Supporting the youngest learners in the youngest continent: GPE-KIX Africa 19 Hub convenes a Community of Practice on Early Childhood Education

Webinar Meeting Report

Dates: May 20, 26 and June 2, 2021

Venue: Zoom

Summary

The Global Partnership for Education's (GPE) Knowledge and Innovation Exchange (KIX) Africa 19 Hub Secretariat convened a three-workshop community of practice (CoP) on strengthening systems for early childhood care and education (ECCE). More than sixty participants exchanged evidence and practices in ECCE in sessions coordinated with UNICEF Eastern and Southern Africa Regional Office (ESARO), UNESCO International Institute for Capacity Building in Africa (IICBA), the African Union (AU) Commission, and the African Early Childhood Network (AfECN).

The CoP harnessed active learning pedagogies to catalyze discussions on access to early childhood education, effective teaching methods for ECCE and monitoring systems for early learning outcomes. During the three sessions on May 20, 26 and June 2, 2021, regional ECCE experts, policy actors, ministry officials, and thought leaders shared their expertise, experiences, challenges, and innovations in ECCE to enhance countries' knowledge of the domain and to explore relevant educational policy. The CoP sessions included interactive capacity strengthening by technical experts and knowledge sharing among more than 80 ministry of education officers and other representatives from twelve KIX Africa 19 partner countries to confront their challenges in extending universal, equitable, quality ECCE to their youngest learners (See Appendix 4 for list of participants). The countries represented were Eritrea, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Somalia, South Sudan, Tanzania, Uganda, Zambia, and Zimbabwe.

Context

Evidence shows that quality early childhood care and education (ECCE) can improve the educational, health and long-term social and economic outcomes of a child. Recognizing the significance of ECCE, the AU's Continental Education Strategy (CESA) 2016-2025 identifies that "more and better investment in ECCE" is required to "realize sustained quality education and training". In recent years there has been tremendous

improvements in opening access to early childhood care and education in many of the countries of the KIX Africa 19 Hub. However, many barriers and challenges still linger and hinder the access to and quality of ECCE.

A consultative and in-depth mapping study conducted in the 18 member states of the Hub in July 2020 reveals that coverage and quality of ECCE are nearly equal concerns for governments. Eighteen percent (18%) of study participants reported their countries had achieved a high coverage of pre-primary education, and only 4% considered pre-primary education to be of a high quality in their countries. Fifty-four percent (54%) of participants acknowledged the quality of the ECCE offered in their countries is low, and 50% of participants confirmed that coverage of ECCE is low. Moreover, access to early learning is inequitable and is highly correlated to the economic status of families. Furthermore, 39% of respondents confirmed girls, marginalized communities, and children with special needs are neglected in ECCE policy.

In the same study, all the government participants confirmed that their education sector plans include ECCE, but 77% of them reported that this sub-sector is sorely underfunded by the education systems: Too little funding is devoted to teachers' pay, professional development, and learning materials. A representative from Rwanda stated ECCE "is not very well understood by the core decision-making policy level stakeholders, hence it is not prioritized as a key area of investment".

In a separate needs' assessment conducted in October 2020, respondents from Ghana and Liberia were interested in exploring specific aspects of ECCE such as "how to handle coverage enrollment at ECCE levels". Ghana also highlighted its progress in the sector noting the "development and cabinet's approval to the ECCE policy." Within this context, the KIX Africa 19 Secretariat planned and implemented a CoP on ECCE in response to country partner preferences and interest areas in ECCE.

Main topics discussed
Session 1: Increasing access to early childhood education (May 20, 2021)
The first of three workshops provided ministries of education with strategies and examples of how to increase access to ECCE in the KIX Africa 19 region.

