Better Early Learning and Development at Scale (BELDS) Toolkit
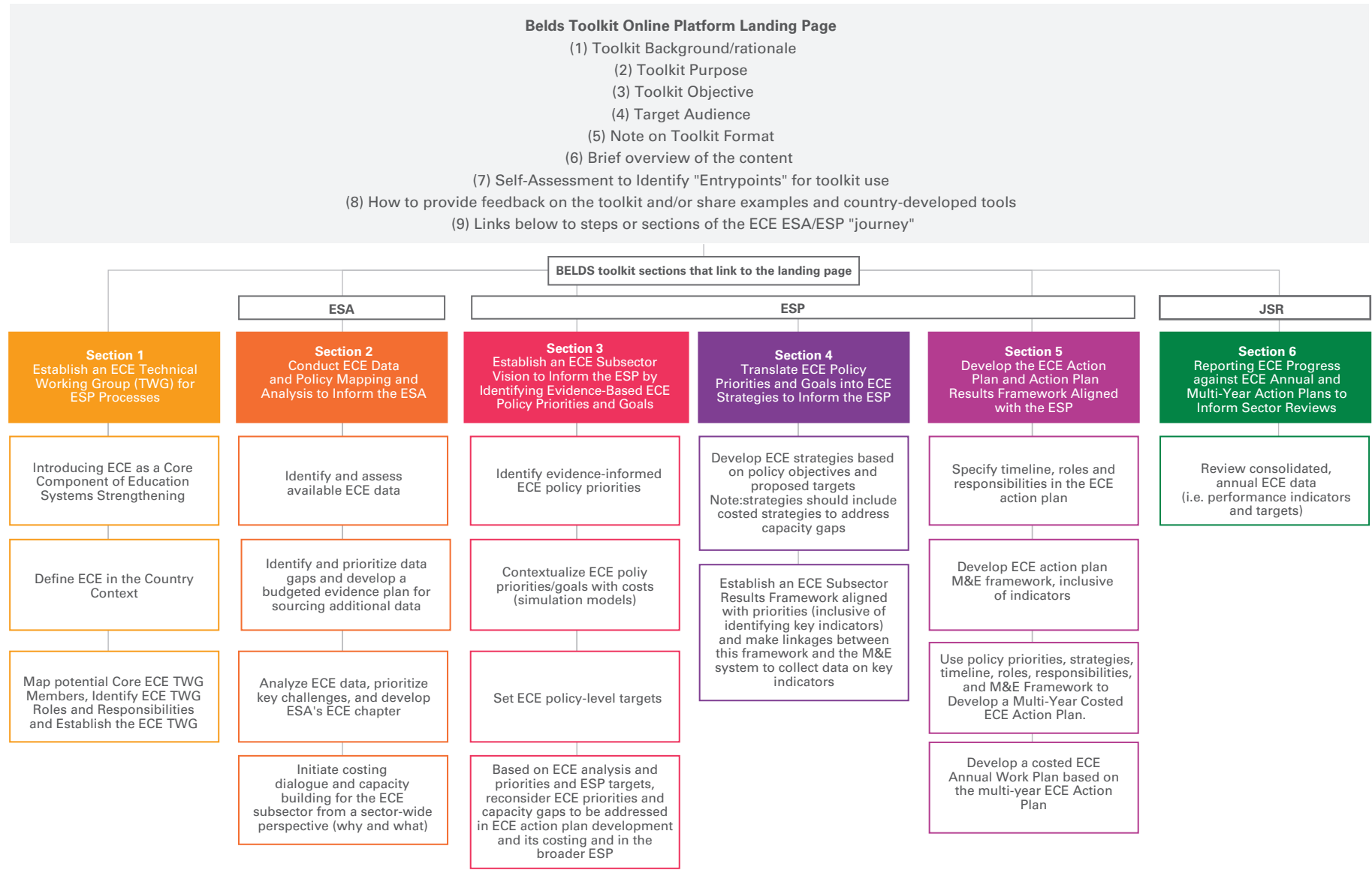
Quality pre-primary education for all

CONCEPT NOTE

ANNEX 1

ANNEX 1 – OUTLINE OF BELDS TOOLKIT CONTENT

The diagram below outlines the sections of the toolkit and their sub-sections or key "actions." A description of each section and its actions and tools follows. Content for the landing page will be determined after the sections are finalized.

