



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

Baseline Report 'Play to Grow' Parental Education Programme

LEGO Foundation

Baseline conducted by Thuso – Aug to Nov 2022

thuso

The
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Acronyms and Initialisms

ToC	Theory of Change
ToCA	Theory of Change Analysis
RTP	Right to Play
PSS	Psychological Wellbeing
BBB	Build Back Better
MBSSE	Ministry of Basic and Senior Secondary Education
ECD	Early Childhood Development
SEL	Social Emotional Learning
DAC	Development Assistance Committee
HH	Household
HoH	Head of Household

Executive Summary

Play to Grow is an RTP parenting education resource aiming to support the delivery of at home learning for pre- primary children through the use of play. The project was piloted in Uganda and Tanzania, and Thuso was engaged by RTP as an independent Learning Partner to help inform programme implementation through a project evaluation using a mixed-methods approach, which included support in indicator and metric design..

The following sample was achieved in each country, broken down by region, gender, and instrument deployed to collect the data.

Table 1 - Sample achieved in Uganda

	Adjumani		Isingiro		Kampala		Total
	F	M	F	M	F	M	
Parent Educator Survey	11	7	12	6	4	0	40
Play Session Home Observations	15	3	15	4	3	2	42
Caregiver FGD	7	11	16	3	6	5	48
Caregiver Survey	114	68	126	54	40	12	414
Total	147	89	169	67	53	19	544

Table 2 - Sample achieved in Tanzania

	Kasalu		Kibondo		Serengeti		Ubungu		Total
	F	M	F	M	F	F	M	F	
Parent Educator Survey	8	2	2	8	11	5	13	2	51
Play Session Home Observations	8	4	6	4	13	5	14	1	55
Caregiver FGD	6	4	3	7	14	2	17	4	57
Caregiver Survey	57	42	36	64	102	50	126	25	502
Total	79	52	47	83	140	62	170	32	665

The table below sets out the key outcomes and indicators within the results framework, as well as each country's baseline performance:

#	Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
MO. 1	Improvements in social/emotional skills and behaviour among beneficiary children	☐ % of caregivers who report positive child social and emotional skills and behaviour	16%	57%
SO.6	Change in parent-child interactions: relationships strengthened	☐ % of caregivers who report having a positive parent-child relationship	36%	47%
SO.1	Parent Educators have improved knowledge and attitudes on how to educate and support caregivers in responsive parenting and play	☐ % of parent educators who feel they have the skills and resources to support caregivers on responsive parenting and play	39%	8%
		☐ % of parent educators who showcase positive attitudes towards responsive parenting and play	24%	20%
SO.2	Changes in parents' knowledge + awareness with regard to responsive parenting and play	☐ % of caregivers who report using punitive discipline or corporal punishment with their children in the last two weeks	80%	51%
		☐ % of caregivers who demonstrate appropriate knowledge, awareness and attitudes related to responsive parenting and play	21%	41%
SO.4	Parents spend more time weekly playing with children	☐ % of caregivers who report using six or more playful/stimulating activities with their child per week	16%	58%
SO.5	Change in practice or skills : Parents initiate playful activities and actions that support pre-literacy, numeracy and SEL	☐ % of caregivers who report using more than seven of the responsive parenting practices taught by the programme 'Often' or 'Always'	21%	37%
SO.3	Parents gain or strengthen peer support system	☐ % of caregivers who report that they can ask parenting questions and share challenges with their support systems	51%	59%
SO.7	Home environment supports playful learning	☐ % of parents reporting they have more than four types of play materials in the home	15%	30%

☐ % of homes observed to have a minimum four types of play materials.	11%	31%
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The report drew the following conclusions, based on which recommendations were developed:

Uganda National Level Needs and Challenges:

- ❖ Across the HH observations in all districts, there were a number of hazards reported, as well as a lack of space for children to safely play. Parent Educators should focus efforts when implementing home visits to encourage caregivers and head of households to keep a clean, safe and play-stimulating environment.
- ❖ Across all districts, the use of corporal punishment in the house is high, with notably lower numbers in Adjumani.
- ❖ Uganda scored particularly high in the number of caregivers reporting to use 5 or more playful activities per week, with Adjumani reportedly the highest (90%).

Tanzania National Level Needs and Challenges:

- ❖ Across all districts, future parent educators scored on average 98.5% for having the confidence to be a good parent educator. However, the scores of confidence in relation to resource, knowledge and skills were predominately lower in rural areas.
- ❖ Caregivers reporting corporal punishment was especially high in Tanzania (with 80% reporting to use it in the household in comparison to 51% in Uganda).

Rural vs Urban Households: Typically, the distinction between rural and urban households made a relatively small difference to the indicators, apart from:

- ❖ Parents in urban settings use punitive strategies much more than rural parents (in 26-28% more households).
- ❖ Urban areas in both countries performed with 11-16% fewer parents able achieving minimum standards with regard to the identification and implementation of effective play-based learning strategies.

In general, more caregivers and parent educators in rural areas reported being less confident in accessing skills, knowledge and resources than in urban areas.

Large Households: Interestingly, larger households and households with more children in both countries were substantially less likely to use punitive and corporal punishment strategies (c. 13%); the reasons for this are unclear, but may result from more experienced parents realising positive parenting is more effective. These findings may indicate that newer and less-experienced parents may be most in need of RTPs support in some key areas.

Men's Needs: Across both locations, it was promising to see that male caregivers were proactive in the discussions. However, it was noted that there still remains a gender divide in the perceived gender roles and responsibilities of the primary caregiver. Typically, male parents reported most frequently that they do not have the time to play with their child, whilst female parents report that male parents have a decreasing input. Ensuring that both genders are considered throughout this project will be important.

- ❖ Ensuring that male parents are targeted in an effective way, such as approaching Fathers Union or similar organisations through the church.
- ❖ Recruiting male Parent Educators will help to communicate more effectively to other male parents in home visits.

Women's Needs: Across both locations, female respondents appeared to report to play much more often with children than male respondents, identifying that male caregivers were working, and did not have the time to dedicate to play in comparison. However female respondents also reported to have a scarcity of time. Female caregiver survey respondents also appeared to have a substantially better knowledge of responsive-parenting practice relative to their male counterparts; this male-female distinction may be a useful focus for RTP moving ahead, as will those key districts where there appeared to be specific challenges in approaches, knowledge, and attitudes to parenting.

Corporal Punishment: The proportion of households using corporal punishment was high across both Tanzania (80%) and Uganda (51%). It also appeared in the data women are substantially more likely to report using punitive discipline than men; the reasons for this were not entirely clear from the data, but some speculation among informed stakeholders highlighted different levels of responsibility for child rearing; i.e. that women spent more time with the children, and were consequently more likely to be the ones meting out discipline, and not necessarily that men are fundamentally less likely to use such strategies. Nonetheless, this may be an area of focus and additional investigation for RTP moving ahead.

Level of Education: It appears across both Tanzania and Uganda, the primary caregiver's level of education does not reflect in the indicators, and where this is a difference is it <15%. For example, caregivers in Tanzania with only primary education achieved the indicator for skills and knowledge 5% less than parents with higher education levels. No substantive distinction was observed in Uganda. Furthermore, parents in Tanzania with only primary education use punitive and corporal punishment strategies 11% more than parents with higher education levels. However, when looking at the qualitative responses, parents who had a lower level of education were often remarking comments that they lacked confidence, and hoped they were better educated to play numeracy or literacy games with their child.

Parent Educators: In general, parent educators did not feel prepared to provide the support required by the programme; given this is the baseline, and no support has yet been provided, this is not currently a concern. However, it will be vital to ensure that there is consistent monitoring, incentivisation and motivation of parent educators throughout the project implementation.

- ❖ Ensuring there is a plan in place for potential drop-out of Parent Educators, as well as accounting for additional training or similar measures are in place.
- ❖ The capacity of parent educators must be monitored at all times, the introduction of catch-up sessions, recorded lessons or learning materials for Parent Educators should also be considered.
- ❖ Considering the context and seasonality of project implementation will be key, especially for parents in rural areas who will be out farming, and less likely available in the home and how Parent Educators can adapt to that.

Parents Receptiveness to Change: The Play to Grow project is designed in a way predominately on behaviour changes by improving skills and knowledge. Thus far, the data suggests that receptiveness to change and being open to try new parenting techniques appears to be positive, with parents reporting that they want to increase their skills and knowledge in parenting. However, when it comes to boundaries, limits and corporal punishment in the home, (typically debated subjects on what is considered appropriate and inappropriate), there may be some resistance. When considering the promotion of programmes, there have been a number of suggestions by Parent Educators to consider announcements to markets, schools, community groups and churches, as well as printed materials that help to explain the purpose of the workshops and skills.

Radio Broadcast Messages: Across both Uganda and Tanzania future parent educators were concerned that the radio broadcast messages would not be effective unless they ensured the following:

- ❖ Use of local languages on the radio
- ❖ Broadcast on the weekends or evening only to ensure caregiver availability (this was noted for both male and female parents).
- ❖ Clear advertisement of the broadcasts beforehand
- ❖ Programs should be repeated so parents are able to catch up
- ❖ The use of television could be more attractive in the community

Basic Needs: Caregivers and parent educators across both Uganda and Tanzania noted that there were a number of other important needs as a parent before they could consider play or toys. For example, basic needs such as food, shelter, school fees, school uniform, learning materials, medicine and clothes. Therefore, when implementing the project, taking into consideration the basic needs of the future beneficiaries will help to promote play in a sustainable and positive way. As a part of future programming, training parents on how to make handmade items such as toys for the home, as well as baskets and income generating activities will encourage parents to see an additional value being involved in the programme.

Indicator Performance, Real Needs, Potential Impact: It should be noted that while certain key indicators (especially those relating to parenting practice and learning resource availability) appear to have high baseline values, delving into their component questions indicates that there remain needs in these areas such as boundaries in the home and the importance of routine. RTP's programmes still have the potential to achieve substantial impact in these areas, promoting practice and resourcing in the home that will have a substantially positive impact on ECD outcomes. Consequently, these indicators should still remain a strong focus of programming moving ahead.

Theory of Change Analysis: Initial analysis of the TOC, on the basis of the currently-available data, indicates that the TOC is well structured and logical. Whether the logic chains are accurate, and indeed whether the desired interventions, will actually impact upon the desired outcomes is difficult to say prior to the final collection and analysis of data. Consequently, the evaluators recommend waiting until the final evaluation is completed, and with that comparative data doing a more thorough analysis and testing of the TOC and its underlying assumptions.

Project Background

Context

The LEGO Foundation's Build Back Better program (January 2022 – June 2023) supports interventions in psychosocial wellbeing (PSS) and education across six countries. The program is composed of six different pilot interventions, each with a specific timeline, results framework, and MEL approach. Despite the relatively short timeframe of the program, it has an ambitious learning agenda, as the design foresees the roll-out of two RCTs and four effectiveness studies.

Build Back Better is enabling Right To Play (RTP) to strengthen the impact of learning through play amongst parents, caregivers, teachers, children and Ministries of Education. Right To Play is doing this through two parallel lines of work. On the one hand, RTP is developing, piloting, and scaling up five open-sourced global 'learning through play' resources across 5 different RTP countries. These include:

- ❖ P.O.W.E.R, a collection of 120 games to foster collaborative play;
- ❖ PACT, a child- centred play-based resource to promote psychosocial wellbeing among children affected by adversity;
- ❖ Music for Emergencies, a package of games to teach children technical music skills as a way to enhance socio-emotional and leadership skills;
- ❖ Move to Improve, a resource that focuses on the link between cognitive processes and psychomotor skills through the use of play; and
- ❖ Play To Grow, a parenting education resource that will support the delivery of at home learning for pre- primary children through the use of play.

On the other hand, through the BBB project, RTP is developing an integrated technical assistance model to support Ministries of Education to integrate play-based learning. In Sierra Leone, and in partnership with BRAC and the Ministry of Basic and Senior Secondary Education (MBSSE), they are identifying opportunities to integrate play into their policy and practice.

Play to Grow is currently being piloted in Uganda and Tanzania, RTP has utilized Thuso as an independent Learning Partner, to help inform programme implementation through a project evaluation using mixed-methods. Play to Grow focuses on testing different channels for parental education on the importance of play as part of early childhood development (ECD). Engaging with parents is intended to serve as a mechanism to improve learning outcomes and social-emotional wellbeing of children.

The pilot focuses on developing a parenting education package, 'Play to Grow', to be used with parents (facilitated by parent educators) to support their children (3-6 years old) to develop early reading, numeracy and SEL (Social Emotional Learning) skills using responsive parenting and

play-based learning. The pilot aims to reach parents of children who belong to the school community of RTP partner schools in the two countries.

The six-month pilot intervention will be led by RTP-trained parent educators; parent educators are specially selected individuals that normally come into contact with parents or children, such as teachers, health workers, and parent champions selected by the community. Unbounded Associates delivered a pilot training of trainers to RTP country office staff in Uganda and Tanzania, who subsequently trained parent educators in their respective geographies to carry out bi-weekly parent education and support sessions.

Key activities include a training of parent educators, parenting sessions led by parent educators in community or schools' settings, home visits by parent educators, parent support group sessions and a radio programming distributed through radio partners. Due to its early stages of development and the short duration of the program, this first iteration of the Play To Grow resource pilot will focus only on short and medium-term outcomes.

Targeted Programme Outcomes



Long-term Outcome 1

Children have improved SEL, early literacy and early numeracy skills as a result of responsive parenting and play in Uganda and Tanzania; Children aged 36-59 months are developmentally on track in [health,] learning and psychosocial wellbeing in Tanzania and Uganda.



Medium-term Outcome 1

Improvements in social/emotional skills and behaviour among beneficiary children



Short-term Outcome 1

Parent Educators have improved knowledge and attitudes on how to educate and support caregivers in responsive parenting and play.



Short-term Outcome 2

Changes in parents' knowledge and awareness with regard to responsive parenting and play.



Short-term Outcome 3

Parents gain or strengthen peer support system.



Short-term Outcome 4

Parents spend more time weekly playing with children.



Short-term Outcome 5

Change in practice or skills: Parents initiate playful activities and actions that support pre-literacy, numeracy and SEL.



Short-term Outcome 6

Change in parent-child interactions: relationships strengthened.



Short-term Outcome 7

Home environment supports playful learning.

Consultancy Objective

RTP has utilized Thuso as an independent Learning Partner, to help inform programme implementation through a project evaluation using mixed methods. The Learning Partner has led the baseline and will subsequently begin endline evaluation to assess short-term and medium-term outcomes outlined above. The evaluation will engage caregivers, parent educators, facilitators, trainers and community leaders.

The specific objectives of the consultancy are as follows:

- 1 Review and test the project's Theory of Change.
- 2 Produce a rigorous evaluation framework design, including an analytical framework which can be used for the entire evaluation.
- 3 Review, refine and/or develop reliable and valid survey and other measurement instruments.
- 4 Report the baseline starting points and endline achievements against the project's intended short-term outcomes.
- 5 Inform realistic and achievable targets that are grounded within the local context.
- 6 Produce evidence which facilitates discussion and learning regarding program best practices among project participants, community members, RTP staff, partners and institutional stakeholders, supporting improvement and iteration of the resource for further scale-up in Uganda and Tanzania; and
- 7 Produce evidence that facilitates lesson learning so that the resource can be contextualized and applied in other countries where Right To Play is active.

Evaluation, Methods and Limitations

Methodology

The baseline study has employed a mixed methods approach which collects both qualitative and quantitative data. This approach supports effective data collection on both easily measurable outcomes, indicators, and changes as well as in abstract investigation of beliefs and attitudes. A further advantage of the mixed-methods approach is that quantitative data is often most useful for understanding 'what', while qualitative data often provides a more detailed and nuanced understanding of 'how and why'. These two levels of analysis provide a rigorous combination of descriptive and explanatory power.

In addition to employing a mixed methods approach, the baseline study has also employed a participatory methodology. This approach will undertake to incorporate the views and feedback of key stakeholders at every stage, ensuring relevance, appropriateness, and ownership of both the process and findings of this evaluation.

