

BASELINE EVALUATION FOR A TRANSNATIONAL ADVOCACY CAPACITY BUILDING PROJECT IN SOUTHERN AFRICA

Final Report

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Executive Summary

Introduction

The Zimbabwe Network of Early Childhood Development Actors (ZINECDA), in partnership with Network ECD Coalition of Lesotho (NECDOL), and the Malawi ECD Coalition commissioned Empowerment for Career Development Pvt Ltd (EMCAD) to conduct the baseline evaluation of the “Transnational Advocacy Capacity Building (TRANAC)” project in Southern Africa.

Project Background

A situational analysis conducted at project design stage revealed a lack of transparency and accountability by governments, indicating that ECDE is not prioritised in terms of financing, provision of new resources for teaching, development and implementation of inclusive and comprehensive ECDE policies, legislation and systems in the target countries. Existing integrated ECD policies are not fully implemented due to various reasons, including lack of costed implementation strategies, inadequate financing and weak or non-existing directorate positions at decision-making level to adequately support policy implementation. A lack of a vibrant and transnational CSO coalition or alliance that holds governments accountable on ECDE issues was also noted for some Southern African countries who were yet to establish these coalitions. However, capacity gaps amongst ECDE coalitions were also noted as being weak and ineffective with notable capacity gaps in areas of internal governance, leadership development, human resources management, resource mobilisation, relationship building, diplomacy and transnational advocacy.

In an effort to address these challenges, ZINECDA in partnership with NECDOL and the Malawi ECD Coalition, and with funding from the education out loud (EOL) global partnership education (GPE) fund that is managed by Oxfam IBIS, are set to implement a 3-year project (2021-2023) in Southern Africa. The project will be implemented in Lesotho, Malawi, and Zimbabwe as the direct grant recipients, and with Zambia, Mozambique, Swaziland and other Southern African countries being additional countries that will benefit from the project. The consortium of coalitions will be implementing operational component 3 (OC3) of the EOL fund which aims to create a strong global and transnational enabling environment for national civil society advocacy and transparency efforts.

Methodology

Mixed-methodology approach involving quantitative and qualitative methods of data collection and analysis was used. Quantitative data was collected through a survey questionnaire and qualitative data was collected through key informant interviews with the target coalitions and relevant national level stakeholders, as well as a literature review of all relevant documents. The use of mixed methods allowed for triangulation of information collected from different sources. Primary data collection was conducted virtually.

An institutional survey questionnaire targeting the 3 grant recipients (ZINECDA NECDOL and the Malawi ECD Coalition) and the 3 non-grant recipients (ZANEC, RDPI and SNECD) was administered. The bench-marks that needed to be set were measured at coalition level which is why the study was targeting the 6 existing coalitions. This was guided by the project indicators that specifically sought to measure progress made by the coalitions, hence the need to roll out an institutional survey.

Findings

Objective 1: To strengthen the capacity of ECDE national coalitions on areas of internal governance, advocacy and research in order for them to effectively hold governments accountable and demand transparency in the formulation and implementation of ECD policies and strategies related to SDG 4.2 and GPE at transnational level by December 2023. (Capacity Building)

In demanding transparency and accountability in the formulation of ECDE policies, the ECD coalitions in the 5 countries have been doing some work around ECDE related advocacy. The ECD Malawi coalition actively participates in national budget and expenditure analyses as well as in the analysis of the Ministry of Gender, Community Development and Social Welfare related reports. The Civil Society Education Coalition in Malawi was also reported to be actively involved in education related issues including ECDE, working closely with the ECD Malawi coalition. With regards to policy influence, some of the policies that the ECDE coalitions in the target countries have successfully influenced, include the National ECD policy in Malawi, the multi-sector ECDE policy in Swaziland, the Early Learning Policy, Education Amendment Act, the Early Learning and Development Standards and the Inclusive Education policy in Zimbabwe, while in Zambia, ZANEC has influenced the direct provision of ECE by Government, which was previously a preserve for non-state actors. However, NECDOL in Lesotho, indicated that they had not yet successfully influenced any policies by the time of the TRANAC baseline survey.

In demanding for transparency and accountability in the use of GPE funds allocated to government, coalitions conduct engagement meetings with senior government officials, organizing presentations and round table meetings with government to discuss ECDE financing issues and deciding on relevant actions. Notably, some of the successes realised by ZANEC include that they supported the Ministry of General Education in developing an ECE situational analysis and Education Sector Programme Implementation Grant (ESPIG) proposal on ECE to GPE amounting to US\$39 million in 2020. While the coalitions had influenced a number of ECDE related issues in their respective countries prior to the TRANAC project, none of the coalitions had yet influenced any related policy issues as a result of strengthened capacity and strengthened demand for transparency and accountability in the formulation of ECDE policies.

Of concern is that some coalitions indicated having strong capacity in research, but stated having conducted little to no research. It is important to note that the capacities of the ECDE coalitions could be strengthened through collaboration and partnerships with other institutions, including their member organisations that are well versed in certain areas that contribute to the coalitions overall capacity to effectively advocate for ECDE related issues. While the coalitions generally perceived themselves as having capacities in research, internal governance and advocacy, a critical analysis shows the need for capacity strengthening given the discrepancies in the survey responses, which indicate a limited understanding of some of the issues.

OBJECTIVE 2: To engage in national and transnational advocacy to influence the development of comprehensive and inclusive ECDE policies, legislation and systems by Governments in Lesotho, Malawi, Zimbabwe and other Southern African Countries by December 2023 (Advocacy)

Of the five coalition members who participated in the quantitative survey, four indicated that no transnational advocacy efforts had influenced the development of national comprehensive and inclusive ECD policies, legislations and systems. This can be attributed to the fact that there is little to no transnational ECDE advocacy in Southern Africa. However, ZINECDA indicated having seen some influence as a result of their participation in transnational advocacy platforms, for instance through AfECN and the World Forum Foundation. Specifically, ZINECDA has been influencing the development of the Early Learning Policy which is still underway, that focuses on the provision of care and early education opportunities for children eligible for the Infant School Module, namely ECD A, ECD B, Grades 1 and 2; The Education Amendment Act of 2020, which reinforces the importance of strengthening Early Childhood Development (ECD) programmes and education policies; Early Learning and Development Standards that provide guidelines for ECD centres to align with, such as physical environment and nutrition, as well as the Inclusive Education policy, among others.

Though little has been done at transnational level, the coalitions reported national level advocacy for example, ECD Malawi is advocating for the ECD Act since the national ECD policy was formed in 2008 - a time before the coalition itself had been established. In Swaziland, the ECD policy that was drafted in 2008 has not been passed and is still at parliament level. This indicates compromised and weak prioritisation by the government on ECD issues, as well as weak policy advocacy at national level. Therefore, it is evident that not much has been done by respective coalitions at transnational level, with minimal national level advocacy that requires strengthening.

Although there are some policies available in Southern Africa, such as the SADC policy framework on Care and Support for Teaching and Learning (2015) and the Regional Open and Distance Policy with regard to developing capacity in skills development (ODL 2012), there is very little deliberate focus on ECDE related policy and legislation. However, at Africa regional level, there is the Continental Education Strategy for Africa (CESA 16-25) that identifies the pre-primary education as a neglected subsector that deserves special attention, and the Early Childhood Education and Development Cluster that was developed in 2018 by the African Union (AU) to support progress towards the Achievement of the Continental Education Strategy for Africa.

The coalitions were asked if they participated in any joint advocacy initiatives with other Southern African ECDE coalitions. All five coalitions who participated in the survey, responded that they had not participated in any joint advocacy initiatives with other Southern African ECDE coalitions. This shows the absence of joint advocacy initiatives within Southern Africa prior to the TRANAC project. From the survey, all coalitions revealed that there were functional transnational ECDE movements or groups they were participating in. While these ECDE movements and groups are operating at transnational level in the Africa region as well as globally, there are no specific ECDE movements or groups operating at Southern Africa regional level.

Objective 3: To improve the availability of ECDE data, through research, monitoring and evaluation, for use at national and transnational level in advocacy, learning and decision making for attainment of SDG 4.2 and GPE related targets on ECDE in Lesotho, Malawi, Zimbabwe and other Southern African countries by 2023

Out of the five coalitions, four coalitions indicated that they had not successfully advocated for the inclusion of ECDE indicators in reporting management information systems and decision position papers. However, ZINECDA successfully advocated for the inclusion of the following indicators in the Zimbabwe ED46 (B1); (i) ECD facilities especially food preparation sheds, outdoor play area, and play equipment to be found in the school, (ii) Frequency of health assessments including for common diseases, (iii) inclusion of income generating projects that benefit ECD learners, (iv) the availability of child-size and functioning toilets, and (v) availability of age appropriate ECDE furniture. ZINECDA reported having used the ECDE indicators that they advocated for in conducting research on the status of early childhood development in Zimbabwe, the schools operating procedures for reopening during COVID-19 and the research on the education amendment act. Research findings were used by ZINECDA and Ministry of Primary and Secondary Education (MoPSE) to buttress ECDE advocacy efforts. Although there has been use of research data to improve advocacy, there has not been any policy/legislative influence established so far.

Generally, there is little research work being done on ECDE related issues in Southern Africa. This can be partly attributed to limited resources that hinder extensive research work in the field. If sufficient funds were available, coalitions could conduct longitudinal studies that provide evidence for advocacy, such as the 20-year Heckman study that traced children who would have been in good early childhood development programs against those who did not go through good programs.

Conclusion

Overall, the ECDE coalitions have little to no capacity to conduct ECDE related advocacy at transnational level. However, given that there are some coalitions who are stronger in ECDE policy advocacy, there is an opportunity to strengthen weaker coalitions and together enhance related advocacy in Southern Africa. Coalitions participated in forums but they were organized at Africa regional level and at global level with limited deliberate focus on Southern Africa. Capacity to develop comprehensive and sustainable policy, legislation and systems is weak considering that only a few of the coalitions had successfully developed these sustainable comprehensive policies through advocacy at transnational and national levels.

The baseline study revealed a lack of appreciation of the monitoring and evaluation and learning concept and its value, as some coalitions did not see the need to have a MEAL officer. This lack of understanding extends to the research component where some coalitions responded that they had sufficient capacity in research while on the other hand, they had conducted little to no research.

Recommendations

- In order to strengthen MEAL in each of the coalitions there is need for the recruitment of MEAL officers in each of the participating coalitions
- Develop and or strengthen national level ECDE information hubs that will be used in feeding into the Southern Africa ECDE hub
- Drawing lessons from regional and global platforms, organise transnational ECDE forums within Southern Africa in order to draw a knowledge base within the region
- Organise transnational ECDE research during which all coalitions will learn from as well as establish a knowledge base on ECDE related issues in Southern Africa.
- Organise joint transnational advocacy initiatives with transnational groups/movements/policy bodies to enable the TRANAC coalitions to leverage knowledge and skills that will strengthen ECDE advocacy in Southern Africa
- Advocate for the inclusion of ECDE indicators in national management information systems followed by close monitoring of the collection, analysis and use of the data for decision making
- Build the capacity of coalitions in the areas of research, monitoring and evaluation and advocacy for ECDE public financing including at transnational level

Acknowledgements

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The baseline would not have been possible without the fundamental contributions that we received from all coalitions and their respective partners and stakeholders, including those in Government, CSOs, UN agencies and NGOs who actively participated in the evaluation process.

Lastly, special acknowledgement and thanks also go out to the vibrant team of research assistants who worked tirelessly together with the consulting team throughout the entire study.

Acronyms

AfECN	Africa Early Childhood Network
CBCC	Community-based Childcare Centers
CESA	Continental Education Strategy for Africa
CSO	Civil Society Organization
ECCDE	Early Childhood Care Development and Education
ECCDE	Early Childhood Care, Development and Education
ECD	Early Childhood Development
ECDAN	Early Childhood Development Action Network
ECDE	Early Child Development and Education
ECEC	Early Childhood Education and Care
ECG	Education Consultative Group
EFA	Education for All
EOL OC	Education Out Loud Operational Component
ESPIG	Education Sector Programme Implementation Grant
GDP	Gross Domestic Product
GPE	Global Partnership for Education
HDI	Human Development Index
MDG	Millennium Development Goals
MINEDH	Ministry of Education and Human Development
MINEDH	Ministry of Education and Human Development
MoET	Ministry of Education and Training
MoPSE	Ministry of Primary and Secondary Education
NDS	National Development Strategy
NECDOL	National ECD Coalition of Lesotho
NER	Net Enrolment Rates
OSISA	Open Society Initiative for Southern Africa
RDPI	Rede para o Desenvolvimento da Primeira Infância
SADC	Southern Africa Development Committee
SAFOD	Southern Africa Federation of the Disabled
SDG	Sustainable Development Goals
SNECD	Swaziland Network for Early Childhood Development
SPEED	Smart Programme on Economic Empowerment and Development
TRANAC	Transnational advocacy capacity building

UN	United Nations
UNICEF	United Nations Children’s Fund
ZANEC	Zambia National Education Coalition
ZECDAN	Zambia Early Childhood Development Action Network
ZIMVAC	Zimbabwe Vulnerability Assessment Committee
ZINECDA	Zimbabwe Network of Early Childhood Development Actors

1.0 INTRODUCTION

ZINECDA, in partnership with NECDOL, and the Malawi ECD Coalition commissioned EMCAD to conduct the baseline evaluation of the TRANAC project in Southern Africa. The project seeks to develop stronger and vibrant ECDE in Southern Africa. The baseline report provides a contextual background, project background, methodology, findings, conclusion and recommendations.

1.1 Background

1.1.1 Global Context

Early Childhood Development (ECD) has become a priority for research, policy and programming, at national and global levels, with increasing recognition of the interconnections between a nation's development goals and the quality of services for all children and their families. Moreover, the term 'ECD' is increasingly being used to reflect the evidence that young children's survival, health, care and learning involves an interconnected and dynamic growth process that is critical from the pre to post-natal period, through birth and spanning to the early school years.¹ The 1989 United Nations Convention on the Rights of the Child began a more visible drive for ECD on the international stage.² Following this, the Education for All (EFA) initiative from the 1990 world conference on EFA in Jomtien Thailand, the 2000 World Education Forum, Dakar, Senegal and the adoption of the Millennium Development Goals (MDGs) in the United Nations have all led to an increase in government policies in the domain of ECD. While ECD was not explicitly addressed as an (MDG), the UN Secretary General's Report to General Assembly, 2010, recognised ECD as core to their achievement.³ The sustainable development goals (SDGs) have made ECD central to the development agenda, with SDG 4.2 targeting to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education by 2030, to fully equip them for primary education.⁴ A Consultative Group on Early Childhood Care and Development Task Force for the Post-2015 Development Agenda, noted that;

“The evidence is clear, investing in ECD leads to gender equality and empowerment, better health and education outcomes, improved skills, abilities and productivity, narrows the income, ethnic, and geographic inequality gaps, provides timely intervention for persons with disabilities, and is a cost-effective strategy for eliminating disadvantage”.

The positioning of ECD at the heart of global development reflects the convergence of persuasive lines of policy analysis and research evidence that every young child is entitled to survival, to development and education, and that early childhood is a critical period, a window of opportunity, not only for individual children's development, but for achieving social justice and prosperity of societies.

