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Introduction

Emergencies arising from armed conflict or natural disasters can cause serious threats to the physical, mental, and psychosocial well-being of children, their families and communities. It is estimated that over 1 billion children live in countries or territories affected by armed conflict, and of these, around 246 million are under 5 years old. Every year for the next decade, about 175 million children will be affected by natural disasters caused by climate change. With emergencies and protracted crisis on the rise, UNICEF is committed to safeguarding children’s development and contributing to resilient and sustainable societies.

UNICEF’s actions to support early childhood in fragile states is supported through the Peacebuilding, Education and Advocacy Programme (PBEA), as well as through overall programming for Early Childhood Development in Emergencies in countries vulnerable to natural disasters. PBEA is led by the Education Section at UNICEF in 14 countries to “strengthen policies and practices in education for peacebuilding that improve resilience, social cohesion and human security in conflict-affected contexts.” UNICEF actively participates in the Early Childhood Peace Consortium (ECPC) to recognize the important links between early social development and peace. UNICEF also participates in the International Network for Education in Emergencies and facilitates knowledge sharing on early childhood development strategies and practices within this programming context.

UNICEF developed the Early Childhood Development Kit (ECD kit) in 2009 to support programming that addresses the critical needs of young children in emergencies and peacebuilding contexts. The ECD kit consists of a box filled with early learning, play and psychosocial materials that address the developmental progress of children from birth to age six, as well as resource guides to support early childhood development programme managers in its implementation and use. The ECD kit can be used by up to 50 children at one time in a range of early childhood care settings, such as preschools, community and home-based ECD centres, nutrition and feeding centres and child friendly spaces. The aim is to mitigate toxic stress for children through play after an emergency, and to increase the capacity of children, parents, teachers and duty bearers to cope, reduce, and prevent conflict and to promote peace.

Objectives

This report is intended for UNICEF Programme Managers and Specialists from the Early Childhood Development, Education, Child Protection, Health and Nutrition Sections who are engaged in the design, implementation and monitoring of ECD kit interventions or activities. Other stakeholders such as UNICEF’s Supply Division and funders may also benefit from the results. The assessment was undertaken because while several evaluations regarding the use of ECD kits within specific countries affected by emergencies have occurred,” UNICEF did not have sufficient information at the global scale to understand where the kit was deployed and how it was being used within ECD programmes. Thus, between 2014 and 2015 the Evaluation Office and Early Childhood Development Section at UNICEF HQ conducted a global stocktaking assessment on the relevance and potential benefits of the ECD kits.

The primary objectives were to assess progress and inform ECD programming on the kit:

1. **Usage** - Documenting the total number and geographic scope of ECD kits procured and the programme contexts in which they have been used from 2009 to 2015;

2. **Relevance** - Analyzing the different ways the ECD kit has been implemented in terms of its intended beneficiaries, capacity development, and the stakeholders involved in its planning, implementation, monitoring and evaluation;

3. **Effectiveness** - Analyzing the potential benefits of the ECD Kit for the intended users, as well as the challenges involved in its effective deployment and use; and

4. **Evaluability** - Assessing the current evaluable of ECD kit related interventions and activities to analyze monitoring approaches, identify important variables to monitor, and to plan for evaluation activities in the future.
Methodology

This assessment utilized a mixed-method approach, including: 1) a quantitative analysis of data from the Supply Division on ECD kit procurement from 2009 through September of 2015 at the country, regional and global level (see Annex A); 2) a qualitative review of academic literature and information found in programme documents and evaluations associated with the ECD kit (see Reviewed Resources); and 3) key informant surveys and/or interviews with UNICEF Regional (RO) and Country Office (CO) representatives who were knowledgeable about the kit (see Annex B). Key questions addressed by the assessment included:

1. How many ECD kits were procured between 2009 and 2015? In which countries and regions?
2. In what contexts were the ECD kits procured?
3. What are/were the intended uses or objectives for procurement of the ECD kits?
4. Which UNICEF sections or other partners are/were involved in the planning, implementation, monitoring and evaluation of the ECD kits?
5. Who are/were the targeted beneficiaries of the ECD kits? In which types of settings?
6. What are the reported benefits of the ECD kits for the intended users, especially the most marginalized groups?
7. How and to what extent have UNICEF or its partners provided capacity development for the integration, use and monitoring of the ECD kit?
8. How and to what extent have ECD kits been adapted for the local context?
9. What are the reported challenges involved in the implementation of the ECD kit?
10. What opinions do UNICEF staff have about the ECD kit, and what ideas do they have for improving its relevance, efficiency and integration within Country Office or partner programmes?

A total of 57 out of 86 potential key informants responded to the request for information on the ECD kits (or a 66 percent response rate). Additional programming documents and photographs of the ECD kit from 13 countries enriched the qualitative analysis by providing insights into the settings, groups and training approaches involved.

### Total Number of Survey/Interview Respondents, by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Total N of CO with ECD Kits</th>
<th>Total N of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEE-CIS</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>EAPRO</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>ESARO</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>LACRO</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>MENA</td>
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<td>8</td>
</tr>
<tr>
<td>ROSA</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>WCARO</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

Data Analysis

Information from all data sources were analyzed through a theory of change and outcomes mapping approach to articulate the core dimensions and processes of existing ECD kit related interventions and activities (see Annex C). This theory of change represents a comprehensive portrait of the reported and/or intended global practices for integrating the ECD kit into UNICEF programming. The theory of change does not represent a country-level specific ECD programme, but rather, the range of ways the ECD kit is currently being integrated into existing UNICEF programming. The aim was to provide an analytical framework and baseline for the global monitoring of ECD kit interventions and outcomes, as well as potential variables to take into consideration in future evaluative activities concerning process and impact. The data were analysed through content analysis and the triangulation of common trends found across interviews, surveys and ECD kit related programme documents.
Assessment Limitations and Validation

No global monitoring process was in place for the ECD kit prior to this assessment, so there was no baseline data available for comparison purposes or to examine impact. Thus, a new approach was developed through this assessment to improve systematic global data collection, validation and analysis on the potential uses and outcomes of the ECD kit. This innovative approach consists of an interactive online global monitoring map that is based upon the survey data provided by UNICEF Country Offices (see Annex D).

The map enables users to examine and explore ECD kit data on 41 attributes of ECD kit interventions and activities related to context, usage, relevance, and effectiveness. For example, a UNICEF representative can search which countries reported using the kits in peacebuilding, emergency or development contexts. The map also provides contact information for an ECD kit focal point, as well as any resources that were shared by respondents to support UNICEF exchanges on lessons learned and best practices on the uses of ECD kits. The Evaluation Office and ECD Section at UNICEF HQ are currently exploring the best approach and the logistics involved in updating the map. However, it is recommended the map data be updated by HQ ECD Section at least every two years to monitor and evaluate progress in the use of the ECD kits over time. A revised global monitoring survey is provided in Annex E as a suggested tool for updating the map.

Data on ECD kit procurement provided by the Supply Division were validated for countries that completed the assessment survey or interview (57 out of 86 UNICEF Country Offices). The Supply Division Data documenting the total number of ECD kits procured did not match what was reported by 11 Country Offices. In five cases, the data discrepancy was associated with the use of locally procured ECD kits, or an over-reporting of ECD kits by Country Offices that have found ways to procure toys and materials from local suppliers. In three cases, the data discrepancy was associated with the exchange of kits between countries, especially in emergency situations. For example, the Dominican Republic procured kits for the Haiti Country Office after the earthquake of 2012. In three cases, the data discrepancy was associated with a lack of information due to changes in UNICEF’s procurement reporting system within VISION. Recommendations are provided in the last section of this report to mitigate these errors in the future.

Dissemination Plan

The assessment report and monitoring map of ECD kit use cases will be distributed widely within and outside of UNICEF. Within UNICEF, the full report and monitoring map will be linked to the relevant ECD Section landing pages on the Intranet (e.g., ECD in Emergencies or Peacebuilding and ECD pages). Webinars will be planned with UNICEF representatives for each region in early 2016 to discuss the assessment results, to learn how to navigate the map, and to plan future evaluation activities associated with the ECD kit. While the assessment report targets UNICEF representatives involved in the use of the ECD kits to improve programming, the general public may also be interested in learning how the resources are used to support early childhood in emergencies and peacebuilding contexts. For this reason, a public version of the ECD kit map and an abbreviated assessment report will also be made available to the public on UNICEF’s external website. Potential funders of the ECD kit and high priority partners will also receive a link to the public map and brief report.