The primary focus of data collection has been designed on the resolution of the indicators developed within the programmatic Logic Framework, as well as collection of contextualising qualitative data; the qualitative data has focused primarily on establishing the 'how and why' described above, offering insights to the programme implementation team on how best to address challenges and issues identified in the course of the evaluation.

The client's existing tools and resources were the starting point for instrument development; which has intended to promote comparability of data and consistency of understanding across the client's ongoing work (in Tanzania and Uganda) and the consultancy team's deliverables.



Disability and Inclusion

Questions and observations relating to disability inclusion (across a variety of disability types, not just physical) have been incorporated throughout all tools.



Gender

Similarly, gender has been explored throughout the tools and subsequent analyses.



Vulnerability Status

Equity of various types (geographical, socioeconomic, ethnic, etc.) has been considered throughout all tools and subsequent analyses, as far as is possible.

Gender Considerations

Issues of gender have been appropriately considered throughout all stages of the evaluation. Instruments were designed to be sensitive to considerations of gender and youth vulnerabilities whilst also fully aligned with a 'Do No Harm' approach.

Thuso has undertaken procedures to ensure that issues of gender were appropriately considered throughout the review, ensuring that the key evaluation questions, the project methodology, and data collection process were all appropriately sensitive to relevant gender considerations. This included (where possible) ensuring that only female data collectors engage with women and girls, that females feel safe and comfortable during engagements, and that women are appropriately represented (through gender-segregated data collection engagements) in data collection. In addition, where possible, females were interviewed in location where they cannot be overheard by other persons and so they feel able to discuss issues comfortably. Furthermore, Thuso selected key female and male stakeholders, or from other key groups, to form part of the data collection process. Marginalized key stakeholders, including women and girls, may lack the recognition or capacity to participate on an equal basis. All enumerators were given training on how to adapt tools, without editing the meaning, to ensure that tools were accessible to all.

Throughout the entire baseline data collection exercise, data analysis occurred, and Thuso used an 'iterative' process of data analysis, particularly gender analysis, to show, for example, where data is missing, what the most interesting questions are, or what further data might be needed that better reflects the gender equality perspective. Data was analysed in a manner sensitive to gender, with data disaggregated by sex as appropriate. A gender-mainstreaming approach has been taken to report writing.

Vulnerability Considerations

Issues of vulnerability have been appropriately considered throughout all stages of the evaluation. Vulnerability is a multidimensional concept, but in this review, persons are defined as vulnerable if they are disadvantaged due to any personal demographic. This could include age, income, socio-economic status, gender, disability or belief system. The consultancy team has ensured that issues of vulnerability were appropriately considered throughout the baseline process. Enumerators were specifically trained on how to ensure the inclusion of vulnerable persons and make them feel safe and comfortable during engagements so that they are able to express their views freely.

Tools Developed

RTP's existing tools and resources were a starting point for instrument development, which intended to promote comparability of data and consistency of understanding across the client's ongoing work and the consultancy team's deliverables. The following tools were then designed in collaboration with RTP:



Parent Educator/Facilitator Survey and Pre- Post- Test¹



Caregiver Survey



Caregiver FGD



Household Observations



Stakeholder KII

Achieved Sample

Uganda

Table 3 - Sample achieved in Uganda

	Adjumani		Isingiro		Kampala		Total
	F	M	F	M	F	M	
Parent Educator Survey	11	7	12	6	4	0	40
Play Session Home Observations	15	3	15	4	3	2	42
Caregiver FGD	7	11	16	3	6	5	48
Caregiver Survey	114	68	126	54	40	12	414

¹ The core of this tool was developed by RTP directly, and incorporated in the other tools developed by the consultancy team.

Total	147	89	169	67	53	19	544
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Tanzania

Table 4 - Sample achieved in Tanzania

	Kasalu		Kibondo		Serengeti		Ubungo		Total
	F	M	F	M	F	F	M	F	
Parent Educator Survey	8	2	2	8	11	5	13	2	51
Play Session Home Observations	8	4	6	4	13	5	14	1	55
Caregiver FGD	6	4	3	7	14	2	17	4	57
Caregiver Survey	57	42	36	64	102	50	126	25	502
Total	79	52	47	83	140	62	170	32	665

Challenges and Limitations

In the baseline data collection, there were some unforeseen challenges and limitations in both Uganda and Tanzania. These were mostly logistical and were resolved to ensure that the sample size or representation was not affected. In Uganda, there were some changes to the selected schools due to bad weather and ECDs center's extraordinary remoteness, however replacement ECD centers were selected with randomized participant selection. In addition, where parents had been documented by RTP as the primary caregiver, often an alternative caregiver would attend the interview (especially where fathers were selected, and mothers would predominately turn up).

In Tanzania, participants who were scheduled to come for interview would often be late, due to other commitments, requiring flexibility in the schedule. Although this was not a major setback for the data collection, it was highlighted by the enumeration team that this may be a future challenge for ensuring parents are on time for Play to Grow sessions. Furthermore, in some cases, use of public transport to reach some locations was cause for delay; in future rounds of data collection, these locations will likely be visited using private means of transport.

Furthermore, the enumerators recognized that at first there was a slight hesitance to speak about parenting and the relationship with their child, which may be due to the personal nature of the questions. Although participants gave consent and were given the option to end the interview at

any time, it is an important note for future sessions with caregivers, that they may need to be encouraged to be proactive in discussions and open up about challenges they may face as a parent or caregiver. This should also be noted to ensure that male parents are engaged with the project, even if they are not primary caregivers, especially as noted in the Caregiver FGD, mothers noted that some fathers are not as invested in their child's play.

During initial tool design, questions relating to the displacement status of families (e.g. IDP, host, refugee) were not included in the deployed version of tools. The relevant information will be collected at endline, and will further be used to undertake district-based comparative analyses of relative need and indicator performance. The endline data will facilitate the designation of specific communities or areas as being especially high in displaced individuals; where a community is identified as such, the team will revise baseline analyses to see if there are any patterns that emerge according to these displacement status designations.

Vulnerability Analyses

Additional analysis was undertaken of key caregiver vulnerability characteristics and their relationship to indicator performance; these same analyses have been undertaken for all caregiver-facing indicators, with relevant distinctions highlighted when identified. These characteristics comprise:



Rural vs Urban Settings

Each of the ECD centres was categorised by RTP staff as rural, semi-urban, and rural; this information was then linked to individual caregiver responses, or individual observations for later indicators, allowing for disaggregated analyses



Education Level of Caregiver

Typically disaggregated primary only, above primary. Several levels possible – lower primary, primary, lower secondary, secondary, and higher.



Head of Household (HoH) Gender

Male or female.



Household (HH) Size

7 or more members



Number of Children in Family

5 or more children



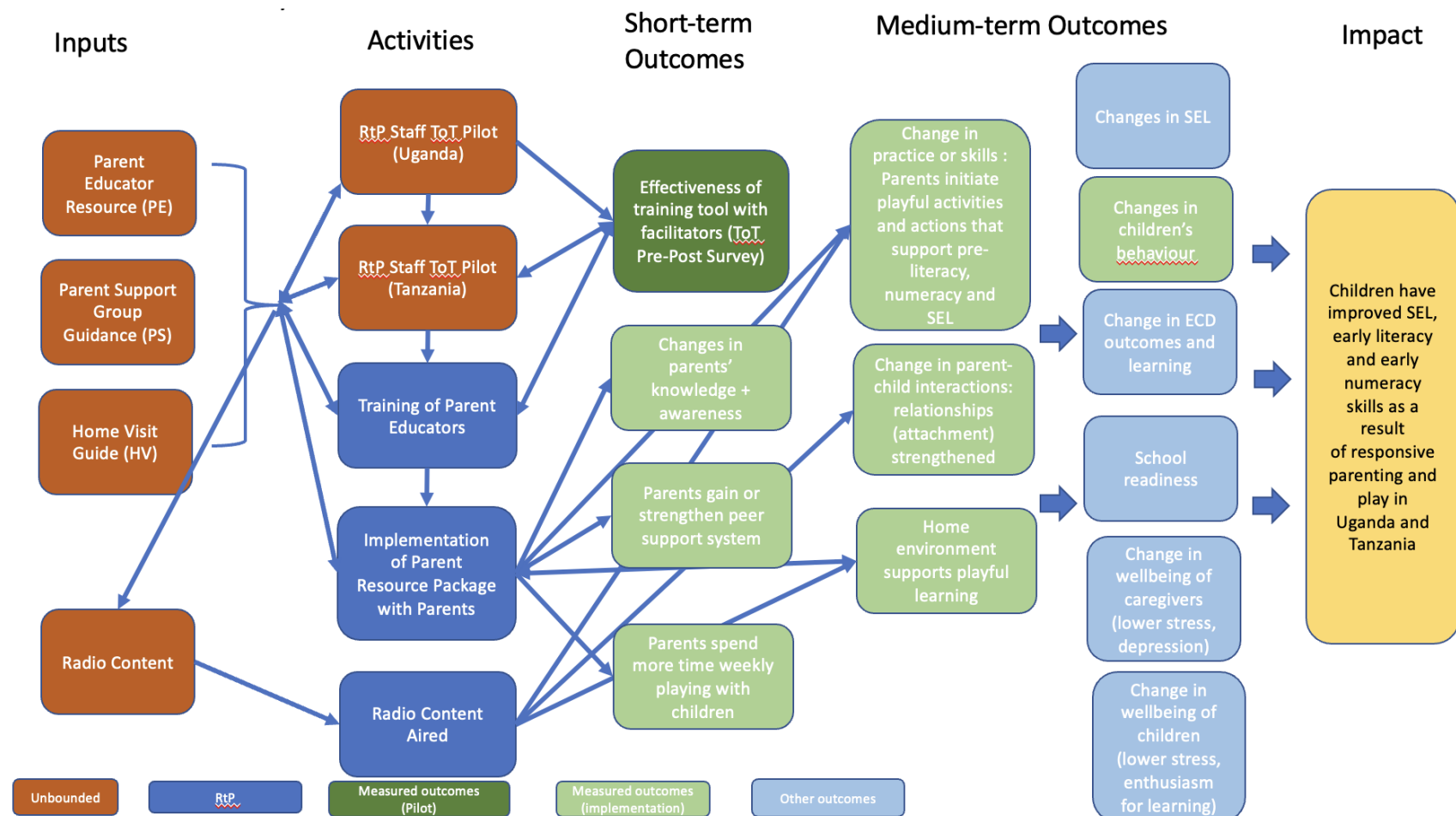
Mothers that Had First Child before Age of 18 (Young Mother)

Not necessarily young now, but under the age of 18 when they had their first child.

Where a difference between groups met or exceeded 5%, it was highlighted. It should be noted that many of these differences may not meet the standard required to claim significance; nonetheless, patterns across indicators may offer broad indications of relative need. As a result of these limitations, any disaggregated vulnerability analyses should be taken with a degree of caution.

Theory of Change

An updated ToC has been provided by RTP to demonstrate short term and medium-term outcomes. The outcomes highlighted in blue are desired outcomes. To note RTP skipped 'outputs' as they would be very similar to the activities (Parents received training, etc.) and focused more on short-term and medium-term outcomes. The ToC will be analysed, as part of the Theory of Change Analysis (ToCA) to assess and strengthen the given ToC. The ToCA aims to address the following questions: Does the intervention ToC appear robust? That is, is the ToC structurally sound and plausible? And what are the implications for monitoring and evaluating the intervention? Following completion of data collection and analysis, the team will critically appraise the ToC, providing feedback on whether, and how, it might be strengthened considering available evidence.



Baseline Findings

Parent Educator Knowledge, Attitudes, Capacities

The TOC and results framework seek to achieve key outcomes with regard to the confidence, attitudes, and capacities of the community-level parent educators themselves in order to support caregivers on responsive parenting and play. The table below sets out the key outcomes and indicators within the results framework as they relate to parent educator knowledge, attitudes, capacities.

#	Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
SO1	Parent Educators have improved knowledge and attitudes on how to educate and support caregivers in responsive parenting and play	☐ % of parent educators who feel they have the skills and resources to support caregivers on responsive parenting and play	39%	8%
		☐ % of parent educators who showcase positive attitudes towards responsive parenting and play-based learning	24%	20%

A range of data, seeking to establish the indicators outlined above, as well as additional qualitative data seeking to contextualise this performance, was collected. The results of this collection have been analysed below.

Proportion of parent educators who feel they have the skills and resources to support caregivers on responsive parenting and play

A survey was undertaken with selected parent educators prior to their receiving any training or resources, with the intent of understanding their baseline feelings of confidence and preparation, as well as the key areas where they felt they needed the most support.

Table 5 - Indicator resolution breakdown by country, district - % of parent educators who feel they have the skills and resources to support caregivers on responsive parenting and play

Tanzania	39%	Uganda	8%
Kasulu (Kigoma)	0%	Adjumani	0%
Kibondo	50%	Isingiro	0%
Serengeti (Mara)	44%	Kampala	75%
Ubungu (Dar es Salaam)	53%		

In general, parent educators did not feel prepared to provide the support required by the programme; given this is the baseline, and no support has yet been provided, this is not currently a concern.

This indicator was established by asking parent educators to indicate the degree to which they agreed with 5 statements (listed in table 2). Those indicating they agreed or strongly agreed with all five statements were considered to have satisfied the indicator.

A breakdown of the proportion of parent educators agreeing or disagreeing with each of these 5 statements has been provided in the below table.

Proportion indicating, they 'agree' or 'strongly agree' with each of the indicator's component questions:

Table 6 - Tanzania and Uganda Agreement on set statements

	Tanzania				Uganda		
	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar)	Adjumani	Isingiro	Kampala
I have sufficient knowledge of play-based learning in the home	20%	60%	100%	67%	33%	55%	100%
I have sufficient knowledge of responsive or positive parenting	50%	60%	100%	80%	44%	50%	75%
I have sufficient skills to train or educate parents and families	40%	70%	94%	100%	28%	61%	75%

I have access to adequate resources to train or educate parents and families	10%	70%	44%	60%	0%	0%	75%
I have the confidence to be a good parent educator	100%	100%	100%	94%	95%	94%	100%

Nearly all parent educators indicated they had the confidence to be a good parent educator; a positive indication that RTP has chosen the correct group of people to serve in these roles. Access to adequate resources and knowledge of play-based learning in the home were the two areas where respondents indicated the greatest gaps, though knowledge of positive/responsive parenting and training skills were both areas where respondents reported less confidence/positivity. Kasulu and Kibondo in Tanzania, and Adjumani and Isingiro in Uganda both indicated substantially lower levels of confidence and self-perceived preparedness, indicating that these regions may be in need of additional support relative to others.

It should be noted that much of this self-reported confidence and knowledge stands somewhat at odds with the pre- post-test applied with parent educators; their knowledge as it relates to the training programme materials are better assessed in subsequent analyses.

Additional questions were asked in the parent educator survey to establish what the parent educators felt they needed if they felt unconfident about any of the above areas; the following table provides the five most common response categories from parent educators.

Top-5 needs mentioned:

- 1 General training in the relevant topics, including play-based learning, facilitation skills, effective coordination and collaboration with families
- 2 Facilitator resources – including guides, posters, training resources, etc.

- 3 How to help families create play and learning materials from low-cost-locally available sources
- 4 Transportation support to and from sites to support families
- 5 Strategies for changing conservative parent attitudes regarding child rearing

Generally, parent educators highlighted a need for many of the resources RTP plans to provide in the course of the project, which is a positive indication for the effectiveness of Play To Grow . One key area of concern among parent educators, however, related to strategies for changing conservative attitudes relating to parenting and discipline in target communities. Respondents indicated that, even though they may get resources, knowledge, and training in highly effective parenting approaches, they were very concerned about how to change minds with fixed attitudes; there were perceptions that many parents can be somewhat fixed, possibly even defensive, with regard to their families and parenting, and addressing such possible defensiveness (while achieving the desired outcomes of the programme) were seen as substantial potential challenges.. Ensuring training covers these matters may be important moving ahead.

