

## Background Paper The Learning Generation

### Financing Early Childhood Development

An Analysis of International and Domestic  
Sources in Low- and Middle- Income Countries,  
Volume II

This paper was prepared for the International Commission on Financing Global Education Opportunity as a background paper for the report, *The Learning Generation: Investing in education for a changing world*. The views and opinions in this background paper are those of the author(s) and are not endorsed by the Education Commission or its members. For more information about the Commission's report, please visit: [report.educationcommission.org](http://report.educationcommission.org).



RESULTS FOR  
DEVELOPMENT

# FINANCING EARLY CHILDHOOD DEVELOPMENT: AN ANALYSIS OF INTERNATIONAL AND DOMESTIC SOURCES IN LOW- AND MIDDLE-INCOME COUNTRIES

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International Commission on Financing Global Education Opportunity

Volume II

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## APPENDIX 2: Country Profiles

Country profiles were prepared based on data collected through desk review and key informant interviews.

### COUNTRY PROFILE: CHILE

**Region:** Latin America & Caribbean

**Income group:** High income

**Progress in early childhood:**

- Pre-primary gross enrollment ratio increased from 82% in 2008 to 120% in 2013
- Under 5 mortality rate declined from 8.8/1,000 births in 2010 to 8.1/1,000 births in 2015
- Prevalence of stunting declined from 2% in 2008 to 1.8% in 2013
- Public expenditure on pre-primary education as a % of GNP: 0.6% in 2012 (*High income country average: 0.4% in 2012*)



COUNTRY	Chile
Public expenditure on ECD by age group of children:	0 to 5 years: US\$ 882 per child, 0.5% of GDP (2012) 6 to 12 years: US\$ 2,608 per child, 1.7% of GDP (2012)
Public expenditure on ECD by types of services:	Preschool/early childhood education (3-5 years ): 0.10% of GDP (2012)
	Child care (0-5 years): 0.25% of GDP (2012)
	Parenting training/support: 0.00% of GDP (2012)
	School feeding: 0.06% of GDP (2012)
	Conditional Cash Transfers: (0-5 years ): 0.05% of GDP (2012)
Major policies or regulations that influence ECD financing:	<ul style="list-style-type: none"> <li>• Law 20.379 (2009): <ul style="list-style-type: none"> <li>- Established an inter-sectoral system of social protection, which involves various state agencies</li> <li>- Institutionalized the Chile Crece Contigo system (Chile Grows with You)</li> <li>- Stipulates that there will be evaluation of the system and subsystems, including a cost-effectiveness analysis</li> </ul> </li> </ul>
Is budget planning for ECD coordinated between ministries?:	There is coordination among the Presidency, Ministry of Planning, Ministry of Social Development, and Ministry of Finance.

FOCUS PROGRAM	Chile Crece Contigo
Background on program and services offered:	<ul style="list-style-type: none"> <li>• Chile Crece Contigo is a system that provides differentiated early childhood development services based on a family's specific needs. Some programs are universal and others are more focused,</li> </ul>

	<p>targeting specific populations such as children identified as vulnerable.</p> <ul style="list-style-type: none"> <li>The system targets disadvantaged populations by providing differentiated support and guarantees support for children from low income households or with “situations of special vulnerability,” as defined by a social protection score card. In 2013, 90.5% of participants had incomes of less than US\$ 1,009.55 (500,000 Chilean Pesos) per month.</li> <li>The mother first enters the Chile Crece Contigo system on her first prenatal check-up. Any identification of health or social vulnerability will direct children and families to differentiated support. These services include a biopsychosocial development support program, a home visiting program to improve health and nutrition, nursery services and education services for children at risk for developmental delays.</li> <li>Examples of programs under the Chile Crece Contigo strategy include JUNJI, Fundación INTEGRA, and CASH. JUNJI is a preschool program, providing ECCE and parent education services through both public and private centers and Fundación INTEGRA is an integrated services program providing parent education with child care at program centers. JUNJI and Fundación INTEGRA are the two main public providers offering ECCE services for children from ages 3 months to 4 years, accounting for about 50% of preschool places. CASH is a community-based conditional cash transfer program which provides parent education and integrated child services at community centers.</li> </ul>
Program coverage:	<ul style="list-style-type: none"> <li>Health programs: serve 180,000 pregnant women and 680,000 children each year</li> <li>JUNJI: 172,900 children (7 to 60 months) served in 2011 (55,000 served through program centers and the rest through subsidized private or third-party-operated centers)</li> <li>Fundación INTEGRA: 70,957 children (0 to 60 months) served in 2011</li> <li>CASH: 3,656 children (0 to 72 months) served in 2011</li> </ul>
Government bodies responsible for program:	<p>Ministry of Social Development: Responsible for overall coordination (though the Ministry of Health previously coordinated the program)</p> <p>Ministry of Health: Responsible for execution of program to support biopsychosocial development</p> <p>Ministry of Education: Responsible for quality education in preschool system (nurseries, kindergartens) and coordination of educational policies for ECD</p> <p>Ministry of Labor: Responsible for improvement of policies and legislative reforms impacting labor protection for parents</p> <p>National Women’s Service: Responsible for promoting package of legislative proposals under Chile Crece Contigo sent to Congress for protection for mothers</p> <p>National Kindergarten Board: Guarantees access to nurseries and kindergartens, especially for lower-income households</p> <p>National Disability Service: Provides technical assistance around supporting individuals with disabilities</p>

Distribution of responsibilities across levels of government (national, sub-national, local):	National: An executive committee is comprised of representatives from the Ministries of Health, Social Development, and Education.
	Sub-national: Regional Secretariats of Health, Social Development, Education, as well as regional managers of JUNJI and INTEGRA, and a Provincial Coordinator of Social Protection are involved.
	Local: Health and education centers are coordinated at the community level.
Annual expenditure on program:	<p>Budget for Chile Crece Contigo overall:</p> <ul style="list-style-type: none"> <li>• 2007-2008 budget: US\$ 3.8 million for 159 townships</li> <li>• 2008-2009 budget: US\$ 38.6 million for 345 townships</li> <li>• 2016 budget: US\$ 64 million</li> <li>• Between 2009 and 2016, the budget increased each year according to inflation, about 3.8 – 4% each year.</li> </ul> <p>Budget for select programs offered:</p> <ul style="list-style-type: none"> <li>• JUNJI: US\$ 430,329,551.7 (2010)</li> <li>• Fundación INTEGRA: US\$ 230,413,203.1 (2010)</li> <li>• CASH: US\$ 1,907,515.4 (2010)</li> </ul>
How funds are raised:	Various budget lines were created in 2007 that correspond to programs in the Ministries of Health, Education, and Social Development.
Indirect/direct fees and in-kind contributions provided by households:	No fees for most services, particularly for children at risk. Some daycare centers may ask for voluntary payment from parents.
How funding is allocated to lower levels of government, service providers, and beneficiaries:	<ul style="list-style-type: none"> <li>• In general, the central government transfers funds to the Ministry of Social Development. The Ministry of Social Development then makes agreements with local governments to allocate funds. Funding depends on how each municipality manages and implements the program (e.g. how many children it is trying to reach, etc.).</li> <li>• Three funds are directed exclusively to municipalities: <ul style="list-style-type: none"> <li>- Capacity strengthening for local governments to manage CCC at local levels (e.g. referral processes, case management, etc.)</li> <li>- Competitive grant/fund for financing of public and community spaces (broad fund used in different ways)</li> <li>- A fund for Childhood Development Support Interventions finances interventions for children who have developmental delays or are at risk of not reaching their developmental potential</li> </ul> </li> <li>• Each municipality must comply with spending requirements and must report expenditure and other data to the central government. <ul style="list-style-type: none"> <li>- Transfer agreements specify financial resources and achievement criteria.</li> </ul> </li> </ul>
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>• Most professionals working to support services offered under Chile Crece Contigo at the local level are fee based contractors, who experience job instability, and have high turnover rates, which creates challenges for service delivery.</li> </ul>

	<ul style="list-style-type: none"> <li>Lack of coordination among initiatives led by different ministries creates challenges for identifying, monitoring, and evaluating investment needs. Having an inter-sectoral institution, such as the Ministry of Social Development in Chile, can help address this coordination challenge.</li> <li>Local institutions that receive funds are required to report monthly expenditures. A framework agreement signed between central and municipal governments, which includes implementation standards, helps to ensure that funds are effectively utilized.</li> <li>The use of social protection score cards and other screening methods have been effective methods to target disadvantaged populations.</li> <li>Building off existing programs and institutions has been important for Chile and has been more cost-effective than if all focus was on creating new programs and institutions.</li> </ul>
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## COUNTRY PROFILE: COLOMBIA

**Region:** Latin America & Caribbean

**Income group:** Upper middle income

**Progress in early childhood:**

- Pre-primary gross enrollment ratio increased from 42% in 2006 to 49% in 2011
- Under 5 mortality rate declined from 19/1,000 births in 2010 to 16/1,000 births in 2015
- Prevalence of stunting declined from 16% in 2005 to 13% in 2010
- Public expenditure on pre-primary education as a % of GNP: 0.2% in 2012 (*Upper middle income country average: 0.2% in 2012*)



COUNTRY	Colombia
Public expenditure on ECD by age group of children:	0 to 5 years: US\$ 402 per child, 0.6% of GDP (2011) 6 to 12 years: US\$ 844 per child, 1.6% of GDP (2011)
Public expenditure on ECD by types of services:	Preschool/early childhood education (3-5 years): 0.20% of GDP (2011), in comparison to 4.5% of GDP on education overall
	Child care (0-5 years/daycare): 0.19% of GDP (2011)
	Parent training/support: 0.06% of GDP (2011)
	School feeding: 0.03% of GDP (2011)
	Conditional Cash Transfers (0-5 years ): 0.07% of GDP (2011)
Major policies or regulations that influence ECD financing:	<ul style="list-style-type: none"> <li>De Cero a Siempre (From Zero to Forever) Strategy (2010):               <ul style="list-style-type: none"> <li>Created a comprehensive system of ECD for disadvantaged populations</li> <li>Mandated that the Colombian Family Welfare Institute (ICBF) manage and implement all ECCE services, while the National</li> </ul> </li> </ul>

	<p>Ministry of Education take charge of quality control and regulation</p> <ul style="list-style-type: none"> <li>10-year plan for education (2006-2015): <ul style="list-style-type: none"> <li>Delineates Ministry of Education's intention to work closely with ICBF, budget- and program-wise</li> <li>Supports an increased budget for ICBF</li> </ul> </li> </ul>
Is budget planning for ECD coordinated between ministries?:	<p>The Intersectoral Commission on Comprehensive ECD (CIPI) is responsible for coordinating implementation and finance of ECCE services among the Ministry of Social Protection, Ministry of Education, Ministry of Culture, Social Prosperity Department, and ICBF. At monthly meetings of CIPI, financial needs and allocations for ECD are discussed.</p>