1.1.2 Regional Context

Increasing access to early childhood education in Africa is an important step that many countries take for their greater economic benefit. However, many African nations face different challenges in trying to improve their programming around ECD, but with increasing support from development actors, these challenges are being overcome. Africa has one of the lowest rates of early childhood education (ECE)

¹ Britto, P. (2012). School Readiness: A Conceptual Framework. New York: UNICEF

² United Nations 1989 Convention on the Rights of the Child

³ UN Secretary General's Report to General Assembly, 2010

⁴ Aber Cynthia Aber 1, Marianne Weiss, Jacqueline Fawcett- Contemporary women's adaptation to motherhood: the first 3 to 6 weeks postpartum, 2013; United Nations Sustainable Development Solutions Network, 2014: The future of our children; LifeLong, Multi-generational Learning for Sustainable Development

in the world with only 27% of children in sub-Saharan, West and Central Africa attending preschool, while only 26% of children in Middle East and North Africa attend preschool.⁵ In Africa, the majority of young children are adversely impacted by a range of social and economic inequalities. The resultant socio-economic inequalities deprive most African children of their fundamental socio-economic rights, including access to health care, education, social services and nutrition. It has been indicated that access to quality early childhood development programmes, plays a crucial role in offsetting inequalities by protecting children from the effects of poverty, poor nutrition, inadequate health care and lack of education.⁶ Therefore, early and appropriate provisioning and interventions make it possible for children to grow and develop to their full potential, resulting in increased primary school enrolment, enhanced school performance, lower repetition and dropout rates, as well as reduced need for costly remedial interventions to address developmental lag and social problems in life. Although the importance of ECD opportunities cannot be undermined, many African children live in the poorest conditions that have the least opportunities for growth and development. Poverty hinders a caregiver's ability to engage with their children, which leads to poor parent-to-child interaction.⁷ Therefore, income poverty is critically linked to reduced access to a range of services, compromising the child's right to education, nutrition, health care, as well as a safe milieu. As reiterated by UNICEF, "investing in early childhood education can be a powerful way to reduce gaps that often put children with low social and economic status at a disadvantage."⁸

Nonetheless, ECDE is gradually gaining recognition particularly in Southern Africa where in 2019, the Southern Africa Federation of the Disabled (SAFOD), in partnership with the Africa Early Childhood Network (AfECN), with financial support from Open Society Initiative for Southern Africa (OSISA), agreed to start afresh the development of an inclusive ECDE strategy. This stand-alone strategy intends to elevate the visibility of ECDE and increase the focus by SADC State Parties on ECDE issues. However, the strategy is still under way.

1.1.3 National Contexts

Eswatini

Eswatini is a small landlocked country in Southern Africa bordered by Mozambique and South Africa. In 2020, the population of Eswatini was estimated at 1,160,164 people at midyear according to UN data. The population equates 0.01% of the total world population.⁹ Swaziland has over the years made significant investments in education of about 6% of its Gross Domestic Product (GDP), with Ministry of Education and Training (MoET) reporting the proportion of the annual budget devoted to education in Eswatini averaging about 17%, which is slightly higher than the UNESCO recommendation for low-income countries. The MoET and respective sub-sectors have a robust M&E framework with clearly outlined outcomes, strategic objectives, outputs, activities and indicators. It covers all levels of education from ECD to tertiary level. What is key to this study is that the Kingdom of Eswatini embraced International Declarations that are critical as the basis for Education for All and Inclusive Education. Critical national policies have been developed and they seek to attain access to basic education for all. Such national policies include but are not limited to the National Development

⁵ Borgan Project. (2019). Increased Access to Early Childhood Education in Africa

⁶ Ashley-Cooper, M., Van Niekerk, L. J. & Atmore, E. (2019). Early Childhood Development in Africa: Inequalities and Opportunities. Research Gate.

⁷ *ibid*

⁸ UNICEF. (2020). Early Childhood Development: for Every Child, Early Moments Matter

⁹ Professor Tsitsi Chataika, Professor Lincoln Hlatywayo, Macreynold Maroveke & Samson Marufu (2020) Mapping policies, definitions, and practices on Inclusive Education (IE) and Education in Emergencies (EiE) in nine Member States supported by the UNESCO Regional Office for Southern Africa.

Strategy (NDS 1999), National Policy Statement on Education (1999), Smart Programme on Economic Empowerment and Development (SPEED 2005) and the Swaziland National Constitution (2005). In terms of the Legislative Framework in Eswatini, education in general is administered under MoET which plans, budgets, monitors and evaluates programmes in education, Early Childhood Care Development and Education (ECCDE) included. ECCDE aims to lay a foundation for effective development in the earliest years of the child's life.

Lesotho

Lesotho's population is estimated at 2.2 million people and only 46% of children in Lesotho have access to ECDE.¹⁰ Available evidence indicates that access to quality early childhood development programmes plays a critical role in offsetting inequalities by protecting children against the effects of poverty, poor nutrition, inadequate health care and lack of education.¹¹ The policy and legislative environment for education in Lesotho is conducive for improved learning outcomes, but it is not without challenges. There is a growing recognition of the importance of early childhood care and development across the sects of the nation due to continued advocacy efforts by various players such as UNICEF, civil society organisations, faith-based organisations and individual advocates. Evidence from the biannual National Assessment Surveys 2012 and 2014 shows that early childhood care and development (ECCD) is able to improve learning outcomes in primary schools.¹²

Despite progress of advocating, implementing, and introducing various laws and programmes, access to, and the quality of ECD services remains problematic, especially for the most marginalised children living in poverty, the very young children under the age of two years, children in rural areas and those living with a disability. In 2014, 33% of children under 5 years were stunted, and more than half of children aged 6-59 months were anaemic, and all these conditions if unattended, would make it difficult for young children to develop and learn.¹³ Furthermore, 13% of children aged 2-4 years were orphaned¹⁴ while 6.1% of orphaned children aged 2-5 attended an ECCD centre in 2015¹⁵. In addition to the poor rate of access to formal ECD centres and out-of-home care, the current ECD framework does not document or secure the full complement of ECD rights, service and support.

Malawi

Malawi remains one of the poorest countries in the world, with a Human Development Index (HDI) of 0.418, ranking 170 out of 187 countries.¹⁶ Almost 75% of the population earns less than 1.25 USD per day.¹⁷ People experience high levels of vulnerability, including poor nutrition and high prevalence of HIV/AIDS (10.6%)¹⁸, and the country has a life expectancy of about 54.8 years.¹⁹ Vast numbers of

¹⁰ UNICEF Lesotho Country Report 2019

¹¹ Dornan, P. and Woodhead, M. (2014, forthcoming). What Shapes Children's Development? Life course evidence from Young Lives cohort study

¹² Biannual National Assessment Surveys 2012 and 2014

¹³ Demographic Health Survey Report 2014 (Lesotho)

¹⁴ Ibid

¹⁵ Education Statistical Report

¹⁶ UNDP 2020: The Next Frontier: Human Development and the Anthropocene

¹⁷ Ibid

¹⁸ Biannual National Assessment Surveys 2012 and 2014

¹⁹ UNDP 2020: The Next Frontier: Human Development and the Anthropocene

children in Malawi are vulnerable as a result of chronic poverty, malnutrition, and orphan hood. Approximately 13% of Malawian children have lost one or both parents, almost half of them due to HIV/AIDS.²⁰ Additionally, many of Malawi's one million orphaned children live in poor communities.²¹ Malawi further experiences frequent famine which has led to food shortages and contributed to high rates of malnutrition among children. According to UNICEF, 23% of all child death cases in Malawi are related to under-nutrition, 4% of under five children suffer from acute malnutrition and 37% of children in Malawi are affected by stunting. Moreover, the rate of appropriate complementary feeding in children 6-23 months is 8%.²² UNICEF's 2014 Multiple Indicator Cluster Survey (MICS) reported that only 60% of Malawian children aged 35-69 months are developmentally on track.²³ However, there were significant variances based on socio-economic differences suggesting that more children in poor rural communities were likely to be off track developmentally.

Nonetheless, Malawi has an Education Act (Act No. 21 of 2013) in place for education of the people of Malawi. The Malawian Education Act of 2013 stipulates that education in Malawi should be for all people irrespective of any discriminatory characteristics such as race, disability, ethnicity or gender. In light of this act,²⁴ The National Policy on Early Childhood Development (2017) was also promulgated, and has, among other guiding principles, one which states that —No child shall be discriminated on the basis of age, sex, race, health status, and economics, religious or political affiliation in the provision of ECD services by any organization. It is in this context that many communities in Malawi have come together over the last few decades to establish and run community-based childcare centres (CBCCs). A national survey found 5,665 CBCCs in Malawi, mostly initiated by civil society organizations (CSOs, 45%) or by communities themselves (42%)²⁵ that serve over 400,000 children, including orphans (21.9%) and children with disabilities (3.5%).²⁶ Most of the CBCCs were initially set up to provide care and nutritional support of the children, and were not focused on educational outcomes. In response to changing demands from parents and communities, as well as increased awareness among CSOs of the importance of early learning, greater attention is being given to responding to children's early development and learning needs.²⁷ Many CBCCs are managed by CBCC management committees, which include representation from parents and other community members. These committees vary in how functional they are. Three key strengths of the CBCC model have been described as: (i) its reliance on community ownership and involvement; (ii) support and investment from community-based organizations (CBOs); and (iii) the CBCCs' linkages with other local services such as health facilities, primary schools, and child protection committees. However, the CBCCs struggle with extremely limited resources because of inadequate investment from the government and high levels of poverty at community level.

Mozambique

The Republic of Mozambique, located along the south eastern part of the African continent, is a low-income country with an estimated population of about 26 million people. The country became an

²⁰ Agbenyega, J. S. (2013). *Early Childhood Education in Sub-Saharan Africa* Oxford Bibliographies (Oxford, UK: Oxford University Press).

²¹ Ibid

²² UNICEF, *Nutrition Factsheet* (2018) 2019, Malawi

²³ UNICEF's 2014 Multiple Indicator Survey

²⁴ National Policy on Early Childhood Development (2017) <https://www.doccity.com/en/malawi-national-ecd-policy/5099960>

²⁵ Munthali, A. C., Mvula, P. M., & Silo, L. (2014). Early childhood development: the role of community based childcare centres in Malawi. *SpringerPlus*, 3(1), 1.

²⁶ Ibid

²⁷ Munthali, A. C., Mvula, P. M., & Silo, L. (2014). Early childhood development: the role of community based childcare centres in Malawi. *SpringerPlus*, 3(1), 1.

independent nation in 1975²⁸, after years of colonisation by Portugal.²⁹ Mozambique continues to be one of the poorest countries in the world with 46% of Mozambicans living below the poverty line. The country's development has been largely derailed by severe drought and a prolonged civil war.

In Mozambique, only 4-6 percent of the pre-school age (3-5) have access to pre-primary education out of approximately 19% of the school age population. It is quite a challenge to provide the one-year of pre-primary education prior to first grade due to infrastructural deficiencies. Early Childhood Education Network in Mozambique comprises public, private and community-based schools. The Government of Mozambique, through the Ministry of Education and Human Development (MINEDH) which is responsible for pre-primary education in Mozambique, and through Law 18/2018 on the National Education System, initiated a reformation of preprimary education by recognizing it as a subsystem within the broader Education sector, but did not make attending pre-school compulsory, even after spelling out the developmental outcomes of the stage.

It is interesting to note that Mozambique is increasingly recognising that adequate access to quality early learning opportunities contributes to better-prepared children once they go to primary school and helps them succeed in their educational journey. This is evidenced by the development of the 2012-2021 *Estratégia do Desenvolvimento Integrado da Criança em Idade Pré Escolar (DICIPE)*, which is the country's national integrated pre-school child development strategy.³⁰

Zambia

Zambia is located in Sub-Saharan Africa. Pursuant to its attainment of independence from Britain in 1964, Zambia took a democratic stance to expand the education system. Several developments were realised, including the opening of the colleges and schools among other developments. The major challenge was in responding to children's needs against limited resources. Publicly-funded programmes for early childhood education and care were a relatively new concept in Zambia since preschool education was also a preserve for the minority.

After the declaration of education for all children at the World Conference on Education for All in 1990, Zambia promulgated the Focus on learning (1992) policy which stressed the importance of access to educational opportunities. Thus, in the 1992 policy document, the Zambian government reiterated that, 'every person – child, youth, and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs.' The 'Educating Our Future' policy document (1996) focused on formal education. Recurring themes in the document included educational flexibility, responsiveness to educational needs, and enhancement of quality of education for all children. Furthermore, Zambia also adopted the Millennium Development Goals and set to achieve universal primary education by the year 2015. To this end, the Ministry of Education in Zambia defines ECCDE as the level of education, both informal and formal, which a child from birth to age six undergoes prior to reaching the compulsory age (seven years) of entry to a primary or basic school.³¹ The Ministry determines the strategies for developing the ECCDE curriculum framework, teaching and learning materials. Challenges continue to be found in the areas of curriculum development, financing and capacity building for successful monitoring and evaluation of the ECCDE programmes in Zambia. These could be circumvented by well-coordinated policy frameworks in the ECD sector.

²⁸ CIA - The World Factbook

²⁹ Light for The World. Mozambique Country Strategy 2016-2020

³⁰ Jo Walker and Napisa Baboo MOZAMBIQUE: LEAVE NO CHILD BEHIND Invest in the early years, 2020

³¹ Zambia Ministry of Education, 2006

Zimbabwe

In Zimbabwe, prior to gaining independence in 1980, pre-school education was provided for the white children and quality standards were stipulated in the legislature.³² Immediately after independence, Zimbabwe expanded its provision of preschool education for black children.³³ Traditionally conceived by western society as either the care of young children for working parents, or preschool for the middle-upper classes, ECD in Zimbabwe has also been previously regarded as a privilege for a few especially urban dwellers.³⁴ Developed at sites such as health centres, clubs and community centres, the then established Early Childhood Education and Care (ECEC) centres were created by the then Ministry of Community Development and Women's Affairs to take responsible care of children whose mothers were part of the few working women so that they would be free to work during the day.³⁵ Since then, the programme has received prominence as government stepped in to provide facilities before the Nziramasanga Commission³⁶ recommended that the ECD classes be compulsory entry into Grade 1.

However, there was a mismatch between the then policy framework and the obtaining community aspirations for access to ECD services. In 2004, the Government of Zimbabwe introduced a new policy, Secretary's Circular 14 of 2004 which integrated 3–5-year-olds into the formal primary school system. The regulatory framework for this policy, the Statutory Instrument 106 of 2005 ushered in the guidelines that are currently in operation. Currently under MoPSE, education of the 4–5-year-olds is guided by the Statutory Instrument 106 of 2005 which pegs guidelines to assure quality ECD aiming at quality health, safety, nutrition and education as indicators for the all-round development of learners. While guidelines specify the quality indicators, the quality of ECD schools mushrooming all over Zimbabwe leaves a lot to be desired. Though a lot of successes have been scored where the majority of primary schools in Zimbabwe have complied and introduced ECD 'A' and ECD 'B' classes, gaps within the system have been identified, justifying the need for the project to advocate for a transparent and accountable Government. This will ultimately improve development and the implementation of sustainable, equitable, inclusive and gender responsive ECDE policies and legislation.