The topics and activities included:
- ECCE overview
- Framework for strengthening ECCE
- Incorporating equity and access in ECCE
- Ghana's experience in increasing access to ECCE

Participants noted the importance of formulating a national ECCE framework. Melink Lemi, an Education Officer from South Sudan, remaked, "Having a policy gives a clear directive to programming by all stakeholders and systematic implementation of the curriculum". Ninna Njanji, a Malawian ECD Officer, noted that incorporating a "systems approach" can "improve Early Childhood Development (ECD) quality and access", and Matsepiso Ntsaba of Lesotho's Ministry of Education and Training echoed the importance of "incorporating ECD plans into the main Ministry's plan".

During discussions on ensuring equitable access to ECCE, Evans Dickson, a Program Officer for Child Rights and Special Needs at the Kenyan Ministry of Health, noted the "need for increased inclusion coverage in education for children with special needs."

Dr. Kwabena B. Tandoh, Deputy Director-General for Quality and Access at the Ghana Education Service, provided a framework and overview of Ghana's ECCE implementation experience. Dr. Tandoh marked out the various interactions of systems to form standards and frameworks for Ghana's education system. In practice, he shared that the Ghanian Ministry of Education was able to implement the following activities to enhance ECCE provision:

- Increase availability of teaching and learning materials (TLMs): 50 sets of early grade reading materials developed in English and translated into 11 local languages;
- Training teachers on the preparation of TLMs using locally available materials;
- Early grade curriculum implementation advanced for smooth instruction delivery at lower primary and with increased play-based content for kindergarten.

In response to the Ghanaian experience in expanding ECCE, Moges Yigezu from the Ethiopian Early Childhood Network appreciated its relevance, observing, "The training of [human resources] in early childhood development and the strategies employed in advancing the ECD issues were educational and…it is worth emulating their experiences".

Session 2: Effective teaching methods for early childhood education (May 26, 2021)

The second of three workshops provided ministries of education the opportunity to share and discuss effective teaching methods in ECE.

The topics and activities included:
- A general overview of effective teaching methods for ECCE
- Experience and innovation sharing from GPE partner countries
- Proposal and presentation of the African Union's ECCE framework
- An evaluation of the second session

Abhiyan Jung Rana, the Regional Education Adviser at UNICEF ESARO, welcomed participants and commenced the second session with opening remarks. Following this, Dr. Lynette Okengo, Executive Director of the Africa Early Childhood Network (AfECN), deliberated upon what entails effective teaching methods for ECCE. A presentation from A Partner in Education (APIE) in Rwanda highlighted the country's contextual experiences in navigating and addressing ECCE in its educational systems, and demonstrated its innovative and novel approach to teacher training in Rwanda.

Moving from a national- to a continental-level approach, David Woods Baysah, an Education Specialist at UNICEF ESARO, presented and proposed an ECCE framework to support and guide AU member states in the process of planning and strengthening systems for ECCE to deliver quality at scale. Mr. Baysah further described specific results that member states should pursue to enhance ECCE systems including:
- Minimum 10% allocation of the education budget to ECCE;
- ECCE staff at national and sub-national levels with requisite skills to lead and technically support the sub-sector (including pre-primary directorate, as well as staff in planning, training, curriculum, and quality assurance institutions);

- Minimum quality standards and quality assurance mechanisms (Parenting Standards, Teacher Standards, Social Indicator Standards, Access to Service Standards, and System Effectiveness Standards);
- Workforce strategy including expansion and training of pre-primary educators;
- Implementation of appropriate curricula and teaching/learning resources;
- Family engagement as an integral part of the plan;
- Governance for the pre-primary sub-sector established with clear roles and responsibilities from national to sub-national levels and across institutions and partners.

Following the presentation, participants discussed the utility, objectives, principles, and feasibility of an ECCE framework. As the session came to a close, participants were asked to provide feedback on the CoP. Vida Ntow, a National ECCE Coordinator in Ghana, shared that "it is very important to have a framework that will guide and direct where we want to take ECCE." Omolara Otujo, Chairman of Nigerian Foundation for the Promotion of Childhood Care and Development in Nigeria emphasized the importance of "inviting all stakeholders to invest in ECD" as "key for economic and social development" of countries.

