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Images sourced from from Mwanza Micro-Finance Programme, Mhonze Primary School, Makau, Early Childhood Education Centre, Mwanza.
With more than ten million children aged between 0-5 years in Tanzania, both the opportunity, and the challenge, to give children the best start to life takes on unprecedented importance. It is today’s young Tanzania children that will drive this growing economy in the future. Education performance is key to this. Children in Crossfire supports children to enter school with the necessary social, physical and cognitive competencies to achieve positive learning outcomes, whilst also supporting schools, families, communities and governments to provide the necessary learning environment so that young children have the best possible chance to successfully complete their schooling.

Finally, whether we are working in our countries overseas or in Ireland and the UK, we are driven by our unique vision, “A compassionate world where every child can reach his or her potential”. For Children in Crossfire it is essential that as we work for Change we nurture Compassion as the underpinning core value that drives people to take actions for a better world for all children. As you read this strategy, I hope you will see how Children in Crossfire works in a results-focused, sustainable and Compassionate way to reach positive outcomes for every child we encounter.

Richard Moore, Founder and Chief Executive Officer
Organisational Vision, Mission and Values

**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
Specifically, in Tanzania we work with others to ensure every child in Tanzania experiences a positive early childhood that gives them the best start to life

**Values**

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

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

- **Partnership**
  Working together to bring about sustainable change

- **Equality**
  Where everyone is treated fairly and respected, and where rights are protected

**Organisational Strategy Overview**

Children in Crossfire’s ‘Present for the Future’ Organisational Strategic Plan 2015-2019 is the basis of this Tanzanian strategic plan. The organisational strategy is strongly informed by international evidence of the importance of investing in Early Childhood Development programmes as well as our own learning from 20 years of implementing programmes in developing country contexts.

A Strategic Approach to Change

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’s International programmes works to bring positive and sustainable Change to the lives of children in the countries where we work who are caught up in this Crossfire of Poverty. In Tanzania our programme will complement this with targeted interventions focused on supporting young children to reach their full potential.

For Children in Crossfire, sustainable Change can only be fully realised by adopting a Programmatic approach to our work. This means that our interventions are driven by national and international development initiatives, and specifically aligned to the Sustainable Development Goals (SDGs). We integrate our activities and drive collaboration between vulnerable families, Communities, Civil Society and Government, towards agreed needs. We engage with all stakeholders to tackle key issues that impact young children by working towards an over arching Goal.

Specifically, this strategy will see us respond to SDG Goal No. 4 “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Within Goal 4, we will achieve 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”.

The early years of life are crucial. When well nurtured and cared for in their earliest years, children are more likely to survive, to grow in a healthy way, to have less disease and fewer illnesses, and to fully develop thinking, language, emotional and social skills... and later in life, they have a greater chance of becoming creative and productive members of society.

UNICEF
Development of the Tanzania Strategy

Children in Crossfire take a structured approach to strategic planning that balances the needs of the country with our previous experience and is informed by current research and best practice in the area of Early Childhood Development.

Children in Crossfire Tanzania’s main goal is to increase access to quality Early Childhood Development (ECD), supporting children’s developmental needs and giving them a chance to reach their fullest potential.

Since its inception in 2008, Children in Crossfire’s Tanzania programme has focused on young children. Previous strategic plans have had a broader focus which has narrowed as programme learning and capacity has evolved. During this time, Children in Crossfire has established itself as a key national stakeholder in early childhood development reflected through strong relationships with government, other civil society actors and donors.

Previous work in Tanzania

Integrated Early Childhood Development (ECD) Programme 2012-2016

This programme took a holistic approach to early childhood development, considering elements of education, health, care and protection. Geographically it focused on 3 districts of Moshi Rural, Ilemela, and Mvomero where we worked through local partners. Over 5 yrs the IECD Programme reached more than 25,000 children, helping them towards achieving their potential intellectually, physically and socially. This change occurred through the combination of improving access and quality of early childhood education; strengthening local structures mandated to oversee early childhood services; and establishing strong peer support mechanisms through women’s groups, with income generation tied into ECD initiatives that has proved to be a strong incentive for ongoing engagement.

Nationally, we joined with others to create significant momentum towards improving investments in young children as a vehicle for national development. Strengthened policies, new initiatives and donor interest has helped improve opportunities for all Tanzanian young children to achieve their potential in the long term.

