

Federal Democratic Republic of Tanzania

Foundations for a Better Future



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**A compassionate world
where all children can
reach their potential**

A Message from our Patron



THE DALAI LAMA

MESSAGE

I congratulate Children in Crossfire as it celebrates its landmark 25th anniversary. I commend everyone who is a part of this admirable organization for the outstanding work they have done for so many years to ensure vulnerable children have access to vital healthcare and education. This new plan will deliver continued success in the years ahead.

As our world becomes ever more interdependent, our responsibilities to each other grow accordingly. We must show kindness, compassion and love to fulfil ourselves as human beings - and ensure others around us can do so too. That is Children in Crossfire's core message and mission, and I am proud to be their Patron.

11 April 2022

A Message from our Chief Executive

As we approach Children in Crossfire's 25th Anniversary, I am delighted to present our Strategic Plan for Tanzania.

Fundamental to our mission is our commitment to tackle the injustices facing children, through education, so that learners, especially young children can shape a better future for themselves and their societies in the decades to come. We have learnt that early years provide a critical window of opportunity for young children to build the foundations of learning and develop skills that can help them not only stay in and succeed in school but children also gain the tools they need for life, work and citizenship.

That is why, over the next five years, we will continue to sharpen our focus on early learning in Tanzania. Building on our achievements to-date and lessons from our previous strategy, it is evident to us that investing in early childhood education is a direct investment in the future, because we believe that in times of crisis or calm - we need a compassionate world where all children can reach their potential.

Children in Crossfire is an organisation that reflects our founding values of compassion, equity, accountability and partnership. And going forward, we intend to work even harder to engage the Irish and UK public and learners of all ages, including students in primary and secondary schools across the island of Ireland in global citizenship education and learning opportunities. With diversified funding and stronger partnerships with donors, foundations and the public - we know we can accelerate efforts to strengthen education systems and contribute towards millions of children accessing the learning opportunities they deserve by 2030 and gain the skills they need to help them navigate life, work and a brighter future. I believe there is no greater cause – and I hope you will join us in achieving our mission. Together we can ensure the world is a more compassionate place where all children can reach their potential.

Richard Moore, Founder and Chief Executive Officer

Children in Crossfire was founded in 1996 in Derry, Northern Ireland by 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 in 1996 with the goal of responding to the rights and needs of young children caught in the crossfire of global poverty, inequality and injustice. The organisation's 'spirit of compassion' is one of its key strengths as it works in partnership with others to help all children experience the learning opportunities and future they deserve and the chance to access quality education from a young age so that they can reach their full potential and continue to learn and develop throughout school, work and life.

A Message From Our Tanzania Country Director

From our work in Tanzania, since 2008, we know that early years provide a critical window of opportunity for girls and boys to build the foundations of learning and develop skills that can help them succeed in school and over the course of their lives – in other words reach their development potential. There is compelling evidence to invest in early childhood development (ECD), particularly given education is one of the smartest investments a country can make because it gives back almost 13% annually in economic productivity and human capital. Furthermore, ECD is recognised as one of the most effective equity strategies. Yet, as of 2020 more than half of all young children in Tanzania miss out on early childhood education.

In Tanzania, we are known for our work in Early Childhood Education (ECE) – one of the five domains of the global WHO/UNICEF led Nurturing Care Framework (2018). This Strategy sets out ambition to support the United Republic of Tanzania to achieve its commitments to pre-primary education as part of the 2030 Agenda SDG4¹ - Quality Education, and importantly, Tanzania's recently launched National Multisectoral ECD Programme (2021/22-2025/26) – where we share a vision that “All children in Tanzania are developmentally on track to develop to their full potential”.

To do this, we will make substantial investments in early learning to ensure that by 2030, the majority of girls and boys aged 5-6 years access at least one year of quality pre-primary education in schools across Tanzania and at the same time, opportunities are expanded for girls and boys aged 3-4 years to access pre-school or ECD centres at the community level.

We have always been focussed on achieving results that help every child fulfil their potential as part of our calls for investment in quality early childhood education. This has proved to be vital to the Government of Tanzania efforts to make ECE a national priority. Since 2008, our partnership with the Government of Tanzania, civil society organisations and international agencies has been fundamental to our mission. We remain committed to adding value to the current political will to invest in pre-primary education; while continuing to build partnerships with institutional donors, foundations and the private sector to help this happen, moreover considering quality and equity. Furthermore, in order for every child to fulfil their potential, ECE cannot be delivered in isolation to wider ECD investments. Having played a pivotal part through our partnership with the Tanzania ECD Network (TECDEN) in developing the first of its kind National Multisectoral ECD Programme (2021/22–2025/26), we will continue to support multisectoral initiatives to deliver this national programme successfully.