1.2 Project Background

A situational analysis conducted at project design stage revealed a lack of transparency and accountability by governments, indicating that ECDE is not prioritised in terms of financing, provision of new resources for teaching, development and implementation of inclusive and comprehensive ECDE policies, legislation and systems in the target countries.

Of note is the lack of transparency and accountability in the way decisions are made and education policies are implemented, as indicated by the limited involvement of key stakeholders such as parents, teachers, and CSOs in education. Moreover, poor funding allocations by governments and donor partners were noted to disproportionately focus on mainstream primary education without emphasis on ECDE. The situational analysis further revealed that ECDE is not prioritised for resource allocation by

³² Nziramasanga, 1999:42; Education Act of 1973; Shumba & Chireshe, 2013:609

³³ Cleghorn & Pochner, 1997; Shumba & Chireshe, 2013:609.

³⁴ Ackerman, D. J. & Barnett, W.S. (2009). What do we Know About the Impact of Publicly Funded Preschool Education on the Supply and Quality of Infant/Toddler Care Draft

³⁵ Chireshe, R & Venter, E. (2012). The planning of school guidance and counselling services from the perspectives of school counsellors and learners in three Zimbabwean educational regions. *Journal of Educational Studies* 11(1):14–27

³⁶ The Nziramasanga Commission of Inquiry was a commission of Inquiry which was commissioned by former President Robert Mugabe in 1998 to inquire into the Education System of Zimbabwe. A team of experts led by Prof. Caiphaz Nziramasanga conducted the inquiry and gave feedback to the then Presidential administration. The report gave recommendations on what can be improved in the Zimbabwean Education sector.

their national Treasury and other development partners despite that ECDE is critical for child development including for the long term economic and social development of a country.

Existing integrated ECD policies are not fully implemented due to various reasons including lack of costed and implementation strategies, inadequate financing and weak or non-existing directorate positions at decision-making level to adequately support policy implementation. Furthermore, the ECD Net Enrolment Rates (NER), are noted as very low especially given that some countries have no integration of ECD in formal schools. The countries continue to face education quality challenges. ECD has the lowest percentage of trained teachers and significant investment is required in infrastructure and learning materials for the ECDE sector. Teachers are poorly remunerated and lack motivation, affecting the quality of learning in schools. Further exacerbating, this are challenges such as high caregiver turnover, lack of decent infrastructure, and lack of qualified teachers, which continue to affect the quality of ECDE services. Despite regional efforts towards achieving the SDGs, Malawi, Lesotho, and Zimbabwe do not have an SDG 4.2 implementation and reporting framework, which contributes to the low implementation of the ECDE related policies in these countries.

Another gap that was identified in the situational analysis is the lack of cross-sectoral synergies among relevant line ministries such as education, social welfare, community development, health care, finance and economic development. This was attributed to the line ministries' working in silos which in turn reduces the impact of work in improving the quality of ECDE services. Although some CSOs participate in Local Education Groups (LEG) which are the highest decision forums on education matters such as in Zimbabwe through the Education Consultative Group (ECG), in some Southern African countries, the situation is different.

A lack of a vibrant and transnational CSO coalition or alliance that holds governments accountable on ECDE issues was also noted for some Southern African countries who were yet to establish these coalitions. Capacity gaps amongst ECDE focused CSO coalitions were also noted as being weak and ineffective with notable capacity gaps in areas of internal governance, leadership development, human resources management, resource mobilisation, relationship building, diplomacy and transnational advocacy. Gaps were also noted in Monitoring, Evaluation, Accountability and Learning as well as policy evaluation analysis and research.

In an effort to address these challenges, ZINECDA, in partnership with NECDOL and the Malawi ECD Coalition, and with funding from the education out loud (EOL) global partnership education (GPE) fund that is managed by Oxfam IBIS, are set to implement a 3-year project (2021-2023) in Southern Africa. The project will be implemented in Lesotho, Malawi, and Zimbabwe as the direct grant recipients, and with Zambia, Mozambique, Swaziland and other Southern African countries being additional countries that will benefit from the project. The consortium of coalitions will be implementing operational component 3 (OC3) of the EOL fund which aims to create a strong global and transnational enabling environment for national civil society advocacy and transparency efforts. The strengthened CSOs will engage in transnational advocacy to make governments in Southern Africa more transparent and accountable to their citizens on ECDE issues. Transparent and accountable governments ultimately improve the development and implementation of sustainable, equitable, inclusive and gender responsive ECDE policies, legislation, and systems, as well as improved ECDE financing by governments, CSOs and donors. The following are the objectives of the project:

- To strengthen the capacity of ECDE national coalitions on areas of internal governance, advocacy and research in order for them to effectively hold governments accountable and

demand transparency in the formulation and implementation of ECD policies and strategies related to SDG 4.2 and GPE at transnational level by December 2023;

- To engage in national and transnational advocacy to influence the development of comprehensive and inclusive ECDE policies, legislation and systems by governments in Lesotho, Malawi, Zimbabwe and other Southern African countries by December 2023;
- To improve the ECDE decision making process through availing of ECDE data, research, monitoring and evaluation and for use at national and transnational level in advocacy, learning and decision making for the attainment of SDG 4.2 and GPE related targets on ECDE in Lesotho, Malawi, Zimbabwe and other Southern African countries by 2023.

The project is aligned with the EOL OC 3 which seeks to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts. The project is set to improve the policy environment for ECDE through building the capacity of national networks that are made up of a wide and diverse grouping of education advocates. The planned activities are based on past and planned research and will be used to strengthen evidence-based approaches to improve access, quality, inclusivity and equity in ECDE. Through the coalitions, the voices of subnational members are amplified to strengthen national efforts to reach governments and adopt national policies. However, where national voices are not adequate, transnational strategies that strengthen transnational synergies and advocacy can be achieved through policy dialogues and multi-media communication. Alliances with oversight institutions such as civil society, parliament committees and donor partner forums will further strengthen efforts towards achieving social accountability. Moreover, national and transnational coalition forums will provide learning platforms where research-based practices and priorities will be shared.

The project intends to build a stronger and vibrant transnational ECDE coalition to engage in advocacy work, influencing policies, legislation and ECDE financing in Zimbabwe, Malawi, Lesotho, and other Southern African countries. Linkages with other education stakeholders at national, regional and global levels will be forged. The coalition seeks to strengthen relations with regional multilateral or intergovernmental bodies such as SADC and the African Union to influence member states to prioritise the development of sustainable ECDE policies and resource allocation thresholds.

1.3 Purpose of the Baseline Study

The main purpose of the Baseline Evaluation was to benchmark the current status of the project's goal, and outcomes as indicated in the log frame/M&E plan providing scientific basis from the findings, conclusions and recommendations that will be used to effectively evaluate the impact of this project on ECDE status in Malawi, Lesotho, Zimbabwe and other Southern African countries at large at midterm and end line phases of the project.

Objectives of the Baseline Evaluation

The objectives of the baseline study, as provided in the terms of reference were to:

- Benchmark the current status of the project's goal, and outcomes as indicated in the log frame/M&E plan providing scientific basis from the findings, conclusions and recommendations that will be used to effectively evaluate the impact of this project on ECDE status in Malawi, Lesotho, Zimbabwe and other Southern Africa countries at large at midterm and end line phases of the project;
- Gather information that will be used to refine and revise log frame targets making them more realistic based on information that will be established;

- Inform and refine project advocacy strategies with reference to the project interventions and how this will influence stronger and vibrant early child development and education (ECDE) in Southern Africa.

The study will report on the current status of the indicators³⁷ assessing the key issues presented against the programme outcomes below;

Outcome 1: Vibrant national and transnational ECDE coalitions influencing transparency and accountability in formulation and implementation of ECDE policies and strategies related to SDG 4.2 and GPE

- How ECDE coalitions are demanding transparency and accountability in the formulation and implementation of ECDE policies and strategies related to SDG 4.2 and GPE processes at national and transnational levels – Number of coalitions actively involved
- Extent of involvement of ECDE coalitions in demanding transparency and accountability in the use of GPE funds allocated to their governments at national and transnational levels – Number of coalitions actively involved
- Extent of contributions by coalitions on ECDE policy issues as a result of strengthened capacity and demand for transparency and accountability in the formulation of ECDE policies
- Coalitions capacities on internal governance, research and advocacy as well as on influencing ECDE policies at transnational
- Participation of coalitions in decision making forums/engagements at national, regional and global levels

Outcome 2: Sustainable, comprehensive and inclusive ECDE policies, legislation, and systems developed through national and transnational advocacy.

- National comprehensive and inclusive ECD policies, legislation and systems developed as a result of transnational advocacy efforts of the ECDE coalitions
- Functional policy and legislative systems operating in the region and influenced by the coalition through advocacy.
- Joint advocacy initiatives conducted by ECDE Coalitions at national and transnational levels
- Functionality of movements or groups at transnational level
- Coalition's implementation of the advocacy plan for the project by coalitions
- ECDE coalition's attendance to regional and international policy forums and submission of ECDE policy issues including on budgeting and aid effectiveness and other issues.
- Policy influencing documents/products produced by coalitions
- Change in ECDE financing in national and education budgets
- Presence and functionality of well-coordinated cross-sectoral synergies at national and /or transnational levels

Outcome 3: Improved availability and use of ECDE data at national and transnational levels for advocacy, learning and decision making for the attainment of SDG 4.2 and GPE targets of ECDE

- Degree of satisfaction among staff and stakeholders with the availability and content of ECDE data availed for decision making, advocacy and learning
- Inclusion of ECDE indicators in national and regional reporting management information systems and decision position papers
- Extent of coalitions influence on ECDE policy and legislation decisions
- Usage of ECDE data to influence decisions

³⁷ See annex 1

- Functionality and use of MEAL and social accountability systems established by the coalitions, including the availability of information sharing systems
- Functionality and satisfaction with the web-based information hub, including social media presence
- Effectiveness of the learning platforms and visits particularly in improving organizational thematic advocacy as a result of participating in the learning platforms
- Availability of ECDE researches/policy analyses conducted, published and disseminated at national and transnational levels
- Budget templates and tracking mechanisms or instruments in place

2.0 METHODOLOGY

2.1 Introduction

EMCAD used a mixed-methodology approach which involved quantitative and qualitative methods of data collection and analysis. Quantitative data was collected through a survey questionnaire and qualitative data was collected through key informant interviews and literature review. The use of mixed methods allowed for triangulation of information collected from different sources. Primary data collection was conducted virtually.

The baseline evaluation was conducted in three phases which are: (i) Inception (ii) Data Collection and (iii) Data Analysis and Report Writing. These phases are clearly articulated below;

2.2 Phase I: Inception

The inception phase consisted of an initial briefing meeting that helped to get a common understanding of the general parameters and expectations of the baseline evaluation. This was followed by the development of a draft inception report with a detailed methodology, data collection tools and the baseline evaluation schedule. A virtual inception meeting with all members of the TRANAC consortium and the three non-grant recipients was held to share comments on the draft inception report as well as to validate data collection tools and the detailed methodology. Once all comments on the draft inception report had been addressed, the report was regarded as final and guided the execution of the baseline evaluation.

Sampling

Given that this baseline evaluation had a specific target with a specialised focus on ECDE related issues, purposive sampling was used for the collection of both quantitative and qualitative data. A list of key informants engaged in the baseline evaluation is provided in annex 3. Below is a detailed description of the baseline sample size and the subsequent justification.

Sampling for quantitative data collection

EMCAD rolled out an institutional survey questionnaire, guided by the project indicators that focused on ECDE Coalitions. The population against which the sample was derived are all the ECDE Coalitions identified in Southern Africa. Having identified 6 ECDE Coalitions in Southern Africa, the study targeted the 3 grant recipients (ZINECDA NECDOL and the ECD Malawi Coalition) and the 3 non-grant recipients (ZANEC, RDPI and SNECD). In other words, the study used the Total Population Sampling (TPS) technique, which is a type of purposive sampling where the whole population of interest is studied since the total population is of manageable size and all members of the sample share a common characteristic that is being ECDE Coalitions in Southern Africa. The bench-marks that needed to be set were measured at coalition level which is why the study targeted the 6 existing coalitions. The survey questionnaire sought to gather information that would help to place baseline values against the set indicators.

Sampling for qualitative data collection

A total of 15 information-rich individuals from Governments, UN agencies, coalitions and NGOs (as indicated in annex 3 who have knowledge of or are involved in ECDE in their respective countries were purposively selected for the baseline evaluation as elaborated in the key informant interview section.

2.3 Phase II: Data Collection

This phase comprised of pre-arrangements for data collection including setting appointments with project staff and/or management of the 6 participating coalitions, as well as other stakeholders and key informants in readiness for the collection of data. The following are the methods which were used in collecting data;

2.3.1 Qualitative Data Collection

Desk Review

The consultants conducted a comprehensive and rigorous review of all relevant project documents which were provided by ZINECDA, NECDOL and the ECD Malawi Coalition, as well as documents which were retrieved online, where necessary. Documents which were reviewed include project documents specifically the project proposal, M&E plans, ECDC advocacy strategy 2021, results framework, reflections and learning collaborative workshop reports, and relevant national ECDE policies and strategies, among other relevant documents. The desk review was essential in providing a better understanding of the project and the national contexts of the countries. It also provided insights into ECD policies, strategies, systems and related research. Through the desk review, the consultancy team was able to ascertain the contextual background of the ECDE situation in the respective countries. The list of documents reviewed for the baseline study is provided in annex 2.

Key Informant Interviews (KIIs)

In-depth discussions on specific topic(s) with purposively selected key informants was undertaken. The consultants engaged key stakeholders from all 6 countries. Information-rich individuals who have knowledge of, or are involved in ECDE in the different countries were the evaluation primary targets. In each country, the consultants would engage ECD coalition representatives, Government Ministries and departments responsible for ECDE, local and international non-governmental organizations, multilateral organizations as well as child health and care national partners. The role of coalitions included, among others, introducing the consultants to the target stakeholders and setting up of appointments but targeted key informants varied depending on the specific country contexts. An interview guide for each category of key informants was developed basing on the project objectives, as well as outcome and output indicators. The KIIs enabled the consultants to gain insights into ECDE related policies, laws and legislation, in the respective countries. The specific details of the key informants engaged are provided in annex 3.

2.3.2 Quantitative Data Collection

Survey Questionnaire

EMCAD rolled out an institutional survey questionnaire targeting the 3 grant recipients and the 3 non-grant recipients. The bench-marks that needed to be set were measured at coalition level which is why the study was targeting the 6 existing coalitions. This was guided by the project indicators that specifically sought to measure the benchmarks, hence the need to roll out an institutional survey.

The survey questionnaire was scripted onto KoBo Toolbox, a real-time data collection application, and a link to the questionnaire was shared via email to the 6 participating coalitions for completion. A single questionnaire was expected to be completed per institution by selected representatives. The data collection process was done with support from the TRANAC project officers from each country including following up on timely completion of the survey questionnaire and setting up of interviews with key stakeholders. However, the survey questionnaire was only completed by five out of the six target coalitions.