Proportion of parent educators who showcase positive attitudes towards responsive parenting and play-based learning²

Parent educators were asked a series of 16 questions, seeking to establish their attitudes relating to responsive parenting and play-based learning; those parents achieving a score of 12/16 total possible correct answers were considered to have achieved the indicator. These questions were developed based on a number of resources including Ages & Stages PPQ, the Parent Play Questionnaire, Yasmin Ahmadzadeh 2020, the Child Parent Relationship Scale, Speranza et al. 2020 and the MICS Indicator with scoring criteria matching RTPs own internal pre- and post-tests to be used during parent educator training; the specific question group can be found in the appendices. A breakdown of what proportion of parent educators satisfied this indicator at baseline can be found below:

Table 7 - Indicator resolution breakdown by country, district - % of parent educators who showcase positive attitudes towards responsive parenting and play-based learning

	<i>Indicator Achieved</i>	<i>Avg. Score (of 16)</i>
Tanzania	24%	11
Kasulu (Kigoma)	20%	10

² Relevant question groups, and calculation methods, supplied in the appendices.

Kibondo	20%	12
Serengeti (Mara)	44%	11
Ubungu (Dar es Salaam)	7%	10
Uganda	20%	11
Adjumani	28%	11
Isingiro	17%	11
Kampala	0%	10

Limited distinction between countries is evident, with challenges across nearly every district, though Kampala and Ubungu (both urban areas) appear to fare most poorly. It is likely that these districts, comprising some of the poorest targeted by RTPs intervention, will need the most support to promote positive progress in indicator achievement be demonstrated by the end of the programme. It should be noted that average scores are not too far off target (generally between 1-2 points off of the required 12/16), meaning positive progress will not likely be too challenging.

A breakdown of the 7 questions parent educators most-often got wrong can be found in the below table. Percentages indicate the proportion of parent educators that got the question **correct** per programmatic guidance on marking the pre- and post assessments. A complete breakdown of all questions can be found in appendix V.

Please note that each of the statements below comprises the actual language used in the assessment; parents were asked to agree or disagree with each question. The percentages below comprise the proportion of parents getting the answer correct according to programme objectives.

Table 8 - Poorest performing questions (per country) - proportion of parents getting correct answer

Tanzania		Uganda	
Children will grow out of most of their problems. (Correct response: Disagree)	27%	It's more important to praise children for what they achieve than what they try. (Correct response: Disagree)	3%
It's more important to praise children for what they achieve than what they try. (Correct response: Disagree)	31%	We can't predict or explain children's behaviour. (Correct response: Disagree)	38%
We can't predict or explain children's behaviour. (Correct response: Disagree)	45%	Children should only play in areas made for playing (playgrounds, play areas in the home). (Correct response: Disagree)	38%

Children should only play in areas made for playing (playgrounds, play areas in the home). (Correct response: Disagree)	49%	All people show emotions (how they feel) in the same ways. (For example, all people make the same facial expressions when they are sad.) (Correct response: Disagree)	43%
Children communicate mostly in the same ways as adults. (Correct response: Disagree)	51%	Children cannot feel deep emotional pain the way adults do, since they are still developing. (Correct response: Disagree)	65%
Children cannot feel deep emotional pain the way adults do, since they are still developing. (Correct response: Disagree)	57%	Children communicate mostly in the same ways as adults. (Correct response: Disagree)	65%
Children begin learning to read in primary school. (Correct response: Disagree)	59%	Children will grow out of most of their problems. (Correct response: Disagree)	68%

The preceding questions may provide a roadmap for RTP in deciding which elements of education and awareness raising to emphasise with parent educators moving ahead. Broadly speaking, it does appear that parent educators appeared open to the principles of responsive parenting (upon analysis of the qualitative data), and it is likely these scores will improve over the course of the programme; it is likely baseline performance is more a reflection of previous learning or ideas, rather than firmly-held beliefs about the nature of effective parenting and the usefulness of play.

Additional qualitative discussion was undertaken with parent educators and programme staff, seeking to better understand parent educator confidence, preparedness, and needs. Generally, it was positive to see that parent educators were moderately confident in their ability to take on the role, and generally expressed enthusiasm with regard to the proposed training content; however, when asked if they had adequate resources to train or educate other parents, they tended to express some concern, noting:

‘I would like to be educated more about parenting issues because most parents of this area are more stubborn and many did not go to school, that’s why I need a lot of knowledge to deal with them.’

– Tanzania, Kasulu (Kigoma)

‘I need teaching materials like books, pamphlets, leaflets, and the general guidance on how to train the parents about good parenting. I also request the means of transport such as a car or money to rent a car so that I can reach the parents at a right time on the training’s day.’

– Tanzania, Serengeti

Furthermore, parent educators noted concern over being able to educate other parents, especially male parents about how to appropriately deal with punishment appropriately. This was also linked to parent educators' requests to have 'more training on child development and psychology', so that they felt confident in delivering the sessions.

It was promising to see that parent educators were relatively confident when asked if parents would be receptive and listen to planned radio broadcast messages, that they 'would listen because they will be interested in understanding how to parent differently' and 'they want their children to play and feel safe when playing.' However, parent educators also noted that they were concerned parents would not be able to access the broadcast messages without access to a radio (a substantial challenges in some of the targeted communities), as well as language barriers as noted by a parent educator in Uganda:

'When they put the messages on radio, the parents will listen and also follow carefully though few people understand the language because mostly here we have Arabic people who don't understand the local language but if possible, they should also translate to the local language.'

– MALE PARENT EDUCATOR, ADJUMANI, UGANDA

Furthermore, parent educators across both Uganda and Tanzania suggested that the broadcast messages should be:

- ❖ 'Facilitated during the weekends, so they have the opportunity to listen.'
- ❖ 'Operated in the evenings and should not be less than one hour.'
- ❖ 'It should be simple, clear and easy language to understand.'
- ❖ 'Program should be repeated so that could reach more and at the radio where may be listening like clouds and EFM also should be next or before their favorite show.'
- ❖ 'Use local languages to ensure everyone can access it.'
- ❖ 'There should be a clear advertisement of the broadcasts beforehand, ensuring that they know ahead of time.'

It is suggested that within the implementation phase these points are taken into consideration, to increase engagement and improve parental knowledge. There were other notable suggestions outside of radio broadcasting, such as community discussion seminars, billboards, community

visits, school visits and workshops. As a result, RTP should monitor the progress of radio broadcasting through project implementation and look to alternatives if necessary.

Sustainability of Parent Educators

Across the KII discussions, project staff and other key stakeholders highlighted concerns regarding the sustainability, motivation and capacity of parent educators. As an already proactive, voluntary role, ensuring the parent educators are supported and incentivized throughout the project implementation will be crucial.

There was broad awareness among stakeholders that the success of the project heavily relies on parent educators' motivation, input and commitment; high rates of turnover, and the potential need to undertake training for new replacement educators, were identified as key risks to the programme. Similarly, long-term trust and relationship building between caregivers, communities, and parent-educators were also seen to be key to the success of the programme; high rates of replacement would serve to undermine necessary trust. Consequently, working to minimize turnover, and promote the commitment and longer-term engagement of parent educators will be important moving ahead.

Caregiver Knowledge, Awareness

The TOC and results framework seek to achieve key outcomes with regard to the knowledge and awareness of caregivers on responsive parenting and play. The table below sets out the key outcomes and indicators within the results framework as they relate to caregiver knowledge and awareness.

#	Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
SO.2	Changes in parents' knowledge + awareness with regard to responsive parenting and play	☐ % of caregivers who report using punitive discipline or corporal punishment with their children in the last two weeks	80%	51%
		☐ % of caregivers who demonstrate appropriate knowledge, awareness, and attitudes related to responsive parenting and play	21%	41%

Caregiver surveys were undertaken, with the intent of establishing their knowledge and awareness in the area of positive and responsive parenting. A breakdown of caregivers' indicator performance, as well as exploration of the supporting qualitative data collected, can be found below.

Proportion of caregivers who report using punitive discipline or corporal punishment with their children in the last two weeks

Table 9 - Indicator resolution breakdown by country, district, sex - % of caregivers who report using punitive discipline or corporal punishment with their children in the last two weeks

	Use Punitive/ Inappropriate Strategy	M	F
Tanzania Total	80%	69%	87%
Kasulu (Kigoma)	90%	86%	93%
Kibondo	59%	48%	78%
Serengeti (Mara)	75%	68%	78%
Ubungu (Dar es Salaam)	94%	96%	94%
Uganda Total	51%	38%	57%
Adjumani	37%	37%	37%
Isingiro	57%	33%	67%
Kampala	83%	67%	88%

The proportion of households using corporal punishment or punitive discipline is high in both countries, though in Tanzania it appears to be especially common. Some variation between districts is also apparent; the reasons for this variation were not entirely clear, but some later discussion relating to urban-rural divides may have some relevance.

It also appears that women are substantially more likely to report using punitive discipline than men; the reasons for this were not entirely clear from the data (apart from a general lack of appreciation of the importance of child development within male caregivers responses), but some speculation among informed stakeholders highlighted different levels of responsibility for child rearing; i.e. that women spent more time with the children, and were consequently more likely to be the ones meting out discipline, and not necessarily that men are fundamentally less likely to use such strategies. Nonetheless, this may be an area of focus and additional investigation for RTP moving ahead.

Resolution of this indicator was undertaken by asking whether parents had used any of the four strategies in the below table in the preceding two weeks. The following table lays out the proportion of respondents indicating they used each of these strategies:

Table 10 - Breakdown of punishment type

	Shouting or yelling	Hitting or spanking	Pinching	Shaking
Tanzania Total	72%	53%	21%	14%
Kasulu (Kigoma)	89%	71%	28%	4%
Kibondo	52%	25%	10%	14%
Serengeti (Mara)	56%	40%	28%	14%
Ubungu (Dar es Salaam)	90%	72%	17%	21%
Uganda Total	44%	22%	9%	3%
Adjumani	30%	16%	6%	2%
Isingiro	53%	21%	7%	2%
Kampala	65%	42%	25%	13%

Shouting was the most-mentioned punitive strategy, with spanking following approx. 20% behind in both countries. These practices comprise a key area where RTP can hope to make some progress moving ahead; A review of promising intervention strategies to reduce parents' use of physical punishment was conducted by Gershoff, Lee, and Durrant (2017). Parents will need to see results from the new strategies they are learning and will likely need time for these new views and practices to become internalised; having a longer-term outlook on this indicator, and

ensuring that parents do not tell RTP what they want to hear (while carrying on doing what they did before) at endline may be helpful moving ahead.

Vulnerability Analysis



Rural vs Urban Settings

Caregivers in urban settings use punitive strategies much more than rural parents (26-28% more).



Education Level of Caregiver

Parents in Tanzania with only primary education use punitive and corporal punishment strategies 11% more than parents with higher education levels.



Head of Household (HoH) Gender

Female-headed households used punitive and corporal punishment 11% more in Uganda and 6% more in Tanzania relative to male-headed households.



Household (HH) Size and Child Quantity

Interestingly, larger households and households with more children in both countries were substantially less likely to use punitive and corporal punishment strategies (c. 13%); the reasons for this are unclear, but may result from more experienced parents realising positive parenting is more effective. These findings may indicate that newer and less-experienced parents may be most in need of RTPs support in some key areas.

Proportion of caregivers who demonstrate appropriate knowledge, awareness, and attitudes related to responsive parenting and play

Similar to the parent educators, caregivers were asked a series of 17 questions; once again, the same questions used by RTP in their pre- and post-assessments to assess the knowledge, awareness, and attitudes relating to responsive and positive parenting.

Table 11 - Indicator resolution breakdown by country, district, sex - % of caregivers who demonstrate appropriate knowledge, awareness, and attitudes related to responsive parenting and play

	Indicator Achieved	F	M	Avg. Score (of 17)
Tanzania Total	21%	20%	21%	10
Kasulu (Kigoma)	9%	12%	5%	9
Kibondo	36%	47%	30%	12
Serengeti (Mara)	19%	18%	22%	10
Ubungu (Dar es Salaam)	19%	18%	24%	10

Uganda Total	41%	40%	41%	12
Adjumani	57%	59%	53%	13
Isingiro	35%	31%	44%	12
Kampala	10%	12%	0%	10

Interestingly, the baseline performance of caregivers is marginally higher here than that of the parent educators; once again, reasons for this are unclear (as the smaller sample of parent educators poses challenges to asserting significance), and this finding may be useful for RTP in planning, and for further investigation. There was limited distinction between men and women in this indicator, and all respondents were not too far off the marks required (12) to satisfy this indicator.; while the mean was 12, substantial proportions came in under the required score of 12, meaning they did not achieve the requirements to satisfy the indicator.

A breakdown of those questions parents most-often got wrong can be found below; percentages represent **what proportion of caregivers got the question right**. Only the 10 lowest from each country are presented; a complete list can be found in appendix V.

Table 12 - By Country - Score breakdown of questions parents most often got wrong

Tanzania		Uganda	
It's more important to praise children for what they achieve than what they try. (Correct response: disagree)	24%	It's more important to praise children for what they achieve than what they try. (Correct response: disagree)	7%
We can't predict or explain children's behaviour. (Correct response: disagree)	35%	Children should only play in areas made for playing (playgrounds, play areas in the home). (Correct response: disagree)	40%
Children will grow out of most of their problems. (Correct response: disagree)	36%	We can't predict or explain children's behaviour. (Correct response: disagree)	42%
Children communicate mostly in the same ways as adults. (Correct response: disagree)	41%	All people show emotions (how they feel) in the same ways. (Correct response: disagree)	51%
Children begin learning to read in primary school. (Correct response: disagree)	43%	Children will grow out of most of their problems. (Correct response: disagree)	54%
Parents need to strike or beat their children from time to time if they want them to behave well. (Correct response: disagree)	48%	Children cannot feel deep emotional pain the way adults do, since they are still developing. (Correct response: disagree)	59%
Children should only play in areas made for playing (playgrounds, play areas in the home). (Correct response: disagree)	50%	Children communicate mostly in the same ways as adults. (Correct response: disagree)	60%
Children cannot feel deep emotional pain the way adults do, since they are still developing. (Correct response: disagree)	51%	Children begin learning to read in primary school. (Correct response: disagree)	75%

All people show emotions (how they feel) in the same ways. (Correct response: disagree)	52%	It doesn't matter if children experience abuse or neglect when they are younger than 3 years, as they won't remember it. (Correct response: disagree)	77%
If parents don't use strong words or shout at their children, their children won't behave well.(Correct response: disagree)	52%	Parents need to strike or beat their children from time to time if they want them to behave well. (Correct response: disagree)	80%

These questions can serve as a key focus of activities by RTP and parent educators, seeking to raise indicator performance as well as improve the relevant knowledge and attitudes of parents.

Vulnerability Analysis

Education Level of Caregiver



Parents in Tanzania with only primary education achieved the indicator 5% less than parents with higher education levels. No substantive distinction was observed in Uganda.



Household (HH) Size and Child Quantity

Large families, and families with many children, in Uganda achieved the indicator 8-11% less than smaller families

As seen across stakeholder discussions, there was a recognition of vulnerability across both future beneficiary groups, parents, and children. The primary concern related to the socio-economic status of the household, noting that parents were unable to afford toys or learning materials, prioritising expenditure on livelihood materials instead.

Caregiver Practice

Influencing parenting practice in the home were additional key objectives specified by the project results framework and TOC. The table below sets out the key outcomes and indicators within the results framework as they relate to caregiver practice.

