



## Overview

The Emmanuel Development Association (EDA) is an Ethiopian charity and development organization, established by Dr. Tessema Bekele and his family's contribution in 1996 and operational since 1997. EDA is a humanitarian, development, and advocacy organization dedicated to working with children, youth, families, and their communities in different regions to reach their full potential by tackling the causes of poverty and injustice. EDA is a learning organization; a community of practice (CoP) theory evolves naturally because of its members' common interests. Our development philosophy, at the grassroots level in a particular domain or area deliberately intending to gain and share knowledge along with team members and practitioners through the process of sharing information and experiences with the group that members learn from each other, and have an opportunity to develop creativity and innovation.

## Background:

As a child focus organization, the Emmanuel Development Association (EDA) has operations across five regional states: Addis Ababa, Amhara, Oromia, Afar, SNNPR responding to the needs of populations in complex protracted situations, providing both lifesaving and long-term support, complementing the efforts of government and other humanitarian partners. Emmanuel Development Association effectively manages programs in a range of sectors including health, nutrition, water, sanitation, hygiene (WASH), quality education (primary and Early Childhood & Development), food security and livelihoods, child protection, safe migration, and Gender-Based Violence (GBV). Emmanuel Development Association is positioned to respond to the needs of those affected by natural and human-made disasters. Since its establishment, EDA has implemented over 210 projects and addressed over 12 million marginalized community members (marginalized children, youth, and women) in Ethiopia.

Emmanuel Development Association has diverse experience in supporting communities to strengthen their food security and livelihoods and increase household income. This is through empowering and equipping community members with knowledge, skills, and technologies in crop production, establishing community-led systems, agribusiness skills, value chain, and community savings groups among others. For example, Emmanuel Development Association has partnered with the private sector, including financial institutions, to facilitate access to credit services for groups and private business activities in different sectors, such as the formation of marketing associations and linkages to markets for farmers products.

EDA WASH programs seek to address some of the critical gaps in water infrastructure, basic sanitation facilities, and hygiene, targeting populations in different regions integrating with livelihood and alternative energy production to mitigate climate change and carbon emissions. EDA works closely with local governments and CBO partners to support the marginalized community in leading innovations in sustainable water solutions. EDA has experienced team members in the area of WASH in designing and implementing quality programs to support communities' WASH needs. Emmanuel Development Association has supported communities to establish community-led and managed water systems, drilling of boreholes, both shallow and deep, including equipping the local community with the necessary skills to manage the scheme. Other approaches include establishing inclusive and safe WASH facilities in schools and health facilities, Community-Led Total Sanitation (CLTS), which mobilizes communities to take action to eliminate Open Defecation, and behavior change communication through school health clubs, WASH committees, and hygiene promoters.

### **Quality Education and Child Protection:**

Emmanuel Development Association (EDA) is committed to ensuring quality and inclusive education, improving teachers' quality, lifelong learning for all children, youth, and adults, especially in the framework of the UN's 2030 Agenda for Sustainable Development. Regarding Child protection and safeguarding EDA implements the core **principles that** include: the **child's** survival and development, best interests of the child, non-discrimination, children's participation. Sphere, Minimum Standards for Child Protection in Humanitarian Action, and its core principles and standards for child protection work in Ethiopia.

Over the years, EDA has provided school infrastructure, constructed and equipped over 116 primary and pre-primary schools program in particular attention to girls' education, water, and sanitation facilities, furniture and equipment, and hygiene and health education to pre-primary and primary students. We have also provided teacher training to enhance quality education for teachers and youth and conducted non-formal adult literacy training to pastoralist and semi-pastoralist communities.

### **ECCE/ECCD is given more attention**

**Summary of the need:** Attention to early learning from policymakers, practitioners, and others is growing. The importance of early childhood is becoming clearer as we learn more about early brain development and its implications for success later in life. (Preskill Hallie, 2013)

The Government of Ethiopia (GoE) has made remarkable achievements in the education sector, particularly in increasing access to primary and secondary education in all emerging regions of the country. It seeks to keep up this momentum by addressing the remaining part which is the issue of ECCE that has been a challenge for the sector. According to the Education Sector Development Program (ESDP-V), October 2014 situation Analysis taking the ECCE centers to the standard level is one of the basic and key challenges for the government of Ethiopia. There is a lack of standardized teaching and learning materials and facilities such as playing items and often an unfavorable

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learning environment for young children and teachers. This is particularly important when we consider the intention for pre-primary to be play-based, exploratory learning, but the majority is delivered through classroom-based instruction, predominantly on primary school sites. Therefore, there is a need for a standard set of equipment and teaching/learning material to be developed with clear standards of kit-to-student ratios.

