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# Better Early Learning and Development at Scale (BELDS) Webinar:

*Strengthening ECE Costing and Financing as part of ESA and ESP Processes*

25 June 2020

# Webinar Overview

1. Overview of BELDS

2. Kyrgyz Republic's Story: Capacity Building Activities to Strengthen ECE Costing and Financing

3. Lesotho's Story: Conducting an ECE Cost Simulation Model to Inform Vision for ECE Scale-Up

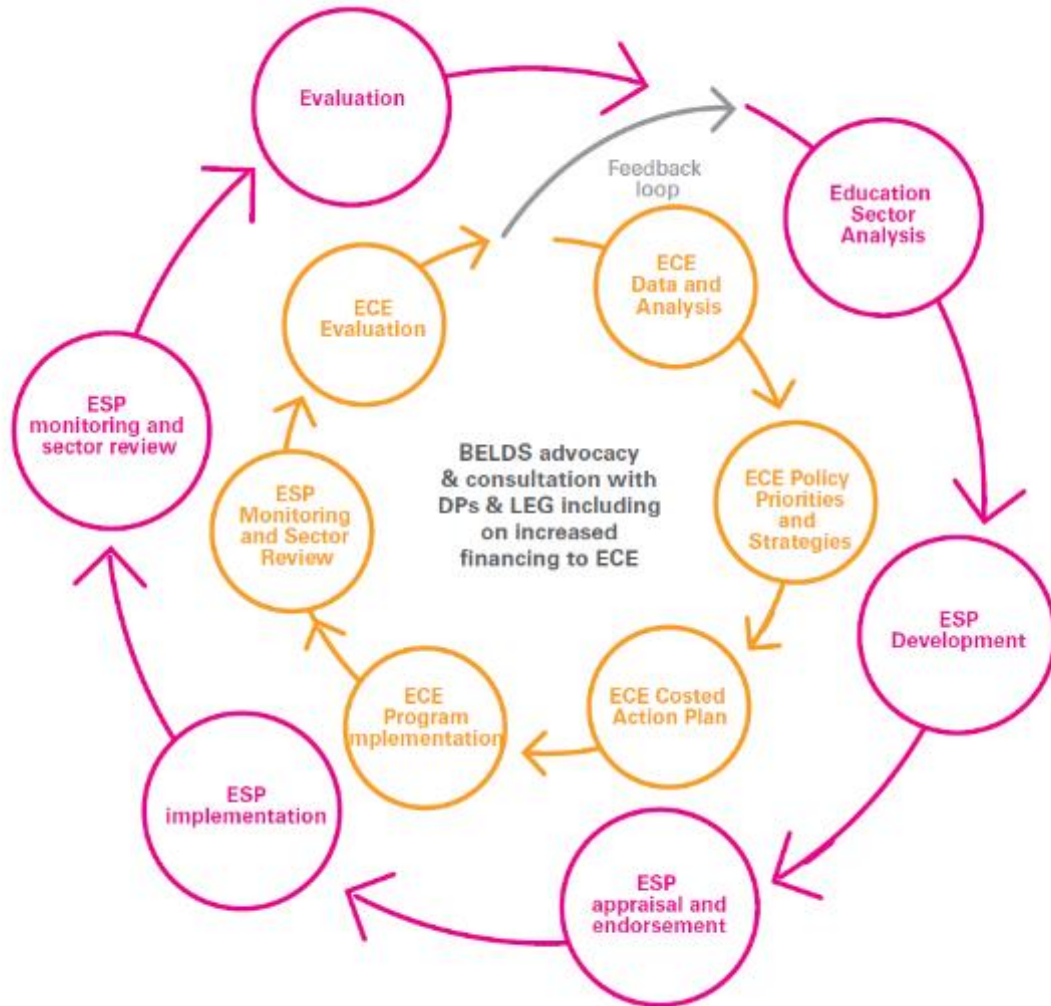
4. Brookings's ECE Costing Efforts with SECT and Linkages with the Global BELDS Toolkit and/or World Bank's presentation

5. UNICEF's Guidance on public finance for ECD and Linkages with the Global BELDS Toolkit

6. Moderated Q&A with Presenters



# BELDS Overview



## What are the intended outcomes of BELDS?

- 1 Raise the profile of early childhood education so that it is recognized as an essential, integral part of education sector plans and policies and, in turn, make tangible improvements towards meeting the challenge to provide the world's children with universal access to quality pre-primary education.
- 2 Ensure that national education systems, including the ministry of education and other relevant ministries, are equipped with the capacities, resources and knowledge to mainstream early childhood education into education sector plans, budgets and implementation strategies.