Finally, our new Strategic Plan coincides with a period of extraordinary global change and uncertainty, particularly regarding the impact of the COVID-19 pandemic on education systems and financing for the SDGs. CiC is however an agile and innovative organisation with the ability to adapt to unpredictability. Importantly, we will forge even bolder partnerships to leverage greater investments in ECE, and utilise evolving technology to accelerate and scale up national efforts to strengthen early learning and pre-primary systems to ensure every child learns.

Craig Ferla, Country Director, Children in Crossfire Tanzania, November 2021

¹ Sustainable Development Goals

Who We Are

- We are the Tanzanian Country Programme of an Ireland based International Non-Government Organization, with a focus on education.
- We are an organisation that reflects the value of compassion on which we were founded
- We work within the ambition of SDG4 to ensure inclusive and equitable quality early childhood education, specifically contributing to SDG target 4.2
- Above all, through our Tanzania country programme, we will help children reach their potential through access to quality early childhood education (ECE) and foundational learning outcomes.



This Strategy is grounded in our organisation's foundations

Our VISION:

A compassionate world where all children can reach their potential

Our MISSION:

To tackle the injustices facing children, through education

Our VALUES:

Compassion, Equity, Accountability and Partnership

Progress and Lessons

Our Strategy was developed through an in-depth process of research, consultation and evolution of a plan based on contextual and stakeholder analysis and a series of strategic planning workshops and forums. We consulted with staff, board, Tanzanian government authorities, our local civil society partners, teachers, principals and communities across Tanzania. It is built on 25 years of organisational experience including 15 years' programmatic experience in Tanzania. Key findings and learnings from an external evaluation and donor reports of our current programme of work were also used to inform the strategic planning process.

Over the past five years, we made significant progress in ensuring that young children access at least one year of quality early childhood education (ECE) in Tanzania to give them the foundations they need in life – contributing to SDG 4.2.

We learnt the importance of partnerships based on locally led development and the effectiveness of ECE systems strengthening, in Tanzania, as a path to further scaling of our programmes

We learnt that in times of crisis or calm, we can better utilise technology to increase our effectiveness and efficiency

Results in Tanzania from 2016-2021

- Over **150,000 children** (5-6 years, 50% female) annually accessing one year of quality PPE
- **6,400 ECE teachers** trained by the end of 2021
- Significantly Increased coverage and quality of ECE in Tanzania, including changes in national policies – culminating in the launch of a National Early Childhood Development (ECD) Policy in December 2021
- Proven model of scalable quality ECE led by local context; includes child-centred curriculum, teacher development and improved pedagogy.

Why Early Childhood Education?

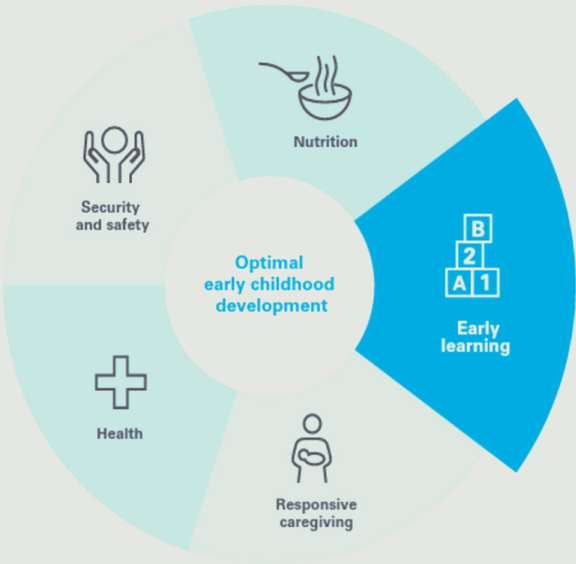


Every child has the right to an education and quality learning opportunities from early childhood to adolescence. In 2016, governments around the world

signed up to the Sustainable Development Goals (SDGs) including *SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*

Although the world has made tremendous progress in education over the past few decades with a reported 87% of children aged 6-11 years regularly attending school in 2019 ², progress in pre-primary education (PPE) has been slow and uneven. In 2019, only half of the world’s children experienced early childhood education. This means that globally, a staggering 50% of children under 5 years are at risk of not fulfilling their developmental potential, including in our focus countries of Tanzania and Ethiopia.

