GLOBAL SCHOOLS FORUM

November 2026

Building Bridges

Enabling dual-generational partnerships for early years in emergencies

Community | Knowledge | Funding | Partnerships



Image Source. FUDELA

Executive summary

THE CHALLENGE:

Only 25% of children aged three to four in low- and middle-income countries receive minimal nurturing care (Lancet, 2022), and this gap widens in emergencies. For families facing crisis, the challenge is rarely limited to the child alone. Caregivers may be dealing with loss of income, displacement, psychosocial stress or protection concerns, while their children may need learning, protection or care. Addressing one without the other can leave families without the support they need. Yet most programmes reach either the child or the caregiver, rather than both.

Meeting these interconnected needs increasingly depends on organisations working together. As aid budgets shrink, partnerships are becoming more important for organisations to combine their expertise, reach and resources rather than trying to provide everything themselves. In emergencies, the stakes are higher: families may have urgent and overlapping needs, while organisations have little time to establish how they will work together.

Yet most partnership guidance is built for more stable contexts. It does not address the realities of emergency partnerships, where timelines are shorter, needs are more complex, and services can easily become fragmented. **Dual-generational (2-Gen) partnerships in emergencies require a different approach to how partners are identified, roles are defined, and support is coordinated.**

THE TOOLKIT AIMS TO:

Recognising this gap, the Global Schools Forum (GSF) has developed this 2-Gen partnership toolkit to help organisations build partnerships that bring child- and caregiver-focused services together for families in emergency and fragile contexts.

The toolkit supports organisations to:

- **Design effective and coherent 2-Gen partnerships** through clear partnership models, roles and coordination mechanisms.
- **Implement 2-Gen partnerships in practice**, with guidance on navigating real-world challenges such as coordination breakdowns, misaligned mandates and operational constraints in emergencies.
- **Sustain 2-Gen partnerships over time** by strengthening organisational confidence, capability and ways of working.

The toolkit is specifically focused on **partnerships between non-state organisations** in emergency and displacement settings and is designed for early years practitioners.

It draws on consultations with organisations doing this work in practice, grounding the guidance in real-world experience of building and managing 2-Gen partnerships.

The toolkit draws on insights from practitioners and real-world examples, which we will share in more detail throughout the toolkit

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HOW WE DEVELOPED THE TOOLKIT



Desk research

Reviewed existing literature, reports, and case studies on 2-gen programming



Focused consultations

Interviewed practitioners and ecosystem actors to surface concrete examples, real-world adaptations, and insights embedded in the toolkit.



Co-design workshop

Held a workshop engaging 14 organisations who provided in-depth feedback on the templates and concepts developed for this toolkit to improve its relevance, clarity, and usability.

THE EXAMPLES WE WILL LEARN FROM

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MAKASI RESCUE FOUNDATION
SAVE HUMANITY

KULEA WATOTO
Nurturing Children

FUDELA
Fundaciónde las Américas

CHILD'S DESTINY AND DEVELOPMENT ORGANIZATION
CHIDDO

Children in Crossfire

CHILDREN ON THE EDGE

WOMEN ACTION FOR RURAL DEVELOPMENT INITIATIVE
WARDI
Empowering Lives, Ensuring Protection

The toolkit is divided into two sections, each tailored to a specific audience

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A DESIGNING, IMPLEMENTING AND SUSTAINING 2-GEN PARTNERSHIPS

Written for practitioners delivering separate child- and caregiver-focused programmes looking to partner with others to better support families as a whole.

Refugee-led & community-based organisations

Locally rooted organisations working directly with households, often operating in one county / community.

Small to mid-size national NGOs

Operating across a few regions and sites either directly or in partnership with local actors.

Established national NGOs/INGOs

Operating nationally, or in multiple countries, often providing implementation support to one or more community-based organisations.

B FUNDING 2-GEN PARTNERSHIPS

Written for funders supporting programmes for children and caregivers who want to enable organisations to build and sustain 2-Gen partnerships.

Funders and donors

Recommendations suggested by practitioners on how funders and donors can better structure their funding to support their 2-Gen partnerships

How to use the toolkit

GLOBAL SCHOOLS FORUM

Part A — Locate yourself
Part A — Choose a partner
Part A — Design integration
Part A — Implement and adapt
Part A — Sustain over time
Part B — Funding 2-Gen partnerships
Tools and resources

Click on the sections you want to jump to using the index bar.

IF YOU'RE ABOUT TO START A PARTNERSHIP, GO TO:

- **Module 1: Locate yourself** — To understand your starting point, readiness, and whether partnership is the right approach for your context.
- **Module 2: Choose a partner** — To identify partners who bring the right mix of trust, legitimacy, capacity, and complementary strengths.
- **Module 3: Design integration** — To explore how to connect support for children and caregivers in ways that work in practice

IF YOU'RE ALREADY IMPLEMENTING, AND FACING CHALLENGES, GO TO:

- **Module 4: Implement & adapt** — To troubleshoot the day-to-day realities of partnership management

.. If you identify a design problem, go back to the module "design integration"

IF YOU'RE RECONSIDERING OR REDESIGNING AN EXISTING PARTNERSHIP, GO TO:

- **Module 5: Sustain over time** — To plan for sustainability and adaptation from the start, that goes beyond a single project cycle.

.. If you identify design bottlenecks, go back to the module "design integration"

IF YOU'RE A DONOR, GO TO:

- **Part B: Funding 2-Gen partnerships** — To get ideas on what you can do to enable practitioners to build better 2Gen partnerships

Building bridges

- Locate yourself
  - **Objectives**
  - **Choosing org profile**
  - **Deciding to partner**
  - **Assessing readiness**
  - **Case study**
- Choose a partner
- Design integration
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- Sustain over time
- Funding 2-Gen partnerships
- Tools and resources



Locate yourself

Image Source. FUDELA

What are the objectives of this module?

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By the end of this module, you will:

1. Identify which organisational category best describes your organisation: refugee-led or community-based organisation, established small NGO, or mid-sized national NGO.
2. Determine whether partnering with another organisation is the right approach for the problem you are trying to address at this stage.
3. Assess your organisation's readiness to enter a 2-Gen partnership in an emergency context.

Your organisation's profile shapes how you approach and manage 2-Gen partnerships

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To find your organisational profile, answer each question by selecting the option that best describes how your organisation currently operates. Your profile will help you determine how to approach 2-Gen partnerships and which guidance in the toolkit is most relevant to you.