# In-country capacity development



**Ghana:** KG policy directive; KG costed action plan; M&E Framework

**Sao Tome & Principe:** ECE strategy and action plan included in Policy Chart; ECE finance advocacy; Capacity building on key areas of the subsector

Ghana  
Sao Tome & Principe  
Lesotho

Kyrgyzstan

**Kyrgyzstan:** ECE strategy and action plan development mainstreamed into broader ESP; Capacity building at national and subnational levels

**Lesotho:** Costed scale up strategy for reception classes; ESP and costed 5-year action plan; ECE data and analysis integrated into ESA

# Kyrgyzstan's Story

ECE Costing and  
Financing Capacity  
Building as part of ESP  
Development.



KYRGYZSTAN



## Situation in ECE subsector

- The Kyrgyz Republic has made great strides in improving early childhood education (ECE) in the last decade, reaching 39% of all 3 to 5-year old children in 2018, from just 19% in 2010.
- The BELDS capacity building approach helped enrich knowledge and develop national capacities to effectively and efficiently plan and budget for inclusive and quality ECE at scale.

**BELDS inception workshop (analysis of strengths and weaknesses of ECE subsector) identified capacity building in the area of ECE financing as a priority.**

- Seminars/workshops were organized to provide orientation to ECE and finance with the aim of co-constructing a better understanding of **financial bottlenecks and challenges to ECE** from national to local levels.
- Participants included officers from several ministries, such as the Ministry of Finance, the Ministry of Education and, the Ministry of Economy, as well as officers, accountants, economists and preschool directors from rayon/district education departments
- The workshops aimed at strengthening overall knowledge and capacity of participants to review and engage in the **financial analysis and forecasting** to inform budgetary allocations for ECE, and to **advocate for increased efficiency and targeted spending for quality ECE** as a priority investment for the government.

# Key recommendations from financing workshops

- The existing budget system for the pre-primary subsector should provide a clear picture of the efficiency and result-based use of the funds.
- There needs to be stronger and more effective interagency communication and coordination in forecasting and planning the budget for ECE.
- Although the amount of budgetary funding for education is one of the largest in the country, the effectiveness and efficiency in the use of available funds should be examined.
- There needs to be systematic mechanisms to track formal and informal payments by the population for preschool education.



# Post-workshop

- A national consultant analyzed financial needs for the ECE subsector. Based on this analysis, a **proposal was made for relevant planning changes with a cost-effective approach**.
  - The proposal entails a transition from the current input-based costing methodology to an output-oriented per-capita financing scheme, which should be accompanied by an enhanced budget performance monitoring.
  - This approach is meant to create incentives among all stakeholders to seek efficiencies, increase equality of access and trigger private investments.
  - The proposal was positively received by the MoE and it is included in the draft Education Sector Development Strategy 2021-2040.
- An international consultant prepared a **budget brief to highlight the ECE financing context and the challenges with current financing mechanisms, as well as key recommendations (and opportunities for improvement)**. This budget brief was presented to and discussed with the Ministry of Education and the Government.
- Key findings and recommendations that emerged from the workshops and brief will be further disseminated at MoE to further determine financing policies and practices for the preschool subsector.

