Present for the Future

Organisational Strategic Plan 2015-2019
Children in Crossfire was founded in 1996 in Derry, Northern Ireland by Dr Richard Moore. In 1972, at the age of 10 years, Richard was blinded by a rubber bullet fired by a British soldier at point blank range. Amazingly from childhood to the present day, he has accepted his sight loss without any feelings of resentment. “I learned to see life in a different way...I may have lost my sight, but I have vision”, is how he describes his remarkable acceptance of what, for most, would be a debilitating trauma. Richard set up Children in Crossfire with the intention of responding to the rights and needs of young children caught in the crossfire of global poverty and injustice. The organisation’s ‘spirit of compassion’ is one of its key strengths as it works in partnership with others to find and implement the best possible solutions to poverty.

Abbreviations

CADA  Coalition of Aid and Development Agencies
CPD  Continuing Professional Development
DE  Development Education
ECD  Early Childhood Development
ECE  Early Childhood Education
EFA  Education for All
MDGs  Millennium Development Goals
REB  Results Based Management
SDGs  Sustainable Development Goals
UNCRC  United Nations Convention on the Rights of the Child
UN  United Nations
UNICEF  United Nations Children’s Fund
UNESCO  United Nations Educational, Scientific and Cultural Organisation
UNDP  United Nations Development Programme
Preface
I am delighted to present this Strategic Plan for the period 2015-2019. It builds on the achievements, results and lessons learned during the previous plan entitled ‘A Promise for the Future’ during 2011-2015.

A Promise for the Future

- increase the quality of early childhood education centres and increase enrolment rates to these centres;
- improve the nutritional status of young children;
- and create community structures to improve access to essential services for young children.

In particular, ‘A Promise for the Future’ saw us develop strategically in Tanzania and Ethiopia within the area of Early Childhood Development (ECD), making considerable progress in relation to Early Childhood Education (ECE) interventions which improved the School Readiness of thousands of young children. As you read through this new strategic plan, you will see how we intend to build on these successes by focusing more specifically on improving School Readiness in our target countries. We will ensure that children enter school with the necessary social and cognitive competencies to achieve, whilst also ensuring schools, families, communities and governments are providing the necessary learning environment so that young children have the best possible chance to benefit from the schooling opportunities available to them.

‘A Promise for the Future’ also committed us to engaging the public across the island of Ireland in Development Education. We see Development Education as an integral element of our overall work, in order for people to better understand the structural causes of poverty and injustice, global interdependence, and the impact that personal choices and actions have upon people in developing countries. In particular we have demonstrated impact in initial teacher education and in-service teacher training, and have had significant success in advancing Development Education into formal education. We have established ourselves as a high quality and reputable Continuing Professional Development (CPD) teacher training service provider, and have built strategic partnerships with Education Authorities and with Development Education organisations across the island of Ireland. Through this strategic plan we will build on this success, and work to expand the extent to which Development Education is embedded as a core element of teaching and learning in schools.

Finally, whether we are working overseas or here in the island of Ireland, we are driven by our vision rooted in compassion for others, which is often so gracefully articulated by our Patron, His Holiness the 14th Dalai Lama of Tibet. Underpinning our results-focused and sustainable approach to development, we view Compassion as the core value that drives us to take actions for a better world for every child we encounter.

Dr Richard Moore, Chief Executive Officer, Children in Crossfire
Since 2008, Children in Crossfire has established a country office in Tanzania, working with 5 strategic implementing partners. The organisation has become a reputable and active stakeholder in the ECD sector. Interventions in targeted districts deliver capacity to ECD services and vulnerable families that enable us to demonstrate the benefits that come from investments in young children.

At the national level, Children in Crossfire has influenced policy and helped increase the understanding of the importance of investing in ECD programmes amongst key decision makers.

Children in Crossfire has been supporting projects in Ethiopia since 2008. In recent years, we have aligned our activities to focus on Early Childhood Development. Working through local partners, our targeted interventions with the most vulnerable families in Wolisso and Addis Hiwot have resulted in sustained changes in the lives of thousands of young children. Building on this strong foundation, Children in Crossfire will adopt a programmatic approach in Ethiopia, and work with new and existing partners to ensure young children have access to high quality learning experiences.
Vision
A compassionate world where every child can reach his or her potential

Mission
To work with others to tackle the injustices of poverty affecting children

We Value
Compassion
a core concern for the well-being of others leading to actions for a fairer world

Partnership
working together to bring about sustainable change

Accountability
Using our resources effectively and efficiently to build openness and trust with our supporters, partners and the communities where we work

Equality
Where everyone is treated fairly and respected, and where rights are protected
Change is dependent on people, communities, services and governments all working together to ensure that the right social and political conditions are in place so that every child has the best possible chance to reach his or her full potential. Children in Crossfire seeks partnerships both locally and globally in working towards this goal.

