



Children
in Crossfire
GIVING CHILDREN THE CHANCE TO CHOOSE



Ethiopia Country Strategic Plan 2018-2021



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*Images sourced from Woranen Megnako village, Oromia Region,
Addis Hiwot Kindergarten Addis Ababa, St Luke's Hospital Wolisso.*



Introduction

I am delighted to present this Strategic Plan for Children in Crossfire's programme in Ethiopia for the period 2018-2021. The plan reflects Children in Crossfire's overall organisational strategy (2015-19) which aims to create "A compassionate world where every child can reach his or her potential".

We have had various projects in Ethiopia since 2004, supporting vulnerable communities in Addis Ababa, Wolisso and Gari. We have learned how to work in Ethiopia and have strong partnerships in place. Throughout the years, we have learned many valuable cultural and operational lessons that were invaluable to designing this strategic plan. We have consulted with local partners in target areas, and held community meetings with stakeholder groups to ensure their needs and aspirations are at the heart of this strategic plan.

This strategic plan represents a commitment within Children in Crossfire to respond to such needs and aspirations through establishing a comprehensive Early Childhood Development (ECD) programme. The scientific and economic evidence is clear that if children have positive early years experiences in terms of education, nutrition, health and protection, it will make a significant difference to their ability to grow, thrive and participate fully in life and work. As we move forward in the coming years, informed by previous learning in Ethiopia and other countries, we will focus in the area of early childhood education as a key priority in giving young children the opportunity to reach their potential.

We believe that a good education is fundamental to preparing children for the future. All children have the right to reach their potential and play a part in the development of their own society.



It is today's young Ethiopian children who will grow up to actively address the injustices of poverty in their own country.

We believe that where resources and real commitment are available, sustainable change is possible. As you read through this strategy, you will see how we intend to ensure that children in Ethiopia have the best possible chance to access and complete their education. Through our strategic approach, we are also fully committed to addressing any barriers to children attending school. We recognise that working in a development context is complex. People are faced with multi-dimensional needs and barriers which might hinder their capacity to fully engage in our programme. In order to ensure all target groups are in a position to participate, we will use proven methodologies to understand and attend to such barriers and needs. For Children in Crossfire, this approach is essential to the organisation's mission - 'to work with others to tackle the injustices of poverty affecting children'. Furthermore, it is essential for ensuring depth of strategic impact, in relation to tackling issues which will impede on the achievement of Children in Crossfire's overall strategic outcomes in relation to early childhood education.

Overall, through this strategic plan, we hope to positively contribute to addressing the injustices of poverty affecting children in Ethiopia.

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Richard Moore,
Founder and Chief Executive Officer

Organisational Vision, Mission and Values

Vision

A compassionate world where every child can reach his or her potential

Mission

To work with others to tackle the injustices of poverty affecting children

Specifically, in Ethiopia we work with others to ensure every Ethiopian child experiences a positive early childhood that gives them the best start to life

Values

COMPASSION

a core concern for the well-being of others leading to actions for a fairer world

PARTNERSHIP

working together to bring about sustainable change

ACCOUNTABILITY

Using our resources effectively and efficiently to build openness and trust with our supporters, partners and the communities where we work

EQUALITY

Where everyone is treated fairly and respected, and where rights are protected

Organisational Strategy Overview

Children in Crossfire's Organisational Strategic Plan 'Present for the Future 2015 - 2019 sets the organisations' direction in terms of the focus and ambitions of our work in relation to addressing poverty. The strategy is strongly informed by international evidence of the importance of investing in Early Childhood Development programmes as well as our own learning from 20 years of implementing child-orientated programmes in developing country contexts.

In Tanzania, Children in Crossfire has had a direct country programme since 2008, currently with 9 staff members. Over time we have established a comprehensive programme across 3 regions of the country. Nationally we are respected as a key stakeholder for issues relating to Early Childhood Development and Pre-Primary education.

In Ethiopia Children in Crossfire's programme will complement this with targeted interventions focused on supporting young children to reach their full potential.

A Strategic Approach to Change

For Children in Crossfire, sustainable **Change** can only be fully realised by adopting a **Programmatic approach** to our work. This means that our interventions are driven by national and international development initiatives, specifically aligned to the **Sustainable Development Goals (SDGs)**. We integrate our activities and drive collaboration between **vulnerable families, Communities, Civil Society and Government**, towards agreed needs at the **Micro, Meso and Macro level** of intervention. We engage with all stakeholders to tackle key issues that impact young children by working towards an overarching **Goal**.

