



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

Key Results Summary

Updated: June 2023

About the Key Results Summary

The Key Results Summary is an internal resource that highlights Right To Play's recent evaluation results.

Changes to how we present results related to girls' empowerment

Based on feedback, this year the Key Results Summary presents results against three outcome areas with results related to girls' empowerment and gender projects embedded as a crosscutting outcome. For instance, where results relate to girls' educational attainment, these are included under education. Any results related to **girls** are highlighted throughout the document in **blue**.

We would appreciate your feedback on how the format could be improved further. Please see the final page for more details on 'how we measure impact'.



Children are protected

Children feeling safe and protected is the foundation to all Right to Play's work. We ensure children are protected by the adults that support them, whether these are coaches, teachers, parents or other members of their communities. We do this through delivering training for adults to engage children and young people in play-based activities to strengthen their life skills and personal agency. By working together in our programs, girls and boys build healthy and positive friendships and are more able to turn to others for support when needed.

In several contexts, including refugee and emergency settings, we offer play-based psychosocial support to children. And we work with partners and stakeholders to strengthen and enhance access to child protection services. While child protection and safeguarding are mainstreamed throughout all our areas of work, these specific approaches contribute to the protection and wellbeing of children by reducing the risk of exposure to – and strengthening capacity to prevent and respond to – child violence, exploitation, and abuse.

Children feeling safer in schools and at home

Jam Suka, Mali:

- In Mali, the proportion of **girls** who felt protected in their communities increased from 39% at the start of the child protection programming to 70% at the end.¹ (2021)
- In Mali, the proportion of children who have access to community-based and local child protection support services more than tripled from 20% at the start of the Jam Suka project to 71% at the end.² (2021).
- In Mali, Right To Play worked with local actors to strengthen community health and social support systems for young people. Adolescents reported high levels of satisfaction with the

¹ Jam Suka endline evaluation, 2021: Evaluation brief [here](#)

² Jam Suka endline evaluation, 2021: Evaluation brief [here](#)

quality of services responding to child abuse. Satisfaction rates increased from 50% at the start of the program to 90% at its completion.³(2021)

PAQE II, Mali:

- In Mali, 91% of teachers in Right To Play schools were able to maintain order in their classrooms without resorting to corporal punishment, compared to 88% of teachers in non-Right To Play schools.⁴ (2022)

Preventing Violence in Schools, Pakistan:

- In Pakistan, the prevalence of physical punishment at home declined with the support of Right To Play. The proportion of boys reporting experiencing physical punishment dropped from 62% to 28% between the start and end of the project, and the proportion of **girls** reporting having experienced physical punishment at home dropped from 38% to 11%.⁵ (2018)
- In Pakistan, 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.⁶(2018)
- 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 this dropped from 92% at the start to 84% by the project's end.⁷ (2018)

Children with improved psychosocial well-being

- In Indigenous communities in Canada that partner with Right To Play, 81% of children reported improved psychosocial well-being after participating in our programs⁸. (2022)
- Music-based interventions in Lebanon were linked to significantly decreased psychosocial distress in vulnerable and refugee children. Children's average psychosocial distress scores dropped by 70% between the start and end of programming.⁹(2021)
- In Lebanon, levels of resilience among refugee children and youth increased after Right To Play programming. The overall mean score for resilience increased by 40%.¹⁰(2022)
- 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.¹¹(2018)
- In the Palestinian Territories, girls and boys improved their feelings of social connectedness by 19% and their overall psychosocial wellbeing by 14% since the start of the project.¹² (2022)

³ Jam Suka endline evaluation, 2021: Evaluation brief [here](#)

⁴ Education Quality Improvement Partnership Project (PAQE II) Extension endline evaluation, 2022. Full report [here](#).

⁵ Reduce Peer Violence among Children in Public Schools in Pakistan endline evaluation, 2018: Evaluation brief [here](#)

⁶ Reduce Peer Violence among Children in Public Schools in Pakistan endline evaluation, 2018: Evaluation brief [here](#)

⁷ Reduce Peer Violence among Children in Public Schools in Pakistan endline evaluation, 2018: Evaluation brief [here](#)

⁸ Play for Health and Wellness (P4HW) project annual reporting, 2022.