Session 3: Systems to monitor early learning outcomes for children (June 2, 2021)
The third and last workshop provided ministries of education the opportunity to share and discuss effective teaching methods in ECE.

The topics and activities included:
- An overview of learning assessment in ECE
- Experience sharing by the Zambia
- Interactive breakout room discussions between country participants

The session featured a presentation by Moses Abiero, a Programme Manager at the AfECN, on effective strategies for assessment of children's early learning. "Assessment of learning is a critical part of a high-quality, early childhood program," said Mr. Abiero, "thus should be given all the attention it deserves in ECE system strengthening.

Charm Kalimbika, the Director of the ECE Department at the Ministry of General Education in Zambia, shared his country's experience in assessing early childhood learning outcomes and learning environments. An important assessment tool Zambia has developed is the Child Development Assessment tool for Zambia, which has assisted educators and caregivers in assessing young children's interpersonal, self-help, motor, and language development. However, Mr. Kalimbika acknowledged that teachers need more guidance in how to effectively use the tool to assess their learners' levels. "The Ministry of General Education through the Directorate of Early Childhood Education is endeavoring to establish standardised assessment systems for ECE learners which can inform programming," commented Mr. Kalimbika. "The assessments will not only focus on curriculum competencies but more on child developmental milestones. This will guide on what type of interventions can be put in place to address the needs of children, community and the nation at large." He concluded by noting "The Ministry of General Education is open and willing to learn from other countries the best practices on child assessment.

Session three also featured an interactive breakout room activity to allow participants to form and articulate their takeaways from the three workshops, and propose ways they can apply their learning or the knowledge sharing to their areas of responsibility. The participants also identified the support they would require from the KIX hub project to strengthen ECE in their countries.

Recommendations

At the end of each of the three sessions, participants were asked to provide feedback on the quality and range of the content and discussions, and give recommendations for how to strengthen ECCE in their countries. They identified the need to:

Incorporate more stakeholders

Include more stakeholders to strengthen multisectoral coordination. Families, communities, and children need to be consulted and involved in early learning efforts and plans. Recommending the involvement of other stakeholders, Mr. Otujo of Nigeria noted that subsequent ECCE learning events could benefit from the "consideration for care of 0 - 3 years through caregivers/nannies/grandparents". Additionally, stakeholders such as "chiefs, the Ministry of Health, pre- and post-natal clinics" could be included, according to Edna Chelule from Sotik Academy in Kenya.

Empower teachers

Provide capacity building for teachers and staff to effectively facilitate learning for young children. In the KIX in-depth mapping study, 77% of government participants confirm there are national standards for ECCE, but between 75-100% feel that teachers and curriculum developers need more support and capacity strengthening to facilitate age-appropriate and effective teaching, learning, and learning assessment in the early years.

An ECCE specialist from Kenya professed plans to "advocate for ECCE teachers' scheme of service to motivate ECCE teachers and attract the right cadre of qualified individuals," and an officer from Lesotho shared a plan to cascade training for ECCE teachers to grapple with geographical restrictions and a low budget.

Mobilize knowledge on effective ECCE curricula, policies, and reforms

Strengthen technical support in developing ECCE curriculum, standards, and pedagogy. Most government participants in the July 2020 study (75% to 100%) had expressed the need for technical support in developing ECCE curriculum, reforming, and adapting standards, and reviewing and evaluating curriculum and pedagogy.

Similarly, during the CoP participants highlighted ECCE costing plans, such as the recommendation of allocating 10% of the education budget to ECCE, as key knowledge takeaways. For example, Agnes Ngonyo, a UNICEF Kenyan ECE and Education Specialist, remarked a need to "advocate for increased ECCE financing, 10% of education budget enhances access and quality of ECCE" following conversations detailing the costs of financing ECCE.