FOCUS PROGRAM	Instituto Colombiano de Bienestar Familiar (ICBF)
Background on program and services offered:	<ul style="list-style-type: none"> <li>ICBF is a governmental agency that implements ECD (nutrition, health, education) programs, with a focus on disadvantaged children.</li> <li>ICBF is transitioning into three standard models of ECD services that replaces two previous public programs managed by the Ministry of Education and ICBF.</li> <li>The two previous models included 1) Program Atención Integral a la Primera Infancia (PAIPI), which provided comprehensive ECCE and 2) Hogares Comunitarios de Bienestar (HCB), community welfare homes. ICBF's new models of ECD services include: 1) Centros de Desarrollo Infantil (center-based ECD program), 2) Ambito Familiar (home/community-based ECD program), and 3) HCBs (community-based ECD program).</li> <li>Centros de Desarrollo Infantil are managed by ICBF and are partly operated by community organizations</li> <li>PAIPI will become part of Ambito Familiar and prioritize children and families in rural areas with difficult access to centers.</li> <li>HCBs, implemented since 1987, are also managed by ICBF with third parties hired to deliver services. HCBs are usually run by community mothers.</li> </ul>
Program coverage:	<ul style="list-style-type: none"> <li>Daycare programs and preschools cover 44% of 0-5 year olds and 86% of 5-6 year olds.</li> <li>Integrated services cover 21% of children in the 0-6 age group, encompassing services such as: child care, parent education, protective services, nutritional supplements for pregnant and lactating women, preschools, and schools.</li> </ul>
Government bodies responsible for program:	<p>ICBF: Manage and implement ECD services</p> <p>National Ministry of Education: Responsible for quality control and regulation of all ECCE services, including those supported by ICBF.</p> <p>Intersectoral Commission for Integral Attention in Early Childhood (CIPI): Comprised of delegates from the President's Office, Ministry of Social Protection, Ministry of Education, ICBF, Ministry of Culture, National Planning Department, and Social Prosperity Department; each institution is responsible for overseeing ECD services in its respective</p>



	sector and CIPI as an institutional anchor is responsible for setting ECD policies, standards, and coordination among various agencies
Distribution of responsibilities across levels of government (national, sub-national, local):	<p>National: The Executive Board of ICBF provides technical, operational, and interagency coordination. There is an official delegate on the board from each of the various ministries and civil society organizations involved in ECD services.</p> <p>Sub-national: There are 300 regional departments and 200 zonal centers at the municipal level that depend administratively on the regional directorates which deliver ECD services.</p>
Trends in annual expenditure on program:	<p>US\$ 459,312,098 (2011)</p> <p>US\$ 809,908,167 (2012)</p>
Funding sources and how funds are raised:	<ul style="list-style-type: none"> <li>• A payroll tax of 3% on all public and private employers supports ICBF. (Revenues from the payroll tax are shared between ICBF, technical training institutes, and the healthcare system.)</li> <li>• Previously, a joint fund, administered by the Ministry of Education and ICETEX, a government institute supporting education, also awarded credits to municipalities or local governments that met certain requirements around ECD center quality. Moving forward, ICBF will be responsible for allocating these credits to municipalities.</li> <li>• Household contributions (described below)</li> <li>• Contributions from international and national organizations</li> </ul>
Indirect/direct fees and in-kind contributions provided by households:	<ul style="list-style-type: none"> <li>• For HCBs, although payment is not obligatory, families pay an average of US\$ 8.10 per month for teacher and community mothers' salaries.</li> <li>• For family-based programs, parents contribute to service providers' salaries based on a sliding scale.</li> <li>• Most health and education services for low-income families are covered by the government.</li> </ul>
How funding is allocated to lower levels of government, service providers, and beneficiaries:	Revenue from the payroll tax is deposited in a central bank account managed by ICBF. Funding is then allocated to centers at lower levels of government that deliver services to children.
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>• Revenue from the payroll tax has been unpredictable due to corporate tax evasion and macroeconomic conditions. At the same, the dedicated revenue received by ICBF has led to inter-ministerial competition regarding ECD policies and programs.</li> <li>• Issues related to accountability and transparency of government expenditures for ECD have been faced across sectors. There may be a role for CIPI to play in working with departmental and municipal governments to streamline the financial system.</li> </ul>

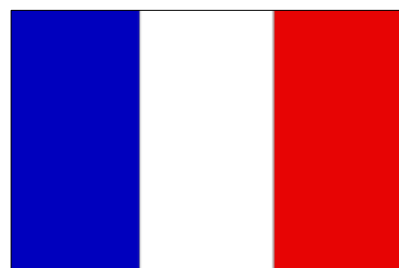
## COUNTRY PROFILE: FRANCE

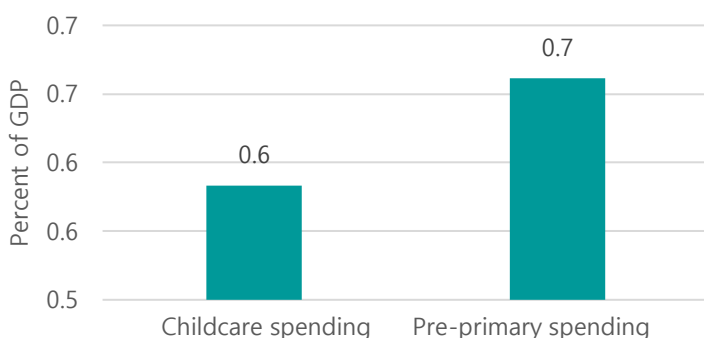
**Region:** Europe & Central Asia

**Income group:** High income

**Progress in early childhood:**

- Pre-primary gross enrollment ratio declined from 111% in 2008 to 109% in 2013
- Under 5 mortality rate remained 4.3/1,000 births between 2010 and 2015
- Public expenditure on pre-primary education as a % of GNP: 0.6% in 2012 (*High income country average: 0.4% in 2012*)



COUNTRY	France
Public expenditure on ECD by sector:	<p><b>Expenditure on childcare and pre-primary, 2011</b></p>  <p>Source: Social Expenditure database 2014; OECD Education database; Eurostat for Non-OECD countries.</p>
Major policies or regulations that influence ECD financing:	Parental leave scheme (1977), Crèches were decentralized to the commune (municipality) (1980-83), Loi d'orientation (Education reform law) (1989), Family Law (1994), Introduction of micro-crèches (2000), Introduction of paternity leave (2001), Prestation d'Accueil du Jeune Enfant (unified early childhood benefits) (PAJE) (2004).
Is budget planning for ECD coordinated between ministries?:	At the national level, resources for early childhood education and care (ECEC) are coordinated by the Ministry of Social Affairs, Employment, and Solidarity, the Ministry of Health, Family, and Handicapped Persons, and the National Family Allowance Fund (Caisse Nationale des Allocations Familiales – CNAF).
FOCUS PROGRAM	CAISE NATIONALE DES ALLOCATION FAMILIALES (CNAF)
Background on program and services offered:	<ul style="list-style-type: none"> <li>• Childcare is partly financed by the CNAF, a public agency responsible for family policy. CNAF is decentralized through CAFs (Caisses des Allocations Familiales) which work with beneficiaries at the local level.</li> </ul>

	<ul style="list-style-type: none"> <li>The CAF distributes family allowances and subsidies for ECEC, which offset the costs for parents of hiring a family day care provider or taking parental leave.</li> <li>Through the CAF, parents can benefit from 1) monetary bonuses provided at birth or at adoption and 2) a basic monthly allowance (amounts based on need) for three years from birth or at adoption.</li> <li>Parents can receive monetary assistance for partial wage replacement due to extended parental leave, and additional monetary assistance is provided to parents with at least three children. Parents can also receive financial assistance to help offset the costs of hiring a family day care or in-home provider</li> <li>CAF also provides financial assistance to collective initiatives such as crèches, jardins d'enfants, and haltes garderie by providing technical assistance and financing support for capital investment and operating costs.</li> <li>All of these benefits and subsidies are now part of a unified early childhood benefit known as the Prestation D'Accueil du Jeune Enfant (PAJE).</li> </ul>												
Program coverage:	<p>Nearly all (97-100%) children attend full-day preschool education from the age of three.</p> <p>In 2012, 48.7% of children under-three attended some form of formal ECEC. For children under-three, the most common form of formal ECEC is with a registered childminder (27%); followed by collective childcare facilities (EAJE) and nursery schools 19.8%.</p> <table border="1"> <thead> <tr> <th></th><th>% of all children under 3 (2012)</th></tr> </thead> <tbody> <tr> <td>Collective childcare facilities (EAJE)</td><td>14.7</td></tr> <tr> <td>Nursery Schools</td><td>5.1</td></tr> <tr> <td>Registered childminders</td><td>27</td></tr> <tr> <td>Nanny/day-care employee (publicly subsidized)</td><td>1.9</td></tr> <tr> <td>Informal care (by relatives, friends or others, and parents)</td><td>51.3</td></tr> </tbody> </table> <p>Sources: CNAF, 2012 and ECE and Care Provisional International Review of Policy, Delivery, and Funding. The Scottish Government.</p>		% of all children under 3 (2012)	Collective childcare facilities (EAJE)	14.7	Nursery Schools	5.1	Registered childminders	27	Nanny/day-care employee (publicly subsidized)	1.9	Informal care (by relatives, friends or others, and parents)	51.3
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Informal care (by relatives, friends or others, and parents)	51.3												
Distribution of responsibilities across levels of government (national, sub-national, local):	<p>National Level: The CNAF is the national authority for family policy in France. CNAF is part of the broader French social security system.</p> <p>Sub-National Level: Within each department (state), the family allowance fund (CAF) carries out the social and policy decisions adopted by the CNAF. The CAF distributes family allowances and subsidies for ECEC.</p> <p>Local Level: CAF funding are also provided to communes and non-profit associations at the local level.</p>												

Breakdown of funding sources:	<b>CNAF Benefits/Subsidies</b>	<b>Annual Expenditure in millions (2012)</b>
	Monetary support upon birth/adoption (Prime naissance/adoption)	628.711 Euros US\$ 808.112
	Monthly allowance (Allocation de base)	4,173.241 Euros US\$ 5,364.063
	Parental leave benefits (Complement Libre Choix d'Activite)	1,991.556 Euros US\$ 2,559.841
	Subsidies for childcare or homecare services	5,730.288 Euros US\$ 7,365.409
	<b>Total</b>	<b>12,523.796 Euros US\$ 16,097.424</b>
How funds are raised:	Funds from the CNAF are allocated from the compulsory general scheme of the French Social Security System. The compulsory general scheme is financed mainly by two social welfare taxes on income from employment, income from unemployment benefits, pensions, etc., property income, investment income, and gambling income.	
Indirect/direct fees and in-kind contributions provided by households:	Families are able to apply for benefits to supplement or subsidize the costs for ECEC.	
How funding is allocated to lower levels of government, service providers, and beneficiaries:	<ul style="list-style-type: none"> <li>US\$ 1,028 (800 Euros) are allocated at the 7<sup>th</sup> month of pregnancy plus US\$ 206 (160 Euros) a month after a child's birth until three years of age.</li> <li>US\$ 429 (334 Euros) per month are provided to support parents who choose to take up to three years off of work to care for their young child, (in addition to the basic benefit of 160 Euros).</li> <li>For crèches, parents pay directly and fees are on a sliding scale according to income.</li> </ul>	
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>Although France has a universal system for ECD, it is a complex system that has various combinations of subsidized center-based and home-based arrangements. Understanding family benefits is complex and fragmented by various components.</li> <li>Decentralization risks furthering inequalities at the local level given the availability of different kinds of services for families.</li> <li>In some cases, available ECD services do not always match parent preferences. For example, parents who want to enroll their children in crèches may be placed on waiting-lists leading them to choose an in-home provider or family day care.</li> </ul>	

