

ECCE



ECCE SERIES 2
GUIDELINES
OF PROTOTYPE ECCE SYSTEM



ECCE SERIES

Covering children from birth to 8 years old, Early Childhood Care and Education, also known as ECCE, “aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing” (UNESCO). It is not only at this stage of life that the development of individuals is the most crucial, but also that the environment around them is the most influential. It is therefore necessary to be able to guarantee each and every child a quality and equity access to education, care, health, nutrition and protection.

In line with target 4.2 of the Sustainable Development Goal 4 which stipulates that ‘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’, IBE-UNESCO, mandated to support Member States in the curriculum development, has elaborated the “ECCE Series”. These publications are an agile collection of tools, policies and good practices in ECCE as well as the result of IBE’s activities in the field. Thus, the purpose of these series is to share practices as a way to contribute to a thriving environment for children’s development while providing them with the necessary tools in becoming good and responsible citizens in the future.

The issues of this ECCE Series are to be considered as working instruments, alive, open, everchanging documents aimed at inspiring policy-makers and professionals of the Early Childhood community, in creating better and better curricula and enabler (tools, curricula, policy documents and training processes) with the final goal of giving children the better opportunities in their early years.

Director
Mr Yao Ydo
y.ydo@unesco.org

Coordinator of the project
Mr Cristian Fabbi
c.fabbi@unesco.org

Consulting group
Mr Christian Morabito
Ms Amapola Alama
Ms Eloise Drure
Ms Kosala Karunakaran

Quote as:
UNESCO-IBE (2021),
Guidelines of prototype ECCE system,
Geneva, UNESCO-IBE

Graphic
Mr Fabio Lucenti

February 2021, Version 1



Supported by
دبي العطاء
Dubai Cares

ECCE

ECCE SERIES 2

GUIDELINES OF PROTOTYPE ECCE SYSTEM



Contents

INTRODUCTION BY IBE11
INTRODUCTION BY DUBAI CARES..... 13
GLOSSARY 15

PART I

1. SETTING THE SCENE FOR ECCE..... 21
 1.1 Introduction 21
 1.2 The definition of ECCE 22
 1.3 ECCE programmes and services..... 24
 1.4 The importance of ECCE 28
 1.5 Build a sustainable, resilient way forward: the systemic approach towards ECCE . 31
 1.6 Purpose of this prototype. 33
 1.7 Audience of the prototype..... 35
 1.8 Contribution of UNESCO-IBE to ECCE..... 36

PART II

2. THE INSTITUTIONAL FRAMEWORK 41
 2.1 Introduction 41
 2.2 Stakeholders of the national ECCE system 42
 2.3 Countries’ effectiveness of coordination mechanisms..... 44
 2.5 Enablers of a functioning institutional framework 46
3. THE LEGAL FRAMEWORK..... 49
 3.1 Introduction 49
 3.2 Global conventions, declarations, recommendations enacting and supporting ECCE and the holistic development of the child 50
 3.3 The promotion of the right to ECCE 52
 3.4 Standards and regulations for ECCE 54
 3.5 Enablers of a functioning ECCE legal framework 55
4. THE POLICY FRAMEWORK 57
 4.1 Introduction..... 57
 4.2 In charge of policy making..... 58
 4.3 Situation Analysis and its development..... 59

4.4 Effective policy components to drive the ECCE system	61
4.5 Enablers of a coherent ECCE national policies and plans.....	65
5. THE PROGRAMMATIC FRAMEWORK	69
5.1 Introduction	69
5.2 Quality Education Programmes and services	70
5.3 Quality in Care Programmes and services	76
5.6. Programmes cutting across ECCE.....	81
5.7 Staffing policies to support the programmatic framework.....	84
5.8 Enablers of ECCE programmes.....	87
6. THE FINANCIAL FRAMEWORK	91
6.1 Introduction.....	91
6.2 ECCE as a public good	92
6.3 Countries' adequate earmark to public funding of ECCE.....	93
6.4 Countries' insurance in the equity and quality of private ECCE provision.....	94
6.5 Enablers of a functioning ECCE financial framework.....	95
7. THE MONITORING & EVALUATION FRAMEWORK	101
7.1 Introduction	101
7.2 Global instruments to support countries in developing an Monitoring and Evaluation for ECCE	102
7.3 Harmonize M&E for ECCE: The Holistic Early Child Development Index (UNESCO, 2014)	103
7.4 Enriching and implementing the HECDI in countries.....	104
7.5 Enablers of a functioning M&E framework for ECCE.....	109
REFERENCES	113

Introduction by IBE

It is during their early years that children are given the educational keys necessary to acquire the skills that will influence their future lives. This is why the development and education of the youngest are at the heart of IBE's concerns. The development of prototypes framing Early Children Education and Care (ECCE) and presenting the overall ECCE system reflects the IBE's values and mandate such as respect for curriculum and overall development to ensure quality education for learners of all ages. The ECCE framework is translated into a series of documents including the *Prototype of the ECCE System*. A document detailing the range of ECCE framework components including the institutional, legal, financial, programmatic and assessment framework. By defining a cross-sectoral framework for ECCE, the challenge is to provide a technical reference tool for policy-makers to ensure a sustainable ECCE system.

Thus, the *Prototype of the ECCE System* contains the quality criteria to be a benchmark in the field of ECE while meeting the pursuit of the Sustainable Development Goals, in particular SDG4 for Quality Education for All, especially target 4.2 on Early Childhood Care and Education.

I would like to wish all users a good use of this document.

Mr. Yao Ydo
Director of IBE

Introduction by Dubai Cares

Early Childhood Care and Education (ECCE) has been an integral part of Dubai Cares' mandate to ensure underserved children and youth have equitable access to quality education and learning opportunities. We strongly believe in the role that ECCE plays in fostering children's holistic social, emotional, physical, and cognitive development. Through our strong programmatic partnerships, support to research, advocacy, and global platforms, we aim to build resilient and sustainable education systems through evidence-based interventions focused on capacity building and systems strengthening.

We are pleased to see the strong and solid outputs produced through our partnership with UNESCO International Bureau of Education (IBE-UNESCO). The significant support that they have extended to the four countries under this partnership (Laos, Rwanda, Cameroon and Eswatini) for over four years, has resulted in developing strong and replicable prototypes, guidelines, M&E tools, and delivery mechanisms for ECCE. Additionally, one of the key milestones of this initiative was the development of the Holistic Early Childhood Development Index (HECDI) framework, which provides indicators and targets for more comprehensive monitoring of the child's development, which can be implemented at both country and international levels.

We strongly believe that these series and the tools that were developed would greatly contribute to the existing body of knowledge for ECCE and better inform both practitioners and policy makers; not just in specific countries included in this partnership, but also for countries that are looking to strengthen its existing ECCE frameworks and modalities. We also hope that this initiative will create a space for much needed dialogue, complementarity and collaborations to take place both on the national and international levels and for more partners to converge and work together in ensuring that ECCE is appropriately positioned within policy and practice.

His Excellency Dr. **Tariq Al Gurg**,
Chief Executive Officer at Dubai Cares
and Member of its Board of Directors

Glossary

CBO: Community Based Organization

CCTs: Conditional Cash Transfers

CEDAW: Convention on the Elimination of All Forms of Discrimination Against Women

CRC: Convention on the Rights of the Child

DQAF: Data Quality Assessment Framework

ECCE: Early Childhood Care and Education

ECDI: Early Child Development Index

EFA: Education For All

EMIS: UNESCO Education Management Information System

FBO: Faith Based Organization

GDP: Gross Domestic Product

HECD: Holistic Early Childhood Development

HECDI: Holistic Early Childhood Development Index

IBE: International Bureau of Education

IEAG: The United Nations Secretary-General's Independent Expert Advisory Group

INGO: International Non-Governmental Organizations

M&E: Monitoring and Evaluation

MICS: UNICEF Multiple Indicator Cluster Surveys

NGO: Non-Governmental Organization

OECD: Organisation for Economic Co-operation and Development

OVC: Orphan and Vulnerable Children

PISA: Program for International Student Assessment

PPE: Personal Protective Equipment

UN: United Nations

UNESCO: United Nations Educational Scientific and Cultural Organization

SABER: World Bank Systems Approach for Better Education Results

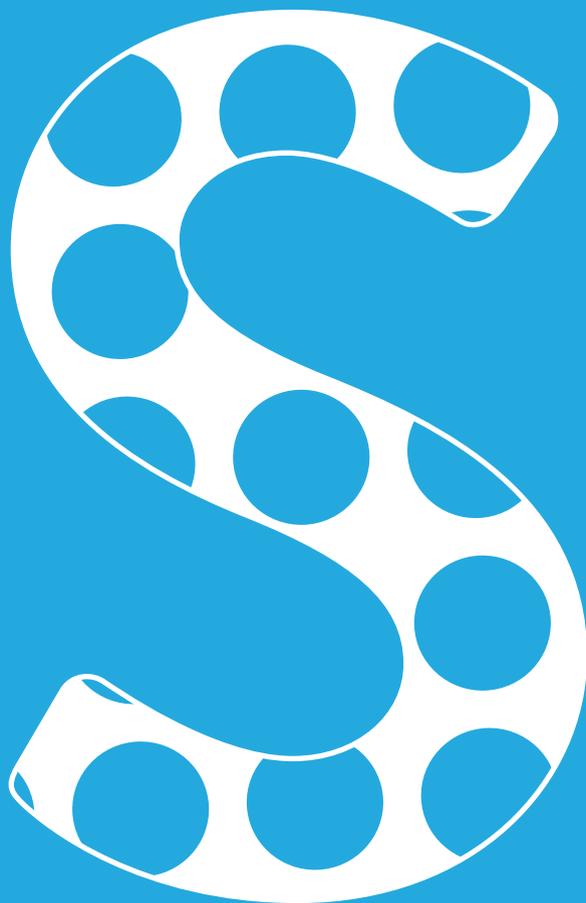
SDG: Sustainable Development Goal

TORs: Terms of References

WHO: World Health Organization

PART I

SETTING THE SCENE
FOR ECCE



1. Setting the scene for ECCE

1.1 Introduction

Investing in Early Childhood Care and Education is investing in wealth of a nation. Evidence from academic research and experiences in countries shows that planning, creating, financing holistic ECCE systems leads to:

- » Improved education achievements and healthy lifestyles
- » Increased cultural and moral values and civic participation of citizens
- » Reduced criminality and anti-social behaviors
- » Equalized opportunities in a generation and across generations
- » Empowerment of women
- » Boosted human resources, labor force, productivity and economic development
- » Enhanced social justice and cohesion

But what is exactly ECCE?

1.2 The definition of ECCE

The definition adopted in this document refers to the UNESCO Moscow Framework of Action and Cooperation, signed by member states the 29th of September 2010 at the Moscow World Conference on ECCE:

Early Childhood Care and Education (ECCE) is the provision of care, education, health, nutrition and protection to children from zero to eight years of age

Policies supporting children’s cognitive, socio-emotional and physical development are defined in various ways, by international organizations and scholars. One might go through the term “Early Childhood Education and Care” (OECD, 2017), which refers to the provision of care and early learning in centres (e.g. day care centres, preschools etc.) or community/home-based settings (e.g. child minding, community preschools etc.), or via the label “Early Child Development” (UNICEF, 2015a), which refers to a much larger array of services, as well as programmes that promote or support the development of young children. Although definitions might differ, policies adopted by agencies have a number of common features. First of all, they all target children aged zero to eight years, including the pre-natal period. In addition, they promote a holistic approach towards the child development - including four key components, education, care, health and nutrition, protection (UNICEF, 2015a).

The Conference has seen the participation of 193 member states of UNESCO, 65 ministers, representatives of UN agencies, NGOs, and experts in early childhood development from various disciplines. The Moscow Framework of Action and Cooperation pledges Governments, NGOs, and donors to make further efforts to promote holistic and broad interventions, starting from care and education, including good birth outcomes, neonatal, health and nutritional, protection and well-being, for children from zero to eight years of age. In particular, governments are demanded to mobilize resources and develop legislations, policies and strategies, to increase expansion and accessibility of ECCE in particular for those most vulnerable, while also ensuring quality (UNESCO, 2010).

The Moscow Framework of Action and Cooperation complements the declarations of Jomtien (1990) and Dakar (2000) and the consequent Education for All Goal 1, pledging for expanding and improving comprehensive ECCE, especially for the most vulnerable and disadvantaged children (UNESCO, 2000). It also integrates core principles of the United Nations Convention on the Rights of the Child¹. The CRC has been signed in 1989 and entered into force in 1990; it has been ratified by 195 countries, making it the most widely

¹ Convention on the Right of the Child.
<http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

ratified international human rights treaty in history.

By recognizing the rights of children to survival and development, to be heard and participate in decisions affecting them in accordance with their evolving capacities with their best interests, and not be discriminated against in any capacity, the CRC entails basic elements of ECCE. By obliging State Parties to fulfil their commitments vis-à-vis the treaty, it legitimizes and incentivizes countries to promote legislative acts and implement means towards ensuring equal access to ECCE (Committee on the Rights of the Child, 2006).

The wide consensus on the major role of ECCE in economic and human development has brought about its integration into the United Nations Sustainable Development Goal's agenda 2030. In September 2015, world leaders adopted the Agenda for Sustainable Development, which states 17 Sustainable Development Goals (SDGs) and 169 targets to be achieved by 2030 (Woodhead, 2016). The Sustainable Development Goal (SDG) 4 establishes that every child is enrolled in at least one year of pre-primary education. It also implicitly embeds the notion of 'quality' as the capacity of pre-primary education to ensure that children will be developmentally on track in literacy-numeracy, physical abilities, social-emotional development, and learning.

This goal is complemented by other SDGs' targets: SDG 2 (target 2.2) aiming at ending stunting and wasting for children under five years of age, along with the SDG 3 (target 3.2) that demands to drastically reduce child mortality, and provide universal access to sexual, reproductive, and essential health-care services, and free vaccinations for all. Finally, it aligns with SDG 5 which promotes gender equality, and 16 (target 16.2) which aims at ending of all forms of violence and abuse against children focusing on enhancing survival, nutrition, health, promoting gender equality, and contrasting violence, abuse (United Nations, 2015).

1.3 ECCE programmes and services

ECCE is implemented through several programmes in education, care, health, and protection, along with services where these programmes are carried out.

Education

Care

Care and early learning programmes, child minding, focusing on playing, using songs, tales, basic experiences, and perceptive discoveries etc., for children aged, generally, between 3 months and 3 years, aims to support children in the early development of language/s; scaffold children's development of social skills; start to develop logical and reasoning skills (the basis for critical thinking); encourage the exploration of the world and environment; supervise gross motor activities through games and other activities; boost social interactions with peers, autonomy and school readiness. Services where these programmes are run are formal childcare centres, day-care centres, and informal day-care facilities, home care facilities, and community care facilities.

Pre-school Education

It includes early learning programmes developed through play-based and experience-based activities, generally for children aged 3 to 5/6 years of age, has the objective of improving children's use of language and social skills, refining and contextualizing the development of logical and reasoning skills, supporting children's capacities of expression and creativity, introducing alphabetical and mathematical concepts and codes; encouraging children to explore their surrounding world and environment by supporting scientific curiosities; supervising gross motor skills through games and other activities; activating social interactions with peers and to develop skills, autonomy, and school readiness (Siraj-Blatchford, 2009). These programmes are usually implemented in pre-primary schools, kindergartens, preschools, including community based centers.

Early Primary Schooling

Early learning programmes, focusing on experiences and projects, interactivity, competency-based teaching-learning, parenting, usually for children from 5/6 to 8 years of age, contributing to the development of critical thinking; familiarize contents and codes and reading, writing, and math skills; and strengthen social skills, emotional awareness and relational competencies. These programmes are typically implemented in the first grades of primary schools.

Health

Maternal and Child Health

Programmes promoting the development of motor skills (gross and fine), child health in uterus, at birth and throughout childhood up to 8 years of age, such as: pre-natal and post-natal care; health checks including dental check, general body development check, ears and eyes (UNICEF, 2016); prevention and treatment of diseases such as malaria and also severe infections (i.e. HIV-AIDS); vaccinations against at least 10 diseases that may be serious and cause permanent injury and, in the worst case, be fatal (WHO, 2017). Finally, programmes focusing on hygiene, water, and sanitation (WASH).

Nutrition

Nutrition is the baseline for healthy development, effective education, and balanced relational and emotional development. Appropriate nutritional provision includes such elements as: development of nutrition plans for children 0-8 (including guidelines for school meal); meal provision for children in need; stunting prevention, obesity prevention, and parenting programmes on children nutrition; and food supplements and healthy, balanced diets provision.

Health and nutrition programmes are generally provided in community health centres, health facilities, child clinics and hospitals or at home, but may also be implemented in formal and informal childcare centres and facilities, pre-primary schools, or primary schools.

Child Protection

This sector is usually scattered in different ministries and institutions, but the outcomes of it is a general protection of children from different points of view: legal, social, psychological and emotional. This set of programmes is aimed at giving each and every child the basic condition for the best development possible. These programmes, which cover the entire spectrum of childhood, from birth to 8 years of age, aim at enforcing the respect of children's body and mind.

Legal protection

Legal protection starts with registration at birth; other programmes entail protection from violence and abuses (both on children and women), in respect of CRC.

Social protection

Social protection entails such actions as the banning of child labour and interventions tackling child material and economic poverty.

Psychological and emotional protection

This entails special care and psychological counselling for children to strengthen specifically socio-emotional development (UNICEF, 2014a).

Child Protection is implemented through variety of services, such as formal and informal childcare centres and facilities, community health centres, health facilities, child clinics and hospitals, pre-primary schools, primary schools, local authorities' offices.

Moreover, specific programmes and services must be designed to meet the needs of children in special circumstances, such as children with disabilities, Orphans and Vulnerable Children (OVCs), and displaced children which is, at present, an emerging issue in many countries².

These programmes are described as follows:

Programmes for children under special circumstances

Programmes for children with special needs

This programme, often called ECI, Early Childhood Interventions, or Early Interventions, is aimed at supporting those children who live with a physical, sensory, intellectual or mental health disability who often are among the most stigmatized and marginalized. Interventions include programmes and services such as:

- » Audiology services
- » Medical services and physical therapy to prevent or lessen movement's difficulties and related functional problems.
- » Nursing services
- » Occupational therapy and provision of equipment and services that are used to improve or maintain the abilities of a child

² Global Partnership to End Violence Against Children. #SDGAction9061. <https://sustainabledevelopment.un.org/partnership/?p=9061>. See also the UN web site End Violence Against Children.

- » Psychological services – counselling, consultation, therapies, parent training, and education programmes; mental health counselling for children, parents, and families.
- » Speech-language pathology – services for children with delay in communication skills or with motor skills such as weakness of muscles around the mouth or swallowing.
- » Vision services – identification of children with visual disorders or delays and providing services and training to those children

Children with special needs can either be integrated into mainstream services in care, education, health and nutrition, protection, or in dedicated centres or facilities (UNICEF, 2011).

Programmes for displaced children

Refugees and IDPs face notably critical situations. Displaced, exhausted parents are less able to provide the stimulation, nurturing and care that their infants need. Investing in ECCE in contexts of displacement is the first boost to get improvement not only in children’s lives, but those of siblings, mothers, families and communities as well. This will enable either a better integration in the new context, or the capacity to be part of the reconstruction when children and young populations will return to their country of origin. Yet, several issues might emerge, such as language of communication between children, families, and hosting authorities, adaptation of legislation, programmes, and services. Resource mobilization to expand such services, as well as mobile service provision are possibilities envisaged to counter such issues.

Parenting programmes

Parenting programmes may cover a wide range of topics, such as early stimulation, care, education, health (in particular ante and post-natal), nutrition, including nurturing practices and elements of protection, thus better enabling parents to tackle the problems and co-operate in removing the obstacles to a holistic development of children. Parenting programmes might be conceived as specific interventions or embedded into and across various ECCE programmes and services. They are usually provided in preschools, health and family centres, community-based facilities or other settings.

1.4 The importance of ECCE

Academia has evinced evidence regarding the pivotal role of ECCE in producing individual and collective benefits for children as well as for nations. The benefits of ECCE go far beyond childhood and positively affects all nations.

The world of today is changing rapidly. The technological revolution is eliminating distances, connecting people and economies. In a global scenario where knowledge and innovation represent key factors for individuals to have an active life, nurturing human resources is essential for the social and economic development of a country and its geopolitical realities.