# ECE priorities and National strategic Goals

The program “Unity, Trust, and Creation” 2018-2022

**ECE Coverage 80%**



SDG 2020-2030; National Development Strategy of the Kyrgyz Republic 2018-2040

**All girls and boys have access to quality early childhood development, care and pre-primary education**



Government of the Kyrgyz Republic

Ministry of Finance

Chamber of Accounts

Performance management

Strategic and Performance audit



Education development strategy

Ministry of Education and Science

Local self-government bodies

**EDS 2021-2040 – coverage 80%**

Budget programme

Forecast of local budget expenditures

Result and cost-saving oriented management



ECE organization

**Coverage by ECE**

Cost estimated budget

Result oriented

Cost-saving oriented

## Lessons Learned:

- ECE organizations identify their funding needs in September, while the MoE's budget forecast for the next year is finalized in August. This creates a mismatch between actual needs of schools and funding, that can lead to wasteful spending in some schools and underfunding in other ones.
- The MoE's budget implementation performance is assessed against meeting spending targets, rather than on a cost-effectiveness analysis. This creates distorted incentives for the MoE.
- Per-capita financing (PCF) is not a per-se a panacea. Poorly formulated PCF formulas can lead to inefficiencies and widen inequalities. Attention should be paid to identifying the formula that best answers local needs.

Thanks to the BELDS approach, we are one step closer to reaching our ambitious goal: 80% of children in preschool by 2022, followed by universal access to preschool soon after.

# Lesotho's Story

A costed simulation model to inform the scale up of reception classes

## The context and the rationale

The context for ECE in Lesotho: only 1 in 5 primary schools has a reception class and access to ECCD has remained stagnant over the past 4 years at around 40%

Scaling up reception classes is part of the IECCD Policy and Strategy (and in line with SDG 4.2) but has not been implemented

The Minister of Education committed to scaling up reception classes to all primary schools

BELDS team was requested to support MOET to develop a strategy with different scenarios for scale up and their cost implications

→ This strategy is now a key priority in the ESP



*Lesotho's Minister of Education and Training, Hon. Prof. Ntoi Rapapa, expresses his commitment to strengthen pre-primary education in his country. New York, July 9, 2019.*

# Key information required for the scale-up strategy



## **Infrastructure**

How to best construct 1,242 pre-primary classrooms?



## **Teachers**

How can we best train and deploy 1,242 pre-school teachers?



## **Management capacity**

Are structures, processes and human capacity in place to effectively implement and monitor the scale-up?



## **Budget**

How can we mobilise the required resources?



## **Timeline**

Could this best be done in 3, 5 or 7 years?

# How was the simulation model developed?

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## Scenario Options

- Number of years for expansion
- Number of years to bring existing classroom to standards
- Number of children per reception class
- Number of years before construction can start

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## Assumptions

- Number of primary schools with(out) a reception class
- % new classrooms needing furniture/WASH facilities
- Year when ECD diploma teachers start graduating (and % graduating)
- Annual increase of teacher/inspector salaries

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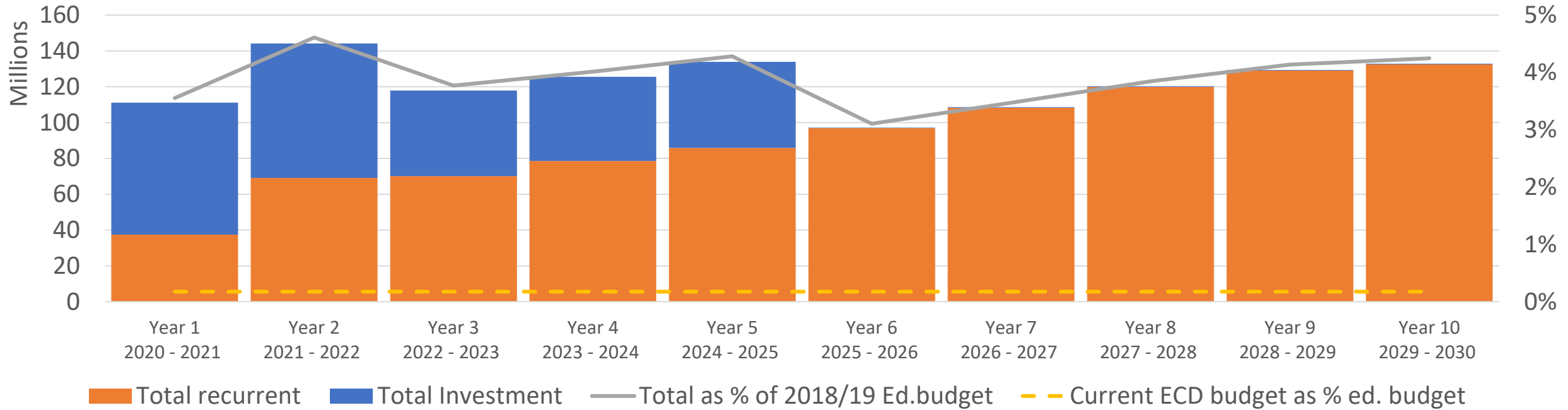
## Frequency & Unit costs

