



ARNEC

Asia-Pacific Regional Network
for Early Childhood

**ASIA-PACIFIC COUNTRY PROFILES
FOR EARLY CHILDHOOD:
MAPPING EXERCISE**

Research Task Force

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September 2008

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Dear ARNEC Country Research Task Force Coordinators,

Thank you very much for agreeing to lead your country team as part of the ARNEC Research task force for 2008-2009. We are very excited to begin what we hope will be a useful mapping exercise for EC resources in the Asia-Pacific region.

Based on suggestions from the ARNEC Research task force and from other observers during the recent semi-annual ARNEC Steering Committee meeting in Bangkok, we now have a much shorter, final version of the template for the mapping exercise. As the first cycle of our data collection process, we ask that, in consultation with your country team, you fill in the enclosed survey in as much detail as possible.

Throughout the survey, unless otherwise specified, the term Early Childhood (or ECCE, ECD or ECE) refers to the period of development between 0-8 years. Your country might use different terms for policy in Early Childhood (ECD, ECE, ECCE, etc). For purposes of this exercise, we accept the interchangeable use of all such terms: Our key goal is to obtain a national picture of activities and efforts related to Early Childhood in your country. **If a particular item seems difficult to obtain information on, or if you have only partial data available at this time, please feel free to omit that item/fill in what you have for now, and move on to the other items.** If you find data after you have turned in your survey, please do send this along to us at any point, since we envision this exercise to be an ongoing, periodically-updated, dynamic process.

We realize that some of the information we ask for may be sensitive information in some countries, and not so in others. Since these data will be up on the ARNEC website, please be advised (and ensure that your country team is aware as well) that eventually the data will be available for public-access (though possibly limited to sign-in members only).

In the last section (“Feedback and Comments”), if possible, please give us feedback on the instrument itself, so we can continue to refine it and ensure the quality-assurance process.

Please type in all your responses. When you are done with the survey, please make copies for all country team members and one for your own record. Please e-mail it back to Chemba Raghavan at c.raghavan@unescobkk.org.

Once again, our sincere thanks for helping us develop an instrument that can provide meaningful data from your country for this important exercise!

Regards,

ARNEC Research task force

Some Key Terms

EC:	Early Childhood
ECD:	Early Childhood Development
ECCE:	Early Childhood Care and Education
ECE:	Early Childhood Education
ELDS:	Early Learning Development Standards

I. Early Childhood Policy and Advocacy

Instructions and Guidelines:

Policy framework: In your country, you may have legislative and/or administrative documents, government position papers, budget statements, publicly announced allocation of resources, government-sponsored efforts in developing standards or national curricula that guide early childhood policy: For example, in some countries, the family may be recognized as the primary provider of care and education in early childhood, in other countries which are predominantly agrarian, providing farm-based child care may be the thrust area for provision of EC services. If there are any such documents, please provide links to these. If there are efforts that your government is undertaking in other areas as well, please provide details.

Some examples of useful, policy-related information may include:

- Early childhood age range served by the policy
- Intervention structure
- Whether Compulsory/optional
- Government and non-government arrangement
- Resource mobilization
- Community/centre based
- Accreditation
- Standard/quality
- Monitoring/follow-up
- Transition
- Lead agency

Strategic plan: Refers to programming in all aspects of holistic early childhood development: E.g. sanitation, breastfeeding, nutrition, health, education, developing longitudinal measures etc. If your government is engaged in, or is actively prioritizing any of these areas, please provide details.

For the following questions, place an X in the box that closely applies to the country. If yes, or being developed, please provide significant details or web links in the Details box. (If there is an English translation of the official policy documents, please share with us.) If no, please mention any other guiding principles, documents, or initiatives for an EC policy that exist in your country.

1. A national policy or policy framework for early childhood exists in your country.

Yes	X	No		Being Developed		Details	"Operational Framework for Pre-primary Education" is existing
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2. A strategic plan/plan of action for early childhood exists in your country. (Note: if your policy framework is the same as your strategic plan or plan of action, please write in “same as the above”)

Yes	X	No		Being Developed		Details	“Operational Framework for Pre-primary Education” is existing
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3. Are there national ministry/ministries/agency/agencies that oversee EC policy?

