



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

Endline Report 'Play to Grow' Parental Education Programme

Endline conducted by Thuso – March to May 2023

Baseline conducted by Thuso - Aug to Nov 2022

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Table of Contents

<i>Executive Summary</i>	6
<i>Project Background</i>	13
<i>Evaluation Purpose, Objective and Questions.....</i>	16
<i>Evaluation Methods and Limitations</i>	17
Theory of Change	26
<i>Endline Findings.....</i>	31
Child SEL and Behaviour	31
Parent Educator Knowledge, Attitudes, Capacities	34
Caregiver Knowledge, Awareness	49
Caregiver Practice	56
Parent Engagement.....	65
Parent Peer Support.....	65
Home Environment	73
Relationship with Parents.....	80
Government Engagement.....	85
Potential Scale Up	89
Conclusions & Recommendations.....	91
<i>Appendix 1: Additional Tables.....</i>	106
<i>Appendix I: Results Framework</i>	108
<i>Appendix II: Documents Reviewed</i>	109
<i>Appendix III: Stakeholder KIs.....</i>	111
<i>Appendix IV: Table Breakdowns.....</i>	113
<i>Appendix V: Statistical Significance Values.....</i>	115
<i>Appendix VI: Nine Parenting Skills.....</i>	118
<i>Additional Annexes on Request.....</i>	123

Acronyms and Initialisms

ToC	Theory of Change
ToCA	Theory of Change Analysis
RTP	Right To Play
PSS	Psychosocial Wellbeing
BBB	Building Back Better ¹
ECD	Early Childhood Development
SEL	Social Emotional Learning
DAC	Development Assistance Committee
HH	Household
HoH	Head of Household

¹ Official project name: Building Back Better: COVID-19 response and recovery for children's education and well-being

Tables & Figures

Figures

Figure 1: % of caregivers who report positive child social and emotional skills and behaviour .	33
Figure 2: Distribution of endline parent survey responses to “Do you think you had sufficient skills and resources to help you be a Parent Educator? ”, disaggregated by Country and Respondent gender	37
Figure 3: Distribution of endline parent survey responses to “Did you feel supported by RTP as a Parent Educator”, disaggregated by Country and Respondent gender	38
Figure 4: % of parent educators who demonstrate positive attitudes towards responsive parenting and play-based learning, disaggregated by rural vs urban and country.....	42
Figure 5: Distribution of caregiver survey responses to the question ‘Did you find the home visits by Parent Educators helpful and useful’	45
Figure 6: % of caregivers who demonstrate appropriate knowledge, awareness and attitudes related to responsive parenting and play, disaggregated by rural vs urban and country	51
Figure 7: Distribution of responses to 'In the past 12 months, have you heard any radio broadcasts or messages focusing on positive or playful parenting', from caregiver survey, n=905	54
Figure 8: % of caregivers who report using six or more playful/stimulating activities with their child per week, by country and geography	59
Figure 9: Distribution of responses to key indicator question: ‘I have family, neighbors, or friends that I can go to when I need someone to talk to about parenting’	71
Figure 10: Distribution of responses to key indicator question: I feel comfortable sharing my parenting challenges with friends, family, or neighbours	72
Figure 11: Distribution of responses to key indicator question: I can discuss parenting challenges with my spouse, and we support each other to resolve them.....	73
Figure 12: % of caregivers who report using punitive discipline or corporal punishment with their children in the last week, disaggregated by rural vs urban and country	82

Tables

Table 1 – Endline sample achieved in Uganda.....	6
Table 2 - Endline sample achieved in Tanzania	7
Table 3: Play to Grow's impact on the use of punitive discipline, by demographic segment.....	10
Table 4: Sample achieved in Uganda	21
Table 5 - Sample achieved in Tanzania	22
Table 16: Indicator resolution breakdown by country, district and sex - % of caregivers who report positive child social and emotional skills and behaviour.....	5

Table 6: Indicator resolution breakdown by country, district, sex - % of parent educators who feel they have the skills and resources to support caregivers on responsive parenting and play. Indicator resolution breakdown by country, district, and gender.	35
Table 7: Indicator resolution breakdown by country, district - % of parent educators who showcase positive attitudes towards responsive parenting and play based learning	41
Table 8: Potential issues that may affect the sustainability of parent educator operations	48
Table 11: Indicator resolution breakdown by country, district - % of caregivers who demonstrate appropriate knowledge, awareness and attitudes related to responsive parenting and play	50
Table 12: Indicator resolution breakdown by country, district, sex - % of caregivers who report using six or more playful/stimulating activities with their child per week, by country and gender	57
Table 13: 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”, by country and gender	62
Table 14: Indicator resolution breakdown by country, district, sex - % of caregivers who report that they can ask parenting questions and share challenges with their support systems	67
Table 15: Indicator resolution breakdown by country, district - % of parents reporting they have 4 or more types of play materials in the home	74
Table 9: Indicator resolution breakdown by country, district, sex - % decline in caregivers who report using punitive discipline or corporal punishment with their children in the last week....	80
Table 17: Indicator resolution breakdown by country, district, sex - % of caregivers who report having a positive parent-child relationship, by country and gender.....	83
Table 18 – Endline sample achieved in Uganda.....	104
Table 19 - Endline sample achieved in Tanzania	104
Table 10: Play to Grow’s impact on the use of punitive discipline, by demographic segment..	106

Executive Summary

Introduction

This document presents an endline evaluation of Right To Play's (RTP) Play to Grow project in Uganda and Tanzania. Play to Grow is a RTP parenting education resource aiming to support the delivery of at home learning for pre-primary children through four modalities of programming:



Parent Education Sessions



Parent Support Sessions



Home Visits



Radio Broadcasts

The Theory of Change (TOC) and results framework sought to achieve key outcomes with regard to the following:

- Parent educator knowledge, attitudes, and capacities
- Caregiver knowledge and awareness
- Caregiver practice
- Parent peer support
- Home environment
- Child social emotional learning (SEL) and behaviour, relationship with parents

Purpose of the evaluation

Thuso was engaged by RTP as an independent Learning Partner, to help inform programme implementation and has subsequently provided a project evaluation using a mixed-methods approach.

Methodology

The following sample was achieved in each country during endline evaluation², broken down by region, gender, and instrument deployed to collect the data.

Table 1 – Endline sample achieved in Uganda

	Adjumani	Isingiro	Kampala	Total
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² Baseline samples can be found in Annex 1, and in the baseline report.

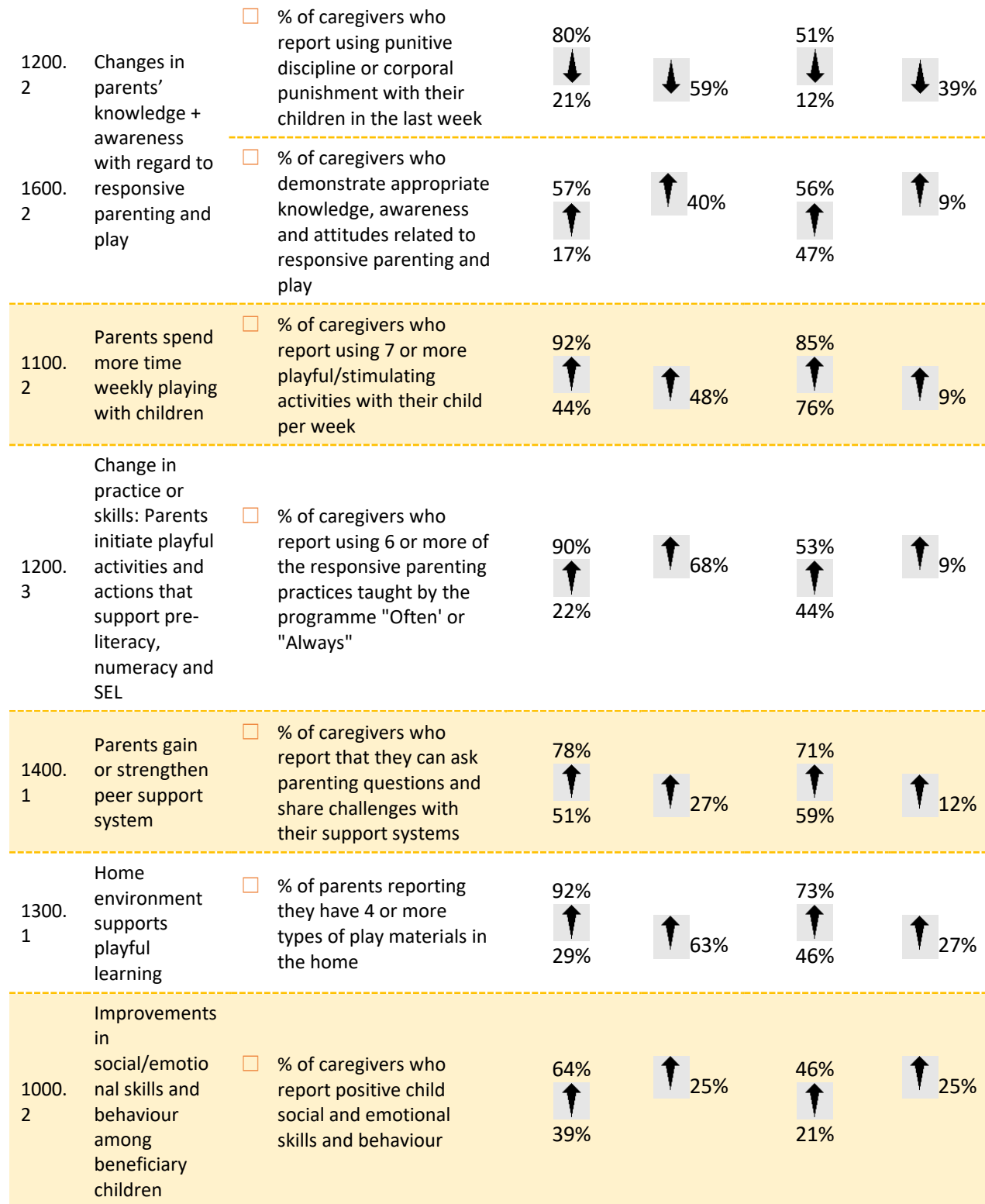
	F	M	F	M	F	M	
Parent Educator Survey	9	9	8	10	4	2	42
Parent Educator FGD	1	1	1	1	1	1	6
Caregiver FGD	1	1	1	1	2	0	6
Caregiver Survey	131	49	105	74	39	7	405
Total	142	60	115	86	46	10	459

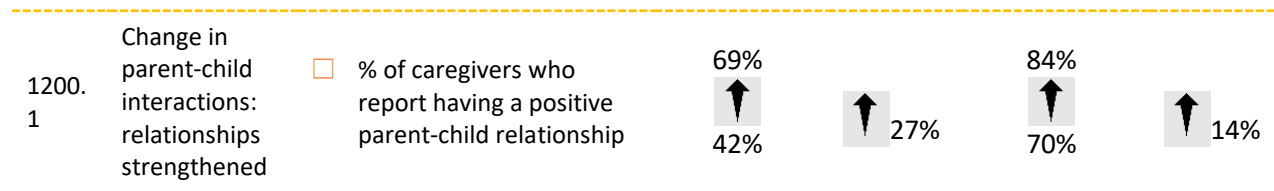
Table 2 - Endline sample achieved in Tanzania

	Kasalu		Kibondo		Serengeti		Ubungu		Total
	F	M	F	M	F	F	M	F	
Parent Educator Survey	3	3	4	6	9	7	15	0	47
Parent Educator FGD	2	2	0	1	1	1	1	1	9
Caregiver FGD	1	1	1	2	0	2	0	2	9
Caregiver Survey	61	39	56	44	97	53	127	23	500
Total	67	45	61	53	107	63	143	26	565

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

Impact (long-term objective): Children have improved SEL, early literacy and early numeracy skills as a result of responsive parenting and play in Uganda and Tanzania.						
#	Short-Term Outcomes	Indicators	Tanzania Performance	%Change	Uganda Performance	%Change
1500. 2/3	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	96% ↑ 39%	↑ 57%	93% ↑ 8%	↑ 85%
		☐ % of parent educators who showcase positive attitudes towards responsive parenting and play	62% ↑ 24%	↑ 38%	29% ↑ 8%	↑ 21%





The report drew the following conclusions, based on which recommendations were developed:

Overall, The Play to Grow programme positively impacted parents and young children in every way it set out to.

Play to Grow’s impact started with a substantial improvement to the confidence, knowledge and attitudes of ‘parent educators’, recruited from communities to deliver trainings to caregivers. These educators are almost all parents themselves and will remain in communities as a channel of support for parents, suggesting that the Play to Grow programme will have a lasting and sustainable effect. By the end of the project, 85% more Ugandan parent educators and 57% more Tanzanian parent educators felt fully confident in supporting caregivers.

The attitudes of caregiver and parent educators towards positive play, despite relatively poor performance, should not be considered an indication of underperformance. Rather, it can be viewed as a misalignment of metrics. Since the indicator was established before finalizing the program content, it would be beneficial to develop a set of questions directly linked to the lesson plans in the future. Ideally, these questions should draw from the available robust resources, thereby yielding more accurate results. This approach will facilitate a more effective measurement of actual performance and contribute to improving scores in the future.

Due to the trainings implemented by parent educators, the use of corporal punishment in the home changed 39% across all target areas in Uganda and 59% across Tanzania. This helped to ensure positive outcomes across all other areas.

Play to Grow also transformed home environments, increasing the variety of play materials in houses, and enhancing all-round family atmospheres. Respective 27% and 63% demonstrating a 133% increase in the proportion of Ugandan and Tanzanian home environments supportive of playful learning helped to ensure positive outcomes across all other areas.

In Uganda, the most prominent improvement initiated by Play to Grow was in the proportion of caregivers reporting positive child social and emotional skills and behaviour. This proportion changed by 25%. In all other areas – parent attitudes, parent-child relationships, time spent with children, application of activities and skills, and parent peer support – the project helped increase the percentage of parents well equipped to make strong positive impacts on their children by amounts ranging from 9% to 14% (demonstrating a 55% increase).

In Tanzania, the project had a notable impact on the number of parents applying key parenting skills and practices. The nine responsive parenting skills taught by Play to Grow strongly resonated with Tanzanian parents, with 68% more caregivers regularly implementing over six of them by the end of the project. This inspired a minimum 25% change in the proportion of beneficiaries meeting the desired benchmarks across all other programme target areas, including responsive parenting, individual wellbeing, child relationships and development, and supportive home environments.

However, project impacts were not always consistent across gender, location, and other variables of demographic disaggregation. Play to Grow was impacted by, or specifically impacted, the following factors:

Table 3: Play to Grow's impact on the use of punitive discipline, by demographic segment

	Gender
	In both countries: - Women were more likely to actively engage in parent education sessions. - Women were slightly more likely to have undertaken six playful activities in the last week. In Tanzania: - Women were more likely to have positive attitudes towards responsive parenting. - Men were more likely to feel they had access to peer support networks and were able to discuss issues with their spouse.
	Displacement Status
	Isingiro and Adjumani districts in Uganda were hosts to large refugee populations at the time of the Play To Grow project. Refugee status was found to have no significant effect on caregivers' improvement towards Play To Grow's intended outcomes.
	Geography (rural vs urban)
	In Uganda, Play to Grow had a greater impact on the social and emotional skills and behavior of rural children.
	District
	Kasulu (Tanzania) and Isingiro (Uganda) were the only locations where less than half of parents displayed appropriate knowledge on responsive parenting by the end

of the project, despite experiencing a 10% improvement in the percentage that did display such knowledge as a result of Play to Grow.

Potentially as a result of difficulties obtaining knowledge, fewer parents in **Isingiro** adopted more playful activities as a means of helping their children to develop, relative to parents in other districts.

In Adjumani (Uganda), there was the lowest endline percentage of caregivers with varied play materials in their home (66%) and the lowest level of improvement on this metric (18%). Data suggests that a longer project duration may have helped to ensure that all Adjumani households with limited resources were identified and reached. In Adjumani also, language barriers posed particular challenge to the understanding of radio programmes.

In Serengeti (Tanzania) an impressive 97% of parents had four or more play materials in their home by the end of the project.

In Kampala (Uganda), some parents struggled to understand what constituted the nine key parenting skills taught by the programme. Plus, in **Kampala** alone, the number of parents seeking support from their peer networks decreased. This was due to mistrust in past information shared within communities, an issue that also surfaced in **Isingiro**. When looking at the data in more detail, there are no resounding factors to suggest why, however it could be attributed to greater school closures in Kampala as a result of the Ebola outbreak.



Employment status of caregiver

The Play to Grow programme impacted employed caregivers' use of corporal punishment more than it impacted the use of force among unemployed caregivers.



Age of Caregiver

Older mothers were impacted most by Play to Grow's teachings on corporal punishment, due to fewer younger mothers using force before the programme.



Head of Household (HoH) Gender

In both countries, the likelihood of caregivers in female-headed households using punitive and corporal punishment strategies decreased more as a result of the programme. This suggests that more specific support may be needed to reach change-resistant male-headed households.



Household (HH) Size and Child Quantity

The Play to Grow programme impacted smaller households the most when it came to reducing the likelihood of caregivers using punitive discipline on children. Play to

Grow also impacted smaller households more when it came to increases in the variety of play materials caregivers had available.

Education level of caregiver



In Tanzania, the Play to Grow project was particularly impactful for parents with lower levels of education when it came to increasing parents' knowledge of responsive parenting and play.

Project Background

Context

The Building Back Better program (January 2022 – June 2023) supports interventions in psychosocial wellbeing (PSS) and education across six countries, including Ethiopia, Lebanon, Pakistan, Sierra Leone, Tanzania and Uganda. 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 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 as well as a technical assistance pilot in Sierra Leone. The resources 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;
- ❖ 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.

Play to Grow is currently being piloted in 3 districts in Uganda, Kampala, Isingiro and Adjumani, and four districts in Tanzania, Serengeti (Mara), Ubungu (Dar es Salaam), Kibondo (Kigoma) and Kasulu (Kigoma).

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 focused 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 reached parents of children who belong to the school community of RTP partner schools in the two countries.

In Uganda, the project was implemented in Adjumani and Isingiro, targeting host refugee communities from South Sudan and Rwanda in rural settings, and Kampala as an urban setting. The intervention impacted the parents of children in 41 ECD centres across the three locations (18 in Adjumani, 18 in Isingiro and 5 in Kampala). A total of 82 parent educators were selected and trained.

In Tanzania, Parental Education was implemented in 50 ECD centres across four districts: Ubungu (Dar es Salaam), Serengeti (Mara), Kibondo and Kasulu (Kigoma). Across these three regions, 150 parent educators were selected and trained on the Parenting Education Resource. In Kigoma, the project targeted host communities.

Over the 6-month implementation period, parent educators in both countries delivered bi-monthly parenting education sessions, twice-monthly parent support group sessions as well as a monthly home visit. Where feasible, two radio messages were selected and aired each month.

Key activities included the 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 focused only on short and medium-term outcomes.

The outcomes of the Play to Grow project were achieved through four modalities of programming:

Parent Education Sessions



Parent Educators were trained to run interactive parent education sessions. Each session lasted one hour and taught caregivers about the value of responsive parenting, the nine responsive parenting skills, and stimulating playful activities and how to use them.

Parent Support Sessions



Parent support sessions were also led by parent educators. Sessions featured teachings on the importance of self-care and fostering collaborative relationships within households and communities. Parents were also provided with an opportunity to share their problems, ask each other for advice and learn from their peers.

Home Visits



Once a month, parent educators visited the homes of parents to collaboratively play with the children, observe how parents practiced the nine parenting skills, and answer questions on how they can improve.

Radio Broadcasts



Radio programmes featuring educational messages were created and broadcasted to parents with the assistance of local governments.

As this endline evaluation highlights, not all project beneficiaries were reached by radio programmes due to delivery and access issues.

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;



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.

Evaluation Purpose, Objective and Questions

Consultancy Objective

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

Evaluation Objectives

- Assess the short term and medium term outcomes;
- Review and test the project's Theory of Change;
- Inform realistic and achievable targets that are grounded within the local context;
- Produce evidence which facilitates discussion and learning regarding program best practices among project participants, community members, Right To Play staff, partners and institutional stakeholders, supporting improvement and iteration of the resource for further scale-up in Uganda and Tanzania; and
- 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

Methodology³

At the baseline which was conducted from August – November 2022, the study employed a mixed methods approach utilizing the same tools as that at the endline. There was a small adjustment to the endline tools, whereby Right To Play conducted the observations and additional qualitative tools were added: Parent FGD and Parent Educator FGD. With the baseline reporting and results, project implementation began shortly after.

The endline 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, this endline study has also employed a participatory methodology. This approach undertook 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 was the resolution of the indicators developed within the programmatic logframe, as well as the collection of contextualizing 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.

³ Note: Additional information on the specific statistical approaches used in this report will be made available.



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 locations 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 endline 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.

Tools Developed

The baseline tools and RTP resources were a starting point for instrument development of the endline tools, 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- Test

This tool was designed and deployed by RTP.



Caregiver Survey

This survey was based on the baseline tool to align with the indicator framework. The questions were adjusted to match the objectives of the evaluation. The survey included a random selection of parents or caregivers who have been recipients of the RTP Play to Grow programme (ensuring a gender split where possible).



Parent Educator Survey

This survey was based on the baseline tool to align with the indicator framework. The questions were adjusted to match the objectives of the evaluation. The survey included a random selection of parent educators who have been recipients of the RTP Play to Grow programme (ensuring a gender split where possible).



Caregiver FGD

This tool was designed to provide additional qualitative understanding from the caregiver survey, including open responses to allow for rich responses. The tool included a random selection of parents or caregivers who have been recipients of the RTP Play to Grow programme (ensure a gender split where possible) with five per group.



Parent Educator FGD

This tool was designed to provide additional qualitative understanding from the parent educator survey, including open responses to allow for rich responses. The tool included a random selection of parent educators who have been recipients of the RTP Play to Grow programme (ensure a gender split where possible) with five per group.



Stakeholder KII

A selection of stakeholders were identified as key informant interviewees, to provide rich understanding from the perspective of programme staff, community leaders, and Ministry representatives.