Belds Toolkit Online Platform Landing Page
(1) Toolkit Background/rationale
(2) Toolkit Purpose
(3) Toolkit Objective
(4) Target Audience
(5) Note on Toolkit Format
(6) Brief overview of the content
(7) Self-Assessment to Identify "Entrypoints" for toolkit use
(8) How to provide feedback on the toolkit and/or share examples and country-developed tools
(9) Links below to steps or sections of the ECE ESA/ESP "journey"

BELDS toolkit sections that link to the landing page

ESA		ESP			JSR
Section 1 Establish an ECE Technical Working Group (TWG) for ESP Processes	**Section 2** Conduct ECE Data and Policy Mapping and Analysis to Inform the ESA	**Section 3** Establish an ECE Subsector Vision to Inform the ESP by Identifying Evidence-Based ECE Policy Priorities and Goals	**Section 4** Translate ECE Policy Priorities and Goals into ECE Strategies to Inform the ESP	**Section 5** Develop the ECE Action Plan and Action Plan Results Framework Aligned with the ESP	**Section 6** Reporting ECE Progress against ECE Annual and Multi-Year Action Plans to Inform Sector Reviews
Introducing ECE as a Core Component of Education Systems Strengthening	Identify and assess available ECE data	Identify evidence-informed ECE policy priorities	Develop ECE strategies based on policy objectives and proposed targets Note:strategies should include costed strategies to address capacity gaps	Specify timeline, roles and responsibilities in the ECE action plan	Review consolidated, annual ECE data (i.e. performance indicators and targets)
Define ECE in the Country Context	Identify and prioritize data gaps and develop a budgeted evidence plan for sourcing additional data	Contextualize ECE poliy priorities/goals with costs (simulation models)	Establish an ECE Subsector Results Framework aligned with priorities (inclusive of identifying key indicators) and make linkages between this framework and the M&E system to collect data on key indicators	Develop ECE action plan M&E framework, inclusive of indicators	
Map potential Core ECE TWG Members, Identify ECE TWG Roles and Responsibilities and Establish the ECE TWG	Analyze ECE data, prioritize key challenges, and develop ESA's ECE chapter	Set ECE policy-level targets		Use policy priorities, strategies, timeline, roles, responsibilities, and M&E Framework to Develop a Multi-Year Costed ECE Action Plan.	
	Initiate costing dialogue and capacity building for the ECE subsector from a sector-wide perspective (why and what)	Based on ECE analysis and priorities and ESP targets, reconsider ECE priorities and capacity gaps to be addressed in ECE action plan development and its costing and in the broader ESP		Develop a costed ECE Annual Work Plan based on the multi-year ECE Action Plan	

A **cross-cutting action within all the above sections will be the use of an "alignment checklist tool"** which will support assessing how the sections' actions are aligned with the broader ESA/ESP development process and related outputs, such as ESP's indicators etc.

Notes:

1. The toolkit online platform will have a landing page with a self-assessment to support users identify the most appropriate section(s) to refer to based on ECE subsector contextual considerations including but not limited to:

    · Countries without existing ECE investments, policies or plans;

    · Countries with ECE policies, plans, actions, and investments but with several identified areas\ for improvement; or

    · Countries with operational challenges in one or two areas (costing or monitoring and evaluation).

2. Each section will begin with a section objective.

3. Each Section is then broken down into more specific actions involved. For these actions, proposed key tool(s) are presented, with associated guidance and country examples.

4. In the below sections' descriptions of tools and country examples, tools and country examples are not assigned to specific actions, as many could be used across one or more actions.

5. Tools that are highlighted are the "priority" tools that will be developed and finalized by the end of the BELDS initiative no later than May 2020. The other tools may still be in a "working draft" form and thus not part of the official toolkit by the completion of BELDS.