## COUNTRY PROFILE: INDIA

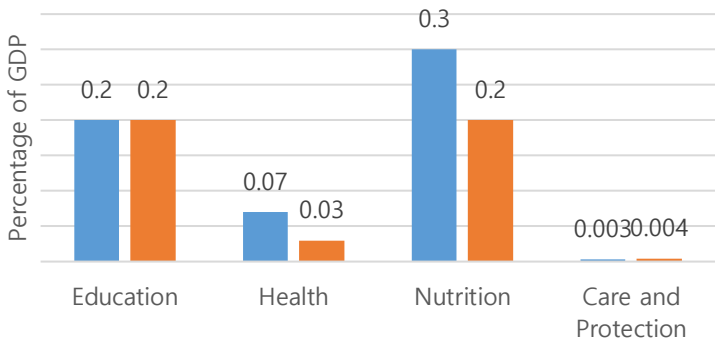
**Region:** South Asia

**Income group:** Lower middle income

**Progress in early childhood:**

- Pre-primary gross enrollment ratio increased from 40% in 2006 to 58% in 2011
- Under 5 mortality rate declined from 59.9/1,000 births in 2010 to 47.7/1,000 births in 2015
- Prevalence of stunting declined from 51% in 1999 to 48% in 2006
- Public expenditure on pre-primary education as a % of GNP: 0.0% in 2012 (*Lower middle income country average: 0.1% in 2012*)



COUNTRY	India
Public expenditure on ECD by sector: <sup>1</sup>	<p>■ 2012-2013 (Actual Expenditure) ■ 2014-2015 (Budget Allocation)</p>  <p><b>Actual Expenditure/Budget Allocation by Sector</b></p> <p>*Care and Protection includes child protection and social protection</p> <p>Source: Das, S. &amp; Kundu, P. 2014. Public investment in young children in India. New Delhi: Centre for Budget and Governance Accountability.</p>
Major policies or regulations that influence ECD financing:	<ul style="list-style-type: none"> <li>• Restructuring of ICDS in India's 12<sup>th</sup> Five-Year Plan (2012-2017): <ul style="list-style-type: none"> <li>- Established Anganwadi Management Committees that have untied funds for local action at their disposal (These have not yet been implemented.)</li> <li>- Outlines availability of funds to meet ECCE objectives</li> </ul> </li> <li>• National Curriculum Framework and Quality Standards for ECCE (2014-2015): <ul style="list-style-type: none"> <li>- Was created following the National Policy on ECCE</li> </ul> </li> </ul>

<sup>1</sup> Note: Expenditure figures are either displayed as a percent of GNP or GDP, depending on availability of data.

	- Includes specific budget provisions for ECCE in the budget estimates of the Ministry of Women and Child Development for 2014-2015
Is budget planning for ECD coordinated between ministries?:	No coordination reported

PROGRAM	Integrated Child Development Services (ICDS)		
Background on program and services offered:	<ul style="list-style-type: none"> <li>ICDS began in 1975 as a pilot project integrating various early childhood development services.</li> <li>In the early 2000s, it was ruled by the Supreme Court that the government should universalize ICDS and expand to all settlements.</li> <li>Services under ICDS include early childhood education, nutritional support, and health services.</li> <li>ICDS targets children ages 0 to 6 years old well as pregnant and lactating mothers.</li> </ul>		
Program coverage	Number of supplementary nutrition beneficiaries (Children 6 months to 6 years, pregnant and lactating mothers)	2009-2010 88,434,000	2014-2015 102,233,00
	Number of preschool education beneficiaries (Children 3 to 6 years)	2009-2010 35,493,000	2014-2015 36,544,000
Government bodies responsible for program:	Ministry of Women and Child Development (MoWCD): Main implementer, as well as nutrition and preschool education service provider Ministry of Health and Family Welfare: Health service provider		
Distribution of responsibilities across levels of government (national, sub-national, local)	Central: Responsible for managing ICDS, allocating funds to states, and serves as highest tier in monitoring ICDS through monthly program data reviews		
	State: Responsible for implementing ICDS, issuing guidelines, disbursing funds to districts, and monitoring and reporting data to MoWCD		
	District: Responsible for implementing ICDS, collecting monthly progress data, and disbursing funds and payments to village and cluster level		
Breakdown of funding sources:	National govt.: Yearly allocation of US\$ 2,102,733,554 (INR 140 billion) (2016-2017)		
	Sub-national govt.: State contribution is per established cost sharing norms established between the states and the central government and the total budget requirement of each state. For example, in Himachal Pradesh, US\$ 36,560,708 (INR 2,231,300,000) was allocated (2014-2015).		
	There are also untied funds that state governments can use as established in the Five-Year Plan (2012-2017).		
	Local govt.: No contribution		

	Multi-/bi-lateral agencies: DFID (£5 million for technical support: 2013-2018), WB Assisted ICDS Systems Strengthening and Nutrition Improvement Project (\$450 million: 2011-2018), UNICEF Country Program Action Plan (\$750 million: 2013-2017)
Trends in annual expenditure on program:	<p>Central government expenditure: US\$ 1,685,139,434 (INR 81,577,600,000) (2009-2010), US\$ 2,716,994,921 (INR 165,818,200,000) (2014-2015)</p> <p>There has been a recent decline in the ICDS budget. It was US\$ 2,170,321,418 (INR 144.5 billion) in 2016-2017, compared to US\$ 2,419,203,429 (INR 155,191,900,000) in 2015.</p>
How funds are raised:	Regular central and state budget allocations
Indirect/direct fees and in-kind contributions provided by households:	No fees, services are provided free of cost
How funding is allocated to lower levels of government, service providers, and beneficiaries:	<ul style="list-style-type: none"> <li>From 2011-2012, ICDS has been implemented through the State Annual Implementation Plan (AIP). Before the beginning of a fiscal year, states submit their AIPs requesting funds for ICDS. Funds from the central government are then released to states after the MoWCD approves each state's AIP.</li> <li>There are cost-sharing norms for various costs which are established between the central government and each state. For example, for states in the Northeastern region, there is greater central government contribution because of these states' relative lack of resources.</li> </ul>
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>In general, more financial sources are needed for infrastructure, human resources for delivery of programmatic services, and improvement in quality of services. There was a recent reduction in allocation for ICDS in 2016-2017 (6.89%).</li> <li>Since states must request funds from the central government, there are worries that ICDS will be further weakened by lowered budget requests from states since development programs like ICDS are not popular among the electorate.</li> <li>Budgeting for ICDS is currently carried based on the existing number of beneficiaries rather than the number of target beneficiaries, leading to insufficient resources to reach the target population.</li> <li>The revision of cost-sharing norms happens at the central level, which is then communicated to the states. Changes in cost-sharing norms in the middle of a fiscal year impacts states' budget planning, requiring re-estimation and delays in disbursement of resources. In addition, there is very little time available in a fiscal year to spend budgetary resources. This creates a delay in the flow of funds to the grassroots level where the services are delivered.</li> </ul>

## COUNTRY PROFILE: INDONESIA

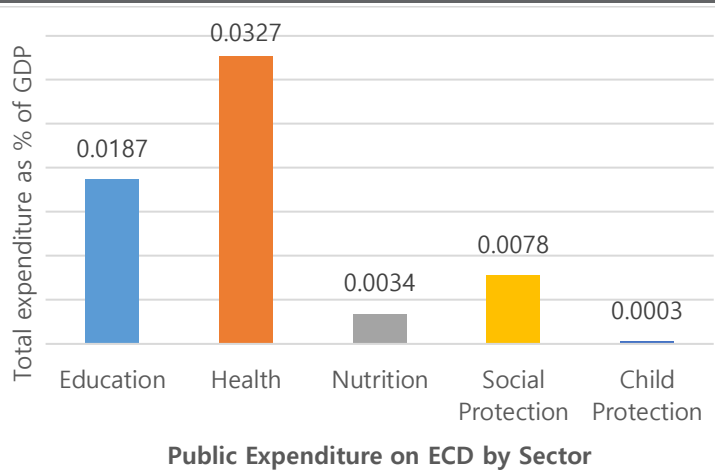
**Region:** East Asia & Pacific

**Income group:** Lower middle income

**Progress in early childhood:**

- Pre-primary gross enrollment ratio increased from 43% in 2008 to 51% in 2013
- Under 5 mortality rate declined from 33/1,000 births in 2010 to 27.2/1,000 births in 2015
- Prevalence of stunting declined from 40% in 2007 to 36% in 2013
- Public expenditure on pre-primary education as a % of GNP: 0.1% in 2012 (*Lower middle income country average: 0.1% in 2012*)



COUNTRY	Indonesia
Public expenditure on ECD by sector: <sup>2</sup>	 <p>Source: Denboba, A., Hasan, A., Wodon, Q., et al. 2015. Early childhood education and development in Indonesia: An assessment of policies using SABER. Washington, DC: The World Bank.</p>
Public expenditure on ECD by level of government	<p>Early childhood education spending by level of government, 2009</p> <ul style="list-style-type: none"> <li>• Central: 26% of total spending</li> <li>• Province: 3% of total spending</li> <li>• District: 71% of total spending</li> </ul> <p>Source: Denboba, A., Hasan, A., Wodon, Q., et al. 2015. Early childhood education and development in Indonesia: An assessment of policies using SABER. Washington, DC: The World Bank.</p>
Indirect/direct fees and in-kind contributions provided by households:	Households make significant contributions. Some centers charge fees (for tuition, meals, transport, registration, supplies) while other schools either do not charge fees at all or do not charge fees to poor families.

<sup>2</sup> Note: Expenditure figures are either displayed as a percent of GNP or GDP, depending on availability of data.



