

Activity	Outputs (numbers)	Outcomes	Impact	Verification: What are the sources of information you will use to measure these indicators? E.g. gov't, stats, research papers, media reports, project records, interviews; surveys, observations	Assumptions: Which conditions are required to achieve this?
Objective 1: Strengthen program content, key messages, video content, print materials, and play activities for use in different modes of instruction (in-person, online hybrid models)					
Monthly deep listening and consulting/content development sessions to identify gaps, existing services, points of intersection and entry, priority areas, and optimal programme delivery.	# of interviews; # of attendees; # of sessions conducted	Strengthened intersectoral collaboration and sustained and expanded play-based learning advocacy to engage educators, caregivers and communities and promote early learning, positive parenting and diversity and inclusion.	A developed community of practice dedicated to LTP, early childhood, DEI, positive parenting and access to Early Childhood Services (health, arts, and social services).	Attendance registers Meeting Reports	Stakeholders share strong sense of collaboration and "shared vision".
Create and distribute mass media content on LTP in homes and community settings	# of videos produced; # of video views	Refined educational content framework including best practices, and informed content.	Play activities (media + community settings) are refined and implemented following proven best practices resulting in greater reach/impact on caregivers and young children.	Documentation of considerations post seminar presentation	Stakeholders share strong sense of collaboration and "shared vision".
Produce a series of short-form videos, focusing on positive parenting skills that are aligned to the different child development stages/phases for use online and in caregiver workshops.	# of videos produced; # of video views	Adapted Video content including best practices, and informed content.	Key input accessed directly from proposed beneficiaries (children ages 3-6 years) and caregivers (again with a focus on parents and caregivers prior to finalizing content and implementation)	Data analytics (online , training platforms + mass media channels).	Parents and caregivers view ECD as a priority.
Conduct formative research to test appeal, engagement, application, and implementation	# of studies; # of findings and recommendations	Refined educational content framework including best practices, and informed content.	Play activities (media + community settings) are refined and implemented following proven best practices resulting in greater reach and impact for children and caregivers.	Formative Testing Results.	
Objective 2: Facilitate a series of Training Workshops - Play Promoters Training - via various modes of instruction					
Conduct 3-day customised training workshop via hybrid instruction with Play Promoters across the intersectoral forum	# of attendees	Play Promoters become confident in implementing in LTP and DEI	Promote LTP and DEI within the DoE, DSD, Human Settlements, ECD forums, NGOs) (intersectoral forum)	Daily attendance registers including digital scanning tracking per beneficiary. Needs assessment	Online Platform is easily accessible - and Play Promoters are able to navigate through the system with ease.
Conduct a needs assessment to identify opportunities and gaps	# of research participants; # of studies completed; # of findings and recommendations	Qualitative data on stakeholder needs, gaps and opportunities.	Informed content that support Play Promoters to Promote LTP and DEI within the DoE, DSD, Human Settlements , ECD Forums , NGOs (intersectoral forum)	Needs Assessment results	
Objective 3: Facilitate a series of Training Workshops - Educators Training - via various modes of instruction					
Implement a 6-week training via face to face delivery	# of total workshops attended by educators over 12 week period	ECD Practitioners feel supported and more confident to deliver LTP in classrooms. Implement early learning practices that are reflective of diversity and inclusion through play instruction.	Be more prepared for academic success in formal schooling through access to quality early education. Gain an increased sense of inclusion, belonging, and well-being. Grow to become healthier life-long learners, thinkers and compassionate citizens Help make this a smarter, stronger, kinder world	Weekly attendance registers including digital scanning tracking per beneficiary. Ongoing M&E using digital monitoring systems.	
Implement a 6 week training via online delivery	# of total workshops attended by educators over 12 week period	ECD Practitioners feel supported and more confident to deliver LTP in classrooms. Implement early learning practices that are reflective of diversity and inclusion through play instruction.	Be more prepared for academic success in formal schooling through access to quality early education. Gain an increased sense of inclusion, belonging, and well-being. Grow to become healthier life-long learners, thinkers and compassionate citizens Help make this a smarter, stronger, kinder world	Weekly attendance registers including digital scanning tracking per beneficiary. Impact evaluation may not be enough Ongoing M&E using digital monitoring systems.	Online Platform is easily accessible - and ECD Practitioners are able to navigate through the system with ease.
Implement a 6 week training via hybrid delivery	# of total workshops attended by educators over 12 week period	ECD Practitioners feel supported and more confident to deliver LTP in classrooms. Implement early learning practices that are reflective of diversity and inclusion through play instruction.	"Be more prepared for academic success in formal schooling through access to quality early education. Gain an increased sense of inclusion, belonging, and well-being. Grow to become healthier life-long learners, thinkers and compassionate citizens Help make this a smarter, stronger, kinder world"	Weekly attendance registers including digital scanning tracking per beneficiary.	Online Platform is easily accessible - and ECD Practitioners are able to navigate through the system with ease.