PROFILE SELF-LOCATER

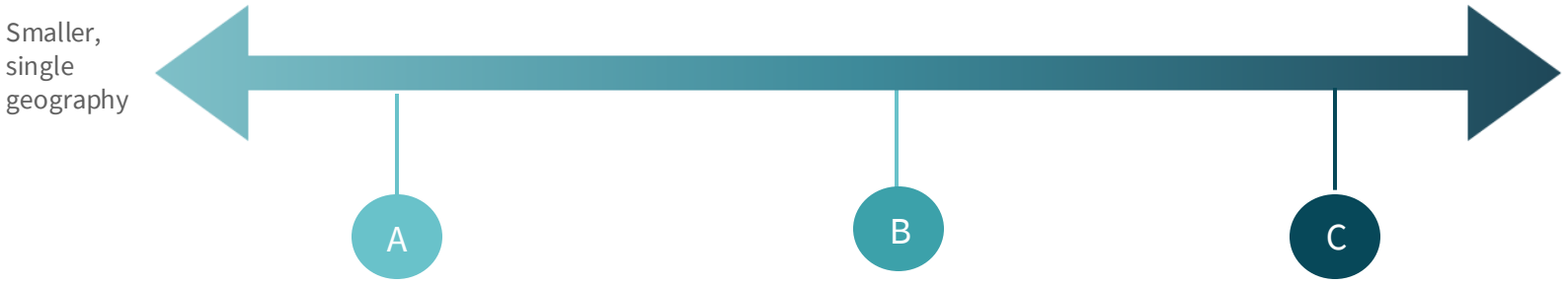
	Profile A	Profile B	Profile C
Geographic reach	One location	A few, within one country	Multi-region or multi-country
Funding concentration	One main funder	One anchor donor plus a few smaller	Several restricted donors and consortium funding
Delivery model	Own staff only	Own staff with occasional sub-grants	Mix of direct delivery and regular sub-granting
How your largest partnership is documented	Verbal agreement or short letter	Templated MOU	Multi-party consortium agreement with workstream annexes
Who carries this partnership	The lead, alongside everything else	One named person, often part-time on partnerships	Dedicated partnership manager and named per-partner contacts



Download the tool here

Identify which of the three profiles best fits your organisation, as the toolkit will refer back to them to help tailor its guidance

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Profile A

Refugee-led or community-based organisation

You work directly with households in a specific community or a small number of nearby communities.

Profile B

Established small NGO

You implement programmes most often directly, but sometimes through partners, across several locations within one country.

Profile C

Mid-sized national NGO

You're operating across multiple sites or regions, often working with or through other locally rooted organisations.



Look for this symbol to find guidance specific to your profile.

Please note:

- **This is a screener, not a fixed classification.** It gives you an indication of the profile that is the closest fit for your organisation.
- The **column where you land most often is your profile.** If your answers are evenly split, choose the profile that you think best reflects how your organisation currently operates in practice.

With your organisation's profile in mind, the next step is to assess how best to meet the needs of both generations

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Answer the questions below to assess the need, the value of partnering, and where a partnership could fit within your existing work.

What specific need are you trying to meet?

What needs are you seeing for children and caregivers?
Which of these needs is your programme currently not addressing?

If you cannot clearly name the gap, stop here.

Partner, or deliver it yourself?

Could you address this need by expanding or adapting your existing programme?
What could a partner provide that you cannot build or provide yourself?

If the partner is only filling a gap you could reasonably address yourself, a partnership may add unnecessary complexity.

Partner now, or build capacity first?

Do you have the capacity in your organisation to be an effective partner?
Do you have the time and resources to address what is missing?

If important gaps remain -whether in time, people, skills or systems- address these before approaching a partner.

Where's the entry point for this partnership?

What are you already doing that the partner could add to or complement without creating a new programme?
Where will this partnership happen? For example, a household visit, parent meeting?

If you cannot find a natural place to integrate the partner, reconsider how practical the partnership will be.

In emergencies, limited information and uncertainty places additional strain on partnerships

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Use the additional questions below to identify whether you are ready to partner

1 Ability to offer continuous services:
Can your partner continue delivering if the population they serve moves or the organisation itself has to relocate?

- In fragile contexts and protracted crises, organisations, staff and communities may relocate as security, access or needs change.
- Understand your partner's contingency plans and agree how the partnership would adapt if this happens.

2 Readiness to adapt:
Is the partner flexible to adapt the programme based on learnings from implementation?

- In fragile contexts and protracted crises, new needs or delivery challenges may emerge during implementation.
- Agree upfront how the partnership will review learning and create space to adapt or renegotiate the programme.

3 Capacity to accept or disburse sub-grants:
Can they meet the financial, reporting and compliance requirements involved in receiving or disbursing a sub-grant?

- In fragile contexts and protracted crises, delivery may rely on local or specialist organisations, requiring funding to flow through sub-grants.
- Before signing, make sure both organisations understand the scope of work and the requirements that come with the sub-grant, and have the capacity and systems to manage them.

4 Clarity of ownership:
Can you and your partner agree who is responsible for what if the response needs to change quickly?

- In fragile contexts and protracted crises, partners may need to take on different roles as access or delivery arrangements change.
- Agree who will take on each role and who remains accountable for data, safeguarding and monitoring.



The pressures can look different depending on where you sit on the spectrum. Remember,

- In smaller organisations, the partnership often lives with one person, so readiness depends on whether that person has the time and whether anyone else could step in.
- In larger organisations, it may depend on whether there are coordination, data and reporting systems that can manage the added demands.

Time is another key part of readiness, as partnerships need time to develop and adapt despite pressure to deliver quickly

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TYPICAL TIMELINE FOR A PARTNERSHIP BETWEEN NON-STATE ACTORS

Phase 0-Partner identification	**Phase 1- First implementation**
Find and agree on the partnership	Learn and adapt

3 months — 6 months — 12-18 months

Fast — **Deliberately slow**

FUDELA Fundación de las Américas

Was able to establish a partnership in **just 3 weeks, driven by an unmet need as** there were no services like this, established trust between partners, and presence of existing tools, such as an MoU template, to adapt.

Read more here

Makasi Rescue Foundation – Save Humanity

After **16 months**, Makasi Rescue Foundation and Tiny Totos finalised a partnership to implement a childcare model tailored to the Ugandan context. **6 children** are already enrolled.

Read more here.

Key points to note:

- **Practitioners emphasised the importance of not rushing the set-up.** Even when timelines are short, negotiate enough time to agree how you will work together before delivery begins.
- **Practitioners recommend using the first 12–18 months to learn.** Treat early implementation as diagnostic and be prepared to adapt the approach significantly.

For more on government partnership timelines

FUDELA onboarded a partner in just 3 weeks, as it already had formal processes and identified partner with community trust

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FUDELA
FundacióndelasAméricas

Quito- Ecuador

THE CHALLENGE

FUDELA needed a local partner that could **reach the community and deliver reliably.** Its earlier partnerships had run into three problems:

- Services weren't always delivered as agreed
- Some sites lacked the expected infrastructure
- Partners didn't consistently use FUDELA's registration and reporting systems

These experiences led FUDELA to apply much stricter criteria when choosing partners.

THE APPROACH:

When FUDELA met a rural parish 35 minutes outside Quito, at Pifo Parish, it was able to complete this process and start delivery **in just three weeks.** A few things helped them move quickly:

- **Trust was already there:** The parish was already embedded in the community and could reach families FUDELA could not easily access alone.
- **An existing MOU ready to adapt:** FUDELA had a standard MOU that could be adapted quickly.
- **Verification was straightforward:** A site visit confirmed that the space met technical requirements.
- **The practical details were settled early:** Numbers and delivery arrangements were agreed upfront.
- **Quick setup, strong demand:** The centre was set up next to the church, where it could draw on existing demand from mothers and caregivers. FUDELA's itinerant model allowed a specialised educator to begin sessions using basic furniture and Montessori materials, without needing a fully equipped, fixed playroom.