“Until the great mass of the people shall be filled with the sense of responsibility for each other’s welfare, social justice can never be attained.”

(Helen Keller)

Working for Change through our International Programmes

Global inequality and poverty impacts negatively upon children, and prevents them from reaching their full potential. It limits the extent to which governments and communities can invest in important services for the development, protection and education of its children. Children in Crossfire works to bring positive and sustainable Change to the lives of children who are caught up in the Crossfire of Poverty.

For Children in Crossfire, sustainable Change can only be fully realised through a Programmatic approach to our work. This means that our interventions work towards agreed outcomes which are linked to national and international identified initiatives, specifically the proposed Sustainable Development Goals (SDGs) for post 2015. We integrate our activities in order to promote collaboration between Vulnerable Families, Communities, Civil Society and Government, towards meeting agreed needs.

We are focused specifically on the implementation of Sustainable Development Goal No 4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and on achieving results and lasting impact within Target 4.2.

By 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Children at Playtime at Mhone Primary School, Tanzania

1 The UN General Assembly Open Working Group (OWG) on Sustainable Development Goals (SDGs) 13 Session at UN HQ, New York, 16 July 2014.
Working for Change through our UK and Ireland Programme

For Children in Crossfire, long term sustainable change requires more than work on key issues within our target countries. Rather, it requires us to promote a more active role for people across the island of Ireland so that they are fully engaged with international development, understand the causes of poverty, understand the context of aid, and are mobilised to take actions for a fairer world overall. This is important because we believe that long term support for development will depend on a well-informed public who are active participants in global development issues and issues of global justice.

Thus, as well as ensuring that the public understand the context of aid and our international work in line with Target 4.2 above, this strategy will see our Development Education work, through its focus on formal education, make a significant contribution to Target 4.7.

by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

Children in Crossfire works within the context of a number of international agreements and conventions developed to protect and promote the rights of young children:

- United Nations Convention on the Rights of the Child (UNCRC),
- The African Charter on the Rights and Welfare of the Child,
- The World Declaration on Education for All (EFA),
- Millennium Development Goals 1, 2 and 4 (MDGs 1, 2 and 4) and Post-2015 Sustainable Development Goals, with links to Goal 4.

Students at Thornhill College celebrate becoming a Fair Aware School
1. THE CHALLENGES

- Despite more children going to school, learning outcomes remain poor
- The quality of pre-school programmes remains low
- Awareness amongst parents and communities about the child’s early development needs remains low
- Large class sizes, a shortage of trained teachers and learning materials are hindering children succeeding
- Laws and Policies affecting young children remain weak and under resourced
- Poor health, nutrition and disease compromise a child’s physical and cognitive development
- There is a lack of public engagement with global injustice issues
- Teachers and schools are under-supported to develop young people as global citizens

2. THEORY OF CHANGE

- Supporting Parents
  When parents apply good early years practice, then their children will be better prepared to learn at school.
- The Global
  When formal education is supported to cultivate global citizenship across curriculum and practice, then young people are more likely to have the necessary skills and values to engage as active global citizens.
- The Communities Where We Work
  When communities and pre-school services are supported to build a high quality learning environment, children will have increased opportunities to achieve at school.
- The Countries Where We Work
  When governments and decision makers are lobbied to make better decisions for young children, then the maximum amount of children will benefit positively from school.

3. OUR VISION

- Change:
  Children accessing quality early childhood education maximise their opportunities through school.
- Change:
  Children living under strong ECD laws and policies grow and thrive in safe, well-resourced communities.
- Change:
  Children who are socially, cognitively and physically developed excel through education and life.
- Change:
  Citizens engaged in Global issues will take action for a more just world.