2.4 Data Quality Assurance (DQA)

The consulting team held debrief meetings to assess data quality, review work progress and discuss any issues that might impact data quality. The team worked together to proactively develop solutions to any emerging problems, and engaged in simultaneous communication with ZINECDA. Some of the strategies that were used to ensure data quality include:

2.4.1 Pre-Testing of Tools

Prior to the commencement of data collection, the consulting team conducted pre-testing of the institutional survey questionnaire, with ZINECDA. Data collected during the pilot test does not constitute the baseline data. The pre-test allowed for adjustments that were made to the institutional survey questionnaire after obtaining feedback from the pre-testing exercise.

2.4.2 Setting Mandatory Responses

To avoid unanswered questions in the dataset and to ensure that coalitions did not skip important questions, the design of the electronic questionnaire comprised of mandatory responses, and hence coalitions were not able to submit the questionnaire without completing such questions.

2.4.3 Using skip rules

For questions that are were not applicable to a particular coalition, skip rules were used in designing the electronic questionnaire where the Skip Logic command was set to lock the inapplicable questions.

2.5 Ethical Considerations

Below are ethical issues that were considered during the execution of the TRANAC baseline study;

- **Consent:** Participation at any level was entirely up to the respondent and there was room to withdraw from the study at any given moment. Verbal consent was sought from each participant engaged in the study.
- **Non-discriminatory participation:** No participant was excluded from participating on condition of their health, disability, socio-economic status, among other vulnerability criteria.

2.6 Phase III: Data Analysis and Report Writing

2.6.1 Qualitative data analysis

Qualitative data analysis began by transcribing the interview audio recordings to facilitate the analysis process. This raw data was analysed using the thematic analysis technique. This analysis began with a thorough overview of all the data collected, followed by packaging of the key findings by objective, outcome, output and indicators. Where applicable, direct quotations were used to support discussions. The focus was on placing baseline values against indicators and patterns of data were established and summarised for the purposes of report writing.

2.6.2 Quantitative data analysis

Quantitative data collected using KoBo ToolBox was downloaded from the main dashboard in Microsoft Excel format for cleaning. The cleaned data was then exported to the Statistical Package for Social Sciences (SPSS), for an in-depth analysis.

2.6.3 Report writing

The data analysis output was used to develop the findings report presented in the form of tables and graphs as well as direct quotations. Results from both primary and secondary data collection was used in the development of the findings section.

3.0 FINDINGS

3.1 Demographics

The survey targeted ECDE coalitions in Southern Africa, particularly the three TRANAC grant recipients (ZINECDA in Zimbabwe, NECDOL in Lesotho and ECD Malawi) as well as the three non-grant recipient coalitions (ZANEC in Zambia, SNECD in Swaziland and RDPI in Mozambique). Of the six coalitions, the survey questionnaire reached 83.3% (n=5) of the target. RDPI did not participate in the survey. The staff compliment of the five coalitions are shown in a table below.

Table 1: Number of Employees by Coalition

Coalition	Number of Employees
Malawi (ECD Malawi)	3
Lesotho (NECDOL)	11
Zambia (ZANEC)	11
Eswatini (SNECD)	3
Zimbabwe (ZINECDA)	8

Objective 1: To strengthen the capacity of ECDE national coalitions on areas of internal governance, advocacy and research in order for them to effectively hold governments accountable and demand transparency in the formulation and implementation of ECD policies and strategies related to SDG 4.2 and GPE at transnational level by December 2023. (Capacity Building)

Agreement on Sustainable Development Goals (SDG) highlights the importance of prioritising ECD in the 21st century. Specifically, SDG 4.2 states that by 2030, countries should ensure that all girls and boys have access to quality early childhood development, care and pre-primary education in preparation for primary education. Hence countries are called upon to ensure that all children under 5 years are developmentally on track and that they participate in organised learning one year before official primary school entry age. Therefore, this baseline study measured the capacity of ECDE national coalitions on areas of internal governance, advocacy and research in order for them to effectively hold governments accountable and demand transparency in the formulation and implementation of ECD policies and strategies related to SDG 4.2 and GPE at transnational level.

Vibrant national and transnational ECDE coalitions influencing transparency and accountability in formulation and implementation of ECDE policies and strategies related to SDG 4.2 and GPE

Findings from the survey questionnaire revealed that all the targeted coalitions were indeed demanding transparency and accountability in the formulation of ECDE policies and strategies in their respective countries, with ECD Malawi and ZANEC highlighting that they were operating only at national level, while NECDOL, ZINECDA and SNECD indicated that they were operating at both national and transnational levels as shown in figure 1 below:

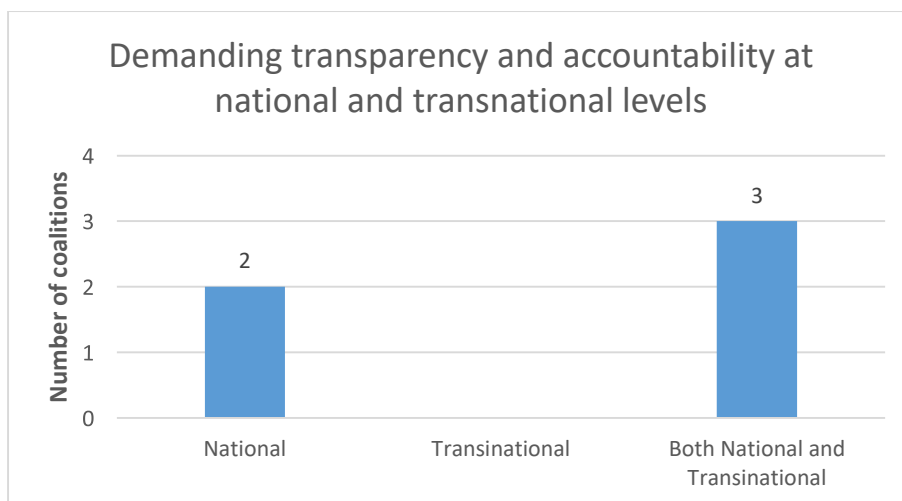


Figure 1: Demanding transparency and accountability at national and transnational levels

In demanding transparency and accountability in the formulation of ECDE policies, the ECD coalitions in the 5 countries have been doing some work around ECDE related advocacy. ECD Malawi actively participates in national budget and expenditure analyses as well as in the analysis of the Ministry of Gender, Community Development and Social Welfare related reports. The Civil Society Education Coalition in Malawi was also reported to be actively involved in education related issues including ECDE, working closely with ECD Malawi. One key stakeholder stated that;

“They have been advocating for government to start giving remuneration to the ECD teachers and for the government to increase budget allocation for ECD... it is because of the work of the coalitions and their member organizations that we are beginning to move...” **(KII with Ministry of Education Official Malawi)**

NECDOL mobilised and sensitised decision makers and members of parliament on ECE issues. Being a UNICEF implementing partner, NECDOL implemented the Early Moments Campaign and had community engagements, ultimately contributing to early childhood enrolment and age-appropriate enrolment in 3 districts in Lesotho. The coalition also did a lot of advocacy work including on demanding transparency and accountability on tax exemption for donations paid to non-profit organisations as illustrated in text box 1;

Text Box 1: Demanding Accountability

Currently, we (NECDOL) are demanding accountability to our government for tax exemption on donations to non-profit organisations. We received a donation from Roger Feder Foundation in 2020, and we were required to pay tax even though in the MOU we signed with the government, they had promised tax exemptions for donations. We tried to hold the government to account on the tax exemption agreement, and unfortunately the Ministry of Finance did not agree with this. We have since been advocating to change the tax exemption laws so that all educational materials and tools are tax exempted. **(KII with NECDOL)**

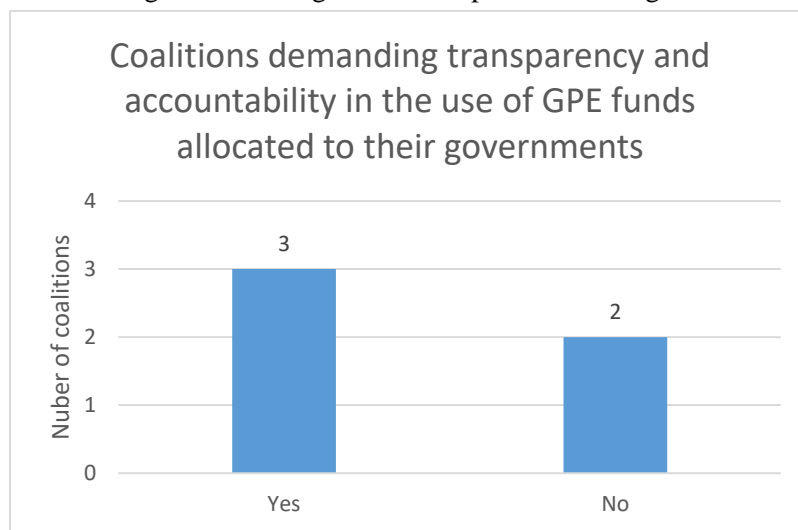
Similarly, ZANEC has been conducting research to generate an evidence base to support their demand for transparency, and to hold duty bearers to account. The coalition also strengthened recruitment of their members to increase their member base and ultimately, strengthen their advocacy voice. ZINECDA on the other hand, conducted policy dialogues, campaigns and policy monitoring, as well as strengthened the capacity of stakeholders in

their advocacy work and their ability to hold government to account. SNECD reported working with other NGOs and participating in policy related trainings including on transparency and accountability.

The coalition also held meetings with UN officials and Government to influence policy development, and bring together stakeholders for ECDE collective action at national level.

With regards to policy influence, some of the policies that the ECDE coalitions in the target countries have successfully influenced, include the National ECD policy in Malawi, the multi-sector ECDE policy in Swaziland, the Early Learning Policy, Education Amendment, the Early Learning and Development Standards and the Inclusive Education policy in Zimbabwe, while in Zambia, ZANEC has influenced the direct provision of ECE by Government, which was previously a preserve for non-state actors. NECDOL in Lesotho, indicated that they had not yet successfully influenced any policies by the time of the TRANAC baseline survey.

When asked if the coalitions were demanding transparency and accountability in the use of Global Partnership for Education (GPE) funds allocated to their respective Governments, 3 out of the 5 coalitions agreed to having done so, as presented in Figure 2 below.



Specifically, ZANEC, NECDOL and SNECD stated that they were demanding transparency and accountability in the use of GPE funds allocated to their governments, while ZINECDA and ECD Malawi reported not to have demanded transparency and accountability. ZANEC and SNECD highlighted that they were demanding transparency and accountability in the use of GPE funds at national level, with ZANEC indicating that they participated in the designing of national proposals on GPE and in the monitoring of

Figure 2: Coalitions demanding transparency and accountability in the use of GPE funds allocated to their governments

implementation processes of successful proposals. Similarly, NECDOL indicated that it was part of the Local Education Group (LEG) which discusses how GPE funds should be spent, and were supporting multi-sectoral teams at district level in order to get an understanding of the situation on the ground.

Notably, some of the successes realised by ZANEC added that they supported the Ministry of General Education in developing an ECE situational analysis and Education Sector Programme Implementation Grant (ESPIG) proposal on ECE to GPE amounting to US\$39 million in 2020. In demanding for transparency and accountability in the use of GPE funds allocated to government, coalitions conduct engagement meetings with senior government officials, organizing presentations and round table meetings with government officials to discuss ECDE financing issues and deciding on relevant actions. While the coalitions had influenced a number of ECDE related issues in their respective countries prior to the TRANAC project, none of the coalitions had influenced any related policy issues as a result of strengthened capacity and strengthened demand for transparency and accountability in the formulation of ECDE policies.

Strengthened ECDE CSOs in areas of internal governance, administrative capacity, research and advocacy

Coalitions were assessed in terms of their perceived capacity in the areas of internal governance, administrative capacity, research and advocacy. Below is a combined graph showing the coalitions responses;

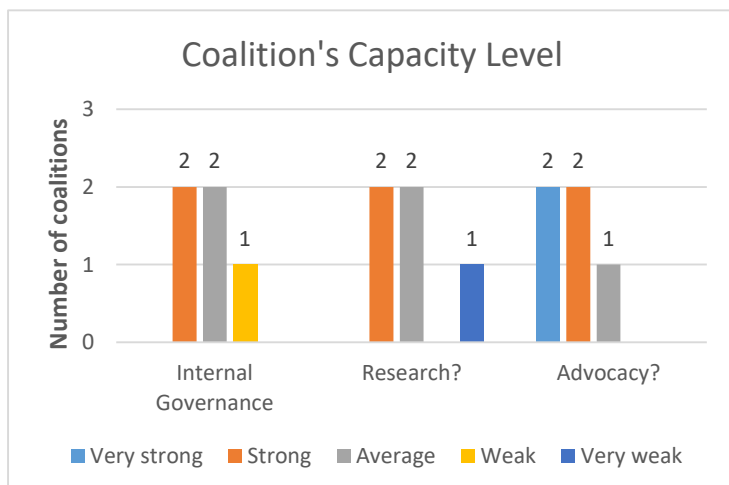


Figure 3: Coalition's Capacity Level

conducted a number of researches including the research on the status of ECD in Zimbabwe that has been used to inform ECDE related advocacy in the country. Of concern is that some coalitions indicated having strong capacity in research, but stated having conducted little to no research. It is important to note that the capacities of the ECDE coalitions could be strengthened through collaboration and partnerships with other institutions including their member organisations that are well versed in certain areas that contribute to the coalitions overall capacity to effectively advocate for ECDE related issues. For example, ZINECDA works in collaboration with the University of Zimbabwe Department Of Early Childhood and Junior Education, where related researches are conducted extensively - a platform where the coalition benefits significantly from.

Taking into consideration that these coalitions were established with the sole mandate of advocating for change around ECDE related issues within their respective countries, their advocacy capacity is at least average. When asked to rate their advocacy capacity, ECD Malawi and ZINECDA felt they had strong advocacy capacity, ZANEC and SNECD felt they had very strong advocacy capacity while NECDOL felt they had average advocacy capacity.

In terms of human resources, not all coalitions are well capacitated, although ZANEC and NEDCOL have a staff compliment of 11 each and ZINECDA has eight, while ECD Malawi and SNECD have three staff members each. SNECD reported use of periodic volunteers. Coalition members indicated that they lack M&E capacity, compounded by the fact that they do not have M&E personnel but rely on the M&E personnel and expertise of the donors who fund their programmes, just as the TRANAC project will have its M&E officer based at ZINECDA as the coordinating coalition. One coalition member said;

“...so when it comes to M&E, we are not really capacitated. We only monitor the program according to what the donors want us to do. We look at M&E through their view...We do not need an M&E officer because we have an administrator who is a bit exposed to the M&E idea but not that well” (KII with NECDOL)

While the coalitions generally perceived themselves as having capacities in research, internal governance and advocacy, a critical analysis shows the need for capacity strengthening given the discrepancies in the survey responses, which indicate a limited understanding of some of the issues.

Even though coalitions indicated different levels of perceived capacities in internal governance, research and advocacy, the extent of improved capacities is yet to be realised after project implementation.

ECDE coalitions capable of effectively and efficiently influencing ECD policy processes at transnational level

When asked if coalitions had the capacity to influence ECDE processes at transnational level, ZINECDA, NECDOL, ECD Malawi and SNECD indicated that they had no capacity as shown in the graph below.

