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THE AGA KHAN UNIVERSITY



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



Evaluation of Right To Play to Reduce Peer Violence and Depression among children in Public Schools: Findings from Cluster Randomized Controlled Trial in Pakistan



WhatWorks

TO PREVENT VIOLENCE

A Global Programme To Prevent
Violence Against Women and Girls

RIGHT TO PLAY: How play works?



120 Regular Play based learning sessions with every child for 2 years

How play works: THE EXPERIENTIAL LEARNING CYCLE

Each Play session has an opening discussion, activity/game and a closing discussion called RCA

Shared **experience** through physical activity, sport and play

**EXPERIENCE
PLAY**



REFLECT

Reflect back on the activity and what one experienced

APPLY

Explain how one can use or **apply** the experiences in other situations in life

CONNECT

Compare and **connect** what one experienced through the activity with previous experiences in life



Thematic events such as 'Play' Days and Sports Tournaments

The change makers: COACHES, TEACHERS & JUNIOR LEADERS



▶ COACHES

- Volunteer youth from the community are identified and trained on Positive Child & Youth Development, Child protection, inclusion & gender equality.
- Engage children on a daily basis, supervised by Field Facilitators.
- Are dynamic, energetic individuals who also grow into young leaders through a process of learning & coaching.

▶ TEACHERS

- Teachers are trained particularly on activity and play-based resources that teach numeracy and literacy skills, so as to incorporate within the classroom.

▶ JUNIOR LEADERS

- Students identified by coaches for their exemplary qualities, and potential to lead and serve as role models for their peers.
- Junior Leaders assist coaches and facilitate positive behavior through a peer-to-peer approach

Purpose

- ▶ Right To Play has been working in Pakistan since 2008 and has engaged more than 400,000 children. This program had never been systematically evaluated for its effectiveness.
- ▶ **To evaluate the effectiveness of the Right To Play intervention in reducing violence among children and improving mental health.**

Research Question

Is **Right To Play** intervention effective in:

▶ **Primary:**

▶ Reducing Peer Victimization and Perpetration?

▶ **Secondary:**

▶ Improving Youth Mental Health?

▶ Improving Attitudes towards Gender Roles?

▶ Reducing Corporal Punishment at school and at home?

