

MoRES

Monitoring Results for Equity Systems

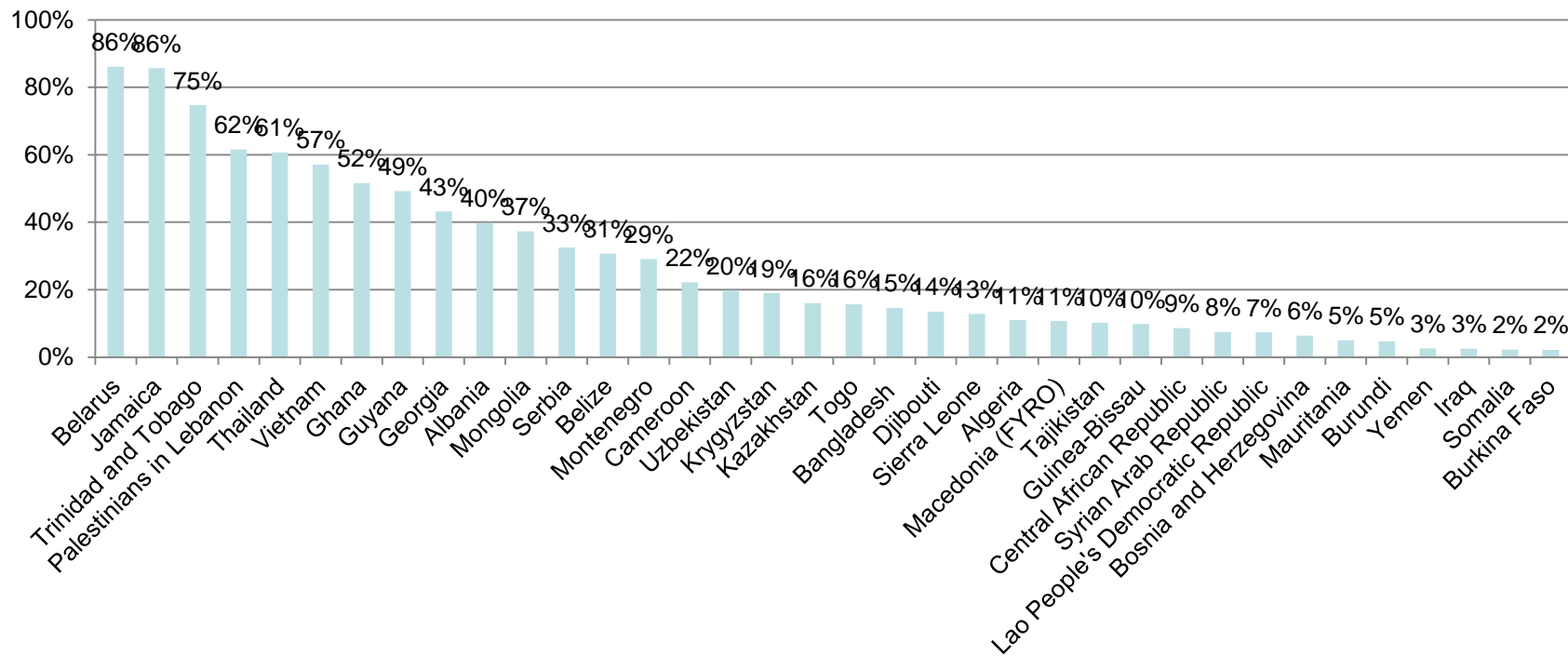
Access and Quality in Early Learning

unite for
children

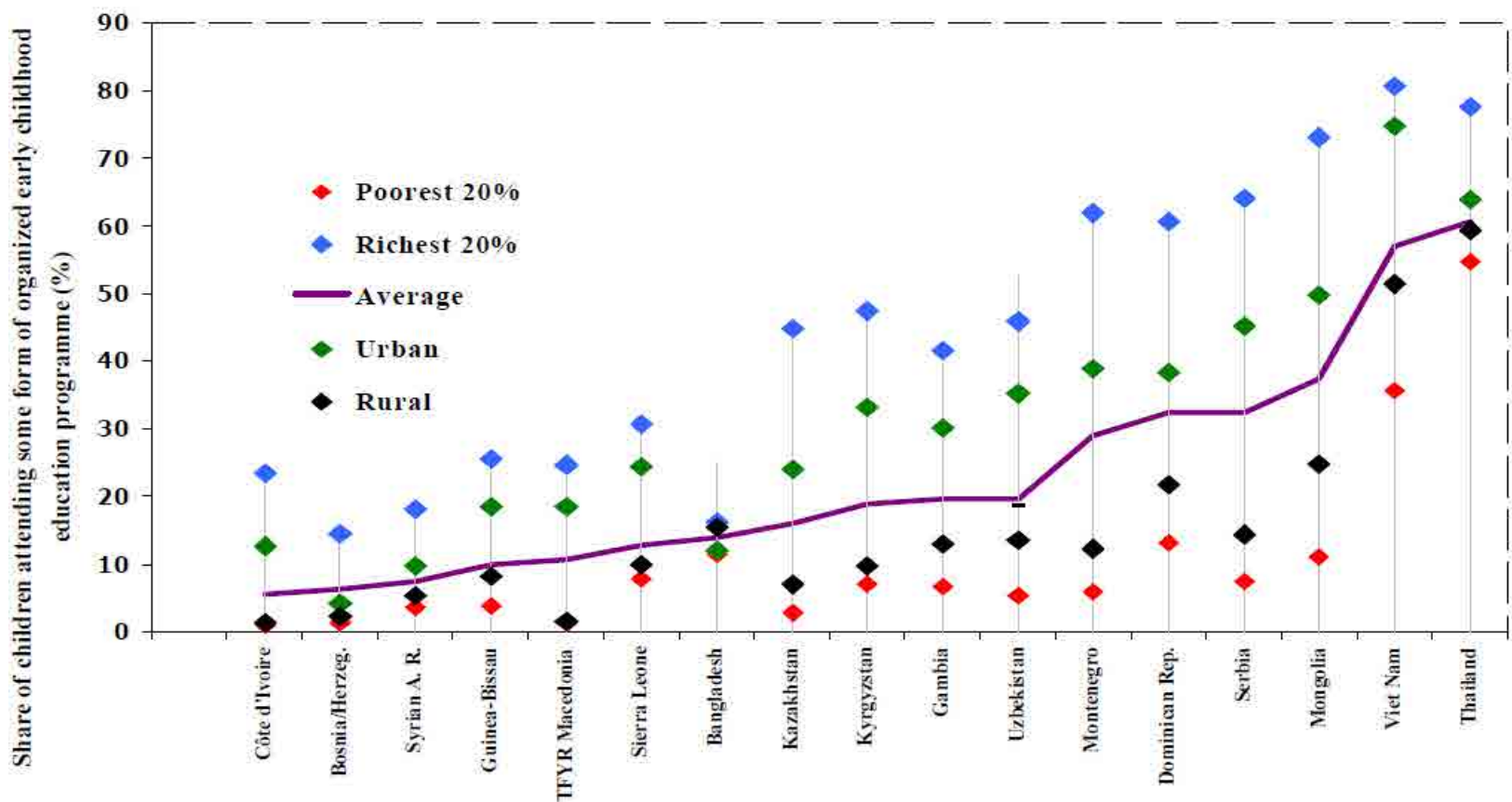
unicef 

Despite documented benefits, very low participation in early learning programmes, globally

Percentage of children aged 36-59 months who are attending an early learning programme



