

SABER-ECD: Policy Classification Rubric

PG1 Score:	POLICY GOAL 1: ESTABLISHING AN ENABLING ENVIRONMENT								
PL 1.1 Score:	POLICY LEVER 1.1: LEGAL FRAMEWORK		Scoring				Reference		
	Indicator	Sub-Indicator	Latent	Emerging	Established	Advanced	Source	Main Question number	Supporting Question number
	a. Do national laws and regulations promote healthcare for pregnant women?	i) Is there a policy that guarantees pregnant women free antenatal visits and skilled delivery?	No	Only one free service (either antenatal or skilled delivery)	Both free antenatal visits and skilled delivery		Instruments	83	
		ii) Are standard health screenings provided for HIV and STDs for pregnant women?	No		Yes	Yes and there are standard follow-up procedures and referrals to services	Instruments	82	
	b. Do national laws and regulations promote healthcare young children?	i) Are young children required to receive a complete course of childhood immunizations?	No		Yes		Instruments	80	
		ii) Are young children required to have well-child visits?	No		Yes	Yes, and on a regular basis ¹	Instruments	81	25, 84
	c. Do national laws and regulations promote appropriate dietary consumption	i) Do national laws comply with the International Code of Marketing of Breast Milk Substitutes?	No	Few provisions law ² or some provisions voluntary	Many provisions law or law		IBFAN ³	97	

¹ Recommendations from high-performing countries inform well-child visits at the following intervals of age: 1 month, 2 months, 4 months, 6 months, 9 months, 12 months, 18 months and then each year thereafter.

² i) Many provisions law or law: legislation encompassing all or nearly all provisions of the International Code and the clarifications and additions from subsequent resolutions, ii) Few provisions law or some provisions voluntary, adoption of a voluntary code or health policy encompassing all or nearly all provisions of the International Code with no enforcement mechanisms; adoption of only a few provisions of the International Code as law.

³ International Baby Food Action Network

	by pregnant women and young children?	ii) Does a national policy to encourage salt iodization exist (or has it ever existed)?	No	Voluntary	Mandatory		Instruments ⁴	95	
		iii) Does a national policy to promote the fortification of cereals/staples with iron exist (or has it ever existed)?	No	Voluntary	Mandatory		Instruments	96	
	d. To what extent do policies protect pregnant women and new mothers, and promote opportunities for parents/caregivers to provide care to newborns and infants in their first year of life?	i) Are parents/caregivers guaranteed paid parental leave following child birth?	Less than 3 months with no pay	3 months with at least 50% pay	6 months with at least 50% pay	1 year with at least 50% pay	Instruments	121-126	
		ii) Are women guaranteed job protection and non-discrimination, breastfeeding breaks and breastfeeding facilities in accordance with the ILO Maternity Protection Convention?	No guidelines are followed	Some guidelines are followed	All guidelines are followed		Instruments World Bank Women, Business, and the Law Database	98	
	e. Does the education law mandate the provision of free preprimary education before primary school entry?		No	Less than one school year	1 to 2 school years	More than 2 school years	Instruments	28	25, 29
	f. To what extent have child protection policies and services been established?	i) Is there a policy mandating the registration of children at birth?	No		Yes		Instruments	106	
		ii) Does the government promote the reduction of family violence? ⁵	No	1 service	2-3 services	All services	Instruments	108	

⁴ 'Instruments' refer to the SABER-ECD Data Collection Instruments for ECD Policies and Programs.

⁵ Services include: Violence prevention through home visits, Training provision for ECCE teachers, Training provision for health workers, Child abuse tracking and reporting activities, Taskforce for domestic violence prevention