	Health services are mostly covered by the national health insurance system (JKN) although out-of-pocket costs remain high.
Major policies or regulations that influence ECD financing:	<ul style="list-style-type: none"> <li>• Law No. 20 (2003): <ul style="list-style-type: none"> <li>- Mandated that at least 20 percent of the total state budget be spent on education</li> </ul> </li> <li>• Holistic Integrated-ECD policy (2013): <ul style="list-style-type: none"> <li>- Multi-sectoral policy, covering education, health, nutrition, social protection, and child protection</li> <li>- Promotes coordination among relevant ministries and institutions</li> </ul> </li> </ul>
Is budget planning for ECD coordinated between ministries?:	Holistic Integrated-ECD policy and the National Development Planning System process are the basis of budget coordination for ECD. Every fiscal year at the National Coordination Meeting, central, sub-national, and local governments meet to coordinate their programs. This meeting is hosted by the Ministry of National Development Planning.
How funding is allocated to lower levels of government, service providers, and beneficiaries:	<ul style="list-style-type: none"> <li>• Central government transfers are the main source of revenue for district government budgets. These are made through block grants which provide funding for salaries of district civil servants, including civil service teachers.</li> <li>• Central-level budgets use explicit criteria to determine ECD spending. For education, the government considers the number of children served, school construction or renovation projects, and education materials required.</li> </ul>

FOCUS PROGRAM	Community-driven Early Childhood Education and Development (ECED) with Block Grants
Background on program and services offered:	<ul style="list-style-type: none"> <li>• The Community-driven Early Childhood Education and Development project began in 2007 and closed in 2013, with initial funding from the World Bank and the Dutch government. Through this project, the government adopted the use of block grants as one method of allocating funds to lower levels of government.</li> <li>• The project primarily focused on new playgroups in renovated facilities and served children ages 3-5, living in 50 low-income districts in Indonesia.</li> </ul>
Program coverage:	3,000 villages in 50 low-income districts, serving more than 500,000 children in 6,000 centers (2007-2013)
Government bodies responsible for program:	<p>Directorate of Early Childhood Education and Development in the Ministry of Education: Responsible for setting policies and managing the system</p> <p>Ministry of Religious Affairs: Responsible for setting policies and managing the system</p>
Distribution of responsibilities across levels of government (national, sub-national, local):	<ul style="list-style-type: none"> <li>• Local facilitators, mostly well-educated residents with some experience in community development, establish management or implementation teams, Tim Pengelola Kegiatan (TPK), to oversee the project.</li> <li>• TPKs prepare 3-year work plans for block grant implementation, with the assistance of local facilitators. TPKs develop Community</li> </ul>

	<p>Grant Proposals, which were then submitted to the district implementing unit.</p> <ul style="list-style-type: none"> <li>The district implementing unit then evaluates and verifies grant proposals and disburses funding to communities.</li> </ul>
How funds are raised:	In addition to project funds, contributions from parents, communities, and local governments (in cash or in-kind) were provided.
How funding is allocated:	<p>After the district implementing unit approved the grant proposal, grants were disbursed to village management unit bank accounts. The grant disbursements were made in 3 payments: US\$ 3,600 (40%), US\$ 2,700 (30%), and US\$ 2,700 (30%), totaling US\$ 18,000 over three years. Funds were used for the following:</p> <ul style="list-style-type: none"> <li>Education and learning: educational toys, salaries for ECED personnel, furniture, learning and teaching materials, teacher transport for outreach services</li> <li>Health and nutrition: supplementary feeding, vitamin and mineral supplements, first aid boxes, deworming, measuring tapes, scales, trash cans, toothpaste, hand washing sinks</li> <li>Renovation: labor costs for renovation or new construction (allocations for renovation could not exceed 20% of the budget)</li> <li>Management and operation of TPK: transport to conduct banking activities and attend district meetings, training, electricity and water bills, photocopies</li> </ul>
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>Although the government has prioritized ECD in the recent decade, it is still not part of the formal education system which limits funding. There is limited public support and high private provision.</li> <li>While formal kindergarten teachers are likely to be paid at a reasonable rate as “civil servants,” community volunteers or mothers leading informal playgroups are not likely to be compensated at the same level.</li> <li>Including a list of allowable expenses for block grant funds helped communities figure out how to best allocate funds.</li> <li>As a result of the World Bank’s community driven block grant project, there has been increased government commitment to ECD, particularly at the district level. 90% of the 50 project districts established ECED offices within their education departments and more than 80% of the districts have included ECED in their overall strategic planning documents.</li> </ul>

## COUNTRY PROFILE: KENYA

**Region:** Sub-Saharan Africa

**Income group:** Lower middle income

**Progress in early childhood:**

- Pre-primary gross enrollment ratio increased from 48% in 2007 to 73.6% in 2014
- Under 5 mortality rate declined from 62.1/1,000 births in 2010 to 49.4/1,000 births in 2015
- Prevalence of stunting declined from 35% in 2009 to 26% in 2014
- Public expenditure on pre-primary education as a % of GNP: N/A in 2012 (*Lower middle income country average: 0.1% in*



COUNTRY	Kenya
Major policies or regulations that influence ECD financing:	<ul style="list-style-type: none"> <li>• Early Childhood Development and Education (ECDE) Policy (2006): <ul style="list-style-type: none"> <li>- Provided a coordination mechanism and delineated roles of various government ministries, departments, development partners, and other stakeholders</li> <li>- Became a basis for creating a separate service standard guideline</li> </ul> </li> <li>• Constitution of Kenya (2010): <ul style="list-style-type: none"> <li>- Stipulated that county governments are the primary body responsible for early childhood development and education (ECDE), with the national government maintaining responsibility for policy formulation and development of standards and curriculum</li> </ul> </li> <li>• A Policy Framework for Education and Training: Reforming Education and Training in Kenya (Sessional Paper from 2012) addressed the following: <ul style="list-style-type: none"> <li>- Mainstreaming of pre-primary into basic education</li> <li>- Responsibility for financing this sub-sector as part of basic education to be borne by both the Central and County governments.</li> <li>- Private sector financing of pre-primary services</li> </ul> </li> </ul>

FOCUS PROGRAM	Publicly funded pre-primary programs in Nairobi County
Background on program and services offered:	<ul style="list-style-type: none"> <li>• Publicly funded pre-primary programs in Nairobi County include the following which cater to children ages 3-5 years: <ul style="list-style-type: none"> <li>- Preschools attached to primary schools</li> <li>- Standalone preschools/day nurseries</li> </ul> </li> <li>• The ECDE policy (2006) was developed and launched in 2007, which is currently being reviewed in response to changing context.</li> <li>• The Ministry of Education has developed a new policy framework in line with the Basic Education Act of 2012 and is working towards</li> </ul>

	<p>aligning the education sector with Vision 2030 and the 2010 Constitution.</p> <ul style="list-style-type: none"> <li>Plans are underway to support the mainstreaming of pre-primary services into the basic education cycle. Education of 4-5 year olds will be free and compulsory and under government responsibility.</li> </ul>
Program coverage:	<ul style="list-style-type: none"> <li>9,052 children are enrolled in 186 attached pre-schools (2014)</li> <li>2,639 children are enrolled in 21 standalone pre-schools (2014)</li> <li>12,000 of the 250,000 eligible children attend public preschools (4.66%) (2014)</li> <li>80 percent of children ages 4-5 in the Mukuru slum of Nairobi are enrolled in preschool, with 94 percent of enrolled children attending private, informal preschools (2013)</li> <li>Prior to the devolution of ECD, the national government was disbursing capitation grants to support increased access of disadvantaged children to pre-primary school. County governments are now responsible for capitation grants although they are yet to be implemented in Nairobi County.</li> </ul>
Government bodies responsible for program:	<p>Ministry of Education (MOE):</p> <ul style="list-style-type: none"> <li>Develops national ECD policy</li> <li>Supports implementation of ECD policies and preprimary curriculum development</li> <li>Develops national standards and guidelines (In 2016, MOE launched the school readiness assessment tool)</li> </ul>
	<p>Education Standards and Quality Assurance Council (ESQAC):</p> <ul style="list-style-type: none"> <li>Ensures standards and maintains quality in institutions of basic education</li> <li>Administers basic education policies and guidelines</li> <li>Supervises and oversees curriculum implementation and delivery</li> <li>In cooperation with the county education board, monitors conduct of assessment and examinations in institutions of basic education</li> <li>Monitors and evaluates standards and quality in basic education</li> </ul>
	<p>Kenya Institute of Curriculum Development (KICD):</p> <ul style="list-style-type: none"> <li>Develops, reviews and approves national ECD curricula and curriculum support materials</li> <li>Evaluates, vets and approves any local/foreign curricula and curriculum support materials for use in Kenya</li> <li>Initiates and conducts research to inform curriculum policy review and development</li> <li>Prints, publishes and disseminates information relating to curricula through various means including mass media, electronic learning, and distance learning</li> </ul>
	<p>Teacher Service Commission:</p> <p>Under Article 237(2) of the Constitution, the Commission is mandated to perform the following functions:</p> <ul style="list-style-type: none"> <li>Register, recruit, and employ teachers</li> <li>Exercise disciplinary control over teachers</li> </ul>

	<ul style="list-style-type: none"> <li>Advise the national government on matters relating to the teaching profession</li> </ul>
	<p>Nairobi County Government:</p> <p>As articulated in the draft Nairobi City County Early Childhood Development and Education Bill of 2014, and the draft ECD bill which presents the implementation mandate for all county governments, the Nairobi County Government is responsible for:</p> <ul style="list-style-type: none"> <li>Establishing a County Education Authority which shall advise the Executive Committee Member on policy matters</li> <li>Provision of free and compulsory pre-primary education</li> <li>Training and recruitment of pre-primary teachers</li> <li>Licensing, registration, and accreditation of pre-primary schools and training colleges</li> </ul>
Distribution of responsibilities across levels of government (national, sub-national, local):	<p>Stand-Alone Schools: The County is responsible for stand-alone preschools. Under the County Early Childhood Education Bill, counties are mandated to ensure the provision of early childhood education by supporting investment in human resources, infrastructure and learning resources. Teachers are hired, paid, and managed by the county. The county is also responsible for maintaining relationships with international, national and local institutions within the County involved in the provision of early childhood education.</p> <p>Attached Schools: Preschools attached to primary schools are under the purview of the national government, in particular, the Ministry of Education. However, the land and physical infrastructure belong to the County Government. Teachers are hired, paid and overseen by the Teacher Service Commission, an independent commission of the national government.</p>
Breakdown of funding sources:	<p>Households:</p> <ul style="list-style-type: none"> <li>2015 expenditure estimates: <ul style="list-style-type: none"> <li>2014-2015: US\$ 45,596 (KSh 4,000,000)</li> <li>2015-2016: US\$ 63,744 (KSh 6,500,000)</li> <li>2016-2017: US\$ 69,204 (KSh 7,000,000)</li> <li>2017-2018: US\$ 74,147 (KSh 7,500,000)</li> </ul> </li> </ul> <p>County:</p> <ul style="list-style-type: none"> <li>2015 expenditure estimates: <ul style="list-style-type: none"> <li>2014-2015: US\$ 2,485,721 (KSh 218,544,570)</li> <li>2015-2016: US\$ 2,221,045 (KSh 226,480,000)</li> <li>2016-2017: US\$ 2,462,956 (KSh 249,128,000)</li> <li>2017-2018: US\$ 2,709,252 (KSh 274,040,800)</li> </ul> </li> </ul> <p>National Government (for the whole country):</p> <ul style="list-style-type: none"> <li>2015 expenditure estimates: <ul style="list-style-type: none"> <li>2014-2015: US\$ 147,862 (KSh 13,000,000)</li> </ul> </li> <li>The national government has also provided: <ul style="list-style-type: none"> <li>US\$ 3,785,638 (KSh 320 Million) in 2012-2013 for salary top up in a pilot program to support 2,600 teachers as part of ECDE mainstreaming</li> <li>US\$ 22,294,473 (KSh 1.92 Billion) in 2013-2014 to 15,000 ECDE centers as capitation and salary top up for teachers to</li> </ul> </li> </ul>

