

Federal Democratic Republic of Ethiopia

Foundations for a Better Future



Contents

2	A Message From Our Chief Executive
3	Who We are
3	Progress and Lessons
4	Results in Ethiopia from 2016-2021
4	Why Early Childhood Education?
6	How Change Happens – Our Theory of Change
8	Our Strategic Ambition
9	Where we work:
10	Who is Targeted?
10	Geographic Focus
11	Our Expected Results
12	Cross-Cutting Priorities
12	Theme #1: Inclusion
12	Theme #2: Safeguarding
13	Theme #3: Climate Change
13	Organisational Enablers

**A compassionate world
where all children can
reach their potential**

A Message from our Patron



THE DALAI LAMA

MESSAGE

I congratulate Children in Crossfire as it celebrates its landmark 25th anniversary. I commend everyone who is a part of this admirable organization for the outstanding work they have done for so many years to ensure vulnerable children have access to vital healthcare and education. This new plan will deliver continued success in the years ahead.

As our world becomes ever more interdependent, our responsibilities to each other grow accordingly. We must show kindness, compassion and love to fulfil ourselves as human beings - and ensure others around us can do so too. That is Children in Crossfire's core message and mission, and I am proud to be their Patron.

11 April 2022

A Message from our Chief Executive

As we approach Children in Crossfire's 25th Anniversary, I am delighted to present our Strategic Plan for Ethiopia 2022-2026.

Fundamental to our mission is our commitment to tackle the injustices facing children, through education, so that learners, especially young children can shape a better future for themselves and their societies in the decades to come. We have learnt that early years provide a critical window of opportunity for young children to build the foundations of learning and develop skills that can help them not only stay in and succeed in school but children also gain the tools they need for life, work and citizenship.

That is why, over the next five years, we will continue to sharpen our focus on early learning in Ethiopia. Building on our achievements to-date and lessons from our previous strategy, it is evident to us that investing in early childhood education is a direct investment in the future, because we believe that in times of crisis or calm - we need a compassionate world where all children can reach their potential.

Children in Crossfire is an organisation that reflects our founding values of compassion, equity, accountability and partnership. We will deliver this in Ethiopia by establishing a direct country office and staff in Ethiopia in 2023 and building a presence in the county in the coming years. With diversified funding and stronger partnerships with donors, foundations and the public - we know we can accelerate efforts to strengthen education systems and contribute towards millions of children accessing the learning opportunities they deserve by 2030 and gain the skills they need to help them navigate life, work and a brighter future. I believe there is no greater cause – and I hope you will join us in achieving our mission. Together we can ensure the world is a more compassionate place where all children can reach their potential.

Richard Moore, Founder and Chief Executive Officer

Children in Crossfire was founded in 1996 in Derry, Northern Ireland by Richard Moore. In 1972, at the age of 10 years, Richard was blinded by a rubber bullet fired by a British soldier at point blank range. Amazingly, from childhood to the present day, he has accepted his sight loss without any feelings of resentment. "I learned to see life in a different way...I may have lost my sight, but I have vision", is how he describes his remarkable acceptance of what, for most, would be a debilitating trauma.

Richard set up Children in Crossfire in 1996 with the goal of responding to the rights and needs of young children caught in the crossfire of global poverty, inequality and injustice. The organisation's 'spirit of compassion' is one of its key strengths as it works in partnership with others to help all children experience the learning opportunities and future they deserve and the chance to access quality education from a young age so that they can reach their full potential and continue to learn and develop throughout school, work and life.

Who We Are

- We are the Ethiopian Country Programme of an Ireland based International Non-Government Organization, with a focus on education.
- We are an organisation that reflects the value of compassion on which we were founded
- We work within the ambition of SDG4 to ensure inclusive and equitable quality early childhood education, specifically contributing to SDG target 4.2
- Above all, through our Ethiopian country programme, we will help children reach their potential through access to quality early childhood education (ECE) and foundational learning outcomes.