Makasi shows why it can be worth taking time to shape a partnership when the needs and solutions are still emerging

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Kampala-Uganda

BACKGROUND

During a visit to Makasi Rescue Foundation's (MRF) vocational training centre, a partner noticed that mothers were bringing babies and toddlers to sessions because they had nowhere else to leave them.

The visitor knew of Tiny Totos, an early-years organisation beginning to formalise in Uganda, and this led to conversations between MRF and Tiny Totos in January 2025.

DEVELOPING THE PARTNERSHIP

MRF started working out both what the childcare service should look like and how the partnership with Tiny Totos should work. This meant working through:

- **A new area and new roles:** Childcare was new to MRF, and both organisations were still defining how their expertise would fit together.
- **Aligning with regulatory requirements:** National policy requires separate registration and premises for services for ages 0–3 and 3–6.
- **Connections with existing programme:** Exploring how parents already connected to the MRF programme could be trained as caregivers, linking childcare with livelihoods.

16 months into the relationships, the model and formal agreement have been finalised. A trained caregiver now runs the centre with **six fee-paying children enrolled.** Refresher training continues, and an app supports the caregiver with day-to-day financial and welfare monitoring.

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Choose a partner

Image Source. FUDELA

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By the end of this module, you will:

1. Learn how to assess a potential partner or reassess an existing partnership to determine whether it is fit for purpose.
2. Identify common mistakes made in partner selection and how to mitigate them

A strong partnership requires both trust + verification of fit and capacity

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Every partnership starts in one of two ways:

Relationship-based, where you already knew the partner

- Relationship already exists or is enabled through networking spaces in the sector
- Trust is already there, or there are means to build it quickly
- Need assessment for fit and capacity with the same scrutiny you would apply to a new partner

FUDELA
FundacióndelasAméricas

Drew on its Catholic Church network to identify a rural parish, where trust already existed. A site visit then verified the parish's fit and capacity for the partnership.

Intentional, where you actively searched for the right partner

- Partner found through an active search
- Capacity has been assessed
- Need to build trust and relationship alongside due diligence

FUDELA
FundacióndelasAméricas

After its franchise model struggled, it shifted from partners expected to replicate its model to partners bringing complementary assets, capabilities, and community presence. Fit was assessed upfront; trust was built over time.

Strong due diligence means assessing a partner both on paper and in practice

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Review formal documents to assess formal systems and track record

An indicative list of documents to review:

- Legal registration and compliance
- Financial records and audits
- Safeguarding, governance and relevant policies
- Staffing and organisational capacity
- Previous programme / funding experience

Conduct field visits to verify operations and capacity in practice

Look out for whether:

- People and services are present as described
- Physical conditions are safe, appropriate and consistent with what has been reported
- Staff understand their roles and day-to-day operations are functioning
- They could manage a funding interruption and what support they could realistically draw on

Please note: If full due diligence is not immediately possible in an emergency, start with basic field verification. At a minimum, confirm that the people and services reported are actually present, then complete the remaining checks as conditions stabilise.

Partnership for Change's partner screening and due-diligence guidelines used in Ethiopia

However, the evidence available varies by partner size and maturity, so due diligence must adapt accordingly

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You can match how much evidence you ask for to the partner in front of you.

IF YOU'RE ASSESSING A...		WHAT TO CONSIDER
A	**Profile A** Refugee-led or community-based organisation	**Don't expect formal records.** Formal records may be limited. Build the picture through community references, direct observation and demonstrated delivery experience.
B	**Profile B** Established small NGO	**Test that systems work, not just that they exist.** Review available records and systems, verify they are functioning in practice, and assess whether they are proportionate to the organisation's scale and responsibilities.
C	**Profile C** Mid-sized national NGO	**Expect formal systems, then verify them on the ground across multiple sites.** Review formal policies and systems, but verify them through field visits, including across multiple sites where relevant.

Due diligence provides a structured assessment but may not reveal everything, so pay attention to softer signals as well

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Here are some soft signals to look out for:

Responsiveness

- Do they reply within a reasonable time?
- Do they follow through on small commitments without repeated reminders?

Transparency in communication

- Do they answer questions directly?
- Do they raise capacity gaps, risks or past failures themselves?

Leadership commitment

- Are the right people, including leadership, involved in the conversation?
- Are they investing time and effort in building the partnership, beyond securing funding?

Makasi Rescue Foundation has used soft signals to strengthen how it assesses and manages partnerships.

Click here to read more

If risks remain, assess whether they are manageable and can be addressed with support

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A DECISION MATRIX TO DETERMINE WHETHER AND HOW TO PROCEED WITH A PARTNER



Additional read:
To learn more about identifying and managing risks when setting up and implementing partnership with a govt. , click below

Risk assessment checklist

CHIDDO

Supported a trusted local partner they collaborated with in South Sudan with their financial systems.

Read more here!

CHIDDO shows how a trusted community partner can deliver and strengthen its organisational systems with the right support

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Mayom County, Unity State- South Sudan

BACKGROUND

CHIDDO selected a local organisation in South Sudan with strong community reach and established relationships in a flood-affected area.

This made the partner well placed to support rapid delivery during the emergency.

THE CHALLENGE AND THE RESPONSE

As implementation progressed, the organisation's **limited experience in managing restricted funds and formal reporting** became more apparent, particularly in financial record-keeping.

CHIDDO responded by:

- **Adapting compliance requirements:** Simplified reporting and compliance processes to match the partner's existing capacity.
- **Providing financial management training:** Offered practical guidance and training to strengthen financial management, reporting and record-keeping.

Makasi used lessons from a previous partnership to strengthen due diligence and ensure partners follow through commitments

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Kampala- Uganda

CONTEXT

In 2024, MRF joined a Hilton Foundation-funded consortium with PHB Uganda, FINCA Uganda and Opportunity Bank to support ECD organisations with 2-generation programming.

MRF entered the partnership with lessons from an earlier consortium experience, where **commitment on paper did not always translate into consistent participation, follow-through, and shared responsibility in practice.** This shaped both how MRF assessed the new partnership and how it managed it once underway.

WHAT MRF DID DIFFERENTLY

On diligence:

- Used site visits to compare what is documented with how the organisation operates in practice.
- Reviewed the partnership agreement from both a technical and legal perspective.

Once the partnership is underway:

- Assigned a technical lead and a focal point for the partnership.
- Regularly checked whether agreed actions and commitments are being followed through.

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DESIGN INTEGRATION



Image Source. CHIDDO

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By the end of this module, you will:

1. Decide how integrated the two services need to be for the families you are trying to reach, so they connect around their needs rather than simply operating side by side.
2. Design the mechanisms that hold the partnership together, including who does what, how decisions are made, and how information is shared.
3. Know how to use the early weeks to build strong ways of working, test what is working, and address gaps early.