- How many classrooms/type and unit cost for construction/deployment incl. outdoor play area, WASH facilities, furniture, TLMs
- How many teachers/inspectors and their annual salaries
- Unit cost for in-service trainings, school feeding, ...

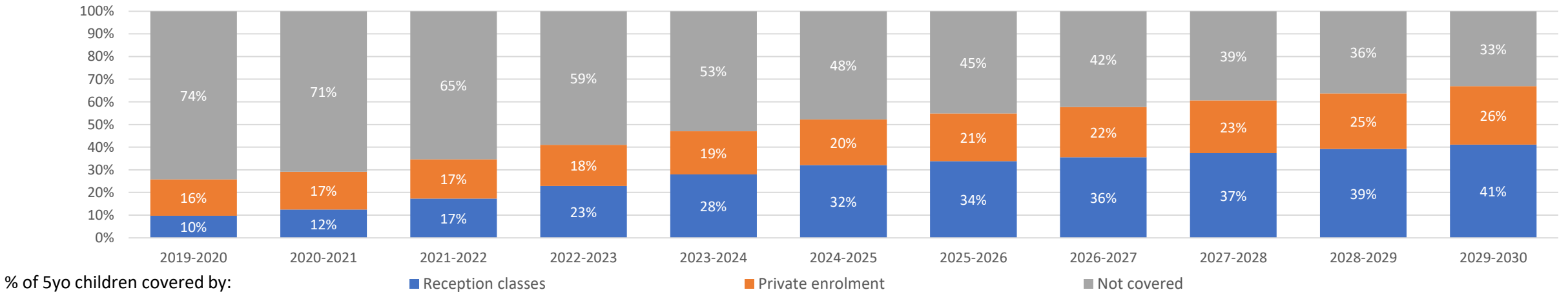
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## Projections (or costed simulations)

## Investments vs Recurrent Costs



## Projected increase in enrolment of 5-year olds



# How has the BELDS process contributed to advancing ECE in Lesotho?

1. The **MOET committed to scaling up reception classes** over the next 5 years which is now a clear priority in the revision of the ESP strategic objectives
2. BELDS created **momentum** to transform early childhood education and worked to create an **enabling environment**, including
  1. The establishment of the **ECE Technical Working Group** as a new, national coordination platform
  2. Renewed and increased **advocacy for increased budget allocation** towards the sub-sector
  3. The need for **capacity building** at all levels to better manage and strengthen early childhood education
3. Scaling up access to 1 year of early childhood education is now a **key priority in the Education Sector Plan (ESP)** that is currently being revised/finalized

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## Scaling up early education for young children in Lesotho

Lesotho is prioritizing early childhood education to ensure that children can succeed in primary education and beyond. GPE and UNICEF are supporting the country through the "Better Early Learning and Development at Scale" Initiative.