Furthermore, a member from the curriculum review committee in Lesotho shared that discussions on play-based curriculums were helpful as they seek to include play-based learning as they reform the current pre-primary curriculum that was written in 1998. Additionally, the language of instruction also needs to be considered carefully in curriculum and pedagogy, as international and regional research suggests the use of mother-tongue languages can boost learning outcomes and retention, especially for marginalized and indigenous children. In the mapping study, representatives from Tanzania and Rwanda expressed interest in using indigenous languages at the early levels.

Appendix 1: Agenda for Session 1 (May 20, 2021)

Topic	Time	Speaker
Section 1: Opening 1. Welcome of participants to the event 2. Opening Remarks	 3:00 PM – 3:05 PM 3:05 PM - 3:10 PM	Beifith Kouak Tiyab, UNICEF-ESARO Abhiyan Jung Rana, Regional Education Adviser, UNICEF-ESARO
Section 2: Setting the scene 1. Overview/Situation of Early Childhood Education (ECE) in SSA: progress and challenges in increasing access and improving the quality 2. Questions and Answers	3:10 PM - 3:20 PM 3:20 PM - 3:30 PM	Dr. George and Moses, AfECN
Section 3: Experiences and innovations sharing from Countries. 1. Presentation from countries: Ghana Kenya South Sudan 2. Q & As by participants to the countries	 3:30 PM - 3:55 PM 3:55 PM - 4:10 PM	Country's representatives 7 minutes per country
Section 4: Africa Union ECE framework & Breakout Rooms. 1. Presentation of Africa Union ECE framework 2. Breakout Rooms: 2 questions based on AU ECE framework to discuss by 2 groups 3. Plenary and reporting back of breakout rooms discussions	 4:10 PM - 4:20 PM 4:20 PM-4:40 PM 4:40 PM-4:50 PM	David Woods Baysah, UNICEF ESARO Dr. George and Moses, AfECN and Maryann Dreas-Shaikha, UNESCO-IICBA David Woods Baysah, UNICEF ESARO
Section 5: Closing. 1. Assessment of the learning event using Microsoft Form 2. Closing Remarks	 4:50 PM - 4:55 PM 4:55 PM - 5:00 PM	Mekiya/Beifith, UNICEF ESARO Maniza Ntekim, Regional ECD Adviser, UNICEF ESARO

Appendix 2: Agenda for Session 2 (May 26, 2021)

KIX Africa 19 Hub's Community of Practice in ECCE: Strengthening Our Systems for Our Youngers Learners, May 20, 26 and June 2, 2021

Topic	Time	Speaker
Section 1: Opening		
1. Opening Remark	2:00 PM – 2:10 PM	Abhiyan Jung Rana, Regional Education Adviser, UNICEF-ESARO
Section 2: Setting the scene	2:10 PM - 2:20 PM	Moses Abiero , Programme Manager, AfECN
1. General overview – What do we know about effective teaching methods for ECE?		
2. Questions and Answers	2:20 PM - 2:30 PM	
Section 3: Experiences and innovations sharing from Countries.	2:30 PM - 2:40 PM	Amy Barnecutt, APIE/Rwanda
1. Presentation from APIE's teacher training innovation in Rwanda		
2. Questions and Answers	2:40 PM - 2:55 PM	
Section 4: Discussions around Africa Union ECE framework.	2:55 PM - 3:05 PM	
1. Overview of Africa Union ECE framework		David Woods Baysah (UNICEF ESARO) & Moses (AfECN)
2. Discussions, Q & A around the framework, in breakout rooms (Jamboard)	3:05 PM - 3:50 PM	
Section 5: Closing		Mekiya/Beifith, UNICEF ESARO
1. Assessment of the learning event survey	3:50 PM - 3:55 PM	
2. Closing Remarks	3:55 PM - 4:00 PM	UNESCO-IICBA