Please note: This module focuses on Phase 1: the first 12–18 months of working together, when partners begin testing and adapting how their services connect for families.
Click here to revisit the partnership timeline in Module 1!

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Let's start with a baseline of how integrated your programme is today, both in breadth and depth

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Let's start by establishing your baseline for integration. We'll do this in two parts.

Read more about 2-Gen components here

PART A How integrated is the programme today?

DEPTH OF INTEGRATION

If this partnership stopped tomorrow, what would change for the family you are both serving?

- ○ **Very little or nothing would change.**
  The services may still be operating largely side by side.
- ○ **Some support or connections would be lost.**
  There is some integration, but it may rely on particular people, referrals, or processes.
- ○ **The family would experience a clear break in support.**
  The services are already meaningfully connected around the family.

BREADTH OF INTEGRATION

Which of these areas can families currently get support for through the partnership?

Please note: Count only areas where the support reaches the same families. Select all that apply.

- ☐ *Health*
- ☐ *Nutrition*
- ☐ *Safety and security*
- ☐ *Early learning*
- ☐ *Responsive caregiving*
- ☐ *Livelihoods*

Next, we reflect on what brings the integration together, and determine your starting point

PART B

What is holding the integration together?

What is the main reason these two organisations need each other?

Choose the strongest reason. You can have more than one, but start with the one doing most of the work.

- ○ **A funder or programme requirement**
- ○ **A complementary strength that one partner brings**
- ○ **Reach, access or community trust that one partner brings**
- ○ **A combination of these**

So how much does your partnership change things for families, and what holds your organisations together?

Level of integration	Anchor: Externally driven	Anchor: Shared mutual commitment
SHALLOW *Very little or some support would be lost*	**Limited integration** The integration is mainly driven by an external expectation or requirement, and little would change for families if it stopped.	**Room to grow** Each partner brings complementary skills, but the services still run side by side.
DEEP *Families would experience a clear break in support*	**Strong but exposed** Families would feel a real break if the integration stopped, but what holds it together still depends heavily on an external requirement or structure.	**Built to last** The services are meaningfully connected for families, and the partnership is sustained by the value the organisations see in working this way and not dependent on a few individuals.

Once you know your starting point, there are 3 potential entry points for strengthening integration across your programme

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Entry points for integration	What it means	Opportunity to integrate
WHERE	The places or touchpoints where child and caregiver services can come together.	Finding spaces or gatherings families already use—such as ECD centres, schools, parishes, community hubs or caregiver groups—to connect child and caregiver support.
WHO	The people or structures that can connect the two sides of the programme.	Having a specific person, team, or committee responsible for both child and caregiver support, so families and staff know who to turn to when problems arise.
HOW	The routines and processes through which support stays connected around the same families.	Supporting your staff across child- and caregiver-facing programmes to coordinate household visits, referrals and follow-up so support stays connected around the same family.

Children in Crossfire

Uses coffee ceremonies to provide parental coaching in familiar community settings.

CHILDREN ON THE EDGE

Brings child and caregiver support into one local structure: its Cluster Management Committee.
Read more here!

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Runs joint household visits with cross-trained staff.
Read more here!

Caution
Make sure your selected integration point
- is implemented consistently and
- has a clear mechanism for connecting services.

KULEA WATOTO Nurturing Children

IN PRACTICE

In Kampala and Yumbe, livelihood participants were recruited without clear links to ECD centres, leaving services disconnected. **In Kyaka II settlement,** recruitment was anchored around ECD centres, helping both services reach the same households.

The entry points will also depend on what is feasible in your context, what families already trust, and your own org profile

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1

Start with the opportunities that are most feasible in your context, rather than trying to integrate everything at once.

2

Make sure you are building on spaces, structures and relationships families **already use and trust.**

3

In unstable or emergency settings, families may move, so **place-based integration alone may not be enough and should be reinforced by other structures and routines** that keep support connected.

4

Design with the wider system in mind. Child and caregiver support may also need to connect with **health, finance and government services.**

For more on how to partner with governments



Start where your profile makes integration easiest.

Profile A organisations (refugee-led/community-led organisations), working from one location, may be able to share physical spaces with partner programmes.

Profile C organisations (established NGOs), working across regions, may need clearer roles and routines to keep child and caregiver support connected across sites.

The integration design also needs an operating model across partners that can sustain coordinated delivery

GLOBAL SCHOOLS FORUM

Three areas of alignment with your partner

For guidance on building financial management skills, **click here**!

1 ROLES & RESPONSIBILITIES

ASK YOUR PARTNER

- Is connecting both services in someone's formal role, or an informal add-on?
- Is that clear across all organisations involved?

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Read more!

In its first year of integration, staff job descriptions (JDs) referred only to their own programme, so cross-programme responsibilities were seen as outside their role. The job descriptions were then revised to make those responsibilities explicit.

Guide to integration in JDs

2 DATA ACCESS

ASK YOUR PARTNER

- Who administers the shared data system, and who has what access?
- Can each partner export its data and keep access after the project ends?

KULEA WATOTO Nurturing Children

One of the consortium members contributed data to a shared system managed by the prime partner but could not independently access or use the data. A data-access clause agreed upfront could have set out its rights to access, export and retain the data.

Download a sample data clause you can use

3 FUNDS AND COMPLIANCE

ASK YOUR PARTNER

- What systems manage and document spending and payments?
- What reporting is required, and what support is there while systems are built?

CHIDDO

Read more!

Selected a trusted local partner with limited prior experience managing restricted funds. Minor gaps in cheque records and compliance showed the need for simple training and hands-on support from the start.

Sub-grantee financial compliance

The inception period plays a key role in testing the integration design

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Where possible, partnerships should dedicate 3–6 months to inception.

However, time and funding constraints may make this difficult. In such cases, trust-building remains essential and should happen alongside early delivery rather than being skipped altogether.

Three principles for a strong inception

1 Build relationships and trust

Create space for partners to build trust, understand each other's strengths and limitations, and develop a shared understanding of what they want to achieve.

2 Put the operating model into practice

Test and refine the roles, data-sharing and financial arrangements agreed with your partner on the previous slide.

3 Focus on meaningful engagement, not just activities

A generative inception builds trust through joint visits, shared problem-solving and honest discussions about partners' capacities. A stalled one may produce agreements and workplans without deepening the relationship or mutual understanding.

KULEA WATOTO Nurturing Children

A consortium led by the International Rescue Committee (IRC), with four local partners working across ECD and livelihoods, used a **six-month inception period** to build trust and work through how the consortium would operate. The time was used to agree ways of working and align M&E, data tools and other operating practices, while allowing partners to retain their own approaches.