Specifically, this strategy will see us respond to **SDG Goal No. 4** "to ensure inclusive and equitable quality education and promote life-long learning opportunities for all."

Within Goal 4, we will achieve results and lasting impact within **Target 4.2** "by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education".



The early years of life are crucial. When well nurtured and cared for in their earliest years, children are more likely to survive, to grow in a healthy way, to have less disease and fewer illnesses, and to fully develop thinking, language, emotional and social skills...and later in life, they have a greater chance of becoming creative and productive members of society.

UNICEF

Development of the Ethiopia Strategy

Children in Crossfire implement a structured approach to strategic planning that balances the needs of the country with our previous experience and is informed by current research and best practice in the area of Early Childhood Development.

Previous work in Ethiopia

Children in Crossfire has been supporting development projects in Ethiopia since 2004. This has involved responding to the needs of very vulnerable communities through provision of safe water, nutritional support and emergency food relief.

Since 2009, we have been supporting the 'Addis Hiwot' (New Life) project in Addis Ababa (2009 – 2017). This project supported the social reintegration of 60 vulnerable families who lived on a grave yard slum in Addis. The families moved into social housing and were supported with education, nutrition and income generation.

Children in Crossfire also supported an extensive health and nutrition 'NOURISH' programme in Wolisso (2011-2016). This has provided lifesaving treatment for 2,500 severely malnourished children, reducing occurrences of severe malnutrition by 30% through improved awareness, referral systems and access to safe water.

As well as delivering the above projects, Children in Crossfire has also been evolving its focus more specifically towards Early Childhood Development and School Readiness. We have supported School Readiness in 54 schools in Addis Ababa, improving quality of 'O' Class provision for 10,000 children and providing nutritional support for 2,000 of the most vulnerable children in those schools.

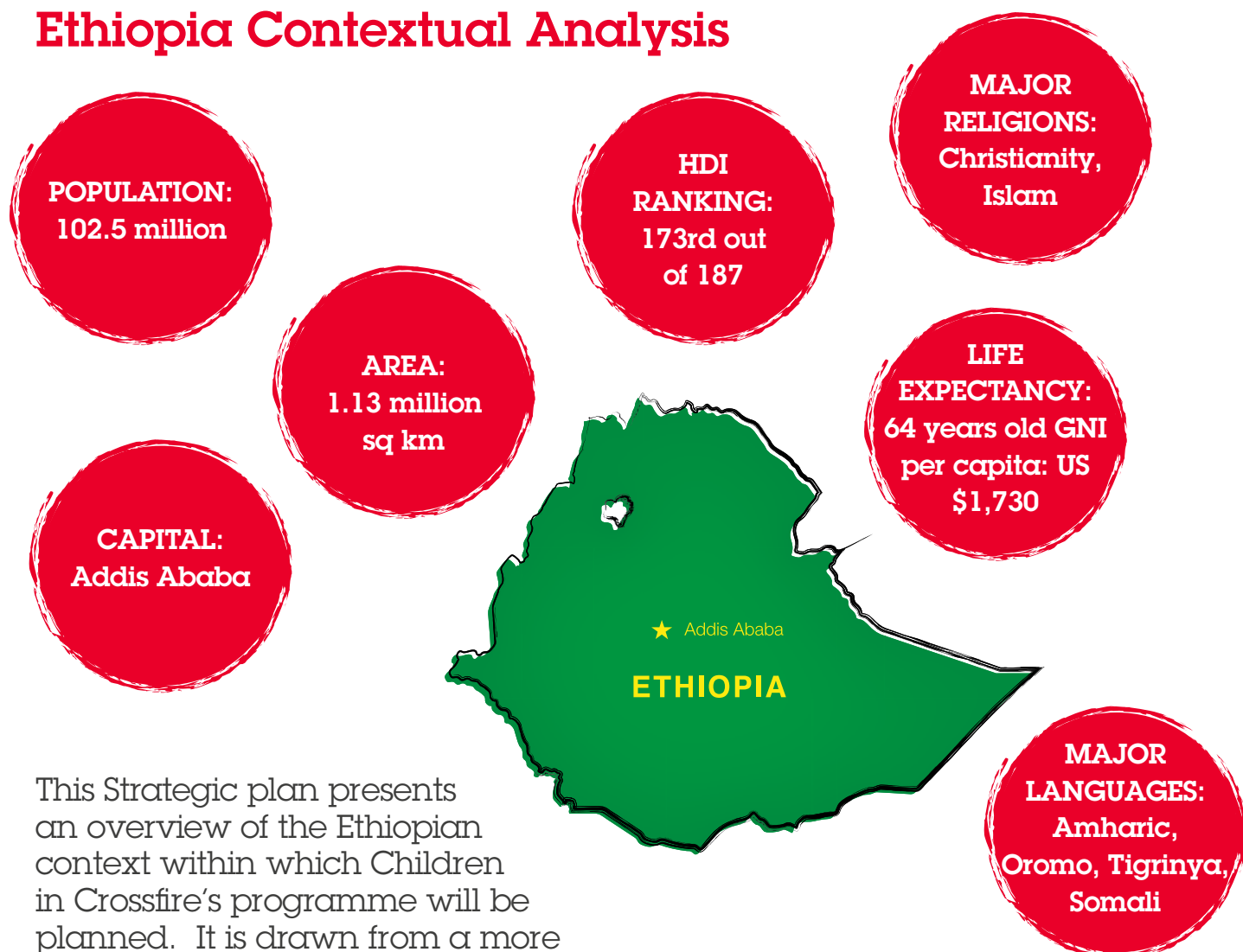
To date, our local partners have been:

