Investing Early: What Policies Matter?

Introduction to the SABER-ECD Analytical Framework

February 6, 2013

Michelle Neuman, Amanda Devercelli, and Amina Denboba
Presentation Overview

1. The SABER-ECD framework
2. The SABER-ECD tools and implementation process
3. Exploring the three policy goals with country examples
4. Conclusion
Rationale for focusing on ECD systems

- Despite manifold benefits of, and strong government interest in, investing in ECD, young children’s outcomes are poor

- Policy environment for ECD in many low- and middle-income countries is deeply inadequate:
  - Multi-sectoral nature
  - Variety of beneficiaries to reach through different entry points
  - Limited political and fiscal space
  - Long-term returns – no immediate pay off
  - Limited data available in each sector

Policymakers need a systems-level analysis to meet these challenges and identify options to promote ECD
SABER-Early Childhood Development: Overview

- SABER-ECD collects, analyzes, and disseminates comparable international data on national and sub-national ECD systems:
  - ECD *policies*
  - ECD *programs*

- Utility of SABER- ECD:
  - Identifies strengths and areas for improvement
  - Offers international comparisons and examples
  - Generates policy options to improve ECD
What do parents and children need to develop healthfully?

**Parents/Caregivers**
- Positive parenting education
- Social and child protection

**Pregnant Women**
- Birth registration
- Prenatal care
  - Antenatal visits (at least 4)
  - Skilled attendants at delivery
- Prenatal nutrition
  - Folic acid
  - Iron
  - Iodine

**Children**
- Birth
- Age 2
- Age 4
- Age 6
- Transition to primary school
- Expanded program of immunizations
- Well-child visits (growth monitoring and promotion)
- Exclusive breastfeeding until 6 months; complementary feeding to age 2
- Vitamin A, iodine, iron,
- Early stimulation
- ECCE and preprimary education to promote school readiness

**Enforced domestic violence laws, provisions in judicial system to protect young children, child welfare system**

**Health**
- Parent education on child health and development
- Breastfeeding promotion, complementary feeding, dietary diversity
- Early stimulation, importance of formal early learning

**Nutrition**
- Prenatal nutrition
- Education

**Center-based interventions should be coordinated with existing intervention opportunities (often opportunities through the health sector are strongest). Home-visiting programs should also be considered.**

**As more children enroll in preprimary school, center-based programs can be used to reach increasing numbers of children.**
**Policy Goals**

- Establishing an Enabling Environment
- Implementing Widely
- Monitoring and Assuring Quality

**Policy Levers**

- Legal Framework
- Intersectoral Coordination
- Finance
- Scope of Programs
- Coverage
- Equity
- Data availability
- Quality Standards
- Compliance with Standards

**Outcome**

All children have the opportunity to reach their full potential.
Policy Goal 1: Establishing an Enabling Environment

• Promotes efficient service delivery

• Encourages diverse participation and service uptakes

• Ensures adequate financing and institutional capacity

• **Policy levers:**
  – Legal Framework
  – Intersectoral Coordination
  – Finance
Policy Goal 2: Implementing Widely

- Many countries still face the challenge of how to take small pilot interventions to scale
- Policies and programs in all essential sectors and targeting all groups are necessary
- Need to reach the entire population equitably

- **Policy levers:**
  - Scope of Programs
  - Coverage
  - Equity
Policy Goal 3: Monitoring and Assuring Quality

• Focus on access, without ensuring quality can jeopardize the benefits of investing early

• Due to predominance of provision via the non-state sector, quality assurance systems are especially critical

• Standards are not sufficient; compliance is essential

• Policy Levers:
  – Data availability
  – Standards
  – Compliance with Standards
## Sample International Comparison of ECD Policies

