

younger children (initially those attending ECDs in the vicinity of primary schools). The WFP will be brought in to support the programme, and practical links will be established with agriculture and farm-to-market programmes such as that developed by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). This will have a powerful generation effect, and represents a second, affordable support mechanism to parents and ECDs on top of the (not currently comprehensive) funding allowance to Educators.

The contribution of CSOs and foundations to the needs of children with disabilities, who have been underserved in many cases, will not be addressed in the Budget Support. However, CSOs and foundations will be solicited outside the present programme to contribute to the vision of Leave No Child Behind, with practical resourcing and support. CSOs and Foundations have deepened their interest and focus on ECD in recent years, and there is further potential for cross-learning and the adoption of best practice and innovative solutions, including digital solutions.

Data is important: It is a real challenge that the census in Namibia is overdue and not included in the 2022/23 budget, and that household surveys have not been conducted and are not budgeted. The fact that the MoEAC EMIS (Education and the MGEPSW Management Information Systems are not interlinked represents a challenge. With the agreement of both parties and consistent commitment with regards to putting children's needs first, this will be addressed under the new programme. ECD data management systems will be strengthened with reduced reporting lags, and Institutional capacity for M&E reinforced, ensuring that data is not only collected but analysed and utilized to inform decision-taking within the sector. Data quality assessment frameworks will be sought to monitor and measure the sustainability of the process.

The intervention will support more equitable and inclusive access to ECD and PPE facilities and/or services by: a) expanding the availability of PPE in primary schools through the additional building and renovation of classes; b) by supporting the construction and the upgrading of ECD centres, including Model ECD centres which would have the potential to also act as community hubs for meeting adult literacy and other community needs; c) by extending the provision of school feeding to ECD centres under the supervision of the MoEAC which already has a successful school feeding programme. d) by supporting parental interaction and community ownership; and e) strengthening the quality of ECDs by improving and extending the reach of training of Educators (building on the expertise and engagement of Foundations and CSOs) as well as providing learning support materials to ECD centres, especially those in informal settlements and underserved communities.

The development and dissemination of digital tools will be encouraged, particularly in the area of e-learning. Complementary technical and financial support will be sought, through EU regional programmes, foundations and the private sector, with a priority given to the underserved communities. EU Member States expertise will be solicited in this perspective.

The design has been structured to minimize the extent to which the EU filling a gap-filling role (e.g., financing what the GRN should be doing) by working with each of the partners to focus on sustainable solutions. It also acknowledges that once services have become properly established a "new norm" is often created where government is expected to meet its policy commitments. ECD has been underfunded in Namibia, and this programme represents a structured effort to achieve Value for Money with finite resources by ensuring that all partners, both centrally and at Regional and local level collaborate to deliver better outcomes for children. It will have succeeded if, by the end of the programme, senior EU and GRN staff could visit ECDs, including those in informal settlements and say with pride that quality provision and inclusivity has been achieved.