



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

Learning Summary for P.O.W.E.R.

Programme Description

P.O.W.E.R. was designed by Right To Play as a resource including 120 gender-responsive, play-based learning activities to support children to feel happy and promote learning and development. POWER has a specific focus on supporting teachers to facilitate more collaborative play and encouraging child agency in the classroom.

The pilot was implemented with teachers from government schools in Assosa, Ethiopia and government and partner schools in Pakistan.

The Building Back Better Project

P.O.W.E.R. was developed as part of Building Back Better, an initiative that sought to pilot a series of new, play-based interventions in Ethiopia, Lebanon, Pakistan, Sierra Leone, Tanzania, and Uganda from 2022-2023. It was made possible with the support of the LEGO Foundation.

KEY FINDINGS

- 1 Teachers reported that the P.O.W.E.R. training improved their understanding of collaborative play (100% Ethiopian, 98% Pakistan) and improved their skills to facilitate collaborative play (100% Ethiopia, 96% Pakistan). Further, teachers demonstrated improvements in their understanding of key concepts such as child agency (from 45% pre-test to 97% post-test in Pakistan).
- 2 Teachers reported that P.O.W.E.R. is very relevant or relevant in their context (98% Ethiopia, 91% Pakistan) and used the POWER resource for 19 minutes per class, on average.
- 3 Teachers reported that they feel very confident or confident facilitating play-based learning (94% Ethiopia, 81% Pakistan) after the Right To Play training.
- 4 Teachers reported that P.O.W.E.R. is very helpful or helpful for supporting collaborative play (96% Ethiopia, 74% Pakistan) and rated the the P.O.W.E.R. resource positively for supporting collaborative play (98% Ethiopia, 88% Pakistan)
- 5 Students were observed to have opportunities to lead their learning (63% Ethiopia, 78% Pakistan) and have the opportunity to make decisions during play-based learning (75% Ethiopia, 78% Pakistan).
- 6 Qualitative data indicates that teachers are positive about the power of play to support children's learning.



"We have learned that nothing is impossible and every child has the capacity to learn, especially through play. The opportunities that we have missed in our time in school, we want our children to have those" (Teacher, Pakistan)

– Teacher, Ethiopia



Reach: 979 Teachers/Coaches, **43 569** Estimated Children

KEY LEARNINGS

- 1 The P.O.W.E.R. resource is flexible to be relevant across contexts and can be contextualised as appropriate. However, there are some games/activities that are less relevant and require more significant adaptation and teachers expressed an interest in including more traditional local games. It is important to translate the resource into local languages to improve uptake.
- 2 The P.O.W.E.R. resource is user-friendly and adaptable to use teaching different subjects, learning outcomes, and with classes of children of mixed ability/capacity. Teachers also indicated its use to contribute to children's life skills, cognitive development, and psychosocial wellbeing.
- 3 Children enjoy participating in the P.O.W.E.R. games/activities, and teachers noticed improved participation and engagement. There is an indication that adopting play-based learning approaches can contribute to reduced absenteeism and drop outs.
- 4 There are early indications that the P.O.W.E.R. resource is a helpful tool to support more inclusive methods and to better support the participation of children with disabilities in play-based learning.
- 5 There is early indication that P.O.W.E.R. (trainings & resource) may contribute to moving the needle on collaborative play by increasing child agency in teacher-directed games.

NEXT STEPS

- 1 Follow the writing style used in the P.O.W.E.R. manual in future resource development.
- 2 Develop brief implementation guidance on contextualization of the resource and capacity strengthening to support the future use of the P.O.W.E.R. resource by partners and other organisations.
- 3 Develop guidance or training to support implementing teams to rewrite local or traditional games to facilitate child agency with a view to integrate them in programmes alongside P.O.W.E.R.
- 4 Create an approach to reporting on the use of P.O.W.E.R. by partners and other organisations. Leverage the learnings from open sourcing the P.O.W.E.R. resource to inform the open-source strategy of Right To Play.

"Collaborative play created an opportunity to express their feelings, interest, and choices"

– Teacher, Ethiopia

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