Nurturing human resources means equipping people with necessary skills and abilities to understand today's world and operate in a highly competitive economic scene. These skills and abilities not only refer to the traditional school competencies, such as literacy and numeracy, but also problem solving, adaptation, motivation, stress management, sociability, as well as physical well-being (Eming-Young, 2007). They are capabilities that start to form in the early years of age and cumulate throughout childhood.

As neurosciences outline, cerebral neuron connections and synapses are particularly sensitive during the fetal stage and the first years of age. These connections form sensing pathways enabling the brain to interpret signals and pathways that control language, expression, competences, behaviors, and physical responses. Studies have demonstrated that although genetics are important, the nurture, as the quality of the interactions in the environment where the child is born and grows up within, have a significant effect on activation of cerebral connections (Shonkoff and Phillips, 2000).

By facilitating the flourishing of children at the best time for knowledge development, ECCE programmes are not only a key intervention to enhance the rights and life chances of children; it is also, and foremost, the most cost-effective investment that a country could undertake in order to boost its economic and social development. This thesis is reinforced by an increasing number of studies assessing the long-term impact of ECCE interventions on several individual and societal outcomes.

Research shows robust evidence of the positive effects of participating in ECCE on children's learning outcomes. In particular, children who have been enrolled, even for a short period, in ECCE, are less likely to drop off in primary school, to make repetitions, and are more likely to complete basic education (Global Partnership for Education, 2011). These effects persist in later ages, favouring acquisition of skills and abilities in secondary school and beyond. The Program for International Student Assessment of the OECD (PISA) survey, which assesses competencies of adolescents in mathematics, reading and science and conducted in 2015 in 72 countries, shows that children who had attended at least one

year of ECCE have better performances, compared to their peers who do not attend it (OECD, 2011). These children will have more chances to enrol in higher education and to better develop their vocational and technical abilities (Reynolds, 2000). Since learning is a cumulative process of knowledge acquisition, ECCE is the building block of a successful and efficient education system and enhances the national human resources' stock.

Human resources development is also substantially related to health. Good physical and health conditions are paramount for individuals to have an active life and are the foundation for brain and learning development. Nutrition and care in the foetal stage and throughout childhood, by strengthening the capacity of the body to adapt and react to illness, have been demonstrated to have a substantial impact, as well as protecting children from epidemic and non-communicable diseases (for instance, Barker, D. et al, 1993, Bateson, P. et al, 2004, Victora C. G. et al, 2008).

Other studies have also explored the long-term positive effects of ECCE. The cumulative patterns of cognitive, non-cognitive, and physical skills and abilities' formation and consolidation lead to better outcomes in adulthood. Children attending ECCE programmes have been shown to have higher employment rate and income (Heckman, 2008). In addition, an increasing number of researchers illustrate positive effects of the participation in ECCE in reducing crime, anti-social behaviours, and psychopathologies (Economic Opportunity Institute, 2002)

The size and quality of human resources has direct consequences on the ability of a country to play a role in an increasingly complex and competitive global economic scene. In this respect, it is misleading to consider ECCE as a mere social spending targeting children. It is rather a highly productive investment for a nation as a whole. According to studies conducted by the Economics Nobel Laureate James Heckman, the return of investment in ECCE is extremely high. In comparison, remedial education interventions, for instance, targeting young school dropouts or adults with poor basic skills, are far costlier and of limited benefit (Heckman and Masterov, 2007). Recent analyses have calculated a potential benefit between US \$10 and \$34 billion for countries that increase enrolment in at least one ECCE programme, with a benefit-to-cost ratio between 6.4 and 17.6 (Engle et al., 2011). Investing to make ECCE affordable and reliable leads to a great number of positive economic trade-offs, from increasing support for working parents, enabling particularly female's employment, to strengthening the capacity of the industrial and economic system to adapt to global technological changes (Esping-Andersen, 2009). A recent study conducted by a panel of experts, including two Economics Nobel Laureates, outlines that focusing resources on a limited number of SDG targets, among them all those referring to ECCE, would be equivalent of double to quadruple current foreign aid³.

3 Copenhagen Consensus Center. Nobel Laureates Guide to Smarter Global Targets to 2030. Retrieved from: <http://www.copenhagenconsensus.com/post-2015-consensus/nobel-laureates-guide-smarter-global-targets-2030>

ECCE does not only act as a powerful economic driver. By promoting equity between and within generations, it also strengthens social cohesion and stability. Economic and material poverty is one of the main determinants of inequalities in early childhood. Children who are born in poverty have fewer chances to develop their skills and abilities and will also be more likely impoverished and socially excluded in adulthood. Poverty is a vicious cycle that perpetrates from generation to generation. Investing in ECCE is therefore a key strategy to break this cycle of disadvantage. This thesis is underpinned by studies highlighting positive effects in education, health, and protection through the participation in ECCE, and as particularly salient for children identified as at risk for being disadvantaged, or as coming from economically poor families (Heckman, 2013). Conversely, ECCE, by facilitating parent's employment (and earnings), also contribute to reduce the causes of children's disadvantage. To reiterate, ECCE makes possible the change of the vicious cycle of poverty into a virtuous cycle of opportunities, promoting stability and building cohesive societies.

In conclusion, ECCE is a high cost-benefit investment. It is the best strategy to achieve the UN Sustainable Development Goals, as it helps education to promote learning, health to decrease the impact of diseases, and social affairs to reduce costs for remedial and assistance. It has positive effects on the judiciary system, as children participating in ECCE are at decreased risk of incarceration. It boosts productivity of future labour forces, innovation, and adaptation to technological changes, with positive trade-offs for the economy and the geopolitical role of a country. ECCE supports women's empowerment and reduces gender disparities. It is a powerful equalizer, a key intervention to reduce poverty, to promote fundamental human rights, and to build social cohesion. Underinvesting in ECCE does not only mean undermining children's rights and well-being but jeopardizing the present and future economic and social development of the entire nation.

Despite this evidence of the myriad benefits of early childhood interventions, ECCE remains largely underdeveloped. At present, most countries are not on track to achieve the Sustainable Development Goals related to ECCE.

While some progress has been acknowledged in recent years in expanding early education through preschool services for children aged 3-6, participation in childcare services from 0 to 3 years of age are still extremely low, and in most countries nonexistent.

1.5 Build a sustainable, resilient way forward: the systemic approach towards ECCE

ECCCE provision is usually scattered across different actors (UNESCO, 2015b). A number of ministries and departments at provincial, district and community level are generally involved in ECCE: basic education, higher education and training for early learning; employment, social affairs for care services, and child social protection; health, environment, quality of life for mother and child health, survival, nutrition, water and sanitation; as well as women's empowerment, children's rights, and justice for legal protection. Ministries and departments of planning, finance, and local development participate in the coordination of ECCE policies and strategies, and the relevant budgetary allocation, while statistical offices are in charge of collecting data to monitor and evaluate policies' implementation and impact. Furthermore, in most countries where government led ECCE services are limited, chambers of commerce (which represent private owners) and corporations are key implementing partners. NGOs, community based and religious organizations, professional associations, academia, and, ultimately, parents, are also fully involved in ECCE.

None of these different actors might accomplish the holistic development of children, in all their areas of cognitive, socio-emotional, and physical growth by working in isolation. If actors work incoherently and without cooperation, the ECCE provision will be dysfunctional, resulting in a fragmented experience for children and parents and far from being holistic, resilient, and effective. As a result, the lack of a systemic perspective is the major constraint undermining efforts to boost access to quality and equitable ECCE at the global level. It is not the consequence of chronic budgetary deficit of most countries, which limits the national spending towards social welfare, but rather a contributing factor. Countries with high national incomes are not necessarily those with larger and better ECCE provision. It is the awareness about the necessity of working as a system, rather than in isolation in order to effectively promote the holistic development of the child, which makes the real difference in ECCE. A system can be defined as a corpus of institutions, actors, rules, mechanism, processes, and practices, working as one to achieve a common set of goals.

A functioning system is paramount to have effective, sustainable, resilient ECCE and comprises the following capacities:

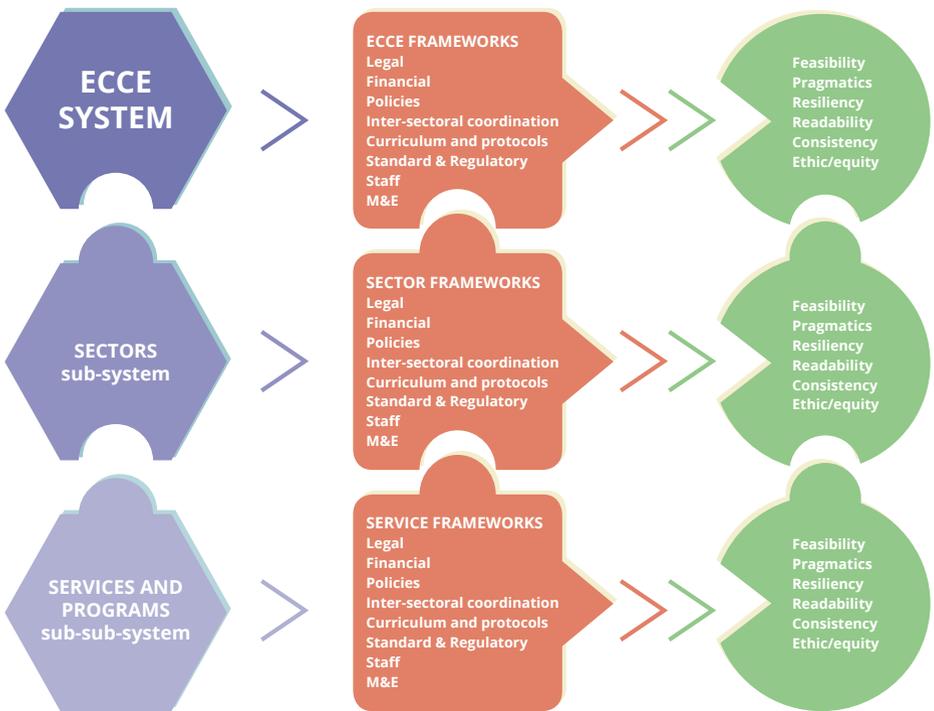
Effective ECCE systems enable the provision to children of continuous stimulation throughout all ages, and in all areas of development. Acquisition of children's skills and abilities spans over the period from birth to eight years of age, following a continuous trajectory (UNESCO, 2002). As a result, programmes and services provided to children in order to support their holistic development must be considered in continuity, from preparation for pregnancy and prenatal services to early stimulation, and learning, to the

transition to primary school. Continuity entails a high level of interaction among staff from different services, as well as of learning and development contents among programmes, with a common system of monitoring and evaluation. These elements are also essential to strengthen the quality of ECCE provision (Evans, 2000).

Sustainable ECCE systems entail, as a clear framework of action, the avoidance of overlapping, a lack of responsibilities, the duplication of provision of programmes and services, and ultimately of expenditures. As an example, food supplements are essential for the development of children's motor and fine skills. However, food supplements delivered in preschools, especially in the most marginalized areas, are also a key intervention to stimulate children's enrolment, which also increases quality of learning and has positive effects on the development of children's cognitive abilities. On the other hand, the delivery of food supplements through education services can minimize costs for health sector, enable the tracking of children, and can identify gaps as well as plan solutions (FAO, 2014). The same can be affirmed for vaccinations and developmental and health checks, as well as legal protection procedures and other early interventions. Another example is the implementation of social benefits schemes in the form of monetary transfers in benefit to poor families inclusive of certain conditions for their young children, such as enrolment in pre-primary education, health monitoring, nutritional standards, and learning progress. These schemes reduce the financial burden of parents, while also incentivizing the participation of children in ECCE programmes and services, especially in countries where services are mostly private (Putcha et al., 2016).

Resilient, because increasing performances lead to a sense of ownership among policy makers, staff, and parents, enabling them to overcome political, social, and economic turnouts in the country while also guaranteeing the cultural appropriateness of interventions (Vargas-Baron, 2005).

The value added for actors to work in a systemic perspective by integrating their interventions, is demonstrated by countries which have established well-structured systems and the benefits in terms of effectiveness of the delivery. In these countries, expansion of ECCE programmes and services has been consistent, coping with the emphasis on quality of provision, as well as equity.



1.6 Purpose of this prototype

In most countries, actors involved in ECCE work in isolation, rather than integrating their interventions, while the resultant damages of fragmentation have already been discussed. This fragility has the potential to undermine the fundamentals of ECCE and jeopardize the socio-economic development and the geopolitical functioning of nations.

The objective of the present document is to provide a concrete support to policy makers in designing a functioning ECCE system thus enabling efficiency enhancement, sustainability, and resilience of the provision of services for the holistic development of the child. The IBE prototype is a compendium illustrating what countries should have and should do in order to create a model ECCE system.

To function effectively, an ECCE system needs:

- » An institutional framework coordinating common ECCE policies and plans;
- » A legal framework enforcing and regulating ECCE provision;
- » A financial framework establishing modalities for allocating funding to ECCE, and norms to private financing;
- » A programmatic framework establishing criteria for quality of ECCE provision, i.e. standard for physical infrastructures, protocols and pedagogical tools, professional profiles and development;
- » A monitoring and evaluation framework to track progresses in terms of access and quality of ECCE provision as well as children's development outcomes.

1.7 Audience of the prototype

The prototype is intended to guide policy makers in the different institutions involved in ECCE towards the building of effective and sustainable ECCE systems, thus better enabling policy makers to promote the holistic development of the child.

The prototype supports policy makers in assessing gaps and finding solutions to build a functioning ECCE system from countries where ECCE provision is jeopardized or where a system is in place, but the aim is to strengthen it and make it sustainable, to countries that want to reach first-rate ECCE system provision. As such, it can be utilized to improve specific parts or to plan the entire ECCE system. The prototype is universal and can be adapted to any given cultural, historical or socio-economic context. This prototype is a living document, to be enriched in the future, by experiences of countries embarking on the process of making ECCE systems working for children.

1.8 Contribution of UNESCO-IBE to ECCE

Founded in Geneva in 1925, the International Bureau of Education (IBE) is a global leading UNESCO Institute, recognized and valued for the expertise that it brings to Member States addressing critical areas that impact provision and delivery of equitable quality education for all within the framework of the 2030 Agenda for Sustainable Development. ECCE, being the foundation for life-long learning, represents a key area of intervention for IBE. IBE has been one of the key enablers of the Moscow Framework of Action and Cooperation, aiming at promoting the overall holistic development of children, through enhancing and integrating ECCE programmes and services for children from 0 to 8 years of age. The aim of this initiative is to boost the full implementation of the Moscow Framework, by providing tools to key policy makers to development model ECCE systems.

The mandate of IBE-UNESCO⁴

The IBE's renewed mandate, adopted by UNESCO's Executive Board (209 EX/Dec.12) is outlined below:

a) to consolidate and synergize the work of the UNESCO in curriculum, fostering a forward-looking vision to contribute to equitable and inclusive education and sustainable development for all in the wake of global challenges and societal challenges;

b) to build a knowledge-base on curriculum, with the most advanced and cutting-edge research and comparative studies, making available methodological tools, curriculum prototypes and good practices;

c) to develop standard-setting norms and instruments in curriculum that can guide and support Member States in the definition of their public policies and strategies;

d) to respond to the needs of member States, particularly developing countries, in developing and reforming curriculum through capacity development and technical assistance, and to foster policy dialogue and the sharing of experiences in curriculum development and good practices among Member States;

e) to serve as a platform for networking and inter-sectoral dialogue on curriculum for the 21st century among relevant stakeholders, including relevant international organizations and academic institutions, with a particular focus on the transformative role of education for sustainable development, societal change and global challenges;

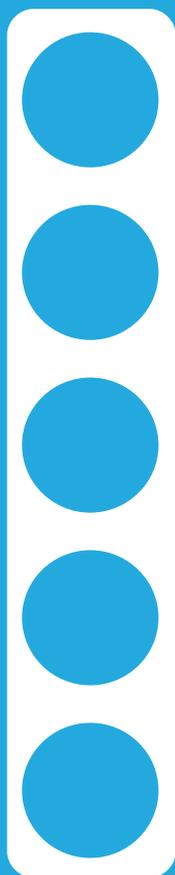
f) to develop training programmes, in collaboration with universities and other relevant stakeholders from different regions of the world;

g) to preserve the historical archives and documentation of the IBE, making them accessible to Member States and the public.

⁴ From IBE Action Plan 2021.

PART II

THE INSTITUTIONAL FRAMEWORK



2. The Institutional Framework

2.1 Introduction

ECCE, as the provision of education, care, health, nutrition, and protection to children from 0 to 8 years of age, is fragmented among a variety of partners, from governmental institutions, to private providers and NGOs. The purpose of a country adopting a systemic approach to ECCE resides in the necessity of making these different actors work as one in order to promote the holistic development of the child. Countries that have established well-functioning ECCE systems have seen substantial advancements in the child development agenda, as well as benefits for the economy and the society as a whole.

At the heart of a well-functioning ECCE system there is the necessity of ECCE actors to deliver programmes and services as one. An Institutional framework is as a set of institutional arrangements that give coherence and systemic character to ECCE programmes and services. It essentially guides diverse actors to work in coordination rather than separation.

Naturally, institutional arrangements may vary, as a result of the specific historical and socio-economic development trajectory of countries. In some cases, these arrangements may be in the form of shared procedures or inter-ministerial dialogue, while in others structured through coordinating entities. Whatever institutional arrangement is in place, it must ensure coherence, integration, impact fullness, and mutual reinforcement of constituent elements of ECCE (see Part I).

In this respect, policy maker, representative of a ministry, the civil society, or private sector might wish to assess whether the national ECCE context of the country in adopting a systemic approach in effect but not necessarily in structure. Starting from understanding who does what in ECCE in the country, understanding the number of actors involved in the delivery of programmes and services, and whether they share the same goals, as well as processes and practices; to setting up coordinating mechanisms, in the form of

common practices and procedures or an established and structured entity, thus enabling the integration of stakeholders' activities, beginning in the prenatal period and continuing throughout childhood, in their programming, financing, monitoring and evaluation.

It is crucial for countries to stimulate a culture of cooperation among staffs, starting from organizing joint-capacity building, targeting ministerial staff, including in higher positions, as well as those responsible for non-governmental institutions and donors, focusing, on one side, on the value added of cooperation towards the holistic development of the child, and particularly in enhancing access and quality of respective programmes and services, and furthermore through providing technical skills and tools (high level know-how) to effectively work in cooperation and integrate their programmes and services. Competencies of the staff must be continuously improved through in-service training, tutoring, and consultancies.

2.2 Stakeholders of the national ECCE system

ECCE is a multisectoral set of programmes and services, usually delivered by a variety of stakeholders, from governmental institutions, at central and local level, to private providers, as well as NGOs, community-based organizations, and parents (Regenstein and Lipper, 2013). The first step in building an efficient institutional framework is therefore to map the stakeholders participating in the ECCE system. These stakeholders include the following:

Ministries and Governmental Institutions

The Government composed by a Cabinet of Ministries comprise the executive power of a country. Ministries are headed by a Minister, who manages a specific sector through a bureaucratic organization. The number and roles of ministries varies from country to country. Some countries may similarly use the terminology “Department”, “Office” or “State Secretariat” as a synonym of Ministry. Yet, usually, the Ministries involved in ECCE are:

- » The Ministry of Education is usually in charge of early education. It is also responsible for curriculum, teaching material and training;
- » The Ministry of Health oversees health and nutrition programmes and services, such as pre-natal and natal support to mothers, developmental checks, vaccinations, as well as the treatment of diseases;

- » The Ministry of Social Affairs is in charge of social and emotional protection, and in cooperation with the Ministry of Justice, of legal protection and child labour prevention.

Parenting programmes are mainstream and offered by different ministries, while this process is similar for special programmes for children in need, OVC, displaced children, and children in special circumstances. The Ministry in charge of Refugees (Interior, Social Affairs, or special ministries in cases of crisis conditions) might be involved in the provision of services for these children. In addition, statistical offices, within different ministries and/or centralized at a national statistics bureau provides monitoring and evaluation as well as data about ECCE provision and children's outcomes.