A Compassionate World where every child can reach his or her potential.
Meron Tadesse, Addis Hiwot Preschool, Ethiopia

Internationally: We Focus on School Readiness

Over the past 15 years the Millennium Development Goals (MDGs) have resulted in more children than ever before attending formal education, which is a great achievement. However, despite this progress, the support and resources were not available to facilitate children’s learning and therefore they were dropping out of school. Further, primary school results have remained at a poor standard. Due to this trend, the area of School Readiness has been gaining a foothold as a means to address this problem. Children and families who are prepared for primary school, from a holistic perspective, perform better, both academically and socially. Also, schools which are Ready for Children are better placed to help children succeed and learn as they transition through their overall schooling experience.

Getting children fully Ready for School is complex, and involves multiple factors that impact upon their social, emotional, cognitive, and physical development of children. For example, child health is a critical factor in learning. Undernourished and stunted children often under-perform in school. Children who are caretakers for siblings lack adequate rest or suffer other risk factors that deny them the benefits of the school environment. Lack of antenatal care, poor nutrition, low birth-weight and lack of routine immunisations have all been linked with poor school outcomes and performance.

However, Children in Crossfire recognises that it cannot address all of the aspects that affect a child’s development and determine whether or not she or he is fully Ready for School. What we can do, however, is focus our efforts on a School Ready approach, which primarily impacts positively on the social and cognitive development of young children.
Our School Readiness Approach

In both Tanzania and Ethiopia, children in Crossfire will attend to young girls and boys aged 0-6 years to help them reach their development potential. We will focus on quality ECE programmes, which include Stimulation in the home, appropriate Education in ECD Centres, and Pre-Primary School. In Tanzania, we have already built a strong Programmatic Approach in this area. We intend to extend this approach to Ethiopia. Overall, in both countries, we will focus on:

- **Ready Children**: supporting children to develop the necessary social and cognitive skills and confidence to do well at School;
- **Ready Families**: supporting families to play their role in relation to:
  - Ready Children and supporting families to help their children make Smooth Transitions from home to pre-school and into formal school;
- **Ready Schools**: supporting schools to build the optimal learning environment and teaching practice for young children, and encouraging community involvement

We will collaborate with appropriate partners and stakeholders to ensure a coordinated approach so we can work towards improved School Readiness for every child we encounter. Further, we will work with these partners and stakeholders to advocate for relevant laws and policies applicable to School Readiness.

**Who is targeted?**

- Parents in the most vulnerable families with Most Vulnerable Children (MVC) aged 0-3 years
- Children 3-5 years in ECD centres (Pre-Schools, Kindergartens and Day Care Centres)
- Children aged 5-6 years in Government Pre-Primary classes
- Parents/Primary Caregivers in the home
- Frontline Professionals in ECD centres
- Pre-primary School teachers in public schools
- Wider Community
- National and local Government Authorities

According to the UN, 77% of young children in Ethiopia, and 57% in Tanzania respectively have no access to pre-school.

- The Lancet 2011 Series on ECD calculated that an investment of $10.6 billion in all low-middle income countries would increase preschool enrollment by 45%, while $33.7 billion would bring enrollment to 50%, and result in benefit to cost ratio of 6.4 to 17.6.
- Exposure to at least one year of high quality pre-primary education has proven positive effects on children’s development, and is directly linked to their completion of post-primary education.

**Our School Readiness Model of Intervention**

We believe that only when a society is fully aware of, and practicing high quality early learning experiences, can each child be fully ready to achieve at school.