A consortium partner reflected,

> **"By the end of the six-month inception, everyone had started seeing that Kulea Watoto is bigger, and we need to move as Kulea Watoto, not as individual organisations."**

We should also identify our assumptions during inception and test them in the first few months of implementation

Locate yourself
Choose a partner
Design integration
Objectives
Baseline
Integration points
Inception phase
Case study
Implement and adapt
Sustain over time
Funding 2-Gen partnerships
Tools and resources

Here are a few questions to test during Phase 1. Write down your responses now so you can revisit them later:

1. Will the families using one service also be the families reached through the other?
2. Will the integration point you chose actually keep the two services connected in practice?
3. What are you still assuming about your partner's capacity?
4. What evidence would tell you the current design needs to change?



Every organisation we consulted significantly revised its initial design 12–18 months after inception, based on lessons from implementation. **Build in sufficient time and resources for these adjustments from the start.**

Children on the Edge designed integration between livelihoods and education through a VSLA with a dedicated education fund

Locate yourself
Choose a partner
Design integration
Objectives
Baseline
Integration points
Inception phase
Case study
Implement and adapt
Sustain over time
Funding 2-Gen partnerships
Tools and resources

CHILDREN ON THE EDGE

Kyaka II refugee settlement
Uganda

CONTEXT

In the refugee-hosting communities they worked with, programmes had often relied on external funding and struggled to continue once that funding ended.

In response, they **started giving teachers small loans to start or grow a second business, with the expectation that this would motivate them to contribute to their communities** by supporting the ECD centres.

But **without a built-in mechanism** to channel funds back to the centres, the money remained with the businesses. The model was then redesigned to make that connection explicit.

Designing the integration:

They strengthened the integration by establishing a Village Savings and Loan Association (VSLA), a community savings group through which parents contribute regularly and can borrow from pooled funds. **The VSLA also included a dedicated education fund to support the ECD centres directly.**

This worked because:

1. **There was an intentional linking of** savings to education.
2. **Community ownership was built into the model,** with a parent and cluster management committee responsible for sustaining the link between the VSLA and the ECD centres over time.

BRAC redesigned frontline roles across both programmes and cross-trained staff to better support integration for the family

GLOBAL SCHOOLS FORUM

brac

Rhino Camp & Imvepi refugee settlements- Uganda

CONTEXT

BRAC was delivering two forms of support in the same communities: **Humanitarian Play Labs for young children** aged 3-6 and Ultra-Poor **Graduation support to strengthen caregivers' livelihoods and household wellbeing.**

The two components targeted the same household (caregiver and their children) but at first staff did not see the service as one but rather saw it as two separate components (ECD and Ultra-Poor Graduation).

Designing the integration:

BRAC **redesigned frontline roles so staff could support both the child and caregiver within the same household visit**, rather than working through separate programme roles. **This meant that:**

1. **Job descriptions were integrated**, bringing ECD and graduation responsibilities into the same role.
2. **Staff were cross-trained**, with teams initially visiting households and centres together until they could cover both areas independently.
3. **Workloads and reporting tools were redesigned around the integrated role**, rather than adding a second set of responsibilities to existing jobs.

An independent evaluation found that caregivers in households receiving the graduation programme interacted more with their children providing evidence of this integrated approach (IPA, 2025)

Building bridges

Locate yourself

Choose a partner

Design integration

Implement and adapt

Objectives

Delivery checks

When issues recur?

Managing context

Case study

Sustain over time

Funding 2-Gen partnerships

Tools and resources



Implement and adapt

Image Source. FUDELA

What are the objectives of this module?

Locate yourself
Choose a partner
Design integration
Implement and adapt
- Objectives
- Delivery checks
- When issues recur?
- Managing context
- Case study

Sustain over time
Funding 2-Gen partnerships
Tools and resources

By the end of this module, you will:

1. Assess how the partnership is functioning in practice, including whether roles, coordination, information flow and follow-through are working as expected.
2. Distinguish between challenges that can be addressed through better implementation and those that require revisiting the partnership design.
3. Recognise when changes in the operating context are significant enough to require adaptation, and determine how the partnership should respond.

Locate yourself
Choose a partner
Design integration
Implement and adapt
Objectives
Delivery checks
When issues recur?
Managing context
Case study
Sustain over time
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Tools and resources

Once delivery starts, a partnership works as intended only if it is actively maintained, not just agreed at the start.

GLOBAL SCHOOLS FORUM

Three routines to build into how partners work together

INFORMATION FLOW

Do both partners have the information they need to understand what is happening in delivery?



Rarely *Consistently*

If not, think about:

- **Keeping implementation updates in one place** — such as a shared dashboard, tracker or workspace that both partners can access and update.
- **Linking relevant staff directly across both organisations** so information can move between counterparts more easily

SYSTEM FOR ALIGNMENT

Have partners built in a regular way to check whether agreed roles, tools, processes and responsibilities are still being followed in practice?



Rarely *Consistently*

If not, **set a cadence** to:

- Share implementation updates **regularly across partners**, more frequently immediately after signing an agreement, then easing off as implementation stabilises.
- **Step back regularly** to review how the partnership itself is working

ACTION AND FOLLOW-THROUGH

Are agreed actions being carried through, or do the same issues keep coming back?



Rarely *Consistently*

If not, ensure:

- Each **action is assigned to someone with the authority and capacity** to carry it through.
- There is **reporting back on every action at the next review** — including when it has not been completed, and why.

Download the template to structure regular partner meetings that strengthen information flow, maintain alignment and ensure follow-through on agreed actions.

Regular touch-points surface most problems early, but if a challenge keeps coming back, there may be a gap in design

GLOBAL SCHOOLS FORUM

Indicative signals: implementation or design?

MOST LIKELY AN IMPLEMENTATION ISSUE, WHEN

The approach still makes sense, but it is not happening consistently in practice. For example:

- Staff are still using separate reporting tools even though a shared process was agreed during inception. The agreed process needs to be reinforced in a review meeting.
- Partnership review meetings are scheduled, but actions are not being updated or closed between meetings. Follow-through on agreed actions needs to be strengthened.

Use the routines **described in this module here**

MOST LIKELY A DESIGN ISSUE, WHEN

The way the partnership was set up is no longer sufficient or workable, or the same problem keeps showing up. For example:

- Both partners use the agreed household-visit process, but there is no shared set of questions that links child and caregiver support, so families still experience the two services separately. The entry point for integration needs to be revisited.
- Both partners enter data into the same system, but only the lead organisation can view or export the full dataset, so the other partner cannot use it to manage its own delivery. The data clause will need to be revisited

Revisit the integration point, roles and responsibilities, and the systems or processes meant to connect the two partners in Module 3. **Click to see here!**

Sometimes external conditions may change, requiring you to revisit how the partnership is set up

GLOBAL SCHOOLS FORUM

In Module 3, you identified the assumptions your partnership design was relying on. **Click to revisit them here!**

If context changes, check whether your original assumptions still hold:

- **Are you still reaching the same families?**
  Families may have moved, needs may have changed, people now accessing the programme are different from those you designed for.
- **Does your chosen integration point still work?**
  Access, locations or the touchpoints where the two services connect may have changed.
- **Do your assumptions about each partner's capacity still hold?**
  Staffing, reach, resources, mandate or operating presence of your partner may have shifted.
- **Is there now evidence that the current design needs to change?**
  Funding has reduced, government requirements have changed, or access to a community/site has been restricted.