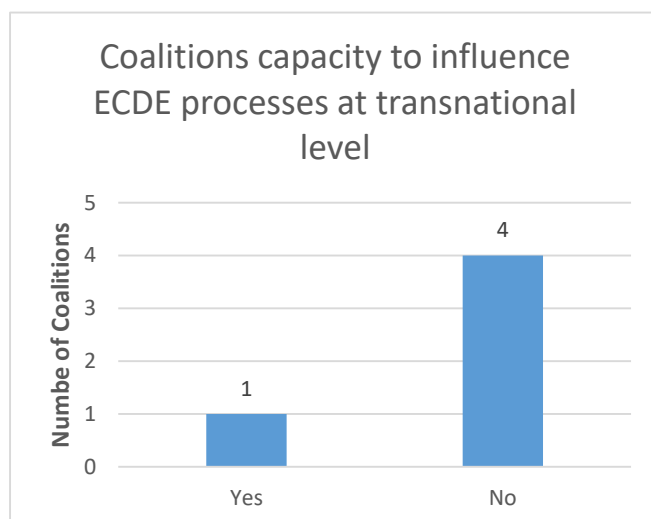


Figure 4: Coalition’s capacity to influence ECDE processes at transnational level

However, ZANEC revealed that they had capacity to influence ECDE processes, although there is need to strengthen their capacity in advocacy strategy development. Some coalitions lacked capacities to identify advocacy issues as well as packaging and delivering advocacy messages. Interestingly, some of the coalitions who highlighted that they have no capacity to influence ECDE processes at transnational level have been heavily involved in transnational processes and demonstrated their influence in transnational platforms. For example, ZINECDA has made presentations at regional and global level and has constructively engaged in related advocacy issues including at the AfCEN and World

Forum Foundation platforms. In addition, NECDOL has also participated in AfCEN platforms which boosted their visibility and funding opportunities. Participating coalitions were also asked whether or not they had previously participated in any decision-making forums and/or engagements, and they all said that they had. ZANEC, NECDOL and SNECD indicated that they had done so at national level. ECD Malawi indicated that they had participated in forums at both national and regional levels, while ZINECDA stated that they had participated in decision making forums at national, regional and global levels. At national level ECD Malawi highlighted that they had participated in technical working group meetings, while ZINECDA participated in i) the National budget analysis breakfast meetings, ii) MoPSE annual planning meetings from 2018 to 2020, iii) Education Joint Sector Reviews, iv) as well as Strategic meetings held by MoPSE such as Early learning, School financing and Inclusive education policy development meetings. Moreover, ZANEC also participated in i) Policy Implementation Technical Committee meetings, ii) Project Coordinating Committee meetings and in iii) the Zambia Early Childhood Development Network. NECDOL indicated that through AfECN they were able to partner and be recognised by UNICEF, and this partnership and exposure presented more opportunities for funding and participation in forums. One key informant stated that;

“Before COVID, AfECN would call us in one place where we would present our different programs or interventions and challenges, and we would learn from each other” (KII with NECDOL)

As a result of the mix of coalitions with and without regional and global exposure, the TRANAC project will facilitate knowledge and information exchange that will benefit all coalitions.

Below are the baseline values for the outcome and output indicators under objective 1.

Table 2: Baseline Values for the Outcome and Output Indicators Under Objective 1

1.1 Vibrant national and transnational ECDE coalitions influencing transparency and accountability in formulation and implementation of ECDE policies and strategies related to SDG 4.2 and GPE						
Indicator	Baseline Values					
	Mala wi	Zambi a	Lesoth o	Zimbabwe	Swazil and	Total
Number of ECDE coalitions demanding transparency and accountability in the formulation and implementation of ECDE policies and strategies related to SDG 4.2 and GPE processes at national level.	1	1	1	1	1	5 (6)
Number of ECDE coalitions demanding transparency and accountability in the formulation and implementation of ECDE policies and strategies related to SDG 4.2 and GPE processes at transnational level.			1	1	1	3 (3)
Number of ECDE coalitions demanding transparency and accountability in the use of GPE funds allocated to their governments at national level		1	1		1	3 (3)
Number of ECDE coalitions demanding transparency and accountability in the use of GPE funds allocated to their governments at transnational level						0 (3)
Number of ECDE policy issues influenced by the coalition as a result of strengthened capacity and demand for transparency and accountability in the formulation of ECDE policies						0 (3)
1.1.1 Strengthened ECDE CSOs in areas of internal governance, administrative capacity, research and advocacy						
Number of ECDE CSOs with improved capacity on internal governance, research and advocacy						0 (5)

1.1.2 ECDE coalitions capable of effectively and efficiently influencing ECD policy processes at transnational level						
Number of coalitions (ECDC, NECDOL, ZINECDA) reporting improved capacity to influence ECDE processes at transnational level						0 (3)
Number of decision making forums/engagements at national levels participated in by the coalitions.	1	3		4		8 (9)
Number of decision making forums/engagements at regional levels participated in by the coalitions.		1	1	1		1 ³⁸ (6)
Number of decision making forums/engagements at global levels participated in by the coalitions.				1		1 ³⁹ (3)

³⁸ All three countries are members of AfCEN

³⁹ Zimbabwe participates in the World Forum Foundation

OBJECTIVE 2: To engage in national and transnational advocacy to influence the development of comprehensive and inclusive ECDE policies, legislation and systems by Governments in Lesotho, Malawi, Zimbabwe and other Southern African Countries by December 2023 (Advocacy)

The role of ECDE advocacy networks is to connect civil society actors with states and international organizations, to influence the development of comprehensive and inclusive ECDE policies, and help lay the foundation for future skills development, well-being and learning. Therefore, this baseline study measured the extent to which coalitions were effectively advocating for ECDE policy issues, legislation, financing and aid effectiveness including through cross sectorial synergies, at national and transnational levels, prior to project implementation.

Sustainable, Comprehensive and inclusive ECDE policies, legislation and systems developed through national and transnational advocacy

The coalitions were questioned on whether or not transnational advocacy efforts helped them to influence the development of national comprehensive and inclusive ECD policies, legislations and systems before the TRANAC project. The graph below shows the respective coalitions responses.

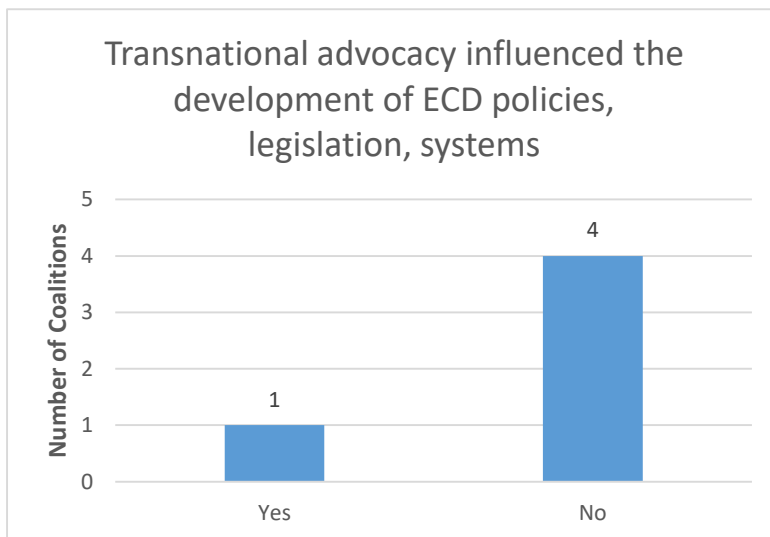


Figure 5: Transnational advocacy influenced the development of ECD policies, legislation, systems

Specifically, ZINECDA has been influencing the development of the Early Learning Policy which is still underway, that focuses on the provision of care and early education opportunities for children eligible for the Infant School Module, namely ECD A, ECD B, Grades 1 and 2; The Education Amendment Act of 2020, which reinforces the importance of strengthening ECD programmes and education policies; Early Learning and Development Standards that provide guidelines for ECD centres to align with, such as physical environment and nutrition, as well as the Inclusive Education policy among others.

Of the five coalition members who participated in the quantitative survey, four indicated that no transnational advocacy efforts had influenced the development of national comprehensive and inclusive ECD policies, legislations and systems. This can be attributed to the fact that there is little to no transnational ECDE advocacy in Southern Africa. However, ZINECDA indicated having seen some influence as a result of their participation in transnational advocacy platforms, for instance through AfECN and the World Forum Foundation.

While little has been done at transnational level, the coalitions reported national level advocacy for example, ECD Malawi is advocating for the ECD Act since the national ECD policy was formed in 2008 - a time before the coalition itself had been established. In Swaziland, the ECD policy that was drafted in 2008 has not been passed and is still at parliament level. This indicates compromised and weak prioritisation by the government on ECD issues, as well as weak policy advocacy at national level. Therefore, it is evident that not much has been done by respective coalitions at transnational level, with minimal national level advocacy that requires strengthening.

Although there are some policies available in Southern Africa, such as the SADC policy framework on Care and Support for Teaching and Learning (2015) and the Regional Open and Distance Policy with regard to developing capacity in skills development (ODL 2012), there is very little deliberate focus on ECDE related policy and legislation. However, at Africa regional level, there is the Continental Education Strategy for Africa (CESA 16-25) that identifies the pre-primary education as a neglected subsector that deserves special attention, and the Early Childhood Education and Development Cluster that was developed in 2018 by the AU to support progress towards the Achievement of the Continental Education Strategy for Africa. In addition, the Regional early childhood networks that include AfECN and the Asia-Pacific Regional Network for Early Childhood (ARNEC) have played a role in strengthening partnerships, advocating for the early years of education. The TRANAC project can draw from the successes made by these regional networks and strategies to strengthen transnational ECDE related advocacy in Southern Africa.

When asked if the respective coalitions had influenced any change in ECDE policy and legislation through advocacy, four coalitions responded positively that they had done so. These are: ECD Malawi, ZANEC, ZINECDA, and SNECD. However, NECDOL in Lesotho responded that they had not done so yet, as indicated in the graph below;

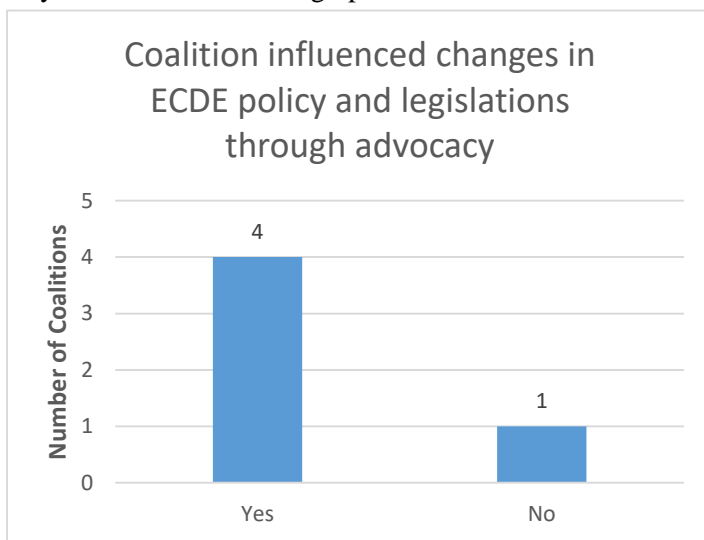


Figure 6: Coalition influenced changes in ECDE policy and legislations through advocacy

Of the four coalitions that responded that they had influenced change in ECDE policy and legislation through advocacy, ECD Malawi, ZANEC and SNECD stated that they had done so at national level, while ZINECDA had advocated both at transnational and national levels. However, some of the coalitions only stated their participation in policy processes and not necessarily the policy and legislative changes that they influenced. Specifically, ZANEC influenced the annexing of ECE centres to existing primary schools, while ECD Malawi was included in the policy development process as a major stakeholder and mandated as an ECD advocate, and SNECD influenced the multi-sectoral policy and the education sector. ZINECDA participated in the MoPSE joint sector reviews where the coalitions raised issues and suggested improvements to ECDE in Zimbabwe.

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Coordinated and evidence-based advocacy efforts at national and transnational levels in addressing weak legislations, policies and systems on ECDE

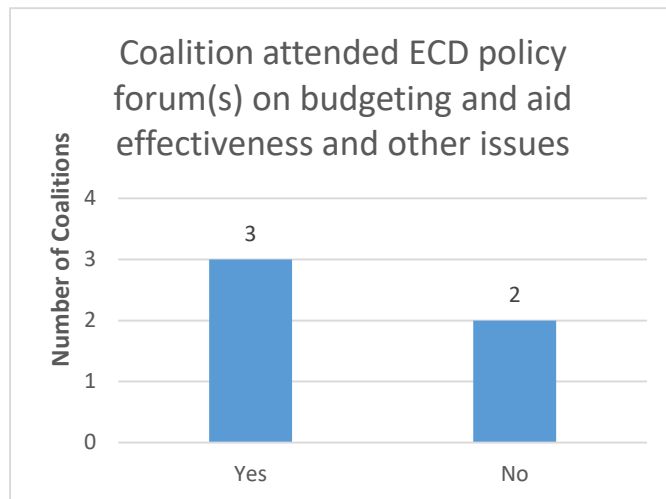
The coalitions were asked if they participated in any joint advocacy initiatives with other Southern African ECDE coalitions. All five coalitions who participated in the survey, responded that they had not participated in any joint advocacy initiatives with other Southern African ECDE coalitions. This shows the absence of joint advocacy initiatives within Southern Africa prior to the TRANAC project.

From the survey, all coalitions revealed that there were functional transnational ECDE movements or groups they were participating in. All coalitions indicated being part of AfCEN with ECD Malawi also being part of the International Step by Step Association, and ZANEC being part of the AU ECD advocacy cluster led by AfCEN. Additionally, ZINECDA is also part of the World Forum Foundation and the Early Childhood Development Action Network (ECDAN), while SNECD is part of Autism

South Africa and ECD Network South Africa. While these ECDE movements and groups are operating at transnational level in the Africa region as well as globally, there are no specific ECDE movements or groups operating at Southern Africa regional level.

Findings from the survey revealed that all targeted coalitions were not yet implementing the TRANAC advocacy plan at the time of the baseline.

With respect to regional or international ECD policy forums on budgeting and aid effectiveness and other issues, three out of the five coalitions stated that they had participated in related forums. This is shown in the graph below;



ECD Malawi, attended the International ECD Conference in Nairobi in 2018, as well as the Care for Child development in Nairobi. ZINECDA attended the Africa Union ECD Cluster conferences, as well as the AfCEN and World Forum Foundation annual conferences, while SNECD participated in the international conference which focused on learning through play and disability friendly learning.

Figure 7: Coalition attended ECD policy forum(s) on budgeting and aid effectiveness and other issues

In Southern Africa, not much priority is given to ECDE related financing. Engagement with target coalitions and their respective stakeholders revealed that early childhood development is still not much of a prioritised area by the Government and policy makers, with most countries having a budget allocation of less than 0.5% of the education budget. One key stakeholder had this to say;

“The national policy of Lesotho stipulates that budget for ECDE should be at 10%, however from the period of 2011, budgets have been decreasing and currently budget for pre- primary education is 0.2%.” (KII with NECDOL)

There is a clear gap in government appreciation of the importance of investing in early childhood development in some Southern African countries. In Sub-Saharan Africa, just 0.3% of public education expenditure budgets are spent on pre-primary education, compared with 8.8% in North America and Europe. As of 2012, just 23 out of 47 countries had developed and adopted national ECD policies, with 13 countries having developed drafts yet to be approved.⁴⁰ Below are the 2020 ECDE budget allocations per targeted country.