Implement assessment tool to track Educator development (Portfolio of Play)	# of completed portfolios; # of SACE registrations	ECD Practitioners acquire feedback on their performance.	"Be more prepared for academic success in formal schooling through access to quality early education. Gain an increased sense of inclusion, belonging, and well-being. Grow to become healthier life-long learners, thinkers and compassionate citizens Help make this a smarter, stronger, kinder world"	Portfolio of Play Certificate - SACE Registration	ECD Practitioners complete 90% of training ECD Practitioners are currently registered with SACE.
Play Promoters and Facilitators conduct on-site quality assurance visits	# of quality assurance visits conducted	ECD Practitioners acquire feedback on their performance.	ECD Practitioners feel supported and more confident to deliver LTP in classrooms.	Observational Checklist	Play Promoters have the capacity to conduct observational visits.

Conduct formative research to test appeal, engagement, application, and implementation	# of studies conducted; # of formative findings and recommendations	Refined educational content framework including best practices, and informed content.	Content is refined and implemented following proven best practices resulting in greater reach and impact for children and caregivers.	Formative Testing Results	
Conduct optimization study to identify scale-up components	# of studies conducted; # of study findings and recommendations	Data available on scale-up components to inform scale up.	Identify best mode of delivery for training on Content resulting greater impact for educators	Optimization Study results	
Conduct an impact evaluation on scale-up intervention	# of studies conducted	Results of scale-up intervention to determine impact	Defined impact of Scale - up Intervention on educators.	Impact Evaluation results	
Objective 4					
Facilitate a series of training workshops for caregivers					
Implement a 12-week face to face training	# of total workshops attended by caregivers over 12 week period	<p>Exhibit a higher quality of parent -child interaction.</p> <p>Gain greater knowledge about and positive attitudes towards the importance and benefits of play.</p> <p>Spend more time engaging with children in a variety of guided play activities with a variety of materials.</p> <p>Increase confidence and joy in playing with children; and exhibit a higher quality of interaction with children during play activities.</p> <p>Support a holistic play-based learning approach that covers home and early learning and stimulation settings.</p> <p>Improved Caregiver well-being, and parenting skills</p>	<p>Children will : "Be more prepared for academic success in formal schooling through access to quality early education.</p> <p>Gain an increased sense of inclusion, belonging, and well-being.</p> <p>Grow to become healthier life-long learners, thinkers and compassionate citizens</p> <p>Help make this a smarter, stronger, kinder world"</p>	<p>Attendance registers including digital scanning per beneficiary.</p> <p>Training Reports accessed via M&E system</p>	
Implement a 12 week online training	# of total workshops attended by caregivers over 12 week period	<p>Exhibit a higher quality of parent -child interaction.</p> <p>Gain greater knowledge about and positive attitudes towards the importance and benefits of play.</p> <p>Spend more time engaging with children in a variety of guided play activities with a variety of materials.</p> <p>Increase confidence and joy in playing with children; and exhibit a higher quality of interaction with children during play activities.</p> <p>Support a holistic play-based learning approach that covers home and early learning and stimulation settings.</p> <p>Improved Caregiver well-being, and parenting skills</p>	<p>Children will : "Be more prepared for academic success in formal schooling through access to quality early education.</p> <p>Gain an increased sense of inclusion, belonging, and well-being.</p> <p>Grow to become healthier life-long learners, thinkers and compassionate citizens</p> <p>Help make this a smarter, stronger, kinder world"</p>	<p>Attendance registers including digital scanning per beneficiary.</p> <p>Training Reports accessed via M&E system</p>	Parent / Caregiver has access to smart phone and data connection.
Implement a 12 week hybrid training	# of total workshops attended by caregivers over 12 week period	<p>Exhibit a higher quality of parent -child interaction.</p> <p>Gain greater knowledge about and positive attitudes towards the importance and benefits of play.</p> <p>Spend more time engaging with children in a variety of guided play activities with a variety of materials.</p> <p>Increase confidence and joy in playing with children; and exhibit a higher quality of interaction with children during play activities.</p> <p>Support a holistic play-based learning approach that covers home and early learning and stimulation settings.</p> <p>Improved Caregiver well-being, and parenting skills</p>	<p>Children will : "Be more prepared for academic success in formal schooling through access to quality early education.</p> <p>Gain an increased sense of inclusion, belonging, and well-being.</p> <p>Grow to become healthier life-long learners, thinkers and compassionate citizens</p> <p>Help make this a smarter, stronger, kinder world"</p>	<p>Attendance registers including digital scanning per beneficiary.</p> <p>Training Reports accessed via M&E system</p>	Parent / Caregiver has access to smart phone and data connection.