Summary of Main Findings

Usage - The ECD kit was used in 86 countries to improve the situation of more than four million young children and their caregivers in emergency, peacebuilding and development contexts from 2009 and 2015. On average more than 12,800 kits were procured each year in response to a range of humanitarian issues associated with conflict or natural disasters, and to support quality ECD programmes in development contexts. For example, a total of 21,063 kits benefitted an estimated 1.05 million children through young children and their caregivers living in fragile states or zones
of conflict. The ECD kit was particularly useful in emergency contexts to address the needs of children, with 82 percent of Country Offices reporting its use of the play materials for this purpose. While the ECD kit was used less frequently to support early stimulation and nutrition interventions, the use cases from Tanzania and Kyrgyzstan highlight the potential relevance of this approach for children’s health.

**Relevance** – The ECD kit was found to be highly relevant in every region of the world, but particularly in Africa, the Middle East and Asia. UNICEF supported the use of the kits (in some cases at scale) in collaboration with international and national NGOs, national government ministries of education, health, and social welfare, and civil society organizations (among other stakeholders). The kits were used most frequently in preschools, community-based ECD centres and child friendly spaces with support from UNICEF Education, Child Protection and ECD Specialists. All respondents (N=57) reported the ECD kit benefited children ages 4-6, and a majority of countries (43 out of 57) indicated the kits benefits children ages 3 and under. Fewer countries (20 out of 57) reported parents or caregivers as beneficiaries of the ECD kit interventions or activities. A majority of countries (43 out of 57) indicated capacity building in the use of the ECD kit contents had taken place through one-time workshops or as part of a larger capacity development process linked with parenting or early childhood education programming. These trainings targeted ECD leadership and management within government ministries, the ECD workforce (such as preschool teachers, social workers) and community volunteers such as parents and youth.

**Effectiveness** – This assessment provides an analysis of the *potential benefits* of ECD kit interventions and activities given the largely qualitative and anecdotal evidence currently available. The main contribution of the ECD kit within UNICEF programming reported at the local and national level was an increased capacity of adults to play with children in meaningful and age appropriate ways to support their holistic development. Many respondents also indicated their ECD centres and programmes were under-resourced, and thus, the ECD kit increased children’s access to age appropriate materials that supported their early learning and development. Other reported benefits of the play and learning activities included more inclusive and supportive relationships among children, and between children and adults. For example, the play materials supported parents and children of different ethnic backgrounds to build relationships with one another, helped teachers listen to children, and supported children with disabilities to play with others. Older children who played with the materials reportedly enhanced their creativity, gross and fine motor skills, and pre-numeracy and pre-literacy skills. Challenges associated with the ECD kit interventions and activities were largely logistical in nature, such as how best to train adults to use the kit materials in emergency contexts, the costs of local transport for the kits, the durability and replacement of materials, meeting the demand for the materials with limited access to ECD centres, and ensuring the materials are used in a safe and structured setting. A best practice identified through the assessment was supporting parents, caregivers and community volunteers in the local adaptation of the kit with hand-made toys constructed from recycled and culturally appropriate materials.

**Evaluable** – This assessment is the first known global report on UNICEF’s use of pre-packaged education kits in humanitarian and development contexts. No global monitoring process was in place for the ECD kit prior to this assessment, so there was no baseline data available for comparison purposes or to examine impact. At the local level 60 percent of countries surveyed (34 out of 57) reported monitoring the use of the kits. Thus, the evaluability of ECD kit interventions and activities was a challenge that limited the type of analyses that could be performed at this time. However, a new monitoring system was put in place at the global level as a result of this assessment to improve the evaluability of future programming with the kits (see the proposed global monitoring survey and interactive map in Annexes D and E). In addition, a global theory of change was developed to begin teasing out important inputs and strategies for integrating the kit materials into existing ECD/ECE programmes. It is recommended that the content, assumptions and causal links in the theory of change be further refined, tested and validated through additional evaluation activities. Many questions remain on how best to build the capacity of adults to play with children, which play behaviours are important for children of different ages in various programming contexts, and which outcomes can be expected over the life-course of the kit materials for children of different ages, gender and abilities.
Why is the ECD kit important for children and their caregivers?

Play is crucial for children’s healthy development and resilience. Free play that promotes creativity, role experimentation and collaboration can influence children’s self-confidence, communication skills, cognitive functioning and stress levels. Play that enables children to participate in informal ways with their peers and adults in school and community settings can also promote a sense of comfort, trust, safety and belonging. Play has been shown to improve health outcomes for children living in difficult circumstances, such as by lowering anxiety and the risk of suicide among refugee children. Studies indicate children are able to cope and heal emotionally through play, especially if there is a balanced adult presence and opportunities for spontaneous and autonomous play with peers (see Reviewed Resources). Finally, engaging in play is a valuable approach for adults to listen to children, and to discuss risk prevention strategies with them in a child friendly format.

Children have the right to play, but government provision for play is often lacking or insufficient. Article 31 of the Convention on the Rights of the Child ensures children’s right to “rest and leisure, to engage in play and recreational activities appropriate to the age of the child, and to participate freely in cultural life and the arts.” However, the Committee for the Rights of the Child concluded that States give little recognition to Article 31, primarily because of a lack of understanding about the importance of play in child development, and other competing demands for limited public resources.

Learning how to use the ECD kit materials in Rwanda – UNICEF Rwanda Country Office

The Committee determined that this lack of recognition contributes to a scarcity of government and private investment in provisions for play, especially opportunities for unstructured, free play. This is particularly true for specific populations of children, including poor and working children, girls, disabled children, and children in emergency or conflict situations. Although not necessary for play to occur, play materials and supplies like the resources contained in the ECD kit are important for stimulating curiosity, imagination and collaboration among children and their caregivers.

Play is an effective intervention for promoting a culture of peace among young children and their caregivers. Early childhood development programmes that encourage free and manipulative play can be critical to promote the skills that enable children to become agents of change in building peace in their societies. There is evidence that integrating peace education into early childhood education has a positive impact on a child’s social and emotional development, and reduction of behavioural problems later in life. Evidence also shows that well designed programs can help children’s willingness to play with others (including those different from themselves), their ability to understand how being excluded makes one feel, and an ability to recognize instances of exclusion without prompting. Parenting programmes that encourage caregivers to value the role of play in child development and to play with their children are also crucial in promoting resilience among women and children affected by conflict.
Where has the ECD Kit been used by UNICEF or its partners?

From 2009 to September 2015 an estimated 89,659 ECD kits were procured by 86 Country Offices, benefitting approximately 4,482,950 children globally and representing a 20 million $ USD investment in early childhood development by UNICEF and its partners. Characteristics of each country ECD kit use case can be explored through an interactive online map, and a summative global and regional analysis of these interventions and activities are provided throughout this report.

Data is based upon Supply Division information, representing a total of 86 UNICEF Country Offices

Regional Procurement of the ECD Kits, 2009-2015

ESARO procured the highest proportion (30 percent) of all ECD kits globally from 2009 to 2015. WCARO, MENA, ROSA and EAPRO also procured a substantial proportion of ECD kits (between 13 and 17 percent). LACRO and CEE-CIS procured the fewest proportion of ECD kits at the regional level (7 percent and 2 percent). On average more than 12,800 kits were procured each year in response to a range of humanitarian issues associated with conflict or natural disasters, and to support quality ECD programmes in development contexts.

Why did UNICEF or its partners procure the ECD kits?

Given the range of humanitarian issues facing the world’s children, it is not surprising that a majority of the ECD kits were obtained after a specific emergency or crisis event, or as part of an emergency preparedness plan for the UNICEF Country Office. The second most commonly reported reason for procuring the kits was to support normative development or advocacy work in the ECD sector, or as part of a Country Office strategic planning process for an ECD programme. Fewer Country Offices reported procuring the kits to support ECD peacebuilding initiatives because this programming only began with UNICEF in 2012. Nonetheless, a total of 21,063 kits benefitted an estimated 1.05 million children through peacebuilding programming focused upon the role of play in reducing toxic stress and building
resilience among young children and their caregivers living in fragile states or zones of conflict. Several respondents also mentioned using the kits as demonstration to potential donors about UNICEF’s work for young children in humanitarian contexts.

Total Number of ECD Kits Procured, by Year and UNICEF Region

* - Conflict was an important factor associated with the procurement of ECD kits in each year except 2010, especially in ESARO, MENA and WCARO.