6. In the online platform that will be created based on the finalized outline of the toolkit, additional text may be added to support users navigate each section and its actions and tools, as needed and relevant. This content has not yet been developed.

Section 1: Establish an ECE Technical Working Group (TWG) for ESP Processes

Section 1 Objective: An inter-sectoral ECE technical working group (TWG) comprised of ECE and planning/finance actors will be established for the purposes of developing the ECE sections of the ESA and ESP. Note: this TWG will be linked to existing local education working groups.

Actions	Tools	Country Examples
Introducing ECE as a Core Component of Education Systems Strengthening This action is needed to garner ECE momentum in contexts in which have historically not prioritized ECE; where there is a turnover in Ministries' leadership requiring renewed advocacy efforts; and/or when engaging non-traditional ECE actors to support ECE ESA/ESP efforts.	*A World Ready to Learn* **Report** inclusive of global ECE data and advocacy messages;	Video from Montenegro on how they created ECE momentum
	A PowerPoint presentation template outlining country-specific ECE advocacy messages that could be adapted by county stakeholders for establishing political will and conducting ECE advocacy. Countries may add their own contextualised images, examples and translation into local language where necessary.	Example of ECE definitions from a sample of countries
Define ECE in the Country Context This action is needed to build consensus, in a participatory manner, on how the ECE subsector is or should be characterized according to policy directives and related normative documents. This definition will be important to use as orientation material when engaging traditional and non-traditional ECE actors to ensure stakeholders are "on the same page" with regards to how ECE is defined in the broader education and ECD contexts in country. This definition may serve as a reference material throughout the ESA/ESP development process to ensure the definition is consistently used and all policy targets, goals, and indicators are aligned with the ECE definition.	**Tip sheet to identify ECE country-specific advocacy assets** that may exist and if so, who has access to these and how they are used; **A template for creating a country specific ECE definitions brief** inclusive of standard guiding questions and proposed process "actions" for building consensus on a definition. This template will include guiding questions to support reviewing ECE's definitions across policy documents with age parameters, service delivery models, policy context, etc. It will include UNESCO standard definitions to cross-check alignment of country constructs with global definitions;	Lesotho's ECE TWG ToR Kyrgyzstan's ECE TWG ToR
Map potential Core ECE TWG Members, Identify ECE TWG Roles and Responsibilities and Establish the ECE TWG This action is crucial for ensuring a specific ECE TWG is established for the ECE section's of the ESA/ESP development (immediate-term aim), and ultimately monitoring progress made against the ECE annual work plan and ESP through spearheading later Joint Sector Reviews (JSRs) and other annual reflection, review and planning processes (long-term aim). This ECE TWG should be supported and recognised by the Senior Management of the Ministry of Education, either through their direct participation and/or mechanisms for decisions of this TWG to be recognized by the Senior Management of the Ministry of Education. Depending on which groups exist in-country, this TWG may be a sub-group of existing national working groups (Education, ECD, or others) with specific roles and responsibilities developed which respond to the ESA/ESP process.	**Tip sheet on establishing an ECE TWG for ECE ESA/ESP development** which will include considerations such as which stakeholders to consider for the TWG, frequency of ECE TWG meetings, objectives of ECE TWG meetings sequenced over time, and roles/responsibilities and purpose of including traditional and non-traditional ECE actors in the ECE TWG	

Section 2: Conduct ECE Data and Policy Mapping and Analysis to Inform the ESA

Note: General guidance for this section will be established with content from the UNICEF, GPE and IIEP-UNESCO hosted <u>Massive Open Online Course (MOOC) on Mainstreaming ECE into Education Sector Planning</u> Module

Section 2 Objective: ECE data is consolidated, assessed, requisite short-term data gaps filled, analysed and used to inform the ECE section(s) of the ESA. This data will also inform longer-term ECE evidence generation plans and identifying ECE policy priorities, targets and strategies.

