

Theory of Change: Outcomes & Impact of Element of Play®

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CONTEXT

Created in response to the need for trauma-informed early childhood learning programs to help mitigate the negative effects of adverse experiences that can disrupt childhood development. These include:

- Poverty, discrimination, and resource inequality in access to early childhood learning programs
- War and local instability
- Migration and internal displacement

Our curriculum is informed by play learning research¹, as well as family² and community-centered international development goals³. We partner with local in-country stakeholders to strengthen networks for early learning and family resources.

OUR STAKEHOLDERS



We work with diverse pre-school age children, including neurodiverse children, and their families in communities across Bulgaria, Ethiopia, Haiti, Vietnam, Ukraine, and the United States.



We work with schools, social service community centers, Ministries of Education, and other local stakeholders invested in advancing early childhood learning through community partnership.

OUR INPUTS

PHASE 1

Flexible funding from donors to provide:

- Culturally adapted educational play materials for our children and families.
- High quality training, support, and salaries for teachers and in-country teams.
- Basic economic and medical support for children and families.

Other inputs include investment from caregivers and community members, teachers, government agencies, social service providers, and other in-country partners.

OUR IMPACT

PHASE 4

Children are equipped with the skills necessary for a lifetime of academic success, increasing their access to future opportunities that will help them to achieve their full potential.

Global communities experiencing adverse circumstances have access to an accessible educational learning model that can allow them to actively support and invest in children's futures.

Our teachers, caregivers, and community partners become part of a global early childhood care network that is redefining the value of play in their culture of learning.

OUR OUTCOMES

PHASE 3



Children demonstrate strengths across important developmental areas, including early literacy and numeracy, and socio-emotional competence, which enrich their academic readiness for primary school.



Building upon Hirsh-Pasek and Golinkoff's six key competencies⁴ for successful learning, we work with children to boost their *Collaboration, Communication, Content, Creative Thinking, Creative Innovation, and Confidence*.



Families and caregivers receive a network of support services that enable them to participate more in their child's learning journey.

OUR ACTIVITIES

PHASE 2



Element of Play® is a free, evidence-based, play-based learning curriculum for pre-school age students and their caregivers that emphasizes school readiness skills, child development, and positive psychosocial wellbeing for both children and parents.

Our activities provide safe, structured (yet highly adaptable) group learning spaces for children and families that are culturally relevant and valued in local communities.

We actively involve caregivers and train teachers in the implementation of our play learning process to help deepen their relationship to child development through play-based approaches in early learning.