Appendix 3: Agenda for Session 3 (June 2, 2021)

Topic	Time	Speaker
Section 1: Opening Welcome to participants	2:00 PM – 2:10 PM	Beifith KOUAK TIYAB, UNICEF-ESARO

Section 2: Setting the scene
 	
  1.   General overview – Learning assessment in ECE
 	
  2.   Questions and Answers
	2:10 PM - 2:20 PM
	
	2:20 PM - 2:35 PM
		Moses Abiero, Programme Manager, AfECN

Section 3: Experience/innovations sharing from Countries.
 	
  1.   Presentation from Zambia
 	
  2.   Questions and Answers
	2:35 PM - 2:45 PM
	
	2:45 PM - 3:00 PM
		Charm Kalimbika, Director - ECE, Ministry of General Education, Zambia

Section 4: Breakout Room around participants learning on the ECE community of practices. Questions for breakout rooms: How did you find the 3 sessions of the learning events on ECE? Was it useful? Did it add value? What are the three key knowledge takeaways or skills that you have gained from the 3 sessions (Access to ECE, Effective teaching methods in ECE and learning assessment on ECE)? Which of the 3 take ways you identified above can you apply in your area of responsibility? if there are areas that you will not be able to apply, why not? what are the challenges? What kind of support would you like to receive from the KIX hub project in general on ECE programme? What should be the focus area? What other experiences or learnings would you like the KIX hub to consider for the next community of practices on ECE? Plenary and reporting back from breakout rooms	3:00 PM - 3:30 PM 3:30 PM - 3:50 PM	UNICEF ESARO, UNESCO IICBA, and AfECN
Section 5: Closing Remarks	3:50 PM - 4:00 PM	David WoodsBaysah, UNICEF ESARO

Appendix 4: List of participants

First Name	Last Name	Country	Institution	Designation/Job Title	Session 1	Session 2	Session 3	Total
Abhiyan	Rana	Kenya	UNICEF	Regional Education Adviser	1			1
Adefunke	Ekine	Nigeria	Tai Solarin University of Education. Ijebu Ode	senior Lecturer and Deputy Director Research			1	1
Agnes	ARTHUR	Ghana	UNICEF	Education Specialist	1			1
Agnes	Ngonyo	Kenya	UNICEF Kenya	Education Specialist- ECCE	1		1	2
Alice	Ndirangu	Kenya	St pauls university	Lecturer\Trainer children and youth development and EiE	1		1	2
Alinune	Nsemwa	Tanzania	UNICEF	ECD Specialist	1		1	2
Amina Sharif	Hassan	Somalia	Ministry of Education, Culture and Higher Education	ECCE Technical Advisor	1	1	1	3
Amy	Barnecutt	Rwanda	A Partner in Education	CEO	1	1		2
Anna Nancy	Mendy	Gambia	Ministry of Basic and Secondary Education	Director	1		1	2
Anne	Kitindi	Tanzania	UNICEF	Program Associate	1		1	2
arcard	Rutajwaha	Tanzania	AfECN	National networking Program Coordinator			1	1
Awatif	Mohammed	Sudan	UNICEF	Education officer	1			1
Beifith	KOUAK TIYAB	Kenya	UNICEF-ESARO	Education Specialist, RBM and Data	1	1	1	3
Bernadette	Tachivona	Zimbabwe	UNICEF	ECD Officer			1	1
Besnart	Simunchembu	Zambia	Ministry of General education	Principal planner	1			1
Bezawit	Demere	Ethiopia	IICBA	Data Managment Associate	1	1	1	3
Binyam Sisay	Mendisu	Ethiopia	IICBA	Program Officer	1	1		2
Blossom	Maja-Ramakatane	Lesotho	ministry of education and training	national teacher trainer		1		1