Globally, high disparity in preschool attendance across wealth quintiles

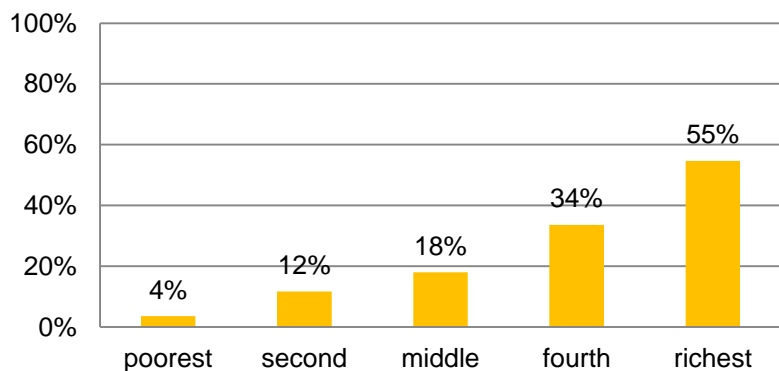


Source: GMR 2009

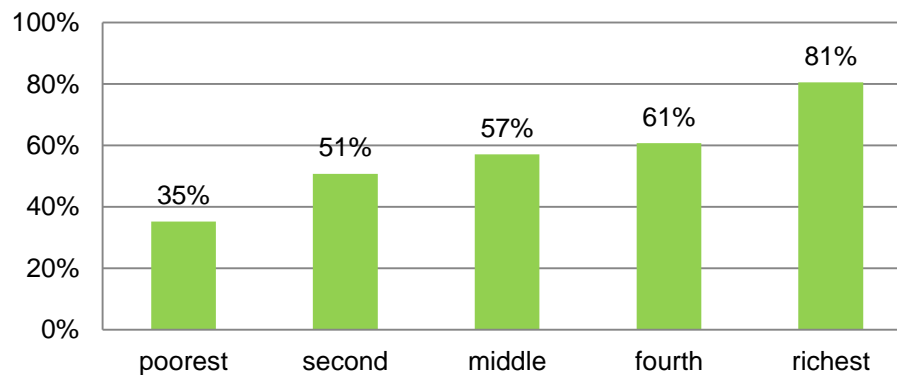
Early Childhood Education, Inequities

Access to Early Childhood Education, 36 to 59 months, by wealth quintiles

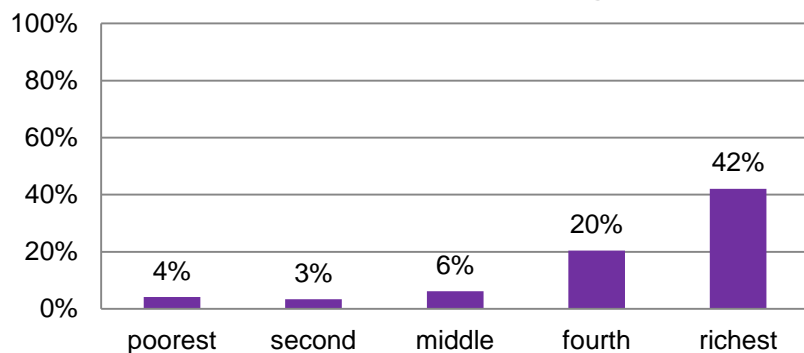
"Gradual inequity" in Cameroon



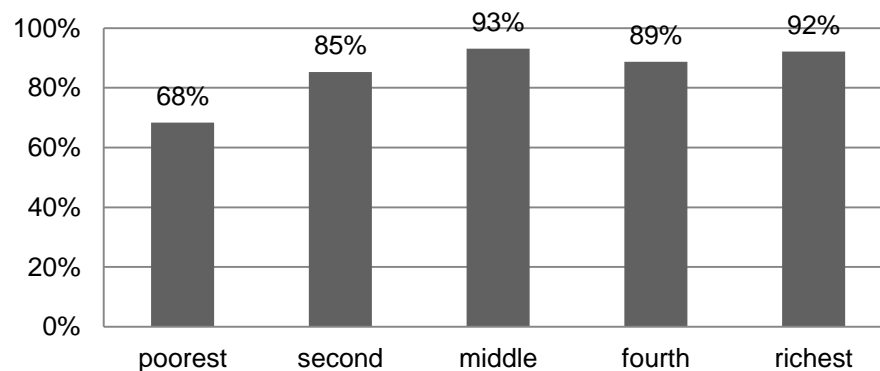
"Gradual inequity" in Vietnam



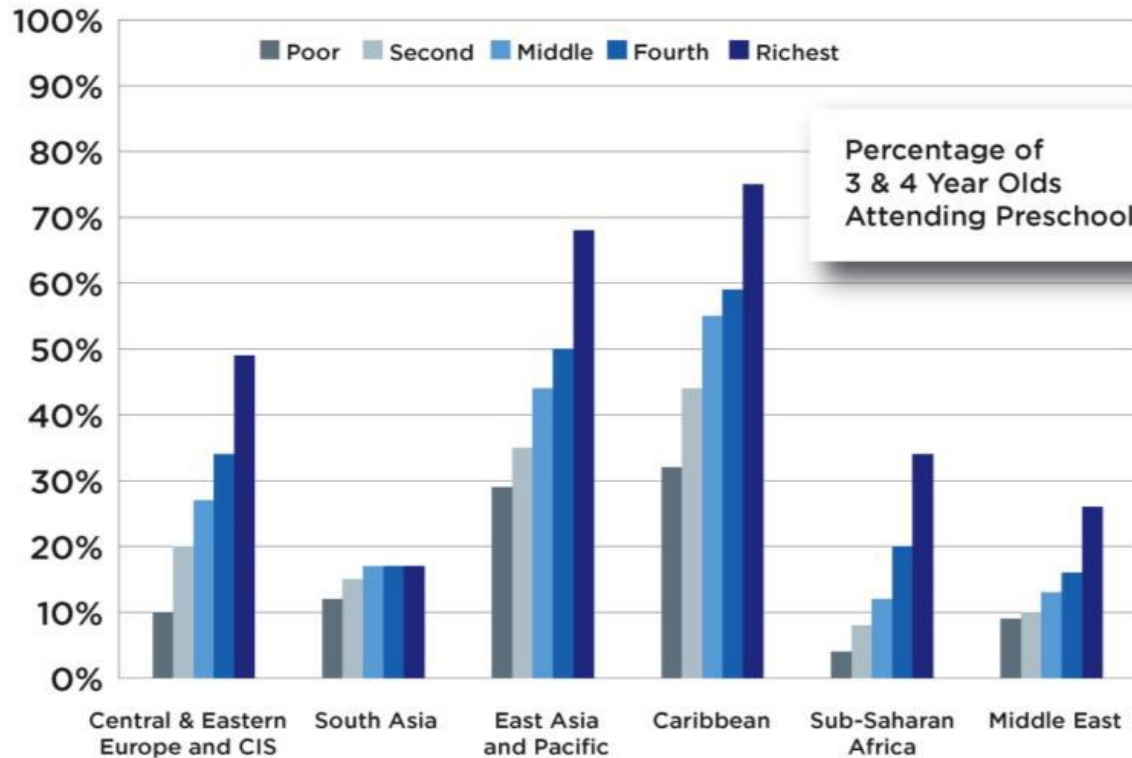
"Top Inequity" in Togo



"Bottom Inequity" in Belarus



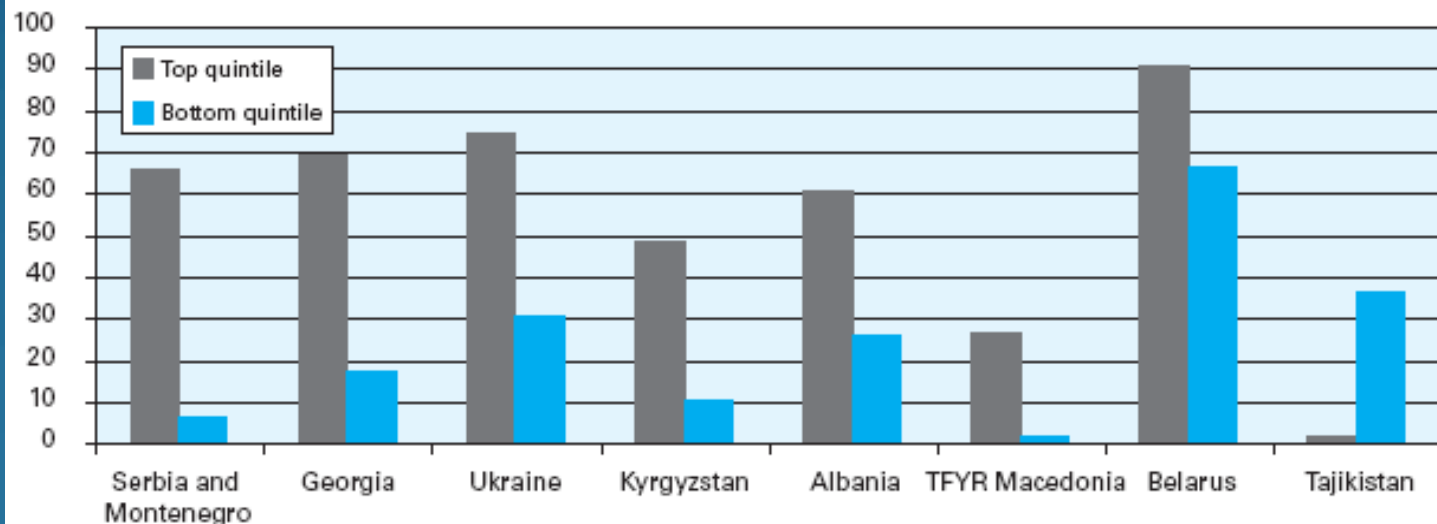
Looking at a regional picture.....



Proportion of young children attending preschool in 58 low-income and middle-income countries by income quintile within country summed across sample countries by region. Data are from UNICEF's 2005 Multiple Indicator Cluster Survey 3 for children aged 3 and 4 years.

Wide disparities in participation in ECEC services (Central-Eastern Europe and Central Asia)

Figure 3.11: Attendance rate, 3-4 year olds, by household consumption level, selected countries, 2005



Source: UNICEF, MICS database, 2006.