⁴⁰ International journal of Child Care and Education Policy (2012)

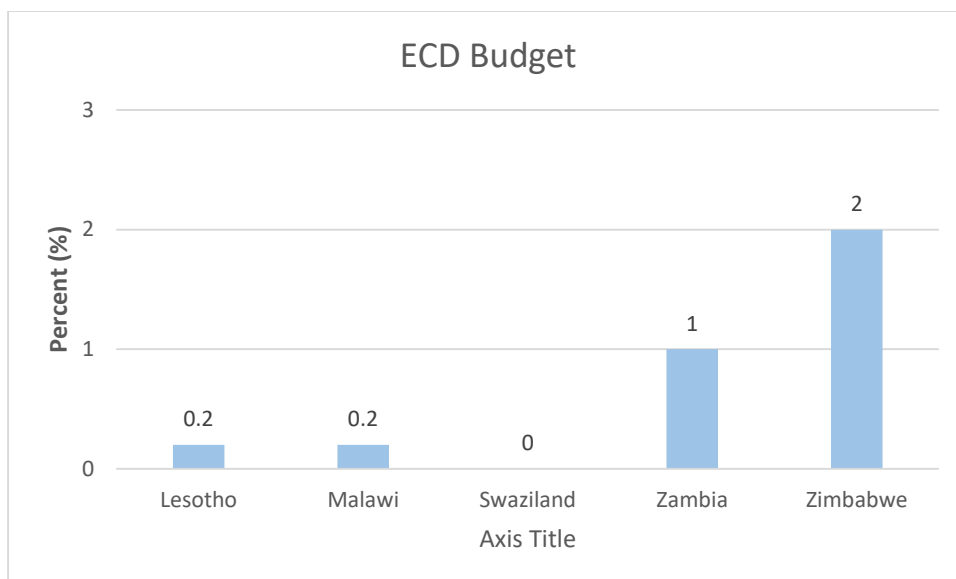
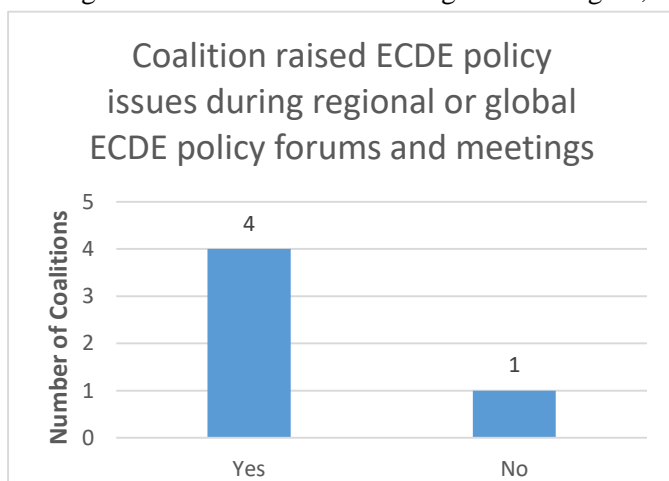


Figure 8: Percentage (%) increase of ECDE financing in national and education budgets

It is evident that ECDE financing is low with Swaziland at 0%⁴¹, Lesotho at 0.2%⁴², Malawi at 0.2%⁴³, Zambia at 1%⁴⁴ and Zimbabwe at 2%⁴⁵, with an average of 0,68% for five countries. In Swaziland, there is no clear Government budget allocation towards ECDE as the ECDE sector is largely donor funded. The lack of ECDE funding is affecting the ECDE teacher training at tertiary level, posing a risk on the sustainability of ECDE programs in Swaziland. This was highlighted by one key informant who stated that;

“Government does not sponsor ECDE at tertiary level and ECDE has been discontinued at Southern Christian University.” (KII with SNECD)

Despite the poor ECDE financing by Governments, ECDE coalitions in Southern Africa have been making strides to advocate for change in this regard, including through raising ECDE policy issues



during regional or global ECDE policy forums and meetings. As presented in the graph below, ZINECDA, ECD Malawi, ZANEC and SNECD indicated having raised ECDE policy issues at global and regional platforms. Specifically, ZANEC made policy submissions for the i) Education Sector Policy and ii) the development of the Education and Skills Sector Plan (ESSP). ECD Malawi made policy submissions for i) the need for increased financing towards ECDE and ii) the need for professionalization of ECD

Figure 9: Coalition raised ECDE policy issues during regional or global ECDE policy forums and meetings

⁴¹ KII with SNECD National Coordinator

⁴² UNICEF Lesotho Education Budget Brief 2020/21. Education Budget Brief Fiscal Year 2020/21

⁴³ Roger Frederer Foundation: School Readiness Initiative Malawi

⁴⁴ The world Bank, Zambia Eralu Childhood Learning Enhancement project (P174012) 23 June 2020) Report no.. PIDC2975

⁴⁵ 2020 Education Budget Brief, UNICEF

which included training of ECD Caregivers, and recruitment of ECD Caregivers by the government.

Although NECDOL indicated non participation in regional and global ECDE forums and meetings, it is evident that the coalitions actively participated and contributed to ECDE related policy issues. In this regard, the coalitions have developed ECDE policy influencing documents/ products, including the budget tracking and expenditure guide that was developed by ECD Malawi, and policy briefs for ECDE related issues developed by ZANEC. Notably, ZINECDA conducted research on the status of ECD in Zimbabwe, developed School Operating Procedures for re-opening during COVID-19, and conducted research informing the development of the Education Amendment Act.

Well-coordinated cross sectorial synergies established at national and transnational advocacy

The coalitions have also been working in partnership with institutions that focus on other ECDE related sectors at national level. Out of the five coalitions, ZANEC, NECDOL, ZINECDA and SNECD highlighted that they were in partnership with related institutions in their countries, including those that cater for health and nutrition. Furthermore, findings from the survey revealed that none of the coalitions had established any functional sectorial synergies through the TRANAC project by the time of the baseline. This could possibly be attributed to the fact that activities under the TRANAC project had not yet commenced.

Below are the baseline values for the outcome and output indicators under objective 2.

Table 3: Baseline Values for the Outcome and Output Indicators Under Objective 2.

2.1 Sustainable, comprehensive and inclusive ECDE policies, legislation, and systems developed through national and transnational advocacy						
Indicator	Baseline Values					Total
	Malawi	Zambia	Lesotho	Zimbabwe	Swaziland	
Number of national comprehensive and inclusive ECD policies, legislation and systems developed as a result of transnational advocacy efforts of the ECDE coalitions				4		4 (8) 6 for grant recipients and 2 for Mozambique and Zambia
Functional policy and legislative systems operating in the region (Southern Africa)						0 (1)
Number of ECDE policy and legislations changes influenced by the coalition through advocacy						0 (3)
2.1.1 Coordinated and evidence-based advocacy efforts at national and transnational levels in addressing weak legislations, policies, and systems on ECDE						
Number of joint advocacy initiatives conducted by ECDE Coalitions at national and transnational level.						0 (6)
Number of ECDE movements or groups functioning at transnational level (Southern Africa)	2	2	1	3	3	7 ⁴⁶ (1)
Number of coalitions implementing the advocacy plan for the project						0 (3)
2.1.2 ECDE coalitions effectively influencing ECDE policy issues, financing and aid effectiveness through participating in regional and international policy forums						

⁴⁶ All coalitions are part of AfCEN, hence AfCEN is counted once.

Number of regional ECD policy forums attended by ECDE coalitions on budgeting and aid effectiveness and other issues.		2		1	1	3 (3)
Number of international ECD policy forums attended by ECDE coalitions on budgeting and aid effectiveness and other issues.				1		1 (1)
Number of submissions of ECDE policy issues raised by ECDE coalitions during regional or global ECDE policy forums and meetings	2	2				(3)
Number of policy influencing documents/products produced	1	1		3		5 (3)
% increase or decrease of ECDE financing in national and education budgets	0.2%	1%	0.2%	2%	0%	0. (3%)
2.1.3 Well-coordinated cross sectorial synergies established at national and transnational level						
# of coalitions reporting well coordinated cross-sectorial synergies at national level		1	1	1	1	4 (3)
# of coalitions reporting well coordinated cross-sectorial synergies at transnational level						0 (3)
Number of functional sectorial synergies established by the initiative or programme						0 (3)

Objective 3: To improve the availability of ECDE data, through research, monitoring and evaluation, for use at national and transnational level in advocacy, learning and decision making for attainment of SDG 4.2 and GPE related targets on ECDE in Lesotho, Malawi, Zimbabwe and other Southern African countries by 2023

Availability of data through research is essential for effective, evidence-based advocacy as data helps to make the advocacy more compelling and persuasive. Data is essential in identification of advocacy issues and making informed decisions. When research data is clearly presented and appropriately interpreted, it can be a powerful tool with which to educate decision makers about pertinent issues and to empower them to enact good policies. The availability of data through research as well as monitoring and evaluation is indispensable in order to measure progress towards achieving the SDG 4.2 target. The survey assessed the current availability and use of ECDE data at national and transnational levels for advocacy, learning and decision making.

Improved availability and use of ECDE data at national and transnational level for advocacy, learning and decision making for the attainment of SDG 4.2 and GPE targets on ECDE

When asked if ECDE data for advocacy, learning and decision making is easily accessible to staff and stakeholders, all five coalitions indicated that data was available. Specifically, ECD Malawi, NECDOL and ZINECDA indicated that data is accessible through their respective Ministries of Education while ZANEC stated the Zambia Early Childhood Development Action Network (ZECDAN) as their source of data. ZINECDA also stated other sources that include the Zimbabwe National Statistics Agency (ZIMSTAT), the Zimbabwe Vulnerability Assessment Committee (ZIMVAC), the Education Management Information System (EMIS) and the Multiple Indicator Surveys (MICS). However, in Swaziland, ECD is covered by many ministries and ECD data is scattered in different management information systems. One key informant stated that;

“Within the Ministry of Education, there is an Education Management Information System that collects data annually on ECD but it focuses on primary education. Within the Ministry of Health, there is the Health Management Information System (HMIS). At the community level, there is information on nurturing and care which is all part of ECD...” (KII with the UNICEF Swaziland)

This was supported during an interview with a coalition member in Malawi who highlighted that management information systems tend to be department specific and that *“there are no ECDE specific management information systems...”*, which in turn reduces the availability of ECDE specific data within the country.

Coalitions were asked if they had successfully advocated for the inclusion of ECDE indicators in

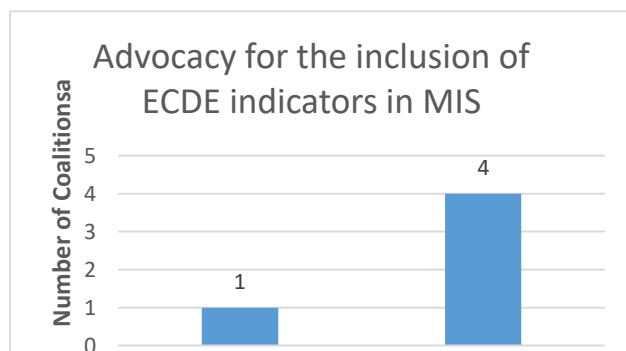


Figure 10: Advocacy for the inclusion of ECDE indicators in MIS

reporting management information systems and decision position papers. Their responses are shown in the graph below;

Out of the five coalitions, four coalitions indicated that they had not successfully advocated for the inclusion of ECDE indicators in reporting management information systems (MIS) and decision position papers. However,

ZINECDA successfully advocated for the inclusion of the following indicators in the Zimbabwe ED46 (B1); (i) ECD facilities especially food preparation sheds, outdoor play area, and play equipment to be found in the school, (ii). Frequency of health assessments including for common diseases, (iii) inclusion of income generating projects that benefit ECD learners, (iv) the availability of child-size and functioning toilets, and (v) availability of age appropriate ECDE furniture. ZINECDA reported having used the ECDE indicators that they advocated for in conducting research on the status of ECD in Zimbabwe, development of the schools operating procedures for reopening during COVID-19 and the research on the education amendment act. Research findings were used by ZINECDA and MoPSE to buttress ECDE advocacy efforts. Although there has been use of research data to improve advocacy, there has not been any policy/legislative influence established so far.

A comprehensive Monitoring, Evaluation, Learning and Accountability system developed for the initiative

Before the TRANAC project, coalitions indicated that they did not have MEAL systems in place at institutional level. All five coalitions indicated that they ride on MEAL systems of running donor projects. The coalitions also indicated that they did not have information sharing systems prior to the TRANAC project. Subsequently, M&E reporting was project specific. Additionally, functional social accountability system had not yet been established by the coalitions.

An Information hub on ECDE at transnational level

In establishing whether or not an information hub was available in the target countries and at regional level, it was found that there were no existing information hubs. While the project desires to establish a transnational information hub, information sharing at national level is weak, thus failing to provide a good base for the development of a strong transnational ECDE information hub. In each of the target countries there were no national level information sharing hub and neither was there a regional information hub.

Learning platforms created and utilised to promote ECDE knowledge exchange/ learning at transnational level

When asked if there were learning platforms to promote ECDE knowledge exchange at transnational level, all coalitions highlighted that there were none. Consequently, none of the coalitions had benefited from any learning visits. However, it is important to note the value of knowledge exchange between countries even beyond Southern Africa as it allows for exposure that can benefit the coalitions, the TRANAC project and the region as a whole.

ECDE focused research/policy analysis conducted/published/disseminated at transnational level

When asked if coalitions had conducted researches and policy analyses at both national and transnational levels, ZANEC, NECDOL and ZINECDA indicated having conducted ECDE researches at national level. None of the coalitions reported having conducted researches and policy analyses at transnational level. ZINECDA conducted research on the status of early childhood development in Zimbabwe (2017) and the research on the Education Amendment Act, both of which were published and disseminated. ZANEC also conducted research on the importance of comprehensive ECE. NECDOL finalized a Knowledge, Attitude and Practise (KAP) survey as part of a baseline study in two districts that it was going to work in. The survey influenced the design of a stress management program that looks at stress levels and reports of abuse within the community. Through this survey, NECDOL looked at how parents should contribute to child development by providing an appropriate, safe and abuse-free environment.

Generally, there is little research work being done on ECDE related issues in Southern Africa. This can be partly attributed to limited resources that hinder extensive research work in the field. One key informant said;

“I think we have had small scale researches because we don’t have the kind of funding to allow the academics to conduct in-depth studies on early childhood development... (KII with ZINECDA).

If sufficient funds were available, coalitions could conduct longitudinal studies that provide evidence for advocacy, such as the 20-year Heckman study that traced children who would have been in good early childhood development programs against those who did not go through good programs. The study followed through their life cycle to see what they achieved throughout life, the challenges that they encountered outside education and how they addressed these challenges to understand how that correlates with the educational foundation that they got. Results of the Heckman research became a powerful advocacy tool. Similar studies in Southern Africa could probably strengthen ECDE related advocacy. ECD Malawi, also acknowledged the gap in ECDE research as indicated by one stakeholder who said:

“Not much ECDE research has been done to inform intervention and not much research to inform ECDE advocacy. There is a big gap there” (KII with Ministry of Education Official, Malawi)

In addition, the new ECDE curriculum for Zimbabwe was developed without prior research and analysis of the out- going curriculum. Evaluating the out-going curriculum would have addressed its challenges and weakness.