National ECD Council (or similar structure that exists in your country)

Yes	X	No		Being Developed		Details	Ministry of Primary and Mass Education (MoPME)(5-6 years children) Ministry of Women and Children Affairs (MoWCA)(below 5 years children) Ministry of Health and Family Welfare(MoHFW)(below 5 years)	Minstr
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Principal Ministry/Ministries overseeing EC in your country (e.g. Health, Social Welfare)

Yes	X	No		Being Developed		Details	Ministry of Health and Family Welfare(MoHFW)(below 5 years) Ministry of Primary and Mass Education (MoPME) (5-6 years children) Ministry of Women and Children Affairs (MoWCA)(below 5 years children)
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Collaborating Ministries/Agencies (e.g. Education, Rural Development, Social Welfare)

Yes	X	No		Being Developed		Details	Ministry of Religious Affairs Ministry of Social Welfare Ministry of Chittagong Hill Tracts Affairs National Institute of Population Research and Training (NIPORT) Bangladesh Shishu Academy
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							Institute of Child and Mother Health (ICMH) Integrated Community Development Project (ICDP) Institute of Educational Development, BRAC University BRAC Education Program, BRAC Grameen Shikkha Campaign for Popular Education (Campe) Save the Children-USA Plan Bangladesh
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4. Are there any national advocacy initiatives (e.g. media campaigns, manuals, brochures, tool kits) in your country?

Yes	X	No		Being Developed		Details	Bangladesh ECD Network
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5. Are there government subsidies for EC-related efforts in your country?

Yes		No	X	Being Developed		Details	Ministry of Social Welfare
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II. Parenting

6. Early Childhood programs address parenting.

Yes		No		Being Developed	X	Details	Selected NGOs of SC-USA, Plan Bangladesh, BRAC, Grameen Shikkha
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List of national parent education programs (Check all that apply)

Stand-alone programs _____

Parenting programs provided through Community Centers **X**

Parenting information provided at Health Clinic visits

Pre-school programs designed to support effective parenting/providing parenting education

Others _____

List of national parenting support programs (Check all that apply)

Brochures _____

Information dissemination programs (Limited way)

Parenting information provided at Health Clinic visits (Limited way)

Others _____

7. Policy provisions in your country to support parenting (Check all that apply)

Maternity benefits (Maternity leave with pay for 4 months)

Parental leaves _____

Support in the organized sectors _____

Support in the unorganized sectors _____

III. Research

8. List of major **universities** that offer certificates or diplomas relevant to early childhood in your country. (If your list is longer, please provide details on a separate page)

Name of University	College/Department	Certificate	Diploma	Website
BRAC University	ECDRC, Institute of Educational Development	Postgraduate Certificate Course on Early Childhood Development	Diploma in Early Childhood Development	www.bracuniversity.net/ied

9. List of major **research centers** related to early childhood in your country.

Name of Center	Location	Website
ICDDR, B	Mohakhali Dhaka	www.icddrb.org
BRAC	75 Mohakhali, Dhaka	www.brac.net
Early Childhood Development Resource Centre	Early Childhood Development Resource Centre Institute of Educational Development (BU-IED) House 113, Block A, Road 2, Niketon, Gulshan I Dhaka, 1212, Bangladesh Tel.: (88-02) 882-4180, 988-1265 Fax.: (88-02) 882-9157	www.ecd-bangladesh.net
Save the Children, USA	H 1A(2), Block NE(D), R 91 Gulshan, Dhaka 1212	http://www.savethechildren.org
Plan Bangladesh	H# 14, R# 35 Gulshan 2, Dhaka-1212	www.plan-international.org
UNICEF	Sheraton Annex Building 1 Minto Road Dhaka	www.unicef.org
UNESCO	UNESCO-Dhaka Office House 68 (3rd Floor) Road 1, Block I, Banani, Dhaka 1213	www.unesco.org

10. List of major **networks** (these could include associations, web boards, or other major community initiatives) related to early childhood in your country.

Name of Network	Location	Website

Bangladesh ECD Network (BEN) More than 200 NGO's	<i>Secretariat:</i> Early Childhood Development Resource Centre Institute of Educational Development (BU-IED) House 113, Block A, Road 2, Niketon, Gulshan 1 Dhaka, 1212, Bangladesh Tel.: (88-02) 882-4180, 988-1265 Fax.: (88-02) 882-9157	<i>www.ecd-bangladesh.net</i>

11. List of **key researchers** (as determined by your research team; this could be a researcher who has actively published extensively in EC; a prominent EC advocate; researchers in NGOs) working in early childhood in your country.