First name	Last name	Country	Organization	Title				
Camilo	Macoo Junior	Mozambique	UNICEF	ECD Officer			1	1
Carolyne	Shyanguya	Kenya	Rising sun	Director	1			1
Charm	Kalimbika	Zambia	Ministry of Education, Lusaka-Zambia	General Director- Early Childhood Education			1	1
Cheruiyot	Changwony	Kenya	Porticus	Grant Administrator	1			1
Christophe	Morgan	South Sudan	UNICEF	Education Officer (Qulaity)	1			1
Confidence	Okonkwo	Nigeria	Federal Ministry of Education	Early childhood officer	1		1	2
Cosmus	Gatuyu	Kenya	UNHCR	Education Officer	1	1	1	3
Craig	Ferla	Tanzania	Children in Crossfire Tanzania	Country Director	1			1
Daphne	Mugizi	Uganda	UN	ECD Specialist	1			1
David	Baysah	Liberia	UNICEF	Education Consultant	1	1	1	3
David	Mutai	Kenya	Loving Classroom	Director			1	1
Dawit	Habte	Eritrea	UNICEF	ECD officer		1	1	2
Early childhood Development	Network for Kenya	Kenya	ECDNeK	Communication Assistant			1	1
Edna	Chelule	Kenya	Sotik Academy	School Director			1	1
Edwin	Makori	Kenya	Feed the Children	Education Programme Manager	1			1
Elyas	Abdi	Kenya	MOE	Director General	1			1
Emmanuel	Mico	Rwanda	Ministry of Education	Director of Education Policy analysis	1			1
enock	kaluba	zambia	Ministry of General Education	Senior Education Officer			1	1
Eva	Masinde	Kenya	GDI	Senior Associate	1			1
Evans	Dickson	Kenya	Ministry of Health	Program officer, Child rights and special needs	1			1
EVELYN MUDAALA	SIMFUKWE	ZAMBIA	MINISTRY OF GENERAL EDUCATION	PRINCIPAL EDUCATION OFFICER			1	1

First Name	Last Name	Country	Organization	Title				
faith	Inyanchi	Kenya	Storymoja	Start a Library Brand Manager	1	1		2
Felicien	Turatsine	Rwanda	Chance for Childhood	Programmer Manager/Disability and Inclusion Advisor	1		1	2
George	Evans Owino	Kenya	Africa Early Childhood Network	Research Manager			1	1
George	Mkandawire	Malawi	World Relief	Program Manager			1	1
Gertrudes	Noronha	Moçambique	Rede Para o Desenvolvimento na Primeira Infância	Coordinator		1	1	2
Godfrey	Omondi	Kenya	Aga Khan Foundation (MECP-K)	Program officer		1		1
Gulmira	Tussupbekova	Kenya	UNICEF KCO	UNV			1	1
Haddy	Khan	the Gambia	Ministry of Basic and Secondary Education	Head of ECD Unit			1	1
Hannah	Maina	Kenya	MOE	Deputy Director of Education	1			1
Hawa	Selemani	Tanzania	Ministry of Education Science and Technology	Principal Teachet grade IC	1		1	2
Helene	Cron	Kenya	UNICEF ESARO	Education specialist			1	1
Hery	Tindwa	Tanzania	Plan International	EiE Specialist	1		1	2
IMMACULATE	SALAON	Kenya	Community Initiatives Agenda	Executive Director	1			1
ismail	ALi	Somalia	MOE	KIX FP	1			1
Joachim	Nyoni	Zambia	Ministry of Education	Senior Education officer	1			1
Johannes	NkosiJ	Lesotho	Ministry of Education	Senior Probation Officer			1	1
Joshua	Lankoi	Kenya	FeedtheChildren	Program officer Education	1			1
Joyce	Marangu	Kenya	AKU	Coordinator	1		1	2
Kaunda	Chidota	Zimbabwe	Ministry of Primary and Secondary Education	Education Research Officer	1		1	2
KWABENA BEMPAH	TANDOH	Ghana	GHANA EDUCATION SERVICE	DEPUTY DIRECTOR-GENERAL (QUALITY AND ACCESS)	1			1
Lati	Lerotholi	Lesotho	UNICEF	ECD Specialist	1		1	2