Prior to the TRANAC project, budget templates and tracking instruments were project and donor based as confirmed by all coalitions. However, ECD Malawi reported having developed a draft budget tracking guide in 2020.

Below are the baseline values for the outcome and output indicators under objective 3.

Table 4: Baseline Values for the Outcome and Output Indicators under Objective 3

3.1 Improved availability and use of ECDE data at national and transnational level for advocacy, learning and decision making for the attainment of SDG 4.2 and GPE targets on ECDE						
Indicator	Baseline					Total
	Malawi	Zambia	Lesotho	Zimbabwe	Swaziland	
Number of coalition staff and stakeholders satisfied with the availability and content of ECDE data availed for decision making, advocacy and learning	1	1	1	1	1	5 (50)
Number of ECDE indicators included in national reporting management information systems and decision position papers.				5		5 (3)
Number of ECDE indicators included in regional reporting management information systems and decision position papers.						0 (3)
Number of ECDE policy and legislative decisions influenced by the available collected evidence						0 (3)
Number of coalitions using the ECDE data to influence decisions				1		1 (3)
3.1.1 A comprehensive Monitoring, Evaluation, Learning and Accountability system developed for the initiative						
A functional MEAL system for the programme generating data to inform decision making, learning and accountability functional.						0 1
Funtional social accountability systems established by the ECDE coalition members.						0 (4)
Number of coalition members with a functional MEAL systems.						0 (3)
Number of coalitions with information sharing systems in place						0 (3)
Number of M&E reports produced						0 (34)

3.1.2 An information hub established on ECDE at transnational level						
Functional web-based information hub						0 (1)
Number of stakeholders reporting satisfaction with the quality, content and amount of ECDE information they access from the hub						0 (6)
Increased use of information hub.						0 (6/15)
Number of hub mentions/comments in Social media.						0 (16)
3.1.3 Learning platforms created and utilised to promote ECDE knowledge exchange/ learning at transnational level						
Number of learning platforms created						0 (4)
Number of learning visits done						0 (3)
Number of coalition members improving their organisation's thematic advocacy as a result of participating in the learning platforms created.						0 (3)
3.1.4 ECDE focused research/policy analysis conducted/published/disseminated at transnational level						
Number of ECDE researches/policy analyses conducted at national and transnational levels with a bearing on ECDE policy decision making		1	1	2		4 (3)
Number of ECDE researches/policy analyses conducted at transnational levels with a bearing on ECDE policy decision making						0 (3)
Number of researches published and disseminated at national and transnational levels				2		2 (4)
Budget templates and tracking mechanisms or instruments in place						0 (1)

4.0 CONCLUSIONS AND RECOMENDATIONS

4.1 Conclusions

Objective 1

Based on the findings from this survey, it is clear that the advocacy and research capacities of coalitions requires strengthening. All the coalitions have some capacity in advocacy given that their institutional focus is on ECDE related advocacy in their respective countries. However, there is an evident gap in their capacity to effectively advocate at transnational level, which if strengthened the coalitions would be able to hold governments accountable and demand transparency in the formulation of ECDE policies and strategies at transnational level. This limited research capacity and experience, affects the coalitions' ability to conduct evidence-based advocacy. Overall, the ECDE coalitions have little to no capacity to conduct ECDE related advocacy particularly at transnational level. However, given that there are some coalitions who are stronger in ECDE policy advocacy and research, there is an opportunity to strengthen weaker coalitions and together enhance related advocacy in Sothern Africa.

Objective 2

Coalitions participated in forums but they were organized at Africa regional level and at global level with limited deliberate focus on Southern Africa. Influencing the development of comprehensive and sustainable policy, legislation and systems was weak considering that only a few of the coalitions had successfully influenced the development of comprehensive policies through advocacy at transnational and national levels. Although the coalitions have influenced the development of ECDE related policy and legislation at national level, there was little evidence of effective transnational advocacy. The absence of joint advocacy initiatives among Southern African coalitions could have contributed to the limited capacity in transnational advocacy.

Objective 3

The baseline study revealed a lack of appreciation of the monitoring and evaluation and learning concept and its value, as some coalitions did not see the need to have a MEAL officer. This lack of understanding extends to the research component where some coalitions responded that they had sufficient capacity in research while on the other hand, they had conducted little to no research. Evidence further revealed that research with a deliberate focus on ECDE is very minimal, with coalitions having conducted very few researches. Although the project seeks to establish the transnational information hub, there are no national level information platforms to serve as an anchor to the transnational hub.

4.2 Recommendations

- In order to strengthen MEAL in each of the coalitions, there is need for the recruitment of MEAL officers in each of the participating coalitions.
- Develop and or strengthen national level ECDE information hubs that will be used in feeding into the Southern Africa ECDE hub.
- Drawing lessons from regional and global platforms, organise transnational ECDE forums within Southern Africa in order to draw a knowledge base within the region.
- Organise transnational ECDE research during which all coalitions will learn from as well as establish a knowledge base on ECDE related issues in Southern Africa.
- Organise joint transnational advocacy initiatives with transnational groups/movements/policy bodies to enable the TRANAC coalitions to leverage knowledge and skills that will strengthen ECDE advocacy in Southern Africa.
- Advocate for the inclusion of ECDE indicators in national management information systems followed by close monitoring of the collection, analysis and use of the data for decision making
- Build the capacity of coalitions in the areas of research, monitoring and evaluation and advocacy for ECDE public financing including at transnational level.

Annexes

Annex 1: Terms of reference

Baseline Evaluation for a transnational advocacy capacity building project in Southern Africa (TRANAC): Zimbabwe Network of Early Childhood Development Actors (ZINECDA)

Deadline: 10 April 2021

Introduction

Zimbabwe Network of Early Childhood Development Actors (ZINECDA) in partnership with Lesotho National ECD Coalition of Lesotho (NECDOL), and the Malawi ECD Coalition are implementing a transnational advocacy capacity building project which seeks to develop stronger and vibrant Early Child Development and Education (ECDE) in southern Africa. The strengthened CSOs will engage in transnational advocacy to make governments in Southern Africa more transparent and accountable to their citizens on ECDE issues. Transparent and accountable governments ultimately improve the development and implementation of sustainable, equitable, inclusive and gender responsive ECDE policies, legislation, and systems as well as improved ECDE financing by governments, CSOs and donors. This three-year project to be implemented in Lesotho, Malawi, and Zimbabwe will run from 2021 through to 2023. The implementing organisations through the lead agency ZINECDA are seeking the services of M&E firms or consultants to provide a baseline study for the project.

Objectives of the project

To strengthen the capacity of ECDE national coalition on areas of internal governance, advocacy and research in order for them to effectively hold governments accountable and demand transparency in the formulation and implementation of ECD policies and strategies related to SDG 4.2 and GPE at transnational level by December 2023; To engage in national and transnational advocacy to influence the development of comprehensive and inclusive ECDE policies, legislation and systems by governments in Lesotho, Malawi, Zimbabwe and other Southern African countries by December 2023; To improve ECDE decision making process through availing of ECDE data, research, monitoring and evaluation and for use at national and transnational level in advocacy, learning and decision making for the attainment of SDG 4.2 and GPE related targets on ECDE in Lesotho, Malawi, Zimbabwe and other Southern African countries by 2023.

Objectives and purpose of the Baseline evaluation

Benchmark the current status of the project's goal, and outcomes as indicated in the log frame/M&E plan providing scientific basis from the findings, conclusions and recommendations that will be used to effectively evaluate the impact of this project on ECDE status in Malawi, Lesotho, Zimbabwe and other Southern Africa countries at large at midterm and end line phases of the project; To gather information that will be used to refine and revise log frame targets making them more realistic based on information that will be established; To inform and refine project advocacy strategies with reference to the project interventions and how this will influence stronger and vibrant early child development and education (ECDE) in Southern Africa.

Scope of Work

Under the direct supervision of the management team, the consultant will design, conduct the baseline survey, and produce three country and integrated baseline reports targeting 3 countries of Zimbabwe, Malawi and Lesotho on the TRANAC project.

Methodology

The consultant will propose specific methodology which will be used as criteria for selection. The methodology should also ensure that data collected can be communicated, explained and contextualized.

The methodology must include participation of the national TRANAC monitoring, evaluation, accountability and learning staff as part of capacity building.

Timelines and Deliverables

Submission of technical proposal 10 April 2021 Review and selection of technical proposal 13 April 2021
Submission of inception reports including the project design, tools, etc 20 April 2021 First draft baseline report submission 28 April 2021 Receipt of first baseline report comments 05 May 2021 Validation Workshop 11 May 2021 Final Report Submission 17 May 2021

Expected deliverables

Inception report and work plan, including a sampling strategy, a data collection tools and analysis plan. The inception report will demonstrate clearly how the data collection plan and tools will gather data that addresses the indicators; Data collection tools for the baseline study; Draft Baseline evaluation report; Baseline evaluation findings validation programme and report; An Indicator Performance Tracking Table capturing all indicators to be used for updating project results framework; Final Baseline study report; Dataset for the study.

Management and supervision of the assignment

The assignment will be constantly monitored by TRANAC Lead through the Regional Management Unit team and MEAL Officers basing on milestones derived from the stated deliverables and the objectives. The management team will be in constant communication with the consultant to track progress made on each stage, until the completion of the task. Furthermore, the methods and tools for collecting data will be constantly reviewed in order to give room to refinement and adjustment if necessary.

Payment schedule

The winning consultant will be paid 50% of the total agreed service and the balance will be paid on completion of the task at hand upon acceptance of the inception report. The other 50% will be paid on acceptance of the final report.

Equipment

The consultant should state the equipment and support needed from the organisation in the application. Limitations in the procurement and use of equipment and services will be discussed with the winning team.

Application Process

We invite interested researchers or companies to submit the following application documents: An expression of interest of no more than 10 pages, briefly addressing track record relevant to the assessment and the degree to which the consultant(s) meet(s) the selection criteria. If a team of consultants is proposed, outline the anticipated roles of each team member; Technical proposal for the evaluation study including proposed methodology and activities schedule/work plan, with time frame. The proposal must also clearly outline how the TRANAC project partners will be involved in the process; CV(s) of applicant(s); Financial proposal (separating consultant day rates and anticipated data collection costs); Example(s) of previous similar works; Reference from previous employer and/or client.

Qualifications

The desired candidate(s) should have at least a postgraduate qualification in Social Sciences, Education, M&E or Statistics; He should also have at least 10 years of working experience in M&E for ECDE or education projects including research and data management responsibilities; Experience of working in SADC countries will be an added advantage.

To apply

All applications should be sent to the Procurement team on the following email address: zinecdanetwork@gmail.com Hard copies will not be accepted.

Annex 2: Documents Reviewed

1. Aber Cynthia Aber 1, Marianne Weiss, Jacqueline Fawcett- Contemporary women's adaptation to motherhood: the first 3 to 6 weeks postpartum, 2013;
2. United Nations Sustainable Development Solutions Network, 2014: The future of our children; LifeLong, Multi-generational Learning for Sustainable Development
3. Ackerman, D. J. & Barnett, W.S. (2009). What do we Know About the Impact of Publicly Funded Preschool Education on the Supply and Quality of Infant/Toddler Care Draft
4. Agbenyega, J. S. (2013). Early Childhood Education in Sub-Saharan Africa Oxford Bibliographies (Oxford, UK: Oxford University Pres.
5. Ashley-Cooper, M., Van Niekerk, L. J. & Atmore, E. (2019). Early Childhood Development in Africa: Inequalities and Opportunities. Research Gate.
6. Biannual National Assessment Surveys 2012 and 2014
7. Borgan Project. (2019). Increased Access to Early Childhood Education in Africa
8. Britto, P. (2012). School Readiness: A Conceptual Framework. New York: UNICEF
9. Chireshe, R & Venter, E. (2012). The planning of school guidance and counselling services from the perspectives of school counsellors and learners in three Zimbabwean educational regions. Journal of Educational Studies 11(1):14–27
10. CIA - The World Factbook
11. Cleghorn & Pochner, 1997; Shumba & Chireshe, 2013:609.
12. Dornan, P. and Woodhead, M. (2014, forthcoming). What Shapes Children’s Development? Life course evidence from Young Lives cohort study
13. ECDC advocacy strategy 2021,
14. Education Statistical Report
15. Jo Walker and Napisa Baboo MOZAMBIQUE: LEAVE NO CHILD BEHIND Invest in the early years, 2020
16. Light for The World. Mozambique Country Strategy 2016-2020
17. EducationOutLoud M&E Framework
18. EducationOutLoud Results Framework
19. Munthali, A. C., Mvula, P. M., & Silo, L. (2014). Early childhood development: the role of community based childcare centres in Malawi. SpringerPlus, 3(1), 1.
20. National Policy on Early Childhood Development (2017) <https://www.docsity.com/en/malawi-national-ecd-policy/5099960/>
21. Nziramasanga, 1999:42; Education Act of 1973; Shumba & Chireshe, 2013:609
22. Professor Tsitsi Chataika, Professor Lincoln Hlatywayo, Macreynold Maroveke & Samson Marufu (2020) Mapping policies, definitions, and practices on Inclusive Education (IE) and Education in Emergencies (EiE) in nine Member States supported by the UNESCO Regional Office for Southern Africa.
23. Project proposal for: Transnational Networks Advocacy Capacity strengthened for improved ECDE legislation, policies and measures in Southern Africa (TRANAC).
24. Reflections and Learning Collaboratives Workshop Report supported by Oxfam IBIS ESA RMU 22026 March 2021 at Capital Hotel and Spa Addis Ababa, Ethiopia.
25. EOL Results Framework,

26. The Nziramasanga Commission of Inquiry was a commission of Inquiry which was commissioned by former President Robert Mugabe in 1998 to inquire into the Education System of Zimbabwe. A team of experts led by Prof. Caiphaz Nziramasanga conducted the inquiry and gave feedback to the then Presidential administration. The report gave recommendations on what can be improved in the Zimbabwean Education sector.
27. UN Secretary General's Report to General Assembly, 2010
28. Demographic Health Survey Report 2014 (Lesotho)
29. UNICEF Lesotho Country Report 2019
30. UNICEF, 2019, Malawi Annual Report
31. UNICEF. (2020). Early Childhood Development: for Every Child, Early Moments Matter
32. UNICEF's 2014 Multiple Indicator Survey
33. United Nations 1989 Convention on the Rights of the Child
34. UNDP 2020: The Next Frontier: Human Development and the Anthropocene
35. Zambia Ministry of Education Report, 2006