<table>
<thead>
<tr>
<th>ECD Policy Goal</th>
<th>Policy Lever</th>
<th>Level of Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Armenia</td>
</tr>
<tr>
<td>Establishing an Enabling Environment</td>
<td>Legal Framework</td>
<td>●●●●</td>
</tr>
<tr>
<td></td>
<td>Coordination</td>
<td>●●●●</td>
</tr>
<tr>
<td></td>
<td>Financing</td>
<td>●●●●</td>
</tr>
<tr>
<td>Implementing Widely</td>
<td>Scope of Programs</td>
<td>●●●●</td>
</tr>
<tr>
<td></td>
<td>Coverage</td>
<td>●●●●</td>
</tr>
<tr>
<td></td>
<td>Equity</td>
<td>●●●●</td>
</tr>
<tr>
<td>Monitoring and Assuring Quality</td>
<td>Data Availability</td>
<td>●●●●</td>
</tr>
<tr>
<td></td>
<td>Quality Standards</td>
<td>●●●●</td>
</tr>
<tr>
<td></td>
<td>Compliance with Standards</td>
<td>●●●●</td>
</tr>
</tbody>
</table>

**Legend:**  
Latent  
Emerging  
Established  
Advanced
Presentation Overview

1. The SABER-ECD framework

2. The SABER-ECD tools and implementation process

3. Exploring the three policy goals with country examples

4. Conclusion
How is SABER-ECD implemented?

1. Initial Phase
2. Step 1: Stocktake
3. Step 2: Analyze
4. Step 3: End Products
How is SABER-ECD implemented?

Initial Phase

• Initial meeting with SABER core team and TTL
• Approach Client Government to ascertain interest in the work (SABER – ECD will provide letters of introduction and summary papers)
• Identify appropriate Principal Investigator (PI) to collect data locally
• Contracting of PI (by regional staff)
How is SABER-ECD implemented?

**Stocktake**

- PI, TTL and SABER-ECD team to review ToRs and work plan
- PI conducts data collection with support from SABER-ECD team (and regional staff, as needed)
- Take stock of existing ECD programs
- Take stock of existing policies

In-country by Principal Investigator with remote support from ECD Team: 6-8 weeks
SABER-ECD Policy Data Collection Tool

- Includes approximately 130 questions
- Covers sectoral policies in education, health, nutrition and social and child protection:

  - **General ECD Policy Information**
    - Multi-sectoral policies
    - Institutional arrangements
    - Coordination mechanisms
    - Budget allocation

  - **Complementary data sources used**
    - World Bank’s Women, Business, and the Law Database
    - UNICEF’s Multiple Indicator Cluster Survey
    - UNESCO’s Institute for Statistics
    - WHO’s Global Database on Anemia
    - WHO’s Global Health Expenditure Database
Sample questions to analyze quality assurance mechanisms for ECCE

#64. Please provide following characteristics for early childhood education centers.

<table>
<thead>
<tr>
<th>All ECD aged children (ages 0-83 months)</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Average child-to-caregiver ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Average group size/class size</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Number of opening hours per week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Number of centers that meet construction standards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#65. Do any mechanisms exist to enforce the requirements (e.g. construction, staffing requirements, hours of operation, access to hygienic facilities and potable water)?

<table>
<thead>
<tr>
<th></th>
<th>Private centers</th>
<th>Public centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>b. Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If yes, what is the penalty for failing to meet these requirements?

Is there a mechanism (e.g. accreditation system) to identify quality improvement of ECCE centers?

<table>
<thead>
<tr>
<th></th>
<th>Private centers</th>
<th>Public centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>b. Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If yes, how is quality improvement rewarded (mechanisms may include the provision of financial incentives, reward certificate, establishment of star rating system etc.)?
SABER-ECD Program Data Collection Tool

- Questionnaire in Excel format

- ECD Program stocktaking
  - List of ECD programs from all sectors, including state and non-state interventions
  - Detailed information on at least six most important interventions in either education, health, nutrition, child and social protection.
## Snapshot of SABER-ECD program instrument