Linda	Kharemwa	Kenya	UNICEF	Education Officer	1		1
Lindiwe	Chide	Malawi	Ministry of Education	Deputy Director, Quality Assurance	1		1
Loyce	Fatch	Country	Ministry of Education	Chief Economist	1		1
Lubona	Nyambe	Zambia	MOGE	ESO Special-Katete		1	1
Lynette	Okengo	Kenya	Africa Early Childhood Network	Executive Director	1		1
Mabor	Tur	South Sudan	Ministry of General Education	KIX Focal Point		1	1
Maekelech	Gidey	Ethiopia	UNICEF	Education Specialis		1	1
Majuch	Madul Abor	South Sudan	Ministry of General Education andAssistant Director Instruction			1	1
Makhube	Ralenkoane	Lesotho	Ministry of EducationChief Education Officer for and Training Curriculum		1		1
Malehlohonolo	Mashapha	Lesotho	Ministry of Education and Training	Assistant Inspector		1	1
Mamotlatsi	Lehlasoa	Lesotho	Ministry of Education and Training	Senior Nutrition Officer		1	1
Maniza	Ntekim	Kenya	UNICEF	Regional Adviser, ECD	1		1
Margaret	Akinware	Nigeria	FPCD	Board member		1	1
Marorisang	Dongwane	Lesotho	Ministry of Education and Training	Ass. Inspector		1	1
Mary	Wanjohi	Kenya	I am a home schoolteacher	Montessori teacher	1	1	2
Maryann	Dreas-Shaikha	United States	UNESCO IICBA	Consultant	1		1
Matsepiso	Ntsaba	Lesotho	Ministry of Education and Training	Manager ECCD	1	1	2
Mekiya	Feki	Kenya	UNICEF-ESARO	Education Specialist, RBM and Data	1	1	2
Meling	Christine Lemi	South Sudan	UNICEF	Education Officer	1	1	2

Mennard	Danga	Zimbabwe	Ministry of Primary and Secondary Education	Education Research Officer	1			1
Mildred	Obuya	Kenya	Early ChildhooMatter (K) Ltd	Director	1			1
Moges	Yigezu	Ethiopia	Ethiopian Early Childhood Network	Excuetive Director	1			1
Moses	Abiero	Kenya	AfECN	Program Manager	1	1	1	3
Munyakazi	Emilie	Rwanda	A Partner in Education	Project officer			1	1
Nellie	Maneya	Malawi	Government	Child Development Officer			1	1
Nelly	Mwendwa	Kenya	Education Development Trust	Trainer of Trainers	1			1
NGONYA	MIYOBA	ZAMBIA	MINISTRY OF GENERAL EDUCATION	ASSISTANT DIRECTOR			1	1
Ninna	Njanji	Malawi	UNICEF	ECD Officer	1		1	2
NJORA	HUNGI	Ethiopia	IICBA	SPO	1			1
Nkosi John	Mohlouoa	Lesotho	ECCD Unit	Senior Child Protection Officer	1			1
Nyandigisi	Manyara	Kenya	The Africa Early Childhood Network	IT officer			1	1
Nyirabazungu		Rwanda	Wellspring Foundation for Education	Early childhood Education Trainer			1	1
Obiora	Anyanwu	nigeria	fpcd	officer		1	1	2
Olivia	Ogembo	Kenya	Formerly Discovery Learning Alliance	Teacher Trainer / coach	1	1	1	3
Omanyo	Philip	Kenya	Education Development Trust	Instructional Coach	1	1	1	3
Omolara	Otujo	Nigeria	Foundation for the Promotion of Childhood Care and Development in Nigeria (FPCD)	Chairman			1	1
Oscar	Kadenge	Kenya	Path	Technical Advisor	1		1	2
Patrine	Banda	Zambia	Education	DESO			1	1
Pauline	Simwaka	Malawi	Ministry of Gender, Community Development and Social Welfare	Chief Child Development officer			1	1