The following stakeholders were selected and interviewed:

Location	Role	Interviewed
Tanzania, Kigoma Kasulu	Social welfare officer	☒
Tanzania, Dodoma	PO-RLAG ministry: Education officer	☒
Tanzania, Dar es salaam	RTP project officer	☒
Tanzania, Serengeti	RTP Training officer	☒
Dar es Salaam	RTP Field facilitator	☒
Tanzania, Serengeti	RTP Field facilitator	☒
Tanzania, Dar es Salaam	Municipal social welfare officer	☒
Serengeti, Tanzania	District Development officer	☒
Tanzania, Dodoma	Community Development Officer	☒
Uganda, Isingiro	Member of CMC - Misyera P/S ECD	☒
Uganda, Isingiro	Education Officer -Nakawa Division	☒
Uganda, Kampala	Sharp Infant School-Head Caregiver	☒
Uganda, Kampala	Sharp Infant School-Parent Representative	☒
Uganda, Kampala	Sharp Infant School-SMC Member	☒

Uganda, Kampala,	Head Caregiver – Pagirinya I ECD	☒
Uganda, Adjumani	RTP Project Officer	☒
Uganda, Mbarara	RTP Education Officer	☒
Uganda, Kampala	RTP Field Facilitator	☒
Uganda, Adjumani	Principal Inspector Of Schools, Adjumani	☒
Uganda, Isingiro	District Inspection of School	☒

Achieved Sample

Across both countries, the respondents were randomly selected by the schools and ECD centers. For FGDs there were 5 individuals selected, and where possible gender split. The following breakdown across both countries is presented below:

Uganda

Table 4: Sample achieved in Uganda

	Adjumani		Isingiro		Kampala		Total
	F	M	F	M	F	M	
Parent Educator Survey	9	9	8	10	4	2	42
Parent Educator FGD	1	1	1	1	1	1	6
Caregiver FGD	1	1	1	1	2	0	6
Caregiver Survey	131	49	105	74	39	7	405
Total	142	60	115	86	46	10	459

Tanzania

Table 5 - Sample achieved in Tanzania

	Kasalu		Kibondo		Serengeti		Ubungo		Total
	F	M	F	M	F	F	M	F	
Parent Educator Survey	3	3	4	6	9	7	15	0	47
Parent Educator FGD	2	2	0	1	1	1	1	1	9
Caregiver FGD	1	1	1	2	0	2	0	2	9
Caregiver Survey	61	39	56	44	97	53	127	23	500
Total	67	45	61	53	107	63	143	26	565

Challenges and Limitations

In the endline 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.

Self-reported data

Data collection for this study did rely on self-reporting methods, where parents and parent educators were the primary respondents. While self-reporting is a valuable approach, it's important to acknowledge and address certain limitations that may affect the data collected in this context and how limitations were mitigated:

- **Social desirability bias:** When parents or parent educators self-report their experiences with play-based interventions, there may be a tendency to present themselves in a socially desirable manner, potentially leading to biased or inaccurate information. To mitigate this bias, participants were assured of the importance of honesty and confidentiality. By emphasizing the significance of providing genuine feedback, respondents were encouraged to share their authentic experiences without fear of judgment.
- **Recall bias:** Participants in the study may have been required to recall specific instances or details related to their experiences with play-based interventions or trainings. To minimize this limitation, the data collection process included prompts and reminders to assist participants in recalling relevant information. These aids aimed to improve the accuracy and completeness of the reported experiences.
- **Limited insight into unconscious factors:** Self-reporting primarily captures conscious thoughts, attitudes, and behaviors, but may not reveal underlying unconscious factors that influence decision-making. In the context of this study, it is important to acknowledge that self-reported data may not fully capture the holistic impact of play-based interventions on child development. To complement self-reported data, Thuso incorporated additional methods, such as observations or direct assessments of children's developmental outcomes. This mixed methods approach aimed to provide a more comprehensive understanding of the effects of play-based interventions to validate findings.
- **Validation through multiple sources:** To strengthen the reliability of self-reported data in the study, Thuso, in collaboration with Right To Play, sought validation through multiple sources. This might have involved comparing self-reported data with objective measures of child development, seeking corroborating evidence from other stakeholders, such as children themselves or other stakeholders. By triangulating data from multiple sources, Thuso aimed to enhance the reliability and validity of the findings.

Disaggregated Analyses

All analyses of Play to Grow's achievement of the indicators featured in this investigation were disaggregated by gender and location (district). This has allowed for a comparison of how different genders and districts have performed in achievement of each targeted outcome of the project.

Throughout the report, where ‘significance’ or ‘statistical significance’ is mentioned, it denotes that a standard p-value of 0.05 has been used, meaning that the data effect – the observed increase or decrease said to have resulted from the program’s intervention, or from a specific variable such as gender – is likely to occur more than 5% of the time (less than 5% of the time under the null hypothesis). If no disaggregated analysis is included i.e., no mention of gender, location or other variables is been made in the discussion of a specific project outcomes or indicator, then no significant data effects were found. It can be assumed in these instances that the variables without mention have not influenced the outcome of the Play to Grow project under review.

Vulnerability Consideration

Issues of vulnerability have also 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.

Additional disaggregated 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;



Displacement Status

Respondents were asked if they identified as refugee, IDP, or host community. Adjumani and Isingiro were had large proportions of refugee caregivers participating in the programme.



Education Level of Caregiver

Whether the caregiver has a level of education above or below secondary education.



Head of Household (HoH) Gender

Whether the head of the household is Male or Female.

**Household (HH) Size**

Whether the caregiver belongs to a large household (7 or more members) or small household.

**Number of Children in Family**

Whether 5 or more children are in the family

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

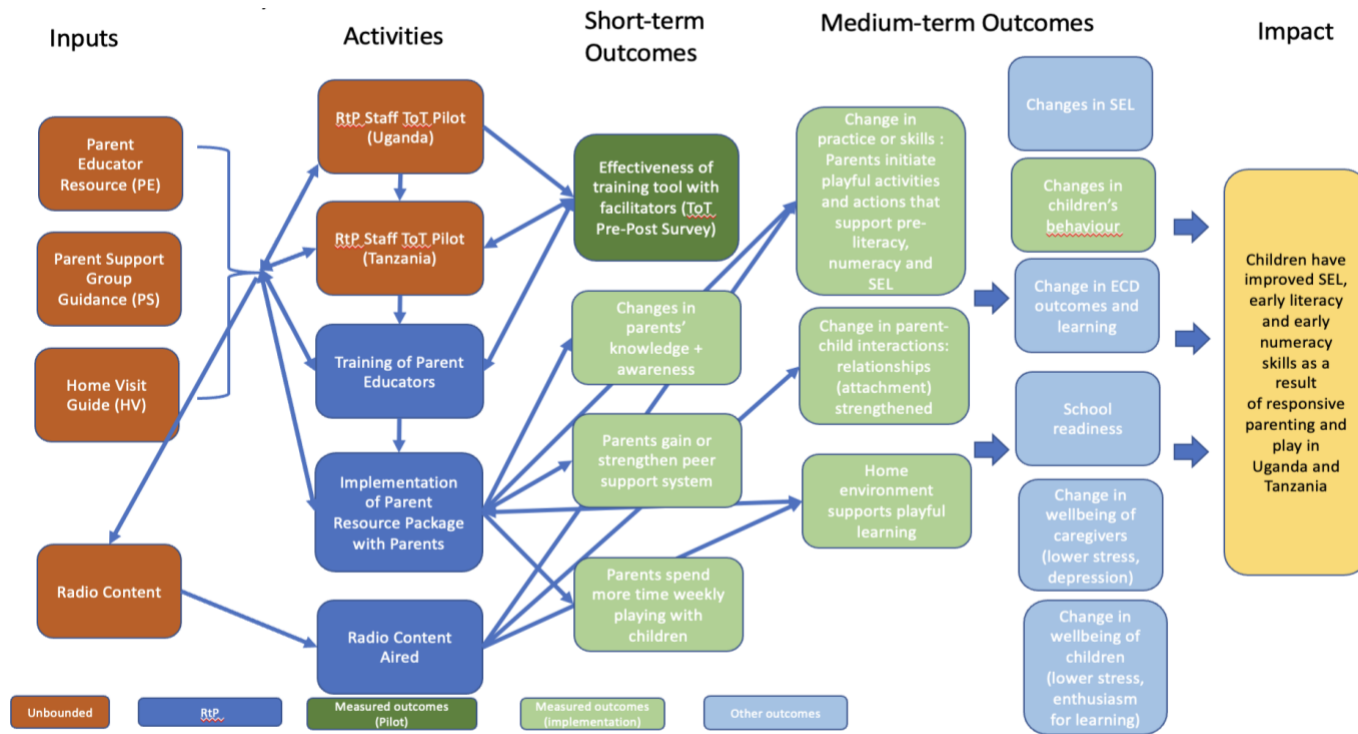
Whether female caregivers were under the age of 18 when they had their first child

Where a difference between the groups within each characteristic met or exceeded 5%, it has been highlighted. It should be noted that many of these differences may not meet the standard required to claim significance but have been included as 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 Change⁴

An updated ToC has been provided by RTP to demonstrate short term and medium-term outcomes. The outcomes highlighted in blue are desired outcomes. 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. This endline analyses the ToC, 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.



⁴ Updated version from baseline.

Theory of Change Analysis

As per the TOC outlined above, the following analysis sets out to determine the findings in line with the TOC in accordance with (Mayne, 2015).

The TOC for Right To Play's project demonstrates a clear and understandable logic and structure. The TOC is in line with the findings as it outlines well-defined results, plausible timing, and logical coherence in the sequence of outcomes. The activities and outputs of the intervention align with the expected results, indicating a commensurate approach. The TOC acknowledges the need for monitoring and evaluation (M&E) to measure progress, assess the strength of evidence, and inform adjustments.

TOC Analysis	
Overall Analysis	
	Understandable: The TOC is structured and presented in a clear and understandable manner.
	Agreed: The TOC assumes that stakeholders and partners agree on the logic and approach outlined.
	Level of effort: The TOC appears to require a significant level of effort, including staff training, development of resources, implementation of parent education sessions, facilitation of support groups, and broadcasting radio content. The activities have successfully been implemented and have contributed to the short-term and long-term outcomes.
	Logic and structure: The logic and structure of the TOC are clear, with a logical flow from inputs to activities, outputs, short-term outcomes, intermediate outcomes, and long-term impact.
	Extent of agreement: The extent of agreement may vary depending on the specific context and stakeholders involved. Across both Tanzania and Uganda, the findings demonstrate that the programme has been successfully implemented across two separate contexts.
Commensurate activities and outputs:	

	The activities and outputs of the intervention appear to be well-aligned with the expected results and outcomes outlined in the TOC.
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Criteria for each result



Well-defined:

The results in the TOC are clearly defined, such as changes in practice and skills, improved parent-child interactions, and a home environment supporting playful learning.

Plausible timing:

The timing of the results is plausible, with short-term outcomes expected to occur before intermediate outcomes and long-term impact. As seen in the findings, the outcomes have been achieved within the proposed time frame.

Logical coherence:

The results follow a logical sequence, where the achievement of short-term outcomes contributes to the realization of intermediate outcomes and, eventually, the long-term impact.

Measurable:

The results in the TOC are measurable, such as changes in parent behavior, child development outcomes, and well-being indicators as outlined in the logframe.

M&E implications:

The TOC highlights the need for robust monitoring and evaluation to track the progress and outcomes of the intervention. Data collection methods and indicators should be identified and implemented to measure the desired results and assess the strength of evidence for their realization.

Criteria for each short-term and long-term activity



Well-defined:

The activities in the TOC are generally well-defined, such as the RTP staff ToT pilot, training of parent educators, implementation of parent resources package, and broadcasting of radio content.

Logical coherence:

The activities are logically coherent, as they support the achievement of the intended results and contribute to the desired outcomes and impact.

Justified:

The activities are justified based on their relevance and potential to facilitate the desired changes in behavior, knowledge, and support systems among parents. As

the findings demonstrate, the planned activities have shown to have an impact on the short-term outcomes, as well as the medium-term outcomes. However, further M&E will be required to see if this is achieved across the board.

Realized:

The activities have demonstrated the necessary resources, support, and cooperation. There are some concerns over the effectiveness and deployment of radio programmes, but at large, the activities were realized and effective.

Sustainable:

The TOC assumes that the activities and their impact will be sustainable, ensuring long-lasting effects on parent-child interactions, home environments, and child development outcomes. The positive findings suggest that this is achievable, however will be subject to additional M&E to measure long-term impact.

Measurable:

The activities are measurable, and the logframe has demonstrated how the indicators have been designed in line with this.

M&E implications:

The TOC emphasizes the importance of M&E to assess the realization of activities, monitor progress, and provide evidence for the effectiveness and impact of the intervention. M&E frameworks and tools have been developed to measure the activities and assess the assumptions underlying their success – this should be continued throughout further project implementation to measure the long-term impact.

Criteria for each causal link:

Independence:

The assumptions for each causal link have been relatively independent from each other, meaning that the realization of one assumption does not entirely rely on the achievement of another.

A sufficient set:

The set of causal link assumptions, along with the prior causal factors outlined in the TOC, are sufficient to bring about change. As demonstrated in the findings, there are clear links to the activities and the short-term success.

To achieve these long-term outcomes, the TOC emphasizes the importance of training facilitators effectively, increasing parents' knowledge and awareness, strengthening peer support systems, and encouraging parents to spend more time



	playing with their children. These outcomes have been demonstrated in the short-term, and further M&E will be required to ensure this is aligned in the long-term.
Future Programs	
	For future programs, it is proposed that the TOC takes into consideration the following factors: Contextual Adaptation: Recognize the importance of adapting the TOC to different cultural, social, and economic contexts. Future programs should consider tailoring activities, resources, and messaging to specific communities to ensure relevance and effectiveness. Targeting and Inclusivity: Consider the inclusivity of the program by assessing if specific groups or individuals are being left behind or if there are barriers preventing certain populations from benefiting fully. Future programs should ensure targeted approaches to reach marginalized or vulnerable populations, ensuring equitable access and participation (with a particular reference to a diverse number of refugees and IDPs).  Engagement of Key Stakeholders: Strengthen the involvement and engagement of key stakeholders such as community leaders, local organizations and government throughout the program cycle. Their input and collaboration can enhance the relevance, ownership, and sustainability of the interventions. Long-Term Impact Measurement: Expand the focus on long-term impact measurement beyond immediate child outcomes. Consider capturing data on the long-term effects of the program on parents' knowledge, attitudes, and behaviors, as well as the sustained benefits for children's development and well-being. Where measurement for children's literacy is outlined, further evaluation is needed. Integration with Existing Systems and Programs: Explore opportunities for integrating the program within existing systems and programs related to early childhood development, education, and family support. This integration can leverage resources, expertise, and infrastructure, maximizing the program's reach and sustainability.

Overall, the TOC has been closely followed, and achieved at the short-term. By considering these potential learning factors, future programs can build upon the achievements and insights of the current TOC, enhance program effectiveness, and contribute to ongoing programmatic improvements in achieving positive outcomes for children and their families.

Endline Findings

The subsequent sections are categorized by key themes, each encapsulating outcomes targeted by the Play to Grow project. Each section outlines the key indicators - drawn from the TOC and results framework - that were used to measure the achievement of programme outcomes. It also outlines the extent of outcome achievement in each country. In instances where disaggregated variables such as gender, location, or demographic factors were found to have a notable or significant influence on outcomes, corresponding analysis is provided. Where applicable, key quotes have been drawn from qualitative responses on the theme, offering an understanding of how and why the Play to Grow programme delivered the impacts it did.

Child SEL and Behaviour

The results framework for the Play To Grow project has its ultimate outcome 'beneficiary children have improved socio-emotional learning, early literacy and early numeracy skills as a result of responsive parenting and play'. All aspects of programming, alongside contributing to short term outcomes, were intended to foster this medium-term outcome. This section explains that significant progress towards this ultimate outcome was made during the Play To Grow pilot in Uganda and Tanzania. The associated indicator used to measure this progress is outlined below:

#	Medium-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
1000.2	Improvements in social/emotional skills and behaviour among beneficiary children	 % of caregivers who report positive child social and emotional skills and behaviour	64%  39%	46%  21%

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

Table 6: Indicator resolution breakdown by country, district and sex - % of caregivers who report positive child social and emotional skills and behaviour

Overall % change	Male	Female	Average Score
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Tanzania Total	25%	38%		60%	40%		65%	7.07
Kasulu (Kigoma)	31%	12%		44%	7%		38%	6.22
Kibondo	19%	38%		57%	36%		55%	6.78
Serengeti (Mara)	26%	50%		64%	40%		71%	7.27
Ubungo (Dar es Salaam)	24%	56%		87%	55%		77%	7.64
Uganda Total	25%	19%		47%	22%		45%	6.02
Adjumani	27%	25%		49%	25%		53%	6.25
Isingiro	28%	9%		47%	15%		36%	5.83
Kampala	8%	25%		29%	32%		41%	5.87

Overall, Play to Grow had a strong impact on children’s reported social and emotional skills and related behaviour. The programme resulted in a 25 percent change in the number of parents reporting that their child has positive social and emotional skills and behaviour in both Tanzania and Uganda respectively. When caregivers were asked in correlation to this if they noticed any changes to their child’s SEL, almost all respondents noted that they did. In Tanzania, both female and male respondents unanimously reported noticing positive changes in their child's SEL, with 100% of respondents from both genders indicating 'yes'. Similarly, in Uganda, a high percentage of respondents observed improvements in their child's SEL, with all but 1.5% of female respondents answering 'yes'.

However, there was a large difference between rural and urban household outcomes in Uganda, where rural households outperformed those in urban areas by almost 50%. This is consistent with the view that cultural and environmental differences between urban and rural areas of Uganda can differentially either inhibit or encourage positive behavior amongst children.

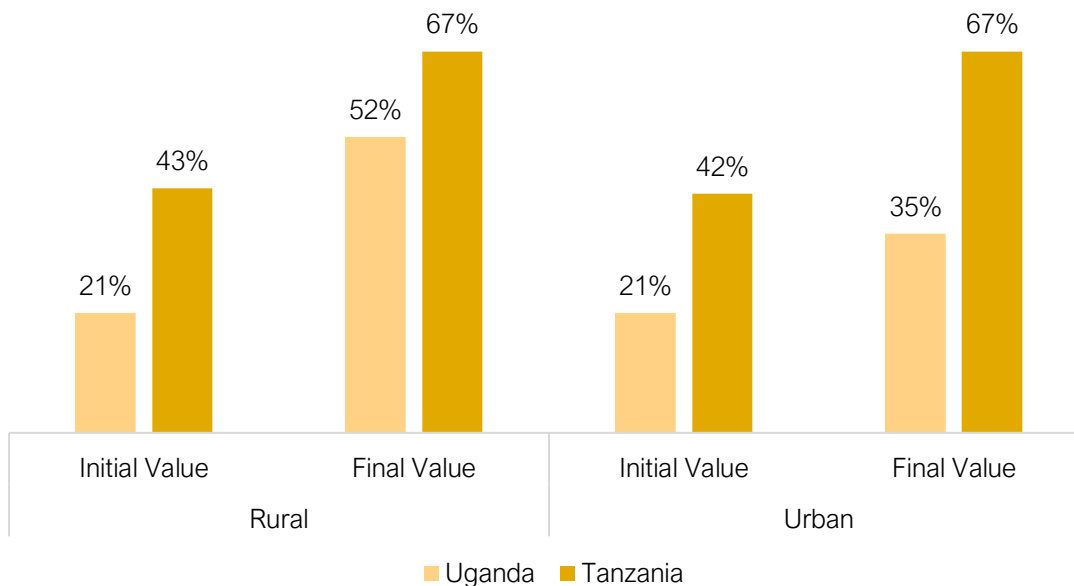


Figure 1: % of caregivers who report positive child social and emotional skills and behaviour

Key stakeholders emphasized that caregivers spending increased time playing with their children was at the core of improved child SEL. Stakeholders noted that an overall ‘story’ of the project has been one of children’s improved ability to express emotions. This was observed to be due to Play to Grow encouraging parents to spend quality time playing with their children:

‘Previously adults were not meant to be playing with children so there was a big social distance between them. Where parents were, children were not to get close. But the project has worked to bridge the existing social distance thus making parents close to their children. They are now friends in the sense that children are no longer afraid of their parents. They can tell them their emotions and any challenge they face.’

COMMUNITY DEVELOPMENT OFFICER, DODOMA

Overall, all aspects of the project were observed to have cumulatively contributed to improvements in children’s SEL. In surveys and focus group discussions, parents and parent educators often mentioned multiple of the parenting skills and activities as generative of SEL outcomes. Parent educators in particular emphasized how several of the skills worked together to help children become more emotionally open with parents.

Parent Educator Knowledge, Attitudes, Capacities

The Play to Grow programme sought to achieve one key outcome with regard to the confidence, attitudes, and capacities of the community-level parent educators. Two key indicators were used to measure progress towards this outcome from project baseline, each outlined below. The first indicator regards parent educators' confidence and capacity, while the second measures the attitudes of parent educators regarding responsive parenting.

Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
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	96% ↑ 39%	93% ↑ 8%
	☐ % of parent educators who showcase positive attitudes towards responsive parenting and play	62% ↑ 24%	29% ↑ 8%

The above table shows that the Play to Grow project was highly successful in delivering capacity to parent educators. In both Uganda and Tanzania, the Play to Grow programme substantially increased the percentage of educators feeling ready to support caregivers on responsive parenting and play. To a lesser but nonetheless significant extent it also increased the percentages of parent educators displaying positive attitudes on the topic.

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

Surveys were undertaken with selected parent educators pre-project and then subsequently following their participation in the project, after educators had received training and resources. The key indicator question requested that parent educators indicate - on a scale of 1 to 5 - the extent to which felt they had the skills and resources to support caregivers on responsive parenting and play. Subsequent questions then identified key areas where educators felt they needed more support. The results were overwhelmingly positive. By the end of the project, almost all parent educators across the two countries felt they had the skills and resources to adequately support caregivers (gave a score indicating 'agree' (4) or 'strongly agree' (5) (see table 7).

Table 7: Indicator resolution breakdown by country, district, sex - % of parent educators who feel they have the skills and resources to support caregivers on responsive parenting and play. Indicator resolution breakdown by country, district, and gender.