<table>
<thead>
<tr>
<th><strong>STEP 2.2:</strong> Please provide the following detailed information on a selected ECD program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Name:</strong> Programa de Atención Integral para la primera</td>
</tr>
<tr>
<td>Nutrition &amp; Health: yes, Education: yes, Parenting: yes, Social Protection: yes, Child Protection: yes, Other (please describe)</td>
</tr>
<tr>
<td><strong>Area of focus/Sector Covered:</strong> Please select all sectors that apply</td>
</tr>
<tr>
<td><strong>Brief Description of Program (history, primary objective, etc.):</strong> Comprehensive care program for the Early Childhood (Programa de Atención Integral a la Childhood)</td>
</tr>
<tr>
<td><strong>Program provided by:</strong> State</td>
</tr>
<tr>
<td><strong>Name of organization/ministry that manages program:</strong> Ministry of Education and Colombian Family Welfare Institute (ICBF)</td>
</tr>
<tr>
<td><strong>Geographic Location:</strong></td>
</tr>
<tr>
<td>Number of regions covered: 29 out of 30</td>
</tr>
<tr>
<td>List of Names of regions covered: Antioquia, Arauca</td>
</tr>
<tr>
<td><strong>Targetted Beneficiaries:</strong></td>
</tr>
<tr>
<td>Age range of child beneficiaries (in months): 0 to 59</td>
</tr>
<tr>
<td>Targeted towards pregnant women/mothers? yes, Targeted towards parent(s), yes, Does the program target specific beneficiaries? yes, (If yes to targeting), list eligibility requirement: Families displaced by violence, and economically disadvantaged children</td>
</tr>
<tr>
<td>Number of direct beneficiaries: 402,183 (December 31 2011)</td>
</tr>
<tr>
<td><strong>Number of members in eligible population:</strong> 2,244,264</td>
</tr>
<tr>
<td><strong>Finance:</strong></td>
</tr>
<tr>
<td>Program Cost: NA, Annual budget: 234,231,969.406 (for the year 2011), Per capita cost: &quot;entorno familiar&quot;: $110,552 child/month, &quot;entorno&quot; Other cost(s): NA</td>
</tr>
<tr>
<td>Source of funding: Ministry of Education, local level (municipalities)</td>
</tr>
<tr>
<td><strong>Service Delivery &amp; Quality Assurance:</strong></td>
</tr>
<tr>
<td>Description of service providers: See section 4. Third parties hired by the government</td>
</tr>
<tr>
<td>Are there pre-service requirements for service delivery personnel? yes, if yes, please describe: attached file: 2.2 Reglamento Operativo</td>
</tr>
<tr>
<td>Please review the attached file: 2.2 Reglamento Operativo</td>
</tr>
</tbody>
</table>
How is SABER-ECD implemented?

- Data analysis conducted by SABER-ECD team
- Data available to client government for verification
- Country-specific policy options generated by SABER-ECD team in conjunction with TTL

SABER-ECD Team: 4 weeks
# Sample analysis of an indicator

<table>
<thead>
<tr>
<th>PG1 Score:</th>
<th>Policy Goal 1: Establishing an Enabling Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Policy Lever 1.1: Legal Framework</td>
</tr>
<tr>
<td></td>
<td><strong>Scoring</strong></td>
</tr>
<tr>
<td></td>
<td>Latent</td>
</tr>
<tr>
<td>a. Do national laws and regulations promote healthcare for pregnant women?</td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>Sub-Indicator</td>
</tr>
<tr>
<td>j) Is there a policy that guarantees pregnant women free antenatal visits and skilled delivery?</td>
<td>No</td>
</tr>
<tr>
<td>ii) Are standard health screenings provided for HIV and STDs for pregnant women?</td>
<td>No</td>
</tr>
<tr>
<td>b. Do national laws and regulations promote healthcare young children?</td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>Sub-Indicator</td>
</tr>
<tr>
<td>i) Are young children required to receive a complete course of childhood immunizations?</td>
<td>No</td>
</tr>
<tr>
<td>ii) Are young children required to have well-child visits?</td>
<td>No</td>
</tr>
<tr>
<td>c. Do national laws and regulations promote appropriate dietary consumption by pregnant women and young children?</td>
<td></td>
</tr>
<tr>
<td>Indicator</td>
<td>Sub-Indicator</td>
</tr>
<tr>
<td>i) Do national laws comply with the International Code of Marketing of Breast Milk Substitutes?</td>
<td>No</td>
</tr>
<tr>
<td>ii) Does a national policy to encourage salt iodization exist (or has it ever existed)?</td>
<td>No</td>
</tr>
<tr>
<td>iii) Does a national policy to promote the fortification of</td>
<td>No</td>
</tr>
</tbody>
</table>
How is SABER-ECD implemented?