#	Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
SO.4	Parents spend more time weekly playing with children	☐ % of caregivers who report using six or more playful/stimulating activities with their child per week	16%	58%
SO.5	Change in practice or skills : Parents initiate playful activities and actions that support pre-literacy, numeracy and SEL	☐ % of caregivers who report using more than seven of the responsive parenting practices taught by the programme 'Often' or 'Always'	21%	37%

Data was collected for component indicators across caregiver surveys and home play session observations. Analysis of these, and the supporting qualitative data, can be found below:

Proportion of caregivers who report using six or more playful/stimulating activities with their child per week

Table 13 - Indicator resolution breakdown by country, district, sex - % of caregivers who report using six or more playful/stimulating activities with their child per week

	Indicator Achieved	F	M	Avg. Qty
Tanzania Total	16%	18%	14%	4
Kasulu (Kigoma)	1%	2%	0%	2
Kibondo	8%	8%	8%	3
Serengeti (Mara)	25%	25%	26%	5
Ubungu (Dar es Salaam)	23%	22%	28%	5
Uganda Total	58%	60%	54%	7
Adjumani	67%	69%	63%	7
Isingiro	52%	53%	48%	6
Kampala	48%	53%	33%	6

Households in Tanzania reported implementing stimulating play activities with much less frequency than parents in Uganda; Kasulu, once again, appeared to face many challenges in this regard.

Similarly, female respondents appear to play much more often with children than male respondents; this was the case whether the primary caregiver was male or female.

The average quantity of activity types reported varied substantially by country and district, but it does appear that Kasulu and Kibondo both had the lowest scores on average these areas may offer substantial opportunity to RTP to improve indicator performance.

The various types of play reported by parents, in descending order of frequency reported, can be found in the table below:

Table 14 - Types of play reported by parents

Tanzania		Uganda	
Pretend games	28%	Turn-taking play without toys/other objects	57%
Turn-taking play without toys/other objects	29%	Pretend games	65%
Play with toys	30%	Play with toys	71%
Gentle physical play	53%	Counting games	82%
Active physical play	56%	Literacy, reading, or understanding games	84%
Literacy, reading, or understanding games	59%	Active physical play	86%
Counting games	62%	Gentle physical play	87%
Singing	64%	Singing	87%

Interactive turn-taking, and play with toys, as well as pretend play, were less-employed strategies by parents; in Tanzania, literacy and numeracy games were also very uncommon. These findings, once again, offer positive indications of the prospective impact of RTP's programming in both countries, given the focus and intended outcomes of activity.

Vulnerability Analysis



Rural vs Urban Settings

Urban areas in both countries performed 11%-16% worse on this indicator relative to their rural and semi-urban counterparts.



Education Level of Caregiver

Tanzanian parents with only a primary-level of education did 10% worse on this indicator relative to their better-educated counterparts; in Uganda, no substantive distinction was identified.

Head of Household (HoH) Gender



Reflecting the preceding gender-disaggregated analyses of indicator performance, female-headed households were 7% more likely to resolve this indicator in Tanzania. There was no substantive distinction identified in Uganda.

Household (HH) Size and Child Quantity



HH size and child quantity were both negatively correlated with achievement of this indicator; large families and households performed between 5% and 12% worse on this indicator. Reasons for this were not entirely clear from available data, but some speculation among informed stakeholders indicates that larger families have greater livelihoods needs, and less overall time available for dedicated play with children.

Young Mother



Households where the mother had her first child before the age of 18 performed 5%-10% better on this indicator in both countries.

These findings have been further supported by the Caregiver FGD, which saw proactive discussions about different levels of play, with caregivers recognising that their children are creative with their play, contributing to improving their memory skills and expanding their ability of learning especially when playing with other children. Although parents agreed that play was important, there was a distinctive acknowledgement that there should be respect for boundaries and routine to the play their child undertakes.

‘Yes, play is good for the children’s health. Through playing children learn new things. It also builds a good relationship with your child so makes a child free to share his/her challenges and problems. For example, a child can feel free to tell a playful parent about any kind of harassment he/she faces than to a parent who isn’t.’

– Tanzania, Ubungo (Dar es Salaam), Female Parent

Furthermore, when parents were asked who should initiate play, across both Tanzania and Uganda parents predominately reported that it was the parents’ responsibility and times where they noted it was the child’s responsibility was a result of the parent being too busy and working. These findings have also been supported by project staff on the ground, who note that from the initial assessment, parents are often working far away from the homes, and school, and it often falls to siblings or other family members to take them home, and on their return, it is too late to play with the child.

It is promising to see that caregivers are already engaged and have adequate knowledge on different types of play, and the importance of it, as reported below:

- ❖ ‘It helps to increase love and affection.’
- ❖ ‘It increases closeness between a child and a parent.’
- ❖ ‘It helps keep your child happy and active.’
- ❖ ‘It improves children’s confidence.’

Caregivers were then asked if they thought it was important for their children to have self-esteem and confidence, of which all caregivers agreed noting, ‘it is important to have confidence, it helps them to fight and stand up for themselves’, in addition, ‘confidence brings hope and creativity in life, to help our children become independent.’ As a part of one of the nine parenting skills (Building Self-Esteem, Week 17), it is promising to see that caregivers already value it as an important attribute to their child’s development. In addition, when caregivers were asked if they set boundaries with their child (Setting Limits, Week 9), it was positive to see that parents understood the importance of this skill:

‘They do set boundaries, for example: in playing, they are not allowed to play close to the roads, far villages, they are not allowed to take anything without permission, challenges in setting boundaries: sometimes children go beyond the set boundaries.’ – Tanzania, Kasulu (Kigoma), Male FGD

However, there were some highlighted concerns with both project staff and stakeholders in the KIs in relation to parents’ receptiveness to change and being open to try new parenting techniques. This is especially true when it comes to boundaries, limits and corporal punishment in the home, which is typically a debated subject on what is considered appropriate and inappropriate. As a result, during project implementation, it is foreseen that this may result in slight resistance compared to the other nine parenting skills which are less contentious.

Proportion of caregivers who report more than seven of the responsive parenting practices taught by the programme ‘Often’ or ‘Always’

Data for the indicator relating to caregiver implementation of the positive and responsive parenting strategies, was collected through a self-reported survey.

Table 15 - Indicator resolution breakdown by country, district, sex - % of caregivers who report using more than seven of the responsive parenting practices taught by the programme 'Often' or 'Always'

	Indicator Achieved	Self-reported		Average Qty.
		F	M	
Tanzania Total	21%	23%	17%	4.9
Kasulu (Kigoma)	1%	2%	0%	2.1
Kibondo	13%	17%	11%	4.3
Serengeti (Mara)	32%	27%	42%	6.1
Ubungu (Dar es Salaam)	28%	32%	12%	5.9
Uganda Total	37%	38%	36%	6.0
Adjumani	37%	40%	32%	6.1
Isingiro	33%	33%	33%	5.6
Kampala	52%	48%	67%	7.1

As with the preceding indicator on parenting practice, Tanzania appeared to face more challenges overall than Uganda; linkage with analyses of the rural-urban divide below may explain this distinction. Female caregiver survey respondents also appeared to have a substantially better knowledge of responsive-parenting practice relative to their male counterparts; this male-female distinction may be a useful focus for RTP moving ahead, as will those key districts where performance was especially weak.

Table 16 - Self-reported use of strategies – individual breakdown:

Tanzania		Uganda	
Numeracy activities	51%	Literacy activities	39%
Giving choices	55%	Numeracy activities	45%
Literacy activities	57%	Child leads play	46%
Setting limits and boundaries	65%	Giving choices	51%
Reflecting emotions	72%	Building self-esteem	55%
Building self-esteem	72%	Reflecting emotions	57%
Child leads play	73%	Setting limits and boundaries	61%
Creating routines	74%	Creating routines	65%
Encouraging-Effort	80%	Encouraging-Effort	71%

The strategies parents reported using can be seen in the preceding table. Literacy, numeracy, giving children options, setting boundaries, and allowing children to lead play sessions were the four least-reported strategies by parents across both countries; while initially positive performance on indicator scores may lead to the belief that parents are already implementing responsive parenting, several of the most-important components of RTP's programme (the most impactful as measured by longer-term ECD outcomes – literacy, numeracy, and child-led activities) are areas where many parents seem to have difficulty.

These findings are further supported in the caregiver FGDs, when asked if they felt confidence and self-esteem were important in the child's development, parents noted:

'Yes, because when a child is confident, they perform well academically and can control their emotions more easily. They are also encouraged to put more effort into their work.'

– Tanzania, Serengeti, Female FGD

'It is important that they can cope in other environments to do well in school, it makes it easier for them to face life challenges, but it is important that a child doesn't become overconfident and bully other children.'

– Tanzania, Kasulu (Kigoma), Female FGD

Furthermore, parents noted that setting boundaries with their child was important for both the child's own development, but also interestingly noted the importance of demonstrating boundaries across the community and other parents:

'Having a well-defined schedule is a good way to set boundaries, for example you see young children in town at night without their parents, this is a clear indication that there is a lack of boundaries in their home. Without setting boundaries a child might put you in shame.'

– Tanzania, Serengeti (Mara), Female FGD

However, parents also noted that they found it difficult to enforce boundaries when their child wouldn't listen, or would often go to a neighbour's house to break rules outside of the house (such as watching certain TV or doing their homework).

Overall, this offers a very positive outlook for the potential impact of RTP's programming over the coming months, as parents appear open to the importance of responsive parenting, and have recalled similar themes of the nine parenting skills.

Vulnerability Analysis



Rural vs Urban Settings

In Tanzania, caregivers in urban settings achieved these indicators 13% less; while in Uganda, rural settings performed poorer (10%) in indicator achievement.



Education Level of Caregiver

Households whose head had only primary education performed 6%-7% worse than more educated families in both countries.



Head of Household (HoH) Gender

In Uganda, female-headed households performed 14% better on this indicator than male-headed households. In Tanzania, no substantive distinction was identified.



Household (HH) Size and Child Quantity

In Tanzania, large families performed about 7% worse on this indicator; in Uganda, families with lots of children performed 12% worse.



Young Mother

Households where the mother had her first child before the age of eighteen did 7% better on this indicator in Uganda; no substantive distinction was identified in Uganda.

When parents were asked if there were any primary challenges, they faced parenting young children (under 6), there was broad concern expressed relating to the need to work and how this impacted on parent ability to spend time playing with their children; this was across both Uganda and Tanzania. It is not unsurprising that the same parents noting a lack of resources, were also unable to be present at home due to work.

'Leaving our children home when we go to work is very challenging and stressful because we have nothing to do since we have to make ends meet.'

– Uganda, Kampala, Female Parent

‘The absence of basic needs, such as food, clothes, and medical care, makes it difficult as parents to focus on their other needs.’

– Tanzania, Dar es Salaam, Male Parent

However, this does not assume parents are not aware of the importance of play for their child’s development. For example, when the same parents were asked if they thought play was important and if it helped with children’s learning, it was promising to see that parents recognised the impact play has for children. There were a number of responses from parents noting that ‘play brings happiness, instils discipline, helps children follow daily routines, promote skills, and improves social skills’, in addition parents noted that their children benefit in ‘sharpening the mind to improve literacy and numeracy skills’, which ‘develops self-confidence and academic performance.’

‘Parents should initiate play, because it creates a strong relationship with our children.’

– Tanzania, Kibondo, Female Parent

Furthermore, this was recognised in the key informant interviews with project staff stakeholders, that there is a relevant need for Play to Grow’s implementation, as parents do not see the importance of play for child SEL development. This further highlighted specific attention on the importance of parent educators in the success of the project, noting that their involvement in the community and engagement with other parents would be crucial. However, as noted by parents, already the scarcity of their time prevents them from playing with their children, adding the responsibilities as a parent educator may present challenges.

Parent Peer Support

Parent ability to engage with peer support groups was another core objective of the programme, as reflected in the TOC and results framework. The table below sets out the key outcome and indicator within the results framework as they relate to parent peer support.

#	Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
SO.3	Parents gain or strengthen peer support system	☐ % of caregivers who report that they can ask parenting questions and share challenges with their support systems	51%	59%

Proportion of caregivers who report that they can ask parenting questions and share challenges with their support systems

Table 17 - Indicator resolution breakdown by country, district, sex - % of caregivers who report that they can ask parenting questions and share challenges with their support systems

	Indicator Achieved	F	M
Tanzania Total	51%	48%	56%
Kasulu (Kigoma)	20%	18%	24%
Kibondo	58%	42%	67%
Serengeti (Mara)	64%	61%	70%
Ubungu (Dar es Salaam)	53%	52%	56%
Uganda Total	59%	58%	61%
Adjumani	68%	65%	72%
Isingiro	52%	51%	54%
Kampala	56%	62%	33%

About half of respondents in both countries indicated they had the type and depth of peer support networks required by the indicator. Interestingly, women were less likely than men to have these networks in both countries.

Analysis of component indicator questions in the next table highlight broad amounts of trust and consultation between parents; many of the cases where a respondent indicated they were unable to get support from a spouse were because of bereavement. However, consulting neighbours, friends, or other family members was a challenge for some families.

Table 18 - By country - Breakdown of component responses

	Tanzania	Uganda
I have family, neighbours, or friends that I can go to when I need someone to talk to about parenting	63%	70%
I feel comfortable sharing my parenting challenges with friends, family, or neighbours	65%	69%
I can discuss parenting challenges with my spouse, and we support each other to resolve them	82%	85%

Where a caregiver indicated challenges or an inability to solicit support or advice across the categories above, they were asked why. Analysis of open these open responses yielded the following five-most common barriers:

Top 5 reasons parents do not seek outside advice or support:

- 1 Lack of trust for external people, meaning they felt it was no one else's business what problems or challenges they face with their own children.
- 2 Not wanting to burden others with their challenges – parents often expressed feeling that 'this is our responsibility, we don't want to be a burden to others' when it came to their family.
- 3 Some parents reported feeling that they knew how to best raise their own family, or that they might have differences of opinion with other caregivers. For this reason, they preferred not to ask advice.
- 4 In some cases, family separation, death, or estrangement, or recent displacement, were cited as primary barriers.
- 5 Some parents said they didn't feel the need for discussion or support; that they could handle the challenges themselves.

Vulnerability Analysis

Distinct to the preceding indicator analyses, there were very limited distinctions between groups with the vulnerability characteristics tracked by this study. However, two key findings did come through: reinforcing the preceding findings on gender, men were more likely than women to report soliciting advice (which could be explained due to the fact most fathers felt that the

mother was ultimately responsible for the child's routine and schedule); and rural settings in Uganda had caregivers who were more likely to request help and advice, highlighting what are probably strong family relationships and networks in these areas.

These findings have been further supported by the Caregiver FGD, which prompted discussion to whether caregivers have access to support, advice or help when it comes to parenting. This resulted in differing opinions across both Tanzania and Uganda groups. For some caregivers, support was normalised, often from another family member or neighbour, however for other caregivers outside support was not as welcomed:

No, they are afraid to get misleading information given intentionally/unintentionally to mislead from other community members, but also some other community members suffer the same problem, with exception to seeking advice from grandparents for sometimes, they may also trust external/dedicated intervention for that but not from other community members.

– Tanzania, Ubungo (Dar es Salaam), Female FGD

However, conversely to this, some parents do seek and receive support from relatives or friends valuing their opinion in relation to parenting. As noted in a female caregiver FGD in Uganda:

'Yes, a neighbour. He/she is in a position to tell how a child behaves for example when I'm away. When a child falls sick, I ask help from neighbours. They can even escort us to hospital or give advice on what to do or the type of medication to start with.'

– UGANDA, KAMPALA, FEMALE FGD

In addition to this, caregivers noted that they seek support from networks outside immediate family:

- ❖ 'Teachers provide us with insight and support into how our child is going at school.'
- ❖ 'We also speak with teachers who are more knowledgeable on psychology of children. We spend many hours with our children at school. When teachers talk to children, we see good results.'
- ❖ 'We go to church leaders for advice on parenting because church leaders are respected and give good advice.'

- ❖ 'We sometimes go to human rights NGOs to get advice on parenting.'
- ❖ 'I sometimes go to elderly people in the community for advice on parenting.'

'Because I want to have a good family, also I feel like learning new experience from others and lastly I feel like providing good parenting to my children.'

– Tanzania, Kibondo, Male Caregiver Survey

Therefore, when seeking to improve peer support under the project, it will be important to build trust with the parent educators, as well as understanding of the different types of boundaries between caregivers and outside help. This builds on the previous note that parents may not be receptive to changing their habits, whilst also not being open to outside support.