- St Luke's Hospital, Wolisso – NOURISH Project
- Addis Ababa Catholic Secretariat – Addis Hiwot Project
- School Readiness Initiative (SRI) Ethiopia – School Readiness project

Key achievements

- 2,600 children treated for severe malnutrition in Wolisso
- 150 Health Extension Workers in Wolisso trained and supported to conduct nutritional screening and awareness raising. This identified urgent cases in the communities and reduced the occurrence of severe malnutrition by 30% over 5 years.
- Community awareness raising sessions on nutrition and early childhood care practices reached 300,000 people in 4 districts of Oromia Region
- 10,000 children, across 54 schools, with improved pre-primary education through our local partner, The School Readiness Initiative (SRI) in Addis Ababa. Within these schools 1,900 vulnerable children received nutritional support
- Over 10,000 people in 6 vulnerable communities in the South West Shoa region provided with safe water access.

Ethiopia Contextual Analysis



This Strategic plan presents an overview of the Ethiopian context within which Children in Crossfire's programme will be planned. It is drawn from a more comprehensive and detailed version which is available separately.

The Wider Context:

Ethiopia is an ancient country with a rich and diverse history. Ethiopia maintained its independence during the colonial era. The country is run under a federal system where leaders are elected every five years. In August 2012, following the death of Prime Minister Meles Zenawi who had led the government since 1991, the appointment of his successor Hailemariam Dessalegn marked the first peaceful and constitutional transition of power. His resignation in 2017 led to a rise in ethnic tensions before new Prime Minister Abiy Ahmed in April 2018 was appointed and eased tensions.

The Economy:

Ethiopia has been one of the fastest growing economies in Africa, with growth averaging around 8% annually every year since 2008. In 2013, the origins of GDP growth were Agriculture, Industry and Services. This growth has brought with it a reduction in long term poverty. Despite this, Ethiopia remains one of the world's poorest countries, ranked 174th out of 188 Countries in the Human Development Index², and 163rd out of 177 countries for Gross National Income per capita³. The Ethiopian government aspires to reach lower-middle income status over the next decade.

Politics:

Ethiopia is a federal republic of nine states which largely reflects the country's ethnic make-up. The ruling coalition, the Ethiopian People's Revolutionary Democratic Front (EPRDF), has essentially been in power since 1991. The coalition evolved from four groups: the Tigray People's Liberation Front (TPLF), the Amhara National Democratic Movement (ANDM), the Southern Ethiopia People's Democratic Movement (SEPDM) and the Oromo People's Democratic Organisation (OPDO). Political instability of recent years caused increasing tensions in 2016-2018. The new Prime Minister, appointed in 2018 has eased tensions and has managed to broker stability and positive outlook for the country despite remaining tensions.