September 26, 2019 by Ntoli Rapapa, Lesotho and Anurita Bains, UNICEF Lesotho | 6 minutes read |



UNICEF

<https://www.globalpartnership.org/blog/scaling-early-education-young-children-lesotho>



## Lessons learned

Costing a scale up strategy has pre-empted several of the strategic discussions on ESP priorities for early education

Creating and strengthening an enabling environment is key before a national scale up can take place

In Lesotho, focusing on ECE specifically separate from wider multi-sectoral work on ECD has sharpened focus and accountability

# Brookings Placeholder

# UNICEF Public Financing for ECE

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UNICEF global resource guide  
on public finance for children in  
Early Childhood Development

Partners Edition

- [Global Guide on Public Financing for ECD](#) aims to support countries' efforts to deliver at-scale and sustainable ECD results (including early learning). **Content:**
- How to diagnose/analyze public finance issues and bottlenecks in different contexts (political economy, public financial management environment)
- Core actions, key analytical tools and case studies on how to generate and use evidence for advocacy and budget preparation and decision-making.
- *Example Core Action:* Support (education) sector budget planning linked with budget submissions to MoF to increase chances of funding ECE services and improve transfers to disadvantaged areas

# Linkages between Global Guide on Public Financing for ECD & BELDS

- Both can be used as part of a phased capacity building strategy on public financing issues for ECE TWG stakeholders
- The Global Guide explains key public financing concepts and principles, which may support ECE TWG **identify the most suitable cost- and public-finance** related analysis to generate evidence and inform ESA and ESP
- Analytical tools explained in the Global Guide could be a data source to inform ECE sections of the ESAs, particularly the section on financing

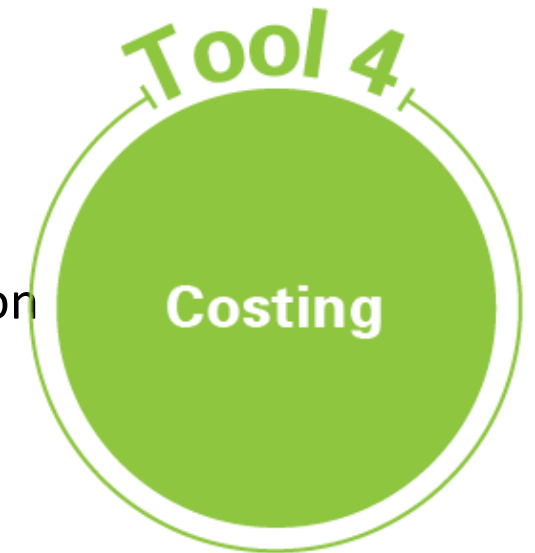


# Global Guide for Public Financing of ECD & BELDS Toolkit – Synergies

- **Global Guide’s analytical toolkit explains the “why and what” of Costings**

BELDS cost and finance tools build on this foundational costing information to:

- Outline ECE cost and finance variables
- Explain how to communicate these variables to costers/ planners (who might be less familiar with ECE priorities and interventions)
- Determine costing that is fit-for-purpose to select the most relevant simulation type (need-based projections or intervention-based projections)



- **Global Guide has specific case studies on ECE costing- Montenegro**

Illustrates the results of investing time and resources to conduct fit-for-purpose ECE costing which allowed two different ECE service modalities to emerge:

- Full-day “traditional” service provision - determined financially unfeasible
- Half-day option that would enable gradual system expansion

# Global Guide for Public Financing of ECD & BELDS Toolkit – Synergies (Cont.)

- **The Global Guide also provides foundational information on:**
  - Funding flows – including non-government funds and different levels of government within public funding
  - Needs to capture subnational budget operations in decentralized contexts

*Related BELDS content:* This information may be used to support foundational understanding of how the BELDS cost and finance tools may be applied in decentralized contexts.





Moderated Q&A



**Learn more about BELDS:**

<https://www.globalpartnership.org/content/better-early-learning-and-development-scale-belds-flyer>

**BELDS Lesotho Blog:**

<https://www.globalpartnership.org/blog/scaling-early-education-young-children-lesotho>

**BELDS Ghana Blog:**

<https://www.globalpartnership.org/blog/ready-learn-ghana-frontrunner-universal-pre-primary-education>

**BELDS Kyrgyzstan Blog:**

<https://www.globalpartnership.org/blog/kyrgyz-republic-expands-access-quality-early-childhood-education>