Name of Researcher	Title	Affiliation
Syed Jahangeer Haider Dr. Ph. MPH (Berkeley)	Baseline Survey of Caregivers' KAP on Early Childhood Development in Bangladesh	UNICEF
Syed Jahangeer Haider Dr. Ph. MPH (Berkeley)	Formative Evaluation to assess outcome of caregiver's Education by Trained front Line workers	Do
Mitra and associates	Early childhood development Project Formative Evaluation of School Readiness Initiative by partner Agencies	Do
Hashima-e-Nasreen Syed Masud Ahmed	Early Childhood Development: Child to Child Approach Baseline Survey 2003	BRAC, Research and Evaluation Division
Frances E. Aboud, Professor of Psychology, McGill University	Evaluation of a Community-Based Parenting Program for Early Childhood Development and Growth	ICDDR, B

Frances E. Aboud, Ph.D and Deborah Liewellyn, MA	A Scientific Case for Early childhood Care and Education for Development in Bangladesh	
Mitra and associates	Formative Evaluation Study of School Readiness Programme in Chittagong Hill Tracts Districts	UNICEF
Frances E. Aboud, Professor of Psychology, McGill University	Evaluation of a Community-Based Parenting Program for Early Childhood Development and Growth	ICDDR, B
Anna C. Moore, Sadika Akhter, Frances E. Aboud	Follow-up of Children who attended PLAN Preschool Programs in Grade 1	Plan Bangladesh, ICDDR, B, Mc Gill University
Mahmuda Akhter, Shah Alam, Sadika Akhter	Implementing Changes in the Preschool Classroom An Action-based Case-study	Plan Bangladesh
Anna C Moorea, , Sadika Akhterb, Frances E Aboud	Responsive complementary feeding in rural Bangladesh	ICDDR, B, Plan International, Mcgill University
Frances E. Aboud, Professor of Psychology, McGill University	Evaluation of the Shishu Bikash Kendra Component of the Early Childhood Program of Plan Bangladesh	ICDDR, B, Mcgill University
Frances E. Aboud, Professor of Psychology, McGill University	Evaluation of Early Childhood Preschool Programs of PLAN Bangladesh	ICDDR, B, Mcgill University
Syed Masud Ahmed	"Child-to-child approach" under ECD	BRAC, Research and

AKM Masud Rana	Programme of BRAC: Any change in knowledge and practice? Follow up survey 2005	Evaluation Division
Momtaz Jahan	A National Case Study on Delivery of Early Childhood Services Bangladesh	UNESCO Dhaka, Bangladesh
M. Diane Lusk, Ph.D., Rubina Hashemi, M.Ed; M. Nazmul Haq	Early Childhood Education - Context and Resources in Bangladesh	Assistance of Dhaka Ahsania Mission, BEPS Activity - USAID
Manzoor Ahmed, Khondoker Shakhawat Ali; Kiswar Kamal Khan	Bangladesh Education Sector Mapping	BRAC, Research and Evaluation Division
Frances E. Aboud, Kamal Hossain and Chloe O'Gara	The Succeed Project: challenging early school failure in Bangladesh - Longitudinal Study	Save the Children - USA
Samir Ranjan Nath and Kathy Sylva	Children's access to pre-school education in Bangladesh	BRAC and University of Oxford, UK
Aftab Opel, Syada Saadia Ameer, Frances E. Aboud	A literacy interventions for preschool children in Bangladesh: the benefits of dialogic reading	Institute of Educational Development, BRAC University
Aftab Opel, Suborna Camellia, Frances Aboud	Playing with mathematics: a pilot intervention to develop basic mathematical skills among preschooler in Bangladesh	Institute of Educational Development, BRAC University
Aftab Opel, Syeda Sazia	Effectiveness of a mathematics program for	Institute of Educational Development,

Zaman, Ferduasi Khanom, Frances E. Aboud	preschoolers in rural Bangladesh	BRAC University
Aftab Opel, Syeda Sazia Zaman, Ferduasi Khanom, Frances E. Aboud	Effectiveness of a mathematics program for 3 to 4 year children in urban Bangladesh	Institute of Educational Development, BRAC University
Aftab Opel, Syeda Sazia Zaman, Ferduasi Khanom, Frances E. Aboud	Effectiveness of a community-based child stimulation programme in rural Bangladesh	Institute of Educational Development, BRAC University

12. List of **research journals** (e.g. bi-annual, monthly, annual) related to early childhood in your country.

Name of Journal	Publisher	Frequency of Publication	Contact email/website

13. List of national, public-access databases related to early childhood in your country.

Yes ____ No

If yes, please list:

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14. List major **collaborations between ministries and researchers** in your country.
Examples of such collaborations might include: collaborative research project, consultation and linkages among researchers/research departments for EC development, joint evaluation and assessment efforts)