Narrowing the Gaps - Equity Focus

Right in Principle, Right in Practice

Conventional wisdom: equity is inefficient

- Reaching hard to reach: too costly, too difficult
- Reaching better off: easier, more cost effective

Hypothesis tested:

- Greatest needs amongst the unreached
- New, innovative, efficient strategies & tools exist
- Benefits could outweigh additional costs of reaching them

This suggests that a **greater equity focus** can:

- be more cost effective
- accelerate progress towards **MDGs**



What is MoRES

- Conceptual Framework for effective planning, programming, implementation, monitoring and managing results
- Reaffirmation of commitment for use of data for improved outcomes for the most disadvantaged children



What is MoRES (contd.)

- Addresses critical need for intermediate process/outcome measure between routine monitoring of inputs/outputs and monitoring of high level outcomes every 3-5 years
- Based on Determinant Framework
 - That there are enabling and constraining factors that affect the achievement of desired results
 - Ten determinants identified under four categories



Enabling Environment

Social Norms, Legal/Policy Framework, Budgets, Monitoring/Coordination

Demand

Sociocultural & Financial Access, Continuity

Supply/Quality

Inputs, Facilities, HR, Information


Empowering Environment for Positive Behaviours
(e.g. IYCF, Parenting, Sanitation, Violence Prevention)

Family/ Community based care.
(e.g. Community ECD, CCM, Water)

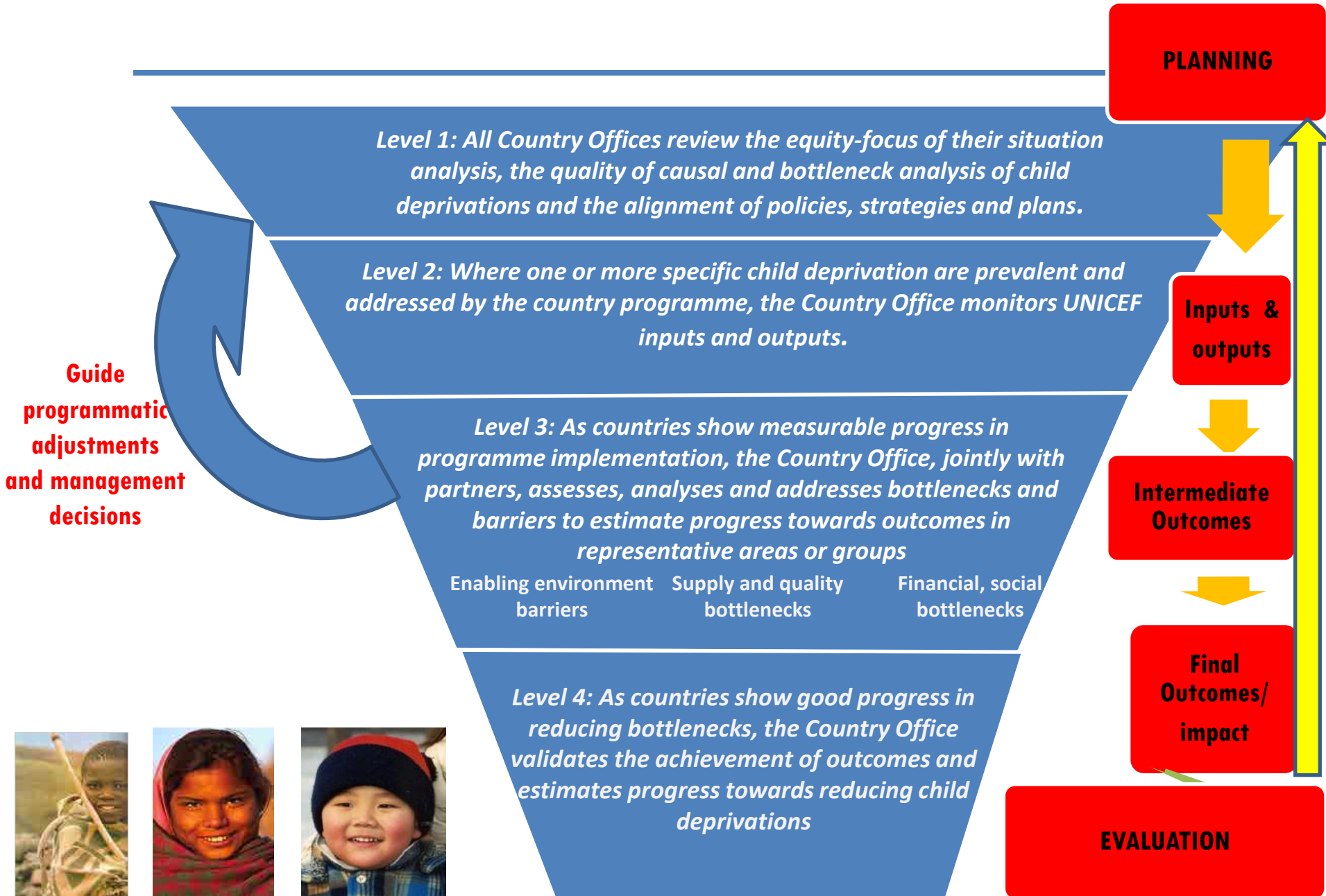
Individual oriented services
(e.g. Clinical Curative Services, Justice Systems)