Actions	Tools	Country Examples
Identify and assess available ECE data This action is needed so that available country-based ECE data sources are identified, consolidated, and assessed. Through the process of identifying and assessing data, consensus will be built on which data sources should be used to inform the ECE ESA section(s) and as the evidence based for later identification of policy priorities, targets, baseline data sources for selected indicators, etc.	**ECE Data Mapping Spreadsheet** with the following categories (also include issues of budget allocation and utilization and institutional capacity): (a) Core indicators for ECE (i.e. which 10 core indicators covering equity, quality, access, and financing effectiveness + efficiency are the "minimum" indicators you need data on? Will also have a column with options of what do where there are data gaps on core indicators) (b) Data sources	**List of Core ECE Indicators** Populated ECE Data Mapping Spreadsheet from a Country/ies (Lesotho) **Sample ToRs for ECE Thematic Studies from Specific Countries** with annotations on how much the study cost in the country-context, who conducted the study, how long it took, etc. (i.e. effectiveness study, ECE quality studies, workforce development, etc.) Examples include: Ghana parental engagement study
Identify and prioritize data gaps and develop a budgeted evidence plan for sourcing additional data This action supports "taking stock" of what data needs to be collected and how and capacity for data collection and analysis, in the short- and long-term, in order for requisite data to be made available to inform the ECE ESA section(s) and ESP. It also promotes countries proactivity to identify a longer-term plan for how to fill data gaps (low-cost, less time-intensive to high-cost, time-intensive options) across government and development partners' initiatives identified through the ECE data mapping process.	(c) Reliability (notes on reliability: to what extent is available data reliable? e.g. year, source, if data sources exclude majority of the population, such as EMIS only including 10% of preschools, it would be considered unreliable) (d) Thematic studies- separate tab outlining focus of studies - efficiency, quality, access and should have year, relevance, reliability, summary of key findings (e) past data use – this will note if and how the data has been used by ECE, education and/or other stakeholders in the past (i.e. which plans, processes or programs has the data been used to inform)	**Populated country example of an ECE evidence plan with examples of how the plan was acted on**, i.e. Lesotho's rapid assessment/analysis on access **Mozambique, Uzbekistan, Kyrgzstan ESA Chapters**
Analyze ECE data, prioritize key challenges, and develop ESA's ECE chapter This action underscores the importance of ECE data in-country being analyzed in a comprehensive manner across themes of access, quality and equity in order to prioritize issues for inclusion in the ECE portions of the ESA, ESP and ongoing ECE planning and implementation.	(f) Identification of missing indicators/data gaps and how to fill data gaps, including low- and high-cost options: rapid assessment, high-cost, time intensive: detailed study, ongoing country processes: census, MICS, EMIS, etc. **Tip sheet with reflection questions to support discussions on prioritization of data gaps which should be filled**	
Initiate costing dialogue and capacity building for the ECE subsector from a sector-wide perspective (why and what) This action will promote basic costing capacity being established and/or enhanced across traditional and non-traditional ECE actors at the outset of ESA and ESP processes so that aforementioned actors may engage in ongoing inter-sectoral dialogue and costing exercises to inform broader ECE prioritization and financing decisions for improved ECE access, quality and equity. More immediately, enhanced basic costing capacity will support ECE's costed integration in the ESP and annual ECE planning and budgeting processes.	**Spreadsheet Template for an ECE evidence plan** which will support countries identify how they will "fill" data gaps in the short and long-term through options including but not limited to: conducting a rapid assessment, utilizing ongoing country-based data collection and analysis (census, MICS, national studies), utilizing outcome studies planned by government, academia and/or development partners, etc. **List of Core Indicators of Cost and Financing Variables** This list will include guidance on where to find costing data; how to estimate it if not available; how to communicate ECE variables to costers/planners; and how to use variables in the validation process (i.e., how to pose questions). This will support stakeholders understand the costing/financing variables necessary for financial analysis portions of the ECE sections of the ESA. It will also support ECE considerations in education sector simulations. **Alignment Checklist** which will support checking for coherence between ECE sections/chapter with ESA for Education Sector	

Section 3: Establish an ECE Subsector Vision to Inform the ESP by Identifying Evidence-Based ECE Policy Priorities and Goals

Note: General guidance for this section will be established with content from the UNICEF, GPE and IIEP-UNESCO hosted Massive Open Online Course (MOOC) on Mainstreaming ECE into Education Sector Planning Module 4.