15. List of major **websites** related to early childhood in the country.

www.ecd-bangladesh.net

<http://www.ahsaniamission.org/>

<http://www.aidbd.org/>

<http://www.aidbd.org/>

<http://www.bangladesh-cep.org/>

<http://www.brac.net/>

<http://www.brif.org/>

<http://www.bracuniversity.net/ied>

<http://www.campebd.org/>

<http://www.carebd.org/>

<http://www.icddrb.org/>

<http://www.ciprb.org/>

<http://www.cwfd.org/>

<http://www.eminence-bd.org/>

<http://www.earlyconcern.org/>

<http://www.fivdb.org/>

<http://www.grameen-info.org/>

<http://www.heedbangladesh.org/>

<http://www.icmhbd.org/>

<http://www.univdhaka.edu/>

<http://www.isdebd.org/>

<http://www.mati.org/>

<http://www.plan-international.org/wherewework/asia/bangladesh/>

<http://www.rdrsbangla.net/>

<http://www.rib-bangladesh.org/>

<http://www.slopb.org/>

<http://www.scsd-bd.org/>

<http://www.savethechildren.org/>

<http://www.speedtrust.org/>

<http://www.surovi.org/>

<http://www.ypsa.org/>

16. List major **published research and/or evaluations** (within the last 10 years) on the following topics related to early childhood in your country.

Development from birth to 3 (and the impact of policies/programs during this age range) including health, parenting, nutrition and breastfeeding:

***Baseline Survey of Caregivers KAP on Early Childhood Development in Bangladesh.-UNICEF**

***Evaluation of a Community-Based Parenting Program for Early Childhood Development and Growth-ICDDR, B**

Integrating ECD principles/activities in existing systems: Education, Health, Nutrition, and Social Welfare/Protection:

***Bangladesh Education Sector Mapping- BRAC, Research and Evaluation Division**

***A Scientific Case for Early childhood Care and Education for Development in Bangladesh by Frances E. Aboud**

***Early Childhood Education - Context and Resources in Bangladesh, Assistance of Dhaka Ahsania Mission, BEPS Activity -**

USAID

- *Children's access to pre-school education in Bangladesh- BRAC and University of Oxford, UK**
- *Responsive complementary feeding in rural Bangladesh- ICDDR, Plan International, McGill University**
- *A literacy interventions for preschool children in Bangladesh: the benefits of dialogic reading -ECDRC**

School readiness:

- *Formative Evaluation Study of School Readiness Programme in Chittagong Hill Tracts Districts.**

By ICDP

EC programming quality:

- * "Child-to-child approach" under ECD Programme of BRAC: Any change in knowledge and practice?**
- * Early Childhood Development: Child-to-child approach Baseline Survey 2003.**
- Evaluation of Early Childhood Preschool Programs of PLAN Bangladesh.**
- *Evaluation of the Shishu Bikash Kendra Component of the Early Childhood Program of Plan Bangladesh.**
- *Follow-up of Children who attended PLAN Preschool Programs in Grade 1 - PLAN.**
- *Implementing Changes in the Preschool Classroom An Action-based Case-study July -October 2004- PLAN.**
- *Formative Evaluation to assess outcome of Caregiver's Education by Trained Front Line Workers (FLW).-UNICEF**

Early childhood policies, budgeting, finance, economic development:

- *A National Case Study on Delivery of Early Childhood Services Bangladesh-UNESCO.**

Methods/methodologies/materials:

- *Effectiveness of a mathematics program for preschoolers in rural Bangladesh-ECDRC, IED BRAC U**

***Effectiveness of a mathematics program for 3 to 4 year children in urban Bangladesh- ECDRC, IED BRAC U**

***Playing with mathematics: a pilot intervention to develop basic mathematical skills among preschoolers in Bangladesh- ECDRC, IED BRAC U**

Play/games/stimulation:

***Effectiveness of a community-based child stimulation program in rural Bangladesh.- ECDRC, IED BRAC U**

Early childhood development scale/measurement:

***ECERS - Frances E. Aboud with Plan Bangladesh and SC-US**

Longitudinal research on various aspects of development in early childhood:

***The Succeed Project: challenging early school failure in Bangladesh - Longitudinal Study-Save the Children USA**

Inclusion and addressing diversity in early childhood programs/systems/policies:

17. Annotated bibliographies of EC research available.

Yes		No	X	Being Developed		Details	
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For each please provide as complete a citation (web links, journal references) as possible:

Other sources that you are aware of including theses or reports (please provide references where possible):

websites mentioned earlier

IV. Innovative Practices

Instructions and Guidelines:

In order to be considered an innovative practice, there should be consensus among the country teams that the practice meets at least one of the following three criteria: If your team wants to include a practice that does not meet these criteria, it is acceptable to include the practice, but please explain your criteria or rationale for the inclusion of that particular practice.