		iii) Does the national judicial system provide the following specific protection interventions to young children: provision of training for judges, lawyers, law enforcement officers, and establishment of specialized courts and child advocacy body?	No services provided	1 to 2 select services provided	3 to 4 select services provided	All services provided	Instruments	115	
	g. To what extent have social protection policies and services been established?	i) Is there a policy to provide orphans and vulnerable children with a range of ECD services	No policy	Policy exists and services provided within one sector	Policy exists and services provided in 2 to 3 sectors	Policy exists and services provided in the Education, Health, Nutrition, and Child/Social Protection sectors	Instruments	111	112-114
		ii) Are there laws in place to protect the rights of children with disabilities and promote their participation and access to ECD services, including healthcare and ECCE?	No laws	Legal right to services within one sector	Legal right to services in 2 to 3 sectors	Legal right to services in the Education, Health, Nutrition, and Child/Social Protection sectors	Instruments	109	
PL 1.2 Score:	POLICY LEVEL 1.2: INTER-SECTORAL COORDINATION								
	Indicator	Sub-Indicator	Latent	Emerging	Established	Advanced	Source	Main Question number	Supporting Question number
	a. Does the government have an explicitly-stated multi-sectoral ECD strategy?		No multi-sectoral ECD strategy OR recognition of the	ECD strategy endorsed by at least 3 relevant sectors	ECD strategy endorsed by 3-4 sectors and includes an implementation plan	ECD strategy including 3-4 sectors and an implementation plan that	Instruments	2	3,4,7

			importance of a multi-sectoral approach to ECD exists but a multi-sectoral ECD strategy has not been endorsed			is costed.			
	b. Has an institutional anchor been established to coordinate ECD across sectors?		No	Yes	Yes and staff officially appointed		Instruments	8,9	10-17
	c. To what extent are interventions coordinated at the point of service delivery to ensure that children receive integrated services?	i) Are there any regular coordination meetings between the different implementing actors at the sub-national level?	No	Infrequent coordination meetings	Regular coordination meetings attended by all actors		Instruments	6	14
		ii) Is there any integrated service delivery manual/guideline (i.e. any sort of common plan of action)?	No		Yes		Instruments	7	5
	d. Is there a mechanism for collaboration between state and non-state stakeholders?		There are no coordination mechanisms	There are consultation meetings involving non-state stakeholders	There are strong coordination mechanisms ⁶		Instruments	18	20
PL 1.3 Score:	POLICY LEVEL 1.3: FINANCE								
	Indicator	Sub-Indicator	Latent	Emerging	Established	Advanced	Source	Main Question number	Supporting Question number

⁶ Such as special task force, regular consultation meetings, and/or national coordinating committee that include non-state stakeholders)

	a. Is there a transparent budget process?	i) To what extent does the budget use explicit criteria at the national or sub-national level to decide ECD spending (i.e. number of students or teaching positions, student characteristics, such as gender, socio-economic status or special needs, geographical location, ability to raise revenue at the sub-national level, performance of school, attendance, or historical precedent)?	No Criteria	Criteria are used in one sector	Criteria are used in 2 to 3 sectors	Criteria are used in all sectors	Instruments	32, 85, 100, 117, 127	
		ii) To what extent is determining the budget a coordinated effort across ministries?	No coordination mechanisms	Joint budget planning sessions that include 1 to 2 sectors	Joint budget planning sessions that include 3 sectors	Established budget planning committees that include all essential sectors	Instruments	22	
		iii) Can the government accurately report public ECD expenditures?	No	Expenditure on ECD are reported in 1 sector	Expenditure on ECD are reported in 2 sectors	Expenditure on ECD are reported in 3 or more sectors.	Instruments	21, 33-36, 86, 87, 101, 102, 118, 128	
	b. Is the level of ECD finance adequate to meet the needs of the population?	i) What percentage of the annual education budget is allocated towards preprimary education?	Less than 1%	1% to 5%	5% to 9%	10 or more%	Instruments	33	
		ii) What percentage of routine EPI vaccines is financed by government?	Less than 25%	26% to 59%	60% to 89%	90% and above	MICS7	-	-
	c. Is the burden of finance equitably distributed across various segments of society?	i) According to policy, what types of fees are levied for ECD services? (ECCE tuition, ECCE matriculation, labor and delivery, immunization, well-child visits, diarrhea treatment,	10 or more types of fees	8 to 9 types of fees	4 to 7 types of fees	0 to 3 types of fees	Instruments	40, 88	26