	Overall change		Male		Female		Average Score increase
Tanzania Total							
	96%	47%	→	94%	35%	→	1.82 (2.9 to 4.7)
Kasulu (Kigoma)	83%	0%	→	100%	0%	→	2.2 (1.8 to 4.0)
Kibondo	50%	38%	→	100%	100%	→	2.1 (2.9 to 5.0)
Serengeti (Mara)	50%	60%	→	86%	36%	→	1.1 (3.4 to 4.6)
Ubungo (Dar es Salaam)	47%	100%	→	nan ⁵	46%	→	1.9 (3.0 to 4.9)
Uganda Total							
	93%	0%	→	13%	13%	→	2.4 (2 to 4.4)
Adjumani	100%	0%	→	100%	0%	→	3.0 (1.7 to 4.7)
Isingiro	94%	0%	→	90%	0%	→	2.3 (2 to 4.3)
Kampala	nan	nan ⁶	→	50%	75%	→	0.3

⁵ In Dar es Salaam, two male educator recruits were surveyed at baseline. Both (100%) met the indicator for feeling confident in their skills and knowledge. Both educators subsequently dropped out of the project, giving a nan value demonstrating that no male parent educators in Ubungo were surveyed at project endline.

⁶ In Kampala, two male parent educators were surveyed at endline, with none surveyed at baseline. This led the baseline value to reflect only the percentage of female parent educators who met the indicator (75%), while the endline value (featuring data from two male parent educators) shows that - across both male and female parent educators - 67% met the indicator (-8% versus 75% at baseline). It is possible that this represents an change in overall knowledge, as male baseline values are unknown, hence a nan value is presented.

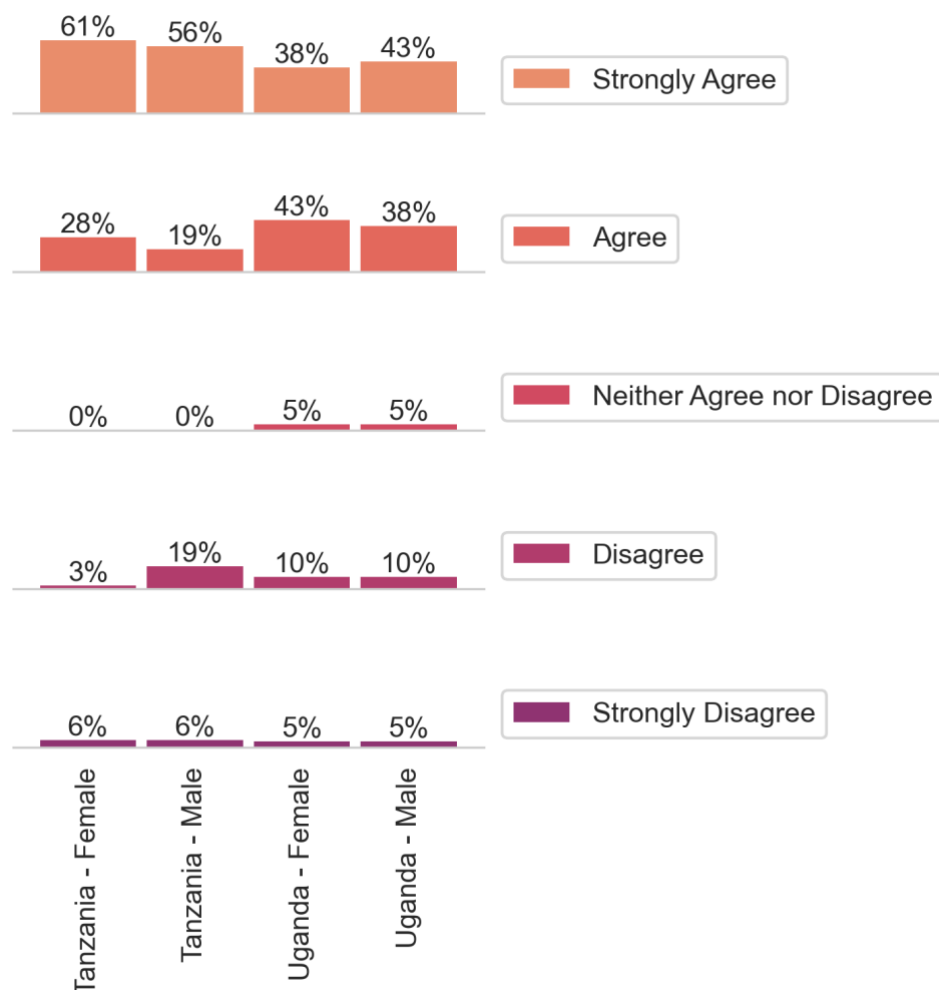
(3.5 to 3.8)

In both Tanzania and Uganda, Play to Grow made substantial improvements to the percentage of educators working with feelings of good knowledge and skill. There was no statistically significant difference between the countries due to the large gains made by both. Before Play to Grow training, only 8% of Ugandan parent educators reported feeling they had adequate knowledge and skills to teach parenting. By the project's end, 93% felt confident. In Tanzania, the endline achievement rate was an equally impressive 96%, up from 39% at pre-program.

The gender of the parent educator did not significantly influence the level of confidence they gained from Right To Play training, but in Tanzania some male educators lacked confidence. Indeed, in Uganda, the distribution of survey responses was evenly spread across genders. However, surveys reveal a slight gender difference in the progress of Tanzanian parent educator's self-confidence (see figure 2). During Tanzanian surveys, male parent educators were more likely to disagree that they had sufficient skills by the end of the project (25% of male parent educators disagreed compared to only 9.7% of women). The 25% of Tanzanian male parent educators in disagreement comprised four people. Only one person gave a reason for their lack of confidence, citing a lack of general education.

Overall, a higher proportion of Tanzanian parent educators strongly agreed that they had sufficient skills and resources to fulfil their role by the project's close (see figure 2 also). This suggests that training was particularly impactful in Tanzania.

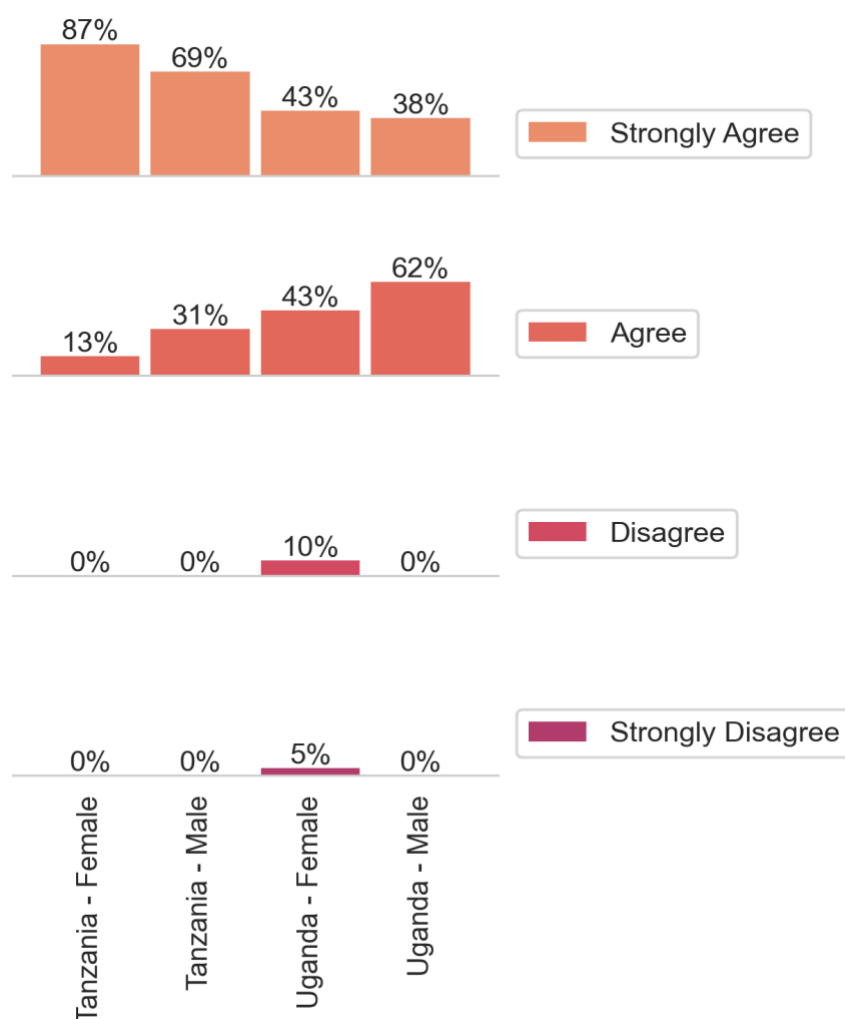
Figure 2: Distribution of endline parent survey responses to “Do you think you had sufficient skills and resources to help you be a Parent Educator? ”, disaggregated by Country and Respondent gender



The occasional lack of parent educator confidence stemmed from a desire for more resources and a lack of general education. Only two respondents from Uganda and three from Tanzania specified the skills they were missing. In Uganda, one respondent mentioned that they lacked background knowledge in some areas, suggesting that a parent educator resource book would help. Key stakeholders suggested that parent educator resource books were distributed to all educators, though it is possible that this one respondent misplaced or did not receive a book. Another respondent emphasized the need for additional resources, such as books and playing materials, to enhance parent training. In Tanzania, echoing the aforementioned male parent educator, respondents highlighted the lack of education in their lives and emphasized the need for better access to educational facilities in general.

The difference in the strength of agreement between Tanzanian and Ugandan educators may be linked to their perception of RTP support. Key Informant Interview data from Parent Educators from KILs in Tanzania and Uganda on their perceived support from the RTP program shows a predominantly positive response. In Tanzania, the overwhelming majority of both male and female respondents felt supported, with 87.1% of women and 68.8% of men strongly agreeing. Uganda showed a wider range of responses, with only 42.9% of women and 38.1% of men strongly agreeing, although almost all agreed overall that they felt supported. Only a small fraction of women in Uganda disagreed or strongly disagreed. Therefore, the strongly positive support from RTP is likely a core reason why parent educators in both countries, but especially in Tanzania, felt such substantial improvements to their knowledge and skills.

Figure 3: Distribution of endline parent survey responses to “Did you feel supported by RTP as a Parent Educator”, disaggregated by Country and Respondent gender



Parent educators made it clear that the resources from RTP play a crucial role in educating parents, facilitating home visits, and enhancing Parent Educator visibility and recognition. Educators were asked specifically about the utility of resources from RTP. In Uganda, the most often mentioned response was related to the benefits of education and knowledge transfer from parent educator training. Many educators noted that the resources enabled them to impart knowledge about positive parenting more effectively to parents and children. Meanwhile, transportation aid, mainly in the form of bicycles, was the second most mentioned resource due to its role in enabling home visits. However, some respondents expressed concerns about insufficient resources and salary.

In Tanzania, high value was placed on the tools that facilitated teaching processes. The most frequently mentioned useful supports from RTP were tools for training and education such as the two-page summary. Playing materials like toys and balls were also highly valued, as they engaged children and captured their attention during home visits. Like in Uganda, transportation support was also a notable factor, emphasizing the importance of mobility in enabling programme success. However, like in Uganda, remuneration was asked for and expanded tools for dealing with communities' more resistant to Play to Grow teachings was sometimes an outstanding need. For example, some communities were reluctant to share concerns with the group, and parent educators were grateful for resources on introductions and icebreakers and breaking down barriers. For example, one educator explained that:

'The home visit guide and two-page session plan was very useful to us because it explains the important things to consider before visiting the parents, for example your outlook, how to introduce yourself before the beginning of the session.'

PARENT EDUCATOR, SERENGETI (MARA), TANZANIA, PARENT EDUCATOR SURVEY

As indicated in the above quote, RTP's 2-page session plans were reported to be a particularly helpful resource for parent educators. Parent Educators were specifically asked to provide feedback on the usefulness of the session plans provided by RTP. In Uganda, the top benefits mentioned in responses included aiding understanding and guidance of parents, ease of use and comprehension, and facilitating planning and preparation. The session plans were ultimately found to be effective in providing a roadmap for teaching and guiding parents about responsive parenting. In Tanzania, the session plans were appreciated mainly for their role in understanding and addressing children's emotions, enhancing parenting skills and knowledge, and improving relationships between parents and educators. However, a couple of respondents in the respective countries faced language barriers when understanding the plans, indicating a need for more language-tailored resources.

Parent educator suggestions for programme improvement included calls to extend trainings, provide more resources, and give financial support. Across 89 potential respondents, the need for more training was the most frequently cited area for improvement (21 mentions in Uganda, 12 in Tanzania). Improving resources and materials was also a common request, such as having extra or more durable toys (13 mentions in Uganda and 11 in Tanzania). For example, one parent educator explained that:

‘The tools were being destroyed most of the time which lead to insufficient tools for the children.’

Requests for financial support and better remuneration for their time and effort also recurred throughout the responses (11 mentions in Uganda, 7 in Tanzania). Parent educators did not indicate that they a lack of payment restricted their work, but most frequently that it would provide further motivation and help with transport flexibility. Other suggestions included enhancing communication pathways for messaging with RTP, for example through smartphone provision or internet bundles to allow for WhatsApp use (6 mentions in Tanzania, 6 in Tanzania), addressing logistical challenges such as transport issues (5 mentions in Tanzania, 3 in Uganda), and the inclusion of additional topics such health, disease prevention, and additional stress management content (4 mentions in Tanzania).

However, many project improvement suggestions were simply to expand the project’s reach. Increasing the reach of the programme by expanding the number participants involved was the most common response alongside more training in Tanzania, and the second most frequent response in Uganda (14 mentions). Several calls to expand the project’s duration were also made by Ugandan parent educators. Consistent with the other findings in this section, this suggests that parent educators had a very positive and well supported experience delivering Play to Grow, and that they felt it was relevant enough to be worth expanding.

Indicator: % of parent educators who showcase positive attitudes towards responsive parenting and play-based learning

Parent educators were also asked a series of 16 questions that established their attitudes relating to responsive parenting and play-based learning. Educators 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 and endline can be found below.

Table 8: Indicator resolution breakdown by country, district - % of parent educators who showcase positive attitudes towards responsive parenting and play based learning

	Baseline	Endline	% Change	Baseline Avg. Score (of 16)	Endline Avg. Score (of 16)
Tanzania	25%	62%	37%	9.16	11.57
Kasulu (Kigoma)	1%	33%	32%	7.7	11.0
Kibondo	3%	60%	57%	9.8	11.4
Serengeti (Mara)	44%	69%	25%	10.5	11.62
Ubungu (Dar es Salaam)	13%	67%	54%	8.27	11.87
Uganda	8%	29%	21%	8.72	10.33
Adjumani	11%	50%	39%	9.17	10.89
Isingiro	6%	0%	-6%	8.67	9.61
Kampala	0%	50%	50%	7.0	10.83

In both countries, the Play to Grow project led to a statistically significant increase in the proportion of respondents showcasing positive attitudes towards responsive parenting and play-based learning. In Tanzania, the overall percentage of parent educators achieving the minimum score indicative of a positive attitude changed from 25% to 62% (demonstrating a 148% increase), while in Uganda it increased from 8% to 29% (demonstrating a 262.5% increase). Moreover, mean scores on the component indicator questions show that the average number of correct answers increased markedly in both countries; the overall mean score increased from 9.16 to 11.57 while in Uganda the overall mean score rose from 8.72 to 10.33.

In Tanzania, gender was only found to have a significant influence on parent educator attitudes towards responsive parenting. Female respondents showed higher rates of positive attitudes than male respondents across both Uganda and Tanzania, but the gap between men and women was only significant in the latter. In Tanzania, female achievement rates changed from 32% to 71% (demonstrating a 121.8% increase), while male rates changed from 12% to 44% (demonstrating a 266.6% increase). This suggests that male parent educators may be slightly more resistant to changing their pre-existing attitudes towards responsive parenting and play-based learning. Several testimonies of parent educators explain that this male resistance to parenting practice change in general was linked to perceptions of work and gender roles:

‘Female parents were the ones interacted with the programme because at our community mostly men give parenting responsibilities to their wives. Parents

have given themselves responsibilities that a mother is for parenting and a father is supposed to bring a food at home.'

PARENT EDUCATOR, KASULU (KIGOMA), TANZANIA, PARENT EDUCATOR FGD

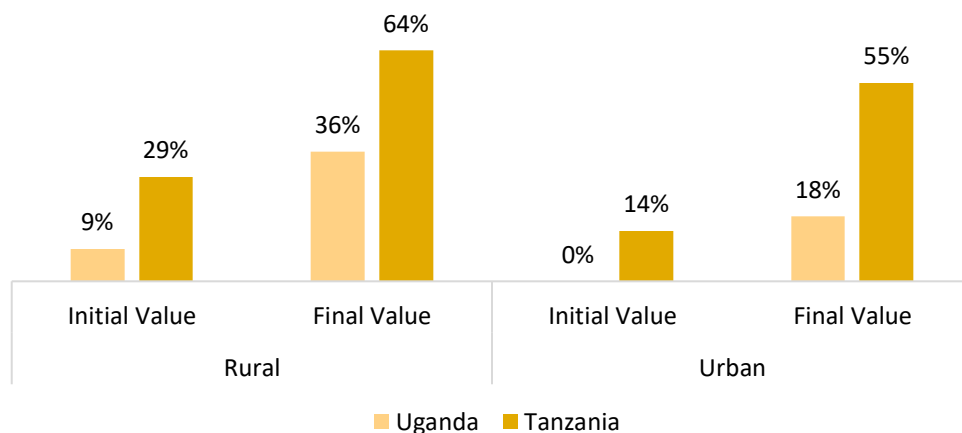
'Female seems to be more interested and involved because of their children's wellbeing. In some schools you may find no male participants or other you might find not more than three male parents. Most of fathers they feel shy and uncomfortable to deal with children parenting.'

PARENT EDUCATOR, UBUNGO (DAR ES SALAAM), TANZANIA, PARENT EDUCATOR FGD

It is possible that the lack of involvement from male parents led male parent educators to be less flexible in changing their own views. Future programming may need to consider adapting materials or time-plans to ensure male parents, and in turn male parent educators, capture the project's ethos to the same extent as women.

There were notable rural-urban differences in the proportion of parent educators demonstrating positive attitudes towards responsive parenting and play-based learning. As well as demonstrating stronger outcomes (with rural performance in Uganda doubling that of urban households), rural communities in both countries enjoyed stronger baseline values than their urban counterparts. This data suggests that the attitude-oriented outcomes of the Play to Grow programme are influenced – in part – by the existing culture of practice on such topics within target communities. This was acknowledged in key stakeholder interviews, in which programme officials noted that urban parents (and thereby parent educators) were more likely to see spending time on responsive childcare and play as in conflict with economic 'breadwinning'.

Figure 4: % of parent educators who demonstrate positive attitudes towards responsive parenting and play-based learning, disaggregated by rural vs urban and country



In line with the rural urban divide, some districts stood out as locations of notable parent educator achievement in terms of positive attitudes to responsive parenting. Among Tanzanian districts, Serengeti (Mara) had the highest endline achievement rate at 69%, with female respondents reaching an impressive rate of 89%. The country's lowest endline achievement rate was observed in Kasulu (Kigoma) at 33%. During FDGs, parent educators in Kigoma indicated that their lower success rate could be a result of an insufficient training duration. For example, in three separate FDGs it was explained that:

'The training was really short we wish it could be long or we could be trained in form of different module. For example, first session for one week then we go field then next session another week then we go field something like that.'

PARENT EDUCATOR, KASULU (KIGOMA), TANZANIA, PARENT EDUCATOR FGD

'What was missing is the time to do the evaluation, we were only teaching blindly. We can't measure the job we did whether successful or not, whether we reached target or not, whether parents were happy with us or not, I think in the next period we would love to get enough time to do self-assessment of the work done.'

PARENT EDUCATOR, KASULU (KIGOMA), TANZANIA, PARENT EDUCATOR FGD

'We were trained and have skills, but the sessions took place in a short period where we wanted to learn more. This caused us sometimes to add our own knowledge when teaching the parents because we have stayed with the community for long.'

Parent Educator, Kasulu (Kigoma), Tanzania, Parent Educator FGD

In other areas, training duration was predominantly reported to be of adequate length. Thus, during future programming it will be important to ensure that parent educators in each locale are consulted for mid-project feedback, and flexibility on training session duration is planned to allow for extension if required.

In Uganda, Kampala and Adjumani had witnessed improved achievement rates of 50% by the end of the project, while in Isingiro no respondents achieved the indicator. However, qualitative responses from parent educators in Isingiro suggest that they did in fact have adequately positive attitudes towards responsive parenting. For example, an array of educators explained in surveys and focus group discussions that parents should not react but empathetically respond to children. The only request made during FDGs in Isingiro was for 'more resources', though it was not specified how this related to knowledge outcomes. Nonetheless, the quantitative findings

show that trainings in Isingiro could have been more specifically targeted at the specific negative attitudes they displayed during project inception.

Effectiveness of Parent Educators & Home Visits

Across both countries, all key stakeholders agreed that parent educators played an important and relevant role. Additional qualitative discussion was undertaken with parent educators and programme staff, seeking to better understand parent educator confidence, preparedness, and needs. Generally, all those interviewed in key informant interviews were complimentary of the role played by parent educators. As noted by a Head Caregiver at Pagirinya I ECD:

‘Parent educators have built a good relationship with caregivers in relation to interaction. Parent educators have been social and free with caregivers during the classroom training and home visits. For example, parent educators have used local languages in order to make the points and training clearer to the caregivers without leaving anyone behind.’