The focus of Early Childhood Development and Education (ECD/E) is to develop children’s school-readiness (e.g., early literacy, numeracy, socio-emotional skills, physical development) and provide opportunities to interact with peers and educators. There is compelling evidence presented by the World Bank, UNICEF and The Lancet, that investment in early childhood development (ECD) is one of the smartest investments a country can make in its future, giving an estimated £7-9 in return for every £1 invested.



By the time a child enters primary school, the foundations for learning should already be in place. Failure to provide quality early childhood education not only limits children’s potential to develop and succeed, but also impacts a country’s ability to achieve their development ambitions for school completion and lifelong learning.

Education is a critical foundation for the achievement of human potential and thus emerges as the pre-requisite for making Agenda 2030 ³ a reality. Within education, the importance of early childhood education reflected within SDG target 4.2, which promises equal access to quality pre-primary education. Despite this, donor support for the education sector is lagging behind. Public financing of pre-primary education receives a significantly smaller share of the education budget, which according to UNICEF averages 2% in low-income countries. This is far below the 10% international benchmark recommended. Yet, ECD/ECE is affordable, costing an estimated additional cost of \$0.50 per capita per year, and essential for improving long-term learning outcomes and building the workforce for the future.

In Tanzania, in 2020, net⁴ enrolment rate for pre-primary was 36%, after steadily dropping over the past five years. In Ethiopia, the rate was 45%. Aside from shortages in the provision of early childhood education opportunities, some factors preventing children from accessing quality learning are geographic location, gender, disability, violence and abuse. The barriers to access are further compounded by increasing and protracted crises of climate change, humanitarian emergencies and conflict. We will make an effort to understand the nuances of these barriers in the local contexts where we work, and partner with schools and local governments to address them.

Even before the COVID-19 pandemic and school closures, persistent inequities resulted in a range of barriers to learning, such as the lack of qualified pre-primary teachers, adequate classrooms, curricula and learning materials. This means even when children are able to access schools, the poor *quality of provision* means that they are failing to meet the desired *learning outcomes*, and in the case of ECE, are not ready for school. In our approach to ECE we address the barriers to learning mentioned above, and have so far measured progress as improvements made in

the quality of ECE provision. In this Strategic Plan, we commit to measuring not just the quality of provision, but also the resulting learning outcomes of children. This is an important step forward as it will help us to build evidence to advocate for effective models of quality at scale.

Tanzania has already launched significant ECE policy initiatives that will place millions of young children on the path to fulfilling their potential. Children in Crossfire’s Tanzania Programme will support them in strengthening early childhood education systems. We believe that by supporting the transition of national policies into locally led planning and implementation, we will strengthen early childhood education systems at national, regional and district levels. In this way, we can make a direct contribution to SDG target 4.2 and increase the numbers of children accessing at least one year of quality pre-primary education before entry to primary school.

This strategic plan presents a once in a lifetime opportunity for children in Tanzania to experience the learning opportunities they deserve. This is essential if SDG4 is to be met.