Home Environment

Improving the home environment, and making it more conducive to positive ECD outcomes, was another core objective of the programme, as reflected in the TOC and results framework. The table below sets out the key outcomes and indicators within the results framework as they relate to the home environment.

#	Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
SO.7	Home environment supports playful learning	☐ % of parents reporting they have more than four types of play materials in the home	15%	30%
		☐ % of homes observed to have a minimum four types of play materials.	11%	31%

Data was collected for component indicators across caregiver surveys and home-based play session observations. Analyses of results can be found below.

Overview of Home Environment

Within the observations were embedded questions seeking to understand the play environments in visited homes.

Table 19 - By country - Types of play areas observed (frequency of observations - aggregate)

Tanzania		Uganda	
Communal outdoor space in front of house	39	Communal outdoor space in front of house	32
Living or sitting room	18	Enclosed garden or patio	14
Enclosed garden or patio	9	Living or sitting room	6
Kitchen	1	Bedroom	3
		Kitchen	2

Most families appear to have the primary play area for their young children in the open or common areas in front of their homes, with few parents in either country appearing to have space within homes or having a dedicated, enclosed garden or patio. Enumerators were also asked if they observed any hazards within the play spaces; the following table presents both the proportion of homes where hazards were observed, and the most-common types of hazards observed.

Table 20 - Breakdown by country and district - Observed hazards in homes

HH with visible hazards		Most common hazard types
Tanzania Total	35%	
Kasulu (Kigoma)	58%	Limited parental supervision. Sanitary conditions (dirty water, sewage, waste)
Kibondo	0%	
Serengeti (Mara)	44%	Livestock present or farms (e.g. pigsty, cattle)
Ubungu (Dar es Salaam)	27%	Nearby road
Uganda Total	57%	
Adjumani	28%	Deep holes, trenches, or pits
Isingiro	74%	Cooking area accessible (open fire, knives)
Kampala	100%	Sharp or dangerous objects (tools, pieces of wood, broken glass, nails, stones)

While the programme does not necessarily undertake to resolve challenges relating to hazards, it may be a useful area of additional focus (resources allowing) for parent educations and RTP staff over the coming months.

Proportion of parents reporting they have more than four types of play materials in the home

Proportion of homes observed to have a minimum of four types of play materials.

Home environment questions also sought to establish the type and quantity of play materials present within the home, once again linking to the sorts of materials RTP will undertake to teach parents to use. A breakdown of indicator performance, corresponding to the above two indicators, can be found in the below table:

Table 21 - Indicator resolution breakdown by country, district - % of parents reporting they have more than four types of play materials in the home – and % of homes observed to have a minimum of four types of play materials

	<i>Self-reported</i>	<i>Observed³</i>	<i>Avg. Qty.⁴</i>
Tanzania Total	15%	11%	1.7
Kasulu (Kigoma)	4%		1.3
Kibondo	9%		0.9

³ District-level breakdowns not provided because of relatively small sample

⁴ Observed

Serengeti (Mara)	16%	1.6
Ubungu (Dar)	24%	2.8
Uganda Total	30%	3.0
Adjumani	29%	3.7
Isingiro	27%	2.6
Kampala	42%	1.6

In Uganda, there was broad correspondence between the self-reported and observed quantity and type of toys in the home, though in Tanzania the distinction was somewhat larger. The reasons for this were unclear from available data, but some speculation among stakeholders indicates this may relate to resource (financial) availability differences.

Within Uganda, it is difficult to say whether there are substantive distinctions between districts, while in Tanzania Kasulu, Kibondo, and Serengeti appear to face the most challenges in this indicator. Analysis of distinctions between groups bearing different vulnerability indicators (e.g. HH size, rural v urban, HoH gender, etc.) did not identify any substantive patterns.

The below table presents the proportion of households where each type of toy or play-learning resource was observed, followed by a breakdown of the most common ‘other’ types recorded.

Table 22 - By country – Types of toys and play-based learning resources observed

Tanzania		Uganda	
Picture books or simple word books	38%	Other handmade toys	71%
Balls or sport toys	35%	Balls or sport toys	67%
Other	33%	Dolls or figurines, other handmade toys	55%
Art materials	29%	Picture books or simple word books	29%
Dolls or figurines, other handmade toys	20%	Other	29%
Other handmade toys	11%	Art materials	24%
Colored blocks, learning toys	7%	Colored blocks, learning toys	17%
Colored ribbon	0%	Colored ribbon	2%
Games, puzzles	0%	Games, puzzles	2%

Other types of toys and play resources – most common:

- 1 Discarded cups, vessels, jugs, or cans
- 2 Writing board

3 Sticks or pieces of wood

4 Swings or climbing structures

5 Skipping ropes

6 Old tyres (bicycle, car)

Interestingly, many of the types of toys and learning resources RTP will teach parents to use (e.g. learning cards, ribbon, and in some cases handmade figurines), and those with best linkages to the sorts of ECD outcomes RTP wants to achieve, are not as frequently observed in homes; consequently, they may be able to achieve substantial impact in this area come the endline.

In addition, further insights from the Caregiver FGD highlights that play can be difficult to initiate due to the lack of resources such as toys or learning materials. This was also a common theme when caregivers were asked if there was any additional support they would benefit from, which included:

‘Playing material like car toys, dolls, workshop on parenting skills, training the parents on how to handle children.’

– Uganda, Kampala, Female Caregiver FGD

‘Books, playing sport equipment like footballs, balls, drawing books, chalks, rope, colouring pencils, would help with children’s development and play.’

– Tanzania, Serengeti, Female Caregiver FGD

Furthermore, other skills were highlighted by caregivers to include ‘entrepreneurship skills’, ‘academic material support’, ‘encouraging effort, building love and confidence’, ‘parenting lessons on hygiene’, ‘teaching and training parents on skills such as pottery, hairdressing, liquid soap making, catering, tailoring and handcraft.’ Although these additional needs are not relevant to the Play to Grow programme, it is an important insight to consider for both future projects, as well as integrating elements of these indicated needs into the project where possible.

However, caregivers also noted that before they could prioritize toys for their children, other basic needs such as 'clothes for the children', 'shelter and food', 'financial aid', 'school uniform' as well as 'food and water' would be necessary to help benefit their parenting relationship and development of their child.

Child SEL and Behaviour, Relationship with Parents

Improving child behaviour and parent-child relationships were core objectives of the programme over the short and medium term, as reflected in the TOC and results framework. The table below sets out the key outcomes and indicators within the results framework as they relate to child SEL and behaviour, and relationship with parents.

#	Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
MO.1	Improvements in social/emotional skills and behaviour among beneficiary children	☐ % of caregivers who report positive child social and emotional skills and behaviour	16%	57%
SO.6	Change in parent-child interactions: relationships strengthened	☐ % of caregivers who report having a positive parent-child relationship	36%	47%

Data was collected for component indicators across caregiver surveys. Analyses of results can be found below.

Proportion of caregivers who report positive child social and emotional skills and behaviour

Table 23 - Indicator resolution breakdown by country, district and sex - % of caregivers who report positive child social and emotional skills and behaviour

	Achieved	F	M	Avg. Score
Tanzania Total	16%	18%	14%	5.8
Kasulu (Kigoma)	1%	2%	0%	3.7
Kibondo	8%	8%	8%	5.9
Serengeti (Mara)	25%	25%	26%	6.3
Ubungu (Dar es Salaam)	23%	22%	28%	6.5
Uganda Total	58%	60%	54%	5.0
Adjumani	67%	69%	63%	5.0
Isingiro	52%	53%	48%	4.8
Kampala	48%	53%	33%	5.7

The 'Average scores' in the above tables comprise the average number of responses (out of 11) a parent gave which indicate a child has appropriate SEL skills and behaviour.

Positive child behaviour, per the clinical tools adapted by the evaluation team for field use (see appendix II for a breakdown of what resources were used), appears to have been a substantial challenge in all target communities; Uganda appears to have performed better overall, with 58% of caregivers reporting positive child social and emotional skills and behaviour, compared with 16% in Tanzania, where Kasulu and Kibondo appear to face substantial challenges in this area.

Average scores in this index fell well short of the programme targets (a positive indication of need in target areas) set across most districts and both countries. There are a number of possible reasons for the additional challenges in Uganda, especially when looking at the qualitative data in more detail. Caregivers who scored poorly in comparison to the other locations also noted a desire to improve and develop their parenting skills in comparison, with some parents reporting 'I wish I had the time to learn and play with my children', 'I hope to build confidence for my children, especially in numeracy and literacy because I am not educated', and 'to know how to raise her in a proper way, and make time for my child even though I have to work.' Although this cannot directly explain the reasoning for lower rates, a combination of the caregiver's education level, confidence in parenting and time to dedicate to play are all factors that were highlighted in the responses.

Further analysis of the vulnerability criteria tracked for this baseline identified a number of interesting distinctions.

Vulnerability Analyses



Rural vs Urban Settings

There was no substantive distinction in indicator performance identified between rural and urban settings.



Education Level of Caregiver

In Tanzania, households with only a primary level of education or lower achieved this indicator in 12% fewer cases; that is to say appeared to have substantially more challenges with regard to child behaviour and SEL. No substantive distinction was identified in Uganda.



Head of Household (HoH) Gender

Female-headed households did 5% (TZ) and 11% (UG) better (meaning reported fewer behavioural problems) than did male-headed households.



Household (HH) Size and Child Quantity

Larger household in Uganda did 9% worse on behavioural and SEL skills indicators in Tanzania. There was no substantive distinction in Uganda.

Young Mother



Households where the mother had her first child before eighteen years of age did 7% better on this indicator in Uganda; no substantive distinction was identified in Tanzania.

How households performed on individual questions has been presented in the below table; percentages represent what proportion of households provided a positive appraisal (i.e. got the correct answer) on that individual question.

Table 24 - By country – Breakdown off individual SEL skill or behaviour indicator performance

Tanzania		Uganda	
Does your child follow daily routines? (Only 37% indicated yes)	37%	Does your child get distressed by changes or new situations? (meaning 87% of families indicated this was a problem)	13%
Does your child get distressed by changes or new situations? (41% indicated this was not a challenge)	41%	Does your child get upset when you leave the house? (meaning 73% of families indicated this was a challenge)	27%
How often does (name) kick, bite, or hit other children or adults? (47% indicated this was not a problem or challenge)	47%	How often does (name) kick, bite, or hit other children or adults? (meaning only 29% of households indicated this was not a regular issue)	29%
Does your child initiate math- or -reading- focussed activities or play? (only 48% indicated yes, such activities were initiated)	48%	Does your child follow daily routines? (meaning 46% of HH indicated children follow routines)	46%
Does your child get upset when you leave the house? (55% indicated this was not a challenge)	55%	Does your child have tantrums or emotional outbursts? (meaning 52% of HH indicated this was an issue)	48%
Does your child have tantrums or emotional outbursts? (61% indicated tantrums were NOT a challenge for their child)	61%	Does your child initiate math- or -reading- focussed activities or play? (meaning 42% of HH did not have children initiating these activities)	58%

Can (child's name) do an activity, such as colouring or playing with building blocks, without repeatedly asking for help or giving up too quickly? (67% indicated their children could do this).	67%	Does (child's name) get along well with other children? (38% of HH faced issues with their children getting on well with others)	62%
Does your child let you know how he/she is feeling with gestures or words? (70% of respondents indicated their child could do this)	70%	Does your child let you know how he/she is feeling with gestures or words? (Meaning 36% of HH faced challenges in these areas).	64%
Does (child's name) get along well with other children? (71% indicated their children get on well with others)	71%	Can (child's name) do an activity, such as colouring or playing with building blocks, without repeatedly asking for help or giving up too quickly? (meaning 24% of HH faced challenges in this area)	76%
Does (child's name) offer to help someone who seems to need help? (82% offer help to other children)	82%	Does (child's name) offer to help someone who seems to need help? (Meaning 88% of children offered help to others)	88%

Hopefully RTP can use the preceding breakdowns to target programming, and support parents to improve the behaviour and SEL skills in supported children. The areas of most challenge in SEL and behaviour comprise: for Tanzania routines, distressed by change or parent departure, biting, hitting or kicking, and initiation of learning activities; for Uganda they include distress from change or parent leaving the house, biting hitting or kicking, routines, emotional outbursts, and initiation of reading and literacy activities. These can serve as strong points of focus for the country-level teams during the implementation phase.

Proportion of caregivers who report having a positive parent-child relationship⁵

Table 25 - Indicator resolution breakdown by country, district and sex - % of caregivers who report having a positive parent child relationship – and breakdown of score by key area⁶

	Achieved	F	M	Conflict Score	Positive Score	Healthy Score
Tanzania Total	36%	34%	38%	1.7	2.2	1.1
Kasulu (Kigoma)	41%	41%	40%	1.6	2.1	1.2
Kibondo	27%	31%	25%	1.7	2.1	1

⁵ The questions making up this indicator, and the scoring criteria, have been included in annex 4 of this report.

⁶ Key areas of the Nine Parenting Skills are attached in the Appendices.

Serengeti (Mara)	40%	36%	48%	1.9	2.3	1
Ubungo (Dar)	34%	31%	48%	1.7	2.2	1.1
Uganda Total	47%	44%	53%	1.7	2.9	0.9
Adjumani	52%	49%	57%	1.6	2.9	1
Isingiro	47%	44%	54%	1.7	2.9	0.7
Kampala	31%	32%	25%	1.7	2.6	0.8

There were some challenges identified across both geographies, with particularly substantial ones in Kibongo in Tanzania and Kampala in Uganda. There were no substantive distinctions between male and female respondents identified.

With regard to the different-tracked vulnerability indicators (e.g. urban-rural, HH size), no substantive distinctions between groups was identified, with the exceptions of HH's whose mother had her first child before 18: in Uganda, these HHs reported 8% better indicator scores. There was no substantive distinction identified in Tanzania. It appears that this may be an area where RTP may be able to achieve improvements for parents over the course of the programme.

Conclusions

The following conclusions and recommendations have been highlighted from the data presented in the findings above:



Uganda Needs and Challenges



National Level

- ❖ Across the HH observations in all districts, there were a number of hazards reported, as well as a lack of space for children to safely play. Parent Educators should focus efforts when implementing home visits to encourage caregivers and head of households to keep a clean, safe and play-stimulating environment.
- ❖ Across all districts, the use of corporal punishment in the house is high, with notably lower numbers in Adjumani.
- ❖ Uganda scored particularly high in the number of caregivers reporting to use 5 or more playful activities per week, with Adjumani reportedly the highest (90%).



Adjumani

Future Parent Educators reported to have the lowest confidence on their existing skills in comparison to Kampala, noting 0% for agreeing to have access to adequate resources. The scores were also low for other statements regarding knowledge and skills, however parents were confident that they could be good parent educators.

- ❖ Resources must be focused in all three districts, with a particular focus on the rural areas within Adjumani and Isingiro to ensure that Parent Educators are well resourced, including support with transport, considering seasonality in rural areas when parents will be away for farming or harvesting, and providing printed materials for parents educators to reference and show parents.



Isingiro

Isingiro (74%) scored the second highest as households that contained the most visible hazards.



Kampala

Future Parent Educators in Kampala scored the lowest in attitudes towards responsive parenting and play. This is surprising considering Parent Educators scored highly in regard to adequate access to resources and knowledge.

- ❖ It is vital to ensure that Parent Educators are monitored throughout their training, which may include tests, catch up sessions or homework to alleviate any disparity across districts.



Tanzania Needs and Challenges



National Level

- ❖ Across all districts, future parent educators scored on average 98.5% for having the confidence to be a good parent educator. However, the scores of confidence in relation to resource, knowledge and skills were predominately lower in rural areas.
- ❖ Caregivers reporting corporal punishment was especially high in Tanzania (with 80% reporting to use it in the household in comparison to 51% in Uganda).