Population:

Almost half of Ethiopia's population are children and 11,915,000 (15%) are under the age of five (DHS, 2016). Children's access to resources is limited and they are vulnerable to exploitation and abuse. There are about 10 million children from zero to three years of age, and 7 million children from four to six years of age.

Social and cultural:

Religion is a major influence in Ethiopian life. Nearly half the population belongs to the Ethiopian Orthodox Church but there is also large Muslim population. Others adhere to an ancient form of Judaism. The country embraced Christianity in the 4th century, long before Europe. The extended family remains the focus of the social system. It includes relatives on both sides of the family as well as close friends.

Humanitarian Vulnerabilities:

Ethiopia has a vast and varied geography that brings with it a range of vulnerabilities in relation to humanitarian crisis, environmental challenges and conflict related issues that affect different regions of the country in different ways. All of which are interconnected and linked to issues of malnutrition, gender-based violence and poor educational outcomes for children.

Recently, the 2015 El Niño-induced drought and below average 2016 autumn rains in the southern and south eastern parts of the country led to a drought in lowland pastoralist areas, as well as in pocket areas across the country. As a result, some 5.6 million people in Ethiopia require emergency food assistance in 2017. In addition, 2.7 million children and pregnant and lactating mothers require supplementary feeding, 9.2 million people need support to access safe drinking water, 1.9 million households need livestock support, and 300,000 children between 6-59 months old are targeted for the treatment for severe acute malnutrition in 2017⁴.

Drivers of Poverty

Agriculture is the mainstay of the Ethiopian economy, contributing 41.4% of the country's gross domestic product (GDP), 83.9% of the total exports, and 80% of all employment in the country (Matoussa, Todob, & Mojoc, 2013). Within this sector the largest group are smallholder farmers. They lack basic infrastructure, both socially and economically, such as quality health and education services. They also struggle to update their tools and suffer at the hands of volatile commodity market prices for their crops. Vulnerability of this group is exacerbated by challenges of climate change and natural disasters. These challenges present significant barriers to poverty alleviation.

Beyond this significant group there are national level indicators and trends around nutrition and health that further confirm the challenges in reducing poverty levels in Ethiopia.

- **Nutrition:** Ethiopia has high levels of stunting (43% in 2017) and low levels of good nutritional practice in early years (52% exclusive breastfeeding). This negatively impacts a child's physical and cognitive development and long term potential
- **Health:** Ethiopia has high levels of under-five mortality (39th highest out of 170 countries), and only about half the population has access to safe drinking water (52%). Access to quality health care and good practice in the home impacts child development

- **Child Protection:** Birth Registration is only 7%, and issues of violence against children are not monitored. Lack of birth registration means children struggle to access services, and there is poor understanding of the impact of violence in the development of children in the early years

The Specific Context for Children in Ethiopia

Law and Policies Impacting Children:

In 1992, Ethiopia ratified the UN Convention on the Rights of the Child (CRC), and adopted the African Charter on the Rights and Welfare of the Child in 2002. However, currently there is no comprehensive Children's Code in Ethiopian law. Legislation of particular relevance to children can be found throughout a number of Codes and Proclamations that include provision for laws affecting children.

In 2010, the Government of Ethiopia published the 'National Policy Framework for Early Childhood Care and Education in Ethiopia' (ECCE Policy). The policy framework's vision is to 'Ensure all children the right to a healthy start in life, be nurtured in a safe, caring and stimulating environment and develop to their fullest potential'.

The Policy offers the promise of ambitious increases in access to quality pre-school programmes. It acknowledges the need to increase awareness of the importance of a good start in life as a strong foundation for later learning, which are often achieved through pre-school programmes. The policy has 4 key pillars:

- Parental education: raising awareness of the role of children and providing education on nurturing skills (health care, nutrition, hygiene, and stimulation) incorporated into a Health Extension Programme and an Adult Literacy Programme at kebele level
- Health and Early Stimulation Program (Prenatal to 3+ years): Growth and health monitoring and parental education and demonstration programmes at local health posts through the Health Extension Programme, with supervision at woreda level
- Preschools - community based kindergartens: children to learn basic skills to prepare for formal schooling as well as social-emotional competence and basic life skills (hygiene, nutrition). Parents will be educated on the importance of play and stimulation. Responsibility is with the Ministry of Education overall as well as the Ministry of Health locally
- Community based non-formal school readiness: until formal structures are in place, the government's Child-to-Child Initiative can be used where older children "young facilitators" engage in structured play-oriented activities with younger siblings and neighbouring children with support from teachers in order to prepare children for school. Responsibility is with the Ministry of Education