◎ - Earthquakes in Haiti and in Nepal were associated with a sharp increase in the number of ECD kits procured in 2010 and 2015.

💧 - Flooding, cyclones or hurricanes in Pakistan, Myanmar and the Philippines were associated with a sharp increase in the number of ECD kits procured in 2010 and 2013.

🌱 - Food scarcity associated with drought and other climate change factors contributed to ECD kit procurement in 2011 and 2012, especially in ESARO.

🎖 - Public health epidemics such as cholera, acute watery diarrhea and Ebola contributed to an increase in ECD kit procurement from 2012 to 2015, especially in ESARO.

Data is based upon Supply Division information for each year, representing a total of 86 UNICEF Country Offices.

Data is based upon 57 Country Offices (CO) with completed surveys or interviews on their use of the ECD kits.
How is the ECD kit integrated into UNICEF programming?

This section provides a written narrative to describe the global theory of change diagram for ECD kit interventions and activities found in Annex C. The intention is to identify and describe the relationships between inputs, outputs and outcomes associated with the use of the kits in various programming contexts.

Goal

The goal of ECD kit related interventions and activities is to enrich young children’s early learning and development and psychosocial well-being in emergency, peacebuilding and development contexts. This is accomplished through increased access to ECD play materials and educational resources that foster inclusive and supportive relationships and promote safe and stimulating environments for children ages 6 and under.

Context, Strategies and Objectives

- **ECD in Emergencies** – As originally intended, the ECD kit was found to be highly relevant in supporting an emergency response for young children and their caregivers in various humanitarian situations. 82 percent of the countries surveyed (47 out of 57) reported they used the ECD kit in emergencies, often making an effort to pre-position the kits to facilitate the rapid deployment of the materials to the impacted regions and ECD settings. The reported strategy is to create safe spaces for children, and through play to return to normalcy, with limited training for facilitators.

- **ECD in Peacebuilding** – In protracted humanitarian crisis situations, the ECD kit was viewed as a long-term programming strategy to support young children’s protection in transitioning or fragile states. 23 percent of the countries surveyed (13 out of 57) used the ECD kit for peacebuilding programming to build capacity and resilience in children and their caregivers, and to form positive relationships among children and their parents from different ethnic and cultural backgrounds as a basis for peace.

- **ECD Development** – The ECD kit was also found to be highly relevant in normative work for early childhood development. 65 percent of the countries surveyed (37 out of 57) reported they used the ECD kit in development contexts to build the capacity of the national ECD workforce and to advocate for ECD with national governments. The strategy is to improve access to quality early learning settings and programmes through the provision of ECD kits.

These three approaches for using the ECD kits are inter-related and often take place simultaneously within countries.

Planning and Preparation: ECD Kit Deployment by UNICEF and Partners

**Partnerships** - The *ECD Kit Coordinator’s Guide* recommends UNICEF partner with international, national or local organizations to effectively deploy and integrate the ECD kit into different programmes. This approach has been adopted by UNICEF Country Offices with various national ministries, NGOs and civil society organizations. For example, major international NGOs such as Save the Children, World Vision, the Red Cross, Care International, Mercy Corp, BRAC, and Plan International are key partners in the implementation of the kit. At a national level, UNICEF has partnered with different government agencies to implement the kit, primarily the Ministry of Education, the Ministry of Social Welfare, Ministry of Labor and Human Welfare, the Ministry of Health, and the Ministry of Education and Training. In addition, a myriad of national and local NGOs, faith based organizations, and ECD or teacher training colleges have participated in the implementation of the ECD kits.
UNICEF Sectoral Procurement - Within UNICEF, a majority of the kits were procured by the Education Section, either on its own, or in collaboration with the Child Protection, ECD, Nutrition or Health Specialists. In an emergency context, such as after the earthquake in Haiti in 2010, the Education Cluster System was also found to be instrumental in organizing and managing the procurement and delivery of the ECD kits. Specialists in ECD are highly engaged in the procurement and use of the kits in WCARO, ROSA, LACRO, and EAPRO. Child protection specialists in MENA and ESARO, and Nutrition or Health specialists in WCARO are also engaged.

Programme Integration - Given education is the primary section involved in ECD Kit procurement, it is no surprise that the intended use of the materials has focused primarily on school readiness. For example, the kit has been used for teacher training in play-based and child-centered approaches to instruction, it has equipped under-resourced ECD centres with play and learning materials, and promoted a return to normalcy through consistent early learning activities. The ECD kit has also been used extensively to support programming focused upon positive parenting. For example, the kits are used to encourage better relationships among parents of different ethnic groups in Sudan. In several cases the ECD kits were used with parents in infant and feeding centres to encourage early stimulation and better nutrition outcomes for children. Use of the ECD kits for national capacity building with leaders in early childhood and for ECD advocacy were reported by most regions.

ECD Situation Analysis - The ECD Kit Coordinator’s Guide recommends conducting a situational or needs assessment to determine the required number of kits for different age groups, identification of the potential facilitators of the activities, and the number and range of settings in which the kits are needed. In some cases, the ECD kits were obtained based on local needs assessments conducted by different ministries on the situation of young children. For example, in Angola, the Ministry of Education conducted an ECD assessment that determined the need for the kits to enrich the
learning materials available in ECD centres. In other cases, UNICEF took the lead on obtaining the kits as part of an emergency preparedness planning process, and then promoted its use with different ministries or local partners.

Adapting the ECD Kit Resources – The ECD kits are pre-packaged with several resource guides in English, French and Arabic to help programme managers design and implement an intervention or activities with the materials. Among these guides, the ECD Kit Activity Guide was used most frequently among Country Offices, followed by the ECD Kit Facilitator’s Guide and the ECD Kit Coordinator’s Guide. Several Country Offices found it useful to translate the ECD Kit Activity Guide into the local language because this resource is used frequently to train local facilitators.

Monitoring Progress – The ECD Kit Coordinator’s Guide recommends that those managing an ECD kit intervention monitor progress on the following variables: the locations where the kits are deployed, the number of kits ordered vs. the number received, the programme hours of operation, the number of young children benefitting from the materials, the number of teachers trained and supervision and follow-up visits. 60 percent of the countries surveyed (34 out of 57) reported they monitor progress on these outputs, although the assessment was not able to confirm the validity of this information. A lack of capacity, funding, or the low priority of ECD within the country were the primary factors associated with no monitoring.

In most cases where monitoring has occurred, it was not conducted by UNICEF, but by partners managing the ECD settings where the kit was deployed. In general, monitoring occurs through light-touch methods such as observations, check lists and informal interviews using tools developed by local partners. UNICEF then requests periodic updates on these monitoring activities to evaluate what has transpired. In a few cases UNICEF staff have also directly observed settings where the ECD kit was used to cross-check the validity of partner monitoring data. Similarly, for this assessment exercise, UNICEF staff confirmed the requested monitoring data with partners before submitting their survey responses.

Training: Building Adult Capacities to Play

75 percent of the countries surveyed (43 out of 57) reported that capacity building in the use of the ECD kit contents had taken place. Factors associated with no capacity development on the ECD kit included: a trained ECD workforce was already in place with the skills to use the materials, the time and logistics of the emergency response did not permit training to take place, and the ECD kit guidebooks were sufficient in preparing local facilitators.

Learning how to replicate the ECD kit resources using local materials – UNICEF Côte d’Ivoire Country Office

The capacity development approach selected by a Country Office was based largely upon the targeted needs of potential facilitators and the programming context. In emergency contexts where training did occur, the process often included a one-time workshop to orient volunteers on the kit contents and use for young children. In peacebuilding and development contexts, training on the use of the ECD kit was generally integrated into a larger capacity development process for a parenting or teacher training programme, rather than as a one-off workshop on the kit materials. A cascade or train-the-trainer model is the most common approach or goal of the capacity development activities. This reportedly ensures the sustainability of follow up mentoring or on-site refresher trainings on the kit. Some innovations in training were also reported by Country Offices. In Rwanda, interactive tools are integrated into
the ECD kit training process within preschools and home-based ECD centres to support caregivers in using the kit materials through prompting with hand-held tablets. In Kyrgyzstan and Egypt, videos have been prepared to support training on the use of the ECD kit resources.

