



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

Key Results Summary

Updated: February 2022

The Key Results Summary

The Key Results Summary is an internal resource that highlights Right To Play’s best and most recent evaluation results.

The Key Results Summary is organized according to our four key outcome areas: quality education, child protection, girls’ empowerment, and health and well-being (including psychosocial well-being).

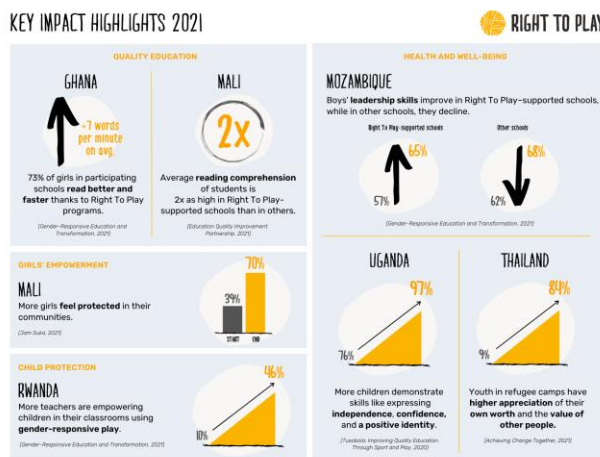
The Key Results Summary is updated on an annual basis by the Global Monitoring, Evaluation, and Learning team. This iteration presents data on Right To Play’s impact through December 2021. Queries can be directed to MonitoringEvaluationLearningHQALL@righttoplay.com.

How Do We Measure Impact?

We measure impact by conducting evaluation studies before (baseline), during (midline), and at the end (endline) of our projects. These evaluations systematically assess how our interventions are implemented and the effects they have on children, teachers, parents, and other community members targeted by our projects.

Evaluations typically use interviews, surveys, focus group discussions, classroom observations, learning assessments, and other methods to collect both qualitative and quantitative information from our project participants.

By tracking changes throughout the life of our projects compared to the situation at the start – and in some cases comparing this to changes in schools and communities not supported by our projects – these evaluations provide us with a rigorous, evidence-based understanding of our impact.



Full reports on baseline, midline and endline evaluations for individual projects are available on PlaySpace [here](#). Evaluation briefs summarizing the studies' key findings and lessons are available on PlaySpace [here](#). The relevant report and/or brief for each statistic in this document is linked in its footnote. Please note these links are only accessible to Right To Play employees.

Key Impact Highlights Infographic

We’ve created an infographic version of our top results that can be useful to you when developing presentations and reports or sharing impact in mass market communications. The design files are available on Canva for translation and download. Both the full infographic and individual stats from it are available [here](#).

Quality Education

Right To Play aims to improve the quality of, and access to, basic and early childhood education. This is achieved by: training and supporting teachers to integrate play-based approaches into teaching practices; fostering increased capacity amongst school communities¹ to provide safe and supportive learning environments; and working with Ministries of Education and local organizations to increase the integration of play-based learning into education policy, planning, and delivery. Together, these approaches create participatory, interactive, and child-centered learning environments that engage children, improving their holistic learning, cognitive and life skills.

Here are some of the recent educational outcomes we've achieved:

- In Ethiopia, children who were committed to learning increased from 64% at the start of Right To Play's program to 92% at the project's midline.¹
- In Ghana, 73% of girls in Right To Play-supported schools improved their grade-appropriate reading fluency, compared to 60% of girls in unsupported schools. Girls in the program increased their reading accuracy and speed by an estimated 7 words per minute.²
- In Lebanon, 85% of children in Right To Play programs demonstrated a commitment to learning mid-way through the program, up from 67% at the start.³
- In Mali, the average reading comprehension score of students in Right To Play-supported schools was over twice as high as students in other schools – 27% compared to 13%.⁴
- In Palestine, staff at 90% of Right To Play-supported schools used play to build positive learning environments for children, compared to only 23% when programs began.⁵

Child Protection

Right To Play aims to protect children in schools and communities. This is achieved by: engaging children and youth in play-based activities to strengthen their life skills and personal agency; training and supporting teachers, coaches, parents, and caregivers to improve child-centered, play-based psychosocial support as well as violence and abuse prevention and response; and analyzing and supporting community and institutional systems and strategies to increase access to, and effectiveness of, child protection services. While child protection and safeguarding are mainstreamed throughout all our areas of work, these specific approaches contribute to the protection and well-being of children by reducing the risk of exposure to – and strengthening capacity to prevent and respond to – child violence, exploitation, and abuse.