HEAD CAREGIVER AT PAGIRINYA I, ECD KII

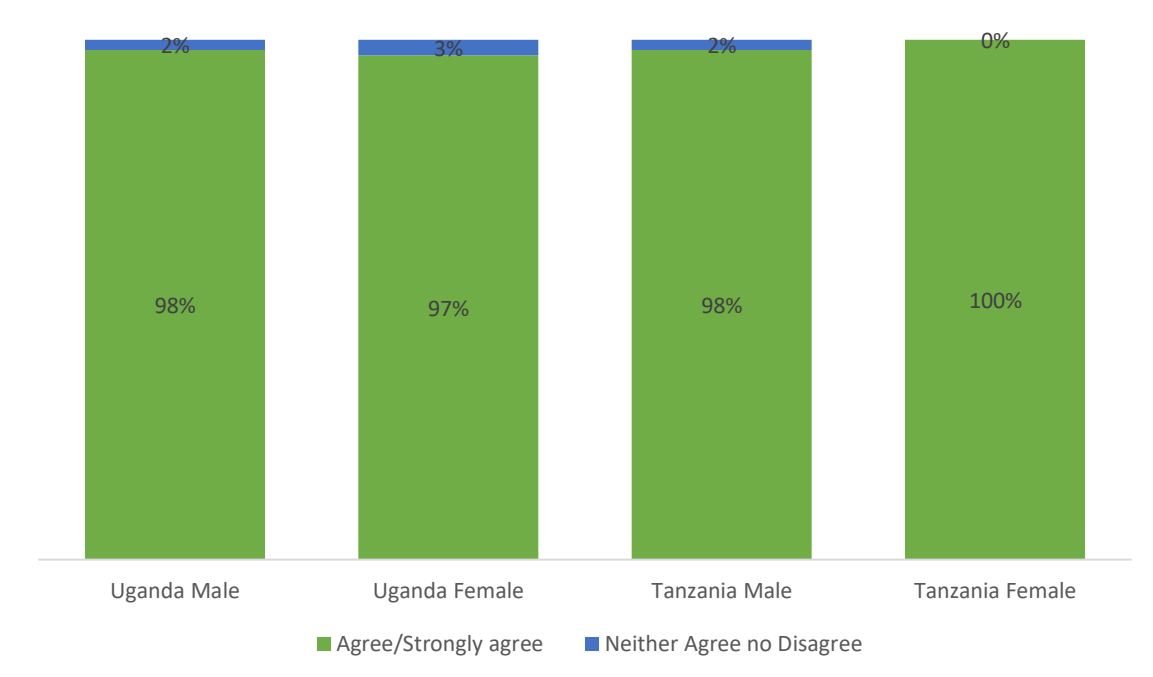
The significant roles and responsibilities of parent educators was also highlighted by FGDs with parent educators themselves. Educators expressed how crucial their role was in transforming families, including their own, stating:

‘We played a great role in mobilising these parents and encourage them to attend sessions and provide them with knowledge to go back and apply them.’

PARENT EDUCATOR, KAMPALA, UGANDA, PARENT EDUCATOR FDG

Almost all project participants and stakeholder agreed that home visits – an essential part of the parent educator role-- were helpful and useful. During surveys, caregivers were asked this question directly. Almost all caregivers agreed that parent educators provided value with their home visits; there were only a couple of neutral responses to the usefulness of home visits in both countries across genders (see figure 4).

Figure 5: Distribution of caregiver survey responses to the question 'Did you find the home visits by Parent Educators helpful and useful'



Tanzanian respondents explained that they found home visits helpful primarily due to the facilitation of practical learning and skill development, bolstering children's confidence, and nurturing improved parent-child relationships. They also mention the broader positive impact on communities and the usefulness of understanding family dynamics. These parents appreciated the provision of play materials and the reinforcement of relationships with parent educators.

Similarly, Ugandan respondents cited benefits such as improved parent-child relationships, acquisition of parenting skills, and an understanding of importance of play. They highly valued the personalized guidance from parent educators during home visits and observe improvements in family dynamics. Ugandan respondents also said that home visits increased confidence in their parenting abilities, helped to foster spousal support, and gave hands-on learning experiences.

Parent educators particularly appreciated that the improved parenting skills resulted in better attitudes and behaviors towards learning for children, especially through activities like playing together. The project was also seen as instrumental in reducing child abuse and conflicts within families by promoting positive parenting practices.

'There is a parent who told us that the child writes... on the walls, chairs, floor etc. the parent educators advised parents to set limits on where they should stop, noting the ACT (Acknowledge, Communicate, and Tell what to do) approach and trained the parents to help the

children discover themselves and not to kill their ideas. He mother communicated that through using this approach, the child has transformed and now asks for his book to write.'

SHARP INFANT SCHOOL- PARENT EDUCATOR KII, UGANDA

Ultimately, parent educator home visits added a strong sustainability element to Play to Grow. For example, a Parent Educator in Uganda noted the importance of home visits for the programme's sustainability:

'The parenting skills, home visits are critical for the future, to ensure that parents actually replicate what they learn and observe any changes. Where possible impromptu visits to the homes. Children also do not lie, so having interfaces with the children also helps'.

PARENT EDUCATOR, UGANDA, PARENT EDUCATOR SURVEY

Future of the Parent Educator Role

Concerns around parent educator sustainability were ameliorated by the end of the project.

Across baseline KII discussions, project staff and other key stakeholders highlighted concerns regarding the sustainability, motivation and capacity of parent educators. However, we can see that across the endline parent educators' role was both perceived and practically vital to the running of the programme.

During the baseline, 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.

Therefore, it was encouraging to see that during the endline, key informants noted the success of the parent educators in contributing to the programme:

'What was successful is that children trusted parent educators more than their parents. That means parent educators have been good examples of what can be done to bring children close to parents. At one household a parent educator could identify the child's emotion and handled her accordingly. When parents manage to acquire the skills possessed by parent educators, they will outshine them since they spend more time with children.'

DISTRICT DEVELOPMENT OFFICER, SERENGETI, KII

A variety of actions ensured that parent educators were motivated. The first was the initial training session. Parent educators reported that they were able to successfully implement the practices they learnt in their household, and that this increased their motivation to share the

knowledge with others. Second was the provision of materials, which several parent educators linked to their motivation to implement the project each week. For example:

‘We were given refreshments, training items, t-shirt, bicycle to use for transport so, we were motivated to do our job as parent educators.’

PARENT EDUCATOR, ADJUMANI, UGANDA, PARENT EDUCATOR SURVEY

By the end of the project, there was unanimous agreement among all parent educators that they would like to participate in their role again. Both male and female respondents from Tanzania and Uganda expressed a 100% willingness to be involved in this role once more. This has been further supported in the focus group discussions with parent educators in Uganda and Tanzania. In both countries, parent educators highlighted the improved parent-child relationships resulting from their involvement in the program, which provided them with a strong purpose and appreciation to their role. They also mentioned gaining respect and acquiring new skills through the program, which increased their confidence and competence as parents themselves. In Tanzania, parent educators also appreciated the expansion of their social networks that took place as they interacted with people in the community. Furthermore, Tanzanian parent educator focus group respondents noted that the program encouraged greater involvement of fathers who had previously delegated childcare responsibilities to mothers, adding an additional significance to their role.

However, a number of issues may need to be addressed to ensure the sustainability of parent educators without the support of RTP. As aforementioned, important considerations around financial support, access to materials, ongoing training, and community resistance to RTP concepts emerged as critical factors from parent educator surveys. Challenges that may emerge without RTP support include resource limitations and reaching remote areas. Parent educator FGDs confirmed the need for refresher trainings, provision of stationary materials, and translation of resources into local languages. Additionally, parent educators acknowledged encountering challenges such as parental resistance, absenteeism, and the difficulty of managing parents’ schedules. This said, with proven results, these issues became less significant. For example, one parent educator explained how parental resistance to RTP concepts gave way to increased demand for attendance after parents witnessed the results of the programme:

‘There is a challenge of RTP participants being made a laughingstock by the community. That they are wasting their time and they are adults but doing childish things instead of working hard. This posed a problem as it discouraged parents. Thankfully with time the atmosphere continued to change gradually and now more parents want to join.’

PARENT EDUCATOR, SERENGETI (MARA), TANZANIA, PARENT EDUCATOR SURVEY

Moreover, many parent educators requested remuneration for their continued services. Requests such as ‘payment added’ and ‘money’ were common in parent educator surveys and FGD. For example, one parent educator explained during an FGD:

‘Yes, I will continue to be a parent educator because I have already gain trust from the parents and the community so this will be easier for me to get a lot of parents who will be in need of the parenting skills education... I would wish to be supported with iPads for installation of my data and also money which will enable me to do a lot of home visit and improve the program.’

PARENT EDUCATOR, KASULU (KIGOMA), TANZANIA, PARENT EDUCATOR FGD

The requests for money were often explained by educators as potential enablers of more visits, or as necessary due to their time commitment. While committing wages to parent educators may jeopardize the sustainability of the project, which has emerged from stakeholders’ intrinsic commitment to community improvement, future Play To Grow projects may benefit from allocating time to schedule and transport planning to resolve issues money is perceived as a fix for.

The variety of challenges facing parent educators is summarized in table 9 below.

Table 9: Potential issues that may affect the sustainability of parent educator operations

Theme	Country	Finding
Training and Capability	Tanzania & Uganda	Parent educators expressed desire for more comprehensive and frequent learning opportunities on parenting skills to sustain skills
Play Materials	Tanzania	There is a need for learning and playing materials for children to have in order to facilitate and support child development.
Types of Support	Tanzania	Financial support during classes; focus on children’s self-awareness.
Types of Support	Uganda	Community involvement; language accessibility; use of drama/acting for engagement; vocational training; provision of resources for recognition (like t-shirts and certificates).
Programme Reach	Tanzania & Uganda	Emphasising the importance and need to reach more parents and cover a wider geographical area, with a particular emphasis from Tanzania respondents compared to Uganda.

Despite these potential challenges, overall findings foreground the effectiveness of parent educator's role in Play to Grow on parent-child relationships, parenting skills, trust-building, and community relationships in both Uganda and Tanzania. A widespread desire among parent educators to continue in their role stems from the perceived benefits of Play to Grow for children and families, the need for ongoing support and education in their communities, and the motivation to serve as role models and make a positive difference. These insights underscore the importance of sustaining and supporting parent educators in future programmes, to ensure the success of the programme. Though not all parent educators recruited remained in the role until the end, selection was mostly effective, and motivation to make a positive difference despite a substantial time commitment should be a key selection criterion in future.

Many parent educators have committed to continuing to support parents after the close of the Play To Grow project. The final parent education session delivered as part of Play to Grow revolved around 'Action Planning for the future'. It appears this session had an impact; during interviews, key stakeholders summarized the ongoing enthusiasm from parent educators towards delivering programme outcomes, and highlighted proactive agreements between educators and community members to meet again when needed:

'Many of the parents have agreed with the parent educators that they will continue to meet regularly, so that if they face any challenges, they can seek their advice and guidance.'

RTP TRAINING OFFICER, MARA, TANZANIA

Caregiver Knowledge, Awareness

The Play to Grow programme sought to achieve one key outcome relating to caregiver knowledge and awareness. Two key progress indicators were developed to measure this outcome. The first indicator measures the percentage of caregivers who use corporal punishment to discipline their children, while the second captures the knowledge, awareness and attitudes that parents have on the topic of responsive parenting and play.

Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
Changes in parents' knowledge + awareness with regard to	☐ % of caregivers who demonstrate appropriate knowledge, awareness and attitudes related to responsive parenting and play	57%	56%
		 17%	 47%

responsive parenting and play	☐ % of caregivers who listen to the radio programmes	81%	45%
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This section provides a breakdown of Play to Grow’s impact on caregivers’ indicator performance, noting the overwhelmingly positive impact of the project in these areas. It then explores qualitative data on why the Play to Grow programme had such substantial success in progressing parents’ knowledge and awareness on responsive parenting and play.

Indicator: % of caregivers who demonstrate appropriate knowledge, awareness and attitudes related to responsive parenting and play

Alongside parent educators, caregivers were asked a series of 17 questions to assess the knowledge, awareness, and attitudes relating to responsive and positive parenting. Once again, the same questions were used by RTP in their pre- and post-assessments to understand improvement based on average scores.

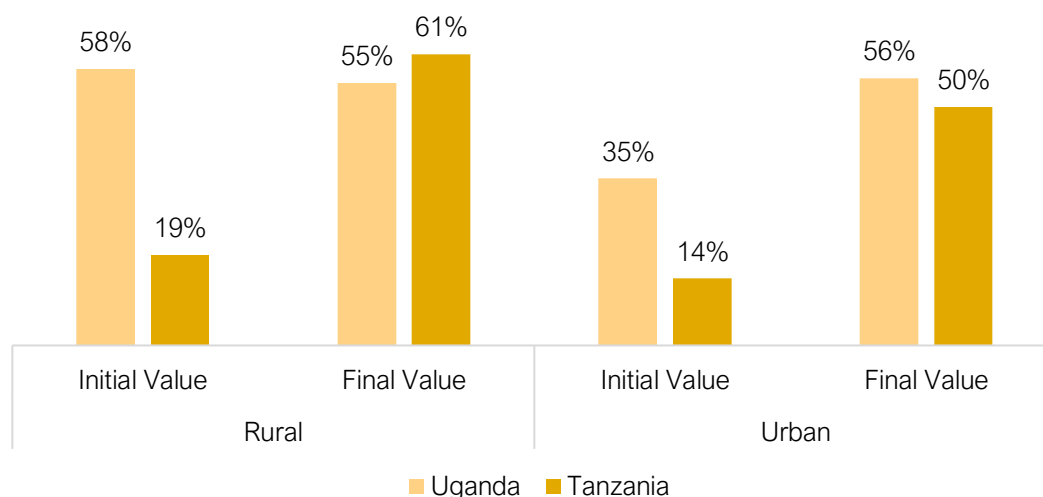
Table 10: Indicator resolution breakdown by country, district - % of caregivers who demonstrate appropriate knowledge, awareness and attitudes related to responsive parenting and play

	Baseline	Endline	% Change	Baseline Avg. Score (of 16)	Endline Avg. Score (of 16)
Tanzania	17%	57%	40%	8.86	11.67
Kasulu (Kigoma)	6%	40%	34%	7.03	10.29
Kibondo	32%	66%	34%	10.39	12.08
Serengeti (Mara)	17%	68%	51%	9.39	12.22
Ubungu (Dar es Salaam)	15%	51%	36%	8.5	11.75
Uganda	47%	56%	9%	11.0	11.67
Adjumani	69%	61%	-8%	11.96	11.86
Isingiro	35%	46%	11%	10.5	11.02
Kampala	12%	70%	58%	9.35	13.5

Overall, Play to Grow resulted in a significant increase in the proportion of respondents demonstrating appropriate knowledge and positive attitudes towards responsive parenting and play. In Tanzania, the overall achievement rate changed from 17% to 56% (demonstrating a 229.4% increase), while in Uganda it changed from 47% to 56% (demonstrating a 19.1% increase).

The project had a strong impact on parents' knowledge and attitudes in across all geographies. In rural Tanzanian locations, 42% more parents displayed positive attitudes and knowledge by the end of the project, compared to 36% more in urban areas, though this difference was not found to be statistically significant. In rural Uganda, data collectors identified understanding issues that may have contributed to an inflated baseline value, limiting comparison between geographies. Specifically, key stakeholders reported that there was a misinterpretation of some statements and questions during baseline in Adjumani, Uganda. This issue was mostly isolated to the Adjumani district, which due to the inflated baseline value showed a change in achievement rates from pre-program (69%) to endline (61%) which is a -11.6% decrease overall.

Figure 6: % of caregivers who demonstrate appropriate knowledge, awareness and attitudes related to responsive parenting and play, disaggregated by rural vs urban and country



Only in Kasulu (Kigoma) in Tanzania and Isingiro in Uganda did less than half of parents display appropriate knowledge on responsive parenting by the end of the project. In both locations the project initiated an over 10% percentage improvement. Positive feedback from parent educators based in these areas suggests that a longer project duration would have helped to identify those struggling and adapt programming increase project achievement further.

Disaggregated analysis reveals that the Play to Grow project was particularly impactful for parents with lower levels of education, serving as an important equalizer for less educated parents in Tanzania in particular. Prior to the project, only 15% of Tanzanian parents without a secondary education displayed appropriate knowledge, awareness and attitudes related to

responsive parenting and play, compared to 25% of parents with a secondary education. By the end of the project, 1% more parents with a primary education only had adequate parenting knowledge (57% vs 56% of parents with a secondary education). In Uganda, while a similar level of parenting knowledge was observed between secondary- and primary-educated parents, the project had the most impact on the proportion of primary-educated parents with sufficient knowledge (increasing it from 47% to 57%). This shows that the parent educators were teaching at a level that was inclusive of all abilities, tapping into the learning potential of who had no previously had full opportunities in education.

Refugee status did not notably affect parents’ likelihood of displaying sufficient parental knowledge by the end of the project. In Uganda, the proportion of refugee respondents showing appropriate knowledge on responsive parenting by project close was 54%, while 59% of host community respondents achieved the indicator. This small 5% difference suggests that, despite Isingiro and Adjumani - host to large refugee populations at the time of the programme – recording the lowest rates of improvement in parental knowledge, this was unlikely due to the displacement status of participating caregivers.

Stakeholders across KIIs noted the improvement of parental knowledge and awareness on responsive parenting. In Uganda, a Head caregiver at Busheka ECD explained:

‘Before parents would not concentrate on their children but now parents give enough time, concentrate and interact with their children as a way of studying, understanding the emotions both psychologically and physically.’

HEAD CAREGIVER AT BUSHEKA ECD, UGANDA, KII

While a key informant from a Tanzanian ECD center said:

‘The society response to the project has been huge. Many parents wish to join especially from neighboring schools which are not involved in the project.’

ECD CENTRE STAFF MEMBER, TANZANIA, KII

Thus, it is clear that the programme impacted parents and their ability to develop a stronger relationship with their child, which has been supported by parent educators and key informants.

Play to Grow’s positive influence on parent attitudes and knowledge was the result of the clear effects of the methods it taught. The statistical findings are supported by the FGD responses of parent educators, in which a number of key effects resulting from the project were identified as useful in changing parents’ attitudes and knowledge:



Reduction in family conflicts;



Improved parental stress management and the benefit of apologizing to children;



Reduced child punishment and parent ability to formulate better ways to discipline their child;



The effects of allowing children to lead in play; and



Improved communication between parents and children.

For example, one parent specified that improved self-esteem in their child was a benefit of implementing Play to Grow's methods on letting the child lead in play:

'I know what it takes to let the child lead in play, how important it is to build self-esteem of the child.'

CAREGIVER, KAMPALA, UGANDA, CAREGIVER SURVEY

Another way in which caregivers' knowledge was consolidated was through the broadcast of radio programmes. As a RTP Training Officer explained, these programmes were supplementary to the parent education sessions, providing support for parents who may not have understood aspects of their training, or who learnt better through the radio medium.

'The radio sessions too, they helped those struggling to understand the parenting sessions, and helped those with an interest in the radio. It allowed parents to do other activities while continuing to learn, and immediately apply the lessons learnt in the environment around them.'

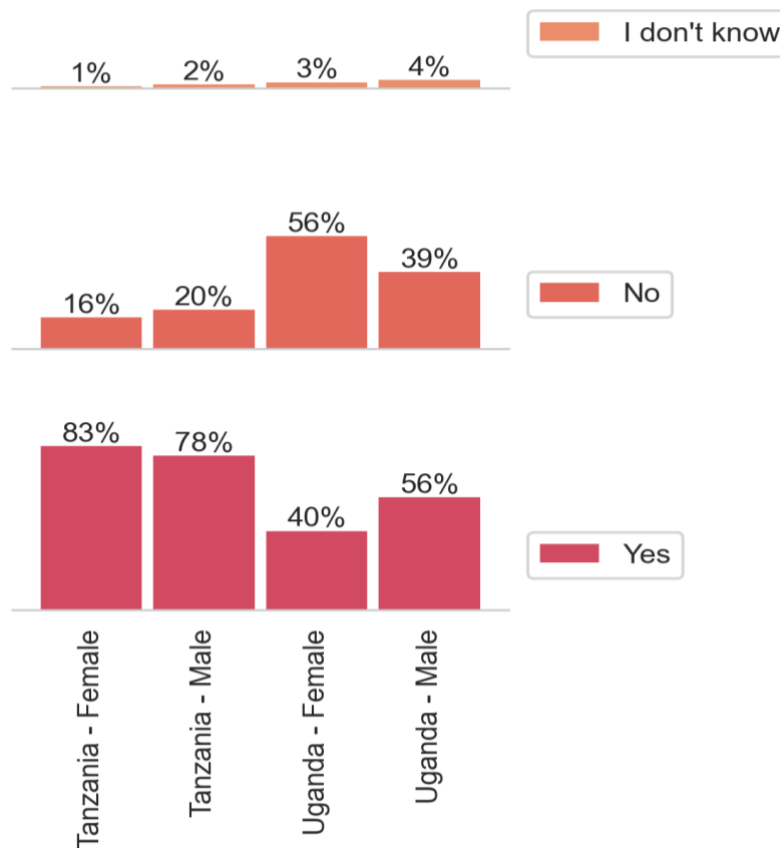
PLAY TO GROW TRAINING OFFICER, MARA REGION

However, the effectiveness of radio programming varied across locations, and across different target groups. The following section provides an overview on who radio programmes worked for, the barriers to their implementation, and the conditions necessary for their successful application during future programming.

Indicator: % of caregivers who listen to the radio programmes

Radio broadcasts had a much better rollout and reach in Tanzania than Uganda. In Tanzania, 83% of female and 78% of male respondents reported hearing such broadcasts (81% overall), while in Uganda, the numbers were lower with 39% of females and 56% of males indicating they had heard them (45% overall) (see figure 4 below). In both countries, radio programmes were also listened to by parents not involved in the project, helping to expand project reach and impact.

Figure 7: Distribution of responses to 'In the past 12 months, have you heard any radio broadcasts or messages focusing on positive or playful parenting', from caregiver survey, n=905



Broadcasts were found to be effective, with the majority of respondents who heard radio messages saying they made changes to their parenting as a result. In Tanzania, an overwhelming 96% of both male and female listeners felt the program benefited their parenting practice, while in Uganda 99% of women and 90% of men made changes after hearing the programmes.

The greatest benefit of radio programmes was enhancing parents' confidence in their new practices. Responses on the effects of radio programmes from caregiver focus group discussions in Tanzania and Uganda, make evident that radio programs had a positive impact on parent'' confidence and their relationships with their children. In Tanzania, the most frequently mentioned change was the increased confidence in parenting. This was followed by improved communication with children, and enhanced patience and tolerance. For example, one parent from Kigoma explained:

'Yes, they [Play to Grow radio programmes] were helpful because the messages on positive parenting have helped us and our children know our

limits, to be confident, to identify negative and positive emotions and how to handle negative emotions.'

CAREGIVER, KIGOMA, TANZANIA, CAREGIVER FOCUS GROUP DISCUSSION

Similarly, in Uganda, the most prevalent response was the improved confidence in parenting. The development of a stronger bond between parents and children was mentioned by respondents in Uganda, alongside changes in disciplinary methods. During Ugandan radio programmes, content focusing on child protection was also valued by respondents. For example, one parent explained that:

'They [radio broadcasts] teach about how you need to look after your child like if there has been a mistreatment along the way or from neighbors. If I can notice and make a quick action [I can] either report to the authorities or get medical attention.'