Results in Ethiopia from 2016-2021

- **24,000 children (5-6 years, 45% female)** accessing one-year quality pre-primary education in 97 classes across 29 schools in Oromia region (Wolisso) and Addis Ababa (Nefas Silk).
- **1,500 severely malnourished children** have accessed lifesaving therapeutic feeding in Wolisso.
- Over **60,000 home visits** to vulnerable families conducted by **150 trained Health Extension Workers** in Wolisso.
- **12 vulnerable communities** given access to safe water, serving over **2,000 families**.
- **180 people in 60 highly vulnerable families** became homeowners and secured reliable income.

This Strategy is grounded in our organisation’s foundations

Our

VISION:

A compassionate world where all children can reach their potential

Our

MISSION:

To tackle the injustices facing children, through education

Our

VALUES:

Compassion, Equity, Accountability and Partnership

Progress and Lessons

Our Strategy was developed through an in-depth process of research, consultation and evolution of a plan based on contextual and stakeholder analysis and a series of strategic planning workshops and forums. We consulted with staff, board, Ethiopian government authorities, our local civil society partners, teachers, principals and communities across Ethiopia. It is built on 25 years of organisational experience including 15 years’ programmatic experience in Ethiopia.

Over the past five years, we have started to make progress in ensuring that young children access at least one year of quality early childhood education (ECE) in Ethiopia to give them the foundations they need in life – contributing to SDG 4.2

We learnt the importance of partnerships based on locally led development and the effectiveness of ECE systems strengthening, in Ethiopia, as a path to further scaling of our programmes

We learnt that in times of crisis or calm, we can better utilise technology to increase our effectiveness and efficiency.



Why Early Childhood Education?



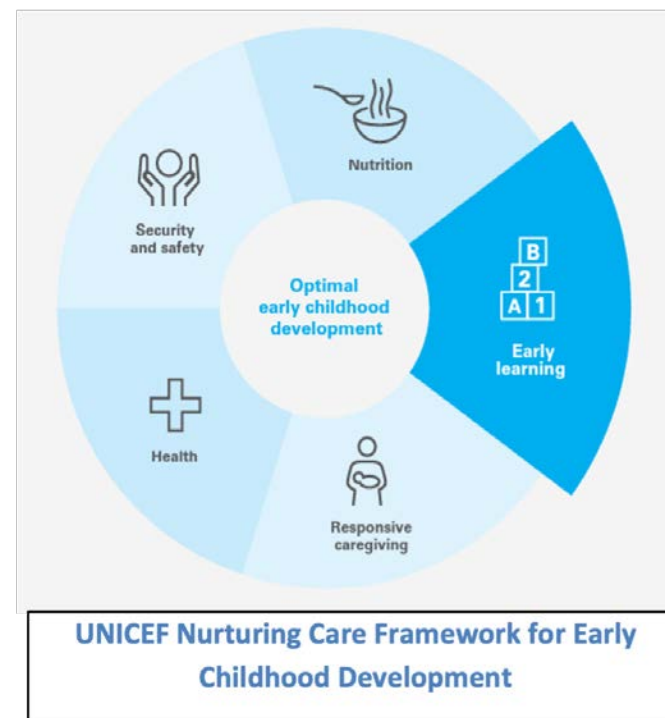
Every child has the right to an education and quality learning opportunities from early childhood to adolescence. In 2016, governments

around the world signed up to the Sustainable Development Goals (SDGs) including SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Although the world has made tremendous progress in education over the past few decades with a reported 87% of children aged 6-11 years regularly attending school in 2019 , progress in pre-primary education (PPE) has been slow and uneven. In 2019, only half of the world's children experienced early childhood education. This means that globally, a staggering 50% of children under 5 years are at risk of not fulfilling their developmental potential, including millions of children in Ethiopia.

The focus of Early Childhood Development and Education (ECD/E) is to develop children's school-readiness (e.g., early literacy, numeracy, socio-emotional skills, physical development) and provide opportunities to interact with peers and educators. There is compelling evidence presented by the World Bank, UNICEF and The Lancet, that investment in early childhood development (ECD) is one of the smartest investments a country can make in its future, giving an estimated £7-9 in return for every £1 invested.

By the time a child enters primary school, the foundations for learning should already be in place. Failure to provide quality early childhood education not only limits children's potential to develop and succeed, but also impacts a country's ability to achieve their development ambitions for school completion and lifelong learning.