Here are some of the recent child protection outcomes we've achieved:

¹ Play for Advancing Quality Education (PAQE) midterm evaluation, 2019: Evaluation brief [here](#)

² Gender-Responsive Education and Transformation Program (GREAT) midterm evaluation, 2021: Evaluation Brief [here](#)

³ Transforming Attitudes, Approaches, and Learning Outcomes Across the Middle East Program (TAALOM) midterm evaluation, 2019: Evaluation brief [here](#)

⁴ Education Quality Improvement Partnership Project (PAQE II) endline evaluation, 2021: Evaluation brief [here](#)

⁵ Transforming Attitudes, Approaches, and Learning Outcomes Across the Middle East Program (TAALOM) midterm evaluation, 2019: Evaluation brief [here](#)

- In Mozambique, the number of Right To Play-supported schools that used corporal punishment dropped from 66% at the project’s start to 52% at the project’s midpoint.⁶
- In Mali, only 35% of children reported child labour existing in their communities after Right To Play support, down from 83% at the project’s start.⁷
- In Mali, the proportion of adolescent girls who reported child begging in their communities decreased from 50% at baseline to 21% after programs completed.⁸
- In Mali, 15% of children in Right To Play-supported schools reported that their teachers used positive discipline methods by the end of the project, compared to 8% of children in schools not supported by the project.⁹
- In Mali, the percentage of adolescents who reported knowing a local boy or girl under the age of 18 who had worked in the last two years decreased from 73% at midline to 48% by the project’s end.¹⁰
- In Pakistan, the prevalence of physical punishment at home declined with the support of Right To Play between the project’s start and end. The proportion of boys reporting experiencing physical punishment at home dropped from 62% to 28%, and the proportion of girls reporting experiencing physical punishment at home dropped from 38% to 11%.¹¹
- In Pakistan, a randomized, controlled trial showed Right To Play programs reduced the prevalence of children being bullied and picked on. The number of girls reporting being bullied and picked on dropped from 87% at the project’s start to 50% at the end. The number of boys reporting being bullied and picked on dropped from 92% at the start to 84% by the project’s end.¹²

Girls’ Empowerment

Right To Play aims empower women and girls in homes, schools, and communities. This is achieved by: raising awareness amongst children, parents, caregivers, teachers, coaches, and other community members of the harm of violence against women and girls, and of the resources and services available to them; facilitating gender-responsive play-based learning interventions to develop girls’ and boys’ life skills; supporting community and institutional systems and strategies to increase access to resources and services for women and girls; and supporting government actors to strengthen their capacity to empower and prevent and respond to violence against women and girls. These approaches change harmful gender norms that contribute to violence and discrimination, and strengthen girls’ safety, confidence, and ability to reach their full potential.

Here are some of the recent girls’ empowerment results we’ve achieved:

- In Rwanda, the proportion of teachers using gender-responsive play activities to teach rose from 10% at the start to 46% at the project’s midpoint.¹³

⁶ Gender-Responsive Education and Transformation Program (GREAT) midterm evaluation, 2021: Evaluation Brief [here](#)

⁷ Jam Suka endline evaluation, 2021: Evaluation brief [here](#)

⁸ Jam Suka endline evaluation, 2021: Evaluation brief [here](#)

⁹ Education Quality Improvement Partnership Project (PAQE II) endline evaluation, 2021: Evaluation brief [here](#)

¹⁰ Jam Suka endline evaluation, 2021: Evaluation brief [here](#)

¹¹ Reduce Peer Violence among Children in Public Schools in Pakistan endline evaluation, 2018: Evaluation brief [here](#)

¹² Reduce Peer Violence among Children in Public Schools in Pakistan endline evaluation, 2018: Evaluation brief [here](#)

¹³ Teachers were considered to have integrated Gender-Responsive Play Based Learning into their lessons when all of the following criteria was met during lesson observations: (1) use of play-based approaches in the lesson (2) opportunities provided for reflection and discussion on learning (3) the absence of corporal punishment in the lesson (no kneeling, no cane, no

- In Mali, the proportion of girls who felt protected in their communities increased from 39% at the project’s start to 70% at the end.¹⁴
- In Mali, the proportion of children who have access to treatment services for abuse more than tripled from 20% at the program’s start to 71% at the end.¹⁵
- In Mali, the proportion of adolescents who reported they had heard of a child marriage in their community within the last two years decreased from 49% at the project’s start to 35% at the end.¹⁶
- In Pakistan, a randomized, controlled trial showed Right To Play programs reduced the prevalence of corporal punishment. The number of girls who reported experiencing corporal punishment dropped from 67% at the project’s start to 36% by its end. The number of boys who reported experiencing corporal punishment dropped from 92% at the start to 68% by the end.¹⁷

Health & Well-Being

Right To Play aims to improve children’s mental and physical health under three domains: psychosocial well-being; sexual and reproductive health and well-being; and water, sanitation, and hygiene practices. This is achieved by: engaging children and youth in play-based activities and other youth-led activities – such as clubs and community awareness events – that strengthen their skills and behaviors; training and supporting teachers, coaches, parents and caregivers to promote health and well-being; and analyzing and supporting school, community and institutional systems and strategies to increase access to health and well-being resources and services. These approaches help children discover how to make safe and healthy choices, building life skills that strengthen their ability to protect themselves and their families.