**Stakeholder Groups Engaged in Managing and Facilitating the ECD Kit**

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Data Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>National ECD leadership</td>
<td>12</td>
</tr>
<tr>
<td>Community members</td>
<td>21</td>
</tr>
<tr>
<td>Child protection specialists</td>
<td>6</td>
</tr>
<tr>
<td>Social workers</td>
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</tr>
<tr>
<td>Nutrition counsellors</td>
<td>6</td>
</tr>
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<td>Community health workers</td>
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</tr>
<tr>
<td>Teachers in formal school settings</td>
<td>32</td>
</tr>
<tr>
<td>Managers of ECD programmes</td>
<td>19</td>
</tr>
<tr>
<td>Animators/facilitators in ECD centres</td>
<td>36</td>
</tr>
</tbody>
</table>

*Data is based upon 57 Country Offices (CO) with completed surveys or interviews on their use of the ECD kits*

**Potential Short-Term Outcomes for Adult Facilitators**

The primary outcome of the capacity building activities is a cadre of adults with the skills and knowledge to facilitate the use of the ECD kit resources. A majority of the reported training activities occurred with ECD workforce stakeholder groups, thereby contributing to the sustainability of ECD kit interventions and activities. The number of training participants has varied from a handful of volunteers to hundreds of ECD practitioners based upon the kit objectives and the number of kits planned for distribution within different ECD settings. Because training has occurred within a broader ECD programme, the focus has been on modeling activities that promote a holistic understanding of young children’s learning, development and resilience.

According to respondents, trainings have included discussions on the importance of play in children’s learning and development, or a play-based approach to instruction through group games. A general orientation on child development concepts is often provided, as well as demonstrations on how the materials in the ECD kit support children’s development for different age groups. Training often includes guidance on how to use specific materials within the kit, and how to adapt or enrich the kit contents using local materials. For example, in Nigeria training was conducted to expose participants to creative methods for producing play materials using locally sourced resources within the child’s immediate environment. Training and mentoring is also reportedly required to safely and equitably manage and maintain the materials within a given setting. This can include learning where and how to store the materials, how to keep the materials clean, and how to re-order or obtain materials that require replacement (such as soap or crayons).
Practice: Adult Use of the ECD Kits with Children

Children’s exposure to the ECD kit materials should ideally occur within a structured and safe setting with trained adult facilitators. A majority of Country Offices reported the ECD kit was used within preschools, community ECD centres and child friendly spaces. The ECD kit materials were used less frequently in primary schools, nutrition and feeding centres, baby clinics or medical facilities, and in home-based care centres. This finding is largely a result of the UNICEF sectors engaged in ECD kit activities, namely the Education and Child Protection Sections. Country Offices reported the ECD kit was used most frequently with children ages 4-6, followed by children ages 3 and under. Parents or caregivers were considered both beneficiaries and facilitators of the ECD kit intervention activities.

**Setting of ECD Kit Usage with Adults and Children**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>Preschools</td>
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<td>Home based care centres</td>
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<tr>
<td>Community ECD centres</td>
<td>37</td>
</tr>
<tr>
<td>Baby clinics/medical facilities</td>
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</tr>
<tr>
<td>Nutrition/Feeding Centers</td>
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<td>Child friendly spaces</td>
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**Reported ECD Kit Beneficiaries**

<table>
<thead>
<tr>
<th>Beneficiary</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Caregivers</td>
<td>20</td>
</tr>
<tr>
<td>Children ages 4-6</td>
<td>57</td>
</tr>
<tr>
<td>Children ages 3 and under</td>
<td>43</td>
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</table>

Data is based upon 57 Country Offices (CO) with completed surveys or interviews on their use of the ECD kits

Example of an ECD kit training within a child friendly space in Vanuatu after Hurricane Pam destroyed most of the ECD centres in the region - UNICEF Vanuatu Country Office

Example of a preschool classroom in Liberia where the ECD kit was used by teachers with children as part of their everyday learning activities – UNICEF Liberia Country Office

The manner in which children’s play with the ECD kit materials occurs and the extent to which adult facilitators guide play activities to support meaningful child outcomes has not been validated through field research. However, an initial conceptualization of play approaches were developed by the evaluator for this theory of change to better articulate
the range of behaviours discussed by respondents. These play approaches are not mutually exclusive, but rather describe the intention behind adult-child interactions with the kit materials. Other play experiences are possible; this typology should be viewed as a starting point for exploring the range of interactions that can occur with the kit materials, especially among different age groups.

- **Free Play** – Ideally children have opportunities for free play in each setting, or play that has minimal influence from adults in terms of what children decide to do with the materials. Free play does not mean that adult play facilitators ignore children when they play; they simply take a more passive role in the process. However, if children are observed doing something that is unsafe or problematic, play facilitators are expected to step in and guide the children towards more appropriate behaviours. Some respondents mentioned that free play is more prominent in emergency settings given the lack of time for adult training.

- **Guided Play** - Guided play is a form a play that has the intention of empowering children to express their feelings and emotions in order to help build their empathy, self-esteem and confidence. It requires facilitators to develop approaches for play that enable children’s communication and interpersonal skills to develop and flourish. Guided play also has the potential to help children develop inclusive relationships if facilitated properly by adults. Guided forms of play were considered important with Country Offices operating in both emergency and peacebuilding contexts.

- **Teaching through Play** - Teaching through play is a structured approach to instruction that encourages interactive and participatory approaches to learning. Through lesson plans that integrate play materials, teachers can help guide children’s creativity, problem-solving, storytelling and life skills. Play can help children concentrate more on their academic tasks and encourages them to be more attentive in classroom activities. Respondents emphasized teaching through play as an effective method to promote school readiness in young children in development contexts.

It is not clear if free play yields better outcomes for children than more guided play activities, or if all forms of play should be encouraged because of their interactive value. Another important variable to consider in future evaluations is the influence of play frequency on child outcomes, as there currently is little information regarding the level of exposure (or dosage) required to observe positive changes in children’s behaviours.

**Potential Mid- and Long-term Outcomes for Children and Adults**

The reported benefits or unique contributions of the ECD kit materials are not well documented or properly evaluated. Only **11 percent** of the countries (6 out of 57) surveyed reported an evaluation associated with the ECD kit had occurred within the last five years. For this reason, it was difficult for some respondents to articulate the unique contributions of the ECD kit within existing programmes or strategies. Nonetheless, this assessment examined the potential benefits to children, parents, teachers, community members and national governments to begin identifying the anticipated mid- and long-term outcomes important for future evaluations on ECD kit interventions and activities. These results from the assessment represent potential outcomes based upon anecdotal evidence and require validation through a ‘proof of concept’ impact evaluation.

**Improved Local and National ECD Workforce** – The main contribution of the ECD kit within UNICEF programming reported at the local and national level was an increased capacity of adults to play with children in meaningful and age appropriate ways to support their holistic development. These skills supported government sectors to respond to young children in emergencies and to translate these experiences into development contexts. In addition, advocacy
with the ECD kits helped governments recognize the need for ECD programming – in whatever context – and how to conduct a situation analysis to inform their investments in ECD resources for play and learning.

**Safe and Stimulating Environments** - Many Country Offices indicated their ECD centres, refugee camps and programmes are under-resourced, and thus, the ECD kit increased children’s access to age appropriate materials that support their early learning and development. The materials also helped to transform ECD centres and refugee camps into child friendly environments and created a safe space for children to participate in meaningful activities. The ECD kit materials used in refugee camps helped to re-establish a daily routine and a return to normalcy for children to feel safe and secure. Several Country Offices reported parents attended ECD centres and programmes more frequently as a result of their exposure to the ECD kit, which in turn also improved their access to health, nutrition and social services. Community members have also benefited from exposure to the ECD kit materials by increasing their awareness of the importance of early childhood development, and encouraging them to mobilize other families who would benefit from these services.

**Inclusive/Supportive Relationships** - If the materials were used properly by adult facilitators, children reportedly learned how to share and play together in groups, and improved their social interaction and communication skills with other children. One respondent stated that children with disabilities were able to use the materials, such as the puppets, which promoted their inclusion in learning and play activities with other children. This helped to build tolerance among children of different abilities. However, it is not clear how other forms of marginalization might affect child-to-child relationships, such as the experience of girls and boys in using the toys, children’s ethnicity/cultural background and their familiarity with the toys, or family income and access to ECD services where the toys are made available.