Early Years Education:

Education for 3-5 year olds is referred to as Kindergarten (KG's), and it is provided through community based pre-school and day care centres. Official data suggests a very low enrolment (8%) in KG. Although provision for 3-5 years olds sits outside of the government education structures, there are government guidelines for curricular and minimum standards outlined in the ECCD Policy.

Pre-primary education for 6-7 year olds sits within the formal education structures, and government policy states that there is 1 year compulsory pre-primary in Ethiopia. In 2011 enrolment was as low as 6%. However, due to the introduction of compulsory pre-primary education, enrolment rose to 49% by 2015/16. This is significantly higher than the average for sub-Saharan Africa (21,8%) and in line with the global average of 49%. This is a very positive trend that demonstrates Ethiopian government's recognition of the importance of early year's education within the formal education hierarchy. Unfortunately the rapid rise in enrolment caused by the introduction of 'compulsory' Pre-Primary education was not, nor could not, have been matched by investment in infrastructure and teacher training. The sudden increase in enrolment had a negative impact on class sizes and

subsequently issues of achieving quality within pre-primary delivery. Teacher Pupil ratio's for pre-primary are not reported, but in early years of formal primary it is high at 1:54. From this we can expect higher ratio in pre-primary due to lower numbers of qualified teachers.

The Context for International Non-Government Organisations (INGOs)

In 2009 the Ethiopian Government introduced the Charities and Societies Proclamation with the aim of clarifying the environment of local and international civil society organisations in the country. Whilst any government has the mandate to coordinate and organise the work of INGOs, there are aspects of this provision that impact how Children in Crossfire can operate in Ethiopia. There are restrictions on how INGOs can engage in advocacy work in relation to human rights, gender rights, children rights, disability rights, citizen's rights. Furthermore, local Ethiopian organisations are restricted in the funding they can receive from overseas organisations. These will all inform our programme planning.

There is also a requirement for all registered INGOs to gain approval of programme plans and report at the local level. It is essential that Children in Crossfire are familiar with the country's requirements, and adhere to them in line with the law.

Considerations for Children in Crossfire

The Ethiopian context for the sectors and regions Children in Crossfire are targeting presents multiple opportunities and some challenges. It is clear that there is opportunity to engage in Early Years Education, bringing technical experience from other programmes into Ethiopia to support quality improvement and to engage in national policy initiatives. Population trends and basic indicators relating to the lives of young children confirm a challenging start in life for a significant section of the population. These challenges facing the nation's young children potentially compromise Ethiopia's ability to meet its developmental goals of economic growth and middle income country status.

Risks relating to climate change, the political economy and humanitarian disasters will remain an important factor in programme planning and implementation. Also, the environment for international NGO's means that implementation will be restricted and registration potentially challenging.



Strategic Intervention for Ethiopia

Our School Readiness Approach in Ethiopia

In Ethiopia, Children in Crossfire will attend to young girls and boys aged 0-6 years, to help them reach their development potential. We will focus on improving access to quality Early Childhood Education (ECE) programmes and addressing any emerging barriers to full participation. We will complement this with support for strong parenting skills and stimulation in the home; age appropriate education in ECD Centres, and government Pre-Primary classes and community mechanisms that support young children. Overall, in Ethiopia, we will focus on:

- Ready Children: supporting children to overcome barriers to participation and to develop the necessary social and cognitive skills and confidence to do well at school
- Ready Families: supporting families to participate through the stages of the school readiness programme
- Smooth Transitions supporting families to help their children make the transition from home to pre-school and into formal school
- Ready Schools: supporting schools to build the optimal learning environment and teaching practice for young children, and encouraging community involvement

We will collaborate with appropriate local partners and stakeholders to ensure a coordinated approach so we can work towards improved School Readiness for every child we encounter. This will include a focus on strengthening the implementation of Child Protection, Safeguarding and Gender strategies. Further, we will work with these partners and stakeholders to advocate for relevant and applicable laws and policies.