With rapid expansion, quality in ECCE is a significant issue and in its current form (managed by volunteer teachers in most cases, poor teaching-learning methods and functioning more as primary classes) is unlikely to result in a substantial increase in school readiness. Children attending ECCE classes are being coached by selected teachers from the respective primary schools, often without age-appropriate training. Teaching-learning methods are not always age-appropriate. (ESDP\_V situation analysis, October 2014). EDA strives to mitigate some of these challenges focusing on the urgent needs of the target ECCE centers in 10 woredas of Amhara, Oromia, SNNPR and Addis Ababa city Administration.

#### **Skillset and Expertise in EDA for ECCE program:**

- 1) Contextual knowledge, 2) Cooperation and Communication Knowledge, and 3) Pedagogical knowledge

The implementation is guided not only by national regulations and policy documents but also by the instructions of the municipality and the particular day care center. It is worth noticing a child's past and present growing environment as well. The early childhood educators described all these factors in their stories.

In this research, their contextual knowledge consisted of societal awareness, organizational know-how, and the perception of a child's growing context. Contextual knowledge and early childhood education are related to each other at the social level. The educators were aware of the social significance of early childhood education. This societal awareness came tangible in educators' stories. They were aware of how the values of the society influence the appreciation of early childhood education and on the educators' rearing work as well. Social changes have affected families' welfare and have also placed some new requirements on the educators' know-how. Early childhood educators also needed organizational know-how.

One important part of the contextual knowledge was the perception of a child's growing context. A child's growth and development are influenced in many different directions. EDA believes Cooperation between educators and parents must be intensive.

**Cooperation and Communication Knowledge:** Early childhood education and care consist of educational interaction between children and educators. It is also a partnership between parents and staff which means a conscious commitment to collaboration for children's growth, development, and learning. Early childhood educators need good skills and a wide knowledge of cooperation and communication.

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**Pedagogical Knowledge:** The pedagogues included all those elements which are part of a child's and an adult's target-oriented interaction. Early childhood educators described their pedagogical knowledge as multiforms, for example, pedagogical knowledge could be divided into the following levels: 1) Knowledge at the direct level, which appears in immediate interaction with the children, 2) Knowledge at the indirect level, which is mainly theoretical knowledge or planning work which support education indirectly, and 3) Knowledge at the level of awareness, which includes, for example, the values or ethics of education. **EDA have expertise's to train ECCE teachers, develop supplementary education materials, modeling ECCE center and conducting research and EGRA both in ECCE and primary schools.**

#### **Specific needs addressed by EDA, and listed as follows:**

- lack of outdoor and indoor games in the ECCE centers to attract children,
  - ECCE enrolment in the areas increases from 35% to 55%
  - Over 5893 teachers/facilitators Trained,
  - Enhanced ECCE center meets the standard set by the ministry of education,
  - Furnished children toilets for boys and girls, instead of using shared facilities;
  - Furnished and equipped ECCE centers standardized chairs and tables
  - Furnished classrooms, dining rooms & napping rooms for children,
- EDA established over 80 ECCE centers (5 centers in each woreda) in the North shewa zone: Debre Brhan, Minjar, Shewa Robit, Kewot Woredas, and Addis Ababa, Akaki sub city since 2003.

#### **Why ECCE?**

The need for improved early childhood care and education was identified by conducting a school assessment against the ECCE center standard set by the Ministry of Education Ethiopia. The government of Ethiopia has developed a regional standard for early childhood care and education to be met. However, the standards are merely on paper and almost all pre-schools operate far below the standard. Due to this children won't attend pre-schools and get directly to grade one without identifying a single letter that is supposed to be attained at the ECCE level. According to Emmanuel Development Association's yearly early grade reading assessment findings, unavailability/poorly functioning of ECCE centers in the government schools was the main reason for children's failure to read a single word per minute at early grades (grades1-4)

In order to improve the quality of education at a primary level and beyond, strengthening ECCE centers and bringing all children to ECCE is found to be key. Therefore, ECCE centers for children aged four to six-year will be supported with the aim of providing children access to a safe and stimulating environment. EDA will improve the services of pre-schools in 40 centers in three years by training and supporting the teachers, providing appropriate playing materials, teaching aids, improving water supplies and sanitation facilities, and renovating classrooms.

Overall, EDA constructed 116 primary and pre-primary schools, in the areas of its operations.

#### **Human Right Programming**

A human rights-based approach to programming (HRBAP) means for EDA that the ultimate aim of all EDA-supported activities is the realization of the rights of children and women, as laid down in the CRC and the Convention on the Elimination of All Forms of

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Discrimination against Women (CEDAW). Human rights and child rights principles guide the organization's work in all sectors – and at each stage of the process. These principles include universality, non-discrimination, the best interests of the child, the right to survival and development, the indivisibility and interdependence of human rights, accountability, and respect for the voice of the children and women. EDA programs of cooperation support those who have obligations to respect, protect, and fulfill rights, by helping them develop their capacities to do so. And EDA helps those with rights to develop their capacity to claim their rights.