Population oriented schedulable services
(EPI+, PMTCT, Primary Education)



Rights Holders		Duty Bearers	
Children	Families and communities <i>(Micro)</i>	Service providers/Systems <i>(Meso)</i>	Policy makers / opinion shapers <i>(Macro)</i>
DEPRIVATIONS	DETERMINANTS		
<ul style="list-style-type: none"> • Preventable Diseases • HIV/AIDS • Child Mortality • Malnutrition • Illiteracy • Non registration at birth • Exploitation & Violence 	DEMAND <ul style="list-style-type: none"> • Social Acceptability • Financial Access • Compliance 	SUPPLY <ul style="list-style-type: none"> • Commodities/ Inputs • Geographical access: <ul style="list-style-type: none"> - Human resources - Infrastructure/ facilities - Information 	ENABLING ENVIRONMENT <ul style="list-style-type: none"> • Social Norms • Management/ Coordination • Legislation/ Policies • Budgets/ expenditures
	QUALITY <ul style="list-style-type: none"> • Minimum standards 		
INTERVENTIONS	Empowering Environment for Positive Behaviours		
	Family/ Community based care		
	Individual oriented services		
	Population oriented schedulable services		

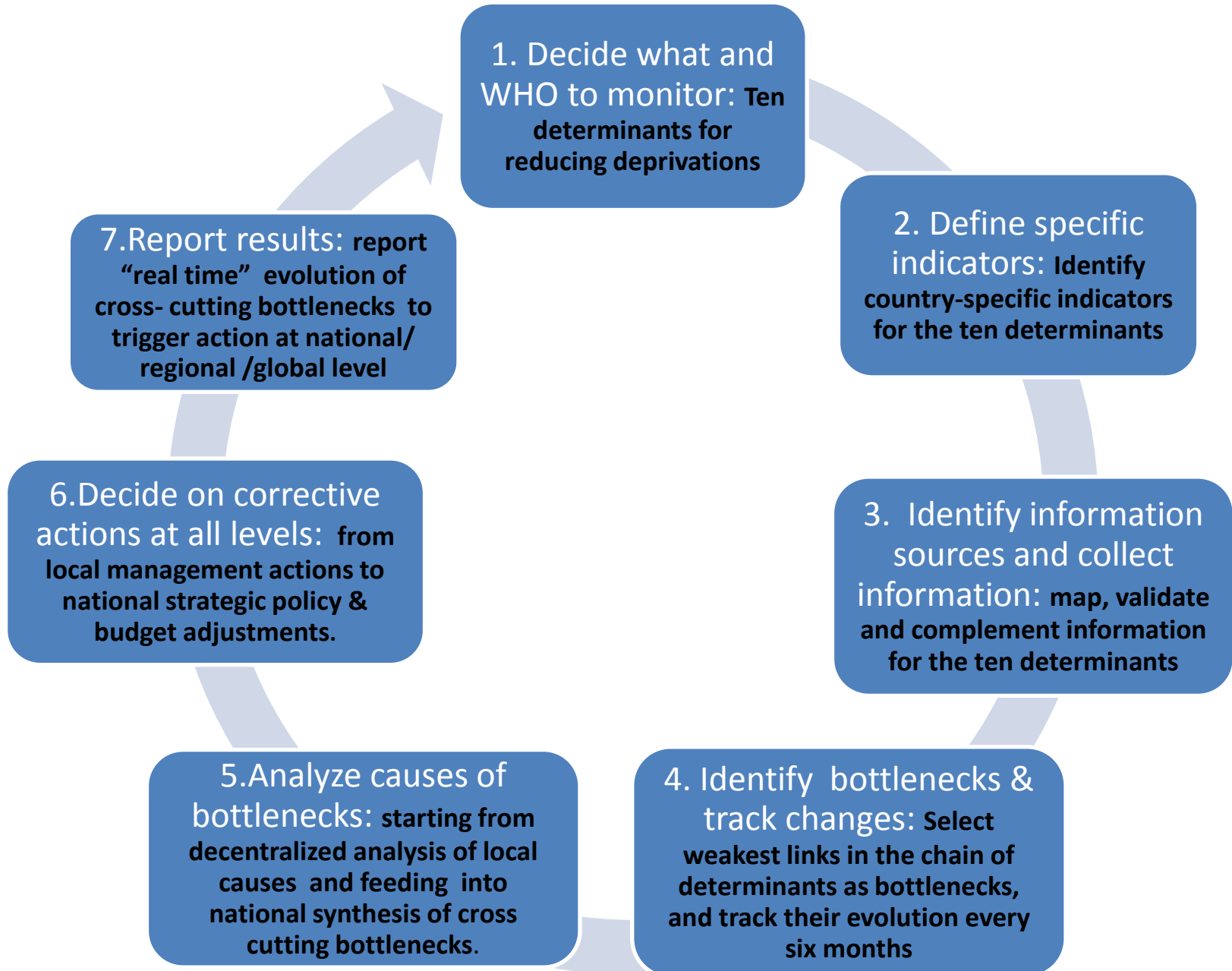
MoRES Levels



Levels of Monitoring

- Level 1: check **quality** of SITAN; **are planned programme strategies addressing key bottlenecks and relevant** for the intended results ?
- Level 2: is the programme **implementation adequate?**
- Level 3: Are “we” **going in the right direction?** Bottlenecks and barriers changing?
- Level 4: Are “we” **making a difference?** Change in bottlenecks and barriers resulting in outcomes?

Seven steps for level 3 monitoring



	Determinants	Select Country Specific Indicators to reflect:
Enabling Environment	Social Norms	Widely followed social rules of behaviour
	Legislation/Policy	Adequacy of laws and policies
	Budget/Expenditure	Allocation & disbursement of required resources
	Management /Coordination	Roles and Accountability/ Coordination/ Partnership
Supply	Availability of Essential Commodities/Inputs	Essential commodities/ inputs required to deliver a service or adopt a practice
	Access to Adequately Staffed Services, Facilities and Information	Physical access (services, facilities, information)
Demand	Financial Access	Direct and indirect costs for services/practices
	Social and Cultural Practices and Beliefs	Individual/ community beliefs, awareness, behaviors, practices, attitudes
	Timing & Continuity of Use	Completion/continuity in service, practice