		tuberculosis, antenatal care, ITN and malaria treatment)							
		ii) What is the level of out of pocket expenditures as a percentage of total health expenditures?	40% or more	25% to 39%	15% to 24%	Less than 15%	WHO Global Health Expenditure	-	
	d. What is the level of remuneration for ECD service personnel?	i) Is the remuneration for preprimary teachers entering the field competitive?	Less than 50% of primary teacher salary	50-74% of primary teacher salary	75% of primary teacher salary	Parity in pay with primary teachers	Instruments	38	37, 130-131
		ii) Are community-based childcare center professionals paid by the government?	No		Yes		Instruments	39	130-131
		iii) Are extension health service professionals paid by the government?	No		Yes		Instruments	92	130-131
PG 2 Score:	POLICY GOAL 2: IMPLEMENTING WIDELY								
PL 2.1 Score:	POLICY LEVEL 2.1: SCOPE OF PROGRAMS								
	Indicator	Sub-Indicator	Latent	Emerging	Established	Advanced	Source	Question number	Supporting Question number
	a. Do essential health programs exist in the country to target all beneficiary groups? (Prenatal care; parent education on child health and development; expanded program of immunization;		0-1 health intervention	2-3 health intervention	4 essential health interventions	All essential health interventions exist and all are included in an integrated menu of services	Instruments	Program Instrument and 89	5

<p>growth monitoring and promotion programs; mosquito bed net distribution programs⁸)?</p>								
<p>b. Do essential nutrition programs exist in the country to target all beneficiary groups? (breastfeeding promotion; micronutrient support/food supplementation for pregnant women; complementary feeding for children; feeding in preprimary schools; healthy eating and exercise programs)</p>		<p>0-1 nutrition intervention</p>	<p>2-3 nutrition interventions</p>	<p>4 essential nutrition interventions</p>	<p>All essential nutrition interventions and all are included in an integrated menu of services</p>	<p>Instruments</p>	<p>Program Instrument and 103, 99</p>	<p>5</p>
<p>c. Do essential education programs exist in the country to target all beneficiary groups? (home visiting to provide parenting</p>		<p>0-1 education intervention</p>	<p>2-3 education interventions</p>	<p>3-4 essential education interventions</p>	<p>All essential education interventions and all are included in an integrated menu of services</p>	<p>Instruments</p>	<p>Program Instrument and 41</p>	<p>5, 42, 43</p>

⁸ If malaria is not prevalent in country, disregard bed net program and score as is. If malaria is health issue in country, to earn score of *Established*, country must have 5 essential health interventions (*Emerging*: 2-4 interventions)

	messages; early stimulation/care for children below 3; preprimary education for children below 6; teacher training programs)								
	d. Do essential child and social protection programs exist in the country to target all beneficiary groups? (Positive parenting education/domestic abuse prevention; programs for OVCs, interventions targeted at children affected by HIV/Aids; anti-poverty (CCT) programs; child welfare system)		0-1 protection intervention	2-3 protection interventions	3-4 essential protection interventions	All essential protection interventions exists	Instruments	Program Instrument and 119, 129	19, 24
PL 2.2 Score:	POLICY LEVER 2.2: COVERAGE								
	Indicator	Sub-Indicator	Latent	Emerging	Established	Advanced	Source	Question number	Supporting Question number
	a. What is the level of access to essential ECD health interventions for	i) What is the rate of births attended by skilled attendants?	Less than 50%	51% to 70%	71% to 89%	90% and above	MICS	-	-
		ii) What percentage of pregnant women benefits from at least four antenatal visits?	Less than 50%	51% to 70%	71% to 90%	91% and above	MICS	-	-