CAREGIVER, ISINGIRO, UGANDA, CAREGIVER FOCUS GROUP DISCUSSION

However, there were some differences between countries regarding opinions on the usefulness of the broadcasts. In Tanzania, a combined total of 86.6% of females and 80.3% of males either agreed or strongly agreed that the broadcasts were helpful. Similarly, in Uganda, a combined total of 57.3% of females and 60.2% of males either agreed or strongly agreed on their usefulness. This was largely because Tanzanian respondents had fewer neutral opinions (10.1% for females and 16.6% for males) compared to Ugandan respondents (36.7% for females and 34.4% for males). Very few respondents disagreed or strongly disagreed with the usefulness statement across both countries.

The success of the Tanzanian radio broadcasts can be attributed to a relevant tailoring of content to local context. Feedback from parent educator surveys revealed that content – which was approved by Tanzanian government officials— was complimentary to the programme's teachings on core parenting skills. Programs were appreciated for their relevance to real-life situations, enabling effective education for parents. In caregiver surveys, the leading recommendation on how to improve radio programmes was to increase their airtime and frequency. This suggests that caregivers found each of the lessons contained within radio programs applicable to their lives. Such insights emphasize the impact that tailoring content to local contexts can have on the reception and effectiveness of radio programmes.

In contrast, a lack of radios, broadcast timing, poor frequency coverage, and limited language options restricted the impact of radio programmes in Uganda. In caregiver surveys undertaken in Uganda, the most commonly highlighted issue was radio accessibility, suggesting the need for RTP to provide radios to families who could not afford them if radio programming is to be a part of future Play to Grow programming. The second most commonly mentioned recommendation in Uganda was to alter broadcasting times, to make the programs more accessible during times

when parents are likely to be at home, such as evenings, weekends, and holidays. This was also a recommendation in Tanzania. The suggestion to broadcast on multiple radio stations and in different local languages was the third most common theme in Uganda, whereas in Tanzania, it was the second most prevalent.

This suggests that there is a substantial demand for diversified platforms and linguistic inclusivity in both countries. The limited language options in the program were identified by parent educators as a particularly prominent exclusionary factor for community members who speak different languages in Adjumani. Lastly, poor radio frequency coverage was also highlighted as a hindrance, as it made it difficult for parents in certain areas to receive the broadcasted content. Overall, several addressing common barriers such as radio accessibility, broadcast scheduling, and linguistic diversity need to be addressed before radio programmes can be a success in the Ugandan locations targeted by Play to Grow.

Overall, radios are a beneficial addition to other activities within the Play To Grow project in driving forward the theory of change but are not as critical as other core elements of programming. Survey and focus group responses indicated that radio programmes complimented trainings and gave a base knowledge to parents not included as part of the project yet able to listen in. Caregivers emphasized that radio broadcasts helped them to ‘memorize’ and ‘remember’ what was taught in classes, for example:

‘Radio messages trained us on parenting skills and helped us to remember what we learned from class session.’

CAREGIVER, UBONGO, TANZANIA, CAREGIVER SURVEY

‘[Radio broadcasts were] very useful because it makes it easy for memorize the sessions, we were learning during the class hours.’

CAREGIVER, SERENGETI (MARA), TANZANIA, CAREGIVER SURVEY

Therefore, radio programmes serve to consolidate the short-term outcome of ‘changes in caregivers’ knowledge on responsive parenting and play’, as outlined in the ToR, and can be considered a beneficial feature of the project. However, radio programming must not supplant education through trainings, as not all groups have even access to radio devices.

Caregiver Practice

Two outcomes relating to improved parenting practice were targeted in the Play to Grow project’s results framework and TOC. Desired goals include ‘parents initiate playful activities and actions that support pre-literacy, numeracy and SEL (practice or skills)’ and ‘parent-child relationships are strengthened (interactions)’. The table below sets out the key outcomes and indicators as they relate to these objectives.

Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
Parents spend more time weekly playing with children: parent-child relationships are strengthened.	□ % of caregivers who report using 6 or more playful/stimulating activities with their child per week	92% ↑ 44%	85% ↑ 76%
Change in practice or skills: Parents initiate playful activities and actions that support pre-literacy, numeracy and SEL	□ % of caregivers who report using 6 or more of the responsive parenting practices taught by the programme 'Often or Always'	90% ↑ 22%	53% ↑ 44%

To measure whether parents spent meaningful time playing with their children (Short-Term Outcome 4), caregivers were asked if they used six or more playful/stimulating activities with their child per week. Simultaneously, to measure whether parents were initiating activities supportive of pre-literacy, numeracy and SEL development (Short-Term Outcome 5), parents were asked how often they were using 6 or more of the 9 responsive parenting practices taught in Play to Grow.

As the above summary box shows, the Play to Grow programme substantially increased the percentage of parents able to respond that they were meeting these benchmarks in both countries. Breaking down the indicators, this section quantifies the impact of Play to Grow on caregiver practice, explains why the programme was so impactful in this area, and highlights aspects of programming that can be improved further.

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

Table 11: Indicator resolution breakdown by country, district, sex - % of caregivers who report using six or more playful/stimulating activities with their child per week, by country and gender

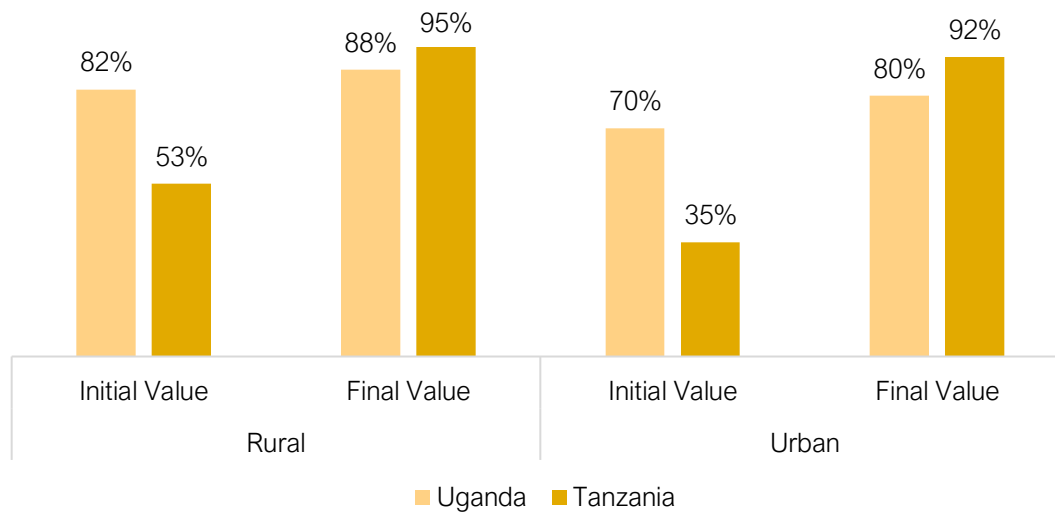
	% Change	Male	Female	Average Quantity
Tanzania Total	48%	45% → 87%	43% → 94%	7.47

Kasulu (Kigoma)	58%	24%	➡	69%	18%	➡	85%	6.86
Kibondo	40%	46%	➡	84%	47%	➡	89%	7.09
Serengeti (Mara)	36%	60%	➡	96%	64%	➡	100%	7.85
Ubungu (Dar es Salaam)	60%	44%	➡	100%	36%	➡	96%	7.75
Uganda Total	9%	74%	➡	83%	78%	➡	86%	6.95
Adjumani	4%	88%	➡	90%	89%	➡	94%	7.39
Isingiro	9%	61%	➡	77%	68%	➡	73%	6.42
Kampala	29%	50%	➡	100%	72%	➡	95%	7.28

As a result of Play to Grow, there was a significant increase in the proportion of parents initiating regular and varied playful activities from pre-program to endline in both countries. In Tanzania, the percentage of Play to Grow targeted caregivers using six or more playful or stimulating activities with their child each week changed from 44% before PTG to 92% by the project's end, demonstrating a 109% increase. In Uganda, a high baseline of 76% resulted in a more marginal, but nonetheless significant, 9% change from 76% pre-program to 85% after Play to Grow's activities, demonstrating a 11.8% increase.

The programme had the most impact on parents' play with children in Tanzania, where low percentages of parents engaged in regular playful activities prior to the project. While caregivers in all country-geography categories were similarly likely to report engaging in at least 6 playful activities with their child every week by the end of the programme (ranging from 80% in urban Uganda to 95% in rural Tanzania), these improvements are substantially more impressive in Tanzania owing to the lower percentages of parents reporting using such a variety of weekly playful activities before the start of the project (see figure 8 below). The residency status of Adjumani and Isingiro caregivers (refugee or host population) made no significant difference to their receptiveness to engaging their children in regular playful activities.

Figure 8: % of caregivers who report using six or more playful/stimulating activities with their child per week, by country and geography



The average number of playful activities that parents reported using per week also increased as a result of the Play to Grow project. Overall average scores increased from 4 to 7 in Tanzania, and 6 to 7 in Uganda.

A combination of parent education sessions and home visits were responsible for the successful increase in the number of playful activities parents used each week. By visiting homes, parent educators were able to provide caregivers an opportunity to practice the play activities, provide guidance on questions they had, and show them first-hand how the activities can be undertaken. Several program staff highlighted the importance of home visits when asked whether the Play to Grow program design was relevant to beneficiaries needs. For example, a Play to Grow Project Coordinator based in Dar Es Salaam, explained that:

‘The design [of Play to Grow] is really good, what’s good about it is that it has content to give the parents knowledge and skills on how to do the parenting but at the same time it gives them opportunities to practice what they have learnt through the home visit sessions. They can practice the skills and receive feedback on how they are doing.’

PLAY TO GROW PROJECT COORDINATOR, TANZANIA, DAR ES SALAAM REGION, PROGRAMME STAFF KII

This view was echoed by Play to Grow Training Coordinator, based in the Mara region:

‘The home visits were highly relevant. The parents themselves said it was difficult for them to apply the skills after the sessions, but following the home visits the parents told me that we have given them the ‘full’ teaching... It became very easy for them to apply the skills and to know which would work.’

PLAY TO GROW TRAINING OFFICER, TANZANIA, MARA REGION, PROGRAMME STAFF KII

Parent educators also noted the importance of home visits, with several agreeing during focus group discussions that the project needed them:

‘The most useful part of the project is home visit because it gives the child a way to participate fully in the program.’

PARENT EDUCATOR, KASULU (KIGOMA), PARENT EDUCATOR FGD

Alongside the practical skills passed on through home visits, a number of factors combined to make playing easier, more frequent, and more impactful for caregivers and their children. For example, reduced fear among children – a result of Play to Grow equipping parents with alternatives to forceful punishment and ways of better understanding their children’s emotions – helped to enhance the experience of play for children. In turn, the playful activities contributed to improved parent-child relationships, creating a positive cycle of improvement. For example, one parent explained that:

‘Before the project I was bad parent to my kids because was not able to play with my kids, they were always scared. But currently I’m enjoying playing with my kids and the relationship between me and my kids are improving daily.’

FEMALE CAREGIVER, TANZANIA, SERENGETI, CAREGIVER SURVEY

Equipping parents with practical activities for play with their child helped other project outcomes to be achieved. During surveys, many parents explained that Play to Grow has brought knowledge on how to turn mundane tasks such as cooking into stimulating activities, which has led them to change their attitude towards their role as a parent. This was especially clear in the several caregiver responses that discussed play and socio-emotional learning as intertwined, such as the following three responses from various caregivers in the Mara region:

‘Children’s learning is not only at school. Even at home we can teach our children numeracy, reading and other skills. Those who do not perform well at school can be taught without even knowing that they are being taught. For example, asking a child to bring two or three tomatoes.’

FEMALE CAREGIVER, TANZANIA, SERENGETI, CAREGIVER SURVEY

‘[I have found useful] the role of play activities in learning. I have seen myself that play facilitates any skill you want to children. It brings love, confidence, happiness, reading, numeracy and many more.’

MALE CAREGIVER, TANZANIA, SERENGETI, CAREGIVER SURVEY

‘Playing and singing together has made the child to have confidence. He is fearless to express himself.’

FEMALE, SERENGETI, PARENT SURVEY

Therefore, improvements to caregiver practice can be considered a result of the Play to Grow programme’s holistic approach. By helping parents with a broader range of perspectives and knowledge on parenting through education sessions Play to Grow has helped them to understand *why* introducing more playful activities into their child’s week can benefit their development. Subsequently, home visits helped to ensure that all theory was put into practice. The value of this holistic approach should be a key takeaway lesson from this project.

No significant differences in the proportion of male and female caregivers undertaking over six weekly playful activities were found. However, female respondents were slightly more likely to have achieved the benchmark by the end of the project in both countries. This suggests that it would be useful to place even more emphasis on the importance of both genders playing with children in future projects.

In Isingiro, Uganda, relative to other districts, there was a lower a percentage increase of parents adopting more playful activities as a means of helping their children to develop. In Isingiro, the percentage change in the number of parents using six or more playful activities with their child each week was only 9%, compared to a 29% in Kampala, despite Isingiro having a lower baseline. Adjumani experienced a small 4% change but had a very high baseline. In line with other findings in this report, this suggests that there is further progress to be made with parents in Isingiro regarding attitudes towards responsive parenting through play.

In Tanzania, Play to Grow was able to inspire parents in all regions to increase their use of play as a parenting technique. Kasulu (Kigoma), the location with the lowest endline result, experienced the highest increase in the percentage of caregivers that reported using six or more playful/stimulating activities with their child per week (67% change). Similarly, the Play to Grow programme led to a 47% change in the number of parents using six or more playful activities weekly in Kibondo. This was the lowest percentage increase experienced by any one Tanzanian county. These large percentage increase suggest that Tanzanian parents were highly responsive to this aspect of the programme’s teaching, and therefore that with continued programming and the knock-on effects of the project, the percentage of Tanzanian parents adopting the use of playful activities among Tanzanian parents will grow to be even higher.

Indicator: % of caregivers who report using more than seven of the responsive parenting practices taught by the programme “Often” or “Always”

Table 12: 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”, by country and gender

	% Change		Male		Female		Average Quantity
Tanzania Total	68%	18%	➡	91%	25%	➡	8.5
Kasulu (Kigoma)	78%	0%	➡	77%	2%	➡	7.95
Kibondo	78%	12%	➡	95%	17%	➡	8.6
Serengeti (Mara)	61%	42%	➡	96%	29%	➡	8.73
Ubungo (Dar es Salaam)	59%	12%	➡	96%	33%	➡	8.57
Uganda Total	9%	41%	➡	52%	41%	➡	6.79
Adjumani	9%	40%	➡	53%	46%	➡	7.34
Isingiro	15%	37%	➡	50%	33%	➡	6.22
Kampala	-9%	67%	➡	71%	48%	➡	6.87

The Play to Grow program significantly impacted the number of parents using responsive parenting skills in both Uganda and Tanzania. The teaching of the nine responsive parenting practices constituted a core element of the Play to Grow programme. Overall, the six-month programme was able to increase the average number of practices used often by caregivers from five to nine in Tanzania and six to seven in Uganda. The increase in the proportion of parents that regularly used more than seven of the skills as a result of the Play to Grow project was significant in both countries, though much higher in Tanzania, where the percentage of parents meeting this benchmark was 68% higher than it was at the start of the project.

Improvements in parents’ self-reported use of the nine parenting skills took place across all target regions except in Kampala. Endline respondents in Tanzania across all districts indicated

that they regularly applied more of the nine skills than pre-program respondents did. In Uganda, endline scores were higher than pre-program scores except in Kampala.

Skills that produced immediate impacts on parent-child relationships catalysed parent engagement in the Play to Grow programme. A thematic coding analysis of responses to the question ‘which of these 9 skills do you find most useful and impactful?’ reveals the value of skills that produce immediate impacts on parent-child relationships. In both countries, ‘setting limits’, ‘giving choices’, and ‘letting the child lead’ in play comprised the three most frequently mentioned skills. While still among the frequently mentioned useful skills, education-giving skills such as practicing literacy and numeracy and storytelling were relatively less commonly cited. The responses of parents, parent educators and key stakeholders in surveys, focus groups, and interviews suggest why; in many cases, the former three skills had immediate effects on the dynamics between parents and children, while the latter typically produce longer term effects on children’s development. For example, programme officer reflected on the story of one parent educator who was able to see the impact of ‘setting limit’ the first time they applied the skill, solidifying its importance to them and improving their confidence in its value as they passed it on to others:

‘I had one parent educator who went home and had a child who did not want to take a shower, so she applied the setting limit skill. This was a simple way to solve the situation. So, if a parent educator has started to use the skills in her life, and can see its effect, then it is very easy for her to take those skills and teach them to others.’

RTP PROJECT COORDINATOR, DAR ES SALAAM

Likewise, parents commented on how skills with immediate effects - or ‘observable changes’ - played a role in changing the perceptions of themselves and others, ensuring essential buy-in to the program’s teachings from all those around the child. For example, one female caregiver from the Serengeti region explained that upon seeing the immediate behavior changes of their child following her use of the nine parenting skills, the attitude of her spouse towards the programme changed, even becoming receptive to feedback on his own practice:

‘My husband at first thought my participation into the program was a wastage but following observable changes he has changed. When I am busy, he can play with the child. When I started parenting lessons, I came to realise that even my husband is full of shortcomings that need training. So, I kept discussing with him to bring change to my family.’

FEMALE CAREGIVER, SERENGETI, MARA, PARENT SURVEY

Other parents – in response to the question on which skills were most useful - clarified the types of observable changes that the application of the Play to Grow parenting skills were inducing in children:

‘[The skill relating to] managing anger has real worked well with me. I no longer beat a child as I used to. A child is happy, confident and free to expression his desires and feelings.’

FEMALE CAREGIVER, SERENGETI, MARA, PARENT SURVEY

‘[Encouraging] self-esteem, this helps a child to be strong and believe in himself through this a child can do better things and encourage others to do so.’

FEMALE CAREGIVER, KIBONDO, PARENT SURVEY

‘Letting the child lead the play as this brings more contact and closeness and increase of the bond between me and them.’

FEMALE CAREGIVER, ISINGIRO, PARENT SURVEY

Nonetheless, overall, every skill taught by Play to Grow added value to the lives of parents.

Many respondents chose not to specific which skills were most useful to them, instead insisting that all are relevant and work in compliment.

‘All nine skills are very important and useful. They are all applied in parenting depending to the situation that is going on at the moment.’

FEMALE CAREGIVER, SERENGETI, MARA, PARENT SURVEY

Equipping parents with the skills to teach their children numeracy and literacy was crucial to changing overall perceptions of roles and responsibilities relating to child development. This was explained by one parent educator, who observed that parents were able to take literacy and numeracy development into their own hands, alleviating a burden of expectation from the local school:

‘As a parent educator I got an opportunity to train/share this knowledge and skills with different parents. Previously, before this program, parents used to complain to school's headmaster that, children are not taught well on numeric skills and literacy skills. After this program, not even a single parents complained about it.’

PARENT EDUCATOR, KASULU (KIGOMA), PARENT EDUCATOR SURVEY

Parent Engagement

Focus group discussions with parent educators in both Uganda and Tanzania revealed that female parents exhibited higher participation and engagement compared to men. In Uganda, educators noted that female parents had a higher attendance rate and demonstrated greater interaction with the program, while males showed lower involvement, often citing busyness or perceiving childcare as primarily a female responsibility. One parent educator explained that:

‘Male parents have low morale compared to female because we have found female parents give more time to children as this can be evidenced in attendance lists. Male parents are not reliable because they are businessmen and they are always busy.’

PARENT EDUCATOR, FOCUS GROUP DISCUSSION, ISINGIRO

In Tanzania, female parents also displayed higher levels of engagement and interest in learning, attending the majority of sessions. In contrast, some men exhibited a negative attitude towards certain activities, considering them feminine, and a few parent educators observed that male attendance declined over time.

However, parent educators noted that even if men had a negative disposition towards the project, they indirectly acquired knowledge from the program through their wives sharing what they had learned. The project was found to have a positive impact on child discipline practices, with some men reporting a shift away from corporal punishment after learning better methods. These insights highlight the importance of considering gender dynamics and cultural contexts when designing and implementing future Right To Play programs.

Overall, the program had a positive impact on children's behavior and discipline practices and emphasized the significance of parental involvement regardless of gender. Efforts by Play to Grow staff to promote gender equality in discussions were observed by parent educators and key stakeholders in both countries, though most frequently in the Tanzanian context.

Parent Peer Support

Play to Grow successfully enhanced parents' ability to engage with networks of peer support. The short-term outcome is outlined in the TOC and results framework, underpinned by the concept that parents able to draw on support from peers, and seek advice from others, will be better positioned to help their children grow. One key indicator was designed to measure parents' progress towards this outcome; the percentage of parents that feel able to share questions and challenges with a support network. This percentage strongly increased in both Tanzania and Uganda. This demonstrates that on a national level, the outcome has been delivered by the Play to Grow initiative.

Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
Parents gain or strengthen peer support system	☐ % of caregivers who report that they can ask parenting questions and share challenges with their support systems	78%  51%	71%  59%

Myriad benefits emerged from the Play to Grow programmes efforts to strengthen peer support systems for caregivers. This section explores some of these benefits, which include improved knowledge, increased respect and trust, new pathways of financial support, and a desire for learning among parents not involved in the project. First, the progress made by Right To Play towards the indicator is quantified, then several qualitative responses are presented, cumulatively demonstrating the array of positive results the programme delivered to communities through peer network strengthening.