Research Methodology

Age: 12 to 14

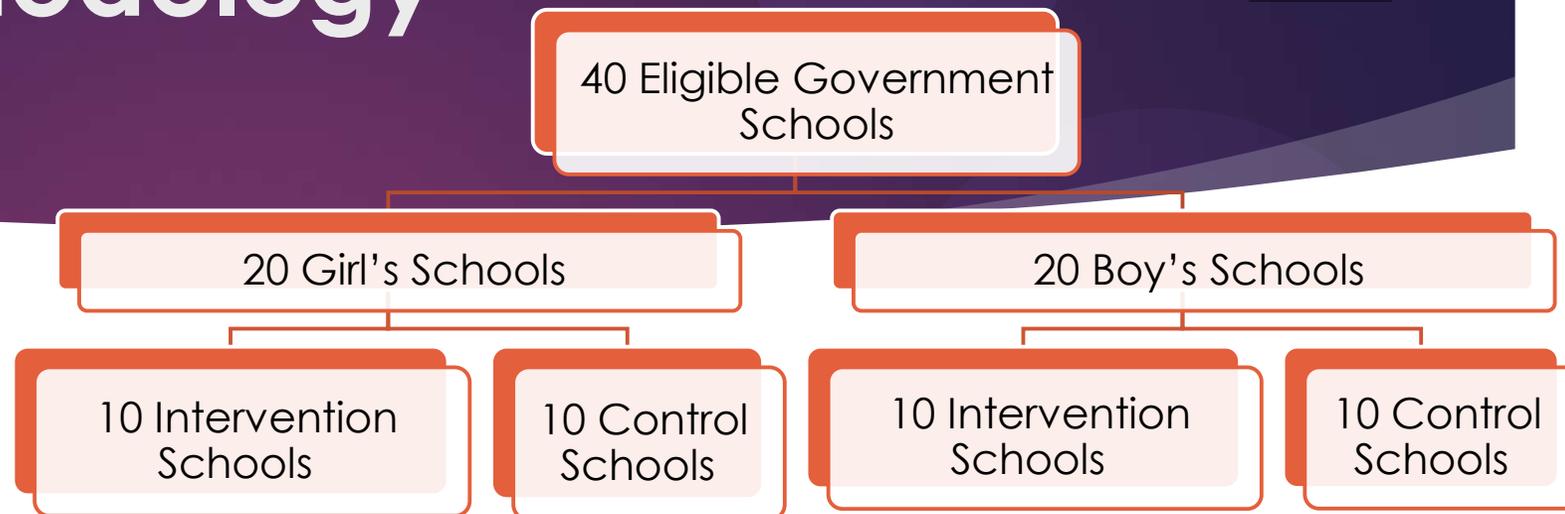


930

822



91 (6%)

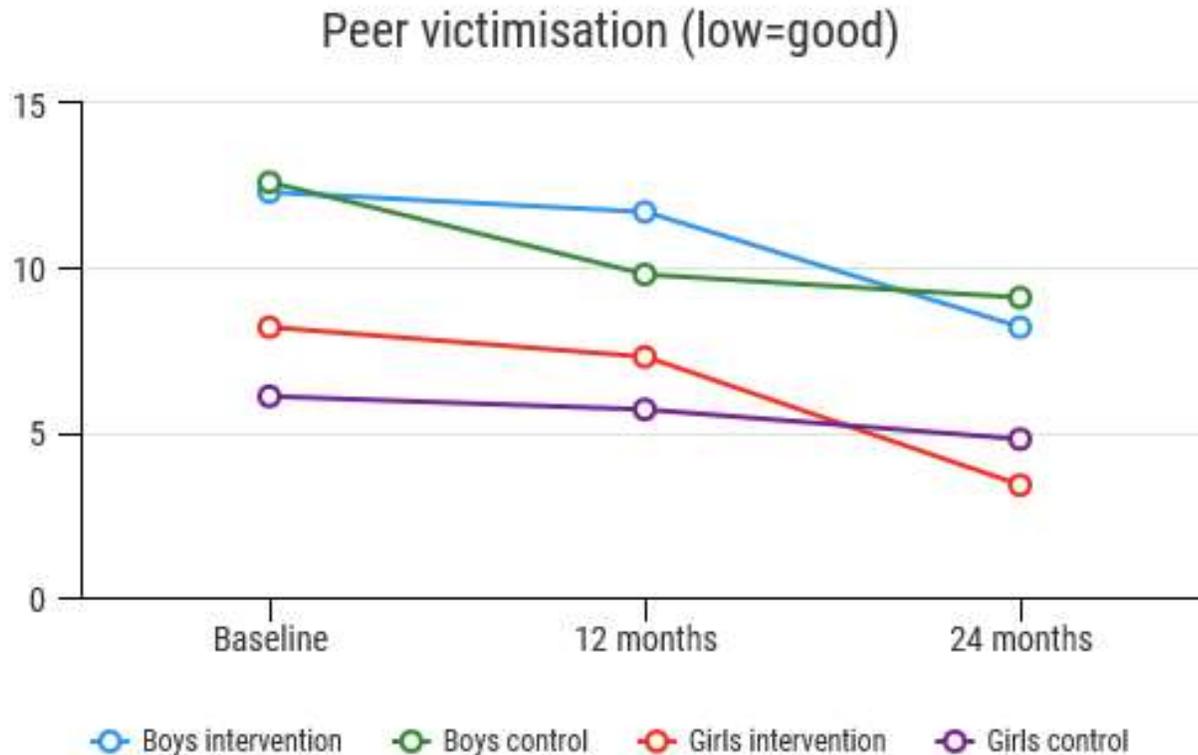


Intervention: 120 sessions of life skills building in 2 years through **Right To Play**



Findings – significant differences between intervention and control arms in peer victimisation in the past month