First Name	Last Name	Country	Organization	Title				
Phanuel Masimba	Muranda	Zimbabwe	Ministry of Primary and Secondary Education	Deputy Director Strategic Policy Planning and Statistics	1			1
Precious	Mungambata	Zambia	Zambia National Education Coalition (ZANEC)	Advocacy and Communication Officer			1	1
Rachel	Mahuku	Rwanda	Wellspring Foundation for Educatin	Senior Program Manager	1		1	2
Riing	Garwech	South Sudan	CHIDDO South Sudan	National Director	1			1
ROBERT	MOMANYI	Kenya	Vines Kenya	Programme Officer		1		1
Rose	Kamasara	Kenya	AfECN	Program Officer	1			1
Ruby	Martin	Liberia	Liberia Early Childhood Professional Network	Executive Director	1			1
Samuel	Muraya	Kenya	Council of Governors	Program	1			1
Sarafino	Salvastore	South Sudan	Ministry of General Education and Instruction	Deputy Director for ECD	1	1	1	3
Selestine	Sereria	Kenya	Ministry of education	Assistant Director	1			1
Shoeshoe	Mofokeng	LESOTHO	NECDOL	National Coordinator			1	1
Sristi	Pradhan	Kenya	UNICEF	Intern	1		1	2
SULEMANA	YUSIF	Ghana	Ghana Education Service	Monitoring & Evaluation	1	1	1	3
Tabitha	Moshoeshoe	Lesotho	Ministry of Education and Training	IECCD SENIOR HEALTH OFFICER		1	1	2
Takako	Shimizu	Jordan	UNICEF	Education Officer	1			1
Teresia	Nyaoro	Kenya	Clean Start Solutions	life coach		1	1	2
Thapelo	Moroeng	Lesotho	Network of Early Childhood Development of Lesotho	Programmes Administrator			1	1
Timoah	Kunchire	Ghana	UNICEF	Education Officer		1		1
Tsitsi	Tuturu	Zimbabwe	JF Kapnek Trust	ECD Coordinator	1			1

Umasree	*Polepeddi*	*Lesotho*	*UNICEF*	*Chief of Basic Education and Adolescent Development*	*1*			*1*
Valentina	*Solarin*	*Nigeria*	*IAGIFTED*	*Director*			*1*	*1*
Valentino	*Zimpita*	*Malawi*	*Ministry of Education*	*Deputy Director*	*1*		*1*	*2*
Vandana	*Joshi*	*South Sudan*	*UNICEF*	*Nutrition Manager*		*1*	*1*	*2*
VICTORIA	*KANOBE*	*Ethiopia*	*UNESCO-IICBA*	*Senior Program Coordinator*	*1*			*1*
Vida Barbara	*Ntow*	*Ghana*	*Ghana Education Service*	*National Early Childhood Education Coordinator*	*1*	*1*		*2*
Virginia	*Nthiketha*	*Kenya*	*UNESCO*	*NPO-ED*	*1*	*1*		*2*
Wesley	*Galt*	*Angola*	*UNICEF*	*Education Specialist*	*1*			*1*
Yetneberesh	*Molla*	*kenya*	*UNICEF ESARO*	*Regional disability inclusion specialist*			*1*	*1*
Yumiko	*Yokozeki*	*Ethiopia*	*UNESCO IICBA*	*Director*	*1*			*1*
Yvonne Risper	*Mboya*	*Kenya*	*UNESCO-IICBA*	*MEAL consultant*	*1*	*1*	*1*	*3*
Total					**83**	**29**	**71**	**183**