In countries where the power is decentralized, local institutions at a regional, constituency, county or municipal level may also be involved in legislating and implementing ECCE provision. As an example, in most countries, local administrations responsible for licensing and delicensing of ECCE providers (see Chapter 3). For some services, such as early care and education, municipal services are far more effective in providing holistic child development, due to their closeness to parents and communities' needs.

Governmental institutions should be the main providers of ECCE programmes and services, in order to equal access to quality provision (Taguma et al., 2012). In this respect, staff in services are civil servants, the infrastructure belong to the government, and the relation between parents and the institution is driven by public officers.

Non-governmental organizations and Civil Society

Non-governmental organizations, such as NGOs, INGOs, CBOs, FBOs are also key contributors of ECCE. They are often involved in advocacy and specific field activities, and they might be also providers of programmes and services. Usually, they provide more affordable services, and they benefit from a lower taxation, as they are supporting the government in the provision of ECCE. Some NGOs provide emotional protection by offering programmes for children in specific conditions and in need of emotional protection. The Civil Society includes parents who share with staff in various services the integral role of nurturing the holistic development of the child, as well as trade unions that preserve the quality of working environments and generally defending the rights of workers (UNICEF, 2014b). The latter may also become organization of (self-) training of staff.

The Private Sector

The institutional framework also involves private providers. Private-profit providers are usually involved in education, nutrition, and health. Since their services are fee-based, there is the possibility that they limit access to vulnerable children. In this respect, in some

countries the Government might contribute in supporting parents by paying part of the fee or giving direct contributions to providers enrolling children in marginalized areas (see Chapter 6).

Academia and Training Research Institutions

A range of technical and professional bodies such as researchers, academics, national opinion leaders, national and international goodwill ambassadors, and so on support the delivery of ECCE services. These institutions provide continuous evidence to the veracity of ECCE's underlying principles and realities and strengthen the knowledge about and around early childhood. These institutions might oversee the provision of education (pre-service) and training (in-service) of the ECCE staff in the different sectors. Written agreement between providers (both public and private) and universities or Research and Training Centres are an element of quality of the system and therefore should be supported through legislation.

2.3 Countries' effectiveness of coordination mechanisms

Coordinating mechanisms, whether through established entities or practices, are essential to overcome an institutional culture of work in ECCE which does not foster collaboration.

Coordinating mechanisms have potentially differing natures and may be structured as:

- » General procedures of communication and sharing of information and processes among different stakeholders, and common processes of work around overlapping policies, services or programmes;
- » Continuous and well-organized committees or authorities tasked with providing coordination in the activities of the different ministries, sectors, and non-governmental stakeholders;
- » Permanent structured institutes or institutions aimed at the coordination of the activity of the different sectors, policies, services, or programmes.

Coordinating mechanisms must include representatives from government, the private sector, the technical partners, the civil society, and representatives of the communities benefiting from ECCE (e.g. organization or association of parents). Each representative

must be considered to have an equal standing, as this is essential to build national consensus on ECCE interventions and strengthen the sustainability and resilience of the ECCE system.

The history of each country, the awareness around the crucial role of coordination and the capacities of stakeholders, shape the choice of the coordinating mechanisms. However, it is crucial that mechanisms adopted by countries have a number of elements enabling effective coordination and harmonization of stakeholders' activities, including:

Definition of Roles and Responsibilities

Each stakeholder should have a clear governance structure, with roles and responsibilities assigned (Vargas-Baron, 2005). Provision of directives at the policy level is a necessity, in order that decision-making on ECCE flows easily within the ministry as well as outside; along with a technical/operational level, composed by technical staff, in charge of programming, planning, implementing, monitoring, and evaluation of ECCE provision. As a result, it is mandatory for each stakeholder to have a dedicated staff and/or division specifically focused on ECCE, which is not often the case. An unclear definition of the roles and responsibilities might lead to misunderstanding, malfunction and failure in the provision. This also pertains providers at field level, which are expected to have a clear definition of roles and responsibilities, defined through frameworks regulating the licensing procedures (see Chapter 3).

Communication Procedures

Dedicated staff should follow specific communication procedures to share information, plans, and knowledge. An agenda of periodical meeting should be set up, grouping all major stakeholders therein (Mintzberg, 2007). Both coordinating meetings and coordinating generally should be planned on a goal-achievement basis. Joint missions in the field are regularly carried out in order to observe the status of services and the plan's implementation. A mainstream communication policy involving the media system is developed in order to share information with the public, parents, families, and to raise accountability.

Sharing and planning common objectives, monitoring an evaluation

Defining common objectives, as well as programmes and plans (including financial plans) is crucial to ensure coordination, alongside continuous monitoring and evaluation of the effective implementation of integrated policies and plans. This clearly pertains all levels of provision, from ministries to providers of ECCE programmes and services in the field.

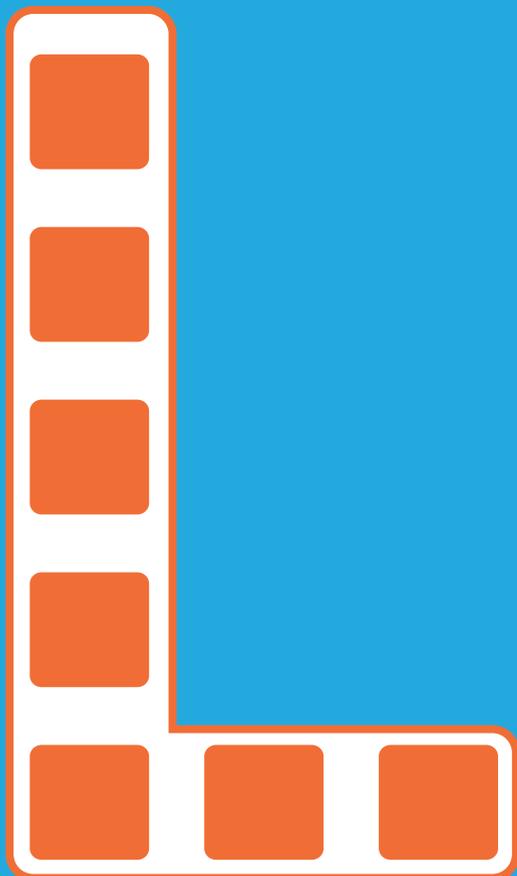
2.5 Enablers of a functioning institutional framework

A coherent and efficient institutional framework is based upon a solid coordination mechanism involving major ECCE stakeholders in the country. This mechanism elucidates clear roles and responsibilities assigned, shared objectives and regulations, a well-functioning modus operandi as programmes and plans are integrated, and consistent communication practices among stakeholders as well as the general public. The coordination mechanisms might assume different forms.

Whatever modality the country has or will establish to coordinate the ECCE system, it is important for policy makers to consider a few factors that might jeopardize (or, if successfully tackled, potentially enable) the efficiency of ECCE provision in promoting the holistic development of the child. What are the enablers then of a well-functioning institutional framework?

- » There must be a political commitment by the government at both national and local level to invest in the holistic development of the child and an appreciation of the necessity of clear and coherent institutional arrangements to coordinate ECCE provision among the different actors of the system. Coordination mechanisms risk powerlessness without means. The dedicated ECCE staff in ministries and institutions, should be allowed adequate budget for running costs. In addition, the turnover of ECCE staff must remain low, and focal points of the ECCE system should remain in their positions for a period of time at least equivalent to the usual programmatic cycle, in order to avoid jeopardizing communication procedures and the building of shared objectives, values, and working habits. This must then be integrated with strict anti-corruption rules and practices. Internet might also be an enabler, as it creates an instant mainstream communication and assessment system with limited costs.
- » High-level know-how among the staff: a high level of competencies among the staff responsible for ECCE in each institution and stakeholders involved with the system is crucial. From ministerial staff to practitioners, from leaders in any position to professionals responsible for non-governmental institutions and donors, it is important to strengthen the technical skills working in cooperation and integrating programmes and services (Van Ravens and Vargas-Baron, 2015). Competencies of the staff must be continuously improved through in-service training, tutoring, and consultancies.
- » Finally, donors and different agencies must be also coordinated and deliver as one. The coordination is not limited to the Ministries and the providers. UN agencies and donors, as they are in many cases the largest funders of programmes, are in effect part of the ECCE system. As a result, in order to facilitate the coordination of national stakeholders, agencies must also develop practices and establish mechanisms to avoid pursuing various ECCE activities in isolation (Schachter, 2001).

THE LEGAL FRAMEWORK



3. The Legal Framework

3.1 Introduction

Working in a systemic perspective, coordinating the objectives of the ECCE provision, is key to ensure the efficacy of ECCE, in terms of accessibility, quality and equity, to promote the flourishing of children. A well-functioning system cannot be in place without a coherent legal framework. A legal framework is a set of legislations, from the Constitution, to acts, as laws, bills, regulations that provide the legal basis for actors to conceptualize, invest, engage and deliver integrated ECCE programmes and services. Laws does not only regulate services, as they also enact nation's values, building a common ethos on the centrality of the child and its holistic development, among all citizens and communities of the countries.

When designing the legal framework for the national ECCE system, policy makers may want to first map the current legal landscape pertaining to children in the country. It is a necessary step to understand whether the country's legislations are facilitating - or conversely jeopardizing - the ECCE system. A legal landscape has several layers, starting from the global level. To point out, a number of conventions, declarations, and recommendations, have been ratified and adopted by countries under the aegis of the United Nations, which promote or support the holistic development of the child.

3.2 Global conventions, declarations, recommendations enacting and supporting ECCE and the holistic development of the child

A number of conventions, declarations and recommendations have been signed under the umbrella of the United Nations. They pledge or require countries to orient legislations towards integrating ECCE, as the best way to ensure the holistic development of the child. Some of them are well known and target directly children. Here a list:

United Nations' Convention on the Rights of the Child (CRC) (1990)

The United Nations' Convention on the Rights of the Child (CRC) has been signed in 1989 and entered into force in 1990; it has been ratified by 195 countries, making it the most widely ratified international human rights treaty in history. By recognizing the rights of children to survival and development, to be heard and participate in decisions affecting them in accordance with their evolving capacities with their best interests, and not be discriminated, the CRC entails basic elements of ECCE. By obliging State Parties to fulfil their commitments vis-à-vis the treaty, it legitimizes and incentivizes countries to promote legislative acts and implementing means towards ensuring equal access to ECCE. In addition, in 2006, the Committee on the Rights of the Child issued General Comment 7 'Implementing Child Rights in Early Childhood'. The committee interpreted 'the right to education during early childhood as beginning at birth and closely linked to young children's right to maximum development' (Paragraph 28, art. 6.2). Therefore, States Parties' obligations include the development of comprehensive policies for young children and the need to assist parents and carers through, for instance, quality childcare services and parenting.

Dakar Framework for Action on EFA (2000)

The World Declaration on Education for All (EFA) and the subsequent Dakar Framework for Action on EFA in 2000, signed by 164 countries, have explicitly recognized ECCE as an integral part of basic education. The Education For All is a global commitment to provide quality education to all children. It is composed by six goals to be met by 2015. Specifically, the EFA goal 1 aims at 'Expanding and improving comprehensive ECCE especially for the most vulnerable and disadvantaged children'.

Moscow's Framework for Action and Cooperation (2010)

In 2010, representatives of 193 countries, led by UNESCO, gathered in Moscow and adopted the Framework for Action and Cooperation: Harnessing the Wealth of Nations, which commit States to fully integrating ECCE in national legal, policy and strategic frameworks, and reinforcing equity, inclusion and quality of ECCE services.

ECCE is intended as holistic and broad interventions, starting from care and education, including good birth outcomes, neonatal, health and nutritional, protection and well-being, for children from zero to eight years of age. The Moscow framework complements the EFA, and it has been instrumental to the design of a specific measurable target on ECCE included in the Sustainable Development Goals 2030 agenda, adopted by the United Nations in 2015.

Sustainable Development Goals (2015)

In September 2015, world leaders adopted the Agenda for Sustainable Development, which states 17 Sustainable Development Goals (SDGs) and 169 targets to be achieved by 2030. The Sustainable Development Goal (SDG) 4 establishes that every child is enrolled in at least one year of pre-primary education. It also implicitly embeds the notion of ‘quality’ as the capacity of pre-primary education to ensure that children will be developmentally on track, in literacy-numeracy, physical, social-emotional, and learning. This goal is complemented by other SDGs’ targets: SDG 2 (target 2.2) aiming at ending stunting and wasting for children under five years of age, along with the SDG 3 (target 3.2) that demands to drastically reduce child mortality, and provide universal access to sexual, reproductive, and essential health-care services, and free vaccinations for all. Finally, it aligns with SDGs 5 which promotes gender equality, and 16 (target 16.2) which aims at ending of all forms of violence and abuse against children focusing on enhancing survival, nutrition, health, promoting gender equality, and contrasting violence, abuse.

ILO Conventions and Declarations on Child Labour (1919-1999)

The conventions and declarations adopted under the aegis of the International Labour Organization throughout almost a century, commit States to legislate in order to prohibit or severely restrict the employment and work of children. The two main conventions are: the N. 182, and recommendation N. 190, adopted in 1999 which prioritize the elimination of the worst forms of child labour; and the N. 138 recommendation N 146, of 1973, which sets the legal minimum age for employment at 15 years of age. The two declarations have been ratified by 179 and 166 countries respectively.

Others indirectly support children, by enhancing human rights and development of all ages:

Universal Declaration of Human Rights (1948)

The Universal Declaration of Human Rights (UDHR) is an historically document proclaimed by the United Nations General Assembly in Paris in 1948 and the reference for successive international treaties, regional human rights instruments, national constitutions. It is composed by 30 articles stating individual’s rights, from the right to live and the prohibition of slavery, freedom of movement, religion, speech, to socio-economic rights including education and health, along with equality.

The UNESCO Convention against Discrimination in Education (1960)

The UNESCO Convention against Discrimination in Education is a treaty adopted by UNESCO in 1960. The treaty commits States to combat cultural, religious assimilation as well as racial segregation in education, while also guaranteeing free choice of for religious and private education, and the right, for teachers, to use mother tongues for national minorities.

The Convention on the Elimination of All Forms of Discrimination against Women (1979)

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), was adopted in 1979 by the UN General Assembly. It consists on a preamble and 30 articles which give a definition to the discrimination against women, and outline a series of commitment that States should implement, in order to end discrimination

3.3 The promotion of the right to ECCE

Constitution

The Constitution is the supreme law of the country. It regulates rights and duties of citizens and institutions, it states the values upon which the Nation is built. Constitutions substantially varies, as they are influenced by the historical, economic, cultural and political traits of the country. In some Anglo-Saxon countries, constitutions are not written but rights are nevertheless enounced through statutes, common-law decisions, and institutional conventions.

It is important that the constitution of the country clearly state rights to education (including primary and pre-primary), socio-emotional development and care, survival, health, nutrition, name and nationality, protection against any form of violence, non-discrimination for children from conception to eight years of age. By stating these rights in superior law of the country, actors of ECCE, above all children and parents, are entitled to plea for equal access to quality programmes, services in early years. On the other hand, policy makers are legitimized to act in order to ensure the fulfilment of the rights of children to fully develop. The absence of the right to ECCE, whether implicit or explicit (mentioned separately, as education, care, health and nutrition, protection) in the Constitution might undermine efforts towards building a functioning legal framework, enabling the national ECCE system.

Legislative acts

The foundation of a functioning ECCE system lays on harmonized ECCE legislations. A robust legal framework for a national ECCE system is anchored in the consistency and complementarity of the different levels of legal instruments. Constitutional rights and principles might be failing unless they are not enforced through actual laws (or acts, bills depending on the terminology adopted by the country), promoted by single sectors, such as education, health, social protection, legal protection. Inter-sectoral laws, such as children's acts or bills, aims at providing a comprehensive legislation for children's policies, obviously facilitate and strengthen the legal basis of the national ECCE system.

What should then a sector law in the country includes in order to give consistency to the national ECCE system?

- » Sector's legislations must clearly cite children from 0-8 years of age as holders of rights, and objects of policies and interventions. For instance, education laws tend to focus on basic education, without considering the relevance (and needs) of early educational, before primary schooling. Similarly, services aimed at strengthening the socio-emotional, cognitive and physical development of the child from 0 to 3 years of age are usually absent in social sector's laws.
- » Secondly, the goal of ECCE must be clearly indicated. Laws must detail what are the intended outcomes of ECCE, in terms of the holistic development of every child in the country. In addition, a law must provide principles guiding ECCE provision towards expected goals. Specifically, the universality of access, regardless of socio-economic conditions of children, gender, ethnicity, religion, physical location, etc. which is a prerequisite to ensure equal chances to children to fully develop their potential and skills; along with quality of the provision.
- » Lastly, specific characteristics of ECCE provision, enabling the above-mentioned principles, must be spelled out, from the governance, to financial needs, along with programmatic outlines, in particular standards and norms about quality of ECCE programmes and services, in terms of infrastructures, curricula and guidelines, protocols, staffing, along with monitoring and evaluation.

3.4 Standards and regulations for ECCE

The last layer of the legislative landscape of the country is the set of regulations which states what programmes and services should provide, and how. This is an essential component guiding providers, in the delivery of services, outlining what is quality and what is expected by both privately and publicly operated ECCE. Quality is quantified through standards on staff qualification, learning environment and infrastructures, record keeping and health and safety issues, curriculum and protocols in use. Standards apply to all the players and providers. The regulations also set the rules for providers to initiate an ECCE programme and service.

The decision of a provider to implement an ECCE service is ratified by a document (Contract or Agreement) which constitutes the legal agreement between the provider and the ruler (a Ministry of the institution implementing the policy for which the provider is applying). The Contract or Agreement contains the standards to be respected by the provider, along with a project proposal and plan for the service's delivery.

Licensing/delicensing

This Contract or Agreement also specifies the penalty for not fitting with standards, after inspections. The provider, in the Contract, agrees to submit administrative documentation useful to verify the conditions of the delivery of the service/programme to the competent ministry or institution. Once the Contract of Agreement is registered, the licensing/delicensing process starts with inspections from the ruler (ministry or institution in charge of the licensing/delicensing the ECCE service). Inspections are regular, to guarantee the continuous monitoring of providers' respect of regulations and standards. The result of the inspection ends in an evaluation report. The report can also make requests for improvements (with a deadline of completion). The final response of the inspection is the license (or the confirmation of the license, in the case of an ongoing activity) or a delicensing verdict. Licensing is acknowledged for a defined period. After the period (usually three years), the provider must go through a new licensing procedure.

It is important to prevent corruption of inspectors and avoid conflicts of interests. It is paramount, in this respect, to follow a well-established and transparent process of selection of the inspectors, good working conditions for the selected personnel, continuous training and supervision. Periodic meetings between the ministry or the institution in charge of licensing and delicensing and providers (private or NGOs) are organized, in order to assess regulations, and practices, and consult on them. Licensing and delicensing rules are the same all over the Country or the Region. Some exceptions can be made for community-based or home-based ECCE services, but regulations as such must be validated by the Government, which should also set up programmes to support providers in upgrading their standards.

3.5 Enablers of a functioning ECCE legal framework

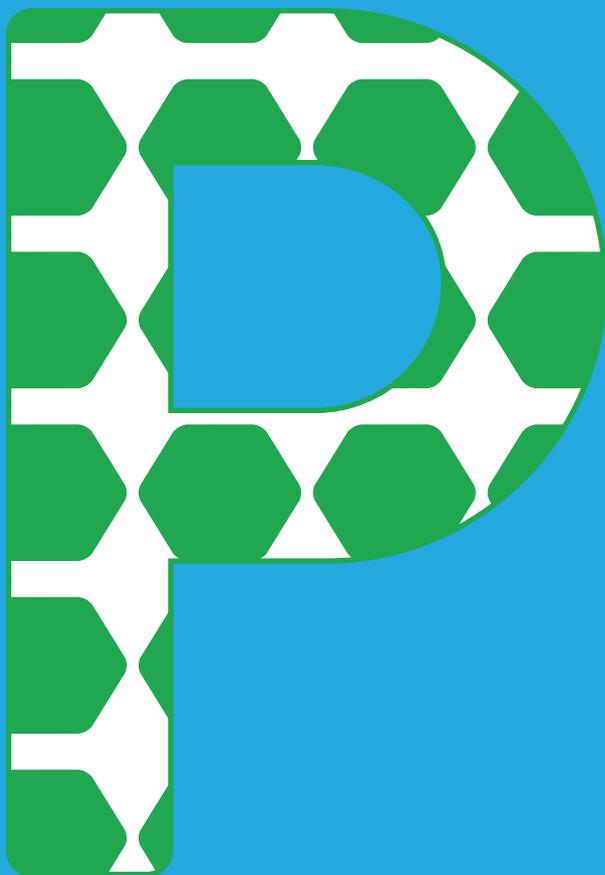
The coherence of the legislative landscape is primordial for the well-functioning of the national ECCE system. Each layer of legislation must include ECCE goals and means. And the country must respect its pledges towards the holistic development of its children vis-à-vis the world. In case, incoherence is found, policy makers must claim for legislative revisions and build national consensus upon making new and better ECCE laws.