<table>
<thead>
<tr>
<th>Who is targeted</th>
<th>Ready Children</th>
<th>Ready Families</th>
<th>Ready Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Ensuring children have access to and attend high quality ECE services</td>
<td>Ensuring parents/caregivers are fully involved in their early learning and transition to school</td>
<td>Ensuring schools implement structured transition programmes to assist the child’s progression into formal education</td>
</tr>
<tr>
<td>Communities</td>
<td>Ensuring community mechanisms support ECE services, and create safe ‘Stimulation’ environments for children to nurture learning through play</td>
<td>Communities assist with ensuring our Stimulation Practice programme is inclusive and accessible for families with the Most Vulnerable Children aged 0-3</td>
<td>Ensuring schools are accountable to their communities for creating a high quality learning environment for children, including care and protection</td>
</tr>
<tr>
<td>Frontline Professionals</td>
<td>Ensuring frontline professionals have full awareness of the needs of young children</td>
<td>Ensuring frontline professionals are fully equipped to support parents towards good practice</td>
<td>Ensuring schools have fully qualified teachers, adequate resources, and the necessary learning materials</td>
</tr>
<tr>
<td>Local Government</td>
<td>Ensuring local government understand the needs of young children in relation to ECD, and the importance of investing resources in young children from both a human rights perspective for the child and the long term importance for building human capital for economic development</td>
<td>Ensuring the implementation of legal minimum standards for pre-school</td>
<td>Ensuring improved qualified teacher/pupil ratios in pre-schools</td>
</tr>
<tr>
<td>National Government</td>
<td>Engaging with education ministries and key stakeholders to improve understanding of the importance of investments in young children as a contributing factor in national development</td>
<td>Engaging with education ministries and key stakeholders on the importance of investing in pre-school programmes</td>
<td>Advocating for relevant laws and policies affecting young children</td>
</tr>
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3. Those whose safety, well-being and development are at risk or severely threatened. Of the many factors that accentuate children’s vulnerabilities, the most important are lack of care and affection, inadequate diets, education, nutrition, and psychosocial support. While children exposed to many forms of deprivation and poverty are vulnerable, children who lost their parents may be particularly vulnerable because they do not have the emotional and psychosocial support of family members and basic psychosocial skills provided with parental care (World Bank, 2006)

4. A Transformative Solution: Reducing Poverty and Inequality through post 2015 ECD Goal

5. All Stakeholders are included in the School Readiness Model of Intervention. For a more detailed stakeholder analysis see Annex 1
The Island of Ireland: Development Education and Supporter Engagement

Development Education works to help people to better understand the causes of poverty, inequality and injustice, global interdependence, and the impact that personal choices and actions have upon people in developing countries. It engages participants beyond simple understanding and knowledge to a process of thinking critically, and acquiring the necessary skills and values for taking informed actions for change.

Over the next 5 years our Development Education programme will focus solely within the formal education sector to achieve depth of impact in relation to preparing students fully for active Global Citizenship. We believe that when the formal education sector takes action to adequately implement Development Education, this leads to young people and communities engaging with the issues, developing a sense of global solidarity through an appreciation of self and others, and ultimately taking relevant actions for a fairer world.

Who is targeted?

- The Formal Education Sector and its Curricula
- Teachers of Girls and Boys aged 8-15
- Girls and Boys aged 8-15
- Initial Teacher Education Colleges
- Students attending Teacher Education Colleges

Children in Crosstré also considers it essential to ensure that our supporters better understand the context of our international work, the successes of our specific projects and the wider significance of aid programmes. We further believe this is vital to help challenge dominant perceptions and stereotypes of people, communities and governments living in developing countries.

Working alongside Dóchas, Coalition of Aid and Development Agencies (CADA) and relevant organisations, we will build upon our supporter communications by showcasing results and partner voice, whilst raising public awareness of the importance of engaging in development issues. Children in Crosstré also considers it essential to ensure that our supporters better understand the context of our international work, the successes of our specific projects and the wider significance of aid programmes. We further believe this is vital to help challenge dominant perceptions and stereotypes of people, communities and governments living in developing countries.

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The UN Secretary-General’s Global Initiative on Education calls for a priority focus on fostering global citizenship. In its call, it states that the world faces global challenges, which require global solutions. These interconnected global challenges call for far-reaching changes in how we think and act, led by the urgency of the United Nations’ Sustainable Development Goals. The global education sector has a critical role to play in delivering this agenda.

Children in Crosstré will cultivate such Global Citizenship in line with recommended indicators proposed by the Sustainable Development Solutions Network. This initiative monitors the percentage of children who develop skills and values needed for them to be productive global citizens, recognizing that beyond basic academic work, there are values and skills that enable children to grow up to become morally responsible, socially mature and productive members of society.

8 The UN Secretary-General’s Global Initiative on Education calls for a priority focus on fostering global citizenship. In its call, it states that the world faces global challenges, which require global solutions. These interconnected global challenges call for far-reaching changes in how we think and act, led by the urgency of the United Nations’ Sustainable Development Goals. The global education sector has a critical role to play in delivering this agenda.