10



Peer Victimization scores reduced by 33% in boys and 59% in girls

Boys: EMD=-1.57, p=0.002

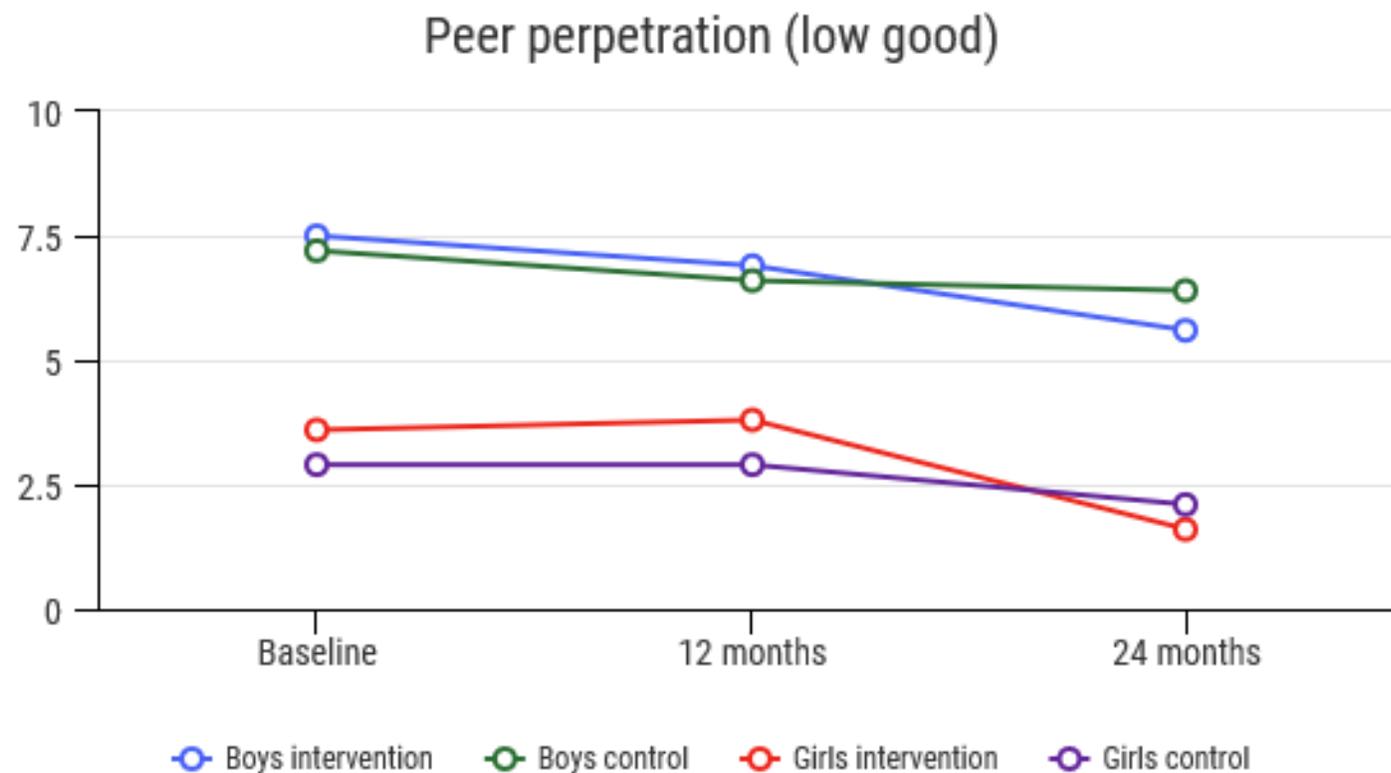
Girls: EMD=-1.98, p=<0.001

Findings – significant differences between intervention and control arms in peer perpetration in the past month