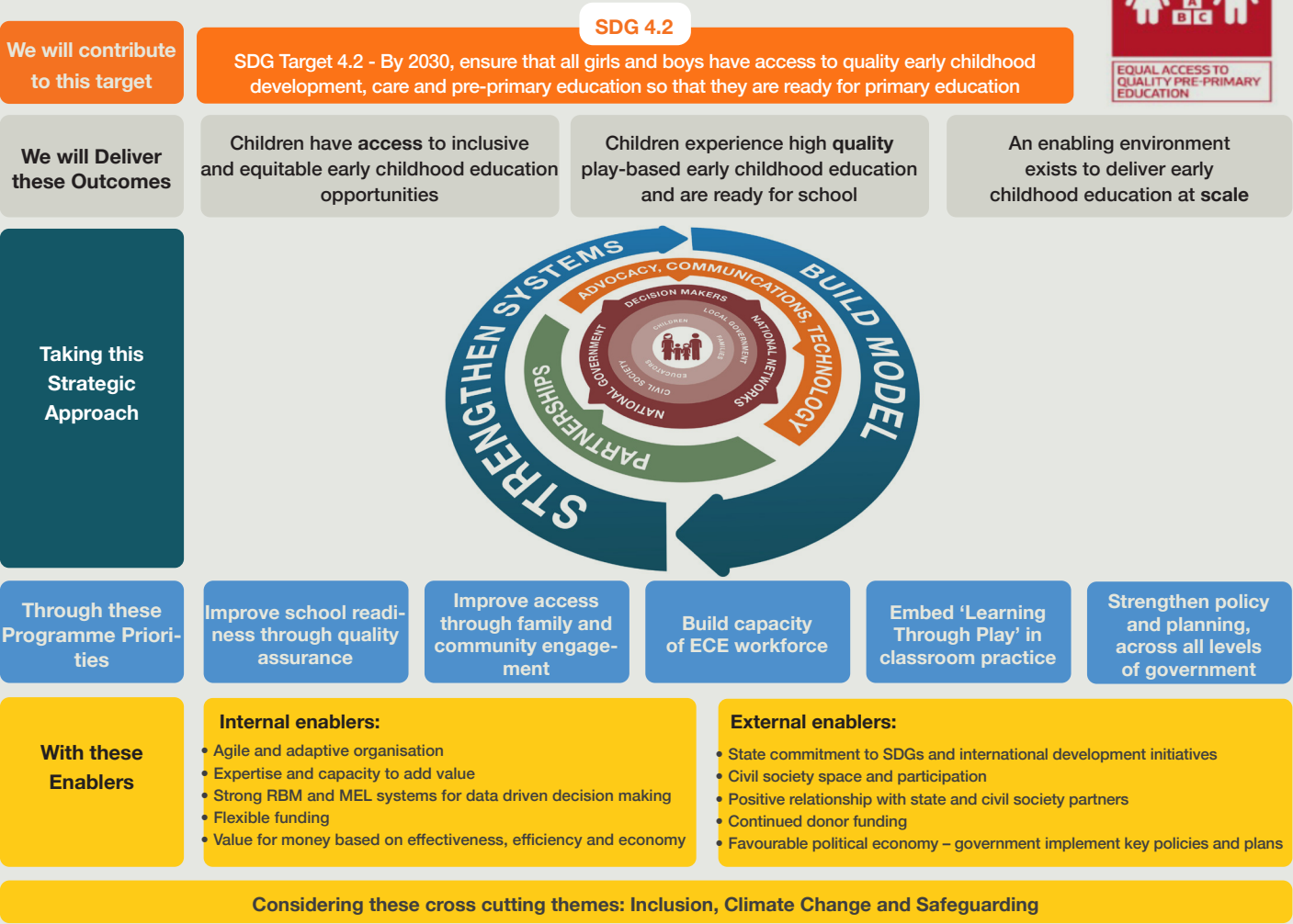
³ Transforming Our World – the 2030 Agenda for Sustainable Development: <https://sdgs.un.org/2030agenda>

⁴ Net Enrolment Rate refers to the percent of right-age children enrolled in a given stage of education

How Change Happens - Our Theory of Change

This diagram of our Theory of Change shows how Children in Crossfire believe we can deliver sustainable quality early childhood education at scale in Tanzania over the next 5 years, working in partnership with others to achieve impact. Its logic can be understood by moving from top (our goal,) to bottom (our enablers).

Early Childhood Education (ECE) – Theory of Change



This organisational Theory of Change has three purposes:

- **Logic:** to describe a set of causal pathways linking our organisational abilities with our goal.
- **Learning:** to provide a conceptual framework against which we might review progress, risks and assumptions and learn from the plan's implementation.
- **Structure:** to provide a set of strategic priorities which can form the basis of programme specific theories of change and programming.

In our Theory of Change for Early Childhood Education for the next 5 years, we commit that we will contribute towards achieving **Sustainable Development Goal 4**, and specifically Target 4.2 to 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.”.

We will do this through our three core outcomes:

Children have access to inclusive and equitable early childhood education opportunities.

- **Children experience high quality play-based early childhood education and are ready for school.**
- **An enabling environment exists to deliver early childhood education at scale.**

Our approach to delivering these outcomes is a set of three interlinked strategies for change across all our programmes:

1. Building models led by the local context and strengthening systems to scale our programme learnings.
2. Partnerships with a range of stakeholders from donors to governments, education authorities, schools, civil society organisations and communities with a focus on locally led solutions.
3. Advocacy, communication and technology to support our programme objectives and maximise the benefit of our work.