(1) **Reach of practice:** How many children does the practice benefit? Are there any outcome evaluations for these practices (e.g. is there a marked increase or reduction in early childhood enrolments or more child care centers in an area because of the innovation?).

(2) **Innovative products:** Such as curriculum materials, techniques, videos, IT to educate, production of street plays.

(3) **Innovative processes:** Such as empathy-oriented approaches in learning contexts, teaching techniques, gender-sensitive programming, collaborative training, peer visitors and reviewers, collaborations across provinces.

18. Please identify innovative practices and programs **related to early childhood**, for each topic:

Topic	Name of Program Goals	Outcomes
ECD principles in existing systems	-SBK	-SBK 26,411 children are participated in the 1761 centers to promote the social, emotional, physical and intellectual development by

	<p>-Pre primary</p>	<p>enhancing parents and care givers childcare knowledge and skills.</p> <p>-Pre primary</p> <p>15,270 children are enrolled in 509 preschools to promote their holistic development with a joyful environment and preparing them for formal learning system.</p>
School readiness	<p>- Play Group</p> <p>-Pre school(Plan Bangladesh and Save the Children USA)</p>	<p>- Play Group</p> <p>26,411 children are participated in the 1761 centers to promote the social, emotional, physical and intellectual development by enhancing parents and care givers childcare knowledge and skills.</p> <p>-Pre school(Plan Bangladesh and Save the Children USA)</p> <p>15,270 children are enrolled in 509 preschools to promote their holistic development with a joyful environment and preparing them for formal learning system.</p>
Primary school quality	<p>-CAMP</p>	<p>-CAMP</p> <p>End of the attaining in 466 learning Camps the slow learners are coup up and performed as usual regular activities of main stream as like advance learners.</p>

	the toys games and playful activities support their children's development	teaching- learning method.
Early childhood policies (please include budgeting, finance, economic development)		
Transition from pre-primary to primary contexts		
Inclusion and addressing diversity in EC programs	Intrgrated Community Development Project in Chittagong Hill Tracts for indigenous population	

Other topics not listed here:

V. Standards

19. National standards relating to early childhood exist.

Yes		No	Being Developed		Details	
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If yes or being developed, please list details below:

Standard/Guidelines Regulations	Year Established	Goals	Outcomes	Websites
Early Learning Development Standards	Under development 2008			
Growth monitoring	2001			
Teacher training	Pre-primary 2008			
Curriculum				

Program quality				
Parenting				
Screening for entry into primary school				
Others	Breast Milk Substitute Code 1989			

VI. Child Protection

Instructions and Guidelines:

If exact estimates are not available for all items at this time, please fill in what is readily available and the other items blank.

20. National child protection policy exists in country.

Yes		No	Being Developed		Details	Law against Child Trafficking
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21. If yes, child protection policy addresses early childhood.

Yes		No	Being Developed		Details	Ministry of Social Welfare
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If **yes**, please provide details on:

Birth registration rates:

Rates of child neglect:

Rates of abuse:

Rates of exploitation:

Inclusion as an issue actively addressed:

Others:

VII. Emergency Preparedness

Instructions and Guidelines:

These may include examples of useful information, evacuation procedures, staffing, supplies, “makeshift” educational settings, shelters, etc.

22. Country has national emergency plans in place.

Yes	<input checked="" type="checkbox"/>	No	Being Developed		Details	Ministry of Food and Disaster management
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23. National emergency plans have provisions for early childhood.

Yes	<input checked="" type="checkbox"/>	No	Being Developed		Details	Health/Food supplement/Safe of secure environment at temporary shelters including WATSAN(Water and Sanitation) facility
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24. If yes or being developed, what are these provisions?

Supply requisitions: **X**

Activities for children: **X (Only in temporary shelters/camps)**

Human resources (experts in EC, early stimulation, orphans):

Arrangements for settings (shelters, makeshift tents): **X**

Others:

VII. Feedback and Comments

Please provide feedback and your comments on the questions below, in order to strengthen the template before asking teams to complete it. Questions to consider:

1. Are the questions clear and understandable?

In general- Yes

2. How much of this information would be readily available? From what sources?

60% readily available and 40% time consuming.

3. What kind of problems and difficulties can we anticipate in collecting this information?

Single source information not available. Needs time and efforts for collection and information for multiple sources.

4. What additional information would be useful to have in this template?