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

To determine whether a caregiver reported that they can ask parenting questions and share challenges with their support systems, respondents were asked for their agreement on 3 statements:

1. I have family, neighbours, or friends that I can go to when I need someone to talk to about parenting
2. I feel comfortable sharing my parenting challenges with friends, family, or neighbours
3. I can discuss parenting challenges with my spouse, and we support each other to resolve them

Caregivers that agreed with all three statements were considered to have met the minimum requirement for the indicator. The percentage of total respondents meeting this requirement is outlined in table 13 below:

Table 13: Indicator resolution breakdown by country, district, sex - % of caregivers who report that they can ask parenting questions and share challenges with their support systems

	% Change		Male		Female	
Tanzania Total	27%	56%	➡	84%	48%	➡ 75%
Kasulu (Kigoma)	59%	24%	➡	74%	18%	➡ 82%
Kibondo	7%	67%	➡	77%	42%	➡ 55%
Serengeti (Mara)	28%	70%	➡	98%	61%	➡ 89%
Ubungo (Dar es Salaam)	20%	56%	➡	83%	52%	➡ 71%
Uganda Total	12%	61%	➡	73%	58%	➡ 70%
Adjumani	28%	72%	➡	94%	65%	➡ 96%
Isingiro	4%	54%	➡	64%	51%	➡ 51%
Kampala	-23%	33%	➡	29%	62%	➡ 33%

Overall, in both countries, Play to Grow significantly increased the proportion of caregivers who felt able to ask parenting questions and share challenges with their support systems. In Tanzania, this proportion changed from 51% of caregivers pre-program to 78% of caregivers by the end of the project, demonstrating a 52.9% increase. In Uganda 71% the endline respondents report that they can seek support from peers, compared to 59% pre-program, demonstrating a 20.3% increase.

Caregivers reported that the strength of their relationships with neighbors, friends, relatives, community workers, and their spouses improved as a result of Play to Grow. Each of these groups were considered part of caregivers' 'support system'. Overwhelming, caregivers reported improvements to their strength and nature of their relationships with one or all of these groups.

‘Now I can share any challenges with my friends, my spouse and neighbors on the issue of parenting.’

FEMALE CAREGIVER, TANZANIA, KASULU (KIGOMA), CAREGIVER SURVEY

The Parent Support sessions delivered as part of Play to Grow were central to the achievement of this overall positive result. Key informant interviews with Right To Play’s in-country staff revealed that parent support sessions, which were delivered alongside parent education sessions by parent educators, often provided the first opportunity for parents to share their challenges.

Right To Play Staff emphasized the relevance of the parent support sessions to the contexts in which the programme was being delivered. For example, parent educators were aware of some parents’ pre-conceived ideas that work must take complete priority over childcare. Parent educators were able to demonstrate how a committed short period of time spent playing with children each day can vastly improve behaviors and relationships. These improved behaviors allowed post-work family time to be more stress free, and the plan to play alleviated concerns that work is consuming all time with children, thereby allowing for balance and improving overall wellbeing. Educators created space for participants to break down the binary between work and play, allowing them to share advice on how both can be achieved. One Play to Grow Training Officer captured this in his interview:

‘... having this parent support session alongside the teachings enabled them [caregivers] to share their challenges with peers and gain an opportunity to discuss how they can support their children while also promoting their own wellbeing. This was very relevant to the specific economic situation of Tanzania, where achieving stability and wellbeing can be difficult.’

PLAY TO GROW TRAINING OFFICER, TANZANIA, MARA REGION, PROGRAMME STAFF KII

The benefits of Play to Grow helping parents to support each other were diverse, comprising emotional, social, and practical economic benefits. During caregiver surveys, respondents often mentioned that there was less judgement in their community and within households as a result of the programme, and that they felt more loved, respected, and trusted to manage their home life.

‘[Play to Grow] has helped me to learn more skills from friends on good parenting, to plan together with the spouse for my children, now I feel better because I feel loved and have someone to share [challenges] with.’

FEMALE CAREGIVER, UGANDA, ADJUMANI, CAREGIVER SURVEY

By fostering strong support networks among parents, Play to Grow enabled knowledge sharing and amplified its impact. In the words of the training officer, encouraging parents to value peer support has led them to ‘cascade their knowledge’. The parent support sessions have empowered parents to pass on the parenting lessons they were learning. Two unique stories emerged from surveys with parents in the Serengeti Region that exemplify this:

‘A certain woman moved from Tarime to Mugumu and became my neighbor. Her children were not going to school just roaming around in streets. They acquired undesirable behaviors. She was very punitive to them. I got huge help from parent educator on how to help this woman. Nowadays she is not that bitter to children, she talks to them, and they are all happy now.’

FEMALE CAREGIVER, TANZANIA, MARA REGION, CAREGIVER SURVEY

‘I have a neighbor who is very aggressive to her own children. She would call them dogs and other bad names. I started sharing with her about parenting skills and now [her] aggression and use of bad names to children has drastically fallen.’

FEMALE CAREGIVER, TANZANIA, MARA REGION, CAREGIVER SURVEY

Indirect benefits of increased parent peer support included the lending of finances and materials between neighbors. Parents reported feeling more comfortable sharing their challenges with others in the community following the project, often referencing reduced judgement as the reason why. This sharing led to the exchange of advice, but also sometimes finances, between neighbors, to help ensure that everyone is in an adequate socio-economic position to care for their children.

However, in Kampala, and among some groups in Isingiro, the number of parents seeking support from their networks decreased due to mistrust in past information shared within communities. In these areas, the Play to Grow program increased or maintained the likelihood of parents discussing challenges with their spouse, but reduced parents’ likelihood to share with neighbors. Parents explained that neighbors might ‘mislead’ or give ‘wrong’ or ‘negative’ responses on how to care for their children. Thus, with their newly acquired knowledge on good caregiver practice, they became more determined to only seek advice from the ‘right people’. For example, one female caregiver explained the following:

‘Because some parents give wrong advice especially when they are going through the same challenge, and they have given up on their children.’

FEMALE CAREGIVER, UGANDA, KAMPALA, CAREGIVER SURVEY

The spread of rumors and the notion of ‘exposing’ children’s bad behavior were also frequently mentioned concerns. These concerns made parents across both countries unwilling to share with parenting challenges with people outside their household but were on average most prevalent in Kampala. Among those in Kampala strongly disagreeing that they would share challenges with support networks, the majority gave a response along the lines of the following:

‘Family issues do not get outside the house because as a parent I don’t trust telling my neighbors due to rumors, but I would rather tell the father to my child.’

FEMALE CAREGIVER, UGANDA, KAMPALA, CAREGIVER SURVEY

Due to the population density of Kampala, the programme was unable to have the same knock-on effect on reducing judgement as in other areas. The above findings suggest that further programming, and programme scale up, will be required to deliver the outcome of strengthening peer support systems outside of the home in Kampala. However, it must be noted that almost all Kampala respondents who disagreed that they have friends and family to share parenting issues with did feel comfortable sharing issues with their spouse following Play to Grow (only around 5% of women and 2% of men disagreed). Thus, the project did strengthen the support available to caregivers in Kampala and Isingiro, but in more limited ways than in other locations.

There were differences between genders within each country regarding access to peer support and comfort in sharing parenting challenges, though this difference was only statistically significant in Tanzania. Male respondents in Tanzania were more likely than their female counterparts to feel they had access to support networks and were able to discuss issues with their spouse. On the other hand, the gender difference was negligible when it came to the distribution of responses on one’s comfort sharing struggles with others. Moreover, there were notable outliers such as Kasulu (Kigoma) district in Tanzania where females had a higher overall indicator achievement rate at endline (82%) compared to males (74%). Additionally, the Serengeti (Mara) district in Tanzania showed a very high achievement rate of parents able to share challenges with support systems, with 89% for females and 98% for males feeling able to do so by the end of Play to Grow. The percentage distributions of responses to each of the indicator questions are shown in figure 6 below.

Figure 9: Distribution of responses to key indicator question: 'I have family, neighbors, or friends that I can go to when I need someone to talk to about parenting'

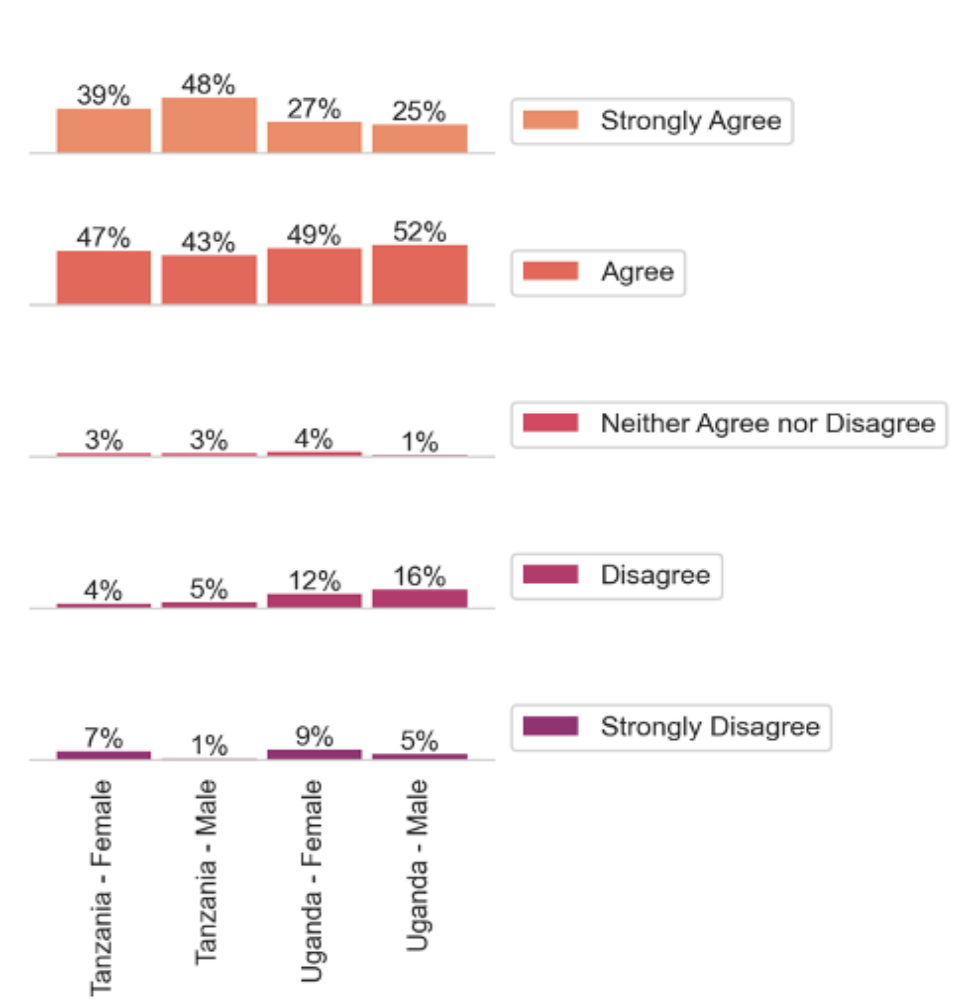


Figure 10: Distribution of responses to key indicator question: *I feel comfortable sharing my parenting challenges with friends, family, or neighbours*

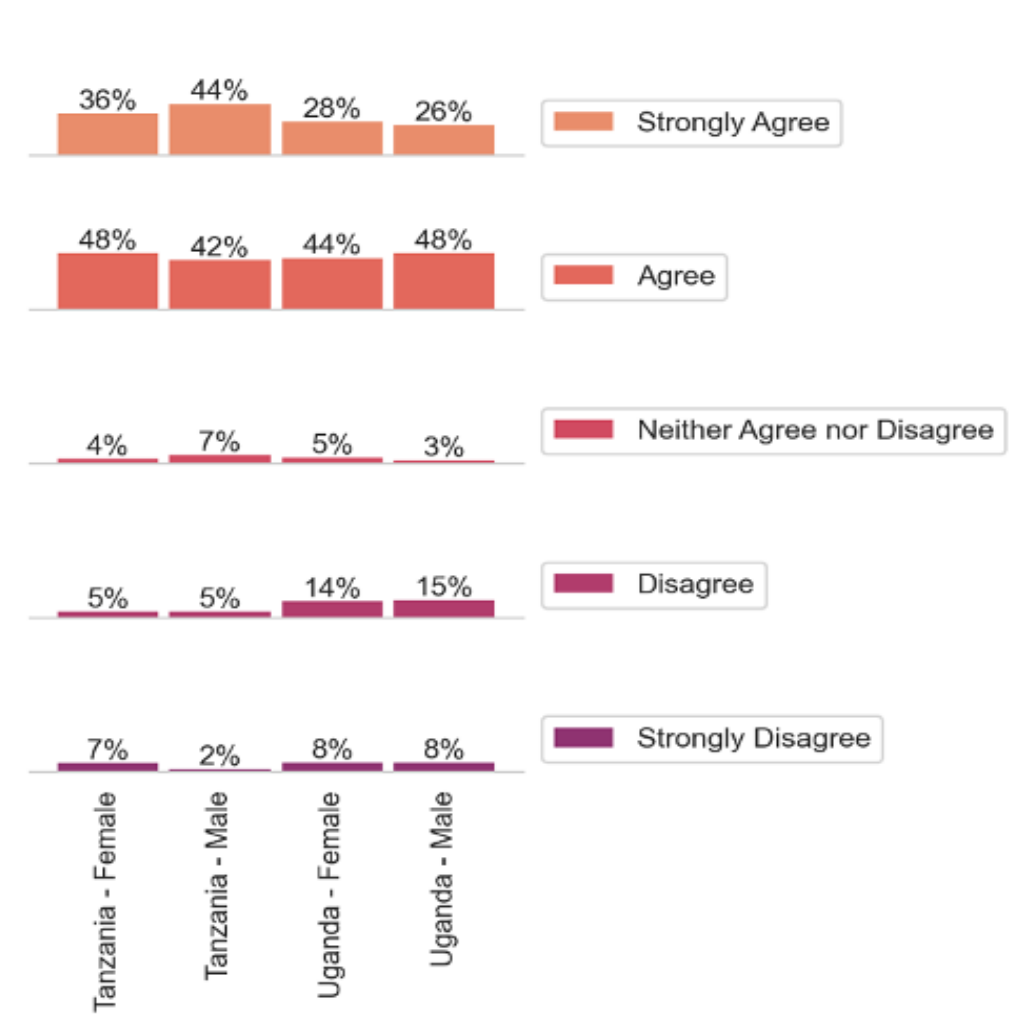
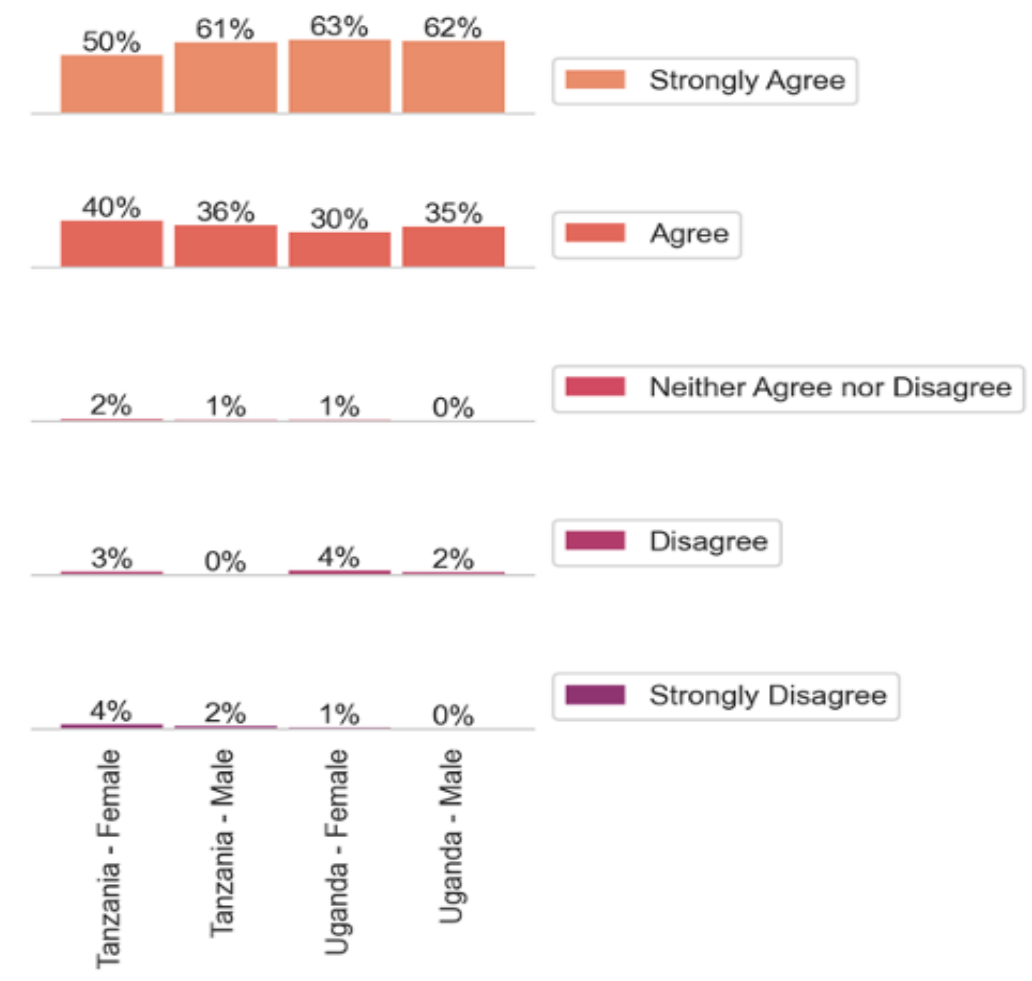


Figure 11: Distribution of responses to key indicator question: *I can discuss parenting challenges with my spouse, and we support each other to resolve them*



Overall, endline data indicates that the Play to Grow programme strongly helped caregivers in both countries to have increased access to peer support. By the end of the project, parents felt more comfortable discussing parenting issues and sharing their challenges with others - particularly within their own households. Tanzanian respondents reported higher levels of peer support than Ugandan respondents across all categories, suggesting room for further programming or program adjustments in Uganda.

Home Environment

Improving the home environment, and making it more conducive to positive ECD outcomes, was another core objective of the programme, as reflected by 'short-term outcome seven' in the TOC

and results framework. The table below sets out this outcome and the indicator used to quantify progress towards it.

Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
Home environment supports playful learning	☐ % of parents reporting they have 3 or more types of play materials in the home	92% ↑ 29%	73% ↑ 46%

The Play to Grow programme helped improve home environments by improving the variety of play materials in homes and by enhancing family relationships. Alongside measuring home environments through the number of play materials in caregivers' homes, this endline investigation also asked a series of qualitative questions on how atmospheres and relationships within caregivers' homes changed. In all areas, the Play to Grow project made substantial progress in fostering better home environments for young children. This section explains how program design helped parents to both value play materials and have better access to them. It subsequently outlines how the multifaceted approach of the programme helped to create more child friendly home environments in general.

Indicator: % of caregivers reporting they have more than four types of play materials in the home

Table 14: Indicator resolution breakdown by country, district - % of parents reporting they have 4 or more types of play materials in the home

	% Change		Male		Female		Average Quantity	
Tanzania Total	63%	25%	➡	91%	31%	➡	93%	6.0
Kasulu (Kigoma)	75%	5%	➡	82%	12%	➡	85%	5.18
Kibondo	68%	19%	➡	86%	28%	➡	93%	5.2
Serengeti (Mara)	62%	40%	➡	98%	32%	➡	96%	6.26

Ubungo (Dar es Salaam)	55%	44%	→	96%	40%	→	95%	6.81
Uganda Total	27%	51%	→	73%	43%	→	73%	5.08
Adjumani	18%	49%	→	69%	47%	→	64%	3.93
Isingiro	37%	46%	→	73%	33%	→	75%	5.93
Kampala	27%	92%	→	100%	62%	→	95%	6.3

By the end of the project, over 92% of caregivers in Tanzania and 73% of caregivers in Uganda reported having four or more different play materials in their home, a significant change from baseline statistics. Therefore, it can be concluded that Play to Grow has ensured that most home environments in the targeted areas are now supportive of playful learning. To achieve this, Play to Grow required a dual approach of altering attitudes towards the use of play materials in the home and providing caregivers with materials. The complementary nature of these two approaches was captured in the survey and FGD responses of parents:

‘I received parental education from them, and also the playing materials such as balls, charts. All this opened my mind that I have to buy some playing material for my kids in order to encourage them playing and learning.’

FEMALE CAREGIVER, SERENGETI (MARA), CAREGIVER SURVEY

During surveys, many parents indicated that the Play to Grow program helped them to acquire materials in ways they had previously no knowledge of. For example, one parent explained that:

‘I also understood that in our local environment we have a lot of material that can be used as playing material for the kids. For example, you can have a handmade ball, handmade toys.’

FEMALE CAREGIVERS, SERENGETI (MARA), CAREGIVER SURVEY

By teaching caregivers to create play resources from locally available materials, Play to Grow helped enable more families to access play. The long-term ambition of this element of the project was explained by Right To Play Programme Officer based in Uganda:

‘We have encouraged them [parents] to use locally available materials so they can continue to make the play materials and use them at any time. With the

materials and the knowledge, they have acquired they can continue to play with the children in the future and with future children.'

PROGRAMME OFFICER, RIGHT TO PLAY

Greater varieties of play materials in the home led to improved relationships between parents and their children and benefitted members of the community beyond those targeted by the project. In focus group discussions across all locations, parents explained the value of having varied materials in their home:

'At first I was not having playing tools at home but after the training I have learned how to make different arts for my children which has created more connection between me and my children than before.'

PARENT FGD, KASULU (KIGOMA), TANZANIA

'I now have a lot of playing materials that I can use with my children and my neighbors who were not able to participate in this program.'

MALE CAREGIVER, KIBONDO, PARENT FGD

Programme staff and parent educators also observed that having play materials at home had a knock-on effect of keeping children safe, in sight of their parents, and out of trouble. Programme Officer based in Dar es Salaam, emphasized that educating parents on the benefits of using play materials was important to unlocking this benefit:

'Parents knew the children were not at home, but they did not know the alternative of having play materials at home, which have made them [the children] want to stay in and out of trouble.'

DAR ES SALAAM, PROJECT COORDINATOR

However, despite its overall success, Play to Grow's approach had different levels of impact across the two countries. In Tanzania, Play to Grow fostered a 63% change in the number of caregivers reporting four or more types of play material in their home (29% at baseline to 92% at endline demonstrating a 217.2% increase). However, in Uganda the increase was a notable lower 27% change in improvement (46% at baseline to 73% at endline, demonstrating a 58.7% increase). Survey responses from Uganda suggest that while the project successfully increased parents' intentions to have four or more play materials in the home, the number of parents that could achieve this goal was limited by their inability to afford play resources or the materials to make them. The following representative responses capture the sentiment of many as they fed back on the project:

'The training has opened me to very many needs of the children which I don't have the money.'

PARENT SURVEY RESPONSE, ADJUMANA, UGANDA

'Playing materials that we have are limited and many of the parents can't afford to buy them from shops.'