Programmatic Approach at Multiple levels

1. At the Micro Level:

- Poverty related barriers to participation will be addressed so that children have the opportunity to participate fully in the programme
- Parents/caregivers will have improved knowledge and practice towards young children, including providing quality early childhood stimulation
- Educators will be trained in best practice for working with young children, and schools will be supported to improve overall quality and enrolment

2. At the Meso Level:

- Institutions and local government authorities (LGAs) will be supported to; enable and encourage behaviour change of parents/caregivers and educators; improve standards in schools, health clinics, and home outreach services, and improve standards in community pre-schools for children 3-5 years

3. At the Macro Level:

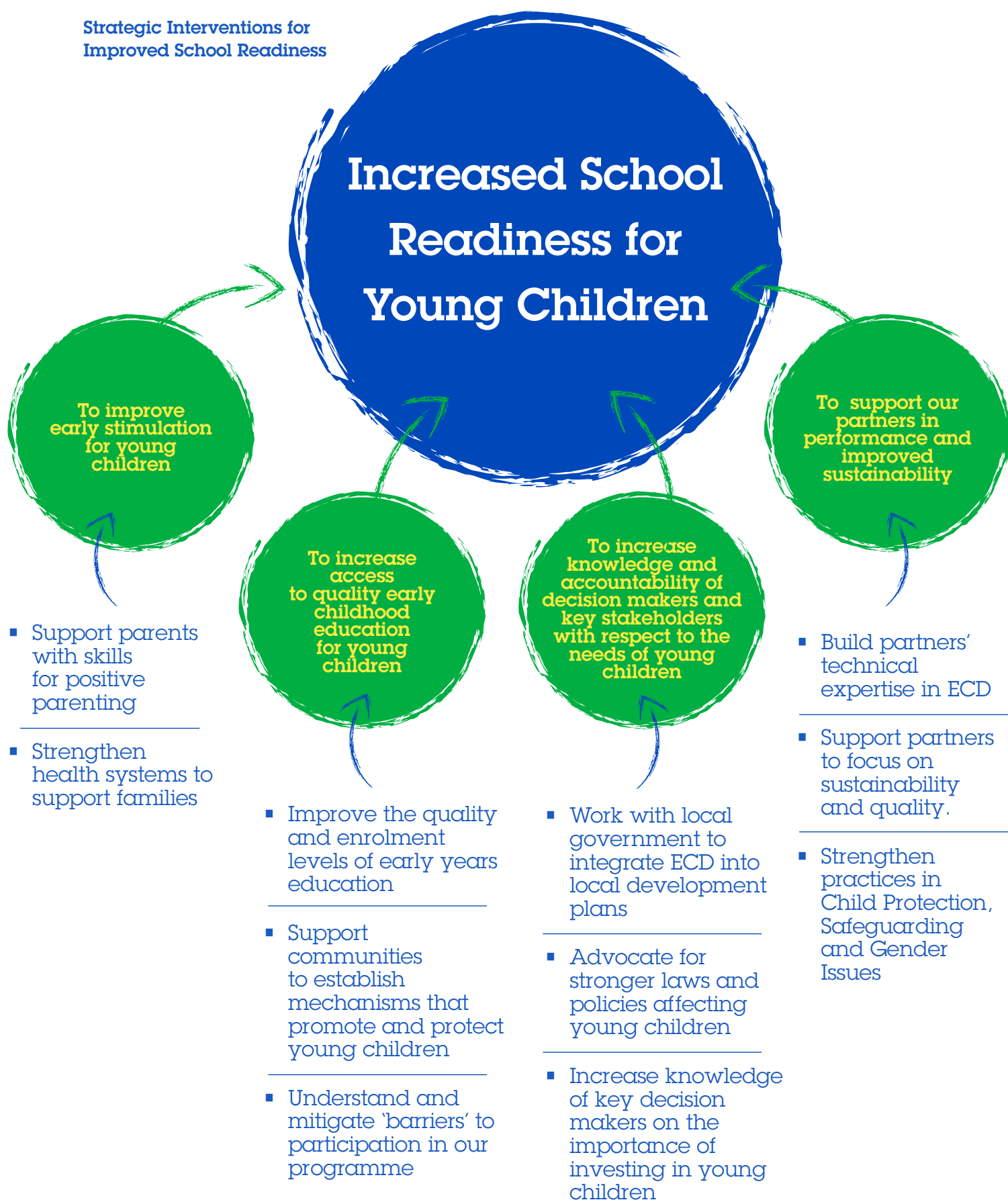
- Making the case for increased investment in young children, and subsequently informing policy and practice through robust research evidence which demonstrates impact
- Supporting the Ethiopian government and national institutions to make efficient use of resources to deliver quality Early Childhood Development and School Readiness at scale