However, this might not be sufficient for the legislative framework to be effectively enforced. As a result, the question has to be asked to know if the country actually implement the above legislation. A law or a signature of a global statement of intents, might remain just a pledge, if there is no mechanism to enforce it. Concretely:

- » Legislative acts need to be implemented throughout appropriate policy and financial planning establishing short- and long-term objectives and means along with an institutional arrangement enabling to implement these plans.
- » Regulations cannot be effectively applied if there is limited or no qualified personnel for inspecting activities of public and private providers in all sectors and geographical areas of the country.
- » In addition, licensing and delicensing rules can be extremely complicated to apply by home and community-based programmes and services, with limited means and capacities. Yet government must think about accompanying (consulting) these providers in improving their quality standards, in order to avoid inequities among for children.
- » Also, corruption practices in licensing procedures can undermine effective implementation. Turnover of inspectors and a sound definition (and non-disputable) standard are essential.

Finally, monitoring and evaluation at all levels is crucial. The absence of an Monitoring and Evaluation framework (chapter 7), including indicators to track progresses from overall national goals to specific requirements/standards for services, along with an efficient system of data collection, might basically invalidates law enforcements. This is also salient for the country if it wishes to adhere to global declarations and conventions.

THE POLICY FRAMEWORK



4. The Policy Framework

4.1 Introduction

ECCE is an ensemble of programmes and services aimed at the holistic development of the child, usually fragmented among diverse actors, governments, the private sector, non-governmental organizations, communities, and parents. Fragmentation jeopardizes quality, equity and efficacy of the delivery of ECCE, and ultimately harms children's development potential. As a result, a functioning ECCE system requires continuity and coordination of programmes and services for young children and parents. Formal institutional agreements, enabling stakeholders to work 'as one' for the well-being of the child are paramount in this respect. Yet, they may be insufficient when not accompanied by national integrated ECCE policies and operationalizing synergies among partners' activities.

A policy is a course or general plan of action to be adopted by government, party, person (...) by which the government translates its political vision into programmes and actions to deliver "outcomes", desired changes in the real world.

Countries that have designed and adopted policies and action plans to integrate ECCE have seen higher degrees of cooperation among sectors and successful implementation processes. Nevertheless, at present, policy planning is one of the weakest areas of ECCE in most countries. In 2013, there were around 78 countries declaring to have adopted, or in the process of adopting ECCE policy frameworks, but the quality and usability of such frameworks were often extremely limited.

A major obstacle towards integrating policy planning is the 'extreme sectoriality' of ECCE. Often, sector staffs are reluctant to embark upon inter-ministerial programmes and activities. Furthermore, ministries such as education and health, despite generally having access to significant national budget allocations, tend to compete in order to obtain larger shares, rather than cooperate to harmonize and optimize services for young children.

The aim of this chapter is to guide policy makers in developing coherent and integrated policy frameworks, enabling them to overcome fragmentation and ensure coordination among stakeholders' strategies, programmes, activities, and means. Policies must be based upon rigorous situation analyses outlining the status of ECCE in the Country, which identify major strengths and weaknesses, and key priority areas for enhancing services' provision. They should include vision, measurable goals, and integrated action plans.

4.2 In charge of policy making

A Ministry, a governmental body, or potentially inter-sectoral institutions such as ECCE authorities, must be identified for leading the process. It might set up a team of experts from major organizations and stakeholders involved in ECCE in the Country. The team (or the institution) is the responsible for the entire policy-making cycle, from the situation analysis to the definitive approval of the policy document and action plan. In this venture, the team can also be supported by external experts. Terms of references (TORs) are required defining major tasks of the team, the timeframe of the process, while a budget must be allocated to run identified tasks.

Usual ministries (in some countries, named as “Department”, “Office” or “State Secretariat”) involved in ECCE national policy processes are:

- » The Ministry of Education is usually in charge of early education and also responsible for curriculum, teaching material and training;
- » The Ministry of Health is in charge of health and nutrition programmes and services, such as pre-natal and natal support to mothers, developmental checks, vaccinations, and the treatment of diseases;
- » The Ministry of Social Affairs is in charge of social and emotional protection, and in cooperation with the Ministry of Justice, of legal protection and child labour prevention.
- » Other relevant Ministries can be involved in the process, based on the organization of Cabinet portfolios.

Participation of civil society, parents, private providers, and practitioners in this process is also essential to ensure public and political support towards future policy planning.

- » Non-governmental organizations, such as NGOs, INGOs', CBOs, FBOs, involved in advocacy or in specific field activities, while also possibly acting as providers of programmes and services;
- » Parents who share with staff in services the major role of nurturing the holistic development of the child;
- » Trade unions which preserve the quality of working environment and generally work towards the provision of workers' rights;
- » The private sector, such as private profit providers;
- » Academia and training and research institutions, as well as national opinion leaders.

4.3 Situation Analysis and its development

A situation analysis is a document that presents policy makers with a map of what ECCE is in their own country, how it is delivered, by whom, and with what results, as regard of strengths and weaknesses of the ECCE system. This includes the number and type of policies, interventions, programmes, and services supporting the development of the child from birth to eight years of age, along with the means utilized to ensure the effectiveness of the provision (financial and legal means, human and physical resources, etc.), the national stakeholders involved in ECCE, and the overall effects on children and families. As a result, undertaking a situation analysis in order to set the 'baseline' of the ECCE provision in the country is an integral step towards building a coherent national policy.

Defining ECCE programmes, services, and stakeholders

In developing a situation analysis, the first step to undertake is to establish a definition of ECCE and what ECCE must include, in terms of programmes and services, which must develop from consultations among policy makers and national ECCE stakeholders. The objective of the holistic development of the child is common across countries, but definitions may differ, as may the types of programmes and services in place. As an example, care services are, in some cases, considered as part of protection, while programmes for children with special needs could be embedded in one or all sectors' services. This preliminary work will help the identified team in the design of the checklist of programmes and services, inclusive of their characteristics and respective systemic frameworks to scrutinize in the situation analysis. The situation analysis must comprise two major aspects: on the one hand,

the quality and equity of ECCE provision (programmes and services), and on the other, the functioning of the ECCE system (in its major components, legal, institutional, financial).

Mapping and assessing quality and equity of ECCE programmes and services

The situation analysis must assess characteristics of the programmes and services in education, care, health, nutrition, and protection in terms of quality (e.g. infrastructural and organizational aspects, curriculum, staff, and guidelines; see Chapter 5), costs, and results for children and families, i.e. coverage, rates of access/participation, as well as ‘outcomes’ of cognitive, non-cognitive, and physical development. An inherent part of this process is an examination of equity aspects as well as the distribution of results in as regard children’s socio-economic and general demographic backgrounds (see Chapter 7).

Assessing the functioning of the ECCE system

Situation analysis must also ascertain the presence (or absence) and efficacy of the legal landscape, the financial and institutional frameworks, and existing policies and plans specific to each ECCE area and/or integrated across sectors. The following is a non-exhaustive list of elements that, when combined, constitute a well-functioning ECCE system (see Chapters 3, 6 and 7):

- » *Share of national spending devoted to ECCE (for example, in terms of GDP per capita);*
- » *Presence of the right to ECCE in the Constitution (spelled out for each component: education, care, health, nutrition, and protection; or integrated as ‘holistic development of the child’);*
- » *Laws regulating ECCE provision, both public and private;*
- » *Adherence to international conventions and declarations;*
- » *Sectoral ECCE policy strategies (pertaining to each ECCE component), inclusive of the presence of synergies across sectors (e.g. education strategy mentioning nutrition and vice-versa).*

Sources of information for the Situation Analysis

Analyses should be conducted using mixed-method approaches: quantitative analysis of primary and secondary data, such as statistical surveys, policies, and strategies produced by either governmental agencies or international partners. Yet, in many countries, lack of data, especially on care services for children from 3 months to 3 years of age, has the

potential to undermine this exercise. In such a case, it becomes necessary to complement limited quantitative data with face-to-face interviews or focus groups with decision makers, practitioners, parents, and large field observations.

Conduct a Situation Analysis

- » The first phase of situation analysis pertains the collection of all relative sources, including data and documentation, thus enabling the mapping of the status of programmes, services, and the system. A preliminary report should be produced following this phase, delineating strengths and weaknesses of ECCE provision and systemic realities. These preliminary reports should later be considered as areas for further analysis and improvement to be further integrated into the inter-sectoral policy and action plan.
- » The following step should be the carrying out of consultations among all national stakeholders involved in ECCE as well as practitioners and beneficiaries, at central, regional, and district levels. This can be performed through the use of focus groups, workshops, and written surveys, all involving practitioners, academia, and parents. The essential aim of such consultations is to illuminate missing information from existing documentation, to clarify data, and to upgrading the preliminary report.
- » The final step is to validate the findings of the report via a national workshop involving all institutional and non-governmental stakeholders, as well as with representatives of communities and parents. This validation must then indicate future actions to respond to findings.

4.4 Effective policy components to drive the ECCE system

The holistic nature of child development requires high levels of coordination among different actors involved in ECCE provision. The fragmentation of interventions and activities, the inordinate maximization of costs and the resulting minimization of impacts on children's development trajectories all must be carefully avoided. As a result, ECCE national stakeholders must join efforts to deliver ECCE as one. A policy is a fundamental tool in this respect, as it allows multiple partners across ministries, as well as parents, communities, and non-governmental organisations, to align and integrate their actions. This alignment and integration are the best way to promote innovation, knowledge, and cost-effective strategies that are culturally appropriate and increase quality and equity of ECCE programmes and services.

Firstly, the national ECCE policy should outline the shared vision of the holistic development of the child in the country, along with objectives and measurable targets for ECCE provision in terms of access, quality, equity, along with systemic elements to achieve these objectives (i.e. legislation, financing, standards and regulations, etc.). Roles and responsibilities for the implementation of the policy within sectors and across sectors are also delineated therein, while the policy indicates modalities for the monitoring and evaluation of the achievements, or lack thereof. It is essential that countries avoid developing policies from scratch, but rather identify and harmonize existing sector policies and strategies, as elucidated within the situation analysis.

Goals of ECCE and countries' objectives

According to the Moscow Framework of Action and Cooperation, Early Childhood Care and Education (ECCE) is the provision of care, education, health, nutrition, and protection to children from zero to eight years of age, including during the pre-natal period. The goal of ECCE is to promote the holistic development of the child through the development of cognitive, physical, and socio-emotional skills and abilities. It entails basic elements of the Convention on the Rights of the Child, such as the rights of children to survival and development, to be heard and to participate in decisions affecting them in accordance with their evolving capacities with their best interests, and to not be discriminated against. In addition, the goals of ECCE align with several conventions (e.g. ILO Conventions and declaration on child labour), and the UN Sustainable Development Goals 2030 agenda, in particular SDG 4, which establishes that every child is enrolled in at least one year of pre-primary education and is developmentally on track in literacy-numeracy, physical capacity, social-emotional abilities, and learning (see Chapters 1 and 3).

Countries must seek to construct their own ECCE policy's goals that are culturally appropriate. In doing so, effort should be made to embed international conventions and declarations, and to outline the main empirical facts and evidence in support of ECCE (see Chapter 1).

In addition, it is essential to align a country's ECCE goals to existing national development plans, to integrate (and legitimize) ECCE as a key component of the country's strategy towards building inclusive, productive, and sustainable economies and societies.

Countries' objectives usually pertain to the amelioration of specific areas of programmes and services, along with systemic features that are particularly lacking, in accordance with the Situation Analysis. It might refer to the coverage of one limited programme, e.g. care services for children aged 3 months to 3 years, or to the quality of a service, e.g. curriculum for preschool education, standards for ECCE infrastructures. It may refer as well to systemic elements, such as revisiting legislation for ECCE, setting up a Coordinating entity, etc.

Countries should work towards the delineation of feasible objectives, in order to avoid the possibility that policy implementation becomes unmanageable. This can be done, for instance, by focusing, for an initial phase, on key priority areas identified in the situation analysis as major weaknesses.

Operationalizing policies through action plans

Giving concreteness to a policy refers to establishing multi-annual action plans which include measurable indicators and targets (along with their respective baselines) and monitoring progress towards the policy's objectives (as well as monitoring activities to achieve these targets, such as inputs inclusive of human resources, equipment, and financial means). Furthermore, this entails assigning roles and responsibilities for the policy's implementation, including how the M&E will be conducted, while also outlining possible risks during the implementation phase and solutions to overcome them. Action plans are essential tools showing how each item in a policy will be implemented in practice.

Action plans must be incorporated into existing sector or national plans. Considering that delivery of services is usually independently managed by each ministry and department, it is essential to align targets, activities, budgets, and timeframes to ministerial, institutional, and national development plans, to maximize investments, enhance coordination, and raise efficiency, quality, and equity.

At the beginning of each year, those responsible for ECCE meet to assess the implementation of the plan. Monitoring and evaluation mechanisms should be in place (see Chapter 7) to allow policy makers to effectively monitor progress in terms of access and quality, along with children's outcomes. These meetings are also occasions to review/adjust multi-annual plans, targets, and activities. Yearly reporting must integrate the TORs and work-plans of the responsible staff for ECCE in each ministry.

Action Plans are usually visualized through a matrix that can be composed and illustrated in a variety of modules. Nevertheless, there are a number of basic elements that must be present:

- 1 *Reference to the policy's goal*
- 2 *Actions to be undertaken in order to achieve the goal*
- 3 *Responsible institution for the action*
- 4 *Timeframe*
- 5 *Budget*
- 6 *Status of the action*

Participation as a key element for policymaking and recognition

The process of making and validating policy should follow the same pattern of the situation analysis and be equally participative. It is essential to adopt participatory processes to policy planning, involving policy makers at ministerial, central government, and local levels, along with practitioners, NGOs, CBOs, the private sector, international organizations, and academia. Large consultations with parents and the general public must be undertaken, using existing fora (e.g. parents-teachers associations, community centres, family centres) as well as various Information Communication Technology (ICT) apparatuses and media campaigns. Consultations are not only crucial to provide information integral to the development of coherent and efficient policies and action plans, but also serve to raise ownership among stakeholders and the public. Participation enhances national consensus towards ECCE goals and objectives, thereby securing their sustainability and durability, and the concurrent effective implementation of plans.

What a policy document looks like? Key elements

Forward: generally a message from the government that outlines the country's vision for ECCE. It might be written by the Minister heading the ECCE committee.

Glossary: a list of acronyms and integral vocabulary that serves to clarify the terminologies adopted in the country to describe ECCE (programmes, services, institutions)

Summary and purpose of the policy: outlines why the policy document is written, for what purpose, and for whom. Usually, the purpose reflects the goals of the national ECCE policy and the main objectives, both in terms of provision as well as the working modalities of the system. It also specifies the use of the document for institutions, stakeholders, policy makers, practitioners, and families.

Rationale for ECCE: this section includes scientific evidence in favour of investing in ECCE, along with mainstream declarations, conventions, and agreements developed by international organizations pertaining to ECCE.

National goals of ECCE: outlines the country's definition of ECCE and the goals of early interventions with reference to the holistic development of the child. It also embeds ECCE into national development goals and plans. This section furthermore defines the target groups for ECCE, in particular the categories of vulnerability and age groups.

Situation analysis: a summary of the situation analysis is necessary in order to underline 'who does what in ECCE'. This includes a list of national stakeholders and actors in ECCE, along with programmes and services thereof. Notably this section must also provide an overview of the main strengths of the ECCE system along with the gaps in provision. The

introduction of the gaps sets the stage for the concrete objectives of the policy to improve ECCE.

Policy objectives: this is the core of the policy document, as it illustrates the areas of ECCE where improvements are needed and key actions to be undertaken in this respect. Usually, this section is divided per ECCE domain - education, care, health and nutrition, protection - but it also includes a chapter devoted to common (or systemic) features, such as legal, financial, institutional, and M&E. Institutional arrangements, establishing roles and responsibilities of each stakeholders, as well as the ways and means of policy implementation may be set apart.

Action Plan: the operational tools to implement and monitor the achievements of policy objectives. It includes, per each objective, a measurable indicator and a baseline, along with the target to be reached within a specific timeframe. It clearly outlines activities and outcomes which are necessary to achieve the target, as well as roles and responsibilities, means (human, financial, physical), and risk and contingency plans.

4.5 Enablers of a coherent ECCE national policies and plans

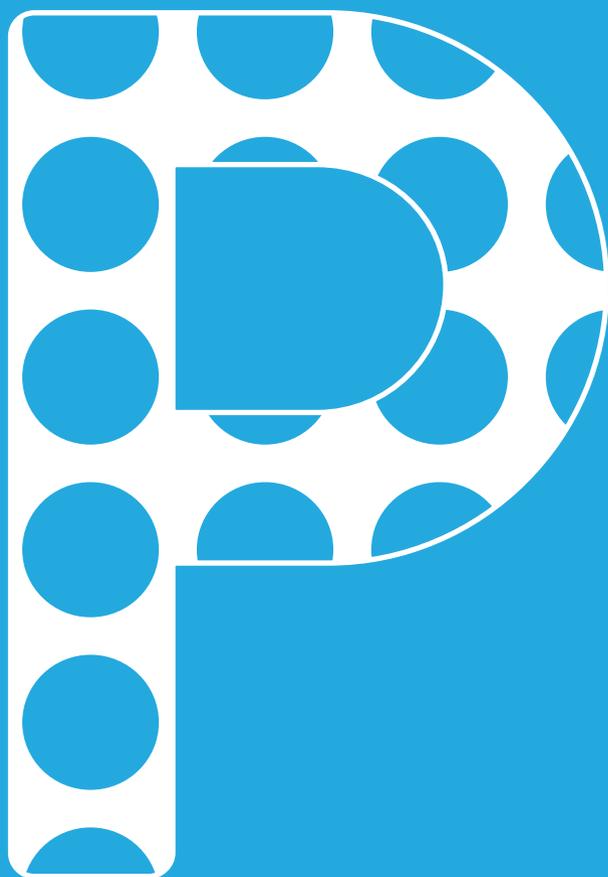
The making of national policies is a complex exercise. It requires high degrees of coordination among stakeholders, knowledge of programme and services characteristics, and participation of a large number of stakeholders. Accordingly, policy makers should consider a number of factors, discussed below, which must be in place in order to ensure coherent and effective processes of policymaking.

- » The lack of institutional coordination might seriously threaten effectiveness of policy implementation. Countries should primarily establish well-functioning ECCE inter-sectoral coordinating bodies, in the form of either 'light' institutions (e.g. inter-ministerial committees) or ad-hoc executive agencies and institutes (often attached to a lead ministry or prime minister office, presidency of the republic). These bodies should be composed by leaders, trained in coordinating policies, and have the official role of designing and monitoring the implementation of the multi-annual plans. They should also undertake advocacy and communication activities to raise public and institutional knowledge and awareness, thus reinforcing inter-sectoral coordination itself. Institutional coordination bodies or mechanisms should have a clear leadership.
- » It is crucial for countries to stimulate a culture of cooperation, primarily among ministerial staffs. Capacity building should be organized, targeting leaders in ministries and non-governmental organizations, as well as community-based organizations and

private providers. The focus should be, on the one hand, on acknowledging the holistic dimension of ECCE and the benefit of inter-sectoral cooperation, while on the other, providing technical skills and tools to design and implement integrated policies and plans. This leaders' group should be the core of institutional bodies and arrangements, as well as the coordination of the implementation of ECCE policies. Capacitating leaders is a precondition to embark upon processes of effective policy planning, which starts from conducting rigorous situation analyses.

