacy-numeracy domain.

National / regional studies of children’s development at or near the start of school
East Asia Pacific – Early Child Development Scales (EAP-ECDS)

Early Learning and Development Standards (ELDS)

- Physical, Hygiene & Safety
- Language
- Cognitive & Basic Concept
- Emotional
- Social

- Physical Health, Well-Being & Motor
- Language, Pre-Reading and Pre-Math
- Cognitive
- Social and Emotional
- Character and Values

- Physical, Motor, Health and Well-Being
- Living and Learning Together
- Spiritual and Character
- Language
- Cognitive

Cambodia
- Physical and Health
- Moral and Cultural
- Social and Emotional
- Cognition and Reasoning
- Language

Laos
- Creative
- Math
- Mental
- Physical
- Socio-Emotional

Mongolia
- Motor and Physical Well-Being
- Social
- Emotional
- Cognitive
- Language
- Moral
- Creative

Philippines
- Physical
- Emotional & Social
- Language & Communication
- Cognitive

Thailand

Vanuatu

Vietnam

# The Revised Scale after Phase II

<table>
<thead>
<tr>
<th>Category</th>
<th>Items</th>
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<tbody>
<tr>
<td>1. Approaches to Learning</td>
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<tr>
<td>2. Cognitive Development</td>
<td>21</td>
</tr>
<tr>
<td>3. Cultural Knowledge and Participation</td>
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<tr>
<td>4. Language and Emergent Literacy</td>
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<tr>
<td>5. Motor Development</td>
<td>7</td>
</tr>
<tr>
<td>6. Health, Hygiene and Safety</td>
<td>9</td>
</tr>
<tr>
<td>7. Socio-Emotional Development</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>85</strong></td>
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Establishing or strengthening national monitoring of ECE Systems/Policies/Programs/Child
A few issues to highlight

• **Disaggregation of data** - frequently data are not disaggregated or remain underutilized

• Shifting emphasis *from inputs to outcomes* (performance data)- to inform investments and better financing

A monitoring system to cover: baselines of current provision, what services are being provided, how services are delivered, how the system is functioning, and what funding is allocated and spent

• A monitoring network of stakeholders including parents, teachers and researchers, to offer an ongoing process of dialogue in defining quality

• A strategy for *equipping teachers* to regularly assess children’s development in order to improve teaching- the gains in learning/development are among the largest

• **Making data transparent**, and using it to drive accountability – consistent feature of world’s most improving school systems
Strong national data platforms
We should not be building another silo
We should be building a bridge
Thank you!