### **Human Right Based Approach (HRBAP) and Equity**

Achieving sustainable progress and results concerning equity demands a human rights-based approach. The situation of deprived children, youth, women/men, and the structural causes of exclusion and poverty cannot be addressed without providing those community members with a voice and space to participate in decisions affecting them. Those with the power to shape lives must be accountable to the most deprived if inequities are to be overcome. Discrimination must be identified, understood, and challenged to achieve equitable development for all children. If progress towards equity is made without accompanying progress in other areas fundamental to human rights, likely, the gains will only be short-term. Investments in services for deprived regions or groups that are not accompanied by, and based upon, structural changes in governance and the knowledge, attitudes, and practices of communities are at best fragile.

### **Crosscutting Issues**

GBV and Child Rights are crosscutting issues in EDA. EDA advocates and stands to support the United Nations Declaration on the Elimination of Violence against Women (DEVAW, 1993) that defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women.”

According to the Convention on the Rights of the Child, EDA believes that ensuring the right of every child to be heard: A recognition that whilst children require protection in humanitarian situations, they also need to be empowered to have their voices heard and taken into account in all decisions, directly and indirectly, affecting them, in a safe way and across all stages of humanitarian situations. In doing so, care must be taken to protect children from exposure to situations that could be traumatic or harmful. Children must be encouraged and enabled to participate in analyzing their situation and future prospects:

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in keeping with their evolving capacity, they can also participate in implementing actions to respond to the humanitarian situation. Participation can help children regain control over their lives and can contribute to rehabilitation.

### **Collaboration and Partnership**

As a learning organization, EDA strongly believes in collaboration and partnership with like-minded institutions in Ethiopia and beyond. Collaborative partnerships are agreements and actions made by consenting organizations to share resources to accomplish a mutual goal. Collaborative partnerships rely on participation by at least two parties who agree to share resources, such as finances, knowledge, and people. Organizations in a collaborative partnership share common goals. The essence of a collaborative partnership is for all parties to mutually benefit from working together. Besides, EDA is working with donors, grassroots community members and local governments, learning institutions to make its program and project intervention community-based and evidence-based intervention in Ethiopia. For example, the University of Illinois at Chicago in collaboration with the school of Social Work at Addis Ababa University and the school of Law at Debreberhan University could be good examples to address the issues of child protection and safe migration. Both institutions collaborate with EDA in Ethiopia to implement projects and programs.

### **Safeguarding Policy**

As a leading child focus organization, we provide various capacity strengthening training to develop safeguarding policy, code of conduct, procedures, mentoring, and coaching to NGOs and the local community to discover that there's been an incident of abuse and/or neglect among the children or young people in the community and workplaces. EDA provides safeguarding training to NGO staff and helps the organizations to mainstreaming their policies and working manual that could break down the appropriate courses of action to take, empowering the staff by giving them the skills and knowledge they need to appropriately report abuse and neglect. Our primary focus is on the duty of care to help keep children, young people, and vulnerable adults safe from harm.

### **EDA experiences and philosophy in Nutrition focusing on children and women in Ethiopia.**

Nutrition has always been a key development indicator. Good nutrition allows for healthy growth and development of children, and inadequate nutrition is a major contributing factor to child mortality. Good nutrition is also important for cognitive development, and hence educational success, both of which are important determinants of labor productivity and hence important determinants of economic growth. Good nutrition also implies balance –neither undernutrition nor overnutrition.

Over the decade or so since the MDGs were set, our understanding of undernutrition and its measurement has advanced further. Underweight (weight for age) is a composite measure, which aggregates two different aspects of undernutrition, namely weight for height (or wasting, a measure of current nutritional status) and height for age (or stunting, a measure of long-run nutritional status).

### **Specific Nutrition Interventions**

- Support for exclusive breastfeeding up to 6 months of age and continued breastfeeding, together with appropriate and nutritious food, up to 2 years of age
- Fortification of foods
- Micronutrient supplementation
- Treatment of severe malnutrition.

### **Nutrition-Sensitive Approaches**

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**Agriculture:** Making nutritious food more accessible to everyone, and supporting small farms as a source of income for women and families

**Clean Water and Sanitation:** Improving access to reduce infection and disease

**Education and Employment:** Making sure children have the energy that they need to learn and earn sufficient income as adults

**Healthcare:** Improving access to services to ensure that women and children stay healthy

**Support for Resilience:** Establishing a stronger, healthier population and sustained prosperity to better endure emergencies and conflicts

**Women's Empowerment:** At the core of all efforts, women are empowered to be leaders in Nutrition-Sensitive Approaches

**Core Competencies**

Education, Livelihood (women & youth), community health, Water and Sanitation, Child protection and against Abuse, safe migration, Advocacy, Human rights programming.

And Joint program implementation and Partnership and capacity-strengthening For more information:

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