	<p>further strengthen mainstreaming of ECDE to basic education cycle.</p> <ul style="list-style-type: none"> <li>Nairobi City County is making plans to implement a modified Development Impact Bond (m-DIB) model, where initial investment would be provided by a new donor-funded Nairobi City County Education Trust to fund the operation of 97 new privately-run preschools. The County government would then gradually absorb operating costs as certain outcomes are achieved, rather than pay back the principal investment.</li> </ul>
How funds are raised:	<p>Standalone preschools: Parents and the City County government of Nairobi are the main providers of financing for public pre-primary education in the County.</p> <p>Attached preschools: National government raises funds for attached preschools.</p>
Indirect/direct fees and in-kind contributions provided by households:	<p>Standalone preschools:</p> <ul style="list-style-type: none"> <li>Households contribute learning materials, transport, healthcare, books and stationary, and per-term tuition fees.</li> <li>Per-term tuition fees are as follows: <ul style="list-style-type: none"> <li>Full day fees: US\$6.8-US\$13.6 (KSh 600 - 1200)</li> <li>Half day with lunch: US\$6.8-US\$9 (KSh 600 – 800)</li> <li>Half day without lunch US\$1.13 (KSh 100)</li> </ul> </li> </ul> <p>Attached preschools:</p> <ul style="list-style-type: none"> <li>Households contribute school uniforms, learning materials, transport, healthcare, books and stationary, meals and per term tuition fees.</li> <li>Per-term tuition fees are as follows: <ul style="list-style-type: none"> <li>Full day fees: US\$6.8-US\$17 (KSh 600 - 1500)</li> </ul> </li> </ul>
How funding is allocated to lower levels of government, service providers, and beneficiaries:	<p>Standalone preschools: Standalone schools are financed by the County government and parents. The City Department of Education pays for teachers' salaries, material support, healthcare, water, electricity and security in some schools. Parents pay for meals, learning and teaching materials, uniforms, transport, health care, security and other personnel.</p> <p>Attached preschools: Teachers are hired, paid and overseen by the Teacher Service Commission, an independent commission of the national government</p>
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>Inconsistent allocation of funds to purchase teaching and learning materials has led to a shortage of materials to enable child-centered interactions in the learning environment. In addition, allocations from the national government to top up teachers' salaries have not been received. As a result, there are teacher shortages.</li> <li>While counties are now responsible for ECDE, they have insufficient resources to support programs. The lack of earmarked funds for ECDE and poor targeting have limited access to services.</li> <li>Although funds are now largely insufficient and there is a changing policy context, the adoption in 2007 of the ECDE policy framework did impact the availability of funds, as increased resources were</li> </ul>



	made available for infrastructure, teacher training, and capitation grants.
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## COUNTRY PROFILE: LEBANON

**Region:** Middle East & North Africa

**Income group:** Upper middle income

**Progress in early childhood:**

- Pre-primary gross enrollment ratio increased from 75% in 2008 to 101% in 2013
- Under 5 mortality rate declined from 10.1/1,000 births in 2010 to 8.3/1,000 births in 2015
- Prevalence of stunting declined from 48% in 2006 to 44% in 2011
- Public expenditure on pre-primary education as a % of GNP: N/A in 2012 (*Upper middle income country average: 0.2% in 2012*)



COUNTRY	Lebanon
Major policies or regulations that influence ECD financing:	<ul style="list-style-type: none"> <li>• National Strategy for Early Childhood Care and Development (2011): <ul style="list-style-type: none"> <li>- The strategy includes five key dimensions: develop a national consciousness about the importance of early childhood; provide funding and financial support for early childhood programs; establish tools for coordination, monitoring, and follow-up; provide services and capacity building; and develop the legal framework around early childhood.</li> <li>- Regarding funding and financial support for early childhood programs, a plan was elaborated, which includes several components such as the recruitment of a consultant to elaborate a toolkit for child friendly budgeting, and the development of a training program on the toolkit for government employees responsible for ECD budgeting</li> </ul> </li> </ul>
Is budget planning for ECD coordinated between ministries?:	No coordination reported

FOCUS PROGRAM	Publicly funded kindergarten and nursery programs
Background on program and services offered:	<ul style="list-style-type: none"> <li>• In 1946, the Lebanese government set the age of entry for nursery school to 3 years and to 5 years for elementary school. However, the government did not include these classes in its public system until the 1970s. Civil war from 1975-1990 prevented the expansion of these classes, although some NGOs were more successful in reaching children and families, particularly Palestinian refugees from low socioeconomic backgrounds.</li> <li>• In 2010, the Ministry of Education and Higher Education extended the period of enrollment at the kindergarten level to 3 years instead of 2. Now, publicly funded and publicly delivered kindergarten programs target children 4 to 6 years old. Publicly</li> </ul>



	<p>funded and privately delivered KG programs target 3 to 6 years old. Nursery programs target children 0 to 3 years old.</p> <ul style="list-style-type: none"> <li>The Higher Council for Childhood is a national committee responsible for developing a national framework and strategies for child care and development. Its role as a coordinator between non-governmental organizations and the public sector is crucial for implementing and monitoring ECD services.</li> </ul>
Program coverage:	In 2004/2005, 22.73% of children ages 3-6 were enrolled in public kindergartens, while 15.37% were enrolled in semi-private kindergartens and 61.88% were enrolled in private kindergartens.
Government bodies responsible for programs:	<p>Ministry of Education and Higher Education Ministry of Social Affairs Higher Council for Childhood</p>
Distribution of responsibilities across levels of government (national, sub-national, local):	<p>At the national level, the Center for Educational Research and Development (CERD), within the Ministry of Education and Higher Education elaborates the curriculum for public kindergarten programs. The Ministry of Social Affairs in collaboration with the Ministry of Public Health sets criteria for nursery programs. The Minister of Social Affairs also presides over the Higher Council for Childhood, which develops national strategies and plans for ECD services.</p> <p>At the governorate level, regional education bureaus within the Ministry of Education and Higher Education monitor public kindergarten programs and report back to the central government.</p>
Financing and delivery of nursery and KG programs:	<p>Publicly funded nursery programs:</p> <ul style="list-style-type: none"> <li>The Ministry of Social Affairs has contracts with 20 semi-private nurseries; households must pay US\$ 17 per child per month and the government subsidizes the remaining portion for a limited number of beneficiaries.</li> </ul> <p>Publicly funded KG programs:</p> <ul style="list-style-type: none"> <li>The Ministry of Education and Higher Education offers kindergarten programs in public schools. In order to encourage attendance, international agencies have provided support so that children have not had to pay registration fees at the kindergarten, primary, or secondary levels.</li> <li>The Ministry of Education and Higher Education offers semi-private kindergarten programs to children from low-income families who do not live near a public school. The government pays about half of tuition fees and households pay the remaining portion.</li> </ul>
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>The political and economic situation in Lebanon has made financing for ECD unpredictable.</li> <li>The refugee crisis has placed a major strain on the system and priorities have naturally shifted to address basic needs of Syrian refugees. The Reaching All Children with Education (RACE) Strategy was developed in 2014 by the government and supported by donors to address education for refugee children for a 3 year period. It called for 40,000 children to be reached by community-based ECE programs, delivered by NGOs. The</li> </ul>



	RACE Strategy, however, has faced significant challenges in 1) obtaining sufficient funding, particularly from donors, 2) hiring professional teachers, and 3) increasing capacity of schools and public nurseries to increase in-take of children.
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## COUNTRY PROFILE: MALAWI

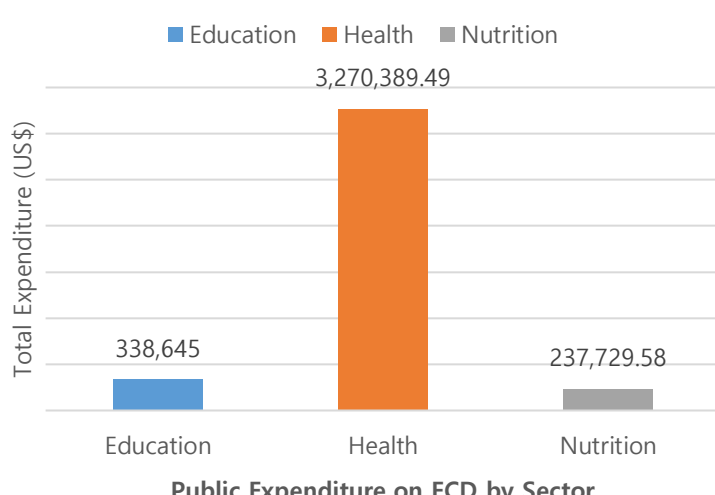
**Region:** Sub-Saharan Africa

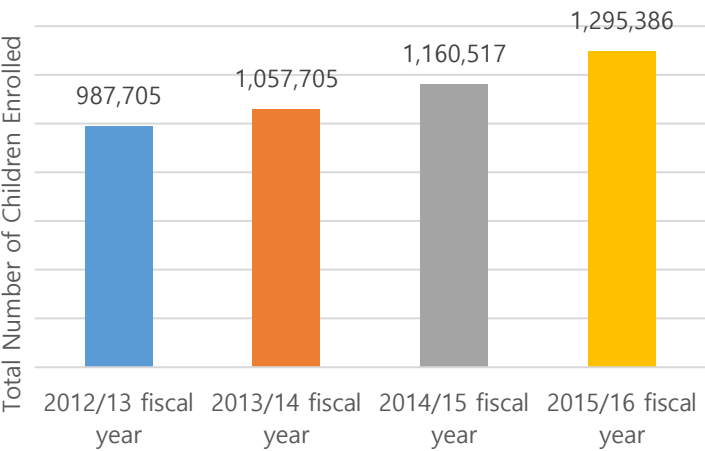
**Income group:** Low income

**Progress in early childhood:**

- Net pre-primary enrollment rate increased from 33.87% in 2010 to 40.03% in 2015
- Under 5 mortality rate declined from 90.9/1,000 births in 2010 to 64/1,000 births in 2015
- Prevalence of stunting declined from 48.8% in 2009 to 42.4% in 2014
- Public expenditure on pre-primary education as a % of GNP: 0.0% in 2012 (*Low income country average: 0.01% in 2012*)



COUNTRY	Malawi
Public expenditure on ECD by sector:	 <p>Source: 2013. SABER country report: Malawi. Washington, DC: The World Bank.</p>
Major policies or regulations that influence ECD financing:	Presidential directives, National Policy on Early Childhood Development (2003, revised in 2006), National Strategic Plan for Early Childhood Development (2009-2014), Health Sector Strategy Plan (2011-2016), National Education Sector Plan (2008-2017), National Nutrition Policy and Strategic Plan (2009), National Policy on Orphans and Vulnerable Children (2005)
Is budget planning for ECD coordinated between ministries?:	Ministries coordinate to determine their budgets for ECD through joint planning sessions and joint capacity building. Previously, the Ministry of Education, Science and Technology and the Ministry of Gender, Children, Disability and Social Welfare (MoGCDSW) have coordinated on ECD issues. Currently, with most ECD services led by the MoGCDSW, the MoGCDSW has a bigger role in coordinating between ministries. The Ministry of Health also coordinates with the MoGCDSW. However, coordination still remains weak.

