

# Theory of Change for the Dual-gen Waliso Program

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**IMPACT:** SDG 4.2 | Quality Education: Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so they are ready for primary education.



**OUTCOME:**

<p><i>Children have ACCESS to inclusive and equitable ECE opportunities</i></p> <p><i>Children experience high-QUALITY play-based ECE and are ready for school</i></p> <p><i>An enabling environment exists to deliver ECE at SCALE</i></p>			
<ol style="list-style-type: none"><li>1. Improved responsive parenting practices.</li><li>2. More mothers use PNC and ANC services.</li><li>3. Improved bridging social capital (i.e., social capital that extends to member outside the caregiver group).</li></ol>	<ol style="list-style-type: none"><li>1. Increased primary school enrolment.</li><li>2. Primary school-aged children gain foundational literacy and numeracy skills.</li><li>3. Children progress to higher grades in school.</li><li>4. Children reach developmental milestones on track.</li><li>5. Improved home-school partnership.</li><li>6. Stronger school systems.</li><li>7. Evidence-led planning developed.</li><li>8. The quality of the classroom process (learning through play) is improved.</li></ol>	<ol style="list-style-type: none"><li>1. Households report consistently higher economic status in the long run.</li><li>2. Economically empowered women.</li><li>3. Safety, security, and well-being of all members of the household.</li><li>4. Improved trust and feeling of confidence among members to discuss confidential issues</li></ol>	<ol style="list-style-type: none"><li>1. Improved long-term health outcomes for children aged 24-56 months.</li><li>2. Reduced mortality and incidence of children with SAM (children under five years)</li></ol>



## OUTPUT:

<ol style="list-style-type: none"> <li>Caregivers gain knowledge about responsive parenting practices. (ECD)</li> <li>Caregivers gain knowledge about child health &amp; nutrition</li> <li>Caregivers change their perceptions about harmful (emotional or physical) parenting practices.</li> <li>Improved <i>bonding social capital</i> (i.e., the social capital built among caregivers).</li> <li>Caregivers have better emotional well-being.</li> </ol>	<ol style="list-style-type: none"> <li>Classroom environment suitable for learning through play</li> <li>Teachers have the knowledge to deliver quality ECE.</li> <li>Teachers have the motivation to deliver quality ECE.</li> <li>Education leaders (school leadership and local government officials) support a conducive ECE classroom.</li> <li>Local communities and CCCs understand the importance of ECE.</li> <li>School supervisors visit ECE classrooms regularly and provide supportive supervision.</li> <li>QA tools and processes are well-defined and are being used by supervisors regularly.</li> </ol>	<ol style="list-style-type: none"> <li>Caregivers gain skills &amp; knowledge about entrepreneurship.</li> <li>VSLA members experience improved income.</li> <li>Sustainable VSLA groups.</li> </ol>	<ol style="list-style-type: none"> <li>Children show improved short-term health outcomes.</li> <li>Severely malnourished children are treated</li> <li>Children and caregivers have access to treatment at health posts (MNCH)</li> <li>HEWs deliver public health interventions</li> <li>Vulnerable target communities have access to safe water</li> </ol>
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## ACTIVITY:

Responsive Parenting	School Readiness	Livelihoods Support	Health & Nutrition
Supporting parents on the critical issues of parenting, nutrition, and health through coffee ceremonies facilitated by Community Volunteers.	Delivering high-quality early childhood education programs in collaboration with local NGOs and local government.	Providing a savings and loan scheme alongside training to caregivers, especially women, to set up small enterprises, raising vital income for their families through Village Savings and Loans Association (VSLA).	Maternal and newborn health support, therapeutic feeding unit to treat severe and acute malnutrition. Public health awareness includes nutrition demonstrations and child health community meetings. Joined up with parenting sessions for ease of signposting.

### WHICH WILL TAKE THE FORM OF

<ol style="list-style-type: none"> <li>Radio spots lesson</li> <li>Financial/Material resources</li> <li>Manpower</li> </ol>	<ol style="list-style-type: none"> <li>Play-based learning training for teachers</li> <li>Stakeholder engagement</li> <li>Manpower</li> </ol>	<ol style="list-style-type: none"> <li>Revolving funds</li> <li>Trainers</li> <li>VSLA toolkit</li> </ol>	<ol style="list-style-type: none"> <li>Financial/ Material resources</li> <li>Coordination with public health systems and structures</li> </ol>
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4. Collaboration between Maedot and St Lukes	4. Financial/material resources 5. Government buy-in 6. Collaboration between Maedot and St Lukes	4. Training costs 5. Manpower to assist VSLA groups (Economic strength animators -ESAs)	3. HEWs 4. Collaboration between Maedot and St Lukes
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<b>Coffee Ceremonies</b> (Parenting sessions), including Awareness sessions led by Health Workers	<b>Integrated School Readiness Program</b> - teacher professional Development, Transforming the classroom environment, Capacity Building of School Leadership, Capacity Building of Local Government officers, Initiation and embedding of supportive supervision, Building and implementing QA tools and processes  <b>CCC: Community mobilizers</b> (religious leaders, government staff) ensure resources (school feeding, school materials, etc.) to support children in school enrolment.	Organize mothers into VSLA, Formalization, and legalization.  Skills Training (Basic Skills, Start-Ups and Entrepreneurship)  Business Leadership Training, Revolving Fund Transfer, Mentorship and Coaching	Therapeutic Feeding, Nutrition Demonstrations, Home Visits
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#### WHICH WILL TAKE THE FORM OF

1. Coffee Ceremonies: May include parenting sessions, maternal and child health sessions 2. Training community volunteers to deliver sessions 3. Mentoring and coaching of community volunteers 4. Facilitating birth certificates for children	1. Community Care Coalitions: Private sector, community leaders, and religious leaders are involved 2. Teacher training 3. Leader training 4. Classroom Transformation 5. Supportive supervision (structure quality and process quality) 6. Parent-partnership Program 7. Capacity building of local government/implementers (joint supportive supervision) 8. Cluster learning meeting: when the hub and spoke schools come together for P2P learning	1. Organize mothers into VSLAs 2. Formalization and legalisation of VSLAs 3. Small business selection, planning, and management Training (SPM) for VSLA members (SPM) 4. Business leadership training 5. Mentorship and Coaching 6. Induction training for ESAs	1. Run a therapeutic feeding unit to treat severe acute malnutrition 2. Training for mothers 3. Supportive supervision and QA of TFU 4. Health post and center review meetings 5. Train HCWs 6. Mentor, train, and supportive supervision of HEWs 7. Support HEWs to do home visits and referrals 8. Nutrition/health demonstration sessions 9. Construct wells to improve access to safe water
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