Parents who volunteered in ECD centres and received proper support and training for their engagement with the materials reportedly developed the skills necessary to adapt the kit to their cultural context using local materials. Country Offices reported the ECD kit activities promoted positive parent-child interactions that were supportive of children’s development, well-being and learning. Respondents reported observing parents play and read more frequently with their children during programme sessions as a result of their exposure to the kit materials. Country Offices reported that when teachers and other facilitators in ECD settings were properly trained to use the kit materials, they observed more positive relationships among children, and among children and adults. For example, teachers gained the skills to promote sharing and ownership in group learning through the use of the materials. In Kyrgyzstan, teachers reportedly learned how to consider the child at the center of their instructional activities. Thus, teachers can potentially benefit from the ECD kit by increasing their capacity to play with children in a way that supports more participatory and inclusive forms of learning.

**Children’s Psychosocial Well-Being** – ECD kit materials helped to fill a gap in promoting the psychosocial well-being of children, with 18 percent of the countries surveyed (18 out of 57) engaged in programming in this developmental domain. Country Offices reported that children who are exposed to the ECD kit were happier, less verbally and physically aggressive during programme sessions, and they cooperated more with their peers because of an increased trust in people. This in turn improved their sense of security and fostered positive attitudes among children, and sometimes among parents of different ethnic backgrounds. Improved access to play therefore has the potential to mitigate the psychosocial impact of natural disasters or protracted conflict. Play with the ECD kit reportedly contributed to healing among traumatized children, as they tried to relate their experiences verbally through drawing, drama and playing with the toys.

**Children’s Early Learning and Development** – Country Offices reported that children’s creativity and learning increased through their experimentation with the kit materials. They became more interested in touching and manipulating materials in the kit, improved their hand and eye coordination, and developed their fine and gross motor
skills. Older children also developed pre-literacy and pre-numeracy skills, and were able to identify shapes and colors that promoted their language development. Teachers and other facilitators in ECD settings gained skills in child-centered, play-based approaches to instruction, and improved their understanding of the importance of play for children’s learning and development. For example, they increased their capacity to organize and facilitate purposeful and meaningful activities for children, and how to stimulate them through play. Country Offices also reported an improvement in instructional planning of inclusive and developmentally appropriate activities by teachers and facilitators.

**What are the reported challenges in using the ECD kit?**

**Teacher/Facilitator Capacity** – The effective use of the ECD kit depends in part on the capacity of teachers and facilitators to promote their proper use. When animators were properly trained they understood how to use the materials with large groups of children. When they were not properly trained, some animators assumed that each child should have one toy to play with, therefore creating difficulties in promoting group learning and collaboration in children’s use of the materials. Several respondents also mentioned teachers do not know how to balance playing with the materials and other instructional activities they should be addressing.

**Demand and Space for Materials** – Several respondents stated that UNICEF and its partners were not able meet the demand for the materials because there are an insufficient number of ECD centres where the kits can been deployed. In addition, some of the settings were not child-friendly, and the amount of space was not conducive to their use with large groups of children. For example, many preschools did not have the appropriate infrastructure or classrooms for children to use the materials indoors. Because of the high cost and demand for the kits in some contexts, many children were also left behind in the host communities where IDP camps are located, causing dissatisfaction among parents and teachers.

**Durability and Use of the Materials** – Some of the toys were easily damaged in ECD settings such as IDP camps and tents because of heavy rains or other weather related issues. Because some of the materials require replenishment, several respondents also noted an unintended consequence of teachers locking up the materials out of fear of wear and tear. For example, in Guinea the preschool classrooms are overcrowded and teachers often have difficulty organizing play corners for children to use the materials. In other words, an important assumption to test in a future evaluation is whether or not the materials are actually being used by teachers and facilitators, especially in contexts where play materials are difficult to procure.

**Deployment Logistics** – Several Country Offices reported that it is very costly to ship the box from Copenhagen. The local transport of the ECD kits were also found to be logistically challenging and costly, especially in an emergency context in which access to ECD centres was limited. For example, in Papua New Guinea the materials had to be transported by ship to different distribution centres within the country first given the rugged mountainous terrain, and then transported inland to small towns and schools. For this reason, some countries reported stockpiling kits in pre-positioned locations to facilitate their deployment in the event of an emergency.

**What are the best practices in using the ECD kit?**

The local adaptation of the materials by parents, teachers and other facilitators to better reflect their cultural context using existing resources was found to be an essential best practice. The process of making local games and toys was associated with an improved understanding of play in children’s development. It was also found to be empowering for parents and other facilitators to create their own toys and games. Those countries that have encouraged local adaptation of the kit tended to do so with non-durable, low-cost or recycled materials. For example, caregivers or teachers have made local puzzles out of cardboard, or used rocks, cork or recycled paper to create new storybooks or
games. In Burundi, the international NGOs managing the use of the kits were able to integrate more durable objects, such as small cars or objects like fruit that are available in the local environment. In Moldova, the World Bank and the Lego Foundation provided support to enrich the materials in the ECD Kit with Duplo blocks for children ages 3 and under, and with Legos for children ages 4 to 6. In Kyrgyzstan, ECD facilitators and parent volunteers on village health committees were trained in making homemade books out of felt for children ages 6 months to 2 years with a minimal amount of funding. In the State of Palestine, a non-profit organization for adults with disabilities was involved in the local adaptation of the kits. However, many Country Offices reported it was not possible to procure additional toys, either because they are not available or because of their cost. Several respondents also mentioned concerns about the quality and safety of locally made toys as a reason for not procuring additional durable items.
How can ECD kit interventions and activities be improved?

Recommendations from UNICEF Programme Specialists

Relevance of ECD kit Materials – Respondents mentioned that some of the kit materials were not relevant to the local context. In particular, they pointed to the story books and jigsaw puzzles that contain animals that are not found in the local environment, or the puppets that do not look like the children using the materials. One respondent also stated that some of the kit contents are not necessary if the materials are being used in a non-emergency context (such as soap and jerry cans). A recommendation was made to have one kit for emergencies, and one kit for non-humanitarian contexts to ensure a more tailored approach for specific situations.

‘Fit for Purpose’ Procurement Options – Respondents suggested that the ECD kit be made available regionally by the Supply Division to reduce costs of transport for the materials, especially in emergency contexts. Because the kits are pre-packaged with standard guidebooks, some respondents suggested a more flexible procurement option be made possible for environmental reasons. For example, a Country Office that orders the kits will receive guidebooks in three languages. Guidebooks in languages not relevant for the local context then go unused and create problems for recycling and storage of these materials. Another respondent stated that it was difficult and time consuming to translate the ECD kit guidebooks into the local language, because the digital files are in a non-editable format.

Resources for Children’s Unique Needs – Several respondents requested additional guidance on supporting children with disabilities through play with the ECD kit materials. Some respondents suggested there be two kits, one for children ages 0-3 and another for children ages 4-6 so that more materials for each age group can be included in the box. Other respondents noted that children up to 8 years of age have used the materials in their countries.

Guidance on Adapting the Kits – Given the local adaptation of the ECD kits is an essential best practice, several Country Offices suggested additional guidance be prepared on this topic. For example, what are the best ways to train parents
in creating local toys? What recycled materials can be used safely with children? Which local businesses or companies provide reliable and safe toys for children, and how can a UNICEF representative assess this?

**Recommendations from the Assessment**

**Evaluability** - To improve the evaluability of ECD kit interventions and activities in the future, it is important to collect systematic data at the country level on a common set of variables that can inform regional planning and global advocacy for ECD programming, especially in humanitarian contexts (see the proposed monitoring survey and global map in Annexes D and E). Given the limited amount of data on the ECD kit prior to this assessment, it is recommended that the content, assumptions and causal links in the theory of change be further refined, tested and validated through additional evaluation activities. In future evaluation activities it will be important to distinguish the financial investment made by national governments in the procurement of the ECD kits to better articulate their investment in early childhood.

**Evaluation of Capacity Development Approaches** – Given it is not well known which capacity development approaches and play behaviors are more effective in achieving outcomes for children and their caregivers with the ECD kits, it is recommended that an impact evaluation be considered to assess the relative benefits of the different training strategies. The theory of change and monitoring data collected for this stocktaking assessment is a useful starting point for such an evaluation. It may also be useful to consider the best approaches for a rapid training on the ECD kits in emergency contexts versus a more long-term training course that may be more appropriate in peacebuilding and development contexts.

**Reviewed Resources**


Consultative Group on Early Childhood Development, Macquarie University, and UNICEF. (no date). *The Use and Impact of ECD Kits Post-Earthquake Haiti 2010*.


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UNICEF. (no date). Early Childhood Development and Education Brief for Emergencies.