Fursa Iwa Watoto Programme 2014 - 2017

“Fursa Iwa Watoto” (Opportunities for Children, hereafter FkW) was designed to improve school readiness and learning outcomes for children through provision of quality pre-primary education in line with Tanzanian policies and systems. FkW delivered a model that was cost effective and scalable and was complemented by local and national advocacy and planning on pre-primary. It was rolled out in 180 schools in Mwanza and Kilimanjaro and directly reached over 37,000 children. Over 250 teachers and 180 head teachers were also reached.

Crucially, the programme was able to respond quickly to the unexpected introduction of compulsory fee-free pre-primary education nationally. This resulted in a surge in pre-primary enrolment with many schools experiencing class sizes of over 200 children. While subject to a wider evaluation, lessons on the ‘process and content’ of the FkW are informing national pre-primary dialogue and scale-up initiatives.

Zungumza na Mioto Mchanga (ZUMM – Talk to your baby) Programme 2012-2014

The ZUMM Programme was the first time that research into the links between a child’s early language environment, early language comprehension and long term learning outcomes had been conducted in a sub-Saharan African context. The Randomised Control Trial engaged over 1,000 families with new born children in 5 districts in Tanzania over a 2 year period. Evidence suggested an extremely poor language environment for very young children in Tanzania (baseline of 163 words per hour compared to the ‘western norm’ of around 1500). It also revealed very little awareness of the importance of talking to babies, and how to do so. After a simple intervention results showed significant improvements in language comprehension amongst the test group including a doubling on how much language babies could understand. Additional to the improved language comprehension, many families reported that when they talked to their children, they became happier and fathers became more involved as they saw how the babies responded to language. As well as informing Children in Crossfire’s own parenting interventions, the research has informed international discourse. The findings have been accepted by the Tanzanian government and have informed a national plan of action on positive parenting.

Key Achievements

During the last 5 Years, Children in Crossfire-TZ Programmes have made important achievements, including:

- Children: reached more than 60,000 children, helping them towards achieving their potential intellectually, physically and socially;
- Teachers and Educators: trained and mentored more than 300 pre-primary teachers and preschool educators to improve delivery of early childhood education;
- Parents and Caregivers: raised awareness of the importance of the early years of a child’s development among thousands of parents and caregivers of children;
- Community Leadership: oriented in ECD and supported hundreds of local government officials at community and council levels to prioritise a range of early years interventions;
- Local Implementing Partners: entered partnerships, and provided dedicated capacity-building and programmatic support to community-based civil society organisations to champion the delivery of ECD programmes locally;
- National Government: engaged very closely with sector and implementing ministries in both the formulation and implementation of policy targeting improved ECD delivery nationwide.
Tanzania Contextual Analysis

This Strategic plan presents an overview of the Tanzanian context within which Children in Crossfire's programme will be planned. It is drawn from a more comprehensive version which is available on upon request.

The Wider Context

Tanzania is a politically stable country that gained independence in 1961. In 2017, the UN Human Development Index ranked it 154 out of 189 countries, a 'low human development' country. The Tanzanian Development Vision 2025 envisages that Tanzania ‘will have graduated to a middle income country by the year 2025’. Although GDP Annual Growth Rate averaged 6.72% from 2002 to 2015, poverty remains prevalent, with 43.7% of people living below the international poverty line. The population was estimated at 54 million in 2017, and the average life expectancy at birth is 62/66 years across men and women respectively.

Drivers of poverty:

Rural poor lack basic assets and services with multiple factors causing low human development. The majority of Tanzanians live in rural areas, challenged by poor infrastructure and limited accessible services. Despite significant improvements in MDG indicators the quality of services in Tanzania remains low, especially in rural areas. More than half of poor rural dwellers live in ‘pitiful’ conditions lacking basic assets. Meanwhile, Tanzania’s population is rapidly urbanising, with one-third now living in urban areas. Dar es Salaam is Tanzania's largest city with a population of over 5 million, expected to reach 10 million by 2030. This brings a myriad of problems associated with rapid urbanisation including high unemployment, poor housing and sanitation services, environmental degradation, and poor infrastructure. 70% of Dar residents living in informal high-density settlements with very basic services. Overall, 74% of children aged 0-17 years in Tanzania live in multidimensional poverty; in rural areas this percentage rises to 81%.