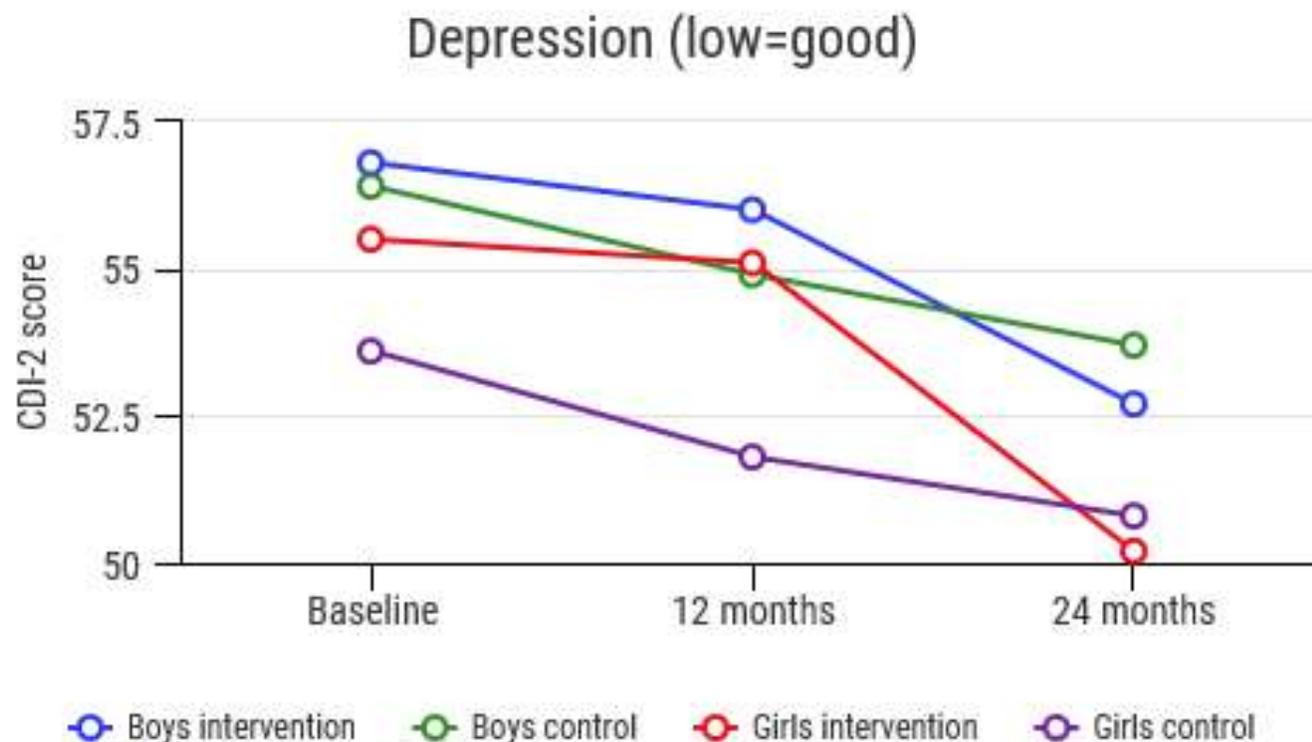
Peer Perpetration scores reduced by 25% in boys and 56% in girls

Boys: EMD=-1.18, p=0.001

Girls: EMD=-0.79, p=0.028



Findings – significant differences between intervention and control arms in depression symptoms