FOCUS PROGRAM	Community-based Childcare Centers (CBCCs)										
Background on program and services offered:	<ul style="list-style-type: none"> <li>• CBCCs began in 1989 as a pilot program in three districts.</li> <li>• Towards the end of the 1990s, the number of CBCCs increased due to the growing number of orphaned children resulting from the HIV/AIDS epidemic.</li> <li>• CBCCs provide pre-primary learning opportunities (stimulation and play), parent training/support (psychosocial support, agribusiness and business management), nutrition support, health services for children (community-integrated management of childhood illnesses), psychosocial care and support for children, and water and sanitation services.</li> <li>• CBCCs target 3 to 5 year old children. However, eligibility requirements vary by community.</li> </ul>										
Program coverage:	<p data-bbox="821 734 1268 763"><b>Number of Children Enrolled in CBCCs</b></p>  <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Total Number of Children Enrolled</th> </tr> </thead> <tbody> <tr> <td>2012/13 fiscal year</td> <td>987,705</td> </tr> <tr> <td>2013/14 fiscal year</td> <td>1,057,705</td> </tr> <tr> <td>2014/15 fiscal year</td> <td>1,160,517</td> </tr> <tr> <td>2015/16 fiscal year</td> <td>1,295,386</td> </tr> </tbody> </table> <p data-bbox="654 1245 1414 1301">Source: 2015. Effectiveness of ECDE Policies in Malawi. Lilongwe: Civil Society Education Coalition (CSEC).</p> <p data-bbox="654 1335 1394 1364">In 2012, 38% of the total ECD-aged children were enrolled in CBCCs.</p>	Fiscal Year	Total Number of Children Enrolled	2012/13 fiscal year	987,705	2013/14 fiscal year	1,057,705	2014/15 fiscal year	1,160,517	2015/16 fiscal year	1,295,386
Fiscal Year	Total Number of Children Enrolled										
2012/13 fiscal year	987,705										
2013/14 fiscal year	1,057,705										
2014/15 fiscal year	1,160,517										
2015/16 fiscal year	1,295,386										
Government bodies responsible for program:	<p data-bbox="654 1413 1439 1507">Ministry of Gender, Children, Disability and Social Welfare (MoGCDSW): Leading agency responsible for establishing CBCCs and overseeing the implementation of ECD services</p> <p data-bbox="654 1512 1404 1606">Ministry of Education, Science and Technology (MoEST): Responsible for including ECD in curricula in learning institutions and developing teaching and learning materials</p> <p data-bbox="654 1610 1353 1668">Ministry of Health: Responsible for monitoring CBCC quality and standards and implementing health and nutrition services</p> <p data-bbox="654 1673 1436 1798">Ministry of Agriculture and Food Security: Responsible for monitoring CBCC quality and standards, and training caregivers and the community on agriculture and food security matters relevant to children's nutrition and health</p> <p data-bbox="654 1803 1436 1863">Ministry of Local Government and Rural Development (MoLGRD): Responsible for establishing ECD sub-committees within assemblies and</p>										

	formulating by-laws to regulate ECD activities at the district and local levels
Distribution of responsibilities across levels of government (national, sub-national, local):	National: Cabinet followed by sector working group on gender exists, as well as a thematic working group on ECD coordinated by the National ECD Coordinator. There is also a technical working group that is coordinated by the Director of Child Affairs. Different line ministries are responsible for different services related to ECD.
	Sub-national: The MoLGRD formulates laws to regulate ECD activities at the district and local levels. It also mobilizes and channels resources for ECD services. The District Child Development Network, which is coordinated by the District ECD Coordinator, links all partners together. The District ECD Coordinator is assigned and trained by the District Social Welfare Office.
	Local: The Area Child Development Network, which is overseen by the Child Protection Officer, is a network of all ECD stakeholders at the community level. Child Protection Officers oversee two to three CBCCs and serve as mentors. CBCCs also have a centre management committee that oversee activities of CBCCs, as well as parenting and education support committees (includes home-visiting and parent education).
Breakdown of funding sources:	<p>National govt.: Allocation to entire ECD sector</p>  <p>Source: Interview with the Planning Section at the Ministry of Education, Science and Technology and the ECD National Coordinator from the Ministry of Gender, Children, Disability, and Social Welfare.</p>
How funds are raised:	Regular budget allocations; Donors; Mobilization of community support
Indirect/direct fees and in-kind contributions provided by households:	Communities contribute in the form of cash (for child care and food), food during the time of harvest, and through the provision of manual work. No specific fee is charged but parents contribute to meals and sometimes teacher/caregiver salaries.
How funding is allocated to lower levels of government, service providers, and beneficiaries:	<ul style="list-style-type: none"> <li>The Ministry allocates funding through need-based-assessments of individual CBCC needs. These needs include infrastructure, capacity building of caregivers, play materials, and others.</li> </ul>

	<ul style="list-style-type: none"> <li>• A cost-sharing approach is used where communities mobilize materials like sand and bricks and the Ministry provides labor and other materials.</li> <li>• Funds are disbursed to district assemblies to implement ECD services. Materials are procured centrally by the ministry and are sent to communities. Funding also goes directly to accredited training institutions for training caregivers. A portion of funds is used for monitoring and supervision activities.</li> </ul>
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>• Primary education is prioritized, with limited attention given to ECD. Lack of awareness around ECD also creates challenges in raising funds.</li> <li>• Although advocacy efforts have helped to facilitate increased budget commitments for ECD, political interference by members of parliament has caused “reallocation” of funds away from ECD projects.</li> <li>• With a community-based management system, communities should be involved in decision-making and procurement of materials; however, some district assemblies do not comply with the management system and procure materials without involving beneficiaries.</li> <li>• A recent study indicated that only 53% of CBCCs were operational because of the limited availability of caregivers, food, and shelter, which created challenges for consistency and efficiency of financing for CBCCs. At the same time, resources are lacking for regular supervision and monitoring.</li> </ul>

## COUNTRY PROFILE: NEPAL

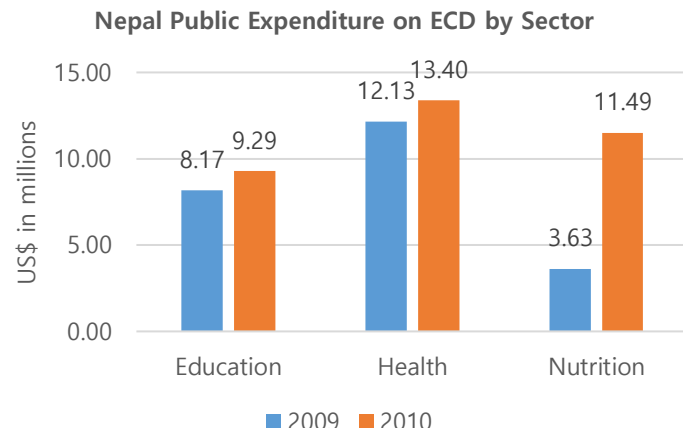
**Region:** South Asia

**Income group:** Low income

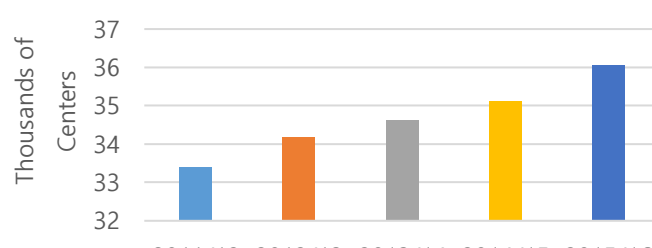
**Progress in early childhood:**

- Pre-primary gross enrollment ratio increased from 58.9% in 2008 to 84.2% in 2013
- Under 5 mortality rate declined from 45.4/1,000 births in 2010 to 35.8/1,000 births in 2015
- Prevalence of stunting declined from 49.3% in 2006 to 40.5% in 2011
- Public expenditure on pre-primary education as a % of GNP: 0.1% in 2012 (*Low income country average: 0.01% in 2012*)

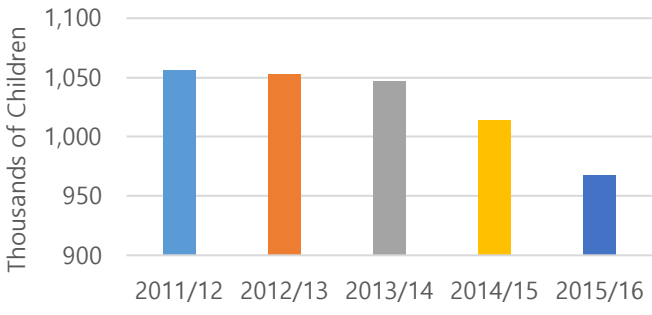


COUNTRY	Nepal												
Public expenditure on ECD by sector:	<div><p><b>Nepal Public Expenditure on ECD by Sector</b></p><table><tr><th>Sector</th><th>2009 (US\$ in millions)</th><th>2010 (US\$ in millions)</th></tr><tr><td>Education</td><td>8.17</td><td>9.29</td></tr><tr><td>Health</td><td>12.13</td><td>13.40</td></tr><tr><td>Nutrition</td><td>3.63</td><td>11.49</td></tr></table><p>Source: 2013. SABER country report: Nepal. Washington, DC: The World Bank.</p></div>	Sector	2009 (US\$ in millions)	2010 (US\$ in millions)	Education	8.17	9.29	Health	12.13	13.40	Nutrition	3.63	11.49
Sector	2009 (US\$ in millions)	2010 (US\$ in millions)											
Education	8.17	9.29											
Health	12.13	13.40											
Nutrition	3.63	11.49											
Major policies or regulations that influence ECD financing:	<ul style="list-style-type: none"><li>• 2013 Education for All (EFA) National Plan of Action<ul style="list-style-type: none"><li>- Outlines strategy for developing programs and policies for Early Childhood Education and Development (ECED) management and finance.</li></ul></li><li>• 2009-2015 School Sector Reform (SSR) Plan<ul style="list-style-type: none"><li>- In accordance with the EFA National Plan of Action, the Department of Education (DOE) provides funding for one year of ECED services for four year olds under the 2009-2015 School Sector Reform (SSR) Plan.</li><li>- The Ministry of Education (MOE) developed a holistic ECED provision strategy and five year implementation plan, at an estimated cost of US\$ 62.9 million.</li></ul></li><li>• Local Self-Governance Act of 1999<ul style="list-style-type: none"><li>- Village Development Committees (VDCs) and municipalities are responsible for establishing and running</li></ul></li></ul>												

	<p>pre-primary schools/centers and community-based centers with their own resources.</p> <ul style="list-style-type: none"> <li>- Central government transfers nominal grants and provides technical support to local governments.</li> </ul>
Is budget planning for ECD coordinated between ministries?:	Budget planning is coordinated between the Ministry of Finance and the Ministry of Education. A proposed budget is shared between the Ministry of Finance and the Ministry of Education, with the Ministry of Finance granting final budget approval.