Kasulu (Kigoma)

Future Parent Educators reported to have the lowest confidence on their existing skills in Kasulu; 10% of the same respondents in that district indicated they had sufficient resources to apprise their roles.

- ❖ Resources must be focused in all three districts, with a particular focus on the rural areas within Kasulu and Kibondo to ensure that Parent Educators are prepared with the knowledge and expectations of the role.

Caregivers reported using stimulating play activities in the household, was lower in Kasulu at 11% compared to the 47% national average.

- ❖ These areas may offer substantial opportunity to RTP to improve indicator performance in Kasulu, focusing on the skills training, and contextual concerns including communication with community groups and churches to

emphasis the mission concern, as well as avoiding farming season when parents are unlikely to be home for visits.



Kibondo

Caregivers reported using stimulating play activities in the household, was lower in Kibondo, suggesting that this area of support is particularly important for the parent educators to consider in training and home visits.



Serengeti (Mara)

Future Parent Educators reported comparatively low in acknowledging access to adequate resources to train or educate parents in comparison to the other statements



Ubungo (Dar es Salaam)

Corporal punishment in the household was reported the highest in Ubungo amongst both male and female caregivers with 96% and 94% respectively.



Rural vs Urban Households

Typically, the distinction between rural and urban households made a relatively small difference to the indicators, apart from:

- ❖ Parents in urban settings use punitive strategies much more than rural parents (in 26-28% more households).
- ❖ Urban areas in both countries performed with 11-16% fewer parents able achieving minimum standards with regard to the identification and implementation of effective play-based learning strategies.
- ❖ In general more caregivers and parent educators in rural areas reported to being less confident in accessing skills, knowledge and resources than in urban areas.



Large Households

Interestingly, larger households and households with more children in both countries were substantially less likely to use punitive and corporal punishment strategies (c. 13%); the reasons for this are unclear, but may result from more experienced parents realising positive parenting is more effective. These findings may indicate that newer and less-experienced parents may be most in need of RTPs support in some key areas.



Men's Needs

Across both locations, it was promising to see that male caregivers were proactive in the discussions. However, it was noted that there still remains a gender divide in the perceived gender roles and responsibilities of the primary caregiver. Typically, male parents reported most frequently that they do not have the time to play with their child, whilst female parents report that male parents have a decreasing input. Ensuring that both genders are considered throughout this project will be important.

- ❖ Ensuring that male parents are targeted in an effective way, such as approaching Fathers Union or similar organisations through the church.
- ❖ Recruiting male Parent Educators will help to communicate more effectively to other male parents in home visits.



Women's Needs

Across both locations, female respondents appeared to report to play much more often with children than male respondents, identifying that male caregivers were working, and did not have the time to dedicate to play in comparison. However female respondents also reported to have a scarcity of time.

Female caregiver survey respondents also appeared to have a substantially better knowledge of responsive-parenting practice relative to their male counterparts; this male-female distinction may be a useful focus for RTP moving ahead, as will those key districts where performance was especially weak.



Corporal Punishment

The proportion of households using corporal punishment was high across both Tanzania (80%) and Uganda (51%). It also appeared in the data women are substantially more likely to report using punitive discipline than men; the reasons for this were not entirely clear from the data, but some speculation among informed stakeholders highlighted different levels of responsibility for child rearing; i.e. that women spent more time with the children, and were consequently more likely to be the ones meting out discipline, and not necessarily that men are fundamentally less likely to use such strategies. Nonetheless, this may be an area of focus and additional investigation for RTP moving ahead.



Level of Education

It appears across both Tanzania and Uganda, the primary caregiver's level of education does not reflect in the indicators, and where this is a difference is it <15%. For example, caregivers in Tanzania with only primary education achieved the indicator for skills and knowledge 5% less than parents with higher education levels. No substantive distinction was observed in Uganda. Furthermore, parents in Tanzania with only primary education use punitive and corporal punishment strategies 11% more than parents with higher education levels.

However, when looking at the qualitative responses, parents who had a lower level of education were often remarking comments that they lacked confidence, and hoped they were better educated to play numeracy or literacy games with their child.



Parent Educators

In general, parent educators did not feel prepared to provide the support required by the programme; given this is the baseline, and no support has yet been provided, this is not currently a concern. However, it will be vital to ensure that there is consistent monitoring, incentivisation and motivation of parent educators throughout the project implementation.

- ❖ Ensuring there is a plan in place for potential drop-out of Parent Educators, as well as accounting for additional training or similar measures are in place.

- ❖ The capacity of parent educators must be monitored at all times, the introduction of catch-up sessions, recorded lessons or learning materials for Parent Educators should also be considered.
- ❖ Considering the context and seasonality of project implementation will be key, especially for parents in rural areas who will be out farming, and less likely available in the home and how Parent Educators can adapt to that.



Parents Receptiveness to Change

The Play to Grow project is designed in a way predominately on behaviour changes by improving skills and knowledge. Thus far, the data suggests that receptiveness to change and being open to try new parenting techniques appears to be positive, with parents reporting that they want to increase their skills and knowledge in parenting. However, when it comes to boundaries, limits and corporal punishment in the home, (typically debated subjects on what is considered appropriate and inappropriate), there may be some resistance.

- ❖ When considering the promotion of programmes, there have been a number of suggestions by Parent Educators to consider announcements to markets, schools, community groups and churches, as well as printed materials that help to explain the purpose of the workshops and skills.



Radio Broadcast Messages

Across both Uganda and Tanzania future parent educators were concerned that the radio broadcast messages would not be effective unless they ensured the following:

- ❖ Use of local languages on the radio
- ❖ Broadcast on the weekends or evening only to ensure caregiver availability (this was noted for both male and female parents).
- ❖ Clear advertisement of the broadcasts beforehand
- ❖ Programs should be repeated so parents are able to catch up
- ❖ The use of television could be more attractive in the community



Basic Needs

Caregivers and parent educators across both Uganda and Tanzania noted that there were a number of other important needs as a parent before they could consider play or toys. For example, basic needs such as food, shelter, school fees, school uniform, learning materials, medicine and clothes. Therefore, when implementing the project, taking into consideration the basic needs of the future beneficiaries will help to promote play in a sustainable and positive way.

- ❖ As a part of future programming, training parents on how to make handmade items such as toys for the home, as well as baskets and income generating activities will encourage parents to see an additional value being involved in the programme.



Indicator Performance, Real Needs, Potential Impact

It should be noted that while certain key indicators (especially those relating to parenting practice and learning resource availability) appear to have high baseline values, delving into their component questions indicates that there remain needs in these areas such as boundaries in the home and the importance of routine. RTPs programmes still have the potential to achieve substantial impact in these areas, promoting practice and resourcing in the home that will have a substantially positive impact on ECD outcomes. Consequently, these indicators should still remain a strong focus of programming moving ahead.

ToC Theory of Change Analysis

Initial analysis of the TOC, on the basis of the currently-available data, indicates that the TOC is well structured and logical. Whether the logic chains are accurate, and indeed whether the desired interventions, will actually impact upon the desired outcomes is difficult to say prior to the final collection and analysis of data. Consequently, the evaluators recommend waiting until the final evaluation is completed, and with that comparative data doing a more thorough analysis and testing of the TOC and its underlying assumptions.

Strategic Action Plan to Improve Indicator Performance

The table below sets out a strategic action plan to improve indicator performance in Uganda and Tanzania.

Indicator	Issue	Recommendations
% of parent educators who feel they have the skills and resources to support caregivers on responsive parenting and play	In Uganda, none of the parent educators in Adjumani and Isingiro felt they had the skills or resources to support caregivers. In Tanzania, none of the parent educators in Kasalu (Kigoma), and approximately half of the parent educators in the other regions felt they had the skills or resources to support caregivers. One key area of concern among parent educators across both countries related to strategies for changing conservative attitudes relating to parenting and discipline in target communities.	In order to improve indicator performance, parent educators in Adjumani and Isingiro (Uganda), as well as across Tanzania require additional training focused on how to change minds with fixed attitudes. Specific actions to be undertaken include hosting additional workshops and ensuring the ECD facilities are better equipped to help parent educators provide support and communicate the fundamentals of responsive parenting in a more effective manner.
% of parent educators who showcase positive attitudes towards responsive parenting and play-based learning	In Uganda, none of the parent educators in Kampala, and very few parent educators in Isingiro and Adjumani met the indicator standard. Only a quarter of the parent educators across Tanzania met the indicator standard, with those in Ubungu (Dar es Salaam) scoring lowest (7%). These	Provide additional training and awareness raising to parent educators. In Uganda, training and awareness raising should emphasize the following elements: 1/ Appropriate times to praise and reward children. 2/ Dealing with and interpreting children's communication, problems, behaviour, and emotions.

districts are among the poorest and are most in need of RTP's intervention

3/ Making use of diverse (non-traditional) play areas and materials.

In Tanzania, training and awareness raising should emphasize the following elements:

- 1/ Appropriate times to praise and reward children.
- 2/ Dealing with and interpreting children's communication, problems, behaviour, and emotions.
- 3/ Making use of diverse (non-traditional) play areas and materials.
- 4/ Use of corporal and punitive punishment strategies.
- 5/ Literacy and numeracy learning through play strategies.

Across both countries, this should include showing evidence of the benefits of responsive parenting to the parent educators, as well as evidence of the outcomes of poor parenting strategies. If parent educators understand the fundamentals of responsive parenting, they will score higher on the test conducted, which will improve the indicator score.

% of caregivers who report using punitive discipline or corporal punishment with their children in the last two weeks

51% of caregivers reported using corporal punishment in Uganda. In Isingiro, women were twice as likely to administer corporal punishment. This could be explained by women spending more time with the children, thus more likely to administer punishment. In

Provide training to parent educators on how to support caregivers in replacing corporal punishment with positive parenting strategies. Parent educators should be able to understand and explain to caregivers the reasons why their child may misbehave, that children likely seek attention when ignored, are loud because no one listens or misbehave because boundaries have not been established. Caregivers

	Kampala parents were much more likely to use corporal punishment (31% higher than the mean). Very high levels (80%) of corporal punishment use were reported by caregivers across Tanzania, with Ubungo (Dar es Salaam) and Kasulu (Kigoma) scoring highest (94% and 90%, respectively).	should be encouraged to be pre-emptive instead of reactive to their children's misbehaviour. Training should also be complemented by awareness raising activities for parents and caregivers. It is also important to allow time for the parents to see results from the new strategies they are learning, and for these new views and practices to become internalised; having a longer-term outlook on this indicator, and ensuring that parents do not tell RTP what they want to hear (while carrying on doing what they did before) at endline may be helpful moving ahead.
% of caregivers who demonstrate appropriate knowledge, awareness, and attitudes related to responsive parenting and play	In Kampala, very few caregivers hit the benchmark of 12 questions correctly answered from the 17 in the test. In Tanzania, Kasulu, Serengeti and Ubungo scored poorly on this benchmark. Across these districts, there was a small difference on test scores based on sex (<15% in all samples).	Provide additional training and awareness raising to parent educators, across both countries, emphasizing the following elements: 1/ Appropriate times to praise and reward children. 2/ Dealing with and interpreting children's communication, problems, behaviour, and emotions. 3/ Making use of diverse (non-traditional) play areas and materials. 4/ Use of corporal and punitive punishment strategies. 5/ Literacy and numeracy learning through play strategies.
% of caregivers who report using six or more playful/stimulating activities with their child per week	Households in Tanzania reported implementing stimulating play activities with much less frequency (16%) than parents in Uganda (58%). Kasulu, once	Provide training to parent educators and awareness raising activities for caregivers in both countries, emphasizing the importance of engaging in playful/stimulating activities with their child.

again, appeared to face many challenges in this regard.

In Uganda, female respondents appear to play more often with children than male respondents; this was the case whether the primary caregiver was male or female.

% of caregivers who report using more than seven of the responsive parenting practices taught by the programme 'Often' or 'Always'

As with the preceding indicator on parenting practice, Tanzania appeared to face more challenges overall than Uganda. Female caregiver survey respondents also appeared to have a substantially better knowledge of responsive-parenting practice relative to their male counterparts.

Provide training to parent educators and awareness raising activities for caregivers.

In Uganda, emphasize the importance of using in the following strategies with children:

- 1/ Numeracy activities
- 2/ Giving choices
- 3/ Literacy activities
- 4/ Setting limits and boundaries

In Tanzania, emphasize the importance of using the following practices with children:

- 1/ Letting the child lead
- 2/ Reflecting Feelings
- 3/ Setting Limits
- 4/ Giving Choices
- 5/ Building Self-Esteem
- 6/ Encouraging Efforts
- 7/ Teaching literacy and numeracy through play

% of caregivers who report that they can ask parenting questions and share

In both countries, about half of respondents indicated they had the

When seeking to improve peer support under the project, it will be important to build trust with the parent educators, as well as understanding of the different types of

challenges with their support systems

type and depth of peer support networks required by the indicator.

Women were less likely than men to have these networks. Caregivers in urban settings were less likely to request help and advice.

boundaries between caregivers and outside help. Parents may not be receptive to changing their habits, whilst also not being open to outside support.

% of parents reporting they have more than four types of play materials in the home

In Uganda, there was broad correspondence between the self-reported and observed quantity and type of toys in the home, though in Tanzania the distinction was somewhat larger. The reasons for this were unclear from available data, but some speculation among stakeholders indicates this may relate to resource (financial) availability differences.

Many of the types of toys and learning resources RTP will teach parents to use (e.g. learning cards, ribbon, and in some cases handmade figurines), and those with best linkages to the sorts of ECD outcomes RTP wants to achieve, are not as frequently observed in homes; consequently, they may be able to achieve substantial impact in this area come the endline.

% of homes observed to have a minimum of four types of play materials

Within Uganda, it is difficult to say whether there are substantive distinctions between districts, while in Tanzania, Kasulu, Kibondo, and Serengeti appear to face the most challenges in this indicator.

% of caregivers who report positive child social and emotional skills and behaviour

Positive child behaviour appears to have been a challenge in all target communities; Uganda appears to have performed better overall, with 58% of caregivers reporting positive child social and emotional skills and behaviour,

The areas of most challenge in SEL and behaviour can serve as strong points of focus for the country-level teams during the implementation phase. In Uganda, these comprise distress from change or parent leaving the house, biting hitting or kicking, routines, emotional outbursts, and initiation of reading and literacy activities. In Tanzania, these

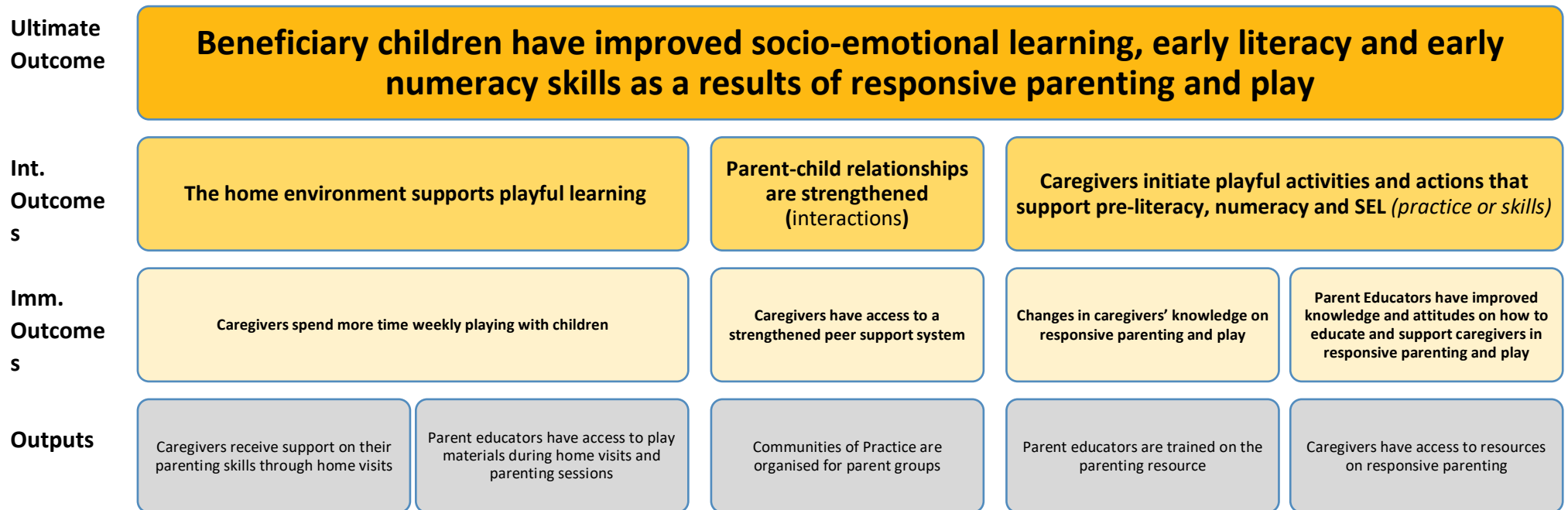
	compared with 16% in Tanzania, where Kasulu and Kibondo appear to face substantial challenges in this area.	comprise routines, distress from change or parent departure, biting, hitting or kicking, and initiation of learning activities.
% of caregivers who report having a positive parent-child relationship	There were some challenges identified across both countries, with particularly substantial ones in Kampala (Uganda), and Kibondo (Tanzania). There were no substantive distinctions between male and female respondents identified.	Provide training to parent educators and awareness raising activities for caregivers in both countries to support the development of a positive parent-child relationship.