Section 3 Objectives:

· An ECE subsector vision is established, inclusive of policy priorities and goals and their related targets.

· Costs and capacity issues of the policy priorities are considered to inform further development and selection of strategies and establishment of the ECE Action Plan.

Actions	Tools	Country Examples
Identify evidence-informed ECE policy priorities This action supports establishing consensus on an ECE subsector "vision" by using the data and findings from the ECE Subsector Mapping and ECE portions of the ESA to identify inter-sectoral ECE policy priorities and goals. This vision, comprised of the ECE policy priorities and goals, may be articulated in a policy brief, presentation, or other country-determined communications product if it does not already exist.	**UNICEF's Pre-primary subsector analysis and planning tool + user's guide** which enables deep-dive analysis and reflection on strengths and challenges of subsector thematic areas and existing data.	Ghana Policy Directive and document outlining ECE policy-level targets (could be annotated to show how targets align with policy priorities)
	Checklist/guiding questions on alignment between ECE policy priorities/goals and existing policies with annotated examples of policy priorities aligning and/or not aligning with national policies which will support identifying if and how ECE policy priorities are aligned with existing ECE policies, definitions, etc.	Country report on priorities- Bhutan Lesotho Presentation on summary priorities
Contextualize ECE policy priorities/goals with costs (simulation model) This action supports understanding the initial, proposed costs of different policy priorities which will be essential for later determining trade-offs and finalizing the selection of a more narrow list of priorities that will make it into the ESP.		Lesotho cost-simulation model (could be annotated) Uzbekistan policy target example
	Example of an ECE Simulation Model which will help ECE actors understand simulations based on the variables (Section 2).	Guinea ECE simulation model
Set ECE policy-level targets This action supports stakeholders understand how to set targets that meet global technical standards yet are contextualized to the context-specific ECE policy priorities.	**Guidance on how to establish ECE policy targets** which would include country examples of visions and related targets	
Based on ECE analysis and priorities and ESP targets, reconsider ECE priorities and capacity gaps to be addressed in ECE action plan development and its costing and in the broader ESP This action supports stakeholders use analysis and findings on priorities to reconsider earlier analysis on capacity gaps to prioritize the main subsector wide capacity gaps which should be included in the costed ECE action plan and ESP.	**Capacity Gap Assessment Tool** which will have guiding questions to help use data analysed and findings on priorities to identify and cost the major subsector capacity gaps for inclusion in the costed ECE action plan. **Alignment Checklist** which will support checking for ECE policy priorities/goals' alignment with broader Education Sector policy priorities/goals	

Section 4: Translate ECE Policy Priorities and Goals into ECE Strategies to Inform the ESP

Note: General guidance for this section will be established with content from the UNICEF, GPE and IIEP-UNESCO hosted <u>Massive Open Online Course (MOOC) on Mainstreaming ECE into Education Sector Planning</u> Modules 4 & 5.

Section 4 Objectives:

- Policy priorities and goals are used to develop ECE strategies and programmes.
- SMART indicators for ECE strategies and programmes are determined.

Actions	Tools	Country Examples
Develop ECE strategies based on policy objectives and proposed targets This action supports identifying and developing ECE strategies based on policy priorities and goals which should include costed strategies to address capacity gaps. Discussions on cost effectiveness and trade-offs of different strategies are essential considerations at this point to finalize the selection of strategies. These strategies will inform the ECE sections of the ESP.	**Guiding questions list on how to develop and prioritize strategies** (adapted from Ghana workshop including further detailed questions on cost-effectiveness and trade-offs; scalability; capacity issues' consideration and costing; how to prioritize and aligned with state-of-the-art implementation evidence.)	Example ECE Results Frameworks with Indicators, such as Ghana or Uzbekistan
Establish an ECE Subsector Results Framework aligned with priorities (inclusive of identifying key indicators) and make linkages between this framework and the existing M&E System (i.e. integrated into EMIS if established) to collect data on key indicators This action supports the establishment of a results framework, inclusive of identification and articulation of indicators, which will measure prioritized strategies/programmes' progress over time. The M&E systems (formal and non-formal) used to collect data on key indicators should be identified (formal data systems existing in countries such as EMIS, and informal mechanisms such as roundtables with parents and teachers to promote participation in accountability mechanisms, etc.).	**List of ECE core minimum indicators** linked to equity, efficiency and quality (this list will also be used to inform the ECE Data Mapping Spreadsheet in Section 2) **Checklist with guiding questions or guidance narrative to develop a Results Framework with "SMART" ECE indicator examples.** This will be inclusive of the prioritization of SMART strategy outcome and activity-level indicators that meet ECE technical standards; ensures that the number of indicators is realistic; ensures indicators are aligned with targets. **Alignment Checklist** which will check for coherence between ECE Results Framework and indicators and broader Education Sector & national development plan/strategy Results Framework and indicators	Case study highlighting how many of the Kyrgyzstan diagnostic workshop's identified issues translated into actions in the draft ESP

