Overview of project logic

Problem statement - Due to shifting family and social dynamics - compounded by the interlinking challenges of HIV and poverty - many community people in a parenting role struggle to formulate appropriate strategies that meet the holistic needs of the children under their care - and communities struggle to identify how they can provide support to orphaned and vulnerable children without external assistance - thus many young children in rural Swaziland are not achieving their developmental outcomes by an appropriate age.		
Goal - Improve developmental outcomes for young children in rural Swaziland by building community capacity to engage with young children in a manner that effectively stimulates their progression along Developmental milestones and Learning standards, despite the multitude of challenges facing Swaziland.		
Specific Objective	**Activities**	**Indicators of Success**
1) Create a pilot group of community preschool teachers who will integrate Learning Standards as the rational for their activities and child monitoring practices.	Activity 1.1) Conduct 9 in-service sessions for 50 community preschool teachers servicing 1,000 children.	Agenda and attendence records, visual documentation
	Activity 1.2) Conduct training of 10 community preschool teachers on Learning Standard methodology	Of Process - observations of teachers from monitoring visits, recorded in rubric mirroring three question format Of Results - progression of 60 children against 10 Learning Standards, using the 4 levels associated with each Learning Standard, during the project period (6 children per school - 30 male / 30 female - 2 Learning Standards per domain).
2) Promote the use of child development indicators as the rational for effective parenting practices.	2.1) Orientate 60 community "parents" on the basic concepts of young child development	Workshop attendance and participants' end of workshop feedback, visual documentation
	2.2) Conduct training of 30 community "parents" on practices that stimulate age appropriate child development - and monitor their experiences implementing practices in sample size of 60 young children (2 children per family unit - using 2 age appropriate activities per domain)	Pre training interviews of participants' parenting goals End of project interviews with participants' regarding their experiences using practices aligned with development milestones (using Most Signifigant Change methodology)
3) Contextualize a training programme for Swaziland that uses Development milestones and Learning Standards as the rationale that links the activities of parenting and preschools - and generates evidence of positive child outcomes to inform national expansion.	3.1) Contextualize training material for the Swaziland context	Training material using Learning Standards and Developmental Milestone methodology for community preschools and parenting practices is adapted to Swaziland context
	3.2.) Document issues arising from community gathering of child development data in relationship to its research potential	Documentation of the practicality and reliability of community gathering of child development data is assessed for its research potential.