Depression scores reduced by 7% in boys and 10% in girls

Boys: EMD=-1.92, $p < 0.001$

Girls: EMD=-1.98, $p = 0.033$

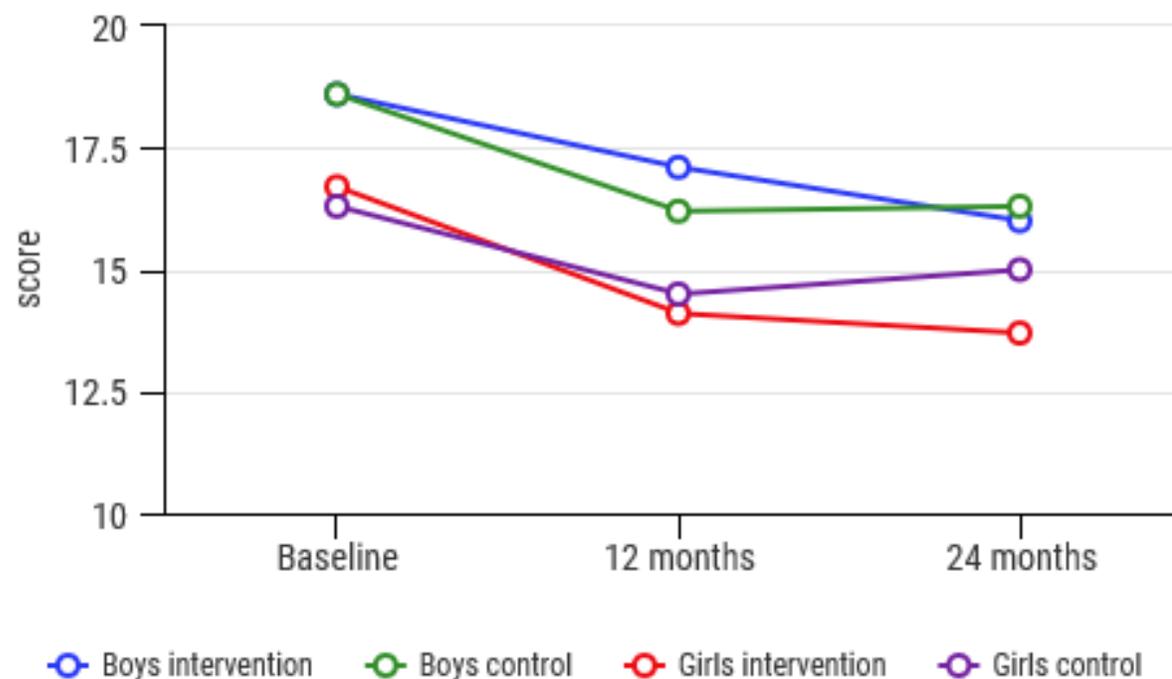
Findings – significant differences between intervention and control arms in patriarchal gender attitudes