Children’s social and emotional life skills outcomes are also included here. Right To Play aims to improve children and young people’s social and emotional life skills by empowering teachers to model constructive behaviour. We train and support teachers to build positive learning environments and integrate play-based learning in schools, utilising specific games and activities to demonstrate positive encouragement and interactions. By modeling this behaviour, teachers support students to build relationships with teachers and each other, equipping them to address challenges in their daily lives such as peer pressure and bullying. This experience stimulates development in their social and emotional life skills. We also build parents’ capacity to create positive environments at home, strengthening familial relationships and promoting children’s intellectual curiosity and life skills.

Here are some of the recent notable health and well-being results we’ve achieved:

- In Canadian Indigenous communities partnered with Right To Play, the proportion of children and youth who mentioned “reporting their feelings” when asked to name at least one healthy coping mechanism increased from 65% to 74%.¹⁸

shouting, no other forms of physical punishment) (4) gender ratios indicating an environment in favour of girls or demonstrating equal support for boys and girls.

Gender-Responsive Education and Transformation Program (GREAT) midterm evaluation, 2021: Evaluation Brief [here](#)

¹⁴ Jam Suka endline evaluation, 2021: Evaluation brief [here](#)

¹⁵ Jam Suka endline evaluation, 2021: Evaluation brief [here](#)

¹⁶ In this context, underaged children are girls under the age of 16 and boys under the age of 18. Jam Suka endline evaluation, 2021: Evaluation brief [here](#)

¹⁷ Reduce Peer Violence among Children in Public Schools in Pakistan endline evaluation, 2018: Evaluation brief [here](#)

¹⁸ Right To Play Promoting Life-skills in Aboriginal Youth Report, 2019-2020

- In Ethiopia, 85% of children in a Right To Play project demonstrated skills like planning, empathy, conflict resolution, and resisting peer pressure at the midline of the project, up from 46% at the start.¹⁹
- In Mali, 79% of students in Right To Play-supported schools had good communication skills by the end of the project, compared to 16% at the start.²⁰
- In Mali, adolescents reported high levels of satisfaction with the quality of available health care. Satisfaction rates increased from 50% at the start of the program to 90% at its completion.²¹
- In Mozambique, 65% of boys in Right To Play-supported schools showed strong leadership skills at the project's midpoint, up from 57% at the project's start. Boys' leadership skills at other schools declined from 68% to 62% during the same period.²²
- In Pakistan, boys and girls in Right To Play-supported schools were less likely to be depressed. The prevalence of depression reduced from 18% to 5% for girls, and from 19% to 10% for boys between the project's start and end.²³
- In Thailand, 86% of migrant youth showed the ability to develop healthy relationships after Right To Play support, up from 34% at the start.²⁴
- In Thailand, 84% youth in refugee camps who were supported by Right To Play demonstrated their ability to value and recognize their strengths and those of others, an increase from 9% at the project's start.²⁵
- In Thailand, 65% of migrant youth were able to manage their emotions, compared to 23% at the start of Right To Play's program. 86% of youth in refugee camps were able to manage their emotions, compared to 20% at the programs start.²⁶
- In Uganda, 97% of children supported by Right To Play showed skills like expressing independence, confidence, and a positive identity, up from 76% at the project's start.²⁷
- In Uganda, 67% of adolescent girls who participated in Right To Play's program reported being able to take better care of themselves during their periods.²⁸

¹⁹ Play for Advancing Quality Education (PAQE), 2019: Evaluation brief [here](#)

²⁰ Education Quality Improvement Partnership Project (PAQE II) endline evaluation, 2021: Evaluation brief [here](#)

²¹ Jam Suka endline evaluation, 2021: Evaluation brief [here](#)

²² Gender-Responsive Education and Transformation Program (GREAT) midterm evaluation, 2021: Evaluation Brief [here](#)

²³ Reduce Peer Violence among Children in Public Schools in Pakistan endline evaluation, 2018: Evaluation brief [here](#)

²⁴ Achieving Change Together (ACT) endline evaluation, 2021: Full report [here](#)

²⁵ Achieving Change Together (ACT) endline evaluation, 2021: Full report [here](#)

²⁶ Achieving Change Together (ACT) endline evaluation, 2021: Full report [here](#)

²⁷ The quality measured was "self-concept" which refers to the understanding of and ability to express personal preferences, feelings, thoughts, and abilities. It also refers to a child's growing capacity for independence and confidence in a range of daily activities. Tusobola – Improving Quality Education through Sport and Play endline evaluation, 2020: Full report [here](#)

²⁸ Tusobola – Improving Quality Education through Sport and Play endline evaluation, 2020: Full report [here](#)