Appendix I: Results Framework

Please see the live version of the RF at this link: https://docs.google.com/spreadsheets/d/1hoiOmNzW-HRUDx7Mb_n37t5F4_thtbMLOjaeQMTp_RI/edit#gid=250098305

Given the ongoing and dynamic nature of this consultancy, maintaining this framework in a live format was considered to be more advantageous and useful to the programme and evaluation teams alike.

Theory of Change



Appendix II: Documents Reviewed

The following documents were reviewed at all times, and formed part of the tool development and baseline study:



Play to Grow Home Visit Guide, The LEGO Foundation and Right to Play 2019



Play to Grow PE and PS Sessions, Right to Play Pilot Study, 2019



Pilot, Play to Grow Handouts, 2019



Pre-Training Survey (Pre-Post Surveys), Right to Play



Needs Assessment Report – Project: Content development and training for ‘Play to Grow’, Unbounded Associates, 2022



Tanzania Workplan



Uganda Workplan



Training Evaluation Report, Content Development and Training for ‘Play to Grow’, Caregiver Education Resource Package, Unbounded Associates, 2022



PE Resource Survey Results, June 2022, RTP



Measure of Empathy in Adult-Child Interactions (MEACI, Stover et al. 1971)



Child-Parent Relationship Scale (Speranza et al. 2020)



Child-Parent Relationship Therapy (CPRT), CEBC



Porter, B. M. (1954). Measurement of parental acceptance of children. Journal of Home Economics, 46, 176–182. (Porter Parental Acceptance Scale)



Parenting Stress Index™, Fourth Edition, Richard R. Abidin, EdD



Filial Problem Checklist



Measurement tools and indicators for assessing nurturing care for early childhood development: A scoping review, Joshua Jeong, Lilia Bliznashka, Eileen Sullivan, Elizabeth Hentschel, Youngkwang Jeon, Kathleen L. Strong, Bernadette Daelmans, 2022



The Parent Play Questionnaire (PPQ): development of a parent questionnaire to assess parent-child play and digital media use (Yasmin Ahmadzadeh, 2020)



UNICEF Multiple Indicator Cluster Survey (MICS)

Appendix III: Stakeholder KIIs

Country	Role	Interviewed
Tanzania	Social welfare officer	☒
Tanzania	Social welfare officer	☒
Tanzania	PO-RLAG ministry: Education officer	☒
Tanzania	RTP project officer	☒
Tanzania	RTP Training officer	☒
Tanzania	RTP Field facilitator	☒
Tanzania	RTP Field facilitator	☒
Tanzania	Municipal social welfare officer	☒
Tanzania	District Development officer	☒
Tanzania	Community Development Officer	☒
Tanzania	Community Development Officer	☒
Uganda	Member of CMC - Misyera P/S ECD	☒
Uganda	Head Caregiver - Misyera P/S ECD	☒
Uganda	Member of CMC - Naguru Katali	☒
Uganda	Parent representative - Naguru Katali	☒

Uganda	Head Caregiver - Naguru Katali	☒
Uganda	Head Caregiver – Pagirinya II ECD	☒
Uganda	Project Officer	☒
Uganda	Education Officer	☒
Uganda	Field Facilitator	☒
Uganda	Principal Inspector Of Schools, Adjumani	☒
Uganda	Kampala Supervisor Education	☒
Uganda	Kampala Education Officer	☒
Uganda	Isingiro ECD Focal Person	☒
Uganda	Monitoring, Evaluation and Learning Specialist	☒
Uganda	Program Manager	☒

Appendix IV: Calculation Method Guidance, Scoring Information

MO.1 - Improvements in social/emotional skills and behaviour among beneficiary children.

The binary states, 'Met' or 'Not Met', determine whether a caregiver's child met the indicator score. Children's caregivers who reported seeing at least 7 out of 10 SEL standards met the indicator score.

These standards are:

(1) Can (child's name) do an activity, such as colouring or playing with building blocks, without repeatedly asking for help or giving up too quickly?

A caregiver who answers 'yes' is considered to be correct.

(2) Does (child's name) offer to help someone who seems to need help?

A caregiver who answers 'yes' is considered to be correct.

(3) Does (child's name) get along well with other children?

A caregiver who answers 'often' or 'always' is considered to be the correct.

(4) How often does (name) kick, bite, or hit other children or adults?

A caregiver who answers 'never' is considered to be the correct.

(5) Does your child get upset when you leave the house?

A caregiver who answers 'rarely' or 'never' is considered to be the correct.

(6) Does your child have tantrums or emotional outbursts?

A caregiver who answers 'rarely' or 'never' is considered to be the correct.

(7) Does your child let you know how he/she is feeling with gestures or words?

A caregiver who answers 'often' or 'always' is considered to be the correct.

(8) Does your child follow daily routines?

A caregiver who answers 'often' or 'always' is considered to be the correct.

(9) Does your child get distressed by changes or new situations?

A caregiver that answers 'never' is considered to be the correct.

(10) Does your child initiate math- or -reading-focussed activities or play?

A caregiver who answer's 'often' or 'always' is considered to be the correct.

SO.1 - Parent Educators have improved knowledge and attitudes on how to educate and support caregivers in responsive parenting and play

The binary states, 'Met' or 'Not Met', determine whether a parent educator passed the indicator score. Parent Educators who met the indicator score had to answer at least 12 out of 16 total questions correctly.

We can't predict or explain children's behaviour.

'Disagree' is the correct answer.

Children need a lot of structure and direction since they're still learning and growing

Any answer other than 'disagree' or 'strongly disagree' is a correct answer.

Children cannot feel deep emotional pain the way adults do, since they are still developing.

'Disagree' and 'Strongly Disagree' are the correct answers.

Children are able to figure things out on their own.

'Neither agree nor Disagree' is the only incorrect answer.

Children will grow out of most of their problems.

'Disagree' and 'Strongly Disagree' are the correct answers.

Children communicate mostly in the same ways as adults.

'Disagree' and 'Strongly Disagree' are the correct answers.

Children begin learning to read in primary school.

'Disagree' and 'Strongly Disagree' are the correct answers.

Children cannot learn math and numbers until they get to school.

'Disagree' and 'Strongly Disagree' are the correct answers.

Children should only play in areas made for playing (playgrounds, play areas in the home).

'Disagree' and 'Strongly Disagree' are the correct answers.

Parents should react to their child's moods and emotions.

'Agree' and 'Strongly Agree' are the correct answers.

It doesn't matter if children experience abuse or neglect when they are younger than 3 years, as they won't remember it.

'Disagree' and 'Strongly Disagree' are the correct answers.

All people show emotions (how they feel) in the same ways. (For example, all people make the same facial expressions when they are sad.)

'Disagree' and 'Strongly Disagree' are the correct answers.

Parents need to strike or beat their children from time to time if they want them to behave well.

'Disagree' and 'Strongly Disagree' are the correct answers.

Parents should let their children have choices in what they do during the day.

'Neither agree nor Disagree' is the only incorrect answer.

It's more important to praise children for what they achieve than what they try.

'Disagree' and 'Strongly Disagree' are the correct answers.

If parents don't use strong words or yell at their children, they won't behave well.

'Disagree' and 'Strongly Disagree' are the correct answers.

SO.2 - Changes in parents' knowledge + awareness with regard to responsive parenting and play

The binary states, 'Met' or 'Not Met', determine whether a caregivers passed the indicator score. Caregivers who met the indicator score had to answer at least 13 out of 17 total questions correctly.

We can't predict or explain children's behaviour

'Disagree' and 'Strongly Disagree' are the correct answers.

Children need a lot of structure and direction since they're still learning and growing

'Agree' and 'Strongly Agree' are the correct answers.

Children cannot feel deep emotional pain the way adults do, since they are still developing

'Disagree' and 'Strongly Disagree' are the correct answers.

Children are able to figure things out on their own

'Neither agree nor Disagree' is the only incorrect answer.

Children will grow out of most of their problems

'Disagree' and 'Strongly Disagree' are the correct answers.

Children communicate mostly in the same ways as adults

'Disagree' and 'Strongly Disagree' are the correct answers.

Children begin learning to read in primary school

'Disagree' and 'Strongly Disagree' are the correct answers.

Children cannot learn math and numbers until they get to school

'Disagree' and 'Strongly Disagree' are the correct answers.

Children should only play in areas made for playing (playgrounds, play areas in the home)

'Agree' and 'Strongly Agree' are the correct answers.

Parents should react to their child's moods and emotions

'Agree' and 'Strongly Agree' are the correct answers.

It doesn't matter if children experience abuse or neglect when they are younger than 3 years, as they won't remember it

'Disagree' and 'Strongly Disagree' are the correct answers.

All people show emotions (how they feel) in the same ways. (For example, all people make the same facial expressions when they are sad.)

'Neither agree nor Disagree' is the only incorrect answer.

Parents should set limits for how their children behave

'Agree' and 'Strongly Agree' are the correct answers.

Parents should let their children have choices in what they do during the day

'Neither agree nor Disagree' is the only incorrect answer.

Parents need to strike or beat their children from time to time if they want them to behave well

'Disagree' and 'Strongly Disagree' are the correct answers.

It's more important to praise children for what they achieve than what they try

'Disagree' and 'Strongly Disagree' are the correct answers.

If parents don't use strong words or shout at their children, their children won't behave well

'Disagree' and 'Strongly Disagree' are the correct answers.

SO.6 - Change in parent-child interactions: relationships strengthened

The binary states, 'Met' or 'Not Met', determine whether a caregiver met the indicator score. Children's caregivers who reported seeing at least 6 out of 9 standards met the indicator score

My child's feelings toward me can be unpredictable or can change suddenly.

'Disagree' and 'Strongly Disagree' are the correct answers.

I share an affectionate, warm relationship with my child.

'Agree' and 'Strongly Agree' are the correct answers.

My child reacts strongly to separation from me.

'Neither Agree or Disagree', 'Disagree' and 'Strongly Disagree' are the correct answers.

Dealing with my child drains my energy.

'Disagree' and 'Strongly Disagree' are the correct answers.

If upset, my child will seek comfort from me.

'Agree' and 'Strongly Agree' are the correct answers.

My child is overly dependent on me.

'Neither Agree or Disagree', 'Disagree' and 'Strongly Disagree' are the correct answers.

My child and I always seem to be struggling with each other.

'Disagree' and 'Strongly Disagree' are the correct answers.

When I praise my child, he/she beams with pride.

'Agree' and 'Strongly Agree' are the correct answers.

My child appears hurt or embarrassed when I correct him/her.

'Disagree' and 'Strongly Disagree' are the correct answers.

Appendix V: Table Breakdowns

Poorest performing questions (per country) (parent educators)

Tanzania	
Children will grow out of most of their problems.	27%
It's more important to praise children for what they achieve than what they try.	31%
We can't predict or explain children's behaviour.	45%
Children should only play in areas made for playing (playgrounds, play areas in the home).	49%
Children communicate mostly in the same ways as adults.	51%
Children cannot feel deep emotional pain the way adults do, since they are still developing.	57%
Children begin learning to read in primary school.	59%
Children cannot learn math and numbers until they get to school.	69%
All people show emotions (how they feel) in the same ways. (For example, all people make the same facial expressions when they are sad.)	69%
Parents need to strike or beat their children from time to time if they want them to behave well.	69%
If parents don't use strong words or yell at their children, they won't behave well.	84%
Parents should react to their child's moods and emotions	86%
Children are able to figure things out on their own.	88%
Parents should let their children have choices in what they do during the day.	92%
Children need a lot of structure and direction since they're still learning and growing	94%
It doesn't matter if children experience abuse or neglect when they are younger than 3 years, as they won't remember it.	94%
Uganda	
It's more important to praise children for what they achieve than what they try.	3%
We can't predict or explain children's behaviour.	38%
Children should only play in areas made for playing (playgrounds, play areas in the home).	38%
All people show emotions (how they feel) in the same ways. (For example, all people make the same facial expressions when they are sad.)	43%
Children cannot feel deep emotional pain the way adults do, since they are still developing.	65%
Children communicate mostly in the same ways as adults.	65%

Children will grow out of most of their problems.	68%
Parents need to strike or beat their children from time to time if they want them to behave well.	75%
It doesn't matter if children experience abuse or neglect when they are younger than 3 years, as they won't remember it.	78%
Children begin learning to read in primary school.	80%
Children cannot learn math and numbers until they get to school.	85%
If parents don't use strong words or yell at their children, they won't behave well.	85%
Parents should react to their child's moods and emotions	93%
Children need a lot of structure and direction since they're still learning and growing	95%
Children are able to figure things out on their own.	95%
Parents should let their children have choices in what they do during the day.	95%

Score breakdown by question (caregiver knowledge, practice, attitudes)

Tanzania	
It's more important to praise children for what they achieve than what they try.	24%
We can't predict or explain children's behaviour	35%
Children will grow out of most of their problems.	36%
Children communicate mostly in the same ways as adults.	41%
Children begin learning to read in primary school.	43%
Parents need to strike or beat their children from time to time if they want them to behave well.	48%
Children should only play in areas made for playing (playgrounds, play areas in the home).	50%
Children cannot feel deep emotional pain the way adults do, since they are still developing.	51%
All people show emotions (how they feel) in the same ways. (For example, all people make the same facial expressions when they are sad.)	52%
If parents don't use strong words or shout at their children, their children won't behave well.	52%
Children cannot learn math and numbers until they get to school.	56%

It doesn't matter if children experience abuse or neglect when they are younger than 3 years, as they won't remember it.	61%
Parents should react to their child's moods and emotions	87%
Children are able to figure things out on their own.	88%
Parents should let their children have choices in what they do during the day.	90%
Children need a lot of structure and direction since they're still learning and growing	95%
Parents should set limits for how their children behave.	97%

Uganda

It's more important to praise children for what they achieve than what they try.	7%
Children should only play in areas made for playing (playgrounds, play areas in the home).	40%
We can't predict or explain children's behaviour	42%
All people show emotions (how they feel) in the same ways. (For example, all people make the same facial expressions when they are sad.)	51%
Children will grow out of most of their problems.	54%
Children cannot feel deep emotional pain the way adults do, since they are still developing.	59%
Children communicate mostly in the same ways as adults.	60%
Children begin learning to read in primary school.	75%
It doesn't matter if children experience abuse or neglect when they are younger than 3 years, as they won't remember it.	77%
Parents need to strike or beat their children from time to time if they want them to behave well.	80%
Children cannot learn math and numbers until they get to school.	81%
If parents don't use strong words or shout at their children, their children won't behave well.	81%
Children are able to figure things out on their own.	92%
Parents should react to their child's moods and emotions	94%
Parents should let their children have choices in what they do during the day.	96%