	pregnant women?	iii) What percentage of HIV+ pregnant women and HIV-exposed infants receive ARVs for PMTCT?	Less than 30%	31% to 50%	51% to 79%	80% and above	UNAIDS	-	-
	b. What is the level of access to essential ECD health interventions for young children?	i) What percentage of children under five years of age with diarrhea receive oral rehydration and continued feeding?	Less than 21%	22% to 40%	41% to 84%	85% and above	MICS	-	-
		ii) What percentage of 1-year-old children is immunized against DPT? (corresponding vaccines: DPT3β)	Less than <50%	51% to 70%	71% to 90%	91% and above	MICS	-	-
		iii) What percentage of children below five years of age with suspected pneumonia receives antibiotics?	Less than 25%	26% to 50%	51% to 90%	91% and above	MICS	-	-
		iv) What percentage of children less than five years of age (in at-risk areas) sleeps under an ITN?	Less than 15%	16% to 50%	51% to 84%	85% and above	MICS	-	-
	c. What is the level of access to essential ECD nutrition interventions for young children and pregnant women?	i) What is the Vitamin A supplementation coverage rate for children 6-59 months of age?	Less than 40%	41% to 70%	71% to 90%	91% and above	MICS	-	-
		ii) What percentage of children is exclusively breastfed below the age of six months?	Less than 20%	21% to 40%	41% to 49%	50% and above	MICS	-	-
		iii) What percentage of the population consumes iodized salt?	Less than 25%	26% to 50%	51% to 89%	90% and above	MICS	-	-
		iv) What percentage of pregnant women have anemia?	40% and above	10% to 39%	5% to 9%	0% to 4%	WHO Global Database on Anemia	-	-
	d. What is the gross enrollment rate in preprimary education?		Less than 35%	35% to 59%	60% to 80%	81% and above	UIS9	-	-

	e. What is birth registration rate? (children below 5 years)		Less than 36%	37% to 71%	72% to 90%	91% and above	MICS		
PL 2.3 Score:	POLICY LEVER 2.3: EQUITY								
	Indicator	Sub-Indicator	Latent	Emerging	Established	Advanced	Source	Question number	Supporting Question number
	a. Is there equity in access to ECCE services at the sub-national level?	i) What is the ratio of preprimary enrollment at the sub-national level for the regions with the highest and lowest enrollment?	Greater than 1.6	Greater than 1.1, but less than or equal to 1.6	Equal to or less than 1.1	1	Instruments	48 (Program Instrument Excel File)	
	b. Is there equity in access to ECCE services by gender?	i) Is there equitable access to preprimary school for boys and girls?	Greater than 1.5	Greater than 1.1, but less than or equal to 1.5	Equal to or less than 1.1	1	Instruments	49	-
	c. Are ECCE services provided in a way that accommodates children's special needs and promotes access for all children?	i) Is there an inclusive education policy to cater to the needs of special needs children within regular ECCE services?	No		Yes	Yes, policy exists and at least 81% of special needs children have access to ECCE ¹⁰	Instruments	110	51
		ii) Is curriculum or teaching materials translated into major language groups?	No		Yes			77	52, 76
	d. Is there equitable access to ECD services between socio-economic levels	i) What is the ratio of birth registration comparing richest to poorest?	Greater than 3	Greater than 1.6, but less than 3	Greater than 1.1, but less than 1.5	1	MICS	-	-
		ii) What is the ratio of skilled attendants at birth comparing richest to poorest?	Greater than 3	Greater than 1.6 but less than 3	Greater than 1.1 but less than 1.5	1	MICS	-	-
		iii) What is the underweight prevalence in children	Greater than 3.6	Greater than 1.8 but less	Greater than 1.1 but less	1	MICS	-	-

¹⁰ To receive an advanced score, data must be available for Q. 51 to adequate coverage for special needs kids

		comparing richest to poorest?		than 3.5	than 1.7				
	e. Is there equitable access to ECD services in rural and urban areas?	i) What is the ratio of birth registration for urban regions to rural regions?	Greater than 1.6	Greater than 1.1, but less than or equal to 1.6	Equal to or less than 1.1	1	MICS	-	-
		ii) What is the ratio of urban to rural access to improved sanitation facilities?	Greater than 2 or less than 0.7	Greater than 1.4 but less than 1.9 or 0.8	Greater than 1.1 but less than 1.3 or 0.9	1	MICS	-	-
PG 3 Score:	POLICY GOAL 3: MONITORING AND ASSURING QUALITY								
PL 2.1 Score:	POLICY LEVER 3.1: DATA AVAILABILITY								
	Indicator	Sub-Indicator	Latent	Emerging	Established	Advanced	Source	Question number	Supporting Question number
	a. Are relevant administrative and survey data collected on access to ECD?	i) To what extent are administrative data collected on access to ECD (i.e. number of young children in child welfare system; number of children with special needs who have access to ECD services; number of children who benefit from well-child visits; number of children benefitting from Vitamin A supplementation; number of women benefitting from prenatal nutrition interventions; number of children enrolled in preprimary school by sub-national region, by mother tongue language, or by rural and urban; average number of students per teacher; and level of financial commitment to ECD	2 or fewer indicators are collected and available	3 to 4 indicators are collected and available	5 to 6 indicators are collected and available	7 or more indicators are collected and available	Instruments	23, 31, 45-51, 93, 104, 116	