End Products

- Country Report
- PowerPoint Presentation
- Regional papers (optional)
- Web-based portal (under-development)

SABER-ECD Team: 4 weeks
# SABER-ECD Cost per country

<table>
<thead>
<tr>
<th>Item</th>
<th>Unit Cost Estimates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local consultant cost to gather and submit data</td>
<td>$4,000 - $5,500 per country</td>
<td>15-20 days of work, estimated rate of $200 per day (no per diem, no hotel and minimal travel within country).</td>
</tr>
<tr>
<td>SABER-ECD core team members’ time</td>
<td>$4,000-$6,000</td>
<td>This covers the cost to manage the local consultant, analyze data and prepare one Country Report and PowerPoint Presentation. In some countries, TTLs may wish to expand the standard Country Report into a longer Policy Note, which would increase costs.</td>
</tr>
<tr>
<td>SABER-ECD team member to travel and gather data</td>
<td>$10,000 - $15,000 per trip</td>
<td>Includes flight, per diem, hotel, 7-10 staff days and minimal travel within country.</td>
</tr>
</tbody>
</table>
**Roles and Responsibilities**

**TTLs and Regional Staff**

**Initial Phase**
- Provide country context, liaise with client government, assist in identifying a principal informant (PI), contract PI

**Data Collection**
- Support PI in introductions, meeting requests, travel logistics

**Analysis and Products**
- Provide feedback on policy options, liaise with client government to share findings

**SABER- ECD Team**

**Provide introductory materials for client government, provide ToRs for use in hiring PI, provide PI with necessary information to get started**

**Host VC with PI to prepare for data collection, support PI throughout data collection process**

**Analyze data, present international comparisons based on benchmarking exercise, generate policy options, produce country report and PowerPoint**
SABER-ECD around the world

- Participation is expected from most World Bank client countries.

- **Data collection completed in:**
  - AFR (Ethiopia, Guinea, Kenya, Mali, Liberia, Mauritius, Sierra Leone, Seychelles, Tanzania, Uganda)
  - SAR (Nepal, Pakistan)
  - ECA (Armenia, Kyrgyzstan, Russia, Tajikistan, Turkey, Uzbekistan)
  - EAP (Samoa, Tonga, Vanuatu)
  - LAC (Colombia)

- **Data collection ongoing in:**
  - AFR (30 countries total)
  - MNA (Yemen)

- **Data collection planned in:**
  - SAR (India, Sri Lanka)
  - ECA (Moldova, Bulgaria)
  - LAC (Belize, Jamaica)
  - EAP (Tuvalu, Kiribati)
  - MNA (Jordan, Egypt)
Lessons Learned

- TTL engagement is critical
- Timely support from the country team
- Regular check-ins with the Principal Investigator and providing necessary support
- Assigned focal point in the Government
- Effective communication between TTLs and SABER-ECD team
Presentation Overview

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4. Conclusion
## Example for Policy Goal 1: Diverse policies and outcomes in South Asia

### Comparing Nutrition Policies with Outcomes in South Asia

<table>
<thead>
<tr>
<th></th>
<th>Bangladesh</th>
<th>Nepal</th>
<th>India</th>
<th>Pakistan</th>
<th>Sri Lanka</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salt Iodization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salt Iodization Policy</td>
<td>Mandatory</td>
<td>Voluntary</td>
<td>Mandatory</td>
<td>No</td>
<td>Mandatory</td>
</tr>
<tr>
<td></td>
<td>since 1989</td>
<td>since 1998;</td>
<td>since 2006;</td>
<td>national</td>
<td>since 1995;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mandatory</td>
<td></td>
<td>laws</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>since 2011;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population Consuming Iodized Salt</td>
<td>84%</td>
<td>63%</td>
<td>51%</td>
<td>17%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Appropriate Infant Feeding and Breastfeeding Promotion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compliance with Code of Marketing of Breast Milk Substitutes</td>
<td>Many provisions but not law</td>
<td>Law</td>
<td>Law</td>
<td>Many provisions but not law</td>
<td>Law</td>
</tr>
<tr>
<td>Infants Exclusively Breastfed Below Six Months</td>
<td>43%</td>
<td>53%</td>
<td>46%</td>
<td>37%</td>
<td>76%</td>
</tr>
</tbody>
</table>
Another Example for Policy Goal 1: Birth registration in West Africa