Parents should set limits for how their children behave.	97%
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Children need a lot of structure and direction since they're still learning and growing	98%
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Score breakdown by question – caregiver knowledge and attitude

Tanzania		Uganda	
It's more important to praise children for what they achieve than what they try.	24%	It's more important to praise children for what they achieve than what they try.	7%
We can't predict or explain children's behaviour	35%	Children should only play in areas made for playing (playgrounds, play areas in the home).	40%
Children will grow out of most of their problems.	36%	We can't predict or explain children's behaviour	42%
Children communicate mostly in the same ways as adults.	41%	All people show emotions (how they feel) in the same ways.	51%
Children begin learning to read in primary school.	43%	Children will grow out of most of their problems.	54%
Parents need to strike or beat their children from time to time if they want them to behave well.	48%	Children cannot feel deep emotional pain the way adults do, since they are still developing.	59%
Children should only play in areas made for playing (playgrounds, play areas in the home).	50%	Children communicate mostly in the same ways as adults.	60%
Children cannot feel deep emotional pain the way adults do, since they are still developing.	51%	Children begin learning to read in primary school.	75%
All people show emotions (how they feel) in the same ways.	52%	It doesn't matter if children experience abuse or neglect when they are younger than 3 years, as they won't remember it.	77%
If parents don't use strong words or shout at their children, their children won't behave well.	52%	Parents need to strike or beat their children from time to time if they want them to behave well.	80%
Children cannot learn math and numbers until they get to school.	56%	Children cannot learn math and numbers until they get to school.	81%
It doesn't matter if children experience abuse or neglect when they are younger than 3 years, as they won't remember it.	61%	If parents don't use strong words or shout at their children, their children won't behave well.	81%
Parents should react to their child's moods and emotions	87%	Children are able to figure things out on their own.	92%
Children are able to figure things out on their own.	88%	Parents should react to their child's moods and emotions	94%
Parents should let their children have choices in what they do during the day.	90%	Parents should let their children have choices in what they do during the day.	96%

Children need a lot of structure and direction since they're still learning and growing	95%	Parents should set limits for how their children behave.	97%
Parents should set limits for how their children behave.	97%	Children need a lot of structure and direction since they're still learning and growing	98%

Appendix VI: Respondent Demographics

The following demographics have been broken down by tool and demographics:

Parent Educator Survey

	Tanzania				Tanzania Total	Uganda			Uganda Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungo (Dar es Salaam)		Adjumani	Isingiro	Kampala	
Female	8	2	11	13	34	7	12	4	23
Male	2	8	5	2	17	11	6		17

	Tanzania				Tanzania Total	Uganda			Uganda Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungo (Dar es Salaam)		Adjumani	Isingiro	Kampala	
Female	80%	20%	69%	87%	67%	39%	67%	100%	58%
Male	20%	80%	31%	13%	33%	61%	33%	0%	43%

Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungo (Dar es Salaam)		Adjumani	Isingiro	Kampala		
		1		1					1

			1	1	1			1	2
1				1					1
1				1					1
			1	1			1	1	2
		2		2					2
			1	1					1
			2	2					2
	1	1	2	4					4
		2	1	3		1		1	4
			3	3	1	1		2	5
					1	1		2	2
1	1	7	1	10		2		2	12
1	1	3	2	7		7		7	14

Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar es Salaam)		Adjumani	Isingiro	Kampala		
0%	0%	6%	0%	3%	0%	0%	0%	0%	2%
0%	0%	0%	7%	3%	33%	0%	0%	6%	4%
25%	0%	0%	0%	3%	0%	0%	0%	0%	2%

25%	0%	0%	0%	3%	0%	0%	0%	0%	2%
0%	0%	0%	7%	3%	0%	0%	100%	6%	4%
0%	0%	13%	0%	5%	0%	0%	0%	0%	4%
0%	0%	0%	7%	3%	0%	0%	0%	0%	2%
0%	0%	0%	14%	5%	0%	0%	0%	0%	4%
0%	33%	6%	14%	11%	0%	0%	0%	0%	8%
0%	0%	13%	7%	8%	0%	8%	0%	6%	8%
0%	0%	0%	21%	8%	33%	8%	0%	13%	9%
0%	0%	0%	0%	0%	33%	8%	0%	13%	4%
25%	33%	44%	7%	27%	0%	17%	0%	13%	23%
25%	33%	19%	14%	19%	0%	58%	0%	44%	26%

Parent / Caregiver Survey

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungo (Dar Salaam)		Adjumani	Isingiro	Kampala		
Female	56	36	102	126	320	114	126	40	280	600
Male	42	64	50	25	181	68	54	12	134	315

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar Salaam)		Adjumani	Isingiro	Kampala		
Female	57%	36%	67%	83%	64%	63%	70%	77%	68%	66%
Male	43%	64%	33%	17%	36%	37%	30%	23%	32%	34%

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar Salaam)		Adjumani	Isingiro	Kampala		
Not Large HH	53	61	79	116	309	72	96	41	209	518
Large HH	45	39	73	35	192	110	84	11	205	397

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar Salaam)		Adjumani	Isingiro	Kampala		
Not Large HH	54%	61%	52%	77%	62%	40%	53%	79%	50%	57%
Large HH	46%	39%	48%	23%	38%	60%	47%	21%	50%	43%

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungo (Dar Salaam)		Adjumani	Isingiro	Kampala		
Female Head of Households	8	21	34	50	113	52	42	12	106	219
Male Head of Households	90	79	118	101	388	130	138	40	308	696

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungo (Dar Salaam)		Adjumani	Isingiro	Kampala		
Female Head of Households	8%	21%	22%	33%	23%	29%	23%	23%	26%	24%
Male Head of Households	92%	79%	78%	67%	77%	71%	77%	77%	74%	76%

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
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District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar Salaam)		Adjumani	Isingiro	Kampala		
<5 Children	60	57	83	131	331	91	85	40	216	547
≥5 Children	38	43	69	20	170	91	95	12	198	368

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar Salaam)		Adjumani	Isingiro	Kampala		
<5 Children	61%	57%	55%	87%	66%	50%	47%	77%	52%	60%
≥5 Children	39%	43%	45%	13%	34%	50%	53%	23%	48%	40%

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar Salaam)		Adjumani	Isingiro	Kampala		
Mother wasn't young mother	74	78	80	116	348	107	116	36	259	607
Mother was young mother	24	22	71	33	150	74	64	12	150	300

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungo (Dar Salaam)		Adjumani	Isingiro	Kampala		
Mother wasn't young mother	76%	78%	53%	78%	70%	59%	64%	75%	63%	67%
Mother was young mother	24%	22%	47%	22%	30%	41%	36%	25%	37%	33%

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungo (Dar Salaam)		Adjumani	Isingiro	Kampala		
Rural		40	99		139	161	67		228	367
Semi-urban	39	50	53		142					142
Urban	59	10		151	220	21	109	52	182	402

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
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District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar Salaam)		Adjumani	Isingiro	Kampala		
Rural	0%	40%	65%	0%	28%	88%	38%	0%	56%	40%
Semi-urban	40%	50%	35%	0%	28%	0%	0%	0%	0%	16%
Urban	60%	10%	0%	100%	44%	12%	62%	100%	44%	44%

Household Observations

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar Salaam)		Adjumani	Isingiro	Kampala		
Rural		4	11		15	16	8		24	39
Semi-urban	4	5	7		16					16
Urban	8	1		15	24	2	10	5	17	41

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungu (Dar Salaam)		Adjumani	Isingiro	Kampala		

Rural	0%	40%	61%	0%	27%	89%	44%	0%	59%	41%
Semi-urban	33%	50%	39%	0%	29%	0%	0%	0%	0%	17%
Urban	67%	10%	0%	100%	44%	11%	56%	100%	41%	43%

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungo (Dar Salaam)		Adjumani	Isingiro	Kampala		
Female Head of Households		4	3	4	11	7	5		12	23
Male Head of Households	12	6	15	11	44	11	14	5	30	74

	Tanzania				Tanzania Total	Uganda			Uganda Total	Grand Total
District	Kasulu (Kigoma)	Kibondo	Serengeti (Mara)	Ubungo (Dar Salaam)		Adjumani	Isingiro	Kampala		
Female Head of Households	0%	40%	17%	27%	20%	39%	26%	0%	29%	24%
Male Head of Households	100%	60%	83%	73%	80%	61%	74%	100%	71%	76%

Appendix VII: Nine Parenting Skills

1. Letting the Child Lead in Play (Weeks 3 and 7)

Children play in different ways. They like to play by themselves or with other children. When they do this, parents are not involved, but can make sure children are safe. Children also like to play with their parents. They can play together where a parent leads the play, for example by teaching a game with rules. Or they can play together where the child leads the play and makes most of the decisions about what and how to play. All kinds of play are good. Play can happen anywhere and become a 'way of being' in your relationship with your child.

When you set aside time to play with one child, it makes them feel loved and special, and it helps their behaviour. You can do this by picking a few toys or household items and going together to a place where there are not a lot of other children. This could be inside your home, outside in the yard, in a church or in a school yard. Sit down at your child's level and let them begin playing. Don't tell them what to play. Describe what you see them doing ('You're building a tall building; you're making that bird fly high.') Don't try to teach them something new or tell them what to play. Just be there with them. Just for this short time, follow their lead. You can do this once a week for 15-30 minutes and see how your relationship improves.

2. Reflecting Feelings (Week 5)

Emotions are how our mind and bodies react to something around us. Common emotions are happiness, sadness, anger, surprise, disgust, and fear. Parents can help children by RESPONDING to their emotions instead of REACTING. What is the difference? REACTING is when you have the same emotion as your child. If they get angry, you get angry back. RESPONDING is when you are calm yourself, and you respond in a way that helps them become calm. When they get angry, you stay calm and let them know you hear them and are going to help them get through their feelings.

The skill of Reflecting Feelings looks like naming the emotion the child is displaying which reassures them that you are hearing, listening and caring. For example, if a child is angry the parent can say 'I see that you are upset because you want to go outside but it's bedtime'.

3. Setting Limits (Week 9)

We all have things we don't like our children doing. Sometimes we call these 'bad' behaviours when it is really our child's way of trying to get our attention. It's important to set limits, as it helps children learn acceptable behaviours. We need to set limits when our child does something that could hurt themselves or someone else or is not doing what they are supposed to be doing. Children are not 'bad' – they just sometimes need to learn how to behave in an acceptable way.

When setting limits with your child, be consistent. If you don't let them run into the road without looking today, you shouldn't let them do it tomorrow, or on a different road. Show them a different, playful thing to do instead. Setting a limit each time your child does the behaviour provides a predictable, safe environment and a sense of security for your child.

The skill of Setting Limits follows the ACT sequence: A for Acknowledge their feelings ('I can see you are excited to kick the ball in the house', C for Communicate the boundary ('We kick balls only outside the house'), and T for tell them the behaviour you want ('Take the ball outside to kick it or play with something else inside').

4. Giving Choices (Week 11)

You can teach children to make decisions and solve problems by giving them choices. Giving children choices that fit their age empowers them. Give big choices for big kids and little choices for little kids.

The skill of Giving Choices looks like providing at least two options for the child to choose between. Both options must be something the parent is willing to do. For example, 'You can play with the toy on the mat or you can put the toy in my hand', 'We can read a book together before bed or we can sing a song'.)

5. Building Self-Esteem (Week 17)

Self-esteem is when a person values themselves. They feel good about the work and play they do in their daily lives. Self-esteem helps children cope with problems and sets them up for success in work and life. You can help build this self-esteem in how you talk to your child.

Through play, children have a chance to learn new skills and discover new things. Sometimes, they want your help doing things they are already able to do. Try to encourage your child to do things on his or her own. This is a chance to let them discover, figure things out,

and solve problems. To build self-esteem, it's good to give children credit for their ideas and efforts, and not just for what they do or make. You can say, 'You worked so hard on that! You like the way that turned out.' This teaches children to feel good about working hard and helps them value their own work.

6. Encouraging Effort (Week 19)

Many times, we tell our children, 'good girl' or 'good boy' when they do something we want them to do, and 'bad girl' or 'bad boy' when they do something we don't like. This can make them think that they are someone who is always good or always bad, and it doesn't help them learn. Instead of saying the child is good, try saying, for example, 'I see you worked very hard on that.' Instead of saying they are bad, say, for example, 'You did not listen to me. I wanted you to come straight home after school.'

When you encourage children in their play, it helps them feel valued and accepted for who they are; points out their positive behaviours; helps them believe in themselves; focuses on their effort and improvement, rather than what they achieve; and shows you are grateful for who they are and what they bring to your life.

Encouraging children's effort helps their self-esteem and helps them to be motivated to do things. When children are encouraged, they become aware of their efforts and learn how to notice their hard work themselves, rather than needing an adult to praise them for working hard. Praise, on the other hand, congratulates children on what they did or made. If we only praise children, they start to depend on the praise to work hard. Encourage the effort, rather than only praising the product.

7. Following Routines (Week 21)

Routines are activities that happen at about the same time and in about the same way each day. They provide a sense of safety and comfort to the child. Examples include listening to a story before bed, brushing teeth before breakfast, taking a nap upon returning from school, having a dinner at the same time as a family. Following a healthy routine reduces anxiety and stress amongst children and helps them to be organized, responsible and disciplined.

Some examples of routines:

- Play: 30 minutes of indoor/outdoor physical activity every day, drinking water during and after the play, washing hands after the play

- Meals: wash hands before mealtime, eating last meal three hours before bedtime, sitting down as family for mealtime, sharing a quiet moment of gratitude for the food before or after the meal, letting child help with the cleanup
- Sleep: brushing teeth before bedtime, listening to a story or poem/rhyme, reading a book with the parent(s)

Play can help you and your children enjoy routines. You can use play to make routines fun, such as having a special song for brushing teeth and washing hands, telling about something funny that happened that day while you're eating dinner, or making a game out of getting ready for school. If your child is having trouble following routines, remember to give choices: 'You can choose to sit next to mommy or sister,' or 'You can choose to brush your teeth first or use the toilet first.'

8. Including Literacy in Everyday Activities (Week 11)

Language is the way we communicate. We communicate through the literacy skills we learn. Those skills are speaking and listening, reading, and writing. You may think that children will only learn these skills in school, but your child is developing his/her most important skills at home with you! Because you know your child so well, you are your child's first and best teacher.

Play is the best way that your child can learn language and literacy. In fact, without even being aware that you are teaching, you are likely doing a lot to help your child learn language and literacy skills. Some of the fun ways that you can help your child to understand and use language in daily life are: talking to your child, describing things in the world around them, singing, pointing out letters and words around the house, naming letters and making sounds, saying rhymes, and telling stories or reading books to your child. We will practice some activities here today which you can repeat at home with your child and learn which activity your child enjoyed the most. If you have books in your home, you should try to read to your child every day.

9. Including Numeracy in Everyday Activities (Week 13)

Numeracy is about understanding how numbers and math ideas work in everyday situations, for example understanding numbers, counting, measuring, sorting, noticing patterns, and adding and subtracting numbers. Children and adults need to understand numeracy to do everyday tasks and make sense of the world around them.

Children start learning numeracy skills from the time they are born. They learn by looking at and hearing about numbers everyday, for example when you count their fingers or toes. As they grow older, they learn to understand shapes and patterns and attempt to group things together based on their color, shape, and size. This is known as sorting.

You help your child develop these skills at home. For example, you can use numbers to describe what you see (two mangoes on the plate), pointing out numbers as you move around inside or outside your home, using mealtimes with your child to count, sort and sing about numbers, organizing everyday objects and by playing games using numbers and math ideas

Additional Annexes

- Terms of reference
- Inception Report
- Full description of evaluation methods, including approach to data collection and analysis.
- Copies of all evaluation tools (questionnaires, checklists, discussion guides, surveys, etc.).
- A list of sources of information (key informants, documents reviewed, other data sources).
- PMF Table with indicator values