THEORY OF CHANGE; SAWA WANAWAKE TANZANIA

ASSUMPTION	PILLARS	KEY INTERVENTIONS	INTERMEDIATE CHANGES	LONG TERM CHANGES
i) Community members positively engage in self ECD Initiatives. ii)Parents/Caregiver's willingness to learn and apply best parenting practices to their children. iii)Parents &Teachers provide appropriate education support to children. Iv) Teachers apply child friendly teaching methodologies in the schools.	DIRECT SUPPORT	I) Establishment/Renovation of ECD, Pre-primary and primary classrooms ii) Provision of teachers houses, sanitary toilets and boreholes. iii) Provision of hostels for secondary school children. iv) Supply of Teaching and learning materials eg Desks, Tables, chairs and Beds. V) Supply of playing materials in the target ECD Centres. vi) Strengthen Teacher's and para professional teachers on pedagogical skills	i)Enhanced access to ECD environment for young children ii) Improved access to quality basic education for primary school children iii) Improved Teachers' teaching efficiency, punctuality and attendance in target schools iv) Improved children's attendance and reduced dropout rate	**I) All children in the target communities reach educational potentials according to their dreams**
i)School Committees members appropriately administer their oversight functions. ii) Parents, Teachers and children are willing to actively engage in sensitizing communities on child rights, protection and referral procedures. iii) women and adolescent girls apply entrepreneurship skills in optimizing their living standards	CAPACITY BUILDING	i)Train village council members on Social Accountability Monitoring ii)Training ECD /School committee members on good governance, management and child protection. iii)Training of Parents, Teachers and children on child right, protection and referral procedures. Iv) Training of women and adolescents' girls on entrepreneurship skills V) To conduct community Sensitization campaigns against harmful traditional norms and towards the importance of ECD, education and child protection issues	i)Increased community engagement on government planning and resource allocation ii)Increased capacity of school and ECD committees on oversights functions iii)Increased community understanding on the effects of harmful traditional norms and the importance of ECD and child protection issues	**II)Target communities are confident, positively change their perspectives for successful ECD and basic education initiative**
		i)Training of women and adolescent girl on entrepreneurship skills ii) Provision of Startup materials for small skills enterprises iii) Provision of revolving seed money	i)Increased capacity for women and adolescent girls in running small scale enterprises ii) Increased loaning rates to women and adolescent girls	**iii)Women, adolescent girls and children in the target communities attained better wellbeing and livelihood**
i)Village councils work collaboratively with child protection actors in strengthening children's safety& security. ii)Child protection actors are willing to transform community based child protection systems to be more responsive. iii) Children demonstrate courage in preventing and reporting child abuse and cases in and out of schools. iii)Community based education stakeholders at village and ward levels are willing to engage ECD education and child protection policy processes.	ADVOCACY	i)To empower children to advocate for their rights to local, District and Regional leaders ii) To empower village and wards child protection strictures to advocate for transformation of community based child protection system to become more responsible. iii)To empower community education stakeholders in advocating for quality and equitable inclusive education for all children	i)Increased capacity of children in holding duty bearers (child protection actors) accountable ii) Village and ward by laws amended to integrate provisions for child protection iii) Education authorities develop and approve clear action plans for improving ECD, education and child protection systems. iv)Increased capacity of parents and teachers in holding child protection actors accountable	**iv)Children safety and security in the target communities secured**