<table>
<thead>
<tr>
<th>Country</th>
<th>Birth Registration Policy</th>
<th>BR Rate</th>
<th>Policy Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guinea</td>
<td>Mandatory</td>
<td>43%</td>
<td>Within 15 days of birth or face a penalty</td>
</tr>
<tr>
<td>Liberia</td>
<td>Mandatory</td>
<td>4%</td>
<td>Just a law; new decentralized policy 2010</td>
</tr>
<tr>
<td>Mali</td>
<td>Mandatory</td>
<td>81%</td>
<td>Since 2006; free of charge; within 30 days of birth</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>Mandatory</td>
<td>51%</td>
<td>Computerized; free within 30 days of birth</td>
</tr>
</tbody>
</table>
Example for Policy Goal 2: Implementing ECD Widely

What do parents and children need to develop healthfully?

Parents/Caregivers

Positive parenting Education

Pregnant Women

Social and Child Protection

- Birth registration

- Enforced domestic violence laws, provisions in judicial system to protect young children, child welfare system

Health

- Parent education on child health and development

Nutrition

- Breastfeeding promotion, complementary feeding, dietary diversity

- Prenatal nutrition
  - folic acid
  - iron
  - supplementation
  - iodine

Education

- Early stimulation, importance of formal early learning

- Vitamin A, iodine, iron,

- Early stimulation

Children

Birth, Age 2, Age 4, Age 6, Transition to primary school

- Prenatal Care
  - antenatal visits (at least 4);
  - skilled attendants at delivery

- Expanded program of immunizations

- Well-child visits (growth monitoring and promotion)

- Exclusive breastfeeding until 6 months; complementary feeding to age 2

- ECCE and preprimary education to promote school readiness

- As more children enroll in preprimary school, center-based programs can be used to reach increasing numbers of children.

- Center-based interventions should be coordinated with existing intervention opportunities (often opportunities through the health sector are strongest). Home-visiting programs should also be considered.
Example for Policy Goal 2: Stocktaking of ECD interventions in Tanzania

Parents/Caregivers
- Social and Child Protection
- Health
- Nutrition
- Education

Pregnant Women
- Health
- Nutrition

Children
- Birth
- Age 2
- Age 4
- Age 6
- Transition to Primary School

- National Program for Care & Support of People Living with HIV, PMTCT & Pediatric AIDS Care & Treatment
- National Program for Vulnerable Children and programs for children with special needs
- National programs for iron, iodine and Vitamin A
- Prenatal care and delivery
- Immunizations
- Birth Registration

- Parents/Caregivers: 16% Birth Registration
- Health: 4 Antenatal Visits: 43% Skilled Attendant: 49%
- Nutrition: Vitamin A: 99% Iodized Salt: 59%
- Education: Public Preschools: 34%
Example for Policy Goal 3: Enrollment rates and developmental outcomes in Uzbekistan, by region

- Self-reported Compliance with State Developmental Standards for ECE
- ECE Enrolment rate
Example for Policy Goal 3 Continued…

% of Highly Qualified Pre-School Teachers
(as a share of all pre-school teachers)

Enrollment Rate for 3-6 Year olds

R² = 0.4139

Tashkent City

K. pakstan (U)

Syrdarya (R)

Andijan (R)

K. pakstan (R)

Syrdarya (U)

Enrollment Rate for 3-6 Year olds

0% 5% 10% 15% 20% 25% 30% 35% 40%

0.0 10.0 20.0 30.0 40.0 50.0 60.0 70.0

EDUCATION STAFF DEVELOPMENT PROGRAM
Example for Policy Goal 3 Continued…

% of Fully Equipped Public Pre-Schools (as a share of all public pre-schools)

Enrollment Rate for 3-6 Year olds

- Tashkent City
- K. pakstan (U)
- Andijan (U)
- Syrdarya (U)
- K. pakstan (R)
- Andijan (R)
- Syrdarya (R)