FOCUS PROGRAM	Early Childhood Development Programs												
Background on program and services offered:	<ul style="list-style-type: none"> <li>• ECED programs in Nepal include school- and community-based programs that provide early childhood care and education, as well as parent training/support. <ul style="list-style-type: none"> <li>○ Pre-primary education, part of the formal education system, is the first type of ECED program provided. Some of these pre-primary classes are private and charge fees, but many public schools (community schools) now offer pre-primary classes, which do not charge fees.</li> <li>○ The second type of ECED service is provided through child development centers, which are community based and are primarily targeted towards children below 4 years. The centers are free of charge and receive technical support from the Department of Education.</li> </ul> </li> <li>• The Basic and Primary Education Project (BPEP) of 1992 greatly expanded pre-primary education in Nepal.</li> <li>• In 2000, Nepal committed to the Education for All Movement. The first objective of the movement was the expansion and improvement of comprehensive early childhood care and education. This was the basis for prioritizing ECED expansion in the country through BPEP. The DOE played a key role in expansion of ECED centers all over the nation.</li> <li>• The 2013 Education for All (EFA) National Plan of Action developed a framework for ECED management and finance.</li> </ul>												
Program coverage:	<p style="text-align: center;"><b>Number of Pre-primary and Early Childhood Centers</b></p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Thousands of Centers</th> </tr> </thead> <tbody> <tr> <td>2011/12</td> <td>33.5</td> </tr> <tr> <td>2012/13</td> <td>34.2</td> </tr> <tr> <td>2013/14</td> <td>34.8</td> </tr> <tr> <td>2014/15</td> <td>35.2</td> </tr> <tr> <td>2015/16</td> <td>36.0</td> </tr> </tbody> </table>	Year	Thousands of Centers	2011/12	33.5	2012/13	34.2	2013/14	34.8	2014/15	35.2	2015/16	36.0
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	<p style="text-align: center;"><b>Total Enrollment in Pre-Primary and Early Childhood Centers</b></p>  <p>Source: Ministry of Education Research and Education Information Management Section. Nepal education in figures 2015 at-a-glance. Kathmandu: Government of Nepal Ministry of Education, 2015.</p>
Government bodies responsible for program:	<p>Village Development Committees and Municipalities: Responsible for establishing, operating and funding pre-primary schools/centers and community based centers.</p> <p>Ministry of Education: Responsible for providing technical support and nominal grant support.</p>
Distribution of responsibilities across levels of government (national, sub-national, local):	<p>National:</p> <ul style="list-style-type: none"> <li>The Ministry of Education develops ECD policies.</li> <li>The Department of Education (DOE), which is the executive department of the Ministry of Education implements programs and provides policy recommendations. Seventy-five District Education Offices under the DOE are the main technical service providers. Nominal grant support and technical support is provided through District Education Offices.</li> <li>The ECD council, headed by the secretary of MOE, reviews and coordinates among the concerned ministries and other line agencies.</li> </ul> <p>Sub-national:</p> <ul style="list-style-type: none"> <li>Regional Education Directorates provide overall monitoring for Nepal's ECED programs.</li> <li>Each district ECD committee designs implementation strategies for its district. Local government bodies (VDCs and municipalities) establish centers and retain administrative control. ECD management committees regulate and manage specific centers.</li> <li>Monitoring and technical feedback is provided through Nepal's 1,053 resource centers. The centers serve under District Education Offices but report to head teachers.</li> </ul>
Breakdown of funding sources:	<p>National government: The total national budget of ECED for the 2015-2016 year is US\$ 12,527,397 (NPR 1,285,812,000).</p> <p>Local governments: Data is unavailable for the amount of funding. However, as the Local Self-Government Act of 1999 stipulates, local governments' contributions are significant.</p>

	<p>Multi-lateral/bi-lateral agency: UNICEF has budgeted/expects to spend US\$ 95,000 during the 2015-2016 year.</p> <p>International Non-Governmental Organizations: In 2005, Plan International, Save the Children US, and Save the Children Norway spent US\$ 1,029,725, US\$ 179,623, and US\$ 95,173 respectively on ECED in Nepal.</p>
Trends in annual expenditure on program:	US\$ 11,359,317 (NPR 1,130,592,800) (Fiscal Year 2014/15)
How funds are raised:	The Ministry of Education allocates funds to ECED. The Ministry of Local Development allocates 20% of their budget on women and children, which includes ECD programs.
Indirect/direct fees and in-kind contributions provided by households:	Parents contribute by supporting efforts to maintain buildings, fundraising, and volunteering. In addition, they may be involved in donating land and supporting provision of meals.
How funding is allocated to lower levels of government, service providers, and beneficiaries:	<ul style="list-style-type: none"> <li>The 1999 Local Self-Governance Act grants local governments authority over pre-primary education. Under the act, preschools are managed, established, and funded by Village Development Committees and municipalities.</li> <li>MOE provides nominal remuneration and classroom materials. Once the MOE budget is finalized, MOE officials provide grants to district level authorities. District governments apply grant funding to preschools and community based centers, which are based on how standards in these preschool and centers are met.</li> </ul>
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>There are a growing number of ECD centers in need of funding; however, sustainable sources of funding can be difficult to identify. However, with the adoption of the new constitution ensuring full developmental rights of children, political leadership has been increasingly supportive of financing ECD.</li> <li>Nepal's experience suggests that having both school and community-based options for delivering ECD services can be advantageous in terms of being able to reach different populations. While promoting community participation is also beneficial to ensuring demand and delivery of contextually relevant services, it is hard to strike a balance where communities are not overburdened in terms of the amount of resources that they are required to provide to support programs.</li> <li>While there are quality standards in place for school and community-based ECD centers, mechanisms for monitoring are weak. As funds are allocated by the MOE based on standards met, it is difficult for the public sector to manage and properly allocate funds without effective monitoring.</li> </ul>



## COUNTRY PROFILE: PERU

**Region:** Latin America & Caribbean

**Income group:** Upper middle income

**Progress in early childhood:**

- Pre-primary gross enrollment ratio increased from 72% in 2008 to 86% in 2013
- Under 5 mortality rate declined from 21/1,000 births in 2010 to 17/1,000 births in 2015
- Prevalence of stunting declined from 30% in 2005 to 20% in 2011
- Public expenditure on pre-primary education as a % of GNP: 0.3% in 2012 (*Compared to upper middle income country average of 0.2% in 2012*)



COUNTRY	Peru
Public expenditure on ECD by sector <sup>3</sup> :	Nutrition: US\$ 475,926 (1,285,000 Peruvian Soles) (2013) ECD as a whole: 1.6% of GDP (2013)
Public expenditure on ECD by age group of children:	0 to 5 years: US\$ 253 per child, 0.4% of GDP (2012) 6 to 12 years: US\$ 464 per child, 0.9% of GDP (2012)
Public expenditure on ECD by types of services:	Preschool/early childhood education (3-5 years): US\$ 168,195,719 (550 million Peruvian Soles) for comprehensive childcare centers (2016), 0.26% of GDP (2012)
	Child care (0-5 years): US\$ 58,518,519 (158 million Peruvian Soles) (2013), 0.02% of GDP (2012)
	Parent training/support (0-5 years): US\$ 54,587,156 (178.5 million Peruvian Soles) for family support service (2016), 0.02% of GDP (2012)
	School feeding (4-5 years): 0.06% of GDP (2012)
	Conditional Cash Transfer (0-5 years): 0.05% of GDP (2012)
Major policies or regulations that influence ECD financing:	Health services for pregnant women: US\$ 382,042 (1.085 million Peruvian Soles) for maternal and neonatal health program (2014)
	<ul style="list-style-type: none"> <li>• Law of Public Sector Budget (2014): <ul style="list-style-type: none"> <li>- Created the Fund of Performance and Achievement of Social Results with the objective of better managing the National Strategy of National Development and Social Inclusion, which includes ECD</li> </ul> </li> <li>• Regulations on Basic Education (2004): <ul style="list-style-type: none"> <li>- Includes the responsibility of the education system to provide a variety of educational services for children aged 0 to 2 or their families</li> <li>- Includes an obligation for families to enroll their children in formal or non-formal early education programs from the age of 3</li> </ul> </li> </ul>

<sup>3</sup> Note: Expenditure figures are either displayed as a percent of GNP or GDP, depending on availability of data.

Is budget planning for ECD coordinated between ministries?:	The Ministry of Development and Social Inclusion's (MIDIS) mandate is to encourage intersectoral and intergovernmental social policy interventions with strategic budget programs promoted by the Ministry of Economy and Finance.
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FOCUS PROGRAM	Cuna Más
Background on program and services offered:	<ul style="list-style-type: none"> <li>Cuna Más began in 2012 as an ECD program targeting children 6 to 36 months living in poverty as well as mothers who work or study. Services under Cuna Más include childcare, parent training/support, nutrition support, as well as health services for children and pregnant women.</li> <li>The child care services offered under Cuna Más replaced the former Wawa Wasi national program, which was run by the Ministry of Women and Vulnerable Populations.</li> <li>The family support service component focuses on mothers and caregivers in Peru's 600 poorest districts. The program includes weekly home-visits and biweekly group sessions at community spaces.</li> </ul>
Program coverage	55,000 children (per year reached by daycare services in 2013)
Government bodies responsible for program:	Ministry of Development and Social Inclusion (MIDIS)
Distribution of responsibilities across levels of government (national, sub-national, local)	<ul style="list-style-type: none"> <li>Cuna Más is delivered through Management Committees.               <ul style="list-style-type: none"> <li>The national program transfers resources to local Management Committees to administer services in health, nutrition, care, and early childhood education.</li> <li>These committees also offer technical assistance and supervision to guarantee the quality of services.</li> </ul> </li> </ul>
Breakdown of funding sources:	<p>National govt.: US\$ 98,833,460 (336,033,764 Peruvian Soles) (2015), US\$ 25.7 million (2011)</p> <p>Inter-American Development Bank:</p> <ul style="list-style-type: none"> <li>US\$ 25 million for teacher training, equipping childcare centers, and promoting parent involvement (25 year loan) (2011)</li> <li>US\$ 30 million for MIDIS management and implementation support (2013)</li> </ul> <p>KfW German Development Bank:</p> <ul style="list-style-type: none"> <li>US\$ 5.5 million grant (2011)</li> <li>US\$ 8.3 million loan (2011)</li> </ul>
Trends in annual expenditure on program:	<p>US\$ 98,833,460 (336,033,764 Peruvian Soles) (2015)</p> <p>US\$ 89,259,259 (241,000,000 Peruvian Soles) (2013)</p>
How funds are raised:	<ul style="list-style-type: none"> <li>Peru's social safety net consists of 5 programs, one of which includes Cuna Más. These programs are under the national social inclusion and development strategy (Incluir para Crecer). Social spending was expected to increase in 2015 by 26 percent to expand these programs</li> </ul>

	<ul style="list-style-type: none"> <li>In addition, Cuna Más aims to double child care service coverage by 2016 through Fondo de Cooperación para el Desarrollo Social (Social Development Cooperation Fund) and partnerships with the private sector and local governments.</li> </ul>
How funding is allocated to lower levels of government, service providers, and beneficiaries:	<ul style="list-style-type: none"> <li>Related to public spending on children, Peru has gradually implemented performance-based budgeting beginning in 2008 with 5 pilot programs. By 2014, 41 percent of the overall budget for children was formulated under performance-based budgeting.</li> <li>The Ministry of Finance establishes a causal chain for the program, identifying necessary investments. Subsequently, Cuna Más receives a budget for particular expenses, which is disbursed as long as specific results are achieved.</li> </ul>
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>Transparency and accountability of the programs has improved through Resulta, Peru's integrated financial management system and performance monitoring system of performance-based budgeting programs.</li> <li>By building off the delivery mechanisms of the previously implemented Wawa Wasi program, Cuna Más has a foundation of infrastructure and materials upon which it is able to improve the quality of its services.</li> </ul>