⁹ Effect of A Musical Intervention Conducted by Right to Play on The Psychosocial Well-being of Children: A Single Arm Clinical Trial, 2021: Full report [here](#).

¹⁰ Refugee education in Emergencies: Responding to the Beirut Blast, 2022. Full Report [here](#).

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

¹² Together Towards Gender Responsive and Empowering Education for Girls and Boys in the West Bank and Gaza Midline Evaluation, 2022. Full report [here](#).

- In the Palestinian Territories, 94% of school counselors used gender-responsive play-based methods in supporting students compared to 22% of counselors at the start.¹³ (2022)

Reductions in child labour

- In Mali, 35% of children reported child labour existing in their communities after Right To Play child protection programming, down from 83% at the project's start.¹⁴ (2021)
- 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.¹⁵ (2021)



Children are educated

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; working within schools and education systems¹ to provide safe and supportive learning environments; and working with Ministries of Education and other education stakeholders to increase the integration of play-based learning into education policy, planning, and delivery.

Children with improvements in literacy

GREAT:

- In Ghana, children's reading fluency increased by 51 words per minute over the four years of the GREAT project. At the end of the project children aged 9-13 could read an average of 69 words per minute (compared to 18 words per minute at the start).¹⁶
- **Girls** in Ghana improved their reading fluency from 19 words per minute at the start of the project to 73 words per minute at the end.¹⁷
- We compared results to schools using traditional teaching methods and found that children in RTP partner schools could read 15 words more than these schools after the project.¹⁸ (2022)

¹³ Together Towards Gender Responsive and Empowering Education for Girls and Boys in the West Bank and Gaza Midline Evaluation, 2022. Full report [here](#).

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

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

¹⁶ Gender-Responsive Education and Transformation (GREAT) Endline Evaluation, 2022. Full report [here](#).

¹⁷ Gender-Responsive Education and Transformation (GREAT) Endline Evaluation, 2022. Full report [here](#).

¹⁸ Gender-Responsive Education and Transformation (GREAT) Endline Evaluation, 2022. Full report [here](#).

- In Mozambique, children’s reading fluency increased by 23 words per minutes over the GREAT project’s lifetime. Children in RTP partner schools could read 28 words per minute, up from 5 words per minute at the project outset.¹⁹
- **Girls** in Mozambique improved their reading fluency from 6 words per minute to 29 words per minute.²⁰
- Overall, children in RTP schools receiving teaching that integrated play- based learning could read 13 more words per minute than non-partner schools.²¹ (2022)

My Education My Future:

- In Tanzania, 51% of children in the Burundian refugee communities where we work were achieving a minimum standard of reading proficiency midway through the program, up from 13% at the start.²² (2022)
- In Burundi, 68% of community members, mostly parents and caregivers, were aware of the importance of children with disabilities accessing education, compared to 14% at the start of the project.²³ (2022)

Children influencing decisions about their education

- In Burundi, 69% of **girls** felt able to make decisions regarding their education, up from 8% at the start of the project.²⁴ (2022)
- In Tanzania, midway through the My Education, My Future program, 89% of refugee **girls** felt they could make decisions regarding their education compared to 42% at the start of the project.²⁵ (2022)

Children building life skills

- In Ghana, 92% of **girls** showed high levels of leadership after gender-responsive play-based learning programs, up from 75% at the start of the project.²⁶(2022)
- In Mali, 86% of students in Right To Play-supported schools had improved their communication skills by the end of the project, up from 16% at the start. The proportion of children who demonstrated improved communication skills in Right To Play supported schools was 18% higher than in non-supported schools.²⁷ (2022)
- In Mali, 96% of students in Right To Play-supported schools demonstrated teamwork skills by the end of the project, up from 22% % at the start. Children who demonstrated improved teamwork skills in Right To Play supported schools was 19% than in non-supported school.²⁸(2022)

¹⁹ Gender-Responsive Education and Transformation (GREAT) Endline Evaluation, 2022. Full report [here](#).

²⁰ Gender-Responsive Education and Transformation (GREAT) Endline Evaluation, 2022. Full report [here](#).

²¹ Gender-Responsive Education and Transformation (GREAT) Endline Evaluation, 2022. Full report [here](#).

²² My Education, My Future Outcome Monitoring, 2022.

²³ My Education, My Future Outcome Monitoring, 2022.

²⁴ My Education, My Future Outcome Monitoring, 2022.