		in any sector)?							
		ii) To what extent are survey data collected on access to ECD and outcomes (i.e. percentage of children who consume iodized salt; level of Vitamin A supplementation among ECD aged children; prevalence of anemia amongst ECD aged children and pregnant women; percentage of children with birth registration; percentage of 1-year-old children immunized against DPT; percentage of pregnant mothers who receive four prenatal visits; and percentage of children who benefit from early learning activities by socio-economic status)?	2 or fewer indicators are collected and available	3 to 4 indicators are collected and available	5 to 6 indicators are collected and available	7 or more indicators are collected and available	MICS/other surveys (DHS, etc.)		
	b. Are data available to differentiate ECCE access and outcomes for special groups (gender, mother tongue, rural / urban, socio-economic status, special needs)?		No	Data differentiate access and outcomes for 1 to 2 special groups	Data differentiate access and outcomes for 3 to 4 special groups	Data differentiate access and outcomes for 5 or more special groups	Instruments	45-52	

	c. Are data collected to measure child development (cognitive, linguistic, physical, and socio-emotional)?		No	Data are collected for only 1 development domain	Data are collected for 2 to 3 development domain	Data are collected for all 4 development domain	Instruments	78 (part 1)	23
	d. Are individual children's development outcomes tracked?		No			Yes	Instruments	78 (part 2)	
PL 3.2 Score:	POLICY LEVER 3.2: QUALITY STANDARDS								
	Indicator	Sub-Indicator	Latent	Emerging	Established	Advanced	Source	Question number	Supporting Question number
	a. Are clear learning standards established for ECCE?	i) Do standards for what students should know and learn exist?	No		Yes		Instruments	64	44
		ii) Is there one or more preprimary curricula that have been approved or are available for teachers to use?	No		Yes	Yes and is evidence-based	Instruments	65, 66	
		iii) Is the preprimary curriculum coherent and continuous with the curriculum for primary education?	No		Yes		Instruments	67	
	b. What are the requirements for ECCE professionals and are opportunities for professional development available?	i) What are the entry requirements to become a preprimary teacher?	Primary school completion or less / no requirements	Completion of high school	Completion of high school with vocational training in ECD	Formal tertiary training with specialization in ECD	Instruments	68	73
		ii) Is there regular in-service training for ECCE professionals to develop pedagogical and	No		Yes , every two years	Yes and is mandatory every two years or	Instruments	69	70

		teaching skills?				more frequent			
		iii) Is there a public authority in charge of regulating pre-service training for ECCE professionals?	No		Yes		Instruments	72, 73	
		iv) Is some form of pre-service practicum or fieldwork required?	No		Yes		Instruments	71	
	c. Are health workers¹¹ required to receive training in delivering ECD messages (developmental milestones, childcare, parenting, early stimulation, etc.)?		No	One type of health worker	2-3 types of health worker	All types of health workers receive training	Instruments	91	
	d. Are there established infrastructure and service delivery standards for ECCE facilities?	i) What is the required child-to-teacher ratio?	No standard	More than 15:1	15:1	Less than 15:1	Instruments	55	
ii) What is the required minimum number of hours of preprimary education per week?		No standard	Less than 15 hours	15 hours or more			Instruments	54	
iii) Do infrastructure standards exist?		No	Yes	Yes and includes all elements of infrastructure standards ¹²	Yes and includes all elements of infrastructure standards and access to potable water and functional hygienic facilities		Instruments	56-59	
	d. Are there established		No		Yes	Yes and includes mechanisms	Instruments	62	61