Education is a critical foundation for the achievement of human potential and thus emerges as the pre-requisite for making Agenda 2030² a reality. Within education, the importance of early childhood education reflected within SDG target 4.2, which promises equal access to quality pre-primary education. Despite this, donor support for the education sector is lagging behind. Public financing of pre-primary education receives a significantly smaller share of the education budget, which according to UNICEF averages 2% in low-income countries. This is far below the 10% international benchmark recommended. Yet, ECD/ECE is affordable, costing an estimated additional cost of \$0.50 per capita per year, and essential for improving long-term learning outcomes and building the workforce for the future.

In our target country of Ethiopia, in 2020 net³ enrolment rate for pre-primary was 45% but is dropping in recent years. Aside from shortages in the provision of early childhood education opportunities, some factors preventing children from accessing quality learning are geographic location, gender, disability, violence and abuse. The barriers to access are further compounded by increasing and protracted crises of climate change, humanitarian emergencies

and conflict. We will make an effort to understand the nuances of these barriers in the local contexts where we work, and partner with schools and local governments to address them.

Even before the COVID-19 pandemic and school closures, persistent inequities resulted in a range of barriers to learning, such as the lack of qualified pre-primary teachers, adequate classrooms, curricula and learning materials. This means even when children are able to access schools, the poor quality of provision means that they are failing to meet the desired learning outcomes, and in the case of ECE, are not ready for school. In our approach to ECE we address the barriers to learning mentioned above, and have so far measured progress as improvements made in the quality of *ECE provision*. In this Strategic Plan, we commit to measuring not just the *quality of provision*, but also the resulting *learning outcomes* of children. This is an important step forward as it will help us to build evidence to advocate for effective models of quality at scale.

The Ethiopian Government have already introduced strong ECE policy initiatives that will place millions of young children on the path to fulfilling their potential. Children in Crossfire will support them in strengthening early childhood education systems. We believe that by supporting the transition of national policies into locally led planning and implementation, we will strengthen early childhood education systems at national, regional and district levels. In this way, we can make a direct contribution to SDG target 4.2 and increase the numbers of children accessing at least one year of quality pre-primary education before entry to primary school.

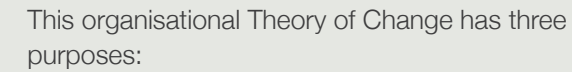
This strategic plan presents a once in a lifetime opportunity for children in Ethiopia to experience the learning opportunities they deserve. This is essential if SDG4 is to be met.



² Transforming Our World – the 2030 Agenda for Sustainable Development: <https://sdgs.un.org/2030agenda>

³ Net Enrolment Rate refers to the percent of right-age children enrolled in a given stage of education

This diagram of our Theory of Change shows how Children in Crossfire believe we can deliver sustainable quality early childhood education in our target Woreda's with a view to scaling further in Ethiopia over the next 5 years, working in partnership with others to achieve impact. Its logic can be understood by moving from top (our goal,) to bottom (our enablers).



- In our Theory of Change for Early Childhood Education for the next 5 years, we commit that we will contribute towards achieving **Sustainable Development Goal 4**, and specifically Target 4.2 to 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.”.

Children have access to inclusive and equitable early childhood education opportunities.

- Our approach** to delivering these outcomes is a set of three interlinked strategies for change across all our programmes:

- These strategies enable us to achieve our **five programme priorities**. We have chosen to align them with the five core functions of system strengthening as outlined in UNICEF's (2020) Build to Last⁴ framework.

While these programme priorities are aligned with international good practice and evidence, they just as much arise from our organisational beliefs:

- *If all children experience quality early children development*
- *And If Children in Crossfire strengthen the quality of Early Childhood Education systems*
- *Then all children can fulfil their potential in society*

A woman wearing a patterned headscarf and a green dress is operating a manual water pump. She is standing next to the pump, which is a tall, grey metal structure with a handle. Water is flowing out of the pump into a blue plastic bottle. In the foreground, there are several yellow plastic jerrycans with red caps. The background shows a rustic wooden fence and some greenery.