²⁵ My Education, My Future Outcome Monitoring, 2022.

²⁶ Gender-Responsive Education and Transformation (GREAT) Endline Evaluation, 2022. Full report [here](#).

²⁷ Education Quality Improvement Partnership Project (PAQE II) Extension endline evaluation, 2022. Full report [here](#).

²⁸ Education Quality Improvement Partnership Project (PAQE II) Extension endline evaluation, 2022. Full report [here](#).

- In Mali, 84% of students in Right To Play-supported schools demonstrated conflict resolution skills by the end of the project, up from 42% at the start. Children who demonstrated improved conflict resolution skills in Right To Play supported schools was 10% than in non-supported schools.²⁹ (2022)
- 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. ³⁰(2020)

Positive and supportive classrooms

- In Ethiopia, children who were more motivated and engaged in school increased from 64% at the start of Right To Play's program to 92% at the project's midline.³¹ (2018)
- In Lebanon, children who were more motivated and engaged in school increased from 67% at the start of the program to 85% mid-way through the program.³² (2019)
- In the Palestinian Territories, 90% of Right To Play-supported schools used play to build positive learning environments for children, compared to only 23% when programs began.³³(2019)
- In the Palestinian Territories, 87% of girls and boys felt empowered to participate in class by the project's midpoint, up from 81% at the start.³⁴ (2022)

Teachers using play-based learning approaches

- In Ghana, teachers in Right To Play partner schools were observed to have higher-quality lessons that fostered holistic learning and student agency. They scored 10% better than teachers in non-partner schools. ³⁵(2022)
- In Rwanda, 78% of teachers were using gender-responsive play-based learning in the classroom compared to 9% at the start of the project. ³⁶(2022)

²⁹ Education Quality Improvement Partnership Project (PAQE II) Extension endline evaluation, 2022. Full report [here](#).

³⁰ 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](#)

³¹ Play for Advancing Quality Education (PAQE) midterm evaluation, 2019: Evaluation brief [here](#)

³² Transforming Attitudes, Approaches, and Learning Outcomes Across the Middle East Program (TAALOM) midterm evaluation, 2019: Evaluation brief [here](#)

³³ Transforming Attitudes, Approaches, and Learning Outcomes Across the Middle East Program (TAALOM) midterm evaluation, 2019: Evaluation brief [here](#)

³⁴ Together Towards Gender Responsive and Empowering Education for Girls and Boys in the West Bank and Gaza Midline Evaluation, 2022. Full report [here](#).

³⁵ Partners in Play (P3) Learning Study, 2022. Full report [here](#).

³⁶ Gender-Responsive Education and Transformation (GREAT) Endline Evaluation, 2022. Full report [here](#).



Children have improved **health and wellbeing**

We believe children should be able to influence decisions made about their lives and have access to information and services that keep them healthy and happy. Currently our major health programs focus on improving access to sexual and reproductive education and gender-responsive health care for young people, especially girls and young women. Play offers a route to engage children and adults in tricky topics and sensitive conversations, which is especially effective when it comes to talking about sexual and reproductive health. Our approaches help children discover how to make safe and healthy choices, building life skills that strengthen their ability to protect themselves and their families.

- 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. ³⁷(2020)

Children and young people realising their sexual reproductive health rights

- In Tanzania midway through the My Education My Future program, 67% of refugee **girls** and 74% of girls with disabilities felt empowered to make decisions about their sexual and reproductive health and rights compared to 4% at the start of the project. ³⁸ (2022)
- In Burundi, 63% of **girls** with disabilities felt they could make decisions regarding their sexual and reproductive health and rights, up from 0% at the project's start. ³⁹ (2022)
- In Uganda, 67% of adolescent **girls** who participated in Right To Play's program focused improving access to quality education and social outcomes for children, reported being able to take better care of themselves during their periods. ⁴⁰ (2020)

³⁷ 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](#)

³⁸ My Education, My Future Outcome Monitoring, 2022.

³⁹ My Education, My Future Outcome Monitoring, 2022.

⁴⁰ Tusobola – Improving Quality Education through Sport and Play endline evaluation, 2020: Full report [here](#)

How Do We Measure Impact?

Right To Play measures 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](#). Impact summaries that highlight key findings from midline and endline evaluations are available [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.