Annex 3: Key Informants Engaged

Name	Organization/Institution	Country	Position
Naison Bhunu	ZINECDA	Zimbabwe	National Coordinator
Tendai Nyamajiwa	ZINECDA	Zimbabwe	Programmes Coordinator
Joylet Geda	ECD Malawi	Malawi	National Coordinator
Shoeshoe Mofokeng	NECDOL	Lesotho	National Coordinator
Elizabeth Henwood	SNECD	Lesotho	National Coordinator
Effie Kaminyoghe	Sight Savers Malawi	Malawi	Programme Manager
Ivy Muthwale	ZANEC	Zambia	Programmes Coordinator
Lati Lerotholi	UNICEF	Lesotho	Early Childhood Development Specialist
Mirirai Nyabvure	Deaf Zimbabwe Trust	Zimbabwe	Education Programme Officer
Nelisiwe Ndwandwe	UNESCO	Swaziland	
Tenetile Tsabedze	UNICEF	Swaziland	Early Childhood Development Specialist
Nicholas Banda	Ministry of Youth, Sports and Development	Zambia	Deputy Director in Charge of Child
Ntsebeng Molulela	Catholic Relief Services	Lesotho	Education Project Manager
Reverend Nyanhete	ZNCWC	Zimbabwe	Director
Wadzanayi Chitiga	ECOZI	Zimbabwe	Social Worker

Annex 4: Data collection Tools

Survey Questionnaire

Institutional Survey

No.	Question	Response Options	Skip rules
001	Country	Eswatini Lesotho Malawi Mozambique Zambia Zimbabwe	
002	Coalition	SNECD NECDOL ECDC NORONHA ZANEC ZINECDA	
003	How many staff members are in your organisation?		
1. Vibrant national and transnational ECDE coalitions influencing transparency and accountability in formulation and implementation of ECDE policies and strategies related to SDG 4.2 and GPE			
101a	Is your Organisation demanding transparency and accountability in the formulation and implementation of ECDE policies and strategies related to early childhood development, care and pre-primary education?	Yes No	
101b	At what level is your coalition demanding transparency and accountability?	National Transnational Both	If 101a yes
101c	In what ways are you demanding transparency and accountability?		If 101a yes
101d	Which policies have you successfully influenced?		If 101a yes
102a	Is your Organisation demanding transparency and accountability in the use of GPE funds allocated to your government?	Yes No	
102b	At what level is your coalition demanding this transparency and accountability?	National Transnational Both	If 102 yes
102c	Explain how this is being achieved		If 102a yes

102d	What successes has your Organisation realized?		If 102a yes
103.a	In what ways is your Organisation demanding transparency and accountability?		If 103 yes
103b	Which policy issues has your Organisation influenced by the coalition as a result of strengthened capacity and demand for transparency and accountability in the formulation of ECDE policies	List	
104	Coalition's capacity level in the following areas	Field	Response
		Internal governance	Very strong Strong Average Weak Very weak
		Research	Very strong Strong Average Weak Very weak
		Advocacy	Very strong Strong Average Weak Very weak
105a	Does your coalition have the capacity to influence ECDE processes at transnational level?	Yes No	
105b	What capacity gaps require strengthening in your coalition around influencing ECDE processes at transnational level?		If 105a yes
106a	Has you coalition participated in decision making forums/engagements?	Yes No	
106b	At what level has your coalition participated in these forums/engagements?	National Regional Global All	
2.1 Sustainable, comprehensive and inclusive ECDE policies, legislation, and systems developed through national and transnational advocacy			
201a	Have the transnational advocacy efforts of your coalition influenced the development of national comprehensive and inclusive ECD policies, legislation, systems?	Yes No	
201b	Specify component(s) that your coalition contributed to	Policy Legislation Systems	If yes
201c	List the policies/legislation/systems that your coalition influenced		
202a	Has your coalition influenced any changes in ECDE policy and legislations through advocacy?	Yes No	
202b	At what level has your coalition influenced any changes in ECDE policy and legislations through advocacy?	National Regional Global All	If 202a yes
202c	Specify the ECDE policy and legislation changes that your coalition influenced through advocacy?		If 202b any

2.1.1 Coordinated and evidence-based advocacy efforts at national and transnational levels in addressing weak legislations, policies, and systems on ECDE			
203a	Has your coalitions participated in any joint advocacy initiatives with other Southern Africa ECDE coalitions?	Yes No	
203b	At which level did your coalition participate in the joint advocacy initiatives?	National Transnational Both	If 203a yes
203c	List the joint advocacy initiatives your coalition participated in		If 203a yes
204a	Is your coalition part of a functional transnational ECDE movement or group?	Yes No	
204b	At which level is the ECDE movement or group operating?	National Transnational Both	If 204a yes
204c	What is/are the name(s) of the ECDE movement or group that your coalition is part of?		If 204a yes
205	Is your coalition currently implementing the Advocacy plan for the TRANAC project?	Yes No	
2.1.2 ECDE coalitions effectively influencing ECDE policy issues, financing and aid effectiveness through participating in regional and international policy forums			
206a	Has your coalition attended any ECD policy forums on budgeting and aid effectiveness and other issues?	Yes No	
206b	At what level did your coalition attend the ECD policy forums?	Regional International Both	
207	Has your coalition raised ECDE policy issues during regional or global ECDE policy forums and meetings?	Yes No	
208a	Has your coalition developed ECDE policy influencing documents/products?	Yes No	
208b	List the ECDE policy influencing documents/products your coalition has developed		If yes
2.1.3 Well-coordinated cross sectorial synergies established at national and transnational level			
209a	Is your coalition in partnership with institutions that focus on other ECDE related sectors (health, nutrition, e.t.c)?	Yes No	
209b	At what level is the partnership?	National Transnational Both	
209b	What is the strength of the coordination	Very weak Weak	

		Average Strong Very strong	
210	Has your coalition established functional sectorial synergies through the TRANAC project?	Yes No	
210b	List the synergies established by your coalition through the project		
3.1 Improved availability and use of ECDE data at national and transnational level for advocacy, learning and decision making for the attainment of SDG 4.2 and GPE targets on ECDE			
301a	Is ECDE data for decision making, advocacy and learning easily accessible to your coalition's staff and stakeholders?	Yes No	
302a	Has your coalition successfully advocated for the inclusion of ECDE indicators in reporting management information systems and decision position papers?	Yes No	
302b	At which level did your coalition successfully advocate for the inclusion of ECDE indicators?	National Regional Both	If 302a Yes
302c	List the indicators your coalition successfully advocated for		If yes
303a	Has your coalition influenced any ECDE policy and legislative decisions using the available collected evidence from the ECDE indicators that you advocated for?	Yes No	If 302a yes
303b	List the specific ECDE policy and legislative decisions that your coalition influenced using the available collected evidence from the ECDE indicators that you advocated for?		If 303a yes
304a	Are the coalition stakeholders using this ECDE data to influence decisions?	Yes No	
304b	Name the stakeholders using the ECDE data to influence decisions		If 304a yes
3.1.1 A comprehensive Monitoring, Evaluation, Learning and Accountability system developed for the initiative			
305	Is your coalition using the TRANAC Monitoring, Evaluation, Accountability and Learning (MEAL) system to generate data for informing decision making, learning and accountability for the project?	Yes No	
	If not, why?	<ul style="list-style-type: none"> • We have no access to the system • We do not understand the system • We would rather not 	If 305 no

		use the system • Other (Specify)	
306	Has your coalition established a functional social accountability systems?	Yes No	
306b	What is/are the name(s) of the social accountability system(s)?		
307	Does your coalition have a functional MEAL system?	Yes No	
308a	Does your coalition have an information sharing system in place?	Yes No	
308b	Describe the functionality of the information sharing system		
309	Which M&E reports has your coalition produced for the TRANAC project?		
3.1.2 An information hub established on ECDE at transnational level			
310a	Does the TRANAC project have a functional transnational web-based information hub?	Yes No	
310b	Is your coalition currently using the information hub?	Yes No	If 310a yes
311a	Are stakeholders reporting satisfaction with the quality, content and amount of ECDE information they access from the hub?	Yes No	If 310a yes
311b	List the stakeholder's reporting satisfaction with the quality, content and amount of ECDE information they access from the hub		If 311a yes
312	How frequently does your coalition use the information hub?	More than once a week Once a week Once a month Never	If 310a yes
3.1.3 Learning platforms created and utilised to promote ECDE knowledge exchange/ learning at transnational level			
313a	Are there any transnational learning platforms that have been created through the project?	Yes No	
313b	List the learning platforms that have been created		If yes
314a	Has your coalition participated in any transnational learning visits through the project?	Yes No	
314	To which country did your coalition visit?		If 314a yes

	What was the purpose of the visit		If 314a yes
315a	Has your coalition's thematic advocacy improved as a result of participating in the learning platforms created?	Yes No	
315b	In what ways has your coalition's thematic advocacy improved?		If 315a yes
3.1.4 ECDE focused research/policy analysis conducted/published/disseminated at transnational level			
316a	Has your coalition conducted any ECDE researches/policy analyses with a bearing on ECDE policy decision making?	Yes No	
316b	At which level did your coalition conduct ECDE researches/policy analyses?	National Transnational Both	If 316a yes
316c	Name the ECDE researches/policy analyses your coalition conducted		If 316a yes
317a	Has your coalition published and disseminated any of the ECDE researches conducted?	Yes No	
317b	At what level did your coalition publish and disseminate the ECDE researches?	National Transnational Both	If 317a yes
317c	Name the ECDE researches your coalition published and disseminated		If 317a yes
318	Are Budget templates and tracking instruments in place for the TRANAC project?	Yes No	

End

Key Informant Interview Guide for Government Ministries and Departments – (responsible for Early Childhood Development and Education, and Child Health and Care)

Interview Questions

Ice breaker: What is the general status of ECDE in your country?

- a) Are you aware of any ECD coalitions in your country?
Probe: What contribution has the coalition made to ECDE policy review and development in your country?
- b) How would you describe your Ministry's roles and responsibilities in the area of Early Childhood Development and Education?
- c) What policies are available in the area of ECDE in your country?
Probe: What challenges are you facing in the implementation of these policies?
- d) Are there any capacity building opportunities for ECDE policy implementation that exist in your Ministry/Department?
Probe: Which capacity gaps can be noted?
- e) How active are CSOs in advocating for ECDE policy change and development?
- f) Do your national management information systems include ECDE indicator?
Probe: Name of management information system(s)
- g) Is the data collected using the ECDE indicators being used to influence decisions?
Probe: How is it being used? Examples
- h) Are you aware of any researches on ECDE that have or are being done by the national/transnational ECDE coalitions?
Probe: Comment on the status
- i) To what extent is the availability and content of ECDE data for decision making satisfactory? (Explain further)
- j) Which partners has your Ministry worked with in developing national ECD policies?
Probe: specify which policies
- k) Has there been a change in ECDE financing in national budgeting?
Probe: What was the status before and current?
- l) Are you familiar with the web-based ECDE information hub?
Probe: How satisfactory is the quality content and amount of ECDE information available on the hub
- m) What recommendations do you have for ECDE coalitions that operate at national and transnational levels?

Thank you for your time.

Key Informant Interview Guide for National level CSO partners

Interview Questions

Ice breaker: What is the general status of ECDE in your country?

- a) What is the role your organisation in ECDE policy and advocacy in your country?
- b) Are you aware of any ECD coalitions in your country?
Probe: Are you a member of the coalition?
Probe: What contribution has the coalition made to ECDE policy review and development in your country?
- c) How would you describe your organisation's roles and responsibilities in the area of Early Childhood Development and Education?
- d) What policies are available in the area of ECDE in your country?
Probe: Have you made any contribution to the development and/or change of these policies?
- e) What gaps exist in your organisation around effective ECDE:
 - i) Advocacy and implementation
 - ii) Research
 - iii) Capacity building
 - iv) Communication
- f) Do your national management information systems include ECDE indicator(s)?
Probe: Name of management information system(s)
- g) Is the data collected using the ECDE indicators being used to influence decisions?
Probe: How is it being used? Examples
- h) Are you aware of any researches on ECDE that have or are being done by the national/or transnational ECDE coalitions?
Probe: Which researches?
Probe: How useful have these researches been in your ECDE policy advocacy work?
- i) To what extent is the availability and content of ECDE data for decision making satisfactory? (Explain further)
- j) Which partners has your organisation worked with in advocating for ECDE policy change?
Probe: Specify which policies
Probe: Any transnational partnerships?
- k) Has there been a change in ECDE financing in national budgeting?
Probe: What was the status before and current?
- l) Are you familiar with the web-based ECDE information hub?
Probe: How satisfactory is the quality, content and amount of ECDE information available on the hub?
- m) What recommendations do you have for ECDE coalitions that operate at national and transnational levels?

Thank you for your time.

Key Informant Interview Guide for Transnational Partners

Interview Questions

Ice breaker: What is the general status of ECDE in the Southern Africa Region?

- a) What is the role of your institution in ECDE policy and advocacy in Southern Africa?
- b) Are you aware of any ECD coalitions in the Southern Africa region?
Probe: What contribution has your institution made to ECDE policy review and development in the Southern Africa region?
- c) How would you describe your institution's roles and responsibilities in the area of ECDE?
- d) What functional ECDE policy and legislative systems are available in the region?
Probe: Are these systems operational?
- e) In Southern Africa, what gaps exist around effective ECDE:
 - i) Advocacy and implementation
 - ii) Research
 - iii) Capacity building
 - iv) Communication
- f) Are you aware of any researches on ECDE that have or are being done in Southern Africa?
Probe: Which researches?
Probe: How useful have these researches been in your ECDE policy advocacy work?
- g) To what extent is the availability and content of ECDE data for decision making in Southern Africa satisfactory? (Explain further)
- h) Has there been a change in ECDE financing in Southern Africa?
Probe: What was the status before and current?
- i) Are you familiar with the web-based ECDE information hub?
Probe: How satisfactory is the quality, content and amount of ECDE information available on the hub?
- j) What recommendations do you have for ECDE advocacy, capacity building, research and communication in Southern Africa?

Thank you for your time.

Key Informant Interview Guide for Coalitions

Interview Questions

Ice breaker: What is the general status of ECDE in your country?

- a) What is the role your organisation in ECDE policy and advocacy in your country?
- b) What contribution has your coalition made to ECDE policy review and development at national and transnational level?
- c) How would you describe your coalition's roles and responsibilities in the area of ECDE?
Probe: At national level
Probe: At transnational level
- d) What policies are available in the area of ECDE in your country?
Probe: Have you made any contribution to the development and/or change of these policies?
- e) What gaps exist in your coalition around effective ECDE:
 - i) Advocacy and implementation
 - ii) Research
 - iii) Capacity building
 - iv) Communication
- f) Do your national management information systems include ECDE indicator(s)?
Probe: Did your coalition contribute to the inclusion of these ECDE indicators? How?
Probe: Name of management information system(s)
- g) Is the data collected using the ECDE indicators being used to influence decisions?
Probe: How is it being used? Examples
- h) Which ECDE researches have your coalition done?
Probe: national/or transnational?
Probe: How useful have these researches been in national and/or transnational ECDE policy advocacy work?
- i) Which cross-sectoral synergies has your coalition been part of in advocating for ECDE policy change?
Probe: Specify which policies?
Probe: Specify which partners?
Probe: Any transnational partnerships?
- j) Has there been a change in ECDE financing in national budgeting?
Probe: What was the status before and current?
- k) Are you familiar with the web-based ECDE information hub?
Probe: How satisfactory is the quality, content and amount of ECDE information available on the hub?
Probe: How often is the hub mentioned or commented in social media?
- l) What recommendations do you have for ECDE coalitions that operate at national and transnational levels?

Thank you for your time.