Qty	Quality of care	Adherence to required quality standards (national or international norms)

Determinant Framework for Early Learning

	DETERMINANTS	COUNTRY SPECIFIC INDICATOR	
Enabling Environment	Social Norms	Community leaders show support to early learning	●
	Legislation/Policy	Inter-sectorial ECD policy targeting the most marginalized adopted by the Parliament	●
	Budget/Expenditure	Sufficient budget for ECD centers allocated	●
	Governance (Coordination)	ECD multi-sectoral coordination at district level established	●
Supply	Availability of essential commodities/inputs	Proportion of ECD centers that have playgrounds	●
	Access to adequately staffed services	Proportion of ECD centers with caregivers trained	●
Demand	Timing and Continuity of use	Proportion of children aged 3-5 attending community-based ECD centers	●
	Financial access	NA	
	Social / cultural practices	NA	
Q4	Quality of care	Proportion of ECD centers registered	●

Country Example : Rwanda

Result Sought

By June 2013, children between the ages of 0-6 and their families have nurturing environments and access to integrated early childhood development services in 10 locations.

Country example : Rwanda (1/4)

Determinants	Bottlenecks	Indicators	MoV	Frequency / disaggregation	Assessment criteria	Status
Social norms	Varied levels of understanding/interpretations among stakeholders at different levels	% of key-stakeholders having understanding of integrated ECD - the key stakeholders need to be identified	Opinion survey, FGD, in-depth interviews	Annual Gender National – sub-national	Less than 20% \ Between 20-50% More than 50	Unknown – needs baseline survey
Legislation / Policy	ECD not sufficiently articulated in sector plans – District plans. De-link between ECD policy and sector strategies.	Explicit inclusion of integrated ECD in EDPRS (1) % of social sector strategic plans (Education, Health, and Social Protection) of EDPRS document. (Vision Indicator) (2) District Development Plans that include integrated ECD	Education, Health, and Social Protection Sector Plans Ten District Development Plans	Over next 6 months - monthly	ECD not addressed in sector plans of EDPRS document ECD addressed in sector chapters of EDPRS document ECD addressed across sectors in EDPRS document	Included in EDPRS but not as a priority or with cross cutting focus. Included in ESSP, including budget. Other sectors to add

Country example: Rwanda (2/4)