These strategies enable us to achieve our **five programme priorities**. We have chosen to align them with the five core functions of system strengthening as outlined in UNICEF's (2020) Build to Last⁵ framework.

While these programme priorities are aligned with international good practice and evidence, they just as much arise from our organisational beliefs:

- *If all children experience quality early children development*
- *And If Children in Crossfire strengthen the quality of Early Childhood Education systems*
- *Then all children can fulfil their potential in society*

Within our beliefs is the assumption that we will continue to build partnerships and engage with stakeholders to strengthen education systems. This assumption is predicated on a set of **five organisational enablers and five external enablers** that are essential for this Theory of Change to work. If any one of these enablers was to change significantly, it would impact our ability to function optimally and deliver the planned results.



⁵ UNICEF. 2020. Build to Last: A framework in support of universal quality pre-primary education. New York City: UNICEF. <https://www.unicef.org/reports/build-to-last-2020>.

Our Strategic Ambition

Our Tanzanian Strategic Plan brings the Organisational Strategic plan to life. Specifically delivering on

Organisational Core Outcome

Children in Tanzania and Ethiopia have access to high quality Early Childhood Education, so that they are ready for primary school

#1



As part of our systems strengthening approach, we also advocate for strong early childhood development outcomes, recognising that an enabling environment for early childhood education includes families and systems that are able to support the holistic development of children up until the point in time when they arrive at pre-school. We will ensure that early childhood development and education is a regular topic covered by local media and communication channels including radio, TV, newspapers and social media at national and subnational level.

The strategic ambition is translated to a further level of detail to inform a detailed Programme of Work that brings the Strategy for Tanzania into reality in the coming 5 years. This logic model reflects both SDG indicator targets as Impact and Outcome level, as well as alignment to the key components of the Built to Last approach.

In line with this, our system-strengthening approach seeks to shape the five core functions of the ECE subsector as a whole: 1) planning and budgeting, (2) curriculum development and implementation, (3) workforce development, (4) family and community engagement, and (5) quality assurance.

All of these functions are interconnected and necessary if children are to learn and grow to their full potential. This includes support to strengthening national, regional, district government structures, and technical capacity, including the capacity of our civil society partners.

Where appropriate, we also address the barriers that prevent the furthest behind from accessing these services. We support upgrading education facilities (classrooms, outdoor play areas and water/sanitation services) that are child, disability and gender sensitive and help provide safe, nonviolent, inclusive and effective learning environments for all (SDG Target 4.A).

We do this by engaging in a range of **partnerships** at global, regional, national, district and community levels. This involves working closely with government and education structures, civil society including partner organisations and media, local communities, as well as international agencies and donor partners. Through these partnerships we work towards the achievement of a shared vision and tangible results for young children. Given potential further reductions in development aid and financing for the SDGs, the organisation has already begun to take innovative approaches to our partnerships as part of finding

the right blend of collaborative financing strategies with governments, bilateral agencies, private sector, foundations and the public. This is necessary if we are to achieve our expected outcomes and impact.

We will continue to drive change through influencing policy, planning, budgeting and practice. This will be based on a costed *PPE model* and evidence-based research for scaling-up high quality ECE at ward, council and regional levels and a new model for high quality urban ECE private provision. Our key advocacy message is to highlight the critical importance of *all children accessing at least one year of quality pre-primary education so that they are ready for primary school as part of SDG4 2030 ambition*.



