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

EXPERIENCE
- Shared experience through physical activity, sport and play

PLAY

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

REFLECT
- Reflect back on the activity and what one experienced
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

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:  \( \text{EMD} = -0.65, \ p = 0.037 \)
Girls:  \( \text{EMD} = -1.34, \ p < 0.001 \)
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: $\text{EMD}=-1.15, \ p=\text{<0.001}$
Girls: $\text{EMD}=-0.07, \ p=\text{<0.001}$
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

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

- **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
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 Learning Environment and Discipline for Teachers

Positive Disciplining for Parents - Early Childhood

Research: Intervention Dose and Cost

SCALE UP

Ministry of Education And Health

Private Schools
City – Province – National
Rural VS Urban
Out of School Children

Research: Disability & Violence

School Health
Educational Counselor/Nurse

Modification of Right To Play curriculum for Boys
THANK YOU & QUESTIONS?

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