Determinants	Bottlenecks	Indicators	MoV	Frequency / disaggregation	Assessment criteria	Status
Budget / Expenditure	Insufficient budget for ECD across sectors. ECD budget lines are often cut on an annual basis. No joint annual planning on ECD budgeting. Actual expenditure not always linked to overall results framework from ECD strategy plans.	<p>% of sector budgets allocated to ECD-related activities.</p> <p>Expenditure of ECD funding in 10 district following guidelines and policy (Vision Indicator)</p>	Sector and District Budget and expenditure reports	6 Months	<p>0-3 Districts using funding to support ECD and the family services</p> <p>4-7 Districts using funding to support ECD and the family services</p> <p>8-10 Districts using funding to support ECD and the family services</p>	<p>Insufficient guidelines accompanying funding</p> <p>Budget analysis required. Limited funds allocated from education budget (0.3%)</p>
Management / Coordination	Engagement of NCC in ECD&F. No joint planning, monitoring of ECD&F; ECD Inst. Framework at all levels not operational. ECD is seen a sectoral issue as MoE is leading.	<p>National and District level coordination meeting taking place, involving NCC. (Vision Indicator)</p> <p>Joint annual national action plan 2012/13 produced by key-stakeholders</p>	<p>Records of coordination meetings</p> <p>Field Visits</p> <p>Annual action plan</p>	3 Months	<p>No coordination</p> <p>Coordination meetings taking place</p> <p>Coordination meetings taking place involving NCC</p> <p>No Joint action</p> <p>Joint action plan drafted</p> <p>Joint action plan under implementation</p>	<p>NCC involved in training of District ECD teams.</p> <p>Discussions with MINEDUC on involving NCC in coordination of stakeholder's meeting – early March.</p>

Country example: Rwanda (3/4)

Determinants	Bottlenecks	Indicators	MoV	Frequency / disaggregation	Assessment criteria	Status
Availability of essential materials / inputs	Lack of comprehensive package of ECD materials required for centres.	Minimum ECD package available in 10 ECD&F centres	Minimum package Programme reports Field visits	6 Months	<p>Minimum package not developed</p> <p>Minimum package under development</p> <p>Minimum package available in ten ECD &F centres</p>	Initial workshop for the development of ECD materials conducted in Feb
Access to adequately staffed services, facilities and information	<p>Insufficient number of trained caregivers.</p> <p>Inadequate facilities and information on ECD &F.</p>	<p>Proportion of caregivers certified (in 10 selected locations).</p> <p>No of facilities (in 10 selected locations) meeting minimum standards including access and care of children with disabilities (CWD). (Vision Indicator)</p>	<p>Field visits</p> <p>Training reports</p>	Six months	<p><50% of caregivers certified</p> <p>50%-80% of caregivers certified</p> <p>>80% of caregivers certified</p> <p><50% of facilities meeting agreed minimum standards</p> <p>50%-80% of facilities meeting minimum standards</p> <p>>80% of facilities meeting minimum standards</p>	TBD
Financial access	Communities unable to afford costs associated with accessing ECD services	% of poorest families with young children in catchment area having financial constraints to use the services (KAP survey to help determine the baseline).	Survey	annually		

Country example: Rwanda (4/4)

Determinants	Bottlenecks	Indicators	MoV	Frequency / disaggregation	Assessment criteria	Status
Cultural practices and beliefs	Limited understanding of the importance of ECD services and role of parents in their children's early development	% of parents with an understanding of the importance of ECD services and role of parents in their children's early development	KAP survey	Annually	Depends on KAP survey baseline Less than 20% Between 20-50% More than 50%	KAP survey being designed
Continuity of use	Unknown	Proportion of children regularly attending ECD services; proportion of parents attended at least 10 sessions	ECD service attendance report Project report			
Quality	No standards or minimum package of materials	Minimum quality standards including Minimum package of ECD materials adopted	Minimum quality standards including Minimum package of ECD materials		Not developed Under development Developed and adopted	No standards or minimum package of materials

Principles

- **Monitoring should build upon existing national information systems / practices**
- **Partnerships are essential**
- **Valid information (not extremely precise) – triangulation**
- **The info must be used to identify and analyze bottlenecks, deciding corrective action and tracking progress**

Programme implications

- **Inform strategic adjustments to programmes**
- **Identify areas for policy advocacy**
- **Guide future (priority) investments**
- **Enable timely decisions (feed real time data into decision making)**
- **Leverage partnership**
- **Strengthen leadership**
- **Ensure re-focus on the most disadvantaged children and populations**