⁶ <https://www.unicef.org/reports/build-to-last-2020>

| SDG 4.2 | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SDG 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 | | | | | |
| IMPACT | SDG 4.2.1) Proportion of Children aged 24-59 months who are developmentally on track in health, learning and psychological well-being, by sex | | | | |
| | SDG 4.2.1) Participation rate in organised learning (one year before the official primary entry age), by sex | | | | |
| OUTCOMES | Equality and Quality in Early Learning is institutionlised and taken to Scale in Tanzania | | | | |
| | Equality of Access | Quality | Efficiency at Scale | | |
| | Government in Target Regions/Zones provides inclusive and equitable access to ECD/E to all children | Government in Target Regions/Zones improve the quality of learning opportunities | The Government in Tanzania implements high quality Early Childhood Development and Education (ECD/E)nationally | | |
| IMMEDIATE OUTCOMES | Government in Target Regions/Zones provides inclusive and equitable access to ECD/E to all children | Children in target Wordea/Zones have opportunities for learning through play and are ready for primary school | In impact wordea/zones, CiC's 'quality at scale' model informs government planning and investment in PPE | | |
| OUTPUTS | Family & Community Engagement | Advocacy Planning & Budgeting | Curriculum Implementation | Workforce Development | Quality Assurance |
| | Parents and caregivers (in Impact Wordea) acquire knowledge, skills and tools for nurturing care and early learning | CiC engaged in strategic advocacy for investment in ECD / ECE | Pre Primary Teachers equipped to deliver quality, play-based instruction (in CiC Impact Wordea) Play based learning environment implemented in impact schools | System Actors in CiC Impact Wordea's equipped to support schools in prioritizing implementing play-based Early Childhood Education (School Management, Parent Teacher Association, Local Government officials, civil society groups and community groups) | Quality Assurance systems prioritise PE within education sector (in CiC Impact Wordea) |
| | | | | | Stronger services to address out-of-school factors affecting Early childhood Development/ Education CiC recognised as a valued ECD/E stakeholder at Wordea and National level. |

Where we work:

We have chosen to continue to work in Tanzania given our long-term engagement with local partners in both countries since 2008, and as a response to the intensity of deprivations and the extent of the population experiencing multidimensional poverty (SDG1.2). As of 2021, this stood at 57.1% in Tanzania. In addition, 49.4% of the population in Tanzania experience monetary poverty (SDG1.1).⁶

Furthermore, half of all children in Tanzania are estimated to be both monetarily and multi-dimensionally poor and lacking access to essential services such as pre-primary education. Tanzania became a lower-middle income country in July 2020, achieving one of the key milestones of the Tanzania Development Vision 2025. According to the Sustainable Development Goal (SDG) Index 2021, Tanzania ranked 132 out of 165 countries. Quality education (SDG4) is reported as a significant challenge in Tanzania in the recent SDG index.

In Tanzania

Gross enrolment ratio (GER) in pre-primary education increased substantially in 2016 to 102.6% when universal pre-primary education was introduced.⁷ However, GER can distract from important insights. More recent data shows net enrolment has been dropping, from 39.9% in 2018 to 35.9% in 2020, and that high GER includes significant age-mix with over half of the children enrolled being either under, or over the 5 to 6 years of age eligibility. There was a slight increase in net enrolment ratio (NER) in 2019 due to concerted efforts by Government and non-government education stakeholders to ensure school readiness for children. This increase was also reflected in the proportion of Standard I pupils (primary level) with at least one year of pre-primary education, up from 75.6% in 2018 to 82% in 2019. Data also shows that total enrolment for girls was 49.44% and boys was 50.56%, which represents a Gender Parity Index of 97.8%. It is important to note that this gender parity continues into lower primary.

⁶ <https://hdr.undp.org/en/2021-MPI> - Multidimensional Poverty Index (MPI) measures deprivations by ten indicators across three dimensions of health, education and standard of living. Monetary poverty is defined as people living on less than \$1.90 a day

⁷ Ministry of Education Science and Technology (MOEST) and Basic Education Statistics Tanzania (BEST)



Furthermore, an estimated current NER of 35.9% highlights the trend that more than half of children aged 5 in Tanzania still miss out on any pre-primary education. When disaggregated by region, there is considerable variation across the country, with six regions having a low uptake of pre-primary schooling, especially Dar es Salaam (38.1%). In response to the COVID-19 outbreak, all schools in Tanzania were closed for over three months, a much shorter period than in the rest of the East Africa region. This meant that the negative impact of COVID 19 on education has been more limited in Tanzania.

Our response is to continue to strengthen ECE systems and scale up quality ECE over the next five years, so that young children can have the early learning opportunities that they deserve. Our goal is to reach one million children by expanding our pre-primary education (PPE) model to over 1,500 schools across Dodoma, Dar es Salaam, Mwanza and Morogoro regions. This includes initiating programming in high-density urban settings where millions of urban children in Tanzania still do not access ECE.

In Tanzania, the launch of the first *National Multisectoral Early Childhood Development Programme (NMECDP 2021-2026)* pro-poor policy represents a serious government commitment to support and invest in ECD, promoting its vision of *'All children in Tanzania are developmentally on track to develop to their full potential'*. 'Opportunities for early learning' and the expansion of pre-primary education are among the main priorities. We will build on our active role in the National ECD Taskforce and Secretariat to support mainstreaming of this new ECD policy into education sector planning processes. We will share learning from our evidence-based research and costed models as part of advocacy for scaling-up of high quality ECE at ward, council and regional levels.