PARENT FOCUS GROUP DISCUSSION RESPONSE, ISINGIRO, UGANDA

The recurrent nature of responses such as this suggests the need to couple widespread parent education on the utility of play materials with more targeted play material distributions to ensure that the poorest families receive the support they need.

The impact of Play to Grow on home environments also varied between locations within countries, with the most substantial gains made in the two capital cities and in the Mara region.

In Kampala and Dar Es Salaam, over 95% of parents had four or more types of play materials in their home by the end of the project. This speaks to the relative accessibility to play materials in these city locations. The greatest intra-country improvements were made in Isingiro and Kasulu, where the number of parents having four or more play materials in their home changed from a respective 37% and 75% demonstrating a 102.7% increase. In Mara, Tanzania, over 97% of parents had four or more play materials in their home by the end of the project, up from 35% of parent's pre-project (177.1% increase), demonstrating that the programme was able to reach almost all those in need of support in the area. This shows the strong potential of Play to Grow's programming approach; if parents can be helped to locate or create play materials in ways relevant to their lived contexts then a substantial number of homes can be made supportive of child play in a short period of time.

Adjumani in Uganda recorded both the lowest endline percentage of caregivers with varied play materials in their home (66%) and the lowest level of improvement on this metric (18%).

During surveys, several caregivers in Adjumani most often requested the provision of additional 'scholastic' or learning related materials as further support, suggesting this was where the variety of materials was lacking. Recognizing the local deficit in this particular type of material, multiple caregivers were reserved in their ambition to have learning materials at home, instead suggesting that Right To Play focuses on equipping schools. For example, two respondents said that:

'Training materials should be bought at school for the children to play because in some home there are insufficient.'

MALE CAREGIVER, ADJUMANI, CAREGIVER SURVEY

'More playing materials should be provided at ECD school since the ones at home are not enough.'

MALE CAREGIVER, ADJUMANI, CAREGIVER SURVEY

A longer project duration may have helped to ensure all Adjumani households with limited resources were identified and reached. Alongside recognizing the deficit in educational materials, many respondents from Adjumani emphasized that the project should be extended, suggesting that time was also a constraint when it came to the equipping of home environments with adequate play resources.

Household size was the only demographic factor found to have an effect on the variety of play materials caregivers had available. The gender of the head of household, education level of the caregiver, age of the caregiver, and employment status of caregiver were found to have little to no effect on the likelihood of a parent having four or more types of play materials in their home. Yet, in both countries, higher proportions of small households had four or more types of play materials than larger ones. In Uganda, the difference was seven percent; 75% of small households had four or more types of play materials in their home compared to 68% of larger householders. In Tanzania the gap was five percent: 93% of smaller households had four types of play material compared to 88% of larger ones. This is interesting because prior to the start of the project the size of the household made no difference to the likelihood of having play materials in either country. This suggests that the methods used by the Play to Grow program to increase play material availability within households resonated best with smaller households. This is perhaps because - despite improved knowledge on the value of play materials - larger households were less able or willing to spend time or money on play due to a wider array of competing priorities. Though the differences are marginal, and the Play to Grow programme had a substantial impact on both household types, the need to deliver extra support in this area to larger households should be factored into future projects.

Additional play materials were requested in all locations, including in areas where almost all respondents reported having more than four types of play material in their home. This suggests that parents are valuing the role of play materials in their children's development. However, it also indicates that parents do not feel fully equipped to obtain or create all the materials their children need. Requests specified certain types of play materials, such as plastic toys that are safer for children to play with, the aforementioned educational play materials, and more attractive and better-quality toys. For example, asked which additional supports RTP could provide, parents gave the following responses:

'Plastic materials which can't hurt the child when we use them carefully.'

FEMALE CAREGIVER, ISINGIRO, PARENT SURVEY

‘More skills on fabrication of play items from locally available materials. If locally made play materials are of good finishing, they will also be attractive to children.’

FEMALE CAREGIVER, SERENGETI, PARENT SURVEY

The overall need for more play materials was also reflected in the comment of a RTP field facilitator in Uganda. This facilitator recognized the regular requests from parents for more materials and recommended that in future projects more time and resources are allocated to the production of materials for parents:

‘I would love us to have a deliberate output to produce more materials for the parents.’

RTP FIELD OFFICER, UGANDA, STAKEHOLDER KII

General Home Environment Changes

Alongside the number of play materials in the home, positive improvements to home environments were also reflected by responses on how atmospheres have changed. Right To Play Programme Officers, who visited many homes before, during, and after the Play to Grow project, were well placed to make these observations. One programme officer, observed how home environments have changed in the specific context of Dar es Salaam:

‘Here [in Dar es Salaam] we can have 4 families to one house, so the parent who has come from the session will teach the other parents. This has reduced conflicts in the household. Before when one child would hit another one parent would come and beat them, and this would create conflict, but now they are sharing knowledge and tensions have reduced.’

PLAY TO GROW PROJECT COORDINATOR, DAR ES SALAAM

Parents reported that Play to Grow has made their homes more supportive for children due to an increased atmosphere of comfort, happiness, and trust in good behavior. During surveys and focus groups, parents said that they now felt they could welcome visitors due to the improved behavior of their children, that children felt more comfortable at home, and that all household members felt happier.

Relationship with Parents

Improved parent-child relationships were also a core objective of the programme over the short and medium term, as reflected in the TOC and results framework. The box below sets out the key outcomes and indicators within the results framework as they relate to child parent-relationships.

Short-Term Outcomes	Indicators	Tanzania Performance	Uganda Performance
Change in parent-child interactions: relationships strengthened	☐ % of caregivers who report using punitive discipline or corporal punishment with their children in the last week	80% ↓	51% ↓
Change in parent-child interactions: relationships strengthened	☐ % of caregivers who report having a positive parent-child relationship	21% ↑	12% ↑
		69% ↑	84% ↑
		42%	70%

Indicator: % of caregivers who report using punitive discipline or corporal punishment with their children in the last week

Table 15: Indicator resolution breakdown by country, district, sex - % decline in caregivers who report using punitive discipline or corporal punishment with their children in the last week

	Overall % change in proportion of caregivers using punitive discipline		Male		Female	
Tanzania Total	-59%	69%	→	17%	87%	→
Kasulu (Kigoma)	-62%	86%	→	31%	93%	→
Kibondo	-48%	48%	→	9%	78%	→
Serengeti (Mara)	-45%	68%	→	19%	78%	→

Ubungo (Dar es Salaam)	-80%	96%	➔	4%	94%	➔	16%
Uganda Total	-39%	38%	➔	13%	57%	➔	13%
Adjumani	-27%	37%	➔	10%	37%	➔	10%
Isingiro	-44%	33%	➔	11%	67%	➔	15%
Kampala	-66%	67%	➔	14%	88%	➔	18%

Play to Grow led to a strong decrease in the proportion of respondents using punitive force or corporal punishment in both countries. This decrease was found to be statistically significant in both country contexts. Prior to the start of the PTG program in Tanzania, 80% of pre-program respondents reported using punitive discipline or corporal punishment with their children in the last week. The influence of the Play to Grow programme reduced this to 21% of caregivers by its end. Similarly, in Uganda, 51% of pre-program respondents reported using punitive discipline, compared to 12% at the project's endline, demonstrating a -76.5% decrease.

Caregivers were motivated to stop using corporal punishment as a result of the benefits of other responsive parenting techniques. Parents widely shared stories of the benefits of replacing physical punishment with actions such as giving choices and setting limits. Parents connected their reduced use of physical punishment directly to their trainings on creating relationships and understanding children's feelings:

'We used to harass our children whenever they used to do wrong but right now, we no longer do that because we have received good training on how to create a good relationship between a child and parents.'

CAREGIVER, ISINGIRO, UGANDA, PARENT EDUCATOR FGD

'After gaining the training I have understand that I cannot teach my children by beating them but through taking to them and understand their feelings is more helpful.'

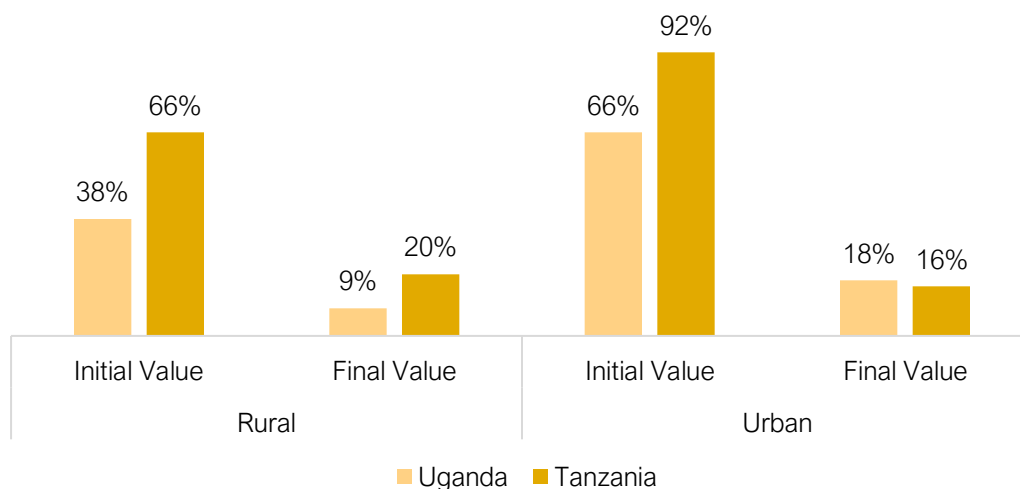
CAREGIVER, KASULU (KIGOMA), TANZANIA, PARENT EDUCATOR FGD

Play to Grow appropriately targeted caregivers more likely to have recently used corporal punishment, narrowing the gender divide in likelihood to use of forceful discipline. During baseline, it was found that more female caregivers had used corporal punishment in the last week than male caregivers. 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. The PTG program had a gendered impact in line with this; the percentage change in the number of female caregivers using corporal punishment was higher in both countries. For example, in Tanzania, PTG ensured a 64% drop in the number of female caregivers reporting a recent use of forceful punishment in Tanzania, compared to a 52% drop in the number of male caregivers. This gendered difference was found to be statistically significant. In both countries, the programme had a statistically significant impact on the likelihood of each individual gender to use forceful disciplinary methods.

The impact of Play to Grow on the use of punitive discipline was most pronounced in urban settings. Geographical disaggregation of indicator data across both countries shows that the percentage decrease in the number of urban parents using force was notably higher than the decrease in the percentage of rural parents using force. This emphasizes the importance of Play to Grow programming in urban areas.

Figure 12: % of caregivers who report using punitive discipline or corporal punishment with their children in the last week, disaggregated by rural vs urban and country



Moreover, statistics suggest that older and employed caregivers, alongside those in smaller or female-headed households, were the most responsive to the programme’s teachings on the use of punishment. Across both countries, female-headed households were more likely to have used disciplinary force than male-headed households during pre-program, but less likely to have during endline. Similarly, employed individuals were generally more likely to have used punitive punishment in the last week when asked during the baseline study, but less likely during the endline compared to unemployed individuals. Plus, adult mothers were more likely to have used force in the last week at the start of the project, but less likely or similarly likely than young mothers (below 18 years) during endline. Household size also played a role; caregivers in smaller

households were generally more likely to have used disciplinary force than larger ones during both baseline and endline, despite the impact of the programme being larger on smaller households⁷.

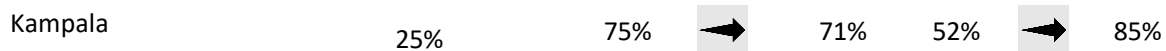
Other disaggregation's did not produce notable results. For example, though there was a lower percentage change in punitive punishment use in Adjumani and Isingiro where many refugees are hosted, refugee caregivers in Uganda were less likely (8% used force) to use punitive discipline than host community caregivers (16% used force) by project endline. The key findings, summarized in table 16 below, indicate that the programme was successful in targeting an array of specific vulnerabilities in both countries. Future RTP programs should consider how young, unemployed, or male caregivers can be engaged in unique ways to ensure they experience the same impact as those in other demographic segments.

Indicator: % of caregivers who report having a positive parent-child relationship

Table 16: Indicator resolution breakdown by country, district, sex - % of caregivers who report having a positive parent-child relationship, by country and gender

	% Change		Male		Female	
Tanzania Total	27%	40%	➡	74%	44%	➡ 66%
Kasulu (Kigoma)	21%	38%	➡	64%	46%	➡ 64%
Kibondo	17%	31%	➡	68%	56%	➡ 48%
Serengeti (Mara)	31%	52%	➡	77%	42%	➡ 75%
Ubungo (Dar es Salaam)	32%	40%	➡	91%	40%	➡ 69%
Uganda Total	14%	72%	➡	79%	69%	➡ 86%
Adjumani	15%	82%	➡	88%	75%	➡ 93%
Isingiro	10%	59%	➡	74%	69%	➡ 77%

⁷ See table in Annex 1 for a detailed breakdown of this analysis.



Play to Grow led to a statistically significant increase in the proportion of respondents reporting positive parent-child relationships in both countries. In Tanzania, the overall achievement rate changed from 42% to 69% (64.3% increase), while in Uganda it changed from 70% to 84% (20% increase). This improvement was observed across all demographic factors, including gender, district, female-headed households (HoH), education level, young mothers, household size, residence type, and employment status.

By the end of the project, parents in Uganda were overall more likely to report positive parent child relationships, though the project positively impacted the most families in Tanzania. A higher baseline score in Uganda meant that there was a 14% change in the percentage of caregivers that reported positive-parent child relationships by the end of Play to Grow. In Tanzania, Play to Grow induced a 27% change in the number of positive relationships, yet this only took the endline result to 69%. This national level statistic was largely due to lower percentage of parents meeting the benchmark in Kibondo, where only 57% of parents answered questions in a way that suggested a positive-parent child relationship. Overall, the large impact of the project across Tanzania implies with the continued support of parent educators, a higher proportion of parents will come to have fully positive parent-child relationships.

In Kibondo, the proportion of female caregivers meeting the benchmark for having a positive-parent child relationship declined, though this can be assumed as an anomalous result. No reports of poor parent-child relationships were reported by parent educators or key stakeholders based in Kibondo. It would be beneficial for further investigations to take place to determine whether any negative effect on relationships were had in this region.

Relationship changes were described to be transformational for parents. Parents, parent educators, and key stakeholders alike observed that many parents went from having relationships underpinned by fear to positions of reciprocal love and care with their children. For example, one parent educator shared the story of a single father and son from whom Play to Grow created an unprecedented bond:

‘Interfaced with one father who stays with his child, as a single parent. He joined the PTG programme in the middle and he had left his child in the village and went and picked the boy. And has indicated that the boy used to run away from the father, there was no bond, they now play together, are free to each other and living in harmony.’

SHARP INFANT SCHOOL-PARENT EDUCATOR KII

Improved parent-child relationships benefitted, and were benefitted by, children's improved ability to identify and share their emotions. RTP Project Officer recalled an anecdote that captures this:

'One parent explained that before the session their children did not feel free to come to her room in the night, but since the session the children will knock on the door and make requests and explain their needs, and the parent will be ready to listen to the baby. Before she would just look at the child and it would go away. Now the child is free to share when they are sad, when they are frustrated, and they can identify these emotions and share with the mother.'

RTP PROJECT COORDINATOR, TANZANIA

Overall, a variety of factors from reduced punitive punishment to the use of the nine parenting skills taught by Play to Grow contributed to improved parent-child relationships. Across Uganda and Tanzania 883 caregiver survey respondents gave reasons why their relationships with their children had changed. Keyword extraction analysis reveals that the distribution of responses differs only slightly between the two national contexts. In Uganda, reduced anger and harshness was the most frequently cited reason for improved child-parent relationships, while in Tanzania this reason was cited third most often. In Tanzania, the most often mentioned reason was more time spent playing together (third often in Uganda), followed by the specific use of the nine parenting skills taught by Right To Play. In both countries, a better understanding of children needs and emotions was among the top four most frequently listed reasons (second in Uganda, fourth in Tanzania). This shows that the effects of the Play to Grow programme on parents' aggression, time devotion, and empathy were all substantial for parents and their relationships with their children.

Government Engagement

Input and support from Ministries of Education and Government Officials ensured that the project leveraged existing awareness campaigns and aligned with community requirements. Both past and future government campaigns were considered when designing the messaging for Play to Grow. This helped to ensure that parent's received consistent messages on the importance of responsive parenting:

'The project is 100% in line with Tanzania government policies and plans. Just recently Prime Minister Mr. Majaliwa Kassimu instructed District and Regional Commissioners all over the country to coordinate well world family day in the country. Central to the campaign will be educating parents on the importance of positive parenting skills so that children are not abused as they are raised.'

COMMUNITY DEVELOPMENT OFFICER, DODOMA, TANZANIA

Government also played a crucial role in monitoring project progress, ensuring high standards of delivery were upheld throughout. Several key stakeholders explained:

‘The government was greatly supportive. They helped in the implementation of the project by accepting the project run in Adjumani District. They ensured policy compliancy through supervision and inspection of ECDs.’

HEAD CAREGIVER AT PAGIRINYA I ECD KII, UGANDA

Play to Grow implementers engaging government from inception enabled this strong support. Several stakeholders fed back appreciation that government engagement was an explicit aim of the project from its onset. For example, RTP Training and Programme Officers in Tanzania explained that:

‘We started to engage them during the inception phase to help them understand the project, to specify the support we need, and to agree on the means of coordination with them at all levels, local to national... They are now very confident and knowledgeable with the Play to Grow programme and how they can support it in the future.’

TRAINING OFFICER, MARA, TANZANIA

‘When we started, we were able to involve all the relevant key stakeholders and engage them in the training, through this engagement they were able to support the project. For example, we were able to teach them how to use the tool and they understood it well.’

PROJECT COORDINATOR, DAR ES SALAAM, TANZANIA

Specifically, RTP’s specially designed monitoring tool effectively leveraged government’s capacities in compliance monitoring. In line with the quotes above and below, several key stakeholders mentioned the benefits of curating a monitoring tool easily usable by government officials, and training them on its use:

‘We designed a special tool, the quality assurance tool. We took the government officials through the use of the tool, they understood the tool, and were able to capture key important information.’

TRAINING OFFICER, MARA, TANZANIA

Overall, parents’ perception of the project’s credibility was significantly enhanced when they witnessed the involvement of government officials. This was noted in a number of stakeholder interviews, for example:

‘When the parents see the government officials they believe the project is legitimate... they saw the project as credible.’

PARENT EDUCATOR, SHARP INFANT SCHOOL, UGANDA- PARENT EDUCATOR KII

The alignment of the project with government plans makes scale up a realistic ambition. Several stakeholders expressed confidence in the synergies between Play to Grow and government programmes, anticipating that with just a little further investment the project could be run sustainably by government officials:

‘The government engagement is likely due to the fact that not many organisations are implementing such a quality education parenting programme – so they really want it to continue.’

RTP PROGRAMME OFFICER, UGANDA

‘Based on the government long term objective as far as parenting education is concerned, this approach aligned perfectly with the requirements of the community, caregivers, parents and governments at large.’

GOVERNMENT MEMBER KII, TANZANIA

However, some communication and coordination challenges posed difficulties to government collaboration. Some key stakeholders noted minor difficulties coordinating responsibilities between community members, district officials, and government representatives. For example, one Community Development Officer explained that there was some confusion on who should be liaising with Right to Play on the side of the government:

‘There is also a need to be explicit on who is responsible to coordinate the project at government’s side between the District Development office and Community Development office.’

COMMUNITY DEVELOPMENT OFFICER, DODOMA

This highlights the importance of clear dialogue and role definition from the start of the project, which can help to maintain effective communication channels as the project progresses. Ensuring that all relevant stakeholders are consistently informed and engaged will help to maximize future programs’ success. Furthermore, a strong and sustained commitment from the government is essential for the long-term sustainability of such initiatives.

Ongoing challenges

Regarding challenges faced as a parent after participating in the program, most respondents reported not facing any challenges related to parenting skills or their relationship with their

child. In Tanzania, 79.2% of female respondents indicated 'No' challenges faced while 76.1% of male respondents shared the same sentiment. Similarly, in Uganda, 74.9% of female respondents reported no challenges faced while for males it was slightly higher at 76.9%.

However, certain obstacles, especially financial issues and resource constraints, continue to hinder Play to Grow's impact. During surveys, caregivers were also asked if there were any remaining parenting challenges they face. From those interviewed 577 said yes, providing a variety of reasons as demonstrated in the table below:

	Tanzania & Uganda	Financial constraints
	Tanzania & Uganda	Insufficient learning and playing materials
	Tanzania	Time management issues
	Tanzania	Health-related challenges
	Uganda	Space limitations
	Uganda	Communication and language barriers
	Uganda	Additional need for training and support

This insight suggests that while the Play to Grow program has achieved significant success, certain obstacles, which may be out of control of the programme, limit its full potential.

This need for economic aid extends beyond immediate financial support to include elements of business capital and entrepreneurship skills, indicative of a desire for long-term solutions to financial hardship. These responses were further supported by Community Development Officers in Tanzania, noting that:

'Topics about child abuse and entrepreneurship skills need to be incorporated in the project.

When parents do not know forms of child abuse, they will still abuse the child. There is for example one form of abuse which is "economic child abuse" is likely to be committed by parents without knowing.'

COMMUNITY DEVELOPMENT OFFICER, DODOMA, TANZANIA

The term ‘economic child abuse’ came up frequently in discussion, referring to the inability to provide for a child’s basic needs due to insufficient finances. By incorporating skills into the programme to help mitigate this such as entrepreneurship opportunities, Play to Grow could better align with existing efforts to develop and improve the parental-child relationship. As noted by a District Development Officer:

‘We everyday learn, so there are needed improvements to fill prevailing gaps. For the formed community parenting groups, they need to be supported with entrepreneurship skills/education so as to be powerful economically and be able to take care of children. This will also serve to reduce child abuse. Among the topics to be delivered should consider the fact that most of these parents are young mothers, it is good to be given entrepreneurship skills. Poverty and child abuse are closely linked. If you have money some of the minor challenges that can lead to child abuse are removed.’

DISTRICT DEVELOPMENT OFFICER SERENGETI, TANZANIA

Relatedly, the request for additional playing materials was the third most common theme in both countries. Parents suggested that with better finances they would be able to buy playing materials.

Overall, it is encouraging to see that parents in both countries value the knowledge and skills imparted by the program. They demonstrate this by actively requesting more training and resources and despite financial challenges persisting, focusing some requests on knowledge support for further learning.