⁴ UNICEF. 2020. Build to Last: A framework in support of universal quality pre-primary education. New York City: UNICEF. <https://www.unicef.org/reports/build-to-last-2020>.

Our Strategic Ambition

Our Ethiopian Strategic Plan brings the Organisational Strategic plan to life. Specifically delivering on

Organisational Core Outcome

Children in Tanzania and Ethiopia have access to high quality Early Childhood Education, so that they are ready for primary school

#1



As part of our systems strengthening approach, we also advocate for strong early childhood development outcomes, recognising that an enabling environment for early childhood education includes families and systems that are able to support the holistic development of children up until the point in time when they arrive at pre-school.

The strategic ambition is translated to a further level of detail to inform a detailed Programme of Work that brings the Strategy for Ethiopia into reality in the coming 5 years. This logic model reflects both SDG indicator targets as Impact and Outcome level, as well as alignment to the key components of the Built to Last approach.

In line with this, our system-strengthening approach seeks to shape the five core functions of the ECE subsector as a whole: 1) planning and budgeting, (2) curriculum development and implementation, (3) workforce development, (4) family and community engagement, and (5) quality assurance.

All of these functions are interconnected and necessary if children are to learn and grow to their full potential. This includes support to strengthening national, regional, district government structures, and technical capacity, including the capacity of our civil society partners.

Where appropriate, we also address the barriers that prevent the furthest behind from accessing these services. We support upgrading education facilities (classrooms, outdoor play areas and water/sanitation services) that are child, disability and gender sensitive and help provide safe, nonviolent, inclusive and effective learning environments for all (SDG Target 4.A).

We do this by engaging in a range of partnerships at global, regional, national, district and community levels. This involves working closely with government and education structures, civil society including partner organisations and media, local communities, as well as international agencies and donor partners. Through these partnerships we work towards the achievement of a shared vision and tangible results for young children. Given potential further reductions in development aid and financing for the SDGs, the organisation has already begun to take innovative

approaches to our partnerships as part of finding the right blend of collaborative financing strategies with governments, bilateral agencies, private sector, foundations and the public. This is necessary if we are to achieve our expected outcomes and impact.

We will establish ourselves as a stakeholder for children in Ethiopia at the national level, driving change and working with others to influence policy, planning, budgeting and practice. We will also initiate a process to demonstrate costed PPE model and evidence-based research to demonstrate that high quality ECE can be delivered to children at Kebele, Woreda and Zonal level within our target regions. Our key advocacy message is to highlight the critical importance of all children accessing at least one year of quality pre-primary education so that they are ready for primary school as part of SDG4 2030 ambition.



IMPACT

SDG 4.2
SDG 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

- SDG 4.2.1) Proportion of Children aged 24-59 months who are developmentally on track in health, learning and psychological well-being, by sex
- SDG 4.2.1) Participation rate in organised learning (one year before the official primary entry age), by sex

OUTCOMES

Equality and Quality in Early Learning is institutionlised and taken to Scale in Ethiopia

Equality of Access	Quality	Efficiency at Scale
Government in Target Regions/Zones provides inclusive and equitable access to ECD/E to all children	Government in Target Regions/Zones improve the quality of learning opportunities	The Government in Ethiopia implements high quality Early Childhood Development and Education (ECD/E) nationally

IMMEDIATE OUTCOMES

Government in Target Regions/Zones provides inclusive and equitable access to ECD/E to all children	Children in target Wordea/Zones have opportunities for learning through play and are ready for primary school	In impact wordea/zones, CiC's 'quality at scale' model informs government planning and investment in PPE
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OUTPUTS

Family & Community Engagement	Advocacy Planning & Budgeting	Curriculum Implementation	Workforce Development	Quality Assurance	Enabling Environment
Parents and caregivers (in Impact Wordea) acquire knowledge, skills and tools for nurturing care and early learning	CiC engaged in strategic advocacy for investment in ECD / ECE	Pre Primary Teachers equipped to deliver quality, play-based instruction (in CiC Impact Wordea) Play based learning environment implemented in impact schools	System Actors in CiC Impact Wordea's equipped to support schools in prioritizing implementing play-based Early Childhood Education (School Management, Parent Teacher Association, Local Government officials, civil society groups and community groups)	Quality Assurance systems prioritise PE within education sector (in CiC Impact Wordea)	Stronger services to address out-of-school factors affecting Early childhood Development/ Education CiC recognised as a valued ECD/E stakeholder at Wordea and National level.