Demographics limit poverty reduction in Tanzania has high population growth, declining mortality levels, and low migration and there will be a large proportion of working-age people by 2020-30. The population of children aged 0-14 in Tanzania is 45%, with 20% aged 15-24, making Tanzania a ‘youth bulge’ country. There are approximately 8.7 million children under 8 years old (20% of the population). Such a profile means that quality of coverage of health and education services for young children remains low, ultimately impacting their ability to reach development milestones.

Low levels of social protection services and high levels of poverty negatively affects children in Tanzania meaning the majority of families live in ‘generalised insecurity’. A shock such as an illness or drought can push many families into vulnerability, seriously risking the health and welfare of its members, with women and children the most at risk.

Gender inequality negatively affects girls and boys: Tanzania is a largely patriarchal country that has made gains in gender equality through policy, increased female representation in government, and at the level of household social behaviour change. However, women are still overburdened with domestic and social roles; females still have limited control of assets such as land and property; girls are still less likely to attain post-primary education; up to 62% are married before the age of 20. There are also high levels of violence against children, especially girls.

Poor childhood experiences are linked to social and economic status of parents, with maternal education a variable in outcomes for young children. Parenting in an environment of poverty, insecurity and stress is incredibly difficult, and in such an environment children’s rights are negatively affected. Approximately 28% of children live with single parents, 14% with grandparents, and 2% in other caregiving situations such as single child-headed households. Poor childhood experiences seriously limit human development and are likely to be repeated in future generations.
The Specific Context

Early childhood indicators in Tanzania highlight important progress but also significant pervasive challenges faced by young children:

- **Health**: 90% immunisation coverage achieved, under-five mortality has halved between 2005 and 2015. However, more than 100,000 children under-5 still die every year.14
- **Nutrition**: While chronic malnutrition has been reduced, chronic undernutrition for children under 5-years remains high overall at 35% in 2014.13
- **Early Education**: With the roll-out of compulsory fee-free pre-primary education in 2016 enrolment doubled to 1.5 million children. However access challenges persist given more than half of all five-year olds are not enrolled and the quality is extremely poor. Teacher pupil ratios averaging nationally 1:183 in government schools.14
- **Child Protection**: Violence against children has high prevalence, with one third of females experiencing sexual abuse before 18 and almost three-quarters experiencing physical violence in childhood. Safe parenting remains a challenge, with a recent Children in Crossfire baseline reporting 94% of caregivers were leaving an under 3 year old child with a child aged 10 years or less.22
- **Stimulation**: While 94% of caregivers reported engagement with the child in some way in past 3 days,17 the quality of stimulation remains poor. The overall language environment is very poor, and our own baseline reveals 79% of households do not have any type of early stimulation play materials, negatively affecting cognitive development and academic achievement in later life.

These statistics combined mean that large numbers of children entering primary education are undernourished and will have had no access to pre-school, meaning they are not able or ready to learn. Performance in lower primary school reflects this with more than one-quarter of standard seven students failing to pass basic standard two level tests across reading, mathematics, and language in 2015.19

Policy and coordination framework for children in Tanzania is relatively strong with a range of policies and laws which, if resourced and implemented could bring significant long term outcomes for children and the nation. Tanzania has ratified the UN Convention on the Rights of the Child, and the African Charter on the Rights and Welfare of the Child, domesticated through the Law of the Child Act (2009). The most critical and frequently cited policies pertinent to ECD include the: Child Development Policy (2008); Education and Training Policy (2014); National Multisectoral Nutrition Action Plan (2016); National Roadmap Strategic Plan to Improve Reproductive, Maternal, Newborn, Child and Adolescent Health (2016); and the National Plan of Action to End Violence Against Women and Children (2017). A review of current policies relating to ECD in Tanzania confirms that there is no single policy document or Ministry which comprehensively covers all major aspects needed across the five ECD domains for children aged 0-5. As a result, there are some unintended and occasionally ambiguous policy overlaps, and coordination across multiple domains can be complex.

Coordination of children’s policy at the national level remains weak, and funding for children’s services is inadequate.21 The significant resource constraints affect the delivery of health and education services and impact efforts to promote ECD.22 The ECD domain stretches across multiple institutions and Ministries having specific government mandates over ECD according to those policy guidelines and laws currently in place. In practice, little integration occurs between Ministries, as the structure and budgetary framework for each Ministry focuses exclusively on their core social service provision.
Figure 1 illustrates the main Ministries leading in each of the five ECD domain areas.

