Early Childhood Care and Education, ECCE development in Ethiopia

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Ethiopia

- Great diversity of landscapes and his people
- Beautiful country 35 times The Netherlands
- 85% of the population lives in rural areas
- 85% of the population is farmer
- 35% of the population needs food aid for 3 months
- The average income is 1 US$ a day
- Schooling starts at the age of 7 years
- Schooling is not compulsory
Child concept in rural Ethiopia

- Children bring happiness and fortune
  - Till 3 years of age they are seen as innocent
  - Parents tell stories, sing/dance with children
  - Corporal punishment is a way of controlling
  - At a young age 5/6 are responsibility for siblings
  - They have to work, household tasks/shepherds
  - No discussion between parents and children
  - No strategy and future planning in raising children
  - Except hope for a better future
Situation Analysis

- About 48% is children under the age of 15
- 123 children out of 1000 die before the age of five
- 38% of children under five are underweight
- 61% of under five children with vitamin A deficiency
- 83% of the children with iodine deficiency
- 720 maternal deaths per 100,000 live births, 15 to 49 years
- Over seven out do not receive antenatal care.
- 97% of children 4-6 years not attend pre-primary schools
- 54.9 % Grade 1 Net Intake Rate (NIR)
- About 20% drop out in grade 1
Lessons learned during development

- Parents are eager, they want the best!
- Children are eager to learn and to go to school
- Key people did have misconceptions on ECCE
- Possible to overcome the general negative feeling
- Inter-sectoral approach is key, and the main challenge
- Communities and parents are not aware of early interventions/
- Children come to primary schools without any readiness
- Limited capacity (both human and financial) to provide model ECCE interventions
Content of the ECCE Policy Framework
Guiding principles

- Upholding beneficial Ethiopian cultural values.
- Ensuring holistic needs of young children are met.
- Inter-sectoral and integrated coordination
- Community-based, cost-effective approach
- The family is the first responsible body
ECCE service delivery/ 4 pillars

- Parental education
- Health and Early Stimulation
- Pre-schools: Kindergartens (4 - 7 years)
- Informal school readiness
Child to Child
a school readiness approach
Ethiopia
Child to Child is based on two assumptions

1. Young children are mostly influenced by other children, older siblings, playmates.

2. Playmates and older siblings influence child development and school readiness in a more systematic way.
Intervention strategies

Ready for primary school

- 1 year program
- 6 year old children in the neighborhood
- Young facilitators (grade 6 students)
- Teachers grade 6 and grade 1
- Parents and community members
- Wereda and regional education bureau
Goals and objectives

Child’s readiness for school
- Pre-reading, pre-writing, pre-math’s
- Self confidence, eager to learn, asking questions, self esteem, to cope with other children

School’s readiness for young children
- Teachers and environment

Family and communities readiness
- Parental and caregivers attitudes
Materials and program

- Child’s learning package
- Young facilitators guide
- Teachers guide
- Monitoring and evaluation documents
Experience so far

3 Pilots: Harar, Tigray and Oromiya

Participants: 1050, 1080, 972 = 3102
Young facilitators: 210, 210, 182 = 602
Teachers involved: 89
Headmasters and CRC: 20
Primary schools: 20
## Experiences

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<thead>
<tr>
<th><strong>Parents:</strong></th>
<th>This we want for all our children!</th>
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<tbody>
<tr>
<td></td>
<td>YF learns about teaching</td>
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<td></td>
<td>Very stimulating/positive</td>
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<table>
<thead>
<tr>
<th><strong>Community:</strong></th>
<th>All children!!!</th>
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<table>
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<tr>
<th><strong>Participants:</strong></th>
<th>They never want to stop!</th>
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| **Young Fac.:**       | We do learn a lot. I like to        |
|                       | be a teacher, they love me!         |
Conclusion

- Policy is not a way to respond quickly to current needs.
- Policy making is a process that takes time.
- There is always a gap in time between the policy’s adoption and its implementation.
- Nonetheless policy development is important.
- In the meanwhile start with pilots.
- Pilots can prove the added value.
“ALL children should grow up well to become physically healthy, mentally alert, socially-emotionally sound and ready to learn”

Thank you for supporting to realize the vision!