Targeting Strategy

This strategic plan will reach a range of specifically targeted beneficiary groups:

- 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 centres⁸
- Children aged 5⁹ 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

Within each of these targeted groups specific attention will be given to children with disabilities and from the most vulnerable families and communities. The idea of **'furthest behind first'** is fundamental to our approach

Geographic Focus

For our Tanzania programme this strategic plan prioritises 3 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 CiC'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

⁸ Also known as preschools, kindergartens, and day-care centres

⁹ The targeting strategy recognises that there will be children aged 'rising 4s' and rising 5s in ECD Centres and PPE classes respectively.

¹⁰ "Population of Dar es Salaam 2017" at URL: <http://populationof2017.com/population-of-dar-es-salaam-2017.html>

¹¹ Edward Anderson (October 2017): "Improving Risk Information in Tanzania," *Results in Resilience Series*, World Bank Group

on our existing partnership with TAHEA Mwanza since 2012 to deliver high quality 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 2017¹⁰, 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 services¹¹, vulnerability is high and thousands of children live in multidimensional poverty, and yet there are currently few ECD programmes implemented in Dar.



Our Expected Results

Children in Crossfire Tanzania has always been focused on results – results that help us achieve our vision of a compassionate world where every child can reach their potential, and this Strategy is no different.

Through our programme of work, we expect the following results for children in Tanzania by 2026.

- Improve School Readiness for 1.4m children across 1,500 schools in Dodoma and Mwanza regions through access to at least one year of quality pre-primary education (PPE)
- Address barriers that prevent up to 25,000 of the most vulnerable children accessing early childhood education
- Pilot an early learning programme for children in high density urban settings

- Engage and contribute to national ECD/ECE policy dialogue by using evidence-based research on the PPE model to advocate and influence the Government of Tanzania to implement the National ECD Plan and scale up access to ECE for all Tanzanian young children
- Build partnerships across civil society, local governments and media to enable transition from policy to practice



Cross-Cutting Priorities

In delivering our Tanzanian Strategic Plan, we are committed to three cross cutting priorities

Theme #1: Inclusion

Children in Crossfire Tanzania believes that a vision of holistic and sustainable development is properly achieved when all the human resources, talents and skills available throughout the communities where we work are presented with opportunities to grow and succeed. Inclusion applies to focus areas of gender, disability, and the most vulnerable.



Children in Crossfire apply a range of policies and approaches to ensure all children have the chance to benefit from quality early childhood education in Tanzania.

As mentioned in our approach to targeting and in discussing the barriers to accessing education, our thinking on inclusion is based on our understanding of equity and prioritising the furthest behind first. We recognise that inequity arises from a multitude of dimensions such as poverty, geographic location, gender, disability, violence and abuse. These dimensions are further compounded by increasing and protracted crises of climate change, humanitarian emergencies and conflict.

Children in Crossfire Tanzania understands that inclusion goes beyond disaggregating data in terms of access to education services but requires identifying inequalities in the education systems and incorporating responsive strategies into our programming. Some of these strategies are teacher training to incorporate gender and disability empowerment, but also to build professional identity and peer support groups for ECE teachers, the majority of whom are women on the periphery of the education workforce. We integrate inclusion into curricular design and delivery as well as addressing safeguarding and gender-based violence in schools, and gender-responsive parenting in homes. All of this is part of promoting transformative change that empowers all children and promotes positive norms from early childhood to adolescence and adulthood.

Theme #2: Safeguarding

Safeguarding takes the highest priority within Children in Crossfire Tanzania. A comprehensive set of policies align to Tanzanian laws and national plans, and combine to protect the most vulnerable, our staff, the organisation, and our partners. A Victim Centred Approach principle underpins the Safeguarding Policy. Our Safeguarding Policy spans Child Protection, Bullying and Harassment, Protection from Sexual Exploitation and Abuse, and Gender Equality. A Whistleblowing Policy sets out procedures for reporting concerns internally, externally, and across our partners, with clear procedures for handling disclosures. We are committed to a zero-tolerance approach to misconduct breaching our policies, codes and procedures, with clear mechanisms in place for handling disclosures (as detailed in our policy 'Dealing with Safeguarding Violations').