<table>
<thead>
<tr>
<th>ECD domains</th>
<th>Pregnancy</th>
<th>Birth</th>
<th>Age 1</th>
<th>Age 2</th>
<th>Age 3</th>
<th>Age 4</th>
<th>Age 5</th>
<th>Age 6</th>
<th>Age 6-18</th>
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<tr>
<td>Health</td>
<td>Ministry of Health, Community Development, Gender, Elderly and Children</td>
<td>(led by Tanzania Food Nutrition Centre)</td>
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<tr>
<td>Nutrition</td>
<td>Ministry of Health, Community Development, Gender, Elderly and Children</td>
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<tr>
<td>Early Learning</td>
<td>Department of Social Welfare (pre-primary age 3-6 on)</td>
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<tr>
<td>Child Security</td>
<td>Department of Social Welfare (also Ministry of Home Affairs, via Police)</td>
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<tr>
<td>Responsive Care-giving</td>
<td>Ministry of Health, Community Development, Gender, Elderly and Children</td>
<td>Ministry of Education (pre-primary age 3-6 on)</td>
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**Programmatic Approach at Multiple levels**

1. **At the Micro Level:**
   - Educators/teachers will be trained in best practice for working with young children, and schools will be supported to improve overall quality and enrolment.
   - Management committees / owners of education facilities will be trained to better appreciate and support the importance of early learning in the basic education cycle.
   - Parents/caregivers will have improved knowledge and practice towards young children, including providing quality early childhood stimulation.
   - Poverty related barriers to participation will be researched with a view to mitigating some of the barriers that prevent children from participating fully in the programme.

2. **At the Meso Level:**
   - Institutions and local government authorities (LGAs) will be supported to more effectively plan for, support and regulate ECD services, especially with regards early learning and early stimulation. This will lead to improved standards in pre-primary classes, community pre-schools for children 3-5 years, as well as early stimulation support in health clinics and via home outreach services, enabling and encouraging behaviour change of parents/caregivers and educators to maximise the return on investment in young children.
3. At the Macro Level:

- The Tanzanian government and national institutions will make efficient use of resources to deliver quality and equitable Early Childhood Development and School Readiness at scale. They will better understand the importance of investments in young children, and will be accountable to children, parents, schools and communities.

- Research evidence will be used to inform policy and practice at all levels. This improves planning, coordination, and monitoring mechanisms that increases investments for interventions that can have the greatest impact on children, especially with regards where the greatest inequities to access and quality exist.

By intervening at all three levels, Children in Crossfire believes more children will experience quality School Readiness in Tanzania, and have a higher chance of meeting development benchmarks to be ready to thrive at school.

Targeting Strategy

- Parents and Caregivers of young children aged 0-5, with particular priority on households of Most Vulnerable Children (MVC).
- Children aged 3-4 years in community-based ECD centres
- Children aged 5 years in Government Pre-Primary classes
- Early Years Educators and Management Committees / owners of ECD centres
- Pre-Primary teachers and Management Committees / leadership in government primary schools
- Local government officials across decentralised levels with sectoral responsibility for young children
- National Government Ministries, Departments and Agencies with sectoral responsibility for young children

Strategic Actions

Increased School Readiness for Young Children

- Support parents with skills for positive parenting
- Strengthen health systems to support families
- Improve the quality and enrolment levels of early years education
- Support communities to establish mechanisms that promote and protect young children
- Understand and mitigate ‘barriers’ to participation in our programme
- Work with local government to integrate ECD into local development plans
- Advocate for stronger laws and policies affecting young children
- Increase knowledge of key decision makers on the importance of investing in young children
- Build partners’ technical expertise in ECD
- Support partners to focus on sustainability and quality
- Strengthen practices in Child Protection, Safeguarding and Gender Issues
Logic of Intervention

Children in Crossfire has prioritized two main ‘boundary partners’ to effect change for children – parental figures and educators. All interventions will work to support parental figures and educators to practice improved behaviours that are aligned with best practice, global and Tanzanian policy, and past learning. In every community where Children in Crossfire operates, at least one of the 3 core interventions will be available:

- **Early stimulation:** Focused on children aged 0–3 in the home – Parental and caregiver behaviour change, supported by community volunteers during home visits, and integrated into RMNCH services at health facilities, drawing from the government's national Care for Child Development initiative.