UNICEF. (no date). Early Childhood Development and Health Brief for Emergencies.

UNICEF. (no date). Early Childhood Development Kit: A Treasure Box of Activities – Coordinator’s Guide.


UNICEF. (no date). Early Childhood Development Kit: A Treasure Box of Activities – Activity Guide.

UNICEF. (no date). Early Childhood Development and Nutrition Brief for Emergencies.


### Annex A: ECD Kit Data Tables

#### Table 1. Total Number of ECD Kits Procured, by Region and Year

<table>
<thead>
<tr>
<th>Region</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Total # of Kits</th>
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<tr>
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<td>1,730</td>
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#### Table 2. Total Number of ECD Kits Procured, by Country, Region and Year

<table>
<thead>
<tr>
<th>Country</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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- 21 -
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| Total                   |           | 1,060| 1,110| 2,257| 1,634| 2,616| 3,160| 3,553| 15,390          |

**Annex B: Assessment Survey**

The [ECD Kit](#) was launched by UNICEF to support programming that addresses the critical needs of young children in emergencies. The kit consists of a box filled with early-learning, play, and psycho-social materials that address the developmental progress of children from birth to age six, as well as resource guides to support ECD managers in its implementation and use.

The purpose of this brief survey is to gather basic data on the use and effectiveness of the kit where it has been deployed. A brief follow-up conversation with respondents may be requested to elaborate upon specific survey items. Answers to this survey will inform a global stock-taking report on the ECD kit and will be made available to all survey respondents. Please contact Pamela Wridt, ECD Evaluation Specialist for any questions or comments at pwridt@unicef.org.

1. Country:
2. Individual reporting on the ECD Kit

Name:
Title:
Email:

3. How many ECD Kits were procured by your CO between 2009 and 2015?
   2009
   2010
   2011
   2012
   2013
   2014
   2015

4. In what context was the ECD kit procured?
   - DEVELOPMENT - As an outcome of a strategic planning process for an ECD programme
   - PRE-POSITIONING - As part of an emergency preparedness plan for the CO
   - EMERGENCY RESPONSE - It was obtained after a specific emergency or crisis event
   - ADVOCACY - As demonstration to potential donors
   - Other: supplies to go to Palestinian refugee camps, Iraq influx, Syran influx

5. Which sectors within UNICEF procured the ECD kit? (Mark all that apply)
   - ECD
   - Education
   - Child Protection
   - WASH
   - Nutrition
   - Health
   - HIV and AIDS
   - Other:

6. In which types of settings has the ECD kit been used? (Mark all that apply) What percentage (%) of kits were deployed to each of these settings? (Please provide an estimated %)
   - Child friendly spaces:
   - Nutrition/feeding centres:
   - Baby clinics and/or medical facilities:
   - Community ECD centres/spaces:
   - Home based care centres:
   - Preschools:
   - Primary schools:
   - Other:

7. Which international agencies or organizations have partnered with UNICEF in distributing and/or developing programmes around the use of the ECD kit?
8. Which **national and sub-national** stakeholders/organizations have partnered with UNICEF in distributing and/or developing programmes around the use of the ECD kit?

9. In what ways is the ECD kit being used by UNICEF or its partners? (Mark all that apply)

- Children’s school readiness
- Positive/responsive caregiving
- Teacher training in play-based instructional approaches
- National ECD capacity development
- ECD advocacy and communication
- Other:

10. Which groups are the intended implementers of the ECD kit? (Mark all that apply)

- Animators/facilitators in ECD centres
- Managers of ECD programmes
- Teachers in formal school settings
- Community health workers
- Nutrition counsellors
- Social workers
- Child protection specialists
- Community members
- National ECD leadership
- Other:

11. Which groups are the intended beneficiaries of the ECD kit? (Mark all that apply)

- Children 3 years and under
- Children ages 4-6 years
- Parents/caregivers
- Other:

12. Is/was training/capacity development provided for adult facilitators on the specific uses of the ECD kit and its contents?

- Yes
- No
- I don’t know

→ 12a. If yes:

- Why was the training needed?
- What was the focus of the training?
- Who conducted the training (individual name or organization)?
- Who participated in the training?
- What did participants learn from the training?

→ 12b. If no:

- Why was no training provided (e.g., lack of resources, not relevant because ECD practitioners already have skills to use the kit, etc.)?
13. Which of the following guidebooks/resources are/were consulted to guide implementation of the ECD kit? (Mark all that apply)

- Early Childhood Development Kit – Activity Guide
- Early Childhood Development Kit – Facilitator’s Guide
- Early Childhood Development Kit – Coordinator’s Guide
- Early Childhood Development in Emergencies - Integrated Programme Guide
- UNICEF Education Kit Handbook: ECD Kit Guidance
- Other:

14. In what ways has the ECD kit been adapted for the local context (such as adding durable toys, caregiver made toys, translation of ECD kit guidebooks, etc.)?

15. Does UNICEF or its partners currently monitor evaluate the use and outcomes of the ECD kit?

- Yes
- No
- I don’t know

16. Has an evaluation of the ECD kit taken place in the last 5 years?

- Yes
- No
- I don’t know

17. In what ways do the following stakeholders benefit from exposure to the ECD kit?

- Children ages 0-3:
- Children ages 4-6:
- Parents/caregivers:
- Animators/facilitators in ECD programmes:
- Teachers in formal school settings:
- Community members:
- Government officials:
- Other beneficiaries:

18. In what ways can the ECD kit be strengthened or improved?

19. Please add any other comments that may be relevant
Annex C: ECD Kit Global Theory of Change

**Goal:** Enrich young children’s early learning and development and psychosocial well-being in emergency, peacebuilding and development contexts through increased access to ECD play materials and educational resources that foster inclusive and supportive relationships and promote safe and stimulating environments.

<table>
<thead>
<tr>
<th>Safe and Stimulating Environments</th>
<th>Inclusive / Supportive Relationships</th>
<th>Children’s Psychosocial Well-being</th>
<th>Children’s Early Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased access to child/family services</td>
<td>Attentive and caring relationships (child-child, adult/parent-child)</td>
<td>Increased confidence and self-esteem</td>
<td>Improved early learning skills (e.g., pre-literacy (shapes, colors), pre-numeracy (counting))</td>
</tr>
<tr>
<td>Increased child/caregiver participation in ECD programmes</td>
<td>Learn how to share, collaborate and play together in groups</td>
<td>Improved sense of security; positive attitudes</td>
<td>Improved creativity, curiosity and self-expression</td>
</tr>
<tr>
<td>Opportunities for routine stimulation, play and learning activities</td>
<td>Increased opportunity for children to interact/play with their peers</td>
<td>Increased trust in other people</td>
<td>Improved fine and gross motor skills</td>
</tr>
<tr>
<td>Increased access to play and learning materials</td>
<td>Increased caregiver participation in children’s play and learning activities</td>
<td>Reduced stress levels and verbal/physical aggression</td>
<td>Increased attention in learning activities</td>
</tr>
</tbody>
</table>

**Increased capacity of adults to play with children - Improved local and national ECD workforce**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Adult Use of the ECD Kits with Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained ECD Kit Facilitators (caregivers, teachers, animators, health care workers, social workers, child psychologists)</td>
<td></td>
</tr>
<tr>
<td><strong>Skills to facilitate the safe and equitable use of the materials within the setting</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Understand importance of play in child development</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ability to apply strategies with children from different backgrounds</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Increased knowledge of children’s development according to their age, gender, abilities, etc.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Increased awareness of activities and strategies to support child well-being</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Increased interest in using child-centered, play-based instructional approaches</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Building Adult Capacities to Play – Common Training Areas**

| Orientation to the kit contents and how to manage the materials | Basic training in early childhood development concepts and skills | How to use the kits to build resilience in children and their caregivers | How to use the kit materials for teaching and learning through play |

**ECD Kit Deployment by UNICEF and Partners (National Ministries, NGOs, Civil Society Organizations)**

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify target groups, settings and programmes for ECD kit distribution and use</td>
</tr>
<tr>
<td>Deliver ECD Kits to selected sites</td>
</tr>
<tr>
<td>Translate ECD Kit training materials into local language (if applicable)</td>
</tr>
<tr>
<td>Develop system for monitoring ECD kit uses in participating programmes</td>
</tr>
</tbody>
</table>

| Conduct ECD situation analysis | Procurement and transport of ECD kits | Adapt ECD kit resources | Monitor progress |