Section 5: Develop the ECE Action Plan and Action Plan Results Framework Aligned with the ESP

Note: General guidance for this section will be established with content from the UNICEF, GPE and IIEP-UNESCO hosted Massive Open Online Course (MOOC) on Mainstreaming ECE into Education Sector Planning Modules 4 & 5.

Section 5 Objective: An ECE Action Plan is developed which is used to turn the ECE ESP content (policy priorities and strategies) into operational, action-oriented plans (multi-year and annual) with accountability mechanisms (M&E Frameworks, review processes, and reporting structures).

Actions	Tools	Country Examples
Specify strategies' anticipated outcomes, activities, timeline, roles and responsibilities and costs in the ECE action plan This action and the action below supports turning the ECE strategies and programmes included in the ECE content part of the ESP into operational, multi-year activities with designated timing, stakeholders accountable, and mechanisms for monitoring and evaluating the plan (see below).	**Guiding questions on timing feasibility** which will support determining timeframes and outlining stakeholders' roles and responsibilities	Annotated Uzbekistan ESP M&E Framework Ghana and/or Sao Tome Costed Annotated AWP
Develop ECE action plan M&E framework, inclusive of indicators This step is needed to ensure the ECE action plan has an M&E framework with indicators determined to monitor action plan implementation over time.	**Checklist with guiding questions or guidance narrative which will support developing an ECE Action Plan Results Framework.** This guidance will support establishing an M&E framework, inclusive of SMART indicators identified, for monitoring the ECE action plan.	
Use policy priorities, strategies, timeline, roles, responsibilities, and M&E Framework to develop a multi-year costed ECE Action Plan.	**AWP Template** **Alignment Checklist** which will assess coherence between ECE action plan (activities, targets, indicators) with the broader ESP and AWP.	
Develop an ECE Annual Work Plan (Using the multi-year ECE Action Plan) This action will inform specific budget requests for the fiscal year, determine shorter-term, coordinated ECE operational plans, and initiate implementation of the multi-year ECE action plan. Note: in contexts of decentralized governance, there may be multiple AWPs at different "levels" in the system.		

Section 6. Reporting ECE Progress against ECE Annual and Multi-Year Action Plans to Inform Sector Reviews

Note: This section is To Be Determined if it will be included in this BELDS Toolkit or the forthcoming phase, the KIX Initiative.

Section 6 Objective: ECE AWP data is consolidated, reported, and reviewed in order to determine progress against various plans (ECE AWP, multi-year costed ECE action plan, and ESP).

Actions	Tools	Country Examples
Review consolidated, annual ECE data (key performance indicators and targets) This action will support stakeholders consolidate, report and analyse/review ECE AWP data and multi-year ECE action plan data for reporting purposes and to inform ECE portions of Joint Sector Reviews. The ultimate aim is for this action to enhance accountability of the plans developed over time.	Rapid analysis tool- as a way to consolidate and review data to inform ECE annual review and promote ECE to be included as a topic in JSR Fact sheet with various ways to measure progress (i.e. formal data systems existing in countries such as EMIS, roundtables with parents and teachers to promote participation in accountability mechanisms, etc.)	