⁶ <https://www.unicef.org/reports/build-to-last-2020>

Where we work:

We have chosen to continue to work in Ethiopia given our long-term engagement with local partners since 2008, and as a response to the intensity of deprivations and the extent of the population experiencing multidimensional poverty (SDG1.2). As of 2021, this stood at 68.7% in Ethiopia. In addition, over 30% of the population in Ethiopia experience monetary poverty (SDG1.1).⁵

Furthermore, half of all children in Ethiopia are estimated to be both monetarily and multi-dimensionally poor and lacking access to essential services such as pre-primary education. According to the Sustainable Development Goal (SDG) Index 2021, Ethiopia is ranked 136th out of 165 countries and quality education (SDG4) is reported as a significant challenge in Ethiopia in the recent SDG index. According to recent data from UNICEF, there is a decline in pre-primary gross enrolment ratio (GER) from 49.9% in 2015-16 to 40.7% in 2018-19. More than a third of children are not completing primary education. It is estimated that to achieve the SDG4 targets, an improvement of 38% in completion and 59% in GER for pre-primary education is required. Before COVID-19, Ethiopia had 8 million children out of school (4 million primary and 3.9 million pre-primary). During COVID, 26 million children were affected by school closures. UNICEF data also shows that child marriage and female genital mutilation remain a challenge. Regional variations and the prospect of meeting the SDGs has been further undermined by COVID-19. Furthermore, 19.2 million people in Ethiopia are in need of humanitarian assistance.

While the status of education outcomes remains weak in Ethiopia, recent policy developments indicate that Early Childhood Development and Education are priority areas for this government. A revised and updated *Early Childhood Care and Development Policy* is due to be completed in 2022, presenting an opportunity to work with Government, civil society actors and other stakeholders.

Over the next five years, we will continue to develop specialist capacity within our current team of Ethiopian nationals. Our priority is to work closely with the Government to support locally led systems, strengthening and forging alliances with relevant policy and operational sections of Ministry of Education, Ministry of Health, Women and Social Affairs, UNICEF and Save the Children, including participation in the Education Cluster at national and regional levels. Here, we will share learning from the success of the PPE Model piloted in the Tanzania Country Programme during 2016-2022. We plan to expand the number of schools we target to reach 100,000 children accessing quality pre-primary education across 150 schools in Oromia region and Addis Ababa by the end of 2026.

Through our partnership with civil society organisations, we will seek collaboration with government colleges and institutes of teacher education, with a view to exploring how we can contribute towards teacher professional development for early childhood education and support for development of associated curricula and materials.

Who is Targeted?

- Parents and Caregivers in the Most Vulnerable Families (MVC) 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

Within each of these targeted groups specific attention will be given to children with disabilities and from the most vulnerable families and communities. The idea of '**furthest behind first**' is fundamental to our approach.

Geographic Focus

For our Ethiopia programme this strategic plan builds on the foundations of our work over previous years in 2 target regions. This strategic planning process once again assessed a range of ECD indicators and strategic considerations, balanced against the availability of good local partners and CiC's capacity to implement and operate in those areas.

- **Oromia Region:** is the largest regional state covering 353,690² km and a population of 35,467,001⁶. Whilst poverty levels have fallen over the past decade, they remain high with over 25% of the population considered to be living on less than \$1.25 a day.⁷ For the regions children, only 30% complete primary education and levels of nutritional stunting remain high. Due to the size of the region our programming will focus on the South West Shewa zone where we have been active for 5 years and have a strong partnership with local CSO Maedot and St Luke's Hospital.
- **Addis Ababa:** One of Africa's most vibrant and populous cities covering an area of 527² km and a population of just over 3.3m people in urban and rural settings.⁸ 24% of the population are considered to be living in poverty and less than half of children complete primary education⁹. Our programming will build on work in the sub-city of Nefas Silk in recent years and our strong partnership with the Addis Catholic Secretariat.