**Integration with Education – Child Protection – ECD – Health/Nutrition Programmes**

**Emergencies**
- Emergency response for ECD
- Pre-positioning of ECD kits
- Rapid deployment to impacted regions and ECD settings
- Create safe spaces for children
- Limited training on ECD kits

**Peacebuilding**
- Long-term ECD strategy is required for children’s protection
- Transitioning/fragile status of ECD system sustains need for kits
- Build resilience in children and their caregivers with kits

**Development**
- ECD national workforce capacity development with kits
- National ECD advocacy with kits
- Access to quality early learning settings and programs through provision of ECD kits
Annex D: ECD Kit Global Monitoring Map Information

Early Childhood Development Kit Use Cases 2009-2015
Global Monitoring Map Information  |  User Guide to the Interactive Data

Map Objectives

1) Monitor ECD kit distribution, uses and outcomes over time at the global level
2) Explore the benefits of the ECD kit in different programming contexts
3) Support UNICEF exchanges on lessons learned and best practices on the uses of ECD kits
4) Advocate for the importance of play-based activities to be integrated into national ECD programming with governments or other relevant partners
5) Share the ECD kit use cases with project managers or facilitators for training purposes
6) Facilitate reporting to donors and partners

Map Access

Currently the map is planned for use internally within UNICEF. For this reason, the map is available to view and explore by anyone that has the direct link. This link will be made available on the relevant ECD Section pages within Icon. The map is developed in the ‘My Maps’ platform supported by Google. A free Gmail account is required to access the interactive data and to edit the map contents. No email account is required to view each use case; simply click on the country of interest and explore the contents.

Map Data Types

The data represented on the global ECD kit map is derived from the Supply Division, and surveys or interviews with UNICEF Country Office focal points as part of a global assessment conducted by the Evaluation Office and ECD Section.

Location
All the ECD kit interactive data is location-based according to the country that procured the kits from 2009-2015

Nominal
Some variables on the map reflect a ‘yes’ or ‘no’ response category (nominal variables) and can be viewed using different colored map markers

Ordinal
Some variables on the map reflect the number of ECD kits procured (ordinal variables) and can be viewed using similar colored map markers with darker colors representing greater number of kits and lighter colors reflecting fewer kits

Text
Some of the responses on the map are text-based and are best viewed by reading country ECD kit use cases

ECD Kit Interactive Data and Map Legend

When initially clicking on the map link, the default data view is the “total # of ECD kits” procured from 2009-2015. Other data listed in the table below can be viewed only after logging in with a free Gmail account (see technical information).

<table>
<thead>
<tr>
<th>Style by data column</th>
<th>Description</th>
<th>Response Categories</th>
<th>Data Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Name and location of countries that procured ECD kits</td>
<td>NA</td>
<td>Location</td>
</tr>
<tr>
<td>Style by data column:</td>
<td>Description</td>
<td>Response Categories</td>
<td>Data Type</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>---------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Region</td>
<td>UNICEF regional classification of the country</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>ECD Focal Point(s)</td>
<td>Individual(s) that completed the stocktaking survey</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Email</td>
<td>Email addresses of ECD focal points</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>ECD Kit Resources</td>
<td>List of local resources used to implement the ECD kit, with links to view or download files if available</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>ECD Kit Objectives</td>
<td>The overall objectives of the ECD kit, as described by focal points during interviews or on the stocktaking survey</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Emergency Response</td>
<td>The ECD kit was procured for either/or both reasons: 1) As part of an emergency preparedness plan for the CO; 2) It was obtained after a specific emergency or crisis event</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Peacebuilding</td>
<td>The ECD kit was procured to support peacebuilding programming</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Development</td>
<td>The ECD kit was procured for any of the following reasons: 1) As an outcome of a strategic planning process for an ECD programme; 2) As demonstration to potential donors; 3) As national advocacy for ECD</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>ECD Procurement</td>
<td>The ECD kits were procured by the ECD Section in the Country Office</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Education Procurement</td>
<td>The ECD kits were procured by the Education Section in the Country Office</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Protection Procurement</td>
<td>The ECD kits were procured by the Protection Section in the Country Office</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Nutrition Procurement</td>
<td>The ECD kits were procured by the Nutrition Section in the Country Office</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td># of Kits 2009</td>
<td>The total number of ECD kits procured by the Country Office in 2009</td>
<td>Total number</td>
<td>Ordinal</td>
</tr>
<tr>
<td># of Kits 2010</td>
<td>The total number of ECD kits procured by the Country Office in 2010</td>
<td>Total number</td>
<td>Ordinal</td>
</tr>
<tr>
<td># of Kits 2011</td>
<td>The total number of ECD kits procured by the Country Office in 2011</td>
<td>Total number</td>
<td>Ordinal</td>
</tr>
<tr>
<td># of Kits 2012</td>
<td>The total number of ECD kits procured by the Country Office in 2012</td>
<td>Total number</td>
<td>Ordinal</td>
</tr>
<tr>
<td># of Kits 2013</td>
<td>The total number of ECD kits procured by the Country Office in 2013</td>
<td>Total number</td>
<td>Ordinal</td>
</tr>
<tr>
<td># of Kits 2014</td>
<td>The total number of ECD kits procured by the Country Office in 2014</td>
<td>Total number</td>
<td>Ordinal</td>
</tr>
<tr>
<td># of Kits 2015</td>
<td>The total number of ECD kits procured by the Country Office in 2015</td>
<td>Total number</td>
<td>Ordinal</td>
</tr>
<tr>
<td>Total # of Kits</td>
<td>The overall total number of ECD kits procured by the Country Office from 2009-2015</td>
<td>Total number</td>
<td>Ordinal</td>
</tr>
<tr>
<td>Partners</td>
<td>International, national and local partners involved in the kit use</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>School Readiness</td>
<td>Country Offices that indicated they are using the ECD kits to support children’s school readiness</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Positive Parenting</td>
<td>Country Offices that indicated they are using the ECD kits to support positive/responsive caregiving</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Psychosocial Support</td>
<td>Country Offices that indicated they are using the ECD kits to support children’s psychosocial development</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Teacher Training</td>
<td>Country Offices that indicated they are using the ECD kits to support teacher training in play-based instructional approaches</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>National ECD Capacity</td>
<td>Country Offices that indicated they are using the ECD kits to support national ECD capacity development</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>ECD Advocacy</td>
<td>Country Offices that indicated they are using the ECD kits to support ECD advocacy and communication</td>
<td>Yes, No, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>ECD Kit Settings</td>
<td>The type of settings in which the ECD kits are used, such as preschools, community based ECD centres, child friendly spaces, etc.</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Style by data column:</td>
<td>Description</td>
<td>Response Categories</td>
<td>Data Type</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>--------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Facilitators/Managers</td>
<td>The intended implementers of the ECD kits, such as NGO staff members, community volunteers, parents, teachers, ECD managers, etc.</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Beneficiaries</td>
<td>The intended beneficiaries of the ECD kits, including children ages 0-3 and 4-6, as well as caregivers</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Is training provided?</td>
<td>Whether or not training is provided on the use of the ECD kit</td>
<td>Yes, No, I don’t know, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Training Description</td>
<td>A description of: 1) why the training was conducted; 2) the focus of the training; 3) the individual or organization leading the training; 4) the training participants; 5) the lessons learned from the training</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Local Adaptations</td>
<td>A description of how the ECD kit was adapted for the local context</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Does monitoring occur?</td>
<td>Whether or not monitoring of the ECD kit occurs</td>
<td>Yes, No, I don’t know, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Does evaluation occur?</td>
<td>Whether or not an evaluation of the ECD kits took place in the last five years</td>
<td>Yes, No, I don’t know, No value (no data)</td>
<td>Nominal</td>
</tr>
<tr>
<td>Benefits to children</td>
<td>Reported benefits to children that use the ECD kit materials</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Benefits to parents</td>
<td>Reported benefits to parents that use the ECD kit materials</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Benefits to facilitators</td>
<td>Reported benefits to facilitators that use the ECD kit materials</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Benefits to teachers</td>
<td>Reported benefits to teachers that use the ECD kit materials</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Benefits to community</td>
<td>Reported benefits to the communities that are exposed to the ECD kit materials</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Benefits to government</td>
<td>Reported benefits to government ministries or departments that use the ECD kit materials</td>
<td>NA</td>
<td>Text</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Recommendations to improve the ECD kit; lessons learned or challenges from practice; best practices</td>
<td>NA</td>
<td>Text</td>
</tr>
</tbody>
</table>

**Country ECD Kit Use Cases**

ECD kit use cases provide all of the interactive data for a specific country. Some ECD kit use cases contain more data than others, such as photographs or links to training materials. To access this information, click on the map marker for a specific country of interest. Scroll through the data using the map legend as a guide. If photographs are provided, scroll to the bottom of the data and click on the photographs to view a slideshow.
Exploring the ECD Kit Interactive Data

1. Open the map from the provided link
2. Sign into your Gmail account
3. Click on the ‘edit’ button under the map title
4. Click on the ‘styled by...’ hyperlink in the map legend
5. Select the variable of interest under ‘group places by...’
6. The map will change to display this information
Editors: We recommend that ECD Regional Office Focal Points be the editors of the map to credibly manage the information and to provide adequate, timely communication of the trends.