Gender Attitudes scores reduced by 14% in boys and 18% in girls

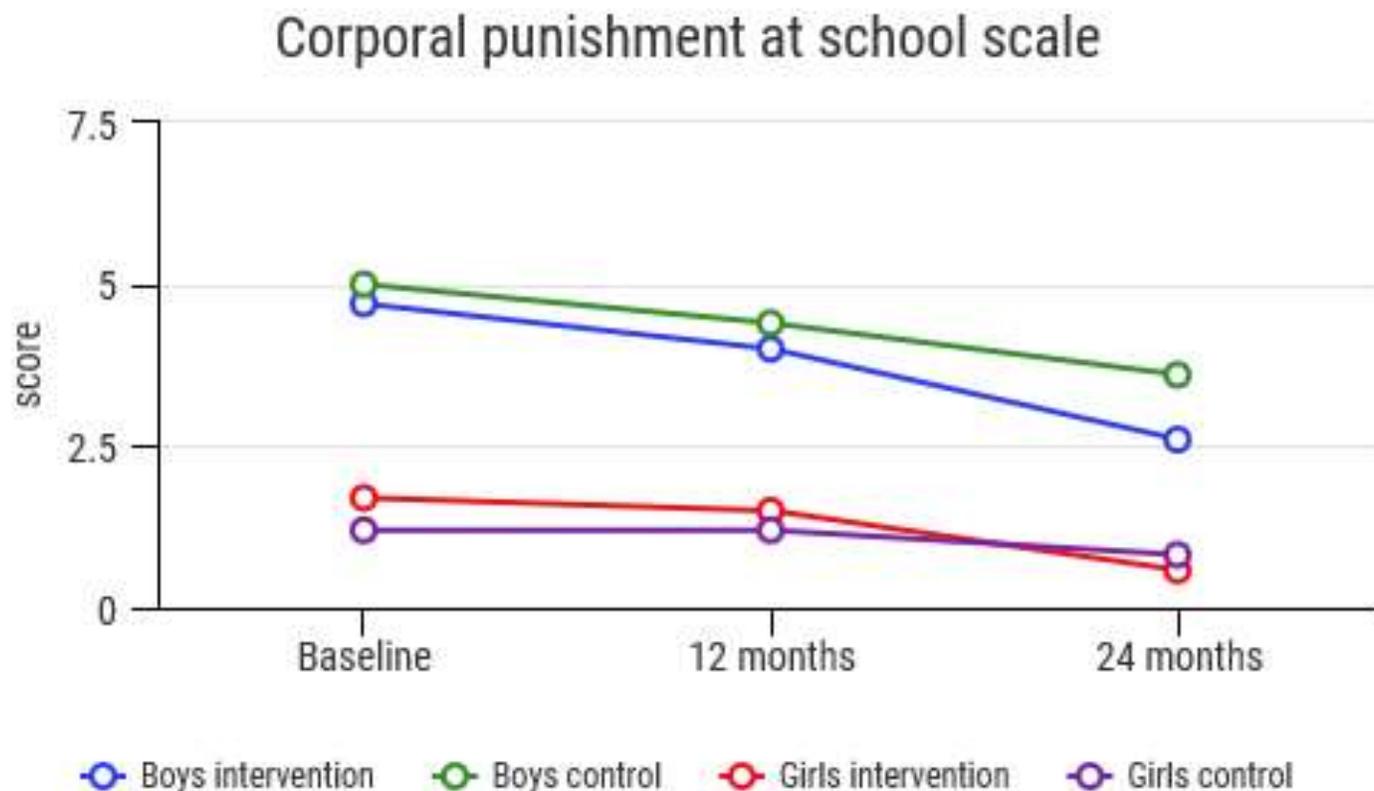
Boys: EMD=-0.65, p=0.037

Girls: EMD=-1.34, p=<0.001

Patriarchal gender attitudes scale



Findings – significant differences between study arms in corporal punishment at school in the past month



Corporal Punishment at school reduced by 45% in boys and 66% in girls

Boys: EMD=-1.15, p=<0.001

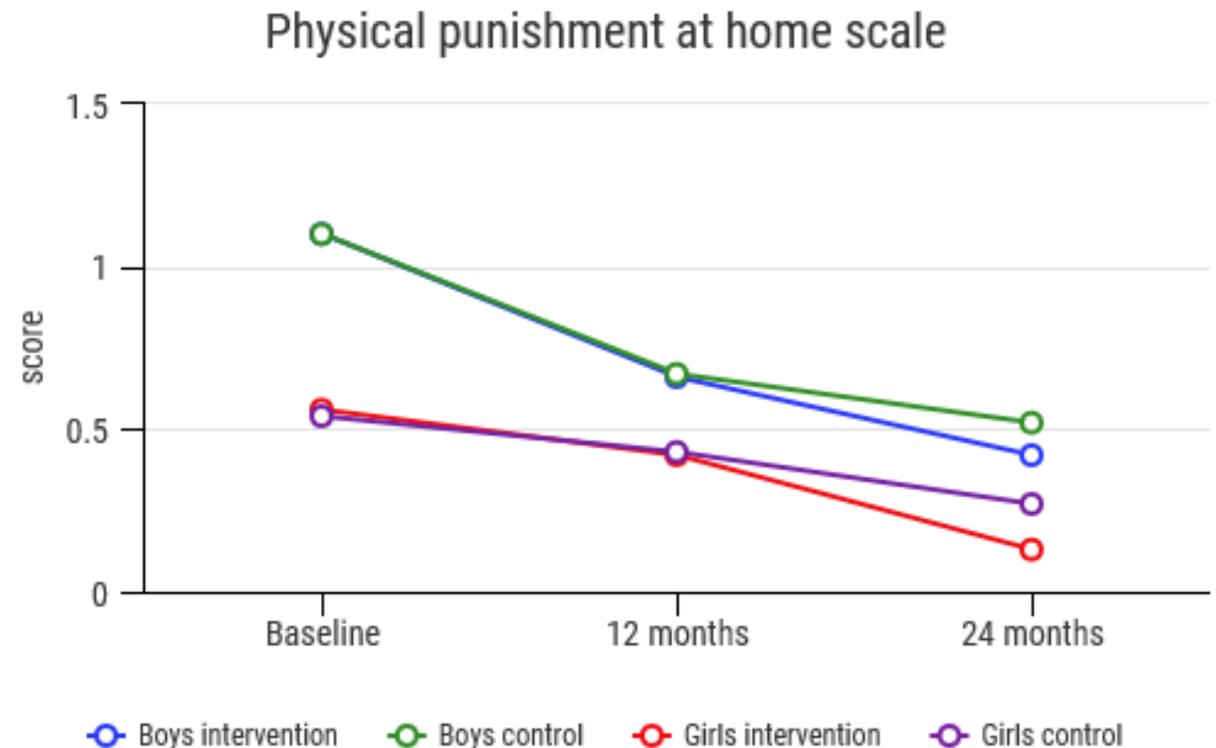
Girls: EMD=-0.07, p=<0.001

Findings – significant differences between study arms in physical punishment at home in the past month