At the programme level and through our Tanzanian partners we are committed to changing social norms around violence against women and children, educating stakeholders, strengthening systems and supporting local referral mechanisms to protect everyone, especially women and children.

Theme #3: Climate Change

The issue of our time is the impact of human activity on planet earth. Tanzania stands at the forefront of this impact and will start to impact our work over the course of this strategic plan. Our engagement with Early Childhood Education will support the need for resilient communities; informed by the realities they are facing and able to adjust their lives accordingly.

Today's children are the future leaders of Tanzania. Children in Crossfire believe that good education is the basis for building strong and capable communities that can adapt to the impact of climate change in the coming decades.

Organisationally, we will lead by example – measuring our annual carbon footprint with an ambition of being carbon neutral by the end of this strategic plan. We will use renewable energy wherever possible, manage how we travel to minimise carbon footprint and reduce use of plastic across all our work.



Organisational Enablers

Underpinning this strategy are a set of working principles and ambitions that combine to give us the resources, structures, expertise and reach that we need to deliver results for children.

Our **five internal enablers** are:

1. Agile and Adaptive Organisation

- We will continue to leverage our flat management structure and strong management framework to ensure we respond quickly to changes in context and to meet the needs of our target groups across Tanzania. This is underpinned by strong programme management systems and donor relationships for transparency and accountability.

2. Expertise and Capacity to add value

- In alignment with the organisations resources, we will continue to recruit technical expertise across core areas of ECD, programme management and finance. We will offer flexibility and competitive packages to attract people that will enable us to grow and improve our impact.

3. Strong Results Based Management (RBM) and Monitoring Evaluation and Learning (MEL) systems for data driven decision making

- Underpinning our work, we will continue to evolve our information and decision-making systems at all levels of the organisation and across all country programmes. We will deliver a comprehensive programme information platform founded in a strong MEL framework and Learning Strategy and Quickbooks for financial management across multiple legal entities.

4. Flexible funding

- We will continue to ensure long-term sustainability of the organisations' finances through building on our balanced mix of unrestricted funds and donor funded restricted income. We will continue to dedicate specific resources to deliver income from trusts and foundations, strategic donors and private and corporate giving.

5. Value for money based on effectiveness, efficiency and economy

- Our programme approach and financial management is driven by value for money. Our focus on Early Childhood Education in Tanzania delivers the best return on investment for development funding and our programme approach ensures we focus our funds to deliver the biggest impact. Management systems within the organisation, especially within finance, also have clear procedures to ensure value for money in relation to procurement, HR and fundraising.

We need supportive governments, a civil society that is able to advocate for change in their communities and donors to prioritise and invest in Early Childhood Education. Our **five external enablers** are:

1. State Commitment to SDG's and international development initiatives

- Our strategies, theories of change and programmes of work are all designed to align to international development priorities as defined in the SDG's, specifically SDG 4. In Tanzania, we balance the development of models for quality ECD with government partnerships and advocacy that aim to take these models to scale.

2. Civil society space and participation

- An active and open civil society space that allows for the flow of international funds, and enables networks and partnerships to collaborate and advocate for change is essential to our strategic approach. National civil society presence and capacity are pre-cursors to agile, locally led programmes that allow for effective initiatives across the humanitarian, development, peace nexus.

3. Positive relationship with state and civil society partners

- We believe that lasting impact can only be achieved through strong local partnerships in Tanzania, with governments, from the local to the national, and with active local civil society partnerships. We work to build capacity of key stakeholders across government and civil society for informed decision-making, balanced with increasing public knowledge of the key issues and accountability for policy commitments.

4. Continued donor funding

- Our programmes are designed to align to global development initiatives and to donor priorities. We balance the evidence from our programmes with the priorities of donors to ensure we can attract investment in results for children in our target countries.

5. Favorable Political Economy – government implement key policies and plans

- Awareness of the political economy informs our advocacy approach and engagement with decision makers in our target countries. We monitor the context relating to our work in the places we implement to ensure our interventions are relevant and impactful. Underpinning this is a clear approach to adaptive programme management for flexible decision-making and continued effectiveness of our impact in the contexts where we work.

With these enablers in place Children in Crossfire believes that we can deliver sustainable outcomes for children and society - in our target overseas programmes and across the island of Ireland.



Contact Us

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