⁵ <https://hdr.undp.org/en/2021-MPI> - Multidimensional Poverty Index (MPI) measures deprivations by ten indicators across three dimensions of health, education and standard of living. Monetary poverty is defined as people living on less than \$1.90 a day

Our Expected Results

Children in Crossfire Ethiopia is focused on results – results that help us achieve our vision of a compassionate world where every child can reach their potential, and this Strategy is no different

Through our programme of work, we expect the following results for children in Ethiopia by 2026

- Improve School Readiness for 100,000 children across 150 schools in Oromia Region and Addis Ababa through access to at least one year of quality pre-primary education

- Address barriers that prevent up to 5,000 of the most vulnerable children accessing early childhood education
- Register as an International NGO and establish a fully functioning office with skilled staff.
- Engage and contribute to national ECD/ECE policy dialogue through civil society networks



Feb 2022 ⁶ Federal Democratic Republic of Ethiopia Central Statistical Agency 2018

⁷ ETHIOPIA REGIONAL POVERTY REPORT – World Bank 2020.

⁸ https://en.wikipedia.org/wiki/Addis_Ababa

⁹ <https://www.worldbank.org/en/country/ethiopia/publication/ethiopia-poverty-assessment-poverty-rate-declines-despite-challenges>

¹⁰ https://en.wikipedia.org/wiki/Education_in_Ethiopia

Cross-Cutting Priorities

In delivering our Ethiopian Strategic Plan, we are committed to three cross cutting priorities

Theme #1: Inclusion

Children in Crossfire Ethiopia believes that a vision of holistic and sustainable development is properly achieved when all the human resources, talents and skills available throughout the communities where we work are presented with opportunities to grow and succeed. Inclusion applies to focus areas of gender, disability, and the most vulnerable.



Children in Crossfire apply a range of policies and approaches to ensure all children have the chance to benefit from quality early childhood education in Ethiopia.

As mentioned in our approach to targeting and in discussing the barriers to accessing education, our thinking on inclusion is based on our understanding of equity and prioritising the furthest behind first. We recognise that inequity arises from a multitude of dimensions such as poverty, geographic location, gender, disability, violence and abuse. These dimensions are further compounded by increasing and protracted crises of climate change, humanitarian emergencies and conflict.

Children in Crossfire Ethiopia understands that inclusion goes beyond disaggregating data in terms of access to education services but requires identifying inequalities in the education systems and incorporating responsive strategies into our programming. Some of these strategies are teacher training to incorporate gender and disability empowerment, but also to build professional identity and peer support groups for ECE teachers, the majority of whom are women on the periphery of the education workforce. We integrate inclusion into curricular design and delivery as well as addressing safeguarding and gender-based violence in schools, and gender-responsive parenting in homes. All of this is part of promoting transformative change that empowers all children and promotes positive norms from early childhood to adolescence and adulthood.

Theme #2: Safeguarding

Safeguarding takes the highest priority within Children in Crossfire Ethiopia. A comprehensive set of policies align to Ethiopian laws and national plans, and combine to protect the most vulnerable, our staff, the organisation, and our partners. A Victim Centred Approach principle underpins the Safeguarding Policy. Our Safeguarding Policy spans Child Protection, Bullying and Harassment, Protection from Sexual Exploitation and Abuse, and Gender Equality. A Whistleblowing Policy sets out procedures for reporting concerns internally, externally, and across our partners, with clear procedures for handling disclosures. We are committed to a zero-tolerance approach to misconduct breaching our policies, codes and procedures, with clear mechanisms in place for handling disclosures (as detailed in our policy 'Dealing with Safeguarding Violations').

At the programme level and through our Ethiopian partners we are committed to changing social norms around violence against women and children, educating stakeholders, strengthening systems and supporting local referral mechanisms to protect everyone, especially women and children.

Theme #3: Climate Change

The issue of our time is the impact of human activity on planet earth. Ethiopia stands at the forefront of this impact and will start to impact our work over the course of this strategic plan. Our engagement with Early Childhood Education will support the need for resilient communities; informed by the realities they are facing and able to adjust their lives accordingly.