- » Lack of data might seriously undermine the undertaking of situation analyses and consequently policy planning. It is essential for countries to develop and implement effective M&E systems, enabling the collection and elaboration of data on ECCE programmes, services, costs, and children's participation and outcomes. Data must be collected and communicated regularly by providers, both public and private. As a result, data collection and communication must be embedded in the standards and regulations that every provider must respect, as a condition for receiving funds and/or accreditation and licenses.

THE PROGRAMMATIC FRAMEWORK



5. The Programmatic Framework

5.1 Introduction

The programmatic framework aims at establishing rules and criteria to organize and deliver quality ECCE programmes and services to children from birth to eight years of age, their parents and families. ECCE programmes and services promote the holistic development of children through diverse interventions in care, education, health, nutrition, and protection, managed by a variety of actors, sectors' ministries, institutions, private sectors, NGOs, and local communities. A well-functioning ECCE system offers children and families a continuous development trajectory.

Accordingly, it is essential that each 'engine' of the system, namely programmes and services, also works effectively. Countries which have established well-functioning ECCE systems are also those which have focused investments on increasing quality and synergies across diverse interventions and activities. Quality is a complex matter that entails subjective and objective factors, as well as local, contextualized aspects. Each country, following its nurturing and educational traditions and habits, may define its own idea of quality, but there remain factors of quality that are cross-cultural and global.

Specifically, quality is assured by curriculum for learning, by staff development and professionalism, and by legally establishments and key institutions governing ECCE provision (see Chapters 2 and 3)¹. Furthermore, quality entails standards, focusing mainly on infrastructures and the practical organization of programmes, along with guidelines to correctly provide services to children and parents.

ECCE programmes and services might be highly structured or delivered in a more informal manner, but quality must be controlled in any setting where the child is enrolled. The Programmatic Framework

1 OECD. Encouraging Quality in Early Childhood Education and Care. Research brief: Minimum Standards matters. <http://www.oecd.org/education/school/48483409.pdf>

aims at providing policy makers with the necessary knowledge to assess and construct optimal ECCE programmes and services, both formal and informal. In particular, the Framework denotes what should be included in order to promote the holistic development of the child and how these processes should be undertaken and maintained.

5.2 Quality Education Programmes and services

Preschool education usually supports children from 3 to 6 years of age in early learning. The education process then continues in primary education, at Grade 1 and 2. Preschool education has the objective of improving children's use of language and social skills, refining and contextualizing the development of logical and reasoning skills, supporting children's capacities of expression and creativity, and introducing alphabetical and mathematical concepts and codes. Further but just as integral objectives include: encouraging children to explore their surrounding world and environment by supporting scientific curiosities; supervising gross motor skills through games and other activities; encouraging social interactions with peers; and the development of skills, autonomy, and school readiness (Siraj-Blatchford, 2009). Primary education in Grades 1 and 2, is still considered early education and offers the continuation of the development of the critical thinking, the familiarization with contents and codes, and reading writing and math skills. In Grades 1 and 2 children strengthen social skills, emotional awareness, and relational competencies.

Preschool education is implemented by preschool and primary school services, in specific facilities or in community-based settings. Some countries where preschool education is not widespread enroll children at age five or six in early learning programmes, such as Grade Zero, pre-preparatory or Grade R. These programmes are usually conducted within the primary school building, provide one year of early education, and embed the same quality requirements in terms of curriculum and standards as those of preschool education.

Quality of early education is ensured by a curriculum focusing on playing and experiences and through defining the teaching/learning approach for teachers and staff in preschools. The learning tools must be supported by adequate physical infrastructures, as well as programmatic time schedules and organization. The adequacy of infrastructures and the organization of the programme is ensured by standards that each provider, public or private, formal or informal, must follow in order to effectively implement quality in preschool settings.

The Curriculum

The national curriculum

places national statements of vision, economic development and education policy in a curriculum context; sets out broad aims and objectives of the curriculum at the various stages of schooling; explains the educational philosophy underlying the curriculum and approaches to teaching, learning and assessment that are fundamental to that philosophy; outlines the curriculum structure, its subjects or learning areas and the rationale for the inclusion of each in the curriculum; allocates time to various subjects and/or learning areas in each grade or stage; provides guidelines to subject curricula developers, teacher trainers and textbook writers; prescribes requirements for curriculum implementation, monitoring and evaluation. (Source: UNESCO IBE 2011).

Curriculum is shaped by countries' specificities. However, assessment of effects of diverse types of curricula, in positively stimulating the holistic development of the child, has shown preferences for a learning approach (including learning-teaching strategies) which focuses on future competencies, thus enabling children to build culture, discover realities and meanings, as well as to develop cognitive, non-cognitive, and physical skills and abilities. The holistic development of the child is essential to living and being active in the world of today, characterized by knowledge, rapid changes, innovation, and ever-improving interconnectivity².

Future competences for early education

- » Critical thinking, problem solving, metacognition,
 - » Creativity and expression through verbal and non-verbal languages
 - » Self-awareness, emotional development, initiative, risk management, perseverance
 - » Logical, digital, technological, scientific and mathematical skills
 - » Sustainability, global citizenship education and awareness, gender sensitivity
-

² This paragraph takes into consideration the document inspired to Marope, M., Griffin, P., Gallagher, C., Future Competences and the Future of Curriculum, IBE UNESCO. UNESCO-IBE, 2017. http://www.ibe.unesco.org/sites/default/files/resources/O2_future_competences_and_the_future_of_curriculum_30oct.v2.pdf

Future competences learning outcomes³

- » Life-long learning skills
 - » Capacity to take initiative
 - » Ability to interactively use different tools and resources
 - » Ability to interact with others
 - » Interacting with the world
 - » Multi-literacy
 - » Trans-disciplinarity
-

The curriculum assessment should therefore be constructed in accordance with these future competencies, elements, and learning outcomes, along with implementation of teaching/learning approaches which stimulate the holistic development of the child. The typical tools to achieve these results are the syllabus and/or the teachers' guides. The syllabus is aimed at spelling out the concrete activities to be performed with children around the paramount pillars of the curriculum. The teacher's guide is an instrument that defines and describes the teaching/learning approach, the assessment activities, and the processes of implementation of education activities. These two documents may be embedded in the same tool.

Enabling future competencies requires a teaching/learning approach that focuses on stimulating ideas, opinions, and curiosities among children. The contents of learning should be discussed with the children, in respect of the expected competences and learning outcomes, in a democratic process based on assembly discussions and small-group reflection where all children, in respect of age and maturity, have the chance to be involved and shape the learning process.

Evidence in academia shows that each child can have different optimal ways of learning. This reality paves the way to a more child-centered education whereby the programmes, the planning, and the implementation, in accordance with curriculum, is based on the curiosities, the ideas, and the cultural interests of children. The role of the teacher is to observe, document, use these actions to plan further activities.

3 UNESCO IBE, (2021). Holistic ECCE Curriculum Frameworks. Geneva: UNESCO IBE

Quality Teaching-learning practices in education

Early Education is the opportunity for children to go through a process of discovery, of building relationships, of cooperation, and of collaboration with other children.

The preschool teacher should be a facilitator, stimulating natural curiosities of children, and thereby developing a series of experiences (learning by experiencing), playing, and playful activities (learning by playing). Learning through experiences and play is a reflective process that offers children the possibility to use events as a concrete tool to both discover reality and learn. This process is called by academia “meaning building” (Dahlberg et al., 2003), and is a natural process in the child.

Working on these processes also means that educators must have the capacity to observe every child and recognize to differences. Observation is critical to meet children where they are, instead of starting by pre-defined ideas on the ‘normal’ development of the child. Observation is supported by concrete practices of documentation, i.e., reporting on children’s activities, to be considered as the main instrument of holistic evaluation. The holistic perspective is integral because it is the most respectful way of working with children at a foundational stage, whereby children are in a process of continuous neurological evolution, meaning the product of learning is impossible to fix.

Educators must take time to reflect and discuss. This process is better performed in a cooperative way by, for instance, sitting and discussing what the children have done, which processes of learning have become visible, and how to continue the process of discovery. The project planning/experience planning/activity planning process is the stage in which the teachers, using the syllabus as guidance, decide what to do next, based on the observation of children. This is prior to the educational actions, such as activities or didactics, which form the baseline of the next observation in a recursive project aimed at giving every child the possibility to develop their knowledge and potential at best.

Parents should be considered as partners in the learning process. Therefore, through the documentation strategies, the teachers must share with the parents crucial aspects of the learning processes, in a perspective of mutual respect. Parents are encouraged in expressing opinions and share concern and suggestions.

It is important to outline that the curriculum pertains to children from early years, thus before pre-schooling, and throughout primary education. As a result, the curriculum framework should also be conceived as an instrument connecting education programmes and services (pre-school and primary school, in particular Primary 1 and 2), with care services (childcare centres and child minding at home or in community-based settings), which focuses specifically on children from 3 months to 3 years of age (see following Chapter on quality in Care). As the development of the child is a continuum, the curriculum

should escort children in the whole process of education from zero to eight years of age in a holistic perspective.

Infrastructural and programmatic organization

Infrastructures' standards must ensure the security of beneficiaries against, for instance, the risks of fire and/or of collapse of the building, flood or other natural disasters, and inhalation of toxic elements. Infrastructures must secure a way out for children in case of danger. This must be concurrent with emergency procedure in case of risk, danger, or disaster, clarifying the correct protocol to follow. The staff in ECCE programmes and services must be periodically trained in management of emergencies, including evacuation tests. Secondly, infrastructures must provide adequate space for children. In this respect, the legislators must develop clear guidelines on square meters per child (indoor characteristics), garden and outdoor characteristics, the quality of the building (roof, walls, doors, windows), the quality and quantity of toilets and facilities, the maximum number of children within the building, and quality and differentiation of furniture and materials (including technologies). Below is a list of areas to consider:

Example of items for quality infrastructures

- 1 risks of fire,
- 2 risk of building collapse,
- 3 flood or other natural disasters,
- 4 inhalation of toxic elements,

Infrastructures must provide adequate space for children by developing clear guidelines on:

- 1 square meters per child
 - 2 garden and outdoor characteristics
 - 3 quality of the building (roof, walls, doors, and windows)
 - 4 quality and quantity of toilets
 - 5 maximum number of children attending the building
 - 6 quality and differentiation of furniture and materials (including technologies, meals, and medical equipment)
-

It is important to underline that above mentioned list can be applied to any type of ECCE, such as regards health and protection (including clinics, hospitals, family and social centers, etc.)

Example of specific characteristics of Quality Learning Environments in Education

- » A central hall, or piazza,
 - » Kitchens (open to view),
 - » An atelier, or lab, or equipment for children's creative activities
 - » Access to the outside and surrounding community provided through courtyards,
 - » Large windows, and exterior doors in each classroom (when possible)
 - » Classrooms with mirrors (on the walls, floors, and ceilings), photographs and/or panel of documentation, display of children's work accompanied by transcriptions of their discussions
 - » In each classroom a (mini) atelier or creative space,
 - » Clearly designated spaces for large- and small-group activities.
 - » Drama play areas, make believe play areas
 - » Bricks and construction areas
 - » Books and narrative areas
 - » Lunchrooms or lunch space in classroom
 - » Bathrooms equipped for children's needs
-

Standards in programme organization refer to time schedule, inclusive of clarifying the opening time, the different events of the daily life in preschools and schools, and the mandatory attendance time (including maximum attendance hours). The child/teacher ratio is also an important indicator of quality. It should be different at different ages, and the minimum requirement is to have at least two staff members, regardless of profession, present in the building in case emergency management is required. Furthermore, programming activities must ensure time for educators to perform assessments, projects, and meetings with parents. Participation standards define the basic requirements of a participative plan

to involve parents in early education activities. Administration and management standards define the expected actions to be taken to manage and operate early education, as well as the accountability requirements thereof.

5.3≠ Quality in Care Programmes and services

Childcare institutions are designed for children from 3 months to 3 years of age. They provide children with childcare, supporting the holistic development of children in the first three years of life. The educational activities are based on experience and the evaluation is more on the holistic development rather than on learning achievements. The goal of this programme is to support children in the early development of language(s) and to scaffold children’s development of social skills as they start to develop logical and reasoning skills (i.e., the basis for critical thinking). Children are encouraged to explore their world and environment. Their gross motor activities are supervised and facilitated through games and other activities. The focus is furthermore on social interaction with peers, autonomy, and school readiness, while a strong vocation of these services is on parenting.

Care settings must be well structured in centers or developed through informal settings. They are usually called daycare or child minding, and these services can be provided in community-based infrastructures as well as in home settings. There are also services known as “family day care”, which are defined as a cluster of homes under the supervision of a home-based coordinator. The coordinator places children with caregivers in approved homes for an agreed number of hours per week. Often care-givers in these settings are not professionals.

Quality of care in formal/center-based and informal settings recall education, and relies on curriculum and learning/care approaches, as well as on infrastructural standards and programme organization. Yet, some specificities must be considered, with reference to this age group of children.

The curriculum

A curriculum appropriate for this age must support the children in their holistic development and in building future competencies (in particular socio-emotional and physical). It must be constructed “so as to interface the cognitive realm with the realms of relationship and affectivity” (Edwards et al. 1993). Children at this age learn best within positive relationships – with their parents and families, with their peers and with well-trained early childhood educators and minders.

The development process should be based on different languages and experiences, while scaffolding children in the progression of the cognitive development through different, formal and informal materials. At this age, when children start to explore the world, the educational space has an integral role. The teaching/learning approach, as for preschool education, should be informal, in a caring environment, and aimed at offering children a full set of developmental opportunities.

Learning goals in childcare

- » Children early development of language/s
 - » Children's development of social skills
 - » Start to develop logical and reasoning skills (basis for critical thinking)
 - » Develop skills to explore of the world and environment
 - » Gross and fine motor activities through games and other activities
 - » Boost Social interactions with peers, autonomy and school readiness
 - » Work with creativity and combination of different materials
 - » Develop basic literacy and narrative skills
-

A culture of participation and co-determination is now emerging in areas of life important for young children, including life in childcare and daycare centers and the manner in which curriculum is generated and implemented for this very young age.

Children, at different age, can make different experiences in coherence with the level of maturity they have acquired. At childcare level, in preschools and in early learning they start to build the basis of future competences, and a framework of expected outcomes of this process are listed below.

Standards for infrastructures and programme organization

Standards in infrastructures and programme organization, define the space and time for learning. As per education settings, there must be facilities (kitchen, toilettes), security (fire prevention, security exits, evacuation procedures).

Yet, some specificities can be found for care services, notably in terms of and the equipment (toys, furniture, didactics materials).

Didactics equipment and materials for Care programmes

Children 0-12 months

- » small push toys
- » soft balls (variety of sizes and textures, such as beach balls, clutch balls, balls with holes, rubber, cloth)
- » activity centers for young infants
- » indoor/outdoor pad, mat or blanket
- » low platforms/ramps
- » large push-pull wheel toys (wagons, wheelbarrows, shopping carts, doll carriages)
- » wooden bricks and other recycled materials (to be offered in boxes)

Children 12-36 months

- » large cars and trucks (plastic or wooden)
- » soft balls (variety of sizes and textures)
- » low climber with steps and slide
- » wooden toys
- » tumbling mats or cushions
- » tunnels
- » large cardboard boxes
- » structures to climb into, out of and around
- » low platforms (brick playing,
- » ramps or stairs
- » Easy cards play set

- » Painting and drawing equipment
- » Mirrors

Equipment for outdoor (all ages)

- » slide set in grass hill
- » truck/car tires or inner tube

Storage, classroom

- » low shelves (to allow children to take materials in autonomy)
 - » containers (clear plastic, wicker, rattan)
 - » large open space
-

In addition, the planning of the space and tie for care should aim at offering children a mix of experiences to stimulate the development of relational, emotional, perceptive and cognitive skills. Therefore, the planning of spaces should be taken into account the specific needs of this age, whereby children are developing gross and fine motor skills, but even the first relational skills.

Time schedule should define:

- 1 a daily organization, based on the real needs of the children, and considering the daily activities like hygiene, breakfast, lunch, nap;
- 2 minimum and maximum opening days in a year,
- 3 minimum and maximum daily hours.
- 4 a child/caregiver ratio definitely lower than in preschools (approx. 1:5 for children under 12 months, and 1:8 for children from 12 to 36).

Programming activities in schedule must ensure time for educators to perform assessments, projects, meetings with parents.

Characteristics of Quality Environment in Care (childcare, daycare, infant toddlers' centers)

- » Common spaces
 - » Kitchens (open to view),
 - » Spaces for children's creative activities
 - » Access to the outside and surrounding community is provided through courtyards (if possible),
 - » Classrooms with Mirrors (on the walls, floors, and ceilings), photographs
 - » Spaces for perception play (with recycled materials)
 - » Soft spaces for children play
 - » Make believe play areas
 - » Bricks and constructivity areas
 - » Books and narrative areas
 - » Lunch space in classroom
 - » Bathrooms equipped for children needs
-

As quality in terms of infrastructures and programme organization is usually poorer in informal, and private providers, such as child minding in home-based settings, due to limit financial means, along with untrained human resources, the government should take responsibility to provide minimum standards accompanying the licensing process for private providers (formal and informal, see Chapter 3) and help them in raising the quality of the provision through training, equipments, guidance, tutoring.

However, even if in informal care settings the minimum administrative activities, such as registration of children daily attendance (with specification of entrance and exit time) must be ensured. Insurance requirements might be provided as well. Staff should have a mobile phone and knowledge on emergency procedures.

5.6. Programmes cutting across ECCE

Children with special needs

Children with special needs benefit from quality ECCE. A standard programme of Early Childhood Intervention must include specific multiprofessional assessment and treatments. They include medical services, psychological consultations and physical therapies to prevent or lessen difficulties and related functional problems. Other support services might include nursing and nutrition.

Special needs might also derive from social conditions. In the box, it is included an example of these needs.

Special needs deriving from social conditions

Not all the children with special needs derive their conditions from syndromes or major biologic conditions.

A high-risk of developing delays or disabilities derive even from family or community environments, including situations such as:

- » Living in severe poverty or in zones of concentrated extreme poverty that result in causing developmental delays due to environmental impact;
 - » Living in remote rural areas and lacking access to health and educational services;
 - » Living in internally displaced populations or refugee groups affected by trauma;
 - » Affected by domestic violence causing social and/or emotional delays;
 - » Having a depressed mother causing a depressed and delayed infant or child;
 - » Affected by child abuse or neglect that cause social and emotional delays;
 - » Living in prison with a parent or children of an incarcerated parent;
 - » Being the child of commercial sex workers; and
 - » Other high-risk situations as may be found in certain regions.
-

Therapies and treatments should include, in order to improve or maintain the abilities of a child, occupational therapy and provision of equipment and services.

A strong support to these children and their families might come from

- » psychological services counseling (focused on the child)
- » consultation,
- » psychotherapies,
- » parent training,
- » education programmes.
- » mental health service counseling parents, and families.

Speech and language pathologists should serve children with delay in communication skills or with motor skills such as weakness of muscles around the mouth or swallowing. Vision services can provide identification of children with visual disorders or delays and providing services and training to those children.

Children in condition of displacement

Another category of children affected by specific circumstances are the children in condition of displacement, like migrants and refugees. Children in critical conditions face very stressing situations. Through this intervention it is important to provide necessary assistance, specific education and care, often without infrastructures, health check, focusing on the hygienic situation, nutrition plan and provision, child protection in emergency.

Displaced children should generally have access to basic medical care, but the real extent of health care services available to families varies widely in consideration of the displacement conditions. Their needs might not always clear to patients or to doctors. In these circumstances, the growing phenomenon of mental health problems among children subject to long periods of uncertainty about their legal status is a matter of primary importance.

Usually, a significant number of minors have been exposed to physical and psychological trauma.

Action taken specifically for children in displacement conditions must be added to all the other actions prescribed in the mainstream quality sectorial activities (see chapters 2,

3, 4 and 5) with a very tight focus on protection.

Parenting programmes

Parenting programmes, self-standing or incorporated into education or care institution programmes, are aimed at raising the capacity and the awareness of parents in nurturing practices, education, care and support to the process of development of children. Parenting programmes are an effective avenue for achieving better co-parenting, greater engagement, and emotional availability of fathers, particularly in contexts characterized by harsh parenting practices.

