

## MFAT Management Response to Story Time and Play Pilot Evaluation

Evaluation Report Recommendation	MFAT Response and Action (Agree, Partially Agree, Reject)
<p><b>1. A 12-month extension on the current model of STP to understand if there is validity in scaling.</b></p>	<p>Partially Agree. We agree that delays in implementation and various complexities in the delivery of the Pilot in some instances has resulted in insufficient data to determine whether this Activity should be scaled up. However, Initial progress towards intended outcomes and engagement and ownership particularly in Niue and Solomon Islands contexts provides evidence that this intervention has value and addresses a recognised need. An additional 12 month extension may provide further data on what should be scaled but has to be weighed against the requests from Ministries of Education in these contexts for longer term programming. Some of the challenges to determining what to scale up are directly linked to a lack of clarity on what this Activity is about and multiple prototypes being tested (Recommendation 2). When the main objective of the Activity is clarified this will help to determine what aspects should be considered for scale up. MFAT will however take into consideration the recommendations provided by Clear Horizon for adjustments during the extension period including:</p> <ul style="list-style-type: none"> <li>• Adjusting play hub programming in Niue to ensure that it is fit-for-purpose in the operating context.</li> <li>• Working more to integrate play hubs and media in-country/community</li> <li>• Embedding learning cycles with implementing partners</li> <li>• Clear clarification of roles and responsibilities and concepts for all involved with the program</li> <li>• Formally expand pilot media activities to media beyond radio episodes</li> <li>• Address possible barriers to access and use of parenting resources in each community context</li> <li>• Continue to train play hub facilitators and trainers.</li> </ul> <p>In addition, in future programming we will reconsider timeframes for proof of concept Activities. As evidenced through this Activity, one year is insufficient to adequately test</p>

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	approaches to collect data for scale up or determine whether Activity is having an impact.
<p>2. <b>Establish and revisit the main objective of the program.</b> Due to the fact there are multiple prototypes being tested as part of this Pilot, as well as lack of clarity about what this program and Pilot is trying to achieve, it is important to be clear on the main objective of the program. This includes whether the main objective of the program is improving or expanding access to ECD/ECE, or if it is the preservation of local language. By revisiting the problem statement and becoming clearer on the objective (and having it communicated to all partners), this will assist in determining what needs to be scaled and what needs to be ‘dropped’.</p>	Agree. MFAT have requested PIA review the main objective of the program (and Activity MERL) as part of the scale up. MFAT have also requested PIA prepare a menu of options and components within the scale up report depending on needs and relevance within contexts.
<p>3. <b>Allow for more flexibility to allow for diverging of program delivery.</b> Although one of the success factors named was the flexibility and adaptability of the Pilot, as well as PIA’s flexibility being noted specifically from the media partners and MFAT, there needs to be more fluidity on how play hubs and media are carried out to be relevant for the audiences. This includes suggestions to survey Niuean parents to see when would be best (both timing and frequency) for play hub implementation so they are able to engage effectively, as well as ensuring the right media</p>	Agree. MFAT recognises that in order for this Activity to be the ‘right fit’ in each country, how this Activity is delivered and which components are included needs to be in response to country contexts. What this will look like will be explored with the scale up report developed by PIA.

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<p>medium is used from the beginning (i.e. if the Solomon Islands pilot communities did not have access to a radio, what is another form of media they could have used to engage with the traditional stories). If the outcomes and principles of the program are the same, the activities may look different to be contextually appropriate.</p>	
<p><b>4. Work closely with ministries of education across the Pacific as a key stakeholder in the program.</b> It is suggested STP continue to find ways to engage and consult with ministries of education in countries where activities are being implemented to ensure they are fit-for-purpose and aligned with the relevant needs and priorities. This will also assist with ongoing sustainability and scaling of project activities, with natural opportunities to use some of the content (particularly the media content) in other spaces, such as in primary school classrooms.</p>	<p>Agree. MFAT have requested closer alignment of teaching and learning resources and media products within scale up so that these can be utilised by Ministries of Education and Ministries of Health to support learning continuity and health promotion in the event that schools are closed and in response to request for increased focus on blended learning approaches within the Pacific region. There is a recognition of the need for consultation with Ministries of Education within in each Pacific Island Country to ascertain how they will be involved in the Activity and appropriate roles and responsibilities to better ensure country ownership and sustainability.</p>
<p><b>5. Continue to engage and invest in capacity building of program implementers.</b> The mentoring opportunities for both media and play hubs implementing partners, as well as the addition of the media masterclasses are seen as a significant benefit to the success of this Pilot. It is suggested to continue to leverage coaching and mentoring opportunities, as well as opportunities</p>	<p>Agree. Continue to engage and invest in capacity building of program implementers will be a key component of the scale up. As part of the scale up, coaching and mentoring from Pacific and NZ based media partners will also be explored.</p>

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for program implementers to learn from one another across community contexts.	