Timing: We recommend systematically updating the map every two years for global monitoring purposes.

Google Access: To facilitate the management of additional resources provided by CO (such as photographs, reports, workshop materials) a global Gmail account was established for the UNICEF ECD Section. Account access will be shared with Regional Office ECD Focal Points only. All countries with resources should have their own folder with these files to facilitate easy uploading of photographs and documents to the map.

Steps to Editing the Map

1. Open the map from the provided link
2. Sign into your Gmail account

OPTION A:

1. Click on the map marker for the country being updated
2. Click on the ‘edit’ icon, which looks like a pencil
3. Double click your cursor in the field that is being updated
4. Type/copy/paste the relevant information
5. To add a photograph or video, click on the ‘camera’ icon
6. Follow the prompts to copy and paste the photograph or video URL (only online photographs or videos are permitted, such as Youtube videos)
7. If adding a photograph, watch this brief video on how to ensure the image sizes are recognized by Google using a free online converter
8. Click on ‘save’

OPTION B:

1. Click on the ‘layer options’ from the map legend
2. Select ‘open data table’
3. Locate and scroll to the country of interest
4. Click on the cell in the data table that requires updating
5. Type/copy/paste the relevant information
6. The information is saved automatically
7. Close the data table window by selecting the ‘x’ in the upper right hand corner of the pop up window
Annex E: Proposed ECD Kit Monitoring Survey

UNICEF launched the ECD Kit in 2009 to support programming that addresses the critical needs of young children in emergencies. The kit consists of a box filled with early-learning, play, and psycho-social materials that address the developmental progress of children from birth to age six, as well as resource guides to support ECD managers in its implementation and use. The purpose of this brief survey is to update monitoring data on the use and effectiveness of the kit where it has been deployed on a global level. This information will be used to update the ECD kit uses cases on an annual or bi-annual basis (yet to be determined).

1. Country:

2. Individual reporting on the ECD Kit
   - Name:
   - Title:
   - Email:

3. How many ECD Kits were procured by your Country Office?
   - Year:
     - Total Number of Kits from UNICEF Supply Division:
     - Total Number of Locally Developed or Procured Kits:

4. How many children benefited from the ECD kits this year?
   - Total number of children ages 0-3:
     - Girls ages 0-3:
     - Boys ages 0-3:
   - Total number of children ages 4-6:
     - Girls ages 4-6:
     - Boys ages 4-6:
   - Total number of parents/caregivers:
     - Mothers/women:
     - Fathers/men:

5. In what context was the ECD kit procured?
   - DEVELOPMENT - As an outcome of a strategic planning process for an ECD programme
   - PRE-POSITIONING - As part of an emergency preparedness plan for the CO
   - EMERGENCY RESPONSE - It was obtained after a specific emergency or crisis event
   - PEACEBUILDING – It was obtained to support ECD peacebuilding programming
   - ADVOCACY - As demonstration to potential donors or to influence national ECD systems
   - Other: supplies to go to Palestinian refugee camps, Iraq influx, Syran influx

6. Which sectors or specialists within UNICEF procured the ECD kit? (Mark all that apply)
   - ECD
   - Education
   - Child Protection
   - WASH
   - Nutrition
   - Health
7. In which types of settings has the ECD kit been used? (Mark all that apply)

- Child friendly spaces
- Nutrition/feeding centres
- Baby clinics and/or medical facilities
- Community ECD centres/spaces
- Home based care centres
- Preschools
- Primary schools
- Other

8. Which international agencies or organizations have partnered with UNICEF in distributing and/or developing programmes around the use of the ECD kit?

9. Which national and sub-national stakeholders/organizations have partnered with UNICEF in distributing and/or developing programmes around the use of the ECD kit?

10. In what ways is the ECD kit being used by UNICEF or its partners? (Mark all that apply)

- Psychosocial support
- Early stimulation
- Children’s school readiness
- Positive/responsive caregiving
- Teacher training in play-based instructional approaches
- National capacity development for ECD workforce
- ECD advocacy and communication
- Other:

11. Which groups are the intended implementers of the ECD kit? (Mark all that apply)

- Animators/facilitators in ECD centres
- Parents/caregivers
- Mothers
- Managers of ECD programmes
- Teachers in formal school settings
- Community health workers
- Nutrition counsellors
- Social workers
- Child protection specialists
- Community members
- National ECD leadership
- Other:

12. Which groups are the intended beneficiaries of the ECD kit? (Mark all that apply)

- Children 3 years and under
- Children ages 4-6 years
Children ages 7-8 years
Children ages 9+
Parents/caregivers
Other:

13. Is/was training/capacity development provided for adult facilitators on the specific uses of the ECD kit and its contents?

☐ Yes
☐ No
☐ I don’t know

a. 12a. If yes:
   • Why was the training needed?
   • What was the focus of the training?
   • Who conducted the training (individual name or organization)?
   • Who participated in the training?
   • What did participants learn from the training?

b. 12b. If no:
   • Why was no training provided (e.g., lack of resources, not relevant because ECD practitioners already have skills to use the kit, etc.)?

14. Which of the following guidebooks/resources are/were consulted to guide implementation of the ECD kit? (Mark all that apply)

☐ Early Childhood Development Kit – Activity Guide
☐ Early Childhood Development Kit – Facilitator’s Guide
☐ Early Childhood Development Kit – Coordinator’s Guide
☐ Early Childhood Development in Emergencies - Integrated Programme Guide
☐ UNICEF Education Kit Handbook: ECD Kit Guidance
☐ Other:

15. In what ways has the ECD kit been adapted for the local context (such as adding durable toys, caregiver made toys, translation of ECD kit guidebooks, etc.)?

16. Does UNICEF or its partners systematically monitor the use of the ECD kits (such as the number and type of beneficiaries, the number of kits deployed to specific settings, the number of trainings, etc.)?

☐ Yes
☐ No
☐ I don’t know

17. Has an evaluation of the ECD kit taken place in the last 5 years?

☐ Yes
☐ No
☐ I don’t know
18. In what ways do the following stakeholders benefit from exposure to the ECD kit? Please provide specific examples, such as “increased school attendance” or “changed parental attitudes towards play.”

Children ages 0-3:

Children ages 4-6:

Parents/caregivers:

Animators/facilitators in ECD programmes:

Teachers in formal school settings:

Community members:

Government officials:

Other beneficiaries:

19. In what ways can the ECD kit be strengthened or improved?

20. Please add any other comments that may be relevant
Endnotes

1 These countries include: Burundi, Chad, Cote d’Ivoire, Democratic Republic of Congo, Ethiopia, Liberia, Myanmar, Pakistan, Palestine, Sierra Leone, Somalia, South Sudan, Uganda and Yemen.

ii Evaluations include the piloting of the ECD Kit in five countries in 2006, Supply Division evaluations on the relevance and efficiency of the kit contents, and an evaluation of the use of the kit in Haiti after the 2010 earthquake.

iii The Mauritania Country Office provided a survey response after the data was analyzed for this report. The information from this country can be found on the global monitoring map.


v The total number of beneficiaries is based on the assumption that at least 50 children were exposed to each kit (50 times the total number of kits). However, this number is likely significantly higher given the likelihood that more than one group of children can use the kit within an ECD setting over the course of its lifespan. The estimated total investment in the ECD kit is based upon the cost of one kit ($223 USD) times the total number of kits.

vi Detailed data tables for ECD kit procurement by country and region are provided in Annex A.

vii While Ebola may have triggered ECD kit procurement in some countries, use of the materials were banned in the region because of the potential to transmit the epidemic through improper management and cleaning of the ECD kit supplies.