9 Children in Crosstré currently lack the resources to commit to the aspirational objective, but we feel it is an important aspect to embed in the organisation public communications and engagement with supporter council.
### Working for Results

**Children in Crossfire expects the following outcomes by the end of 2019**

- Increased School Readiness for young children in Children in Crossfire target countries
- Increased cultivation of Global Citizenship fostered within the formal education sector across the island of Ireland
- Implementing partners in Children in Crossfire target countries have increased capacity and resources to achieve results

### Strategic Objectives

- To increase access of young girls and boys (0-6 years) to high quality early childhood education services (both Community Based and Government Provision)
- To increase knowledge of decision makers and key stakeholders with respect to the needs and rights of young children (0-8years) leading to strong resourced laws and policies
- To increase public knowledge of development issues, and increase the skills and values needed for global citizenship
- Implementing partners in Children in Crossfire Target Countries have strong governance, management systems and technical capacity leading to effective performance and improved sustainability

### Linking Outcomes to Actions

<table>
<thead>
<tr>
<th>Strategic Actions</th>
<th>Strategic Objectives</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Increase awareness and improve practice of parents and care givers in the most vulnerable families for the development of young children aged 0-3</td>
<td>To increase access of young girls and boys (0-6 years) to high quality early childhood education services (both Community Based and Government Provision)</td>
<td>Increased School Readiness for young children in Children in Crossfire target countries</td>
</tr>
<tr>
<td>Strengthen the capacity of frontline professionals to improve early learning experiences for young children</td>
<td>To increase knowledge of decision makers and key stakeholders with respect to the needs and rights of young children (0-8years) leading to strong resourced laws and policies</td>
<td>Increased cultivation of Global Citizenship fostered within the formal education sector across the island of Ireland</td>
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<tr>
<td>Improve the quality and enrolment levels of pre-schools and transitions to primary school</td>
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<tr>
<td>Educate communities to better understand children’s needs at different stages of development and support them to establish mechanisms that promote and protect young children</td>
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<tr>
<td>Partner with other civil society organisations to advocate for the strengthening and implementation of laws affecting young children, and increase knowledge of key decision makers of the importance of investing in young children, especially in relation to understanding the links with ‘school readiness’ and long term learning outcomes</td>
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</tr>
<tr>
<td>Implement high quality Development Education teacher training and Continuing Professional Development programmes so teachers have the capacity to support young people develop the necessary knowledge, skills and values for global citizenship</td>
<td>To increase public knowledge of development issues and increase the skills and values needed for global citizenship</td>
<td>Increased cultivation of Global Citizenship fostered within the formal education sector across the island of Ireland</td>
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<tr>
<td>Develop new and innovative resources and an interactive website as curriculum tools and learning materials</td>
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<tr>
<td>Develop new and creative methods to help nurture important skills and values such as compassion as we support educators, young people and communities on their journey as active global citizens</td>
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<td></td>
</tr>
<tr>
<td>Increase, in partnership with others, the coherence between Development Education, curriculum and a range of education practices and policies, ensuring Development Education and an adequate focus on values and skills for global citizenship becomes more integrated as a core component into the formal sector across the island of Ireland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct thorough partner assessments to ensure they have capacity to implement programmes effectively</td>
<td>To strengthen governance and management systems of partners leading to effective performance and improved sustainability</td>
<td>Increased capacity and resources among implementing partners in Children in Crossfire target countries</td>
</tr>
<tr>
<td>Strengthen governance, management and finance systems with partners, through developing organisational capacity building plans</td>
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<tr>
<td>Increase the technical competencies of partners to implement their programmes through the development of Human Resource programmes</td>
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<tr>
<td>Hold annual partner forums for sharing results, learning and sharing lessons and agreeing plans for the future</td>
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<tr>
<td>Improve partner sustainability by supporting them to develop new donor relationships and diverse income streams</td>
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</tbody>
</table>
Results Based Management

Children in Crossfire acknowledges that in order to successfully implement this strategy and deliver on our strategic objectives, there is a need for strong organisational structures in relation to governance and financial management, including sufficient funding streams, human resource management and results based management (RBM). Our approach to RBM is essentially to keep all resources, both financial and human focused, on the expected changes and results in the international and development education programmes on a day to day basis. The delivery of the strategy and associated objectives will be tracked over the life cycle of the plan using an RBM system which ensures that all programmes, projects and support activities will have measurable baseline data, outcome indicators and annual targets. This information will be used to track and measure results using key tools including:

- RBM Calendar
- Board and Sub Committee Meetings
- Monthly Programme Meetings
- Annual Work plan
- Annual Strategic Review
- Regular Financial Monitoring
- Integrated Monitoring and Evaluation (M&E) and Learning Plan (IMEP)

The programmes will be reviewed annually with all stakeholders; with an externally facilitated mid-term review planned for 2017; and an external end of term evaluation in 2019.