## COUNTRY PROFILE: PHILIPPINES

**Region:** East Asia & Pacific

**Income group:** Lower middle income

**Progress in early childhood:**

- Pre-primary gross enrollment ratio increased from 37% in 2004 to 51% in 2009
- Under 5 mortality rate declined from 31.9/1,000 births in 2010 to 28/1,000 births in 2015
- Prevalence of stunting declined from 33.8% in 2003 to 33.6% in 2011
- Public expenditure on pre-primary education as a % of GNP: N/A in 2012 (*Lower middle income country average: 0.1% in 2012*)



COUNTRY	Philippines
Public expenditure on ECD by sector:	<p>Education (Kindergarten) (2014)</p> <ul style="list-style-type: none"> <li>• National: US\$ 30,848,784 (1,369,686,020.95 Philippine Pesos)</li> <li>• Central Office: US\$ 54,042 (2,399,450.98 Philippine Pesos)</li> <li>• Regional Office: US\$ 16,068,915 (713,459,845.12 Philippine Pesos)</li> <li>• Division Office: US\$ 14,725,827 (653,826,724.85 Philippine Pesos)</li> </ul>
Major policies or regulations that influence ECD financing:	<ul style="list-style-type: none"> <li>• Early Childhood Care and Development (ECCD) Act of 2000: <ul style="list-style-type: none"> <li>- Institutionalized the ECCD system in the country</li> <li>- Promoted multi-sectoral and inter-agency collaboration through the National ECCD Council.</li> <li>- The National ECCD Council was made responsible for holistic development program for children ages 0 to 4 years old</li> <li>- The Department of Education was made responsible for children ages 5 to 8 years old</li> </ul> </li> <li>• Early Years Act of 2013: <ul style="list-style-type: none"> <li>- ECCD programs to be financed with both public and private funds</li> <li>- Department of Education, Department of Social Welfare and Development, and Department of Health to support the implementation of the National ECCD System through financial and technical support</li> <li>- Local Government Units (LGUs) encouraged to support public programs in their respective areas</li> <li>- Fees and contributions for both public and private programs to be monitored by the National ECCD Council</li> <li>- Mandated that the Philippines Amusement and Gaming Corporation (PAGCOR) provide 500 million Philippine Peso (US\$ 11,778,563) for five years to fund the National ECCD Council</li> </ul> </li> </ul>
Is budget planning for ECD coordinated between ministries?:	A resolution has been issued for coordinated budgeting between Ministries when they meet at the ECCD Council. However, this resolution has still not been implemented.

FOCUS PROGRAM	National Child Development Centers (NCDs) financed by the Philippines Amusement and Gaming Corporation (PAGCOR)
Background on program and services offered:	<ul style="list-style-type: none"> <li>With the Early Years Act of 2013, the PAGCOR committed to providing 500 million Philippine Pesos (US\$ 11,778,563) for 5 years (2014-2019) to fund the National ECCD Council. PAGCOR is a government-owned and controlled corporation that operates its own casinos and regulates privately owned casinos, bingo parlors, as well as e-game cafes all over the country.</li> <li>Contributions from PAGCOR are only for the National ECCD Council and its services targeting children ages 0 to 4 years old. Specifically, funds are used for establishing NCDs and converting existing Daycare Centers into NCDs.</li> <li>The Early Years Act reaffirmed the role of the National ECCD Council as the main agency coordinating ECD related services across sectors.</li> <li>National Child Development Centers (NCDs) serve as the main center-based delivery programs for ECD services. These centers are delivered by both public and private providers.</li> </ul>
Program coverage:	Number of NCDs: 51,797 (2011), 53,463 (2013) Number of children in NCDs: 1,699,888 (2011), 1,778,274 (2013)
Government bodies responsible for program:	The National ECCD Council: Main agency responsible for implementing ECD services financed by PAGCOR/and the National Budget (General Appropriations Act – GAA) National Government Agencies (NGAs): Jointly responsible for implementing the national ECCD system Local Government Units: Jointly responsible for implementing the national ECCD system
Distribution of responsibilities across levels of government (national, sub-national, local):	National: The National ECCD Council coordinates different ministries and formulates policies, guidelines, and programs.
	Sub-national: Regional offices coordinate and transfer funds approved by the Secretary of Social Welfare to the office of the mayor at the barangay (village) level and to the child development centers.
	Local: LGUs are responsible for constructing NCDs. Office of the LGUs, Office of Mayor, Office of Social Welfare and Development at the barangay level are responsible for running the programs in NCDs.
Breakdown of funding sources:	PAGCOR: US\$ 8,445,946 (375,000,000 Philippine Pesos) contributed to the National ECCD Council (2014) The National Budget (GAA): US\$ 10,810,473 (479,985,000 Philippine Pesos) allotted to the Special Account of the National ECCD Council (2014)  In addition to funds from PAGCOR, there are also financial contributions from the Department of Education, Department of Social Welfare and Development, Department of Health, National Nutrition Council, and Union of Local Authorities of the Philippines, which support other services delivered through the NCDs, such as supplementary nutrition and healthcare.



Trends in annual expenditure on program:	US\$ 258,601 (11,200,000 Philippine Pesos) (2011) US\$ 7,148,649 (317,400,000 Philippine Pesos) (2014)
How funds are raised:	<ul style="list-style-type: none"> <li>According to the Early Years Act of 2013, PAGCOR is required to provide 500 million Philippine Pesos per year to the National Treasury under a Special Account in the General Fund for five years. These funds are then released by the Department of Budget and Management to the National ECCD Council to fund NCDCs.</li> <li>In addition to funds raised from PAGCOR and the National Budget, LGUs mobilize funds from allocations of Special Education Fund and Gender and Development Fund, as well as other local funds.</li> </ul>
Indirect/direct fees and in-kind contributions provided by households:	Families make voluntary contributions for additional honoraria for Child Development Workers. They also provide assistance in preparing meals for the supplementary feeding component of the program.
How funding is allocated to lower levels of government, service providers, and beneficiaries:	<ul style="list-style-type: none"> <li>The contributions from PAGCOR primarily fund NCDCs. Each NCDC costs US\$ 51,802 (2.3 million Philippine Pesos).</li> <li>Funds from the National ECCD Council are transferred to LGUs who are responsible for construction and procurement for the NCDCs. Teacher training costs and salaries are paid directly by the ECCD Council and do not go through LGUs.</li> </ul>
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>There have been issues in the use of funds transferred directly to LGUs by the ECCD Council. In a recent audit, it was confirmed that funds transferred to LGUs were not properly utilized for construction of NCDCs, as originally designated.</li> <li>After the expiration of the Early Years Act of 2013, the ECCD Council hopes to transition from sourcing funds from PAGCOR to securing funds from regular budget allocations of the central government. In addition, the ECCD Council is exploring how to secure investments from the Filipino business community through corporate social responsibility efforts.</li> </ul>

## COUNTRY PROFILE: TURKEY

**Region:** Europe & Central Asia

**Income group:** Upper middle income

**Progress in early childhood:**

- Pre-primary gross enrollment ratio increased from 18% in 2008 to 28% in 2013
- Under 5 mortality rate declined from 19.1/1,000 births in 2010 to 13.5/1,000 births in 2015
- Prevalence of stunting declined from 12.3% in 2008 to 9.5% in 2013
- Public expenditure on pre-primary education as a % of GNP: N/A in 2012 (*Upper middle income country average: 0.2% in 2012*)



COUNTRY	Turkey
Public expenditure on ECD by sector:	Education: 0.33% of the Ministry of National Education's (MONE) budget (2002), 0.03% of GDP (2013)
Major policies or regulations that influence ECD financing:	<ul style="list-style-type: none"> <li>• Plans for early childhood education (ECE) expansion (2009-2010): <ul style="list-style-type: none"> <li>- Prioritized provinces with the highest enrollment rates (Rationale is that quickest gains can be made in these areas since there is already infrastructure in place. The downside is that provinces with the lowest enrollment – and therefore the greatest need – will be targeted last.)</li> </ul> </li> <li>• Strengthening Preschool Education Project: <ul style="list-style-type: none"> <li>- Recently launched pilot community-based models of ECE delivery</li> </ul> </li> </ul>
Is budget planning for ECD coordinated between ministries?:	No coordination reported

FOCUS PROGRAM	Mother Child Education Program (MOCEP)
Background on program and services offered:	<ul style="list-style-type: none"> <li>• MOCEP began as a home-based intervention conducted as part of a 4-year research project in 1982. The intervention included education and enrichment for mothers. Due to positive evaluation results, the intervention was expanded to become part of a public program in 1991.</li> <li>• In 1993, the Finance Foundation established ACEV, the Mother-Child Education Foundation, to oversee and support MOCEP. At the time, MOCEP was run collaboratively by ACEV and MONE.</li> <li>• Between 2000 and 2002, MONE assumed full responsibility of MOCEP and now implements the program in close consultation with ACEV.</li> <li>• MOCEP is now part of the National Family Education Program, which serves children ages 0 to 18 years old. MOCEP targets mothers and children 3 to 6 years old.</li> <li>• Services under MOCEP include preschool/early childhood education and parent training/support.</li> </ul>

Program coverage:	Between 1993 and 2010, MOCEP was scaled up to 71 of Turkey's 81 provinces, reaching over 310,000 mothers and children.
Government bodies responsible for program:	Ministry of National Education: Main implementer and manager, through its National Family Program, responsible for children ages 3 to 6
Breakdown of funding sources:	National govt.: US\$ 10,317,000 (2003-2010) The program is now 100% supported by the MONE. Funds are directed to Adult Education Centers to deliver the program.
	ACEV: US\$ 611,000 (2003-2010) Contribution to MOCEP in addition to MONE.
Trends in annual expenditure on program:	Between 1993 and 2010, US\$ 17 million was spent on management and implementation costs of MOCEP.
How funds are raised:	Regular budget allocations support the program.
Indirect/direct fees and in-kind contributions provided by households:	There are no fees or eligibility requirements. However, due to location of and existing services of Adult Education Centers from where services are delivered, low income families are reached.
How funding is allocated to lower levels of government, service providers, and beneficiaries:	MONE provides funding to the Non-Formal Education Directorate within the Ministry to support Adult Education Centers to deliver the program. Master trainers at these centers are public servants, assigned by the MONE. Adult Education Centers report back to the Director-General for Lifelong Learning, who ultimately reports to the MONE.
Challenges/lessons learned:	<ul style="list-style-type: none"> <li>• Women's participation in the workforce is relatively low, leading to low demand for center-based services. In an economy where there is high unemployment, there are structural challenges that the country faces in increasing support for ECD among employers and families, and consequently impacting the ability to raise funds.</li> <li>• Frequent turnover in leadership within the MONE has created challenges in sustaining buy-in. There have also been challenges faced in managing a continuous and sufficient flow of funding.</li> <li>• Consistent advocacy efforts are important, especially where there are changes in leadership. Advocacy supported with evidence, as well as international recognition of the importance of ECD, were critical in scaling up MOCEP to a national program in Turkey.</li> </ul>

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