R² = 0.4313
Dream SABER-ECD Scenario

- March 2011: SABER-ECD
- May 2011: GoU Requests ECD Policy Note
- June 2012: ECD Policy Note Delivered
- October 2012: WB Supervising Entity for GPE

GPE USD$50 million

GPE USD$25 million allocated for preprimary
Presentation Overview

1. The Systems Approach for Better Education Results (SABER)
2. The SABER-ECD framework
3. The SABER-ECD tools and implementation process
4. Exploring the three policy goals with country examples
5. Conclusion
Expectations and Limitations

- SABER- ECD is not a one-size-fits-all approach
- Snapshot, static view rather than over time
- Policy intent vs. implementation
- Analytical work can be extended to fit your needs
Opportunities to promote ECD within the HDN portfolio

• GPE and IDA projects
  ➢ Early learning components

• Linkages with higher education/ TVET/ skills
  ➢ Training for preprimary teachers and ECCE caregivers or as small business owners

• Secondary education
  ➢ ECD as a topic within the curriculum

• CCTs

• More effective cross-sectoral linkages

• New initiative: Early Learning Partnership
Thank you!

- Michelle Neuman (SABER-ECD TTL and Early Learning Partnership TTL)  
  mneuman@worldbank.org
- Amanda Devercelli (Early Learning Partnership TTL)  
  adevercelli@worldbank.org
- Amina Denboba  
  (Education Consultant)  
  adenboba@worldbank.org
Guiding questions for group discussion

Please have a look at the Policy Options recommended under each Policy Goal in SABER-ECD Country Report for Tanzania. As the TTL working directly with the country counterparts in Tanzania:

1. How would you prioritize the Policy Options to effectively advance ECD policy dialogue in the country?
2. What additional resource materials would you require to advance ECD policy dialogue in Tanzania?
# SABER-ECD Policy Classification Rubric

<table>
<thead>
<tr>
<th>ECD Policy Goal</th>
<th>Policy Lever</th>
<th>Scope of Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing an Enabling Environment</td>
<td>Legal Framework</td>
<td>7 indicators (14 sub-indicators) that assess the extent to which laws and regulations are in place to protect young children and promote healthy development.</td>
</tr>
<tr>
<td></td>
<td>Coordination</td>
<td>4 indicators (4 sub-indicators) that evaluate the level of coordination across sectors, at the level of service delivery, mechanisms for coordination with non-state stakeholders and the existence of an ECD strategy and institutional anchor.</td>
</tr>
<tr>
<td></td>
<td>Finance</td>
<td>4 indicators (10 sub-indicators) that assess the extent to which adequate financing is provided, transparency of the budget process, sustainability of revenue, mechanisms to transfer funding and the relative burden of finance on segments of the population.</td>
</tr>
<tr>
<td>Implementing Widely</td>
<td>Scope of Programs</td>
<td>2 indicators that assess the extent to which interventions target all relevant beneficiaries and are established in all essential areas of focus.</td>
</tr>
<tr>
<td></td>
<td>Coverage</td>
<td>4 indicators (11 sub-indicators) that assess the coverage of essential ECD interventions.</td>
</tr>
<tr>
<td></td>
<td>Equity</td>
<td>5 indicators (9 sub-indicators) that assess equity in ECD service provision across regions, socioeconomic status, urban-rural locations, gender and children with special needs.</td>
</tr>
<tr>
<td>Monitoring and Assuring Quality</td>
<td>Data Availability</td>
<td>4 indicators (with 2 sub-indicators) that assess a country's monitoring and evaluation system and ability to track key ECD data accurately.</td>
</tr>
<tr>
<td></td>
<td>Quality Standards</td>
<td>5 indicators (13 sub-indicators) that assess quality standards for personnel, learning standards and curricula, infrastructure, service-delivery and accreditation/registration.</td>
</tr>
<tr>
<td></td>
<td>Compliance with Standards</td>
<td>3 indicators (6 sub-indicators) that assess the ability of the system to monitor and enforce compliance with established ECD standards.</td>
</tr>
</tbody>
</table>