Risk Management and Internal Policies

Children in Crossfire operates a comprehensive risk management programme, overseen by the Finance and General Purposes Committee (a sub-group of our Board of Directors). Throughout the implementation of this strategy, we will continue to monitor, evaluate and implement mitigating actions to manage risks in the areas of governance, operational, child protection, financial and regulatory matters. Overall, we will review existing policies on financial and risk management and child safeguarding and protection to ensure coherence with the strategic priorities of this plan.

Compliance and Codes of Conduct

Children in Crossfire is an active member of a number of relevant sector networks including Institute of Fundraising (IoF), Coalition of Aid and Development Agencies (CADA), Irish Development Education Association (IDEA), and the Irish Association of Non-Governmental Development Organisations (Dóchas). Children in Crossfire collaborates with these networks to both self-regulate activities, and develop and benchmark our governance activities against peer organisations. Children in Crossfire is also a signatory to the Dóchas code of conduct on images and messages. The Dóchas Code offers a set of guiding principles that can assist organisations in their decision-making about which images and messages to choose in their communication while maintaining full respect for human dignity.
### Stakeholders Analysis

<table>
<thead>
<tr>
<th>Stakeholders Analysis</th>
<th>Role and Interest</th>
<th>Capacity</th>
<th>Level of Power in Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children 0-6 years</strong></td>
<td>Primary stakeholders or beneficiaries</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>Secondary Duty Bearers</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td><strong>Frontline Professionals</strong></td>
<td>Duty Bearers</td>
<td>Medium</td>
<td>Medium</td>
</tr>
<tr>
<td><strong>Local Government Officials</strong></td>
<td>Primary Duty Bearers for Children’s well-being and social welfare</td>
<td>Medium</td>
<td>Medium</td>
</tr>
<tr>
<td><strong>National Government</strong></td>
<td>Primary Duty Bearers</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td><strong>UN Agencies: UNICEF, UNESCO, UNDP</strong></td>
<td>Provide Financial and technical assistance</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td><strong>Government Institutions</strong></td>
<td>Primary Duty Bearers</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td><strong>Civil Society Organizations (internal e.g. Save the Children, AKM)</strong></td>
<td>Networking and Advocacy</td>
<td>Medium</td>
<td>Medium</td>
</tr>
<tr>
<td><strong>Media</strong></td>
<td>Raise awareness on human rights</td>
<td>Low-Medium</td>
<td>Medium</td>
</tr>
<tr>
<td><strong>Private Sector</strong></td>
<td>Provision of financial Resources</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td><strong>Donors e.g. Irish Aid, Dubai Cares, UNICEF, ELMA foundation</strong></td>
<td>Provide financial and technical support</td>
<td>High</td>
<td>High</td>
</tr>
</tbody>
</table>

### Development of the Strategy

This strategy was developed by Children in Crossfire with support from an external consultant. It was informed by various strategic planning workshops, reports and key documents including:

**Workshops and Reports**
- Children in Crossfire Kick Off Strategic Planning Workshop and Report with Board and Management, May 2014
- Children in Crossfire Strategic Planning Workshop and Report with Staff, June 2014
- Children in Crossfire Strategic Planning Workshop and Report, Dar es Salaam, July 2014
- Tanzania Partner Forum, December 2014
- Programming Options Paper for Ethiopia 2014 – 2016 (Prepared by Independent Consultant Ceire Sadlier Updated 7th January 2014 by Cathy Doran, Development Specialist)
- Mid Term Review of Irish Aid supported CIC International Programme in Tanzania 2012-15 (Cathy Doran, External Consultant, Updated 2014)
- Report of Monitoring Mission to Children in Crossfire in Tanzania May 2013 (Irish Aid)

**Key Documents**
- Education for All Global Monitoring Report, UNESCO 2007
- UN Secretary General Report and Resolution on Implementing Rights in Early Childhood 2010
- Lancet Early Childhood Development Series 2011
- Early Childhood Development Index (ECDI), UNICEF, updated 2012
- Education First: An Initiative of the UN Secretary General, 2012
- Republic of Tanzania Child Development Strategy, March 2014
- Draft Sustainable Development Goals, and Indicators, (SDGs) 2015
- ECD Indicators and Multiple Indicator Cluster Surveys (MICS)
Contact Us

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