- **Pre-school (community / private):** Focused on children aged 3–5 – Educator behaviour change, managed through centre leadership/owners and local government with focus on government minimum quality standards at the pre-school centres, particularly quality teaching, appropriate curriculum, availability of learning materials, feeding programme, WASH, and child protection.

- **Pre-primary (government):** Focused on children aged 5–6 – Educator (teacher) behaviour change, managed through school leadership and local government with focus on improved learning environment for transition to primary school (quality teaching, appropriate curriculum and materials, engaged leadership and parents).

Each core intervention works within government priorities, with civil society technical input and coordination where appropriate. The intention is that all three interventions support systemic change, from the micro ground level up through meso and macro levels of local and national government. Considerable efforts in advocacy and evidence sharing will be made to galvanise a movement for ECD among all stakeholders.

### Geographic Focus

For our Tanzania programme this strategic plan prioritises 4 target regions. Regional selection is a process of assessment of a range of ECD indicators, strategic considerations, balanced against the availability of good local partners and Children in Crossfire’s capacity to implement and operate in those areas.

- **Mwanza Region:** is made up of an area total of 9,467km² and population in 2012 of 2,772,509, administrated over by seven district councils, including Mwanza City. One of the most impoverished regions in Tanzania, young children in Mwanza face many challenges across all ECD domains, and have poor access to essential services. Children in Crossfire is looking to build on our existing partnership with TAHEA Mwanza since 2012 to deliver high quality early years education and introduce early stimulation into our programming.

- **Morogoro Region:** is an enormous region spanning an area of 70,624km², administrated over by nine district and town councils. With a population of 2,218,492 in the 2012 census, this is a predominantly agricultural region and yet experiences some of the poorest nutritional indicators for young children. Children in Crossfire is looking to build on our existing partnership with Child Development Organisation (CDO) since 2014 to deliver improve the quality of early years education and introduce early stimulation into our programming.

- **Dodoma:** while officially Tanzania’s capital since 1973, it is only most recently that all government ministries have relocated to Dodoma City, and its increasing role as the operating capacity of Tanzania and the seat of government makes Dodoma strategically important. Dodoma region itself suffers from high levels of poverty and is one of the worst performing regions for ECD in the country. Dodoma spans a total area of 41,311km², administrated across 7 district councils, and with a total population of 2,083,588 in 2012, while population numbers will rapidly increase with the government’s recent move to Dodoma.

- **Dar es Salaam:** is the commercial capital of Tanzania. Dar is the epicentre of a rapidly urbanising Tanzania, with a population of over 5 million by 2017 and one of Africa’s fastest growing cities. Dar is expected to reach mega-city status of 10 million population by 2030. Spanning an area of 1,343km², and divided into 5 city councils, Dar experiences a myriad of problems associated with rapid urbanisation. 70% of Dar residents live in informal high-density settlements with very basic services, vulnerability is high and thousands of children live in multidimensional poverty, and yet there are currently few ECD programmes implemented in Dar.
**Expected Results**
In line with the country logic model spanning 2017-2021, Children in Crossfire Tanzania programmes are expecting to achieve the following reach and results:

**Children Aged 0-5 Years:**
- 20,000 children under 3 years of age reached with improved stimulation / parenting activities
- 15,000 children aged 3-4 years enrolled across 72 Pre-schools
- 30,000 children aged 5 years enrolled in pre-primary classes across 160 primary schools

**Parents and Educators:**
- 50,000 parents/caregivers of children 0-5 reached with knowledge, skills and tools for parenting
- 96 community volunteers conduct more than 40,000 home parent visits
- 144 pre-school facilitators achieve quality practice across 72 Pre-schools
- 160 pre-primary teachers achieve quality practice across 160 primary schools

**Partners:**
- Local implementing partners demonstrate significantly improved capacity across all organisational operational areas
- National civil society led ECD advocacy forum revitalised and meeting expectations for medium-term operational viability and impactful performance in ECD advocacy

**National Government:**
- Improvement of ECD coverage and quality across poorest performing regions
- Harmonised policy environment for early learning across education and social welfare sectors
- Increased domestic and donor resourcing of ECD priorities across new 5-Yr sectoral strategies