Conduct formative research to test appeal, engagement, application, and implementation	# of studies conducted; # of formative findings and recommendations	Refined content framework including best practices, and informed content.	Content is refined and implemented following proven best practices resulting in greater reach and impact for children and caregivers.	Formative Testing Results	
Conduct routine monitoring of activities	# of monitoring and evaluation visits conducted; # of participants assessed	Consistent improvement of programme implementation	Implementation of Quality Parents and Caregiver Training Workshops.	Digital Training Reports Observational Checklist Pre and post evaluation surveys.	
Conduct optimization study to identify scale-up components	# of studies conducted; # of study findings and recommendations	Data available on scale-up components (identified challenges and opportunities)	Identified best mode of delivery for training on Content resulting greater impact for caregivers and children.	Optimization Study results	
Conduct an impact evaluation on scale-up intervention	# of studies conducted	Results of scale-up intervention to inform impact.	Defined impact of Scale - Up Intervention on parents and caregivers.	Impact Evaluation results	
Objective 5					
Improve access to quality ECD services for parents and caregivers via Toy Libraries					
Series of strategic meetings on adapting Toy Libraries into Centers of Excellence	# of strategic sessions; # of total attendees	Increased access to LTP via Toy Libraries , including the possibility of collaboration on access for other services (health and social services)at Toy Library access points.	<p>Children will : "Be more prepared for academic success in formal schooling through access to quality early education.</p> <p>Gain an increased sense of inclusion, belonging, and well-being.</p> <p>Grow to become healthier life-long learners, thinkers and compassionate citizens</p> <p>Help make this a smarter, stronger, kinder world"</p>	<p>Attendance registers</p> <p>Meeting Reports</p> <p>Schedule of services from external stakeholders included in programme.</p>	Toy Libraries are accessible to the most marginalised children.

Provide monthly memberships to parents and caregivers for access to Toy Library programmes and resources	# of monthly memberships; # of educational resources lent	-Increased access to early learning and play opportunities for under -resourced (marginalised) communities -Increased access to educational resources for under -resourced (marginalised) communities	Children will : -Be more prepared for academic success in formal schooling through access to quality early education. Gain an increased sense of inclusion, belonging, and well-being. Grow to become healthier life-long learners, thinkers and compassionate citizens Help make this a smarter, stronger, kinder world"	Attendance registers, Toy Library lend register. Toy Library membership forms	Toy Libraries are accessible to the most marginalised (at risk, disabled, low-income cohorts) children.
Conduct a needs assessment with members and stakeholders to identify gaps and opportunities in the Toy Library program	# of research participants; # of studies completed; # of findings and recommendations	Qualitative data on stakeholder needs, gaps and opportunities.	Key input accessed directly from proposed beneficiaries (children ages 0-6 years) and caregivers (again with a focus on parents and caregivers prior to finalizing content and implementation.	Needs Assessment results	
Conduct a formative research on adapted Toy Library program	# of research participants; # of studies completed; # of findings and recommendations	Refined Toy Library framework including best practices, and informed content.	Content is refined and implemented following proven best practices resulting in greater reach and impact for children and caregivers.	Formative Testing Results	
Implement an 8 month online training with Toy Librarians.	# of Toy Librarians trained; # of trainings provided	Toy Librarians feel supported and more confident to deliver LTP in Toy Libraries.	Be more prepared for academic success in formal schooling through access to quality early education. Gain an increased sense of inclusion, belonging, and well-being. Grow to become healthier life-long learners, thinkers and compassionate citizens Help make this a smarter, stronger, kinder world	Toy Librarian attendance registers	
Implement weekly in-service training with Toy Librarians	# of Toy Librarians trained; # of trainings provided	Toy Librarians feel supported and more confident to deliver LTP in Toy Libraries.	Be more prepared for academic success in formal schooling through access to quality early education. Gain an increased sense of inclusion, belonging, and well-being. Grow to become healthier life-long learners, thinkers and compassionate citizens Help make this a smarter, stronger, kinder world	Toy Librarian attendance registers	
Facilitate weekly caregiver sessions	# of total workshops attended by parents/caregivers; # of workshops facilitated	Parents have access to information about early learning, health, nutrition, psychosocial support and behaviour management Parents have access to educational resources and receive training on how to use the resources.	Children will : -Be more prepared for academic success in formal schooling through access to quality early education. Gain an increased sense of inclusion, belonging, and well-being. Grow to become healthier life-long learners, thinkers and compassionate citizens Help make this a smarter, stronger, kinder world	-Parent/caregiver workshop attendance registers -Pre and post workshop evaluations -Regional reports	Toy Libraries are accessible to the most marginalised (at risk, disabled, low-income cohorts) children.
Conduct routine monitoring of activities	# of monitoring and evaluation visits conducted; # of participants assessed	Consistent improvement of programme implementation	Implementation of Quality Parents and Caregiver Training Workshops	Evaluation Reports	
Conduct performance evaluation on adapted Toy Library programme.	# of studies conducted	Data available on programme needs, gaps, opportunities for strengthening.	A Quality Toy Library Programme that provides the best results and impact for parents and caregivers.	Evaluation Reports	