Today's children are the future leaders of Ethiopia. Children in Crossfire believe that good education is the basis for building strong and capable communities that can adapt to the impact of climate change in the coming decades.

Organisationally, we will lead by example – measuring our annual carbon footprint with an ambition of being carbon neutral by the end of this strategic plan. We will use renewable energy wherever possible, manage how we travel to minimise carbon footprint and reduce use of plastic across all our work.



Organisational Enablers

Underpinning this strategy are a set of working principles and ambitions that combine to give us the resources, structures, expertise and reach that we need to deliver results for children.

Our five internal enablers are:

1. Agile and Adaptive Organisation

- We will continue to leverage our flat management structure and strong management framework to ensure we respond quickly to changes in context and to meet the needs of our target groups across Ethiopia. This is underpinned by strong programme management systems and donor relationships for transparency and accountability.

2. Expertise and Capacity to add value

- In alignment with the organisations resources, we will continue to recruit technical expertise across core areas of ECD, programme management and finance. We will offer flexibility and competitive packages to attract people that will enable us to grow and improve our impact.



3. Strong Results Based Management (RBM) and Monitoring Evaluation and Learning (MEL) systems for data driven decision making

- Underpinning our work, we will continue to evolve our information and decision-making systems at all levels of the organisation and across all country programmes. We will deliver a comprehensive programme information platform founded in a strong MEL framework and Learning Strategy and Quickbooks for financial management across multiple legal entities.

4. Flexible funding

- We will continue to ensure long-term sustainability of the organisations' finances through building on our balanced mix of unrestricted funds and donor funded restricted income. We will continue to dedicate specific resources to deliver income from trusts and foundations, strategic donors and private and corporate giving.

5. Value for money based on effectiveness, efficiency and economy

- Our programme approach and financial management is driven by value for money. Our focus on Early Childhood Education in Ethiopia delivers the best return on investment for development funding and our programme approach ensures we focus our funds to deliver the biggest impact. Management systems within the organisation, especially within finance, also have clear procedures to ensure value for money in relation to procurement, HR and fundraising.

We need supportive governments, a civil society that is able to advocate for change in their communities and donors to prioritise and invest in Early Childhood Education. Our five external enablers are:

1. State Commitment to SDG's and international development initiatives

- Our strategies, theories of change and programmes of work are all designed to align to international development priorities as defined in the SDG's, specifically SDG 4. In Ethiopia, we balance the development of models for quality ECD with government partnerships and advocacy that aim to take these models to scale.

2. Civil society space and participation

- An active and open civil society space that allows for the flow of international funds, and enables networks and partnerships to collaborate and advocate for change is essential to our strategic approach. National civil society presence and capacity are pre-cursors to agile, locally led programmes that allow for effective initiatives across the humanitarian, development, peace nexus.

3. Positive relationship with state and civil society partners

- We believe that lasting impact can only be achieved through strong local partnerships in Ethiopia, with governments, from the local to the national, and with active local civil society partnerships. We work to build capacity of key stakeholders across government and civil society for informed decision-making, balanced with increasing public knowledge of the key issues and accountability for policy commitments.

4. Continued donor funding

- Our programmes are designed to align to global development initiatives and to donor priorities. We balance the evidence from our programmes with the priorities of donors to ensure we can attract investment in results for children in our target countries.

5. Favorable Political Economy – government implement key policies and plans

- Awareness of the political economy informs our advocacy approach and engagement with decision makers in our target countries. We monitor the context relating to our work in the places we implement to ensure our interventions are relevant and impactful. Underpinning this is a clear approach to adaptive programme management for flexible decision-making and continued effectiveness of our impact in the contexts where we work.

With these enablers in place Children in Crossfire Ethiopia believes that we can deliver sustainable outcomes for children in Ethiopia.



Contact Us

If you would like to find out more about
Children in Crossfire, you can contact us:

**2 St Joseph's Avenue,
Derry/Londonderry, BT48 6TH**

T +44 (0)28 7126 9898

E info@childrenincrossfire.org

www.childrenincrossfire.org