**Strategic media partnership supporting nationwide coverage of quality sub-national journalism on ECD delivery**

**Local Government:**
- Clear evidence that ECD resourcing given priority across 80% of district council plans within target regions
- Regional and district leadership demanding accountability for quality ECD/ECE delivery in line with Regional ECD Strategy
- Greater accountability for ECD delivery reported by media across regional and local government

**National ECD Day inaugurated as hallmark strategies**
- Increased domestic and donor resourcing of ECD priorities across new 5-Yr sectoral strategies
- Strong evidence that ECD resourcing given priority across 80% of district council plans within target regions
- Regional and district leadership demanding accountability for quality ECD/ECE delivery in line with Regional ECD Strategy
- Greater accountability for ECD delivery reported by media across regional and local government

**Children in Crossfire approach to Results Based Management**
Children in Crossfire acknowledges that in order to successfully implement this strategy and deliver on the 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 to keep all resources, both financial and human, focused on the expected changes and results in the Tanzania 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 defined in the Results Framework.

This information will be used to track and measure results using key tools including:
- RBM Calendar clearly defining the annual cyclical process
- Quarterly Board, Sub Committee and Central Management Meetings to specifically monitor progress
- Monthly Programme Meetings in country, and monthly meetings through an assigned Central Management Country Focus Group
- Annual Work plans approved and monitored
- Annual Strategic Review to ensure ongoing relevance
- Regular Financial Monitoring
- Integrated Monitoring and Evaluation (M&E) and Learning Plan (MfP)

The programmes will be reviewed annually with all stakeholders, with an externally facilitated mid-term review planned for 2019, and an external end of term evaluation in 2021.

**Annexes**

**Children in Crossfire to Results Based Management**

**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, safeguarding, financial and regulatory matters. Overall, we will review existing policies on financial and risk management and child protection and safeguarding 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), Northern Ireland Community and Voluntary Association (NICVA), Coalition of Aid and Development Agencies (CADAs), Irish Development Education Association (IDPA) and the Irish Association of Non-Governmental Development Organisations (Déchas). Children in Crossfire adheres to a Child Protection Policy in all the countries in which we work. We have aligned our policy, all our training and relevant country implementation procedures to the UN Convention on the Rights of the Child (UNCRC), Children First Act 2015, and The Children Northern Ireland Order 1995.
**Our School Readiness Model**

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

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<thead>
<tr>
<th>Children</th>
<th>Ready Children</th>
<th>Ready Families</th>
<th>Ready School’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring children have access to and attend high quality ECE services</td>
<td>Ensuring parents/caregivers are fully involved in their child’s early learning and transition to school</td>
<td>Ensuring schools implement structured transition programmes to assist the child’s progression into formal education</td>
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</tbody>
</table>

| Parents | Ensuring parents/caregivers are demonstrating good Stimulation Practice towards children aged 0-3 | Ensuring schools liaise with and possibly mentor local ECE services |

| Communities | Ensuring community structures support ECE services, and create safe ‘stimulation’ environments for children to nurture learning through play | Ensuring schools are accountable to their communities for creating a high quality learning environment for children, including care and protection |

| Frontline Professionals | Ensuring frontline professionals have full awareness of the needs of young children | Ensuring schools have fully qualified teachers, adequate resources, and the necessary learning materials |

| Local Government | Ensuring local government understands 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 | Ensuring the implementation of local minimum standards for pre-school |

| National Government | Engaging with key decision makers to improve understanding of the importance of investments in young children as a contributing factor in national development | Ensuring improved qualified teacher/pupil ratios in pre-schools |

| | | Ensuring resourcing of pre-primary education in line with government policy |

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**Logic Model**

**Impact**

**Children are Ready for School**

**Programme Outcomes**

- Children in Crossfire Impact Districts experience quality Early Stimulation and Early Childhood Education

**Intermediate Outcomes**

- Parents engage their children and demonstrate positive parenting
- Community organisations/CSOs engage with local ECE interventions

**Outputs**

- Multi-sectoral interventions utilised based on evidence

**Coverage and quality of ECD/ECE in Tanzania taken to scale**

**References**

2. www.childrenincrossfire.org/what-we-do/impact/crossfire-programme/
8. Tanzania, Tanzania Food and Nutrition Centre, National Nutrition Survey, 2014

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**Cross-cutting issues for programme and M&E Disaggregation**

- Eg. Most Vulnerable Children / Child Protection / Gender / Adolescents / Nutrition
Contact Us

If you would like to find out more about Children in Crossfire, you can contact us:

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