This plan should entail first and foremost meeting with parents, both at individual and collective level, where a tutor, a facilitator or a trainer explains, discusses or facilitates the parents around and upon different topic relevant for the nurturing of young children like nutrition or health issues, emotional development, relational and social development, education, care and relation with children, protection.

These training might be even addressed to parents of children in particular circumstances like children with special needs, OVC, or children in displaced conditions. Training and information addressed to parents on the different practices regarding education, care, health, nutrition, protection, rights of children.

Parents programmes usually provide the following outcomes (Ministry of Social Development of New Zealand 2015):

Parenting Programmes will deliver the following results for Parents/Guardians or Other Caregivers:

- » positive improvement in relationships including improved communication, more praise and approval and less criticism
- » improved understanding of the cognitive development of teens
- » improved parental ability to positively influence their Young Person's behavior
- » improved parental use of discipline including supervision and monitoring and
- » managing misbehavior
- » reduction in the frequency of conflict
- » improved approaches to handling conflict

Achieving these results will contribute to:

- » improved parent/child relationship
- » an increased skill set in managing their Young Person
- » reduced likelihood of inter-generational abuse
- » a reduction in the frequency and severity of offending of their Young Person.

If the parenting programme is part of an education/care center-based setting, the contents should be decided with the participation of a board of parents, in order to achieve better participation. If the parenting programme is not part of an education/care center-based setting, it is a good practice to discuss the contents with an NGO or a Civic Society association of parents, in order to guarantee a participatory approach.

5.7 Staffing policies to support the programmatic framework

Recognizing that important cognitive, emotional, linguistic, physical and social development takes place already from birth, and acknowledging the interest of ensuring qualified early childhood care personnel, consideration can be given to applying elements of this prototype, as appropriate, to organised early childhood care settings, including home-based arrangements⁴. Staffing policies and working conditions are critical to ensure optimal experience to children and parents⁵. OECD recently pointed out the capacity of staff “to attend to the needs of children is influenced not only by their level of education and training but also by external factors, such as their work environment, salary and work benefits⁶” .

It is necessary to apply a rigorous set of rights and duties to all ECCE staff, in all

4 Adaptation from ILO Policy Guidelines on the promotion of decent work for early childhood education personnel, International Labour Office, Geneva 2014.

http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/normativeinstrument/wcms_236528.pdf

5 OECD. Encouraging Quality in Early Childhood Education and Care. Research brief: Qualification, education and professional development matters.

<http://www.oecd.org/education/school/49322232.pdf>

6 OECD. Encouraging Quality in Early Childhood Education and Care. Research brief: Working conditions matters.

<http://www.oecd.org/education/school/49322250.pdf>

Page 1

settings, whether they are publicly or privately operated, including private non-profit settings. It is, moreover, important whether relevant regulation and governance is based at the national, regional, local or institutional level; whether they are subject to regulation by one governance authority uniting various children's services on an integrated basis or divided among several; and whatever the source of their financing.

When we mention "staff in ECCE", for purposes of these Prototypes and Guidelines, we refer to ECCE practitioners directly engaged by the ECCE system or institutional employer. They are listed in box 3.

List of ECCE professions

- » Preschool teachers and educators with pedagogical qualifications, as set by the relevant education authority for their particular job category, and who are responsible for learning, education and care activities of young children;
 - » managers, headmasters, directors or school leaders – personnel who manage or guide an ECCE workplace on their own behalf, or on behalf of a company or a local governmental body; they may or may not be employed to also teach or engage in learning support activities;
 - » professional specialists, care workers, cooks, nurses and other auxiliary staff with professional qualifications according to national or subnational authority licensing provisions;
 - » teaching assistants and similar personnel providing pedagogical support to qualified staff;
 - » speech therapists, psychologists, pedagogical coordinators or other professionals with a qualification in a specific field, aimed at the development of wellness, well-being and to a better learning and teaching approach;
 - » social workers and occupational therapists working in the field of protection and social system;
 - » apprentices and equivalent trainee staff who may be considered to have an employment relationship with the ECCE employer.
-

The relation between the institutions (Preschool, childcare, Hospital) and the individual professionals must be outlined and agreed through a written contract/agreement, as the basis of a correct working relationship.

The contract must outline the rights of the workers concerning maternity or paternity leave, holidays, sick leave and other rights, including salary, benefit, maternal leave, maternal protection (in case of pregnancy while working), sick leave, security, pension, holidays on a yearly basis, non-discrimination rules, other rights. Salaries should be provided on a monthly basis, giving self-subsistence possibilities to the workers.

It is a good practice to have a homogeneous contract on a national basis for the same profession and define local agreement for a better contextualization of contracting procedures.

Freedom of Labour Association helps the Countries raising the quality of education, by creating a democratic and collaborative educational environment. The government should assure policies aimed to the development of Trade Unions of ECCE staff, in a perspective of democracy in working places. Democracy in working places is at the foundation of quality in provision. The Labour Union are allowed to have relationship with the Government, in order to improve the quality in working places and the quality of holistic education and care.

Women and men should have the same right of access to educational professions (Gender equity). Policies should allow men to apply for a job both in preschools and schools. Women and men should have equal right of access to educational professions. Moreover, a gender balance is considered a good practice in working environment. Policies should allow men to apply for a job both in preschools and schools. The same is for school leaders' roles. It is important that both men and women should reach higher positions in educational institutions.

The general instrument to define these issues is a working contract. Each sector has different needs based on the services and programmes provided. Indeed, there are some specific steps that must be followed to define the staff needs and the quality or capacities of these professionals.

Ideally, each sector should go through the following steps, in order to plan the working needs a profile of each and every profession needed, which means actions and performance (outcomes) expected, role and responsibilities, conceptual or concrete instruments to be used, reporting professional.

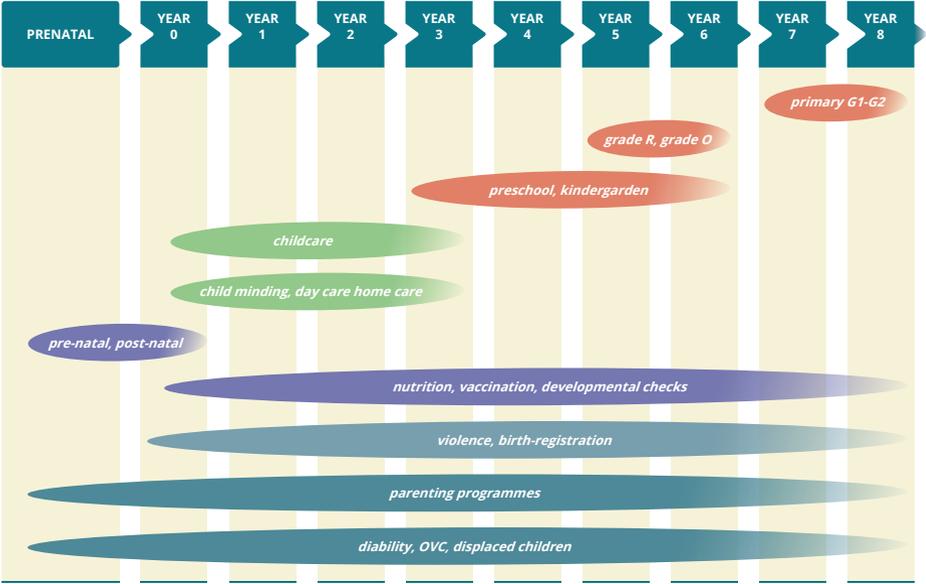
It has to be defined the minimum education expected (pre-service) to start the profession (level of education, syllabus of education, expected education outcomes), in-service training (topic of training, certification process), time organization of the work (daily tasks, weekly and monthly tasks, yearly-based process of work) and monitoring and evaluation (evaluation of the performance, perceived quality of the work, attitude to research and innovation, if expected, depending on the level of the profession).

5.8 Enablers of ECCE programmes

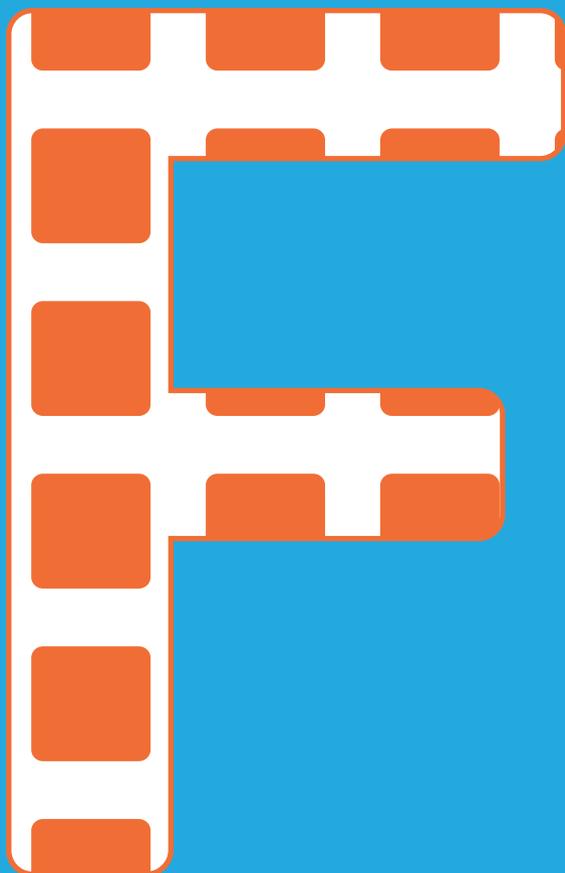
To enable an education system to work effectively, some elements should be in place. Political will is a paramount assumption of the ECCE programmes. It is the baseline of each and every programme. As for most of the ECCE programmes, lack of political willingness harms the accomplishment of national goals, while a strong, sound political choice makes the program strong and effective. Strong and effective leadership and national ownership of programmes facilitates a better contextualization. This engenders country-driven policies, planning, monitoring, and reporting.

- » Efficient planning, management, Monitoring and Evaluation, Accountability: good planning, efficient management procedures (including training of ECCE leaders) and clear accountability procedures are critical for quality provision. Topics included in ECCE management includes risk management, governance, data collection and analysis, budgeting, management of multiple funding sources. Every programme should have an annual budget that covers ongoing programme expenditures. This budget includes all income and expenditures related to the programme, in a specific, given period of time (usually one year). The capacity for efficient financial planning includes multi-year planning and a budget line for ECCE programmes in the national ECCE budget, as well as knowledge of available international funding mechanisms (see Chapter 6). Monitoring capacity includes the possibility to collect and manage data on programmes (including even customer satisfaction, if any). Accountability refers to transparency, of information.
- » Technologies: several ECCE programmes require the usage of technologies. Health assessments, are for instance, supported by technologies and conceptual instruments or tools for development checks. Education monitoring (curriculum M&E, children outcomes assessment) as well as protection procedures requires as computers aided technologies (databases, for instance) and other technological equipment. Some technologies are common (computers) to all ECCE programmes, while some others are programme specific (mostly in Health). Acquisition and maintenance of technologies should follow some specific rules:
 - › The technologies need should be designed by experts
 - › The technologies should be bought prior to a specific check over the infrastructures. For instance, internet-based technologies have specific requirements to function
 - › A continuous process of maintenance and updating is required, because, mostly software, requires continuous update.

- › Capacity building and training in technologies has to be provided to staff.
 - » Communication and sensitization strategies: ECCE programmes take advantage from sensitization approaches creating wider conditions for a change in behavior and a growing attention of parents and communities. Communication campaign might be provided at local or national level, on programme specific as well as on sector level, and might be provided via TV, radio, press, internet, public meetings. Continuous update of guidelines to incorporate the new approaches to communication (social network, for instance) make these actions effective.
 - » Synergies among sectors, services programmes: The different sectors working in ECCE need to be coordinated and work as a system. Institutional coordination is therefore necessary to ensure quality of ECCE provision (We discussed this concept in deep in the Institutional Framework), so are synergies among programmes and services. To point out, childcare, preschools and P1, P2 in many cases, already, share security procedures and, in some cases, space, and working time. This makes continuity also in learning. Yet, standards of these services might also embed principles which are referred to standards in other sectors, in particular health and protection. To point out, a preschool or childcare center, should include protection procedures as well as developmental check, vaccination, food supplements, as integral part of their duty in order to achieve licenses. Equally, training of staff in any service must be based on the holistic development of the child. Preschools' teachers should also receive training on health procedure (including hygiene, vaccination, development check), and vice versus, doctors should have basic knowledge of children learning patterns. This is particularly important for personnel working in informal services, which are sometimes the only facility present in rural areas, and thus integrate programmes from different ECCE components.
-



THE FINANCIAL FRAMEWORK



6. The Financial Framework

6.1 Introduction

Early Childhood Care and Education, as the provision of care, education, health and nutrition, protection to children from zero to eight years of age is a cost-effective measure, with high socio-economic returns. Assessments of the impact of ECCE programmes and services on early as well as later development have gained momentum, in particular through longitudinal studies in the US and in Europe. More recently, similar studies, as well as cross-sectional assessments of ECCE programmes, have also emerged in developing countries. Studies conducted by economists such as the Nobel Laureate James Heckman have outlined that expanding ECCE provision reduces successive costs in education, by decreasing for instance, grade repetition, in health, by strengthening physical development patterns of children (Cunha and Heckman, 2006; Heckman and Masterov, 2007) or in social services, as pre-primary attendance is a predictor of lower resort to welfare support. In the long run, studies have also demonstrated substantial effects of ECCE in reducing crimes and anti-social behaviors, and subsequently containment of criminal justice system's costs (Economic Opportunity Institute, 2002). Finally, available ECCE services increases female employment, and so, income redistribution, poverty reduction, and gender equality (Esping-Andersen et al., 2002).

To point out, although expanding ECCE might require substantial budgetary efforts, returns, in the short and long term makes it a highly cost saving policy. As a result, ECCE should be seen not as a mere spending, but rather an investment by policy makers (European Commission, 2013a; UNESCO, 2015a).

Admittedly, in a context of limited resources, ECCE face strong competition from other sector's policies, and also within sectors. As a result, a functioning financial framework is crucial to ensure adequate financial means to ECCE; and make provision equitable and sustainable. A financial framework basically outlines norms and modalities for allocating public funding to ECCE, and for private

financing. It is extremely complex to establish universal modalities and norms for funding, as this area of the system, is particularly dependent on the socio-economic development of the country. However, a number of norms can be identified, making financial frameworks effective in building ECCE systems, regardless of the countries' characteristics.

First, adequate public spending for public provision. Public provision is the best way to ensure accessibility, equity and quality of ECCE provision. Countries which have developed efficient ECCE systems have focused their financial efforts to expand public-led programmes and services.

Secondly, the adequacy of public spending is established against shared ECCE national goals and measurable - and time bounded - targets. The coordination of spending towards common objectives among ministries, permits to maximize the impact of public investments through investment's synergies, while also reducing inefficiencies, such as duplications.

Finally, private provision can be allowed and funded, but under the condition that it ensures quality and equity of ECCE. Implementation of these norms requires a number of tools, from ability of ECCE national stakeholders, to calculate unit costs, to enforced norms and standards for private providers. Involvement of private providers should be based on a so called "public-private partnership whereby the public has, the role of setting (and controlling) the quality, but even the role of motivating and involving the private in the attainment of goals, and in this concern, a participative approach based on committee, concrete coordination, continuous dialogue is a good practice.

6.2 ECCE as a public good

Public, universal coverage is the best way to ensure equity, as it reduces financial burdens of families, and strengthens inclusion, by stimulating interactions between disadvantaged children and more fortunate peers. It is also optimal to secure popular and political support across socio-economic groups (OECD, 2006; UNESCO, 2015a).

The country must clearly state, in the law (see Chapter 3) that ECCE is as a public good and a national budget should be primarily allocated to enrol children in public programmes and services. These programmes and services (see subchapter 1.3 and 5.6) must be primarily ran by the Government. Modalities might be different. In some cases, these services are centralized, meaning that the state directly supplies programmes and services by building or renting buildings, hiring and paying staff etc. It has to be underlined that countries which consider ECCE as a public good, are also those which provide generous income subsidies to children living in extreme or relative poverty (material, economic). Measures to

redistributing income are seen as part of welfare system enabling to tackle both the causes of inequities (families' income), and the consequences in terms of acquisition of children's cognitive, socio-emotional and physical skills (through programmes and services focusing on early learning and care).

6.3 Countries' adequate earmark to public funding of ECCE

The share of public expenditures devoted to ECCE by countries is usually limited. According to last available figures, public spending for, as an example, pre-primary education, is on average 0.07% of the Gross Domestic Product (GDP) in middle and low-income countries: Central and Eastern Europe (0.55%), Central Asia (0.27%), Latin America and the Caribbean (0.22%), East Asia (0.09%), South and West Asia (0.02%), Sub-Saharan Africa (0.01%) (Putcha et al., 2016). It has been calculated that government expenditures on pre-primary education, as a percent of GDP, should need to increase from 0.07% in 2012 to 0.32% in 2030 in order to ensure the accomplishment of the Sustainable Development Goal 4.2, equated with a pre-primary gross enrolment ratio of 100% (UNESCO, 2015b).

In addition, within an environment of limited resources, financing for ECCE faces competing priorities from other age groups or other programmes and services in single sectors, e.g. primary and secondary education. Moreover, estimates of annual public spending towards nutrition programmes, e.g. micronutrient supplementation, Vitamin A supplementation, and treatment of severe acute malnutrition, which address stunting, wasting, and anemia, and support exclusive breastfeeding, in low- and middle-income countries, is about 3 billion USD annually, which accounts for only 1% of health budgets of these countries (Putcha and Van der Gaag, 2015).

International organizations and ECCE experts indicate a total amount of 1% of GDP for pre-primary education and 0.5% for child and maternal health and care, as the minimum required to ensure sustainability, equity, and quality of provision (Neuman and Devercelli, 2013; OECD, 2006). However, a global standard for spending might avoid considering the specificities of countries, in terms of their socio-economic development, which influence budgetary possibilities, as well as in the efficacy of the spending.

Available data on public spending confirms that the amount of GDP devoted to ECCE is a condition for expanding access, quality and equity of services, but it might not be sufficient, or, in some cases, it can be also adverse. To point out, establishing a global standard for spending in the form of an aggregate indicator is certainly useful. And, policy makers might wish to aspire to reach this goal. However, they must consider that

the calculation of the aggregate public and private financial contribution towards ECCE is an extremely complex exercise, that must take into account different levels of public spending, at central and local level from various sectors, as well as private spending from households, donations, NGOs, avoiding possible double counting, by deducting donors' contributions, and discounting public subsidies to (OECD, 2017b) private institutions . In addition, emphasis should be given, more than the amount devoted to ECCE of public spending, and way this amount is effectively spent. As a result, the adequacy of public funding towards ECCE should be observed primarily from the angle of the financial needs for achieving a time-bounded measurable set of common ECCE targets on coverage (and quality) of programmes and services, taking into account country, and demographic projections (UNESCO, 2015c).

This should lead to integrate sectors' financial plans and coordinating spending across ECCE ministries and institution involved in ECCE, augmenting efficacy of the financial investment. The fragmentation of ECCE across different stakeholders jeopardizes efficacy of ECCE provision. Coordination of funding is therefore essential to ensure a systemic approach towards ECCE, minimizing duplication and enhancing quality and equity of provision. In some countries, decision has been taken, in this respect, to also create a national ECCE fund to carried out integrated programmes, with financial contributions from sectoral ministries as well as private and international donors. In countries where each ministry and institution manage a specific budget for ECCE, integration is ensured by an integrated financial plan (Vargas-Baron, 2005).

6.4 Countries' insurance in the equity and quality of private ECCE provision

Countries where low coverage of programmes and services, along with shortage of financial resources, makes public contribution insufficient to ensure each child equal access to ECCE, might think about allowing as well as supporting private provision. Private providers have the advantage of minimizing costs for the Government. But these costs are bearded by families. As an example, the average annual cost of a private preschool in most of developing countries exceed 50% of the per capita income in the country. A low level of regulation fails in ensuring long term permanence of the programmes, as private providers might be attracted by a try-and-see strategy, and then drop the programme when this turns out as unsustainable (see Chapter 3).

In addition, quality in private ECCE services are not necessarily higher. Several studies have evidenced that quality of private ECCE services, in middle-low-income countries, is, in average, usually low, and lower than public provision (UNESCO, 2015a). Quality,

intended as presence of a holistic curriculum, trained human resources, comprehensive monitoring system, adequate physical infrastructures, is essential for the efficacy of ECCE provision to ensure children's development (see Chapter 5). Low quality does not only harm children, but also produce significantly lower economic returns for society. Eventually, it ends even in stressing the economic system and the motivation of private providers in venturing in the provision of ECCE.

A number of public-private schemes can be adopted in this respect. As an example, the direct public funding to private or informal providers, or public expenditures targeting only most disadvantaged children. These schemes have nonetheless shown some criticalities. On one hand, they might undermine political support towards ECCE, notably from middle classes. On the other hand, the quality of services delivered by private or non-profit providers are not uniform. As a result, in order to be effective, strict criteria for subsidies should set, based on number of children enrolled, their age, and the number of hours spent in services weekly, the quality of these services. Different subsidies for different areas, in respect of social, economic and geo-political conditions may be considered. Another result emerging in Countries where the public system relinquishes the ownership of ECCE, end in a loss of capacity, mostly in programming and M&E, with a long-term effect of harming the quality and the provision.

Although these schemes face challenges, they are certainly preferred over other mixed schemes, directly subsidizing parents in the form of tax credits and/or vouchers for them to directly pay services. These schemes have proven to be substantially ineffective in ensuring access to quality ECCE to poorer children. Whatever modality adopted for private provision, whether simply allowed, or directly/indirectly funded, the government must nonetheless guarantee quality and maximally reduce the financial burden of families. As a result, there should be a contract between the public and the private providers, clearly establishing goals, and standards in the delivery, including quality criteria, definition of prices.

6.5 Enablers of a functioning ECCE financial framework

In order to develop efficient ECCE financial strategy, policy makers need to have a clear understanding, firstly, about the costs of ECCE programmes and services. This is essential to calculate budgetary needs to scale up supplies, along with evaluating most efficient modality for allocating resources. Secondly, they must be able to plan their resources carefully, and efficiently to maximize the financial opportunities in a milieu of limited budgetary resources. Finally, policy makers might coordinate efforts across

stakeholders, and communicate the well-being of public goods to raise consensus on spending towards ECCE.

These are elements that they should account for, as factors, enabling the functioning of the financial framework:

- » Calculating unit costs to understand you're their financial needs. In order to calculate the unit costs, a number of items must be taken into account, such as:
 - › Salaries for teachers, other staff (trained or unqualified), support staff and helpers along with social contributions (pension funds, insurances etc.), indemnities, severances;
 - › Pedagogical and didactical tools, equipments for hygiene, medical, pharmacy;
 - › Office material, security, cleaning material;
 - › Cost for building physical infrastructures or restructuring existing facilities; rents;
 - › Water, electricity, internet connection, phone lines, insurances;
 - › School meals and other social activities;
 - › Amortization of tangible and intangible fixed assets, change in raw materials, risks provision;

Calculation of unit costs must also include those carried by families such as transportation, fees, along with donations from private, and financial contributions from international organizations and institutions. In order for the ministry or institution responsive for ECCE, to define and monitor the unit cost, it is necessary to identify the cost of the whole service and divide that by the number of children attending. This identification is allowed by a process called Budgetary Control System. A Budgetary Control System (Carter et al., 1997) is a method of monitoring and controlling income and expenditure. It can be applied in a business context or by an individual in relation to his or her personal finances. In a business environment as well as in service provision or programme provision, it is the most valuable tool to control the flow of cash. It allows the system management to control the costs, benchmark them and identify limits of expenditures. Variations in unit costs may depend on the duration of programmes, along with the place where services are supplied. In rural areas, unit costs might be lower due to relatively lesser labour costs, or conversely higher if transportation costs are considered. In addition, small-scale ECCE programmes and services have higher unit costs than larger schemes (Putcha, 2015).

- » The calculation of unit costs might be jeopardized if an appropriate M&E system (see

M&E Framework) is not in place to collect information from providers about costs and the number of children enrolled. Particularly worrisome, in this respect, is the chronic lack of data for programmes and services enrolling children from 0 to 3 years of age. As a result, the data collection system should be part of the standards and regulations applied to public local authorities and providers. Private providers and NGOs would also need to report these data, as condition for receiving funds and/or accreditation. A number of initiatives have been taken in order to enhance data collection using different approaches.

- » Once established financial needs, financial plans should be integrated across sectors and stakeholders involved in ECCE and embedded into the national policy and action plans. Considering that ECCE funding sources are usually independent, and scattered in different ministries and departments, national policy plans, including financial plans, are essential tools to coordinate spending towards common objectives among sectors, maximize public investments, and raise efficiency, quality and equity. Financial plans should be of at least 5 years, aligning with sectors' budgetary cycles (Vargas-Baron, 2005). Capacity building on financial planning should be conducted for key stakeholders' staff in ministries, local authorities, private providers. The integration of financial planning, and its monitoring must be ensured by an entity coordinating the national ECCE system (see Chapter 2).
- » In order to ensure public funding towards vulnerable children, each country must have a clear definition of vulnerability. Vulnerability might be measured in socio-economic terms, with indicators such as education attainments of parents as well as occupational status, income levels and consumables. It might also include material deprivation items, such as house properties, goods. In addition, marginalization might be outlined in relation to gender, minority status (religious, ethnical, geographical), as well as family composition, and disability.
- » The scarcity of budgetary resources might force countries to explore innovative solutions for financing. As an example, lottery funds, taxes raised on gaming, special taxes on payrolls, corporate social responsibility's schemes, with credit tax for companies devoting part of their benefits to finance ECCE. Corporate Social Responsibility's schemes are increasingly popular (Putcha et al., 2016; UNESCO, 2015c).
- » In the last decade countries, such as Nicaragua, Uganda, Mexico, Brazil, have also experimented Conditional Cash Transfers (CCTs) aiming at integrating income transfers' schemes with offer of early learning and care services, thus reducing the financial burden of parents while also incentivize investments in ECCE. A CCT scheme is basically a monetary transfer to poor families upon certain conditions for their young children, for instance, to attend regular health checks, make vaccines, enrol in pre-primary education participates in monitoring health, nutrition, and education outcomes. These experiences, although they are still limited, have shown

positive effects in enhancing early education and health outcomes among vulnerable children (Putcha et al., 2016; UNESCO, 2015c). Although many aspects of the CCTs need further scrutiny, in particular the modality of the targeting and the conditionality, along with the size of the transfers, these schemes might be a valid option to pursue to address inequities in ECCE.

- » In addition, re-orienting existing resources rather than building new settings is the first option for governments to minimize costs, in particular infrastructures. In countries where existing services have large spaces, with sections underused, that might be restructured in order to integrate other services. This modality has encouraged communities in make efficient use of the existing spaces and facilities.
- » In countries where public provision is inadequate, and the financial capacities limited, private providers might be allowed to operate and also get funding from the government. However, private institutions willing to provide ECCE should be authorized by the government or the local body in charge of licensing/de-licensing only if they respect a set of norms and standards for quality and equity, notably on the organization of the time, infrastructures and space, qualification of the staff, protocols and pedagogical tools in use, along with records that should be kept about the child (see Chapter 3).
- » Finally, in some countries, public provision might perceive as denying of parental choice and parental responsibility. In this respect, public authorities must ensure transparency of management and communicate results about the well-being for children of enrolling in public ECCE programmes and services. Accountability is one of the main strengths of functioning ECCE systems. In this respect, accountability raise support of the general public towards state funded and ran ECCE services (see Chapter 2).

THE MONITORING & EVALUATION FRAMEWORK

ME

&

FE

7. The Monitoring & Evaluation Framework

7.1 Introduction

Monitoring is defined as “the ongoing, systematic collection of information to assess progress towards the achievement of objectives, outcomes and impacts,” while evaluation is “the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results, with the aim to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability” (OECD-DAC, 2002). M&E is an essential component to ensure sustainability, quality and equity of ECCE systems. M&E enables policy makers to acknowledge strengths and weaknesses of early childhood programmes and services, their responsiveness vis-à-vis diversity of needs of children, but also parents and communities. As a result, it is the key tool for building efficient strategies and plans, financial allocation, and also to promote consensus on investments in ECCE.

Developing an efficiency M&E framework for ECCE is certainly not an easy task. As first step, it is crucial to refer to existing tools, developed at global level, which might guide in selecting indicators to structure the M&E framework. In particular, the HECDI, promoted by UNESCO, in collaboration with international organizations and agencies operating on ECCE represents a valid tool to assess the performance of the system. The essential aspect of the HECDI is the holistic perspective, thus delineating a harmonized M&E framework enabling to assess progresses of children in all areas of ECCE. From the HECDI, a few indicators can be explored to build the M&E framework. These indicators must forcedly account for rates of access quality of ECCE programmes and services and effects on children’s development outcomes, while also accounting for equity. This, in a realm of chronic lack of data and information, especially when it concerns care services for children from 0 to 3 years of age. In addition, in order, for the M&E framework to be effective, it is essential to provide capacities to all actors involved, from ministerial cadres to field practitioners to manage and implement statistical processes. This coping with methodologies for data collection which

must necessarily avoid disrupting the working schedule of staff, while also ensuring liability of information. Finally, coordination and harmonization of data source is required in order to build an M&E framework which will be effectively holistic and strengthening the efficacy of the ECCE system.

7.2 Global instruments to support countries in developing an Monitoring and Evaluation for ECCE

In the last twenty years, M&E has been increasingly integrated into sectors' programmes and plans and processes in many countries. These experiences have been made possible by global initiatives, above all the Paris Declaration on aid-effectiveness¹ which has emphasized the importance of adopting results-based approaches to development policies, enabling decision makers to assess efficacy in the allocation of resources, financial, physical, human. Some of these initiatives have been specifically targeting ECCE, and they might be a good reference for the country, to structure M&E frameworks.

In particular, the Education for All (EFA)² initiative, with specific goals and measurable targets on education, among which one devoted to ECCE, has been instrumental in increasing awareness on the relevance of monitoring and evaluation processes in early childhood.

This has been further reinforced by the adoption of the UNESCO Moscow Framework of Action and Cooperation, which clearly outlines the need for countries, to:

- » a) Enhance reliable and timely assessments of ECCE services;
- » b) Strengthen and institutionalise monitoring and evaluation of ECCE programmes to guide sound policies through the provision of reliable, relevant and timely disaggregated data for informed decision making;
- » c) Use locally relevant knowledge for informing policy-making, strengthen ECCE research capacities and contribute to knowledge creation across all regions.

In addition, in 2015, world leaders have adopted the United Nations' SDG Agenda, with includes a specific Goal aiming at "ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all", since early childhood. In respect of its

1 <http://www.oecd.org/dac/effectiveness/parisdeclarationandaccraagendaforaction.htm>

2 <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>

predecessor, the Millennium Development Goal 2, the newly established SDG 4 moves the focus from universal access to primary education, to the ‘functioning’ of education at all levels, including Early Childhood Care and Education (ECCE). Quality of education is assessed as the capacity of the system, from early childhood to adult learning, to guarantee a minimum set of competencies for every human being to grow and leave in dignity, regardless of gender, wealth, and location. Specifically, the SDG 4.2. aims at ensuring equal access to at least one year of ECCE so that children will be developmentally on track, in literacy-numeracy, physical, social-emotional, and learning. In addition, other Goals indirectly contribute to enhancing M&E in ECCE: SDG 2 (target 2.2) aiming at ending stunting and wasting for children under five years of age, along with the SDG 3 (target 3.2) that demands to drastically reduce child mortality, and provide universal access to sexual, reproductive, and essential health-care services, and free vaccinations for all. Finally, it aligns with SDGs 5 which promotes gender equality, and 16 (target 16.2) which aims at ending of all forms of violence and abuse against children focusing on enhancing survival, nutrition, health, promoting gender equality, and contrasting violence, abuse (United Nations, 2015).

Throughout the decade, M&E frameworks have expanded. Administrative data on ECCE have started to be collected and reported (e.g. in education: number of pre-schools, geographic location schools, student enrolment, number of teachers and qualification), and also, but limitedly, data on children’s performances. This due to a number of tools developed by international donors and agencies, such as World Bank Systems Approach for Better Education Results- SABER, UNESCO Education Management Information System - EMIS, and the Data Quality Assessment Framework – DQAF (UNESCO and World Bank, 2003; UNESCO, 2017; World Bank, 2017), along with UNICEF Multiple Indicator Cluster Surveys (MICS), and WHO child health data³.

7.3 Harmonize M&E for ECCE: The Holistic Early Child Development Index (UNESCO, 2014)

Although there have been progressions towards integrating M&E into ECCE policies and activities, due to a number of initiatives conducted at international level, experiences of effective monitoring and evaluation frameworks remains scarce, and, more importantly, disharmonized across various ministries and stakeholders (UNESCO, 2015a). The relevance of having a functioning M&E framework refers to the capacity of providing

3 Multiple Indicator Cluster Survey, <http://mics.unicef.org/>; WHO (2017). Child Health Data, http://www.who.int/topics/child_health/en/

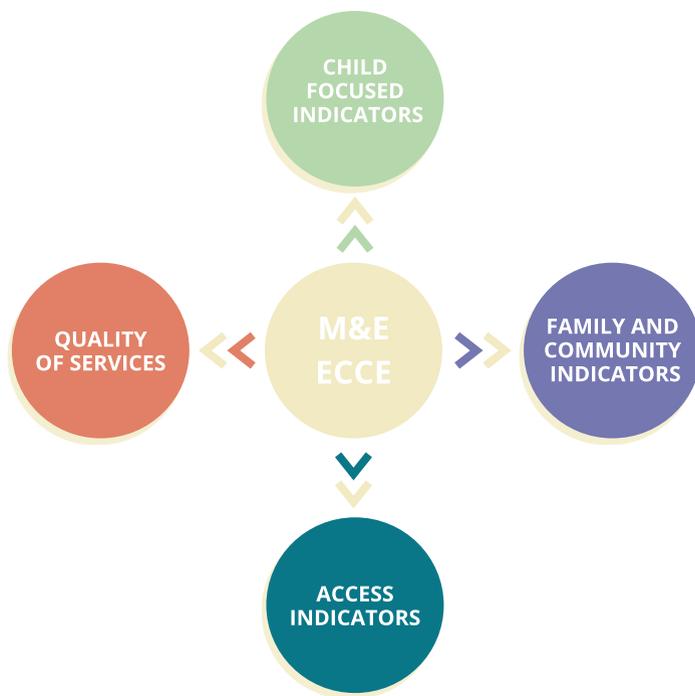
coherence to the ECCE national system, in promoting the holistic development of the child, by enhancing coordination among stakeholders.

An attempt in this sense has been made by UNESCO, in cooperation with international partners, with the definition of the Holistic Early Childhood Development Index. The HECDI is a framework which offers a set of indicators to monitor effectiveness of the ECCE system. It enables as well to make comparison between the country and others in the region and at international level. Indicators of the HECDI embeds initiatives and tools developed by international organizations, such as the EFA, the SDGs, as well as EMIS, UNICEF MICs, WHO health indicators, and it is consistent with the CRC.

7.4 Enriching and implementing the HECDI in countries

The HECD Index outlines indicators to develop a harmonized - and thus systemic - monitoring and evaluating framework for ECCE. As a further step forward, it is crucial to enrich the HECDI with a basket of indicators enabling to effectively monitor also quality, costs of ECCE programmes and services, as well as evaluate effects on children's cognitive, physical and socio-emotional development, along with equity aspects. Indicators are essential tools for well-functioning M&E frameworks, as allow policy makers, to track progresses against a set measurable - and time-bounded - targets for ECCE provision, built upon concrete baselines.

Countries tend to simply monitor trends in a series of quantitative indicators about services delivery, notably number, location of a specific ECCE services, e.g. preschools, enrolment, characteristics in terms of infrastructures, and staff. The exercise is basically conducted by the local responsible of the service, with the purpose of reporting data to higher authorities (regional, and central institutions), and usually lack collection of information on quality, such as adult/child ratios, certification levels for staff, curriculum implementation, along with expenditures, carried by the government, and by families. In addition, the absence of data about costs (see Chapter 6), makes extremely difficult to design effective financial plans for expanding services and their quality. Finally, evaluation of results of ECCE services, is crucial for policy planning, financial resources' mobilization, as well as to raise public knowledge and support towards investing in children (UNESCO 2016 a).



Here a list of indicators' areas that can be considered, as policy makers, to build a functioning M&E framework:

Access to ECCE

Indicators such as % of intake in ECCE programmes and services (see subchapter 1.3 and 5.6) can be used.

Data collection systems should track access to all type of settings, public, private, non-profit, centre-based, home and community-based, formal and informal. These are information usually collected by statistical offices, and available in international agencies' datasets, such as UNESCO UIS.

Indicators outlined in HECDI are extremely useful for countries to monitor progresses in expanding access to ECCE programmes and services.

However, a further set of indicators should be considered. In particular those monitoring

child protection. To point out, existence of programmes aiming at reinserting labourer children in the education system and other ECCE services, and the share of children enrolled in such programmes, compared to the total estimation of child labour. Similarly, the existence (and frequency of children enrolled) of programmes doing psychological counselling for children victims of violence, trauma etc. Equally relevant are existence and incidence of programmes for prevention and treatment of serious diseases, such as HIV-AIDS, along with other key interventions such as breastfeeding, milk supplements in post-natal and during the first 3 years. Moreover, although the Sustainable Development Goal 4.2. states that children should access at least one year of preschool education, and the HECDI indicators' list seem to reflect this target, by limiting monitoring to 'pre-school education enrolment rates and participation to 'an ECCE programme'; it is rather essential to track progresses in enrolment rates for all early learning programmes and services for children from birth to 8 years of age. This is particularly salient considering the chronic lack of data especially for care services for children from birth to 3 years of age, apart from a limited number of countries mostly high-income and, among middle-income countries. This is particularly worrisome, as the early years of life are those with major impact on children's later development.

Quality of programmes and services

Monitoring and evaluating the quality of services is a complex exercise. For this purpose, structural quantitative indicators can be considered, such as staff certification, pupil-staff ratio, % of staff trained, size of infrastructures. The HECDI mention two of them, for which data are usually available, and comparable at international level: Teacher-child ratio in pre-primary; Teachers qualified to teach in pre-primary. Yet, the number should be extended, and includes qualitative indicators such as curriculum implementation, pedagogical, medical practices, along with space and infrastructures. These indicators must reflect standards for quality of ECCE services, as essential requirements for accreditation of ECCE providers (see Chapter 5).

Costs of ECCE programmes and services

The costs of programmes and services, public, private, non-profit (as well as carried by families) are essential aspects to be monitored. Calculation of costs of services allows governments to carefully plans financial needs to expand ECCE provision, both in terms of access and quality. A number of items should be considered, in calculating costs of services, such as:

- » Salaries for teachers, doctors, psychologists, social workers, child minders et. (trained or unqualified), support staff and helpers along with social contributions (pension funds, insurances etc.), indemnities, severances;
- » Pedagogical and didactical tools, equipments for hygiene, medical, pharmacy;

- » Office material, security, cleaning material;
- » Cost for building physical infrastructures or restructuring existing facilities; rents;
- » Water, electricity, internet connection, phone lines, insurances;
- » School meals, food supplements, and other social activities;
- » Amortization of tangible and intangible fixed assets, change in raw materials, risks provision;
- » Costs carried by families such as transportation, fees, along with donations from private, and financial contributions from international organizations and institutions.

Children's holistic development

These are the results of ECCE provision in terms of the holistic development of the child, to be measured in terms of cognitive, physical and socio-emotional development as stated in SDG 4.2.

Yet, policy makers and planners might wish to also consider other possible indicators:

Education and early learning: national school tests, or international tests in reading or math (TIMMS, PIRLS⁴), cognitive and language development tests for children in early ages (such as the Boehm Test, TELD, PLS (Boehm, 2001; Hresko et al., 1999; Zimmerman et al., 2002)) and non-cognitive skills (such as the Big Five personality assessment tests (UNESCO, 2016b; Kautz et al., 2014) indicators. These latter are extremely relevant predictors of later educational and life achievements.

Health and Nutrition: iron deficiencies, iodine deficiencies, anaemia, incidence of malaria, pneumonia, diarrhoeal disease, HIV-AIDS and other serious disease (as well viruses and epidemics) and gross and fine motor abilities (Ohio Department of Education, 2010).

Care and Protection: play observation scales, adaptive behaviour, socio-emotional (World Bank, 2007; Ohio Department of Education, 2010; UNESCO, 2014; UNICEF, 2017), children in extreme material deprivation.

Age appropriateness of indicators must be considered. Collecting data for large number of indicators might be costly, and excessively time consuming. An exercise of such requires capacities that are beyond practices of local personnel in ECCE services. Recently, an attempt has been made by UNICEF to design and implement a composite indicator,

⁴ <https://timssandpirls.bc.edu/>

within the fourth MICS, named Early Child Development Index (ECDI) aiming assessing the developmental status of children considering cognitive skills (literacy-numeracy), physical, and social-emotional abilities. The composite index enriches existing indicators, implemented in the third round of MICS (2005–2006), assessing the quality of a child's home environment and access to early childhood care and education (UNICEF, 2017).

Children's Backgrounds

Information about the background of children enrolled in ECCE programmes and services, such as:

- » Gender
- » Socio-economic status of parents, calculated with indicators of income, employment status and level, educational attainments, households' consumables and possessions;
- » Minority status, such as migrant, or religious/ethnic minority in the country;
- » Geographical residence within the country in accordance with administrative divisions;
- » Disability, OVC status, or refugees status
- » Family characteristics such as the composition, number of siblings, home carers.
- » Mother health and emotional status during pregnancy and childhood

These information should be collected at individual level, as they are essential to monitor access, quality and effects on children against major predictors of inequalities. Equitable ECCE systems are those stimulating higher gains, in terms of cognitive, non-cognitive and physical development for the most disadvantaged children. As an example, tools such as UNICEF MICs enables to disaggregate data in respect of gender, area of residence, ethnicity, and household poverty, but only for access and outcomes, not distribution of quality. In this respect, each country must clearly define factors of marginalization and vulnerability (see Chapter 4. This might be measured in socio-economic terms, with indicators such as education attainments of parents as well as occupational status, income levels and consumables. It might also include material deprivation items, such as house properties, goods. In addition, marginalization might be outlines in relation to gender, minority status (religious, ethnical, geographical), as well as family composition, and disability.

Information collected at individual level, must be also aggregated at national level, in order to size the incidence of factors predicting inequalities, and therefore, integrating ECCE interventions with other welfare policies targeting parents, such as employment, health, adult education, income redistribution, housing etc. The HECDI in this respect

outlines some, specifically focusing on mothers, that might be useful to consider: Maternal education levels, average years of education for men and women aged 15 and older, maternal depression and well-being. These indicators also indirectly outline the efficacy of some ECCE programmes, such as education, parenting programmes, and mother health. Yet, it is essential to extend the indicator's spectrum, including, as mentioned, measurements of economic inequalities, both in terms of labour and consumables, along with demographic figures.

7.5 Enablers of a functioning M&E framework for ECCE

The choice of indicators is a preliminary step towards establishing and implementing efficient ECCE M&E systems. Nonetheless, countries are also required to build their own capacities in data collection processes and analyses, by focusing in particular on:

» *Capacity building*

The lack of expertise in data collection and treatment is one of the main constraints that countries face to build up effective M&E systems. The absence of capacities at all levels from practitioners to policy makers, risks to make data collection unreliable and unutilized. In particular, practitioners which are at the core of the process, since they are demanded to collect a substantial number of data, from administrative information to assessment tests, without disrupting daily working activities, with negative consequences for the child are in higher need of training. This clearly requires integrating M&E basic skills into their pre-set and inset-training modules, and/or capacity building in the form of short training programmes and development of simplified, user-friendly manuals for data collection (UNESCO IBE, 2012). In addition, A budget for M&E is allocated by each ministry and institution involved in ECCE provision.

» *An effective methodology for data collection*

Developing and implementing ECCE M&E frameworks might be quite demanding in terms of time-spending and financial resources. Large data collection requires relevant financial resources which might go further than the support provided, in particular by donors, to enhance aid-effectiveness. In addition, these exercises might considerably affect the capacity of personnel in ECCE to fulfil their daily activities, with severe implications in terms of the quality of provision for children, in particular for those, the poorest, which are usually excluded (or benefit from lower performing) services. In this respect, methodologies should be cost-effective, accounting for possible adverse effects on staff time and quality of daily work, while guaranteeing high response rates, low attrition, quick availability of data

for analysis, internal consistency and validity checks (World Bank, 2007). Simplified data collection tools, also prioritizing a limited number of key indicators can be explored. In addition, the use of technologies, particular information and communication technologies, in this respect, can be a facilitator (Olmsted, 2002). ICT has permitted to produce and mine data from larger sources than schools or health centres, such as large-sized household surveys, socio-economic surveys and special studies, fundamental to analyse effects of diverse types of services on children's outcomes, as well as inequalities (IEAG, 2015). They also permit data mining from different sources. However, staff needs appropriate training to handle ICT-based tools, and government need to establish agreement with technology providers in order to guarantee data protection and the privacy (Olmsted, 2002). In this respect, collecting data on children for some vulnerable groups of children, such as children with disabilities, might be a complex exercise. Countries have different perspectives and regulations on information about vulnerable children. As a result, legislative frameworks should be established, as code of conducts for data collection and treatment, in order to respect privacy of children and families, and avoid stigmatisation and discriminatory practices. Finally, countries where private and informal provision is predominant, in particular in care services targeting children aged 3 months to 3 years (for which availability of data is usually scarce), establish norms to enforce data collection by private providers, i.e. regulations for accreditation, licensing/delicensing, and also provide incentives, for informal providers, to collect and transmit data (see Chapter 3).

» ***Coordination mechanism for M&E***

Coordination is as well essential to ensure efficacy of M&E frameworks. ECCE, being multi-dimensional, requires intra and inter-sectoral approaches also for M&E processes, from selection of indicators to data collection and analysis. Coordination is also key to avoid duplication of information and enhance effectiveness. Ministries, departments and providers (also private, through accreditation requirements) gather information independently, and the integration of databases is rare (See Chapter 2). Accordingly, it would be essential, for countries, to design upgrade and harmonize administrative and households' surveys from different sources (i.e. ministries, local authorities, private providers, NGOs/CBOs, international organizations) enabling to effectively mapping services, background of beneficiaries, and outcomes. A common database should be created, accessible by ministries' technical team, and inspectors, along with ECCE focal points from national stakeholders, agencies, private sector etc. (see Chapter 2) (Loizillon et al., 2017). The government has allocated a specific budget to harmonize ECCE sources. In addition, it is crucial that M&E will be considered as an integral part of cross-sectoral ECCE policy strategies and action plans. Positive experiences in this sense have been conducted in Bangladesh, Philippines, focusing in particular on coordinating M&E systems of Ministry of Education and Ministry of Health. Nevertheless, lack of accuracy, reliability and validity of data, and absence of background information, have significantly undermined these experiments. Furthermore, Ministries of Health in many middle-low incomes in countries have being able to set up effective coordination mechanisms both between and within sectors.

» **Participation**

In the design of M&E, and data collection of children and young people, parents and practitioners should be ensured. Participation strengthen ownership, and thus availability and reliability of data, in particular for information on quality of services, such as curriculum implementation, pedagogical practices, which are extremely difficult to capture (Lansdown and O’Kane, 2014). Decentralized M&E tools might be also useful to inform the daily management of ECCE services, and increase their quality and responsiveness vis-à-vis children, as well as parents and communities’ needs.

References

- Barker, D. J. P., Gluckman, P. D., Godfrey, K. M., Harding, J. E., Owens, J. A., and Robinson, J. S. (1993). Fetal nutrition and cardiovascular disease in later life. *The Lancet*, 341, 938–941. 8
- Bateson, P., Barker, D., Clutton-Brock, T., Deb, D., D’Udine, B., Foley, R. A., Gluckman, P., Godfrey, K., Kirkwood, T., Lahr, M. M., McNamara, J., Metcalfe, N. B., Monaghan, P., Spencer, H. G., and Sultan, S. E. (2004). Developmental plasticity and human health. *Nature*, 430, 419–421.
- Boehm, A. (2001). *Boehm Test of Basic Concepts 3–Preschool Version*. New York: Psychological Corporation.
- Carter, S., MacDonald, N.J. and Cheng, D.C.B. (1997). “Chapter 4 – Budgetary control” in *Basic finance for marketers*. Rome : Food and Agriculture Organization of the United Nations.
- Committee on the Rights of the Child (2006). General Comment 7 ‘Implementing Child Rights in Early Childhood’ (Paragraph 28, art. 6.2).
<http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/GeneralComment7Rev1.pdf>
- Cunha, F. and Heckman, J. (2006). Investing in our young people. Paper for National Institutes of Health. Retrieved from
<http://www-news.uchicago.edu/releases/06/061115.education.pdf>
- Dahlberg, G., Moss, P. and Spence, A. (2003), *Beyond quality in Early Childhood Education and Care: Languages of Evaluation*. Routledge.
- Economic Opportunity Institute. (2002). *The Link Between Early Childhood Education And Crime And Violence Reduction*. Retrieved from
<http://www.opportunityinstitute.org/wp-content/uploads/early-learning/ELCLinkCrimeReduction-Jul02.pdf>
- Edwards, C., Gandini, L. and Forman, G. (1993). *The hundred languages of children: The Reggio Emilia approach to early childhood education*. Norwood, NJ: Ablex.

Engle, P. L., Fernald, L. C., Alderman, H., Behrman, J., O’Gara, C., Yousafzai, A., de Mello, M.C., Hidrobo, M., Ulkuer, N., Ertem I., Iltus S., and The Global Child Development Steering Group. (2011). Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries. *The Lancet*, 378(9799), 1339–1353

Eming-Young, M. (2007). *Early childhood development: From measurement to action*. Washington, DC: World Bank.

Esping-Andersen, G. (2009). *The Incomplete Revolution: Adapting Welfare States to Women’s New Roles*. Polity Press: Cambridge.

Esping-Andersen, G., Gallie, D., Hemerijck, A. and Myles, J. (2002). *Why We Need a New Welfare State*. Oxford University Press, Oxford.

European Commission. (2013a). *Investing in Children: Breaking the Cycle of Disadvantage*. European Commission: Brussels

Evans, J.L. (2000). *Early childhood care and development in the twenty-first century: the. Challenge we face*. Bernard van Leer Foundation: The Hague.

FAO (2014). *Strategy and Vision for FAO’s Work in Nutrition*. Retrieved from <http://www.fao.org/3/a-i4185e.pdf>

Global Partnership for Education. (2011). *All children learning report 2011*. GPE publication.

Heckman, J. (2013). *Giving kids a fair chance*. MIT Press: Boston.

Heckman, J. (2008). The case for investing in disadvantaged young children. In *Big ideas for children: investing in our nation’s future, first focus making children and families the priority*. Retrieved from <http://www.browncountyunitedway.org/files/CPC/Big-Ideas-for-Children-2009.pdf>

Heckman, J. and Masterov, D. V. (2007). The productivity argument for investing in young children. *Review of Agricultural Economics*, 29(3), 446–493.

Hresko, W., Reid, D. K. and Hammill, D. (1999). *Test of Early Language Development (3rd ed.)*. New York: Psychological Corporation.

IEAG. (2015). *A World that Counts. Mobilizing the Data Revolution for Sustainable Development*. Retrieved from <http://www.undatarevolution.org/wp-content/uploads/2014/12/A-World-That-Counts2.pdf>

Kautz, T., Heckman, James J., Diris, R. Weel, Bas T. And Borghans. (2014). “Fostering and Measuring Skills: Improving Cognitive and Non-cognitive Skills to Promote Lifetime Success”. OECD Education Working Papers 110, OECD Publishing. Retrieved from <http://www.oecd.org/education/ceeri/Fostering-and-Measuring-Skills-Improving-Cognitive-and-Non-Cognitive-Skills-to-Promote-Lifetime-Success.pdf>

Lansdown, G. and O’Kane, C. (2014). A toolkit for Monitoring and Evaluating Children’s Participation. Save The Children. Retrieved from https://www.unicef.org/adolescence/files/ME_toolkit_booklet_4-2014.pdf

Loizillon, A., N. Petrowski, Britto, P. and Cappa, C. (2017). Development of the Early Childhood Development Index in MICS surveys. MICS Methodological Papers, No. 6, Data and Analytics Section, Division of Data, Research and Policy, UNICEF New York.

Ministry of Social Development of New Zealand. (2015). Parenting Education Programmes. Service specifications. Retrieved from <https://www.msdc.govt.nz/documents/about-msdc-and-our-work/publications-resources/service-guidelines/parenting-education.pdf>

Minzberg, H. (2007). *Tracking Strategies: Toward a General Theory of Strategy Formation*, Oxford University Press, London.

Neuman, Michelle J. and Devercelli, Amanda E. (2013). What matters most for early childhood development: a framework paper. Systems Approach for Better Education Results (SABER) working paper series; no. 5. World Bank Group: Washington, DC.

OECD. (2017a). Early Childhood Education and Care. <http://www.oecd.org/edu/school/earlychildhoodeducationandcare.htm>

OECD. (2017b). *Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care*. OECD: Paris

OECD. (2011). *Pisa in Focus: Does Participation in Pre-Primary Education Translate into Better Learning Outcomes at School?*

OECD. (2006). *Starting strong II: Early childhood care and education*. OECD: Paris; UNESCO (2006). *Strong foundations: Early childhood care and education*.

OECD-DAC. (2002). *Glossary of Key Terms in Evaluation and Results Based Management*. Retrieved from <https://www.oecd.org/dac/evaluation/2754804.pdf>

Ohio Department of Education. (2010). Catalog of Screening and Assessment Instruments for Young Children. Birth Through Age 5. Retrieved from https://www.escneo.org/Downloads/Catalog_Screen_assessment2.pdf

Olmsted, P. (2002), Data Collection and System Monitoring in Early Childhood Programs. UNESCO. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.553.1453&rep=rep1&type=pdf>

Putcha, V. and Van der Gaag, J. (2015). Investing in Early Childhood Development. What is being spent, and what does it cost? Global Economy & Development Working Paper 81, Brookings Institute Publications: Washington.

Putcha, V., Upadhyay, A., Burnett, N., Josephson, K. and Neuman, M. (2016). Financing Early Childhood Development – An Analysis of International and Domestic Sources in low – and middle – income countries. International Commission on Financing Global Education Opportunity, Volume I. Retrieved from https://www.r4d.org/wp-content/uploads/ECD-Financing-Study-Volume-I_EdCommission_2016_vp_au_09222016.pdf

Regenstein, E. and Lipper, K. (2013). A Framework for Choosing a State-Level Early Childhood Governance System. Build Initiative. Retrieved from <http://www.buildinitiative.org/Portals/0/Uploads/Documents/Early%20Childhood%20Governance%20for%20Web.pdf>

Reynolds, A. J. (2000). Success in early intervention: The Chicago child-parent centers. Lincoln, NE: University of Nebraska Press

Schachter, M. (2001). Sector Wide Approaches, Accountability and CIDA: Issues and Recommendations. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.596.343&rep=rep1&type=pdf>

Shonkoff, J. and Phillips, D. (ed.) (2000). From Neurons to Neighbourhoods: The Science of Early Childhood Development. The National Academy Press: Washington DC.

Siraj-Blatchford, I. (2009). Conceptualizing progression in the pedagogy of play and sustained shared thinking in early childhood education: A Vygotskian perspective. *Education and Child Play*. 26 (2).

Taguma, M., Litjens, I., and Makowiecki, K. (2012). Quality Matters in Early Childhood Education and Care: Finland. OECD. <https://www.oecd.org/education/school/49985030.pdf>

UNESCO (2017), Education Management Information System:
<http://www.unesco.org/new/en/education/themes/planning-and-managing-education/policy-and-planning/emis/>

UNESCO (2016a). Designing Effective Monitoring and Evaluation Systems for Education 2030: A Global Synthesis of Policies and Practices:
<http://www.unesco.org/new/en/education/themes/planning-and-managing-education/policy-and-planning/events/reports/>

UNESCO. (2016b). Non-cognitive skills: definitions, measurement and malleability. Background paper prepared for the 2016 Global education monitoring report, Education for people and planet: creating sustainable futures for all. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000245576.locale=en>

UNESCO. (2015a). Investing against the evidence: the global state of Early Childhood Care and Education, Author: Paris.

UNESCO. (2015b). Pricing the right to education: the cost of reaching new targets by 2030. Education for all global monitoring report: policy paper, 18.

UNESCO. (2015c). Financing for Early Childhood Care and Education (ECCE)- Investing in the foundation for lifelong learning and sustainable development. UNESCO: Bangkok.

UNESCO. (2014). Holistic Early Childhood Development Index (HECDI) Framework: A Technical Guide. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000229188>

UNESCO. (2010). Harnessing the wealth of Nations. Moscow Framework for Action and Cooperation.
<http://unesdoc.unesco.org/images/0018/001898/189882e.pdf>

UNESCO. (2002). An Integrated Approach to Early Childhood Education and Care. Early Childhood and Family Policy Series. Retrieved from <https://pdfs.semanticscholar.org/71e7/3d1f1cc9dd4ca0cef79e91a126cb9020b670.pdf>

UNESCO. (2000). The Dakar Framework for Action. Education For All: Meeting our Collective Commitments. Retrieved from <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

UNESCO IBE. (2021). Holistic ECCE Curriculum Frameworks. Geneva: UNESCO IBE.

UNESCO IBE. (2012). General Education Quality Analysis/Diagnosis Framework. http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/pdf/GEQAF-_English.pdf

UNESCO and World Bank. (2003). A Framework for Assessing the Quality of Education Statistics. Retrieved from <https://unstats.un.org/unsd/dnss/docs-nqaf/WB-UNESCO-DQAF%20for%20education%20statistics.pdf>

UNICEF (2017). Multiple Indicator Cluster Survey: <http://mics.unicef.org/>

UNICEF. (2016). Strategy for Health 2016-2030. Retrieved from <https://www.unicef.org/media/58166/file>

UNICEF. (2015). Early Childhood Development. A Statistical Snapshot. Building Better Brain and Sustainable Outcomes for Children. http://data.unicef.org/wp-content/uploads/2015/12/ECD_Brochure_2014_197.pdf

UNICEF. (2014a). Child Protection Monitoring and Evaluation Reference Group, Measuring Violence against Children: Inventory and assessment of quantitative studies, Division of Data, Research and Policy, UNICEF, New York, 2014.

UNICEF. (2014b). Engaging Stakeholders on Children's Rights - A tool for compagnies. Retrieved from https://www.unicef.org/csr/css/Stakeholder_Engagement_on_Childrens_Rights_021014.pdf

United Nations. (2015). Sustainable Development Goals: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Van Ravens, J. and Vargas-Baron, E. (2015). Using Existing Platforms to Integrate and Coordinate Investments for Children: Summary of a Joint Workshop by the National Academies of Sciences, Engineering, and Medicine; Centre for Health Education and Health Promotion; and Wu Yee Sun College of the Chinese University of Hong Kong. <https://www.ncbi.nlm.nih.gov/pubmed/26610318>

Vargas-Baron, E. (2005). Planning Policies for Early Childhood Development: Guidelines for Action. UNICEF Publications. Retrieved from: <http://unesdoc.unesco.org/images/0013/001395/139545e.pdf>

Victora, C. G., Adair, L., Fall, C., Hallal, P. C., Martorell, R., Richter, L., Sachdev, H. P. S., and The Maternal and Child Undernutrition Study Group. (2008). Maternal and child undernutrition: consequences for adult health and human capital. *The Lancet*, 371, 340–357.

Woodhead, M., 2016. Early Childhood Development in the SDGs. YOUNG LIVES POLICY BRIEF 28
<https://www.younglives.org.uk/content/early-childhood-development-sdgs>

Zimmerman, I., Steiner, V. and Pond, R. (2002). *Preschool Language Scale (4th ed.) and Preschool Language Scale–Spanish Edition*. New York: Psychological Corporation.

World Bank. (2017). SABER:
<http://saber.worldbank.org/index.cfm>

World Bank. (2007). *Methodologies to Evaluate Early Childhood Development Programs*. Author: Washington.

WHO. (2017). *Summary of WHO Position Papers - Recommendations for Routine Immunization*. Retrieved from http://www.who.int/immunization/policy/Immunization_routine_table1.pdf?ua=1

ECCE SERIES



Early Childhood
Education



مبي العطاء
Dubai Cares