Physical Punishment at home reduced by 62% in boys and 77% in girls

Boys: EMD=-0.14, $p=0.005$

Girls: EMD=-0.14, $p=0.003$



Summary of findings

Peace Building And Social Harmony

Right To Play in schools empowered girls and boys

- ▶ Peer Victimization scores **33% in boys** and **59% in girls**
- ▶ Peer Perpetration scores **25% in boys** and **56% in girls**
- ▶ Depression scores **7% in boys** and **10% in girls**
- ▶ Gender Attitudes scores **14% in boys** and **18% in girls**
- ▶ Corporal Punishment at school **45% in boys** and **66% in girls**
- ▶ Physical Punishment at home **62% in boys** and **77% in girls**

Significant differences between intervention and control arms in all variables

What was Key to Success? Implementation and Design Factors

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Right To Play

- Global Presence
- Local experience

Robust Research Design

- Randomized Controlled Trial
- Competent Teams



NGO – University Partnership

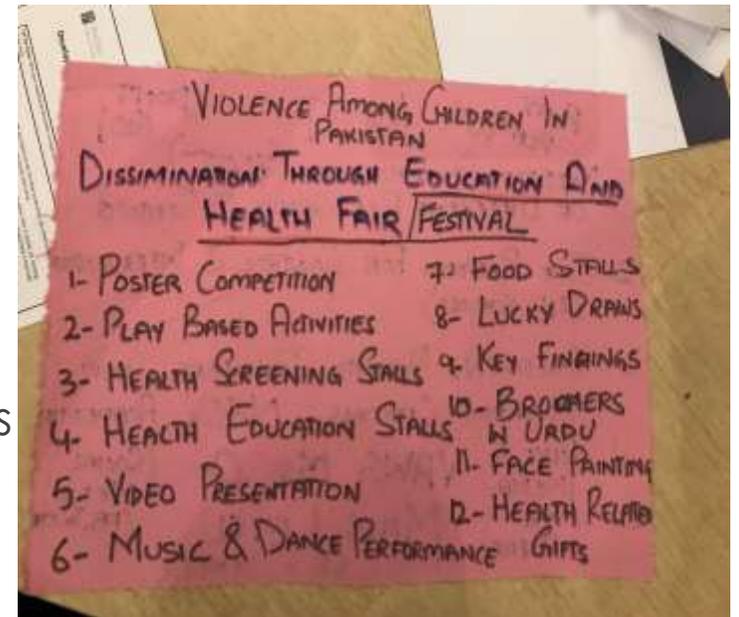
- SAMRC
- Aga Khan University
- Texas Woman's University



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Research Uptake: 2015 - 2018

- ▶ Publications : 6 Journal Articles published
6 papers Under Review
- ▶ Stakeholders Dialogues: 3 (Government, NGOs, and Academia)
- ▶ Policy briefs: 2
- ▶ Blog : 2
- ▶ Conference presentations: 10 papers, 3 continents and 6 countries
- ▶ Health Fair: Community Engagement (teachers, parents and children)
- ▶ Social and Print media: Newspaper, Magazine, Television and Radio



MOVING ON! 2019 and Beyond

Positive
Disciplining for
Parents-Early
Childhood

Positive Learning
Environment and
Discipline for
Teachers

Research:
Intervention
Dose and Cost

Research:
Disability &
Violence

SCALE UP

**Ministry of
Education
And Health**

Private Schools

Rural VS Urban

City – Province – National

Out of School Children

School Health

Educational
Counselor/Nurse

Modification of Right To Play
curriculum for Boys

THANK YOU & QUESTIONS?

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