By intervening at all three levels, Children in Crossfire believes more children will experience quality School Readiness in Ethiopia, and have a higher chance of meeting development benchmarks to be ready to thrive at school.

Targeting Strategy

- Parents and Caregivers in the Most Vulnerable Families with at least one child under 0-3 years in the home
- Children 3-5 years in ECD centres (Pre-schools, Kindergartens and Day Care centres)
- Children aged 5-6 years in Government Pre-Primary classes
- Parents/Caregivers of young children
- Early Years Educators in ECD centres, Kindergartens
- 'O' Class teachers in government primary schools
- Local government officials with responsibility for young children
- Community leaders
- National Government Authorities





Geographic Focus

For our Ethiopia programme we intend to initially focus on 2 geographic areas:

- Addis Ababa – Young children in the capital face many challenges and have poor access to essential services. Children in Crossfire can build on existing work and partnerships in early years education to address these challenges. Additionally, access to national government for engagement and capacity building makes it a logistical preference
- Oromia Region – High population and a challenging environment for young children make Oromia a logical choice for Children in Crossfire. This is further complemented by previous and existing programmes in Wolisso and surrounding Woreda's that provide a strong platform for further programme interventions



Expected Results

In line with the country logic model spanning 2018-2021, Children in Crossfire are expecting to achieve the following reach and results in Ethiopia:

Children Aged 0-5 Years:

- 15,000 children under 3 years of age reached with improved stimulation / parenting activities
- 5,000 children aged 3-5 accessing improved quality Kindergartens
- 10,000 children aged 5 years accessing improved quality of pre-primary education across 50 primary schools
- 2,000 children provided with life-saving Therapeutic feeding in Oromia Region

Parents and Educators:

- 25,000 parents/caregivers of children 0-5 reached with knowledge, skills and tools for improved parenting
- Community volunteers conduct around 15,000 home parent visits to the most vulnerable families
- 75 pre-primary teachers achieve quality practice across 50 primary schools

Partners:

- Local implementing partners demonstrate significantly improved capacity across all organisational operational areas
- Local partners become actors for change in Early Childhood education in local and national dialogues and networks

Local Government:

- Local government officials will have greater capacity in understanding the importance of ECD and how they can plan and budget for it within their areas of responsibility
- ECD resourcing will be widely understood and given priority in planning within target regions

National Government:

- National government officials have great capacity in understanding the importance of ECD and how to reflect it in policy
- Improvement of ECD coverage and quality across poorest performing regions

Annexes

Children in Crossfire approach to Results Based Management Risk Management and Internal Policies

Children in Crossfire acknowledges that in order to successfully implement this strategy and deliver on our strategic objectives, there is a need for strong organisational structures in relation to governance and financial management, including sufficient funding streams, human resource management and results based management (RBM).

Our approach to RBM is to keep all resources, both financial and human, focused on the expected changes and results in the Ethiopia programmes on a day to day basis. The delivery of the strategy and associated objectives will be tracked over the life cycle of the plan using an RBM system which ensures that all programmes, projects and support activities will have measurable baseline data, outcome indicators and annual targets defined in the Results Framework.

This information will be used to track and measure results using key tools including:

- RBM Calendar clearly defining the annual cyclical process
- Quarterly Board, Sub Committee and Central Management Meetings to specifically monitor progress
- Monthly Programme Meetings in country, and monthly meetings through an assigned Central Management Country Focus Group
- Annual Work plans approved and monitored
- Annual Strategic Review to ensure ongoing relevance
- Regular Financial Monitoring
- Integrated Monitoring and Evaluation (M&E) and Learning Plan (IMEP)

The programmes will be reviewed annually with all stakeholders, with an externally facilitated mid-term review planned for 2019, and an external end of term evaluation in 2021.