Potential Scale Up

Play to Grow was highly relevant to the needs of the populations it served, suggesting that a scale up in participant numbers would immediately expand its impact. All project stakeholders recognized the project’s relevance and timely importance and calls to expand the numbers of beneficiaries were made in every location by parents, parent educators, and stakeholders. This included many parents suggesting that the programme should include parents of children above the age of 3-6:

‘We wish the project to continue and this time around to be huge enough to include parents as many as possible. Also, parents of children whose age is more than six need to be considered.’

PARENT FDG, SERENGETI, MARA, ASKED WHAT OTHER SUPPORTS

'The programme should reach more people, if possible, all wards of Ubungu Municipality, will help reduce the work of the police and community development officers.'

GOVERNMENT KII, TANZANIA

Strong need for the Play to Grow project exists outside of the target groups included in the 6-month pilot. Many project participants and stakeholders mentioned knowing groups excluded from the project who were in need of assistance. Utilizing the insights of key programme officials and stakeholders will help to 'snowball' the project to reach all those in need of support. For example, one government stakeholder in Adjumani pointed out that the programme has relevance even for more economically privileged families:

'PLG should consider moving to the private institutions because even in private institutions, parents need these skills however much they are able to pay for their children's fees.'

PRINCIPAL INSPECTOR OF SCHOOLS, ADJUMANI

Achieving scale up will require even greater support from governments. Stakeholders were confident that many of the functions of Play to Grow can be delivered by government in future. However, they emphasized that this would require concerted coordination efforts and fostering a clear sense of ownership:

'There is also a need to be explicit on who is responsible to coordinate the project at government's side between the District Development office and community Development office.'

COMMUNITY DEVELOPMENT OFFICER, DODOMA, TANZANIA

'It should be a programme not a project so that it can be integrated in the education system at the school level, district development plan for sustainability and ownership.'

PRINCIPAL INSPECTOR OF SCHOOLS, ADJUMANI

Overall, government buy-in, and evidence of substantial programme impact all suggest strong potential for scale-up.

However, securing additional funding and ensuring continued resources that account for new and diverse contexts will be necessary.

Conclusions & Recommendations

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



Uganda



National Level

- ❖ There was a substantial decrease in the use of corporal punishment in households across all districts, with a 66% percentage change in Kampala.
- ❖ There was a 27% change in Ugandan home environments that supported playful learning, contributing to positive outcomes in various areas.
- ❖ However, parent educators observed during home visits that some homes lacked space for play. Creating safe outdoor space is a potential topic for future inclusion in similar programmes.
- ❖ The programme made a significant impact on improving child social and emotional skills and behavior in Uganda, with a 25% change reported by caregivers.
- ❖ The project positively influenced parent attitudes, parent-child relationships, time spent with children, application of activities and skills, and parent peer support. Parents became better equipped to make strong positive impacts on their children, with improvements ranging from 9% to 14%.



Adjumani (Rural ECD Centres)

- ❖ The percentage of caregivers who report that they can ask parenting questions and share challenges with their support systems was higher in Adjumani compared to other districts, with a 28% change compared to Isingiro at 4%.
- ❖ However, Adjumani experienced the lowest endline percentage of caregivers with varied play materials in their home (66%) and the lowest level of improvement on this metric (18%). Data suggests that a longer

project duration may have helped to ensure all Adjumani households with limited resources were identified and reached.

- ❖ In Adjumani also, language barriers posed particular challenge to the understanding of radio programmes.
- ❖ From a programme scale up perspective, a continued targeted approach (led by one-to-one visits) is likely to have on a knock-on effect in areas like Adjumani, as parents can be expected to pass on knowledge. In other areas, reaching a larger group of beneficiaries may be a relatively higher order of priority.



Isingiro (Rural and Urban ECD Centres)

- ❖ The percentage of caregivers reporting they have more than four types of play materials in the home was higher in Isingiro than other districts.
- ❖ Isingiro was the only location where less than half of parents displayed appropriate knowledge on responsive parenting by the end of the project, despite a 10% improvement in the percentage that did.
- ❖ Furthermore, relative to other districts, fewer parents in Isingiro adopted more playful activities as a means of helping their children to develop.
- ❖ Some parents in Isingiro expressed mistrust in the parenting advice shared by their neighbors.



Kampala (Urban-Slum ECD Centres)

- ❖ It was interesting to see that in Kampala the percentage change in corporal punishment was higher than in other districts at -66% compared to Adjumani at -27% and Isingiro at -44%.
- ❖ Kampala scored highest for the percentage change of caregivers who demonstrate appropriate knowledge, awareness and attitudes related to responsive parenting and play with 58% compared to other districts.
- ❖ However, in Kampala, some parents struggled to understand what constituted the nine key parenting skills taught by the programme.
- ❖ Also in Kampala, the number of parents seeking support from their peer networks decreased due to mistrust in past information shared within communities.



Tanzania



National Level

- ❖ Play to Grow brought about even more transformative results. By the project's conclusion, 96% of parent educators displayed confidence in their role, and 62% exhibited positive attitudes towards responsive parenting.
- ❖ These factors contributed to at least a 25% change in meeting desired benchmarks across all areas, including responsive parenting, individual wellbeing, child relationships and development, and supportive home environments.
- ❖ Tanzanian parents and caregivers embraced the nine responsive parenting skills taught by Play to Grow, resulting in a 68% change in regularly implementing over six of these skills by the project's end.



Kasulu (Kigoma) (Semi-Urban and Urban Schools)

- ❖ The percentage of parent educators who feel they have the skills and resources to support caregivers on responsive parenting and play was higher in Kasulu compared to other districts. With 83% overall change compared to Kibondo and Serengeti (50%) and Ubungu (47%).



Kibondo (Rural, Semi-Urban and Urban Schools)

- ❖ The percentage of caregivers reported using stimulating play activities in the household, was lower in Kibondo than in other areas at the baseline, therefore it was encouraging to see that Play to Grow increased with the percentage of caregivers who report using more than seven of the responsive parenting practices taught by the programme "Often" or "Always" to 78% (higher than in other districts).



Serengeti (Mara) (Rural and Semi-Urban Schools)

- ❖ The increase in the percentage of caregivers who demonstrate appropriate knowledge, awareness and attitude to parenting and play was higher in Serengeti (51% change) compared to other districts.

- ❖ Moreover, in Mara an impressive 97% of parents had four or more play materials in their home by the end of the project.



Ubungo (Dar es Salaam) (Urban Schools)

- ❖ Prior to the project, corporal punishment in the household was reported the highest in Ubungo amongst both male and female caregivers with 96% and 94% respectively at baseline. By the end of the project, Ubungo had achieved the highest percentage change in corporal punishment compared to other districts.

Rural vs Urban Households

The distinction between rural and urban households made a relatively small difference to caregivers' performance across key indicators, apart from in Uganda, where Play to Grow had a greater impact on the social and emotional skills and behavior of rural children.



However, there were notable rural-urban differences in the proportion of parent educators demonstrating positive attitudes towards responsive parenting and play-based learning. Rural parent educators in both countries demonstrated more positive attitudes towards responsive parenting than urban parent educators at both baseline and endline. Stakeholders have attributed this to urban parent educators being more likely to see spending time on responsive childcare and play as in conflict with economic 'breadwinning'



Gender

Focus group discussions with parent educators in both Uganda and Tanzania revealed that female parents exhibited higher participation and engagement compared to men. However, Right To Play project staff made strong efforts to encourage gender equal attitudes and men were found to benefit from the project to the same extent than women.

In both countries women were slightly more likely to have undertaken six playful activities in the last week during endline evaluations. However, the project had similar impacts on men and women in this area.

In Tanzania, women were more likely to have positive attitudes towards responsive parenting, despite substantial improvements to male attitudes.

Simultaneously in Tanzania, men were more likely to feel they had access to peer support networks and were able to discuss issues with their spouse. On the other hand, the gender difference was negligible when it came to the gender distribution of responses on one's comfort sharing struggles with others.



Punitive Discipline

Due to the trainings implemented by parent educators, the use of corporal punishment in the house changed 39% across all target areas in Uganda and 59% across Tanzania. The impact of Play to Grow on the use of punitive discipline was most pronounced in urban settings. In Kampala, the programme was able to decrease the baseline percentage of caregivers using force by 66%. Moreover, older and employed caregivers, alongside those in smaller or female-headed households, were the most responsive to the programme's teachings on the use of punishment.

Interestingly, when looking at the employment status of the Head of Household, the programme decreased the proportion of Tanzanian employed caregivers using corporal punishment or punitive discipline in the last week by -78.7% decrease (94% to 20%), compared to -73.4% decrease of unemployed caregivers (79% to 21%). In Uganda, the percentage decrease among employed caregivers was -77.4% (62% to 14%), compared to -76.7% decrease among unemployed caregivers (43% to 10%).



Parent Educators

Parent Educator Progress: By the end of the project, 85% more Ugandan parent educators and 57% more Tanzanian parent educators felt fully confident in supporting caregivers. The percentages of parent educators displaying the positive attitudes towards responsive parenting required for the role also increased by at least 20% in both countries, although the project was not able to instill sufficiently positive perspectives in any Isingiro-based parent educators.

Support for Parent Educators: The success of parent educators can be attributed to strong resourcing from RTP. Educators particularly valued tools such as RTP's 2-page

session plans, RTP provided play materials, and assistance such as transportation facilitation.

Success and sustainability of parent educators: In both Uganda and Tanzania, parent educators were effective in supporting parent-child relationships, parenting skills, trust-building, and community relationships in both Uganda and Tanzania. Key programme officials note that local governments in Tanzania have committed to continuing to support parent educators. However, needs relating to financial support, access to materials, ongoing training, and community trust emerged as potential barriers to their ongoing achievement.



Caregiver Knowledge & Awareness

Play to Grow resulted in a significant increase in the proportion of respondents demonstrating appropriate knowledge and positive attitudes towards responsive parenting and play. By the end of the project, only in Kasulu (Kigoma) in Tanzania and Isingiro in Uganda did less than half of parents display appropriate knowledge on responsive parenting by the end of the project. Disaggregated analysis reveals that the Play to Grow project was particularly impactful for parents with lower levels of education, serving as an important equalizer for less educated parents in Tanzania in particular.

Parent peer support: Play to Grow successfully enhanced parents' ability to engage with networks of peer support. In both countries, the project significantly increased the proportion of caregivers who felt able to ask parenting questions and share challenges with their support systems. The benefits of Play to Grow helping parents to support each other were diverse, comprising emotional, social, and practical economic benefits. By fostering strong support networks among parents, Play to Grow enabled knowledge sharing and amplified its impact. However, in Kampala, and among some groups in Isingiro, the number of parents seeking support from their networks decreased due to mistrust in past information shared within communities. In these areas, parents explained that neighbors might 'mislead' or give 'wrong' or 'negative' responses on how to care for their children. Thus, with their newly acquired knowledge on good caregiver practice, they became more determined to only seek advice from the 'right people'.



Radio Broadcast Messages

Radio programmes proved to be an effective way for caregivers' knowledge to be consolidated. However, radio broadcasts had a much better rollout and reach in Tanzania, where content was effectively tailored to the local context.

In Uganda, a lack of radios, broadcast timing, poor frequency coverage, and limited language options restricted the impact of radio programmes.



Parenting Skills

Responsive parenting skills: The Play to Grow program significantly impacted the number of caregivers using 6 or more of the responsive parenting practices 'Often or Always' in both Uganda and Tanzania. The programme increased the average number of practices used often by caregivers from five to nine in Tanzania and six to seven in Uganda (as per the 9 parenting skills in Appendix VI). This increase in skill use produced immediate impacts on parent-child relationships catalysed parent engagement in the Play to Grow programme, enabling all round project success.



Play Materials & Home Environment

Play materials: The Play to Grow programme helped improve home environments by improving the variety of play materials in homes. Greater varieties of play materials in the home led to improved relationships between parents and their children, and even benefitted members of the community beyond those targeted by the project as children shared their toys. The increase also had a knock-on effect of keeping children safe, in sight of their parents, and out of trouble. However, Play to Grow's approach had different levels of impact across the two countries. In Tanzania, Play to Grow fostered a 63% change in the number of caregivers reporting four or more types of play material in their home. However, in Uganda the change was a notable lower 27% improvement. Adjumani in Uganda recorded both the lowest endline percentage of caregivers with varied play materials in their home (66%) and the lowest level of improvement on this metric (18%). A longer project duration may have helped to ensure all Adjumani households with limited resources were identified and reached.

Home atmospheres: Parents reported that Play to Grow has made their homes more supportive for children due to an increased atmosphere of comfort, happiness, and trust in good behavior.



Parent-Child Relationships

Parent-child relationships: Play to Grow led to a statistically significant increase in the proportion of respondents reporting positive parent-child relationships in both countries. In Tanzania, the overall achievement rate changed from 42% to 69% (64.2% increase), while in Uganda it changed from 70% to 84% (20% increase). Relationship changes were described to be transformational for parents. Parents, parent educators, and key stakeholders alike observed that many parents went from having relationships underpinned by fear to positions of reciprocal love and care with their children.

Parent-child play: As a result of Play to Grow, there was a significant increase in the proportion of parents initiating regular and varied playful activities with their children. The programme had the most impact on parents' play with children in Tanzania, where lower percentages of parents engaged in regular playful activities prior to the project. This success was a result of the Play to Grow programme's holistic approach; a combination of parent education sessions and home visits helped foster better attitudes towards play and more knowledge on how developmentally beneficial playing can be done. However, in Isingiro, Uganda, the increase in parents utilizing more playful activities as a means of helping their children to develop was lower than in other areas.



SEL

Social and emotional learning and child behaviour: Play to Grow had a strong impact on children's social and emotional skills and related behaviour. The programme resulted in a 25% change in the number of parents reporting that their child has positive social and emotional skills and behaviour in Tanzania and Uganda respectively. Key stakeholders emphasized that caregivers spending increased time playing with their children was at the core of improved child SEL.



Government

Government engagement: Engaging government officials from the start of Play to Grow ensured that the project leveraged existing awareness campaigns, and aligned with community needs, and was viewed as credible. Government officials played an important role in monitoring Play to Grow progress, facilitated by RTP's well designed monitoring tool, on which government workers received training. At times, communication issues made government collaboration difficult.

- Input and support from Ministries of Education and Government Officials ensured that the project leveraged existing awareness campaigns and aligned with community requirements.
- Government also played a crucial role in monitoring project progress, ensuring high standards of delivery were upheld throughout.
- Play to Grow implementers engaging government from inception was responsible for this strong support.
- Overall, parents' perception of the project's credibility was significantly enhanced when they witnessed the involvement of government officials.
- However, some communication and coordination challenges posed difficulties to government collaboration.



Potential Scale-Up

Play to Grow was highly relevant to the needs of the populations it served, suggesting that a scale up in participant numbers would immediately expand its impact. Stakeholders report that the responsibility of supporting parent educators has been taken on by government officials. For programme scale up, the following recommendations may be kept in mind:

- Parents with lower levels of education were particularly impacted by the project's teaching and approach. Inclusion of this demographic will ensure impact.
- One-to-one home visits were particularly impactful, meaning that scaling the project while retaining quality will require substantially increased human resource capacity and therefore funding.
- Nonetheless, a larger project featuring less frequent visits, or a priority schedule of visits for parents identified by educators as most in need of support, can still be expected to have substantial impact.

Barriers to programme success: Most respondents reported not facing any challenges related to parenting skills or their relationship with their child. However,

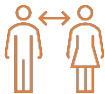
certain obstacles, especially financial issues and resource constraints, continue to hinder Play to Grow's impact.

Recommendations

The following recommendations have been made in line with the endline findings and conclusions, alongside consultants' contextual experience of past programming in Uganda and Tanzania:

Recommendations	
	Expand Program Duration and Coverage: ■ Increase the duration of the program to allow for more comprehensive support and skill development for parents. This recommendation is particularly relevant for Adjumani in Uganda. ■ Extend the program's coverage to reach more parents and communities, especially those in rural areas. ■ Allocate sufficient resources and funding to support the expansion, ensuring the program's effectiveness.
	Increase Access to Play Materials for Children in Homes: To further enrich the program and support the holistic development of children, it is recommended that RTP focuses on increasing access to play materials for children in their homes. This finding was particularly pertinent in Adjumani, Uganda. Here are actionable points to implement this recommendation: ■ Collaborate with Partners: Seek partnerships with local businesses, toy manufacturers, charitable organizations, or donors who can contribute or sponsor play materials for children. Establish relationships with these partners to ensure a sustainable supply of quality play materials. ■ Create a Resource Library: Establish a resource library where parents can borrow play materials for a specific period. This can be set up within community centers or program centers. Ensure a diverse range of age-appropriate toys, games, puzzles, and educational materials are available to cater to children's various developmental stages. ■ Homemade Play Materials: To support parents in enhancing their children's play experiences, RTP should continue to encourage the creation of homemade play materials using readily available natural resources. By utilizing materials such as leaves, sticks, and other found

	objects, parents can foster creativity, resourcefulness.
	Address Context-Specific Needs: - Develop strategies to overcome language barriers in Uganda, such as providing translated materials or training parent educators in local languages. - Respond to the unique needs of Tanzanian respondents by targeting specific populations, and collecting feedback from parent groups to ensure emerging needs can be addressed.
	Improve Infrastructure and Support Systems: - Enhance the program's infrastructure to create conducive learning environments for parents and educators. - Increase the duration of meetings and monitoring visits to provide ongoing support, address challenges, and track progress effectively. - Plan for flexibility in the provision of parent education sessions to cater for the schedules of all parents and leave open the possibility of more frequent sessions for struggling parents. Overcome language barriers by offering translation services or training educators in local languages to ensure effective communication.
	Ensure revision of specific indicator questions groups is revised. As noted in the findings, attitudes of caregiver and parent educators towards positive play, despite relatively poor performance, should not be considered an indication of underperformance. Rather, it can be viewed as a misalignment of metrics. Since the indicator was established before finalizing the program content, it would be beneficial to develop a set of questions directly linked to the lesson plans in the future. Ideally, these questions should draw from the available robust resources, thereby yielding more accurate results. This approach will facilitate a more effective measurement of actual performance and contribute to improving scores in the future.
	Enhance Financial Support for Parent Educators: - Provide appropriate remuneration for parent educators to acknowledge their valuable contribution and improve their motivation. - Offer transport allowances to enable educators to reach remote areas and

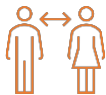
	engage with a wider audience effectively. Ensure timely payments to parent educators to alleviate financial concerns and maintain their commitment to the program.
	Provide Financial Support and Economic Empowerment: - Explore the possibility of offering business training or financial aid to caregivers, especially in Tanzania, to improve their economic well-being. - Evaluate mechanisms for alleviating the financial concerns of parents; many parents mentioned limited finances as an ongoing parenting challenge. Looking into support pathways that do not create dependency but enhance parent capacity. - Collaborate with local organizations or microfinance institutions to offer financial literacy programs or access to small loans for caregivers.
	Foster Community Involvement: - Engage local leaders and influential community members as advocates for parenting skills and encourage their active involvement in disseminating knowledge. Influential community members can include teachers, religious leaders, community workers, and/or others. - Organize community-based workshops or meetings to facilitate discussions, knowledge sharing, and peer support among caregivers. Workshops may supplement parent support sessions in places such as Kampala and Isingiro, where levels of trust were low. - Establish partnerships with community centers or organizations to extend the reach of the program and create a hub for ongoing learning and support.
	Provide Additional Training and Resources: - Offer continuous professional development opportunities for parent educators to enhance their knowledge and teaching skills. - Provide necessary resources such as stationery and playing materials to facilitate interactive learning experiences for parents and children. - Consider incorporating other relevant programs or topics that can further enrich the educational content and meet the diverse needs of parents, for example entrepreneurship, life skills, and ways to balance working life and parenting. This could be explored through potential partnerships and collaborations with local specialists.

Encourage Parent Engagement and Incentives:



- Provide financial support or incentives for parents attending the program to encourage participation and commitment.
- Increase the duration of sessions to allow for all queries to be addressed and all learning to be reinforced.
- Build on existing good practice to leverage locally relevant communication methods, such as utilizing mobile technology or community networks, to keep parents informed and engaged with project updates.

Establish Explicit Responsibilities between Government, RTP, and District/Community Level through Regular Collaboration and Communication:



- Establish regular communication channels and coordination mechanisms between the government, RTP, and district/community levels.
- Conduct periodic meetings or forums to discuss program progress, challenges, and opportunities for improvement.
- Share relevant data, reports, and feedback between all stakeholders to ensure transparency and informed decision-making.

Foster a collaborative culture that encourages the exchange of ideas, expertise, and resources to enhance program outcomes.

Integrate Entrepreneurship Education:



- Include entrepreneurship education as part of the program to equip parents with practical skills that contribute to economic development.
- Provide training and resources to help parents develop business ideas, financial management skills, and access relevant support networks. Local partnerships may be sought to provide resources RTP is not equipped to supply.

Annex 1

Table 17 – Endline sample achieved in Uganda

	Adjumani		Isingiro		Kampala		Total
	F	M	F	M	F	M	
Parent Educator Survey	9	9	8	10	4	2	42
Parent Educator FGD	1	1	1	1	1	1	6
Caregiver FGD	1	1	1	1	2	0	6
Caregiver Survey	131	49	105	74	39	7	405
Total	142	60	115	86	46	10	459

Table 18 - Endline sample achieved in Tanzania

	Kasalu		Kibondo		Serengeti		Ubungu		Total
	F	M	F	M	F	F	M	F	
Parent Educator Survey	3	3	4	6	9	7	0	15	47
Parent Educator FGD	2	2	0	1	1	1	1	1	9
Caregiver FGD	1	1	1	2	0	2	0	2	9
Caregiver Survey	61	39	56	44	97	53	127	23	500
Total	67	45	61	53	107	63	143	26	565

Appendix 1: Additional Tables

Table 19: Play to Grow’s impact on the use of punitive discipline, by demographic segment

Employment status of caregiver



The Play to Grow programme decreased the proportion of Tanzanian employed caregivers using corporal punishment or punitive discipline in the last week by -78.7% (94% to 20%), compared to -73.4% of unemployed caregivers (79% to 21%). In Uganda, the percentage decrease among employed caregivers was -77.4% (62% to 14%), compared to -76.7% among unemployed caregivