Advancing Early Childhood Development

Showcasing the work of ECDAN's Knowledge Fellows

19 April 2023
Knowledge Fellows program overview

• Began in 2021 with support from the Bainum Family Foundation

• Aim: ECDAN’s Knowledge Fellows program aims to create opportunities for early career ECD professionals from the Global South to receive professional development, mentorship, and networking connections while working on a project that advances ECDAN’s learning goals

• Oversight by steering committee
Knowledge Fellows Steering Committee

Aisha K. Yousafzai
Associate Professor of Global Health at Harvard T.H. Chan School of Public Health

Beatrice Matafwali
Senior Lecturer in the Department of Educational Psychology, Sociology and Special Education at the University of Zambia

Frances E. Aboud (co-chair)
Professor Emerita at McGill University

Lucy Bassett
Associate Professor of Practice of Public Policy at the University of Virginia

Nirmala Rao (co-chair)
Serena H.C. Yang Professor in Early Childhood Development and Education at the University of Hong Kong

Steve Lye
Executive Director, Alliance for Human Development at the University of Toronto
Knowledge Fellows structure

- 6 Knowledge Fellows per year
- Each paired with at least 1 seasoned ECD professional to act as a mentor
- Fellowship takes approximately 6 months, ~10 hours per week
- Projects can be reports, briefs, online repositories, etc.
- Outputs are shared on ECDAN’s website (ecdan.org)

<table>
<thead>
<tr>
<th>Fellowship tracks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting</td>
<td>Mentor</td>
</tr>
<tr>
<td>Financing/costing</td>
<td>Mentor</td>
</tr>
<tr>
<td>Systems</td>
<td>Mentor</td>
</tr>
<tr>
<td>Measurement</td>
<td>Mentor</td>
</tr>
<tr>
<td>Childcare</td>
<td>Mentor</td>
</tr>
<tr>
<td>Early learning</td>
<td>Mentor</td>
</tr>
</tbody>
</table>
Mentor and Fellow backgrounds

- Mentors come from ECDAN’s partner organizations such as:
  - Academia Brasileira de Ciências
  - American Psychological Association
  - Bangor University
  - Brookings Institution
  - Lunenfeld-Tanenbaum Research Institute
  - Murdoch Children’s Research Institute
  - Research and Training Center for Development
  - Sesame Workshop (2)
  - UNICEF (2)
  - Universiti Putra Malaysia
  - WHO

- Knowledge Fellows have come from:
  - Africa
    - Zambia
    - Ethiopia
  - Asia
    - Vietnam
    - Philippines
    - Malaysia
    - India
    - Bhutan
  - South America
    - Colombia (2)
    - Brazil
Next steps for the program

• Six new Knowledge Fellows currently being recruited
• 75 applications received
• Tracks
  o ECD Financing and Costing
  o Parenting
  o Childcare
  o Parenting in Crisis
  o Systems for ECD
  o ECD Measurements

2023 KF Applicants

Top 5 countries of origin

Uganda
South Africa
Tanzania
India
Kenya
ECD Costing Fellow: Jaqueline Natal

Naercio A. Menezes Filho
Academia Brasileira de Ciências

Project
Understanding the expenditure per child in ECE by Brazilian municipalities: An analysis of the effective expenditure per child, the driver of the expenses, and the cost of inaction for Brazil

Jaqueline holds an M. Sc. in Applied Economics and a Bachelor in Economic Sciences from the University of São Paulo. She currently works as an Education Network Management Specialist and focuses on guiding Brazilian municipalities in their efforts to expand access to Early Childhood Education (ECE) along with quality and equity.
Understanding the expenditure per child in Early Childhood Education by Brazilian municipalities

ECDAN Knowledge Fellow Program
Jaqueline F. Natal
Mentor: Naercio A. Menezes Filho
Agenda

• Overview
• Methods
• Main findings
• Plans to use it
Overview

• Municipalities are in charge to offer Early Childhood Education (ECE) - 5568 municipalities

• Enrollment in ECE is the main public policy to foster Early Childhood Development (ECD) in Brazil

• Brazil has made significant advances in terms of access
  • But, the access is unequal
  • Along with low quality

When it comes to the expenditure per child…

The expenses depends on **two factors:**

• Political priorities
• Financial resources
Methods

Data
• SIOPE
  • 2019
  • Revenue and Expenses data.
  • Focus on the 95% of the financial resources which is compounded by the
    • Constitutional minimum spend of 25% (Own and FUNDEB);
    • Salário-Educação (social contribution);
    • National School Feeding Program (PNAE);
    • National Transport Support Program (PNATE).
• School Census

Statistical Analysis
• Descriptive analysis
• COI model
Main findings

The annual average expenditure per child through the Constitutional minimum spend of 25% is a significant amount.

Annual average expenditure per child through the Constitutional minimum spend of 25% by Brazilian municipalities using SIOPE’s data.

The annual average expenditure per child by Brazilian municipalities observed through SIOPE’s data is four times higher than FINBRA’s data and higher than some cost estimated for Daycare and Preschool.

Note: The number of municipalities for daycare is 5352 and for preschool is 5564. Exchange rate of R$3.94 per dollar. Source: Adapted from Natal et al. (2021) using SIOPE and School Census data.
Main findings

Annual average expenditure per child through the Constitutional minimum spend of 25% by Brazilian municipalities per Major Regions (2019 US$)

<table>
<thead>
<tr>
<th>Region</th>
<th>N</th>
<th>Min</th>
<th>1st Qu.</th>
<th>Median</th>
<th>Mean</th>
<th>3rd Qu.</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>415</td>
<td>0</td>
<td>1780</td>
<td>2834</td>
<td>3629</td>
<td>4572</td>
<td>20796</td>
</tr>
<tr>
<td>Northeast</td>
<td>1756</td>
<td>0</td>
<td>1906</td>
<td>2678</td>
<td>3278</td>
<td>3870</td>
<td>73915</td>
</tr>
<tr>
<td>Mid-West</td>
<td>425</td>
<td>0</td>
<td>2626</td>
<td>4358</td>
<td>4953</td>
<td>6497</td>
<td>15917</td>
</tr>
<tr>
<td>Southeast</td>
<td>1577</td>
<td>0</td>
<td>2772</td>
<td>4399</td>
<td>5201</td>
<td>6790</td>
<td>3995</td>
</tr>
<tr>
<td>South</td>
<td>1179</td>
<td>0</td>
<td>4254</td>
<td>6006</td>
<td>6450</td>
<td>8105</td>
<td>28118</td>
</tr>
<tr>
<td>Brazil</td>
<td>5352</td>
<td>0</td>
<td>2365</td>
<td>3853</td>
<td>4704</td>
<td>6245</td>
<td>73915</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>N</th>
<th>Min</th>
<th>1st Qu.</th>
<th>Median</th>
<th>Mean</th>
<th>3rd Qu.</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>450</td>
<td>0</td>
<td>1930</td>
<td>2745</td>
<td>3115</td>
<td>3765</td>
<td>17575</td>
</tr>
<tr>
<td>Northeast</td>
<td>1790</td>
<td>0</td>
<td>1959</td>
<td>2657</td>
<td>3014</td>
<td>3690</td>
<td>12474</td>
</tr>
<tr>
<td>Mid-West</td>
<td>466</td>
<td>210</td>
<td>2283</td>
<td>3407</td>
<td>4166</td>
<td>5145</td>
<td>22673</td>
</tr>
<tr>
<td>Southeast</td>
<td>1667</td>
<td>0</td>
<td>2760</td>
<td>4013</td>
<td>4629</td>
<td>5847</td>
<td>24871</td>
</tr>
<tr>
<td>South</td>
<td>1191</td>
<td>1042</td>
<td>3148</td>
<td>4767</td>
<td>5313</td>
<td>6737</td>
<td>30990</td>
</tr>
<tr>
<td>Brazil</td>
<td>5564</td>
<td>0</td>
<td>2322</td>
<td>3409</td>
<td>4095</td>
<td>5107</td>
<td>30990</td>
</tr>
</tbody>
</table>

Note: Exchange rate of R$3.94 per dollar. Source: Own elaboration using SIOPE and School Census data.
Main findings

Minimum wage in 2019 was equivalent to 253 (2019 US$)

Note: The number of municipalities considered is 5568. Exchange rate of R$3.94 per dollar. Source: Own elaboration using SIOPE and School Census data.
Main findings

• The annual average expenditure per child through the Constitutional minimum spend of 25% is a significant amount;

• However, it is important to be cautious when it comes to interpretation of it since there is a significant variation in the expenditure per child throughout the school year;

• At least one-quarter of the municipalities’ expenses per bimester is compounded only by FUNDEB resources that requires to be done in a defined way;

The final report has more information about

• The expenditure per child through other financial resources;
• The driver of the expenditure per child;
• Total revenue and expenses;
• The relationship between expenditure per child and outcomes;
• Cost of Inaction
Plans to use

• Publish

• The study seems to be a starting point
  • It’s a change on the speech from “Brazilian municipalities don’t have enough financial resources” to “how are Brazilian municipalities spending the financial resources?”
  • Future investigations
Cost of Inaction model

It is calculated as the difference between the potential economic benefits and the costs of a possible Early Childhood intervention.

\[
COI = \left( \sum_{j=a}^{t+a} \frac{PCI_j \times i \times e_j \times s_j}{(1 + d)^j} - c \right) \times N
\]

- \( N \) is the number of children covered;
- \( d \) is the discount rate;
- \( t \) is the benefit duration;
- \( a \) is the first year the benefit is obtained;
- \( i \) is the impact on individual income as a consequence of the intervention;
- \( c \) is the average intervention cost;
- \( PCI \) is the per capita income projection;
- \( e \) is the employment rate;
- \( s \) is the probability to survive.
Inclusive ECD Fellow: Giang Le

Giang has a BA in Psychology and a Masters in Disability Policy and Practice at Flinders University of South Australia. She currently working as the Project Officer and Disability Technical Assistant at a local nonprofit organization based in Ha Noi, Vietnam, where she focus on early identification and intervention programs for children with disabilities.

Project
Supporting caregivers of children with intellectual and developmental disabilities in Vietnam: A literature review
Caregivers of children with intellectual and developmental disabilities in Vietnam: A literature review of experience, needs and support programs

Knowledge Fellow: Giang Le, RMIT University Vietnam
Mentor: Dr Ha Tran, Research and Training Center for Community Development
Project Aim and Objective

• To contribute to better representing children and families from low-resourced settings in the literature on Intellectual and Developmental Disabilities (IDD).

• To capture the existing evidence and identify research, implementation and policy gaps in supporting caregivers of children with IDD Vietnam.
Methods

Review Questions

• What is known about the experiences and support needs of caregivers of children with IDD in Vietnam?
• What are the support programs, initiatives and interventions to support caregivers that have been implemented? What are the outcomes and lessons learned?

19 articles and reports

Limitations

• Not systematic review
• No appraisal of quality of methods/data/findings
Key findings: Caregivers’ experiences and support needs

Experiences
- Higher level of stress
- Lack access to formal (professional) and reduced informal support
- Experience of discrimination and social isolation

Support needs
- Connect with other parents to share experiences and psychological support
- Access to professional services
- Access to information, education and training
Key findings: Supporting Caregivers Programs

- The Portage Program
- Family Management Intervention Program
- Online Parent-mediated Intervention
- Caregivers Skills Training (WHO)

The TIDieR (Template for Intervention Description and Replication)

Information to include when describing an intervention and the location

<table>
<thead>
<tr>
<th>Item number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BRIEF NAME**
1. Provide the name or a phrase that describes the intervention.

**WHY**
2. Describe any rationale, theory, or goal of the elements essential to the intervention.

**WHAT**
3. Materials: Describe any physical or informational materials used in the intervention, including those provided to participants or used in intervention delivery or in training of intervention providers. Provide information on where the materials can be accessed (e.g., online appendix, URL).

**WHO PROVIDED**
4. Procedures: Describe each of the procedures, activities, and/or processes used in the intervention, including any enabling or support activities.

**WHO PROVIDED**
5. For each category of intervention provider (e.g., psychologist, nursing assistant), describe their
# Key findings: Supporting Caregivers Programs

<table>
<thead>
<tr>
<th>Providers</th>
<th>Portage Program</th>
<th>FMIP</th>
<th>Online PMI</th>
<th>CST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers/ college</td>
<td>Teachers/ college students as trainers</td>
<td>Research team as trainer/ supervisor Parents</td>
<td>Teachers as trainer Parents</td>
<td>Teachers as trainer Parents</td>
</tr>
<tr>
<td>Parents</td>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where</th>
<th>Home</th>
<th>Hospital</th>
<th>Home</th>
<th>Home, local centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>How</td>
<td>In person, Home visit</td>
<td>In person, telephone</td>
<td>Video-conference, smartphones</td>
<td>In person, home visit</td>
</tr>
</tbody>
</table>

| Modification       | No information  | Not applicable        | Not applicable         | No information       |
## Areas for future research

<table>
<thead>
<tr>
<th>Rationale</th>
<th>• training for parents; task-shifting; community-based rehabilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>• Process of validation, translation and adaptation</td>
</tr>
<tr>
<td>Procedures</td>
<td>• Technology to deliver training</td>
</tr>
<tr>
<td>Providers</td>
<td>• Minimum requirements facilitators</td>
</tr>
</tbody>
</table>
Parenting Fellow: Sai Durgeshwari Rajandiran

Dr. Rumaya Juhari
Universiti Putri Malaysia (UPM)

Sai Durgeshwari holds a master’s degree in Human Development and Psychology from the Harvard Graduate School of Education (HGSE) and a bachelor’s degree in Linguistics and English from the University of California, Los Angeles (UCLA). Presently, Durgesh is an evaluation specialist for a global education consultancy, Cognition Learning Group in Malaysia.

Project
Research, Design, and Development of a Parenting Knowledge Hub for the Global Initiative to Support Parents

Sabine Rakotomalala
World Health Organization (WHO)
Parenting Knowledge Hub

By Sai Durgeshwari Rajandiran

Mentors:
Dr. Rumaya Juhari, Putra University Malaysia (UPM)
Sabine Rakotomalala, World Health Organization (WHO)
Global Initiative to Support Parents (GISP)

It is an interagency collaboration between five core partners:

- Early Childhood Development Action Network (ECDAN)
- Global Partnership to End Violence Against Children
- Parenting for Lifelong Health (PLH)
- UNICEF
- World Health Organization (WHO)

Initially formed during the COVID-19 pandemic to increase global support for parents

Objective of GISP:

To urgently increase awareness and action in support of parents and to scale-up parenting support programs to all families around the world
GISP Theory of Change for Parenting Support

Target audience: People interested to learn more about parenting but are not actively working in parenting such as:
- Policymakers
- Program implementers
- Researchers

Knowledge Product: Narration of the Theory of Change that also functions as a Parenting Knowledge Hub
Node 4: Promotion of autonomy and resilience

Autonomy is the ability of the child to fulfil their own wants and needs. Research suggests that children exhibit autonomy to maintain an integrated sense of self and mastery of their surroundings.\textsuperscript{12} Autonomy in a nurturing environment is good for the child to discover new things about themselves and the world with mild and infrequent stress, known as ‘positive stress’, which is essential for the child’s overall development.\textsuperscript{13}

Resilience, on the other hand, is the ability of the child to respond to current or future challenges using their adaptive capacity at a given time in a given context.\textsuperscript{14} Protective factors in the environment significantly contribute to children’s ability to process and overcome adversities.

Caregivers can promote both resilience and autonomy by building supportive relationships that act as protective social and emotional barriers for the child.\textsuperscript{15} In a scaffolded environment, the child is able to lead their own learning of resilient behaviours with a sense of self-efficacy. Autonomy and resilience are especially important skills to foster in humanitarian settings.
How does the Parenting Knowledge Hub benefit our target audience?

Sample target audience:

- Advisor to the Minister of Health and lead designer of a comprehensive post-natal intervention
- Student leader of a grassroots organization to support refugee families resettle in a new community
- Education specialist in a low-resource setting who is creating informal learning modules for teen parents

All of them:

- Are involved in the design or delivery of programs targeting parents
- Have technical experience in fields related to parenting, but not parenting itself
- Would benefit from evidence across different sectors and across the life course that demonstrates the impact of parenting support programs across multiple outcomes
- May want to access the original scholarly sources to prepare their deliverables
Timeline of Activities

- **September 2022**: Scope global parenting resources & map evidence
- **November 2022**: Expand each bullet point on the ToC
- **January 2023**: Collect feedback from my mentors
- **February 2023**: Collect feedback from GISP Technical Working Group
- **March 2023**: Produce the final draft
- **June 2023**: Publish content on GISP website
ECD Systems Fellow: Aanchal Kapur

Aanchal holds a masters of Early Childhood Care and Education from Ambedkar University, Delhi and a B.Sc. in Human Development and Childhood Studies from Delhi University. Currently, as an Early Childhood Education Associate at Pratham Education Foundation, Aanchal focuses projects aimed at increasing learning outcomes for children in India and Africa.
Navigating the Complexities of Early Childhood Development

Systems Thinking Approaches for Equity and Sustainability

Aanchal Kapur - Systems Fellow
Mentors- Kate Milner and Kimberly Boller
19th April 2023
Background
Navigating the Complexity of Early Childhood Development: Collaborative Puzzle-Piece Approach

- Early Childhood Development (ECD) is a complex system with multiple components, levels, and stakeholders.
- Long-standing challenges remain unaddressed.
- Building equitable and sustainable ECD systems requires assembling the puzzle pieces.
- There is a need for a new approach.
Solution
Systems Thinking to Solve Complex Puzzle of ECD

- Systems thinking can strengthen ECD's impact and sustainability, but evidence is scarce.
- Systems thinking is a suite of approaches to grappling with complex problems.
- Promoting the use of systems thinking in ECD can enhance its impact and sustainability.
- However, systems thinking remains an underdeveloped area in ECD.
Product
What does the Narrative Review include?

- The review features 5 diverse ECD case profiles, showcasing the versatility of systems thinking.
- It is a practical resource for ECD professionals and policymakers interested in this approach and contributes to its growing interest and application in ECD.
## Example

<table>
<thead>
<tr>
<th>Initiative Name</th>
<th>Country</th>
<th>Type of Initiative</th>
<th>Levels</th>
<th>Components focused on</th>
<th>System Approach</th>
<th>How it Promotes Systems Thinking</th>
<th>Specific Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chile Creche Contigo</td>
<td>Chile</td>
<td>National program to expand access to ECD services</td>
<td>National, Municipal, Family, Child</td>
<td>Health, Education, Social Protection, Early Learning, Family Support</td>
<td>Uses a multi-sectoral approach to ECD, involving health, education, and social protection systems.</td>
<td>Focuses on intersectoral coordination and collaboration, and emphasizes the importance of addressing social determinants of ECD.</td>
<td>Provides training for ECD professionals, promotes community engagement, and provides financial incentives to ECD centres.</td>
</tr>
</tbody>
</table>
Key Findings and Implications

Rather than a preconceived solution: Lead with a problem

Transition from a Project or Program: Understand the Big Picture

Put Together a Winning Coalition: Collaborate with Stakeholders

Invest in workforce development: Build Capacity and Expertise

Focus on equity and inclusion: Prioritize All Children

Importance of Monitoring, Evaluation, and Learning
Key Takeaways & Next Steps
Key takeaways:

- Systems thinking plays a critical role in promoting equity and sustainability in ECD programs.
- Ongoing efforts are needed to document and evaluate the impact of systems thinking initiatives.

Scope and Limitations of the Review

- Scope and methods are limited for comparative analysis.
- Does not provide a comprehensive evaluation of the impact on multiple levels of the ECD system.
- Mainly focuses on successful examples of systems thinking approaches.
- Further research is needed to better understand challenges and limitations of employing a systems approach in ECD programs.
Next Steps for Research

- Continue to Generate Evidence on What Works
- Develop Tools and Frameworks
- Explore Emerging Technologies
- Enhance Collaboration and Co-design
Bethlehem holds a master’s of Science in Development Practice from Trinity College Dublin and a second master’s in Accounting and Finance from Addis Ababa University. She is currently a research assistant at Ryan Institute at the University of Galway. Her interests include climate change induced migration, social protection, microfinance, and market systems.
Landscape Review of Costing Tools: An online user-friendly repository of costing tools for ECD

By Bethlehem Girma
Mentor: Emily Gustafsson-Wright (Ph.D.)
April 19, 2023
Outline

• Background
• Objective
• Methodology
• Topology of Costing Tools
• Next steps
Background

Early Childhood Development programmes are low-resourced particularly in low- and middle-income countries (LMIC)
Cost data is critical for ECD investment decision making
Costing enables policymakers, donors, program implementers, researchers, and others to answer

<table>
<thead>
<tr>
<th>Costing Dimension</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>cost economy</td>
<td>How much did/will the program cost? What would be the cost of scaling up a program or intervention? What are the cost drivers of an intervention?</td>
</tr>
<tr>
<td>cost-efficiency</td>
<td>What is the cost per beneficiary (unit cost) of an intervention or program?</td>
</tr>
<tr>
<td>cost-effectiveness</td>
<td>What is the best way to achieve a certain outcome/impact?</td>
</tr>
<tr>
<td>cost-benefit</td>
<td>What is the value of all the benefits created by this intervention? Does the benefit outweigh the cost?</td>
</tr>
</tbody>
</table>
How can costing tools and guides help to conduct costing analysis?

• Costing tools facilitate cost analysis by enabling users to enter cost-related data and providing them with a range of calculations, estimates, and simulated costs.

• Costing guides help establish processes and procedures to examine cost data.
Challenges in ECD costing

- Not easy to locate costing resources (tools and guidance)
- Sometimes it is a complex task to choose a suitable tool/guide
- Differences in metrics and measurement approach constraining comparison, low capacity to conduct a cost analysis
Objective

This Landscape Review of Costing Tools is aimed at creating an online, user-friendly repository of costing tools for ECD.
A preliminary review of the literature to guide the search/deep dive

Developed inclusion and exclusion criteria; and Keywords for the search

Survey, and crowdsourcing using professional and social media platforms

13 tools, 7 guides, and around 400 plus webpage browsed

7 templates and 6 guides are included in the final review and the online ECD costing repository
ECD Costing

Cost analysis which is commonly referred to as “costing” is the process of identifying and examining the costs of the inputs of an intervention or program, and how those costs and inputs are distributed. Cost data are crucial for advocacy, budgeting and planning, and resource allocation including the critical relationship between cost and quality. Costing initiatives in this regard are growing in their relevance to enhancing the efficiency and effectiveness of Early Childhood Development programmes.

There are diverse tools and guides that can facilitate the costing of ECD programme. Selecting the appropriate tool and conducting cost analysis is a complex task. This knowledge resource repository from ECDAN aims at enabling national and international ECD stakeholders and anyone interested in ECD costing to have easy access to available costing tools and guides.

Check our table of comparison to help you choose among the various cost tools.

Costing Tools

- **Brookings Childhood Cost Calculator (C3)**
- **ILO Care policy Investment Simulator**
- **UNICEF ECE Accelerator Simulation Model**
<table>
<thead>
<tr>
<th>Tool</th>
<th>Developer</th>
<th>Purpose</th>
<th>Type of Analysis</th>
<th>Platform and Format</th>
<th>Costing Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookings Childhood Cost Calculator (C3)</td>
<td>Brookings Center for Universal Education</td>
<td>To facilitate the costing of past, current or future (potential) programs to determine cost per beneficiary and total (resources needed), compare costs between initiatives, understand cost distribution, and costs of scaling</td>
<td>Micro-costing and prospective</td>
<td>Web-based</td>
<td>Web-based</td>
</tr>
<tr>
<td>ILO Care policy Investment Simulator</td>
<td>ILO</td>
<td>-To present how to close the care policy gaps through investments in the country-specific gender-transformative care policy packages and assess the multiple benefits of investing in the care economy.</td>
<td>Prospective</td>
<td>Web-based</td>
<td>Macro-simulation</td>
</tr>
<tr>
<td>ECE Accelerator Simulation Model</td>
<td>UNICEF</td>
<td>Estimating the resources required for achieving SDG 4.2 targets-material, human, and financial resources required for Education Sector Planning and ECE subsector planning processes</td>
<td>Macro-simulation</td>
<td>Downloadable excel based</td>
<td>Macro-simulation</td>
</tr>
<tr>
<td>USAID Education Cost Analysis Approach</td>
<td>USAID Center for Education</td>
<td>- Improve sustainability and overall value for money of USAID education programming through a better understanding of cost structures, cost efficiency and cost-effectiveness of interventions.</td>
<td>Retrospective and prospective</td>
<td>Downloadable excel based</td>
<td>Micro-costing</td>
</tr>
<tr>
<td>Simulation for Education (SimuED)</td>
<td>UNESCO</td>
<td>Education sector-wide simulation selected key SDG4-Education indicators to facilitate national planning exercise</td>
<td>Prospective</td>
<td>Downloadable excel based</td>
<td>Micro-costing</td>
</tr>
<tr>
<td>UNESCO EiE Cost Capture Template</td>
<td>UN Girls’ Education Initiative (UNGEI)</td>
<td>-To understand gender-responsive unit costs (costs per person) and ingredient costs (total costs of parts of an activity) considerations across common Education in Emergencies (EiE) intervention types;</td>
<td>Retrospective and prospective</td>
<td>Downloadable excel based</td>
<td>Micro-costing</td>
</tr>
<tr>
<td>J-PAL Detailed Costing Template</td>
<td>J-PAL</td>
<td>To collect costs for all ingredients needed to implement a program or intervention, excluding the costs of evaluating the impact of that program. Collecting this cost data will help NGOs, governments, and other policymakers determine how much replicating or scaling up a program will cost.</td>
<td>Retrospective and prospective</td>
<td>Downloadable excel based</td>
<td>Micro-costing</td>
</tr>
</tbody>
</table>
Next steps

- Use Promote Share
- Enrich the Repository
- Track Use and
- Document Learning
ECE Fellow: Pema Thinley

Massey Samuel Tucker
UNICEF

Project

Report on Status of ECCD Program in Bhutan Using Pre-primary Sub-Sector Analysis Tool: From the perspectives of Program Officers, District Education Officers, and ECCD Facilitators

Pema has a post graduate Diploma in Public Administration and a bachelors in Environment and Climate Studies. He is currently serving as an Assistant Program Officer with Bhutan’s Ministry of Education, within the ECCD and SEN Division where he has the responsibility to ensure access and quality of ECCD programs in the country.
Report on Status of ECCD Program in Bhutan Using Pre-primary Sub-Sector Analysis Tool: From the perspectives of Program Officers, District Education Officers and ECCD Facilitators

Presenter: Pema Thinley
ECDAN Knowledge Fellow
Mentor: Massey Tucker
Methodology

• Mixed method: Interview and survey questionnaire
• Used pre-primary sub-sector analysis tool developed by UNICEF (contextualized)
Key Findings: Core Functions

Quality Assurance
- There is comprehensive quality standards and tools to monitor quality- QMTEC (Quality Monitoring Tool for ECCD Centres)
- Need to dedicated budget for monitoring of ECCD centres and training all monitoring officials

Family and Community Engagement
- Families and communities are included as strategic partners in the ECCD program in the country
- Parenting education is mandatory

Planning and Budgeting
- Plans are based on global evidence, current data and developed consultatively

Curriculum Development and Implementation
- No fixed curriculum but uses Early Learning Development standards to guide and it has been widely implemented
- Needs revision of those documents

Workforce Development
- Need clear recruitment strategy in ECCD workforce/profession
- Institute accrediting body to look after pre-service trainings
- Enhance CPD programs and develop clear career pathway.
Key Findings: Enabling Environments

**Ministerial Leadership**
ECCD & SEN Division under Ministry of Education and Skills Development looks after the ECCD Program but need adequate staff in the lead ministry.

**Policies and Legislation**
Need National Education Policy and if possible to establish separate ECCD Policy/Act.

**Financing**
Sustainable financing mechanism is recommended to ensure perennial and dedicated financing for ECCD program.

**Public Demand**
Demand for ECCD services have been increasing over the years but need to strengthen ownership and continued support from local government.
Next Steps

1. Presentation of report findings to the executives of the Education Ministry
2. Facilitate the development and endorsement of holistic National Education Policy
3. Development of clear recruitment strategy and setting clear career progression pathway for ECCD workforce
Thank You

Early Childhood Development Action Network
455 Massachusetts Ave., Suite 1000
Washington, DC, USA 20001

info@ecdan.org • ecdan.org • connect.ecdan.org
Question & Answer

What have these presentations made you curious about?
Mentors Panel

Three experienced mentors share their experiences
Congratulations, Knowledge Fellows!

Thank you, Mentors!
Made possible with support from Bainum Family Foundation