Outline

- New Monitoring Framework
- ECD Conceptual Framework
- Sample Indicators
- Conclusion
(New) Conceptual Framework for M&E

**Level 1:**
Equity-focused Situation Analysis + Analysis of Bottlenecks

**Level 2:**
Monitoring Programme Inputs/Outputs

**Level 3:**
Tracking the results / removal of bottlenecks identified at level one

**Level 4:**
Impact Assessment

Guide programmatic adjustments & management decisions
What to measure at level 1 & 4?

Supportive policy environment

Access to services

Community support

Supportive home environment

Child development
Level 1 (and 4): Core Indicators

**Home Environment**
Supportive factors:
- Caregiver’s Support for Learning
- Availability of Learning Materials: Children’s Books & Playthings

Risk factors:
- Children left home alone
- Violent Discipline
- ...

**Access to Services**
Supportive factors:
- Attendance to Early Childhood Education
- Access to Health Services
- Birth Registration
- ...

*Early Childhood Development (Index)*
Overview of the situation in Low and Middle Income countries
Access to Early Childhood Education, 36 to 59 months, by wealth quintiles

"Gradual inequity" in Cameroon

"Gradual inequity" in Vietnam

"Top Inequity" in Togo

"Bottom Inequity" in Belarus

Source: Preliminary MICS 3 Data Analysis
Early Childhood Development Index (ECDI)

- A tool to assess several areas of child development: physical, social/emotional, literacy/numeracy (cognitive), learning
- Provides a snapshot of (or a window into) the child’s developmental status at the time of measurement
- Can be used to measure outcomes of ECD, nutrition or health interventions
- **ECDI needs to be put in context of other variables available from MICS and other sources**
### Table CD.5: Early child development index
Percentage of children age 36-59 months who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains, and the early child development index score, Country, Year

<table>
<thead>
<tr>
<th>Sex</th>
<th>Percentage of children age 36-59 months who are developmentally on track for indicated domains</th>
<th>Early child development index score [1]</th>
<th>Number of children age 36-59 months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literacy-numeracy</td>
<td>Physical</td>
<td>Social-Emotional</td>
</tr>
<tr>
<td>Male</td>
<td>30.6</td>
<td>99.8</td>
<td>92.9</td>
</tr>
<tr>
<td>Female</td>
<td>31.8</td>
<td>99.8</td>
<td>95.3</td>
</tr>
<tr>
<td>Area</td>
<td>Urban</td>
<td>37.7</td>
<td>99.9</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>36-47 months</td>
<td>14.9</td>
<td>99.7</td>
</tr>
<tr>
<td></td>
<td>48-59 months</td>
<td>45.8</td>
<td>99.9</td>
</tr>
<tr>
<td>Preschool</td>
<td>Attending preschool</td>
<td>39.9</td>
<td>99.9</td>
</tr>
<tr>
<td>attendance</td>
<td>Not attending preschool</td>
<td>24.4</td>
<td>99.8</td>
</tr>
<tr>
<td>Mother's education</td>
<td>None</td>
<td>8.1</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>10.8</td>
<td>99.0</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>34.4</td>
<td>99.9</td>
</tr>
<tr>
<td></td>
<td>Higher/High</td>
<td>34.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Wealth index quintiles</td>
<td>Poorest</td>
<td>19.5</td>
<td>99.7</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>24.8</td>
<td>99.8</td>
</tr>
<tr>
<td></td>
<td>Middle</td>
<td>33.4</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Fourth</td>
<td>37.4</td>
<td>99.8</td>
</tr>
<tr>
<td></td>
<td>Richest</td>
<td>41.0</td>
<td>99.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[1] MICS indicator 6.5
ECDI Further Analysis (1)

- Hypothesis: in the families where it is reported that primary caregivers are reading books to a child, the child literacy/numeracy skills will be higher

### Early child development index

Percentage of children age 36-59 months who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains, and the early child development index score, Country, Year

<table>
<thead>
<tr>
<th>Reading books to a child</th>
<th>Percentage of children age 36-59 months who are developmentally on track for indicated domains</th>
<th>Early child development index score [1]</th>
<th>Number of children age 36-59 months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literacy-numeracy</td>
<td>Physical</td>
<td>Social-Emotional</td>
</tr>
<tr>
<td>No</td>
<td>20.9</td>
<td>99.2</td>
<td>88.2</td>
</tr>
<tr>
<td>Yes</td>
<td>32.4</td>
<td>99.9</td>
<td><strong>94.9</strong></td>
</tr>
<tr>
<td>ECDI Total</td>
<td>31.2</td>
<td>99.8</td>
<td>94.2</td>
</tr>
</tbody>
</table>

compute books = 0.
if (EC7AA = "A" or EC7AB ="B" or EC7AX = "X") books = 1.
variable label books “Reading books to a child”.
value label books 0 "No" 1 "Yes".

......
• Hypothesis: lower ECDI in the stunted children

**Early child development index**
Percentage of children age 36-59 months who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains, and the early child development index score, Country, Year

<table>
<thead>
<tr>
<th>Height for age:</th>
<th>Not stunted (-2sd)</th>
<th>Stunted (-2sd)</th>
<th>Not stunted (-3sd)</th>
<th>Stunted (-3sd)</th>
<th>ECDI Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height for age:</td>
<td>33.0 99.8 93.7 99.0</td>
<td>12.5 100.0 94.6 93.5</td>
<td>32.5 99.8 93.6 99.0</td>
<td>9.2 100.0 100.0 82.2</td>
<td>31.2 99.8 94.2 98.8</td>
</tr>
<tr>
<td>Number of children age 36-59 months</td>
<td>1122</td>
<td>50</td>
<td>1154</td>
<td>18</td>
<td>1406</td>
</tr>
</tbody>
</table>
Level 3 Monitoring

Designed to identify barriers in the systems preventing disadvantaged children to access the services & to monitor removal of the bottlenecks

Core Indicators:
1. Enabling Environment (social norms, policy, legislation, governance, budget allocation)
2. “Supply” (availability of commodities; availability of qualified ECD professionals)
3. “Demand” (utilization of services; main barriers in using the services)
4. Quality of services provided
Sample bottleneck analysis

- quality (school readiness)
- continuous utilization
- initial utilization
- geographical access
- availability of qualified teachers
- availability of children's books

Comparison with national average and another region.
Level 4 Monitoring

Use of the same (core) indicators as in Level 1 and validate achievements by:

- Household Survey (Multiple Indicator Cluster Survey; or similar)
- Analysis of administrative data
- Qualitative research (a causality analysis; role-pattern analysis; capacity gap analysis)
- Operational research (controlled trial)

The findings will guide programmatic adjustments & management decisions
Conclusion

- A common M&E framework and a common set of core indicators:
  - a very effective tool to monitor young child’s development
  - essential for setting SMART targets
  - critical to monitor programme implementation
  - needed to put ECD higher on political agenda
Your turn

Questions?