Children in Crossfire operates a comprehensive risk management programme, overseen by the Finance and General Purposes Committee (a sub-group of our Board of Directors).

Throughout the implementation of this strategy, we will continue to monitor, evaluate and implement mitigating actions to manage risks in the areas of governance, operational, child protection, safeguarding, financial and regulatory matters. Overall, we will review existing policies on financial and risk management and child protection and safeguarding to ensure coherence with the strategic priorities of this plan.

Compliance and Codes of Conduct

Children in Crossfire is an active member of a number of relevant sector networks including Institute of Fundraising (IoF), Northern Ireland Community and Voluntary Association (NICVA), Coalition of Aid and Development Agencies (CADA), Irish Development Education Association (IDEA), and the Irish Association of Non-Governmental Development Organisations (Dóchas). Children in Crossfire collaborates with these networks to both self-regulate activities, and develop and benchmark our governance activities against peer organisations. Children in Crossfire is also a signatory to the Dóchas Code on Images and Messages. Children in Crossfire exercise our responsibility to safeguard the welfare of all vulnerable people through a commitment to the implementation of rigorous policies, codes of behaviour and implementation procedures. We are committed to a zero-tolerance approach to misconduct. We have safeguarding, policies in place, with clear procedures for handling disclosures. Children in Crossfire also adheres to a Child Protection Policy in all of the countries in which we work. We have aligned our policy, all our training and relevant country implementation procedures to the UN Convention on the Rights of the Child (UNCRC), Children First Act 2015, and The Children Northern Ireland Order 1995.

References

- 1 The UN General Assembly Open Working Group (OWG) on Sustainable Development Goals (SDGs) 13 Session at UN HQ, New York, 16 July 2014
- 2 www.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index
- 3 [www.wikipedia.org/wiki/List_of_countries_by_GNI_\(nominal,_Atlas_method\)_per_capita](http://www.wikipedia.org/wiki/List_of_countries_by_GNI_(nominal,_Atlas_method)_per_capita)

- 4 OCHA, 17 Feb 2017
- 5 www.infomineo.com/agriculture-in-ethiopia-3/
- 6 'Main Causes of Poverty in Ethiopia (July 2017)', Brandi Gomez, The Borgen Project. <https://borgenproject.org/main-causes-of-poverty-in-ethiopia/>

Our School Readiness Model

We believe that only when a society is fully aware of, and practicing high quality caregiving and early learning experiences, can each child be fully ready to achieve at school.

	Ready Children	Ready Families	Ready School's
Children	<p>Ensuring children have access to and attend high quality ECE services</p> <p>Ensuring children are eager to learn and are cognitively and socially ready to enter school</p>	Ensuring parents/ caregivers are fully involved in their child's early learning and transition to school	Ensuring schools implement structured transition programmes to assist the child's progression into formal education
Parents	Ensuring parents/ caregivers are demonstrating good Stimulation Practice towards children aged 0-3	Ensuring parents engage with local ECE services	Ensuring schools liaise with local ECE services
Communities	Ensuring community structures support ECE services, and create safe 'Stimulation' environments for children to nurture learning through play	Communities assist with ensuring our Stimulation Practice programme is inclusive and accessible for families with the Most Vulnerable Children aged 0-3	Ensuring schools are accountable to their communities for creating a high quality learning environment for children, including care and protection
Frontline Professionals	Ensuring frontline professionals have full awareness of the needs of young children	Ensuring frontline professionals are fully equipped to support parents towards good practice	Ensuring schools have fully qualified teachers, adequate resources, and the necessary learning materials
Local Government	Ensuring local government understand the needs of young children in relation to ECD, and the importance of investing resources in young children from both a human rights perspective for the child and the long term importance for building human capital for economic development		<p>Ensuring the implementation of legal minimum standards for pre-school</p> <p>Ensuring improved qualified teacher/pupil ratios in pre-schools</p> <p>Ensuring resourcing of pre-primary education in line with government policy</p>
National Government	<p>Engaging with key decision makers to improve understanding of the importance of investments in young children as a contributing factor in national development</p> <p>Engaging with key decision makers to improve understanding of the importance of investments in young children as a contributing factor in national development</p> <p>Engaging with education ministries and key stakeholders on the importance of investing in pre-school programmes</p>		

Contact Us

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