¹¹ Types of health workers to consider for this indicator: Doctors/Nurses; Extension health service workers; Midwives; Psychologists

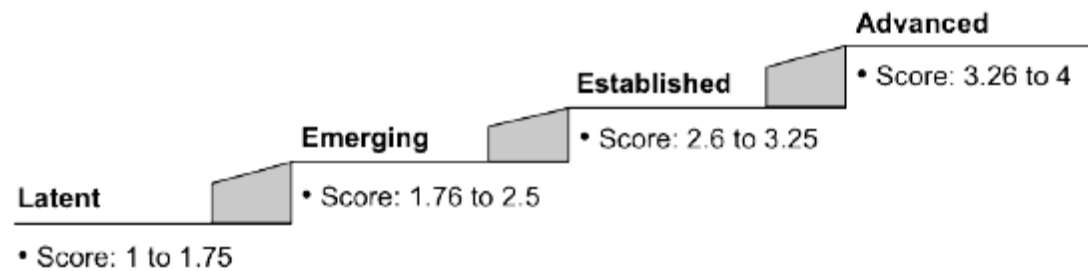
¹² Elements of infrastructure standards for ECCE centers include: roof, floor, structural soundness, windows, building materials, connection to electricity.

	registration and accreditation procedures for both state and non-state ECCE facilities?						to reward quality improvement			
	e. Are there rigorous registration procedures for health facilities?	i) Do construction standards exist for all health facilities?	No	For hospitals only	For hospitals and health centers	For hospitals, health centers and health posts	Instruments	90		
PL 3.3 Score:	POLICY LEVER 3.3: COMPLIANCE WITH STANDARDS									
	Indicator	Sub-Indicator	Latent	Emerging	Established	Advanced	Source	Question number	Supporting Question number	
	a. Do ECCE professionals comply with established pre-service training standards/professional qualifications?		No compliance or unknown	Less than 50% of teachers comply	Between 51% and 85% compliance	Over 85% compliance	Instruments	74, 75		
	b. Are state ECCE facilities required to comply with established service delivery and infrastructure standards and registration and accreditation procedures?	i) Do average child-to-teacher ratios comply with established standard?	No compliance or unknown	Compliance with established standard of more than 15:1 ratio	Compliance with established standard of 15:1 ratio	Compliance with established standard of less than 15:1 ratio	Instruments	63	30, 53	
		ii) Do preprimary schools comply with the established minimum number of opening hours of preprimary education per week?	No compliance or unknown	Compliance with established standard of less than 15 hours	Compliance with established standard of 15 hours or more		Instruments	63	30	
		iii) What percentage of preprimary facilities comply with infrastructure standards?	Less than 60%	Between 61% to 75%	Between 76% to 90%	91% and above	Instruments	60	30, 61	
	c. Are non-state ECCE facilities	i) Do average child-to-teacher ratios comply with established	No compliance	Compliance with	Compliance with	Compliance with	Instruments	63	30, 53	

required to comply with established service delivery and infrastructure standards and registration and accreditation procedures?	standard?	or unknown	established standard of more than 15:1 ratio	established standard of 15:1	established standard of less than 15:1			
	ii) Do preprimary schools comply with the established minimum number of opening hours of preprimary education per week?	No compliance or unknown	Compliance with established standard of less than 15 hours	Compliance with established standard of 15 hours or more		Instruments	63	30
	iii) What percentage of preprimary facilities comply with infrastructure standards?	Less than 60%	Between 61% to 75%	Between 76% to 90%	91% and above	Instruments	60	30, 61

Guidelines for Rubric Scoring

1. Scores for sub-indicators, indicators, policy levers, and policy goals should be marked directly in rubric for easy reference in the future.
2. For each sub-indicator- decide score: **Latent: 1 point, Emerging 2 points, Established: 3 points, Advanced: 4 points**
3. Take average of sub-indicators for overall indicator score
4. Take average of all indicators within each policy lever for overall policy lever score
5. Take average of 3 policy lever scores for each policy goal score
6. Use the following delineation of each score to indicate level of development



Source: Vegas, et al. 2011.