How should you respond:

If a minor part of the design no longer fits

→ **ABSORB** the change within the existing partnership

→ Go to **Module 4 to adjust the routines.**

If part of the design is no longer relevant

→ **ADAPT** the partnership

→ Go to **Module 3 to revisit the relevant design choice.**

If the role of your partner no longer fits

→ **RECONSIDER** the partnership

→ Go to **Module 2 to reassess the partnership**.

Build in a **reassessment around month 12** to check for context changes, even if nothing major is visible.

FUDELA had to adapt its partnerships as the profile and needs of the families it was serving began to shift

GLOBAL SCHOOLS FORUM

FUDELA Fundación de las Américas

Quito- Ecuador

CONTEXT

FUDELA's 2-Gen programme was originally designed for a caseload that was roughly half Venezuelan migrant families and half local Ecuadorian families.

That profile has shifted. Migrants now account for an estimated **20–25% of participants**, as many Venezuelan families have stabilised economically or moved onward.

At the same time, **internal displacement linked to criminal violence is increasing**. Threats and extortion are forcing some families to relocate at very short notice, while protection risks for children and adolescents are also growing.

FUDELA is also seeing need in rural areas of the southern highlands, where many parents have emigrated abroad and **children are left with grandparents, often without early childhood services.**

As a result, FUDELA's original assumptions about who it was serving and where families needed support no longer fully held.

RESPONDING TO THE SHIFT:

FUDELA recognised that its existing delivery model no longer matched where and how families needed support. It is responding to these emerging needs in the following ways, while the broader approach is still taking shape.

1. **Opening seven new centres** by the end of the year to reach families in new locations.
2. Assessing **8–9 potential partners** that could support delivery in these areas.

While the context has changed and FUDELA is searching for partners at greater scale and urgency, **it is still applying the same partner-selection criteria — showing that changing needs do not necessarily mean changing the standard for who you partner with.**

Building bridges

Locate yourself

Choose a partner

Design integration

Implement and adapt

Sustain over time

Objectives

Choosing pathways

Handing over

Case study

Funding 2-Gen partnerships

Tools and resources

Sustain over time



Image Source. FUDELA

What are the objectives of this module?

Locate yourself
Choose a partner
Design integration
Implement and adapt
Sustain over time
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Choosing pathways
Handing over
Case study
Funding 2-Gen partnerships
Tools and resources

By the end of this module, you will:

1. Identify the key factors that contribute to the long-term sustainability of partnerships.
2. Identify the sustainability pathway suited to your context
3. Articulate your expectations of partners regarding the support they can provide to strengthen your organisation's capacity for the long-term sustainability of your partnership.

Sustainability is a gradual shift of who pays, who delivers and the system it relies on. Let's reflect on where you are today

GLOBAL SCHOOLS FORUM

Grant-dependent

Depends heavily on the current grant

Who pays: Paid mostly by the current grant
Who delivers: Delivery relies on staff and roles funded by the grant
Relies on: New structures set up for the funded project

Co-funded by partners

Starting to share responsibility

Who pays: Partners contribute or co-budget
Who delivers: Co-delivered; outside support still major
Relies on: Partners' existing organisational systems

Select an approach or combine approaches that may work for you

Locally anchored

Local actors and community structures carry more

Who pays: Communities and local partners contribute where feasible
Who delivers: Local partners manage more with less outside support
Relies on: Existing trusted local structures

System-linked

Connected to wider public systems

Who pays: Increasingly funded by public or local systems
Who delivers: Local organisations continue delivery, with support from established public systems where available
Relies on: Established government systems and schemes

MAKASI RESCUE FOUNDATION

Where we don't have funding, we sit and come up with a budget and each partner contributes, then the activity goes on.

CHILDREN ON THE EDGE

We combine different approaches to sustainability. We gradually transfer teacher stipend costs to parents to reduce funding dependency, while training refugees as teacher-trainers so that the skills needed to sustain the centres remain within the community. ***Read here!***

Different sustainability approaches require different conditions, so let's assess which may be feasible for your context

GLOBAL SCHOOLS FORUM

Co-funded by partners

Locally anchored

System-linked

Conditions

- Partners have an established working relationship built on trust.
- Partners have flexible systems that allow them to contribute resources to joint activities.
- Families are likely to remain in the community long enough for gradual cost transfers, and have the capacity to contribute.
- The local partner has systems and processes, or can be trained to build them, so that it can eventually operate independently.
- Community structures are present or can be created where services can be embedded
- A relevant government scheme actually exists and functions in your context.

A caution: Even well-established sustainability approaches can be disrupted by external changes.

For example, a change in Uganda's trade policy forced the closure of small businesses supported through Kulea Watoto's graduation grants, despite their earlier success.

FUDELA
FundacióndelasAméricas

Having local partners does not necessarily mean a locally anchored model is financially viable. Their willingness to contribute, ability to generate income, and local regulatory conditions all matter. Read more here!

Locate yourself
Choose a partner
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If you are not the lead partner, your lead partner also has a role in building your capacity for long-term sustainability

GLOBAL SCHOOLS FORUM

If your organisation receives support from a lead partner, it is important to understand what you can reasonably expect from them to strengthen your capacity for long-term sustainability.

YOUR LEAD PARTNER SHOULD

1. **Build organisational capacity, not just programme delivery skills**, *by ensuring that training also covers financial management, budgeting, fundraising and other capabilities needed to sustain services independently.*

2. **Base the handover decision on a careful assessment** *of the organisation's capacity, with recommendations grounded in that assessment rather than a fixed deadline.*

3. **Support the transition, not just the handover,** *with a defined period of continued support to help your organisation take on full responsibility.*

4. **Keep communication two-way**, *by regularly sharing updates and involving local partners in decisions, not just asking them to report.*

A successful handover involves more than transferring skills. A sense of community ownership needs to be built deliberately from the start. This includes sharing financial contributions towards running the centres, so that when the lead partner leaves, the community is already prepared to take responsibility for sustaining them.

Read more here!

WOMEN ACTION FOR RURAL DEVELOPMENT INITIATIVE

When leadership of the Kulea Watoto consortium shifted to a local organisation, the prime partner assessed partners' capacities, worked with AfriChild as the new lead, and continued to support the transition.

Read more here!

KULEA WATOTO Nurturing Children

Children on the Edge phased the transfer of teacher stipend costs to parents, moving towards a locally anchored model

GLOBAL SCHOOLS FORUM

CHILDREN ON THE EDGE

Uganda

CONTEXT

COTEA operates childcare centres in a refugee settlement in Uganda, where caregiver/teacher stipends have historically relied on external funding. As donor funding and cash rations declined, sustaining these payments became increasingly difficult.
With families already facing financial constraints, COTEA needed a way to **reduce dependence on external funding without placing an unaffordable burden on parents.**

COTEA developed a phased handover to gradually transfer caregiver stipend costs to parents, moving towards a locally funded model.

DESIGNING THE SUSTAINABILITY PATHWAY:

A sustainability pathway needs more than a direction of travel. It requires realistic financial calculations and a pace that even the least-ready communities can manage. COTEA identified four key steps that shaped this approach:

1. **Determining affordable contributions:** Field visits confirmed that even the most financially constrained households could save UGX 500 weekly, allowing 15 households to cover a monthly caregiver stipend of UGX 30,000.

2. **Gradual cost transfer:** Parents' contributions increased from one-third in Term 1 to two-thirds in Term 2 and the full stipend by Term 3. By May 2025, parents were covering more than half of caregiver stipends across the settlement.

3. **Setting the pace around the least-ready centre:** All centres followed the same three-term schedule, based on the slowest to transition, rather than the fastest-moving one, to avoid inequalities between communities.

4. **Building around people who stay :** Trained refugees as teacher-trainers so that the skills needed to run and sustain the centres remained within the community, even as external support reduced.

WARDI's experience shows that a successful handover must begin before the transition, with the community at its heart

Locate yourself
Choose a partner
Design integration
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Sustain over time
Objectives
Choosing pathways
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WARDI
Empowering Lives, Ensuring Protection

Uganda

CONTEXT

WARDI took over the management of community-based learning centres following a transition from an externally supported programme.

While training had equipped WARDI with skills in centre management, developing learning materials and supporting children affected by trauma, **sustaining the centres presented additional challenges**.

SUSTAINING THE CENTRE AFTER THE HANDOVER:

WARDI identified two challenges that affected the sustainability of the centres after the handover:

1. **Community ownership does not automatically follow any handover.** Although WARDI had received training and taken over management, families continued to view the centres as belonging to the organisation that established them. WARDI's experience highlighted the need to build community ownership alongside transferring skills and responsibilities.

2. **Communities were not prepared to take on the costs.** After the handover, WARDI lacked funding to maintain caregiver salaries previously paid by the anchor partner. With only parent-teacher association contributions available, WARDI could pay caregivers just a quarter of their previous salaries, making retention difficult.

WARDI recommended **building communities' capacity to contribute from the start**, so they could gradually take on costs rather than having to find ways to finance the programme after the handover.

FUDELA reconsidered its locally anchored sustainability model when the conditions to support it were not in place

FUDELA Fundación de las Américas

Quito- Ecuador

CONTEXT

FUDELA **established ECD spaces alongside its livelihood programmes for adults** after finding that mothers were dropping out of training because they lacked childcare.

In 2024, **FUDELA introduced a model where local partners would establish ECD spaces with initial funding and eventually sustain them through income-generating activities** at each centre.

By March 2025, when the first phase of FUDELA's ADN programme ended, **18 spaces had signed on**, but not all of them were sustainable**.** ADN 2.0 started in April 2025 and, applying these lessons, aims to reach **19 spaces across 11 provinces, including seven new ones.**

RETHINKING THE SUSTAINABILITY PATHWAY:

FUDELA discovered that several conditions needed for its locally anchored approach were not in place:

1. **Partner contributions could not be taken for granted:** Some partners expected FUDELA to cover all costs rather than committing their own resources, undermining the model's financial sustainability.
2. **Income-generating activities were difficult to sustain:** Collective entrepreneurship at each centre proved challenging, particularly when staff viewed it as an obligation rather than a voluntary activity.
3. **Local regulations did not support the model:** FUDELA borrowed a model from African contexts, but it did not meet Ecuador's requirements for space, infrastructure, safety and professional staffing, which differ for children under and over three. FUDELA now works with local governments, foundations and faith-based organisations to secure spaces that meet these standards.

FUDELA dropped the centre-level entrepreneurship requirement, even before identifying a complete alternative, and shifted towards individualised livelihood support for families.

Kulea Watoto shows how a consortium can hand leadership to a national partner when the transition is phased

GLOBAL SCHOOLS FORUM

KULEA WATOTO Nurturing Children

Kampala & Yumbe, Uganda

Kulea Watoto is a 2-Gen consortium, set up in 2023, to support refugee and host families in Uganda through **ECD, responsive caregiving and livelihoods support.**

It brings together **five partners**, each with a distinct technical niche:

- **International Rescue Committee (IRC)**
  Refugee settlement response
- **The AfriChild Centre**
  Research and policy engagement
- **Madrasa Early Childhood Programme (MECP)**
  Culturally anchored early learning
- **Literacy and Adult Basic Education (LABE)**
  Home-based literacy and basic education
- **Kabarole Research and Resource Centre (KRC)**
  Food security and livelihoods

THE HANDOVER JOURNEY

PHASE 1.0
2023 – Sep 2025

BRIDGING
Oct 2025 – Mar 2026

PHASE 2.0
Apr 2026 – Mar 2029

IRC led the consortium

IRC became the lead of the consortium, with four national partners delivering the programme.

Six-month handover period

This was used to consolidate learning, align M&E systems and hand over governance without disrupting services.

IRC handed the lead to AfriChild, a national lead

The Hilton Foundation funds AfriChild directly, and IRC moved into an advisory and capacity-strengthening role.

WHAT MADE THE TRANSITION WORK

Inception period
Both phases created this window for partners to co-create workplans, SOPs and expectations before delivery began.

IRC stayed engaged
Rather than stepping away, IRC moved into an advisory and capacity-strengthening role.

Distinct roles
Complementary niches meant no partner competed for the same space.

Shared accountability
Partners report jointly, with AfriChild compiling quarterly reports and leading joint surveys.

Building bridges

Locate yourself

Choose a partner

Design integration

Implement and adapt

Sustain over time

Funding 2-Gen partnerships

Funding recommendations

Tools and resources



Part B: Funding 2-Gen partnerships

This toolkit focuses on how organisations can build and sustain 2-Gen partnerships, but the wider ecosystem is a key enabler

GLOBAL SCHOOLS FORUM

Based on our consultations with practitioners, here are their recommendations for how funders could better structure funding to support 2-Gen partnerships.

WHAT YOU CAN DO AS A FUNDER

1. **Build an inception period into the agreement**, *as partners need time to build trust, agree on roles and align their ways of working before delivery pressures kick in.*

2. **Commit to funding beyond the first 12–18 months**, *as partnerships often need to redesign their approach during this period and require continued support to demonstrate results from the revised model.*

3. **Recognise coordination as a core programme cost**, *by funding joint planning, meetings and referrals alongside wider coordination through clusters and local convenings, especially as these are becoming harder to sustain in emergencies.*

4. **Include safeguards for local partners in funding agreements**, *by clearly defining their role in decision-making and ensuring transparency and access to shared information, such as programme data.*

KULEA WATOTO Nurturing Children

*Kulea Watoto, a multi-year partnership supporting families in Uganda's refugee settlements, included a **six-month inception period** before delivery began.*

AfriChild, one of the consortium partners, used this period to establish the foundations for joint implementation.

CHILD'S DESTINY AND DEVELOPMENT ORGANIZATION CHIDDO

*During the 2022 Bentiu floods in South Sudan, **education and child protection clusters worked with government ministries on a back-to-learning campaign**. Shared standards helped organisations coordinate and respond quickly without starting from scratch, demonstrating the value of coordination.*

Locate yourself
Choose a partner
Design integration
Implement and adapt
Sustain over time
Funding 2-Gen partnerships
Tools and resources
List of tools and frameworks

Tools and resources



List of downloadable tools and frameworks

Locate yourself
Choose a partner
Design integration
Implement and adapt
Sustain over time
Funding 2-Gen partnerships
Tools and resources
List of tools and frameworks

MODULE	TEMPLATE / RESOURCE	LINK
1. Locate yourself	Organisational profile assessment	Link
2. Choose a partner	Partner screening and due-diligence guidelines used in Ethiopia by Partnership for Change	Link
	Decision matrix: trust vs. delivery confidence	Link
3. Design integration	Prompt and matrix for assessing your current level of integration	Link
	Components of a 2-Gen programme	Link
	Sample data-access clause	Link
	Sub-grantee financial compliance guide	Link
	Guide to integration in job descriptions	Link
4. Implement & adapt	Partner meeting template	Link
5. Sustain over time	Sustainability pathways and conditions	Link



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Tanaya led the development of the toolkit, shaping its strategic direction, content and co-design process with practitioners to ensure its practical relevance.

She brings two decades of experience across education and financial inclusion, including running schools in Africa. As a consultant, she works with global organisations on education, social enterprise and financial services, and has supported the development of Pratham International's early childhood strategy.



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Priyanka contributed to the copyediting and visual design of the toolkit. She is currently working on the ECD and childcare projects at the Global Schools Forum.

Previously, she held roles at Central Square Foundation and Social Finance India, contributing to foundational learning policy, impact financing, research and programme design. She has worked directly with children from low-resource contexts through her role at Teach For India.

With thanks to practitioners who have contributed case examples to help shape this toolkit



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Programme Manager, BRAC Uganda

Brings over 10 years of experience in poverty reduction, ECD, education and public health across humanitarian and development settings. He links economic inclusion with children's development at BRAC and serves as National Vice Chairperson of the Network for ECD Actors Uganda.

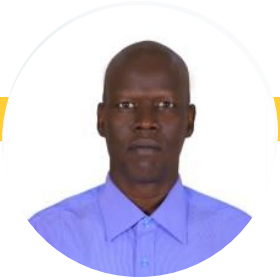
With thanks to practitioners who have contributed case examples to help shape this toolkit



Stephen Bida

Executive Director, Women Action for Rural Development Initiative

Leads community-supported ECD programmes for refugee families in Terego District, Uganda. Before becoming Executive Director, he was WARDI's Programme Director, where he led research on how communities and government can jointly sustain ECD services. He is passionate about linking evidence with grassroots impact for vulnerable children.



Riing Garwech Kuol

Founder and Director Child's Destiny and Development Organization

A trained teacher, he brings 13 years of education experience across humanitarian and development settings, including at the State Ministry of Education. He is a leading advocate for locally led humanitarian action and the South Sudan Country Champion for the Alliance for Child Protection in Humanitarian Action.



Alex Alinaitwe

Researcher, AfriChild Centre

Brings over 10 years of experience in child-focused research, monitoring and evaluation, and social work. He coordinates research and learning for the Kulea Watoto 2-Gen Project, supporting early childhood care for refugee and host communities in Kampala and Yumbe.

With thanks to practitioners who have contributed case examples to help shape this toolkit



Shafique Ssekalala

Coordinator, AfriChild Centre-Kulea Watoto

Brings over 30 years of experience advancing ECD across rural and urban Uganda. He has secured and managed grants from major international funders and brings expertise in national policy advocacy, large-scale programme implementation and capacity building.



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Leads Children on the Edge's Cluster Learning project in Kyaka II Refugee Settlement, expanding access to quality early childhood education. He also supports the organisation's education, livelihood and child protection work in Napak and Jinja. Previously, he spent eight years as a biostatistician with Uganda's Ministry of Health.

We also thank our partners who further shared their expertise and provided valuable strategic feedback on this toolkit.

- **Temesgen Zeleke**, Country Coordinator, Children in Crossfire
- **Matthew Banks**, Head of Programmes and Strategic Direction, Children in Crossfire
- **KanuPriya Jhunjhunwala**, Head of MEL and Education, Children in Crossfire
- **Abeya Degefe Terfassa**, ECD Programme Coordinator, Maedot

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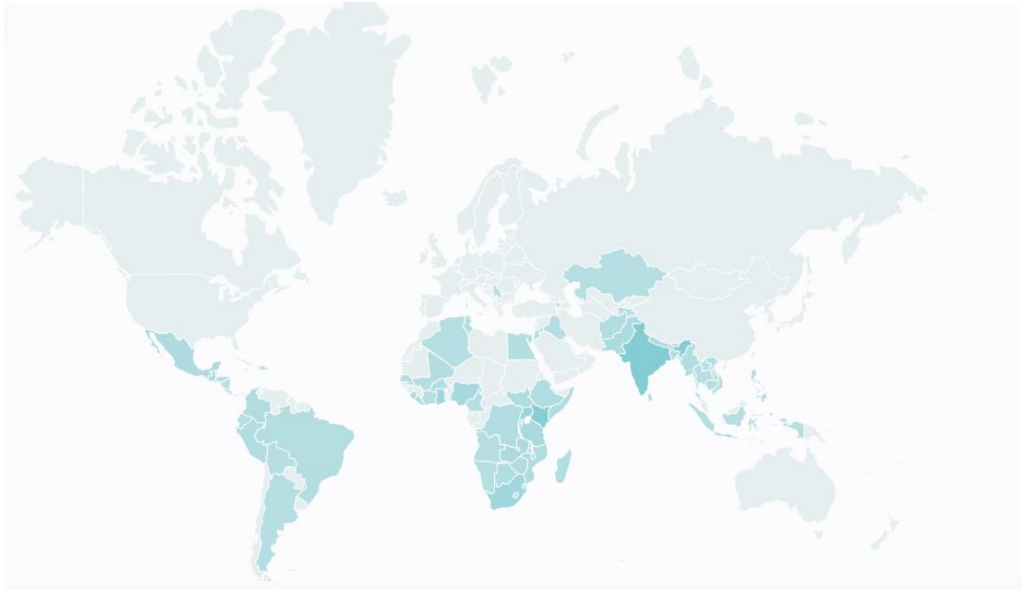
About GSF

Our vision

Our vision is that all children realise their potential through safe access to quality education.

Our mission

GSF supports non-state education organisations in low- and middle-income countries to innovate, deepen impact, and achieve scale through stronger know-how, smarter funding, and system-level partnerships.



240+
Organisations

72
Countries

163m
Children reached

1.55m
schools

The GSF Community

At the centre of GSF sits a collaborative community of locally-rooted organisations, working with governments and other partners to improve education at scale for underserved children in low-and middle-income countries. We support our community and their partners by unlocking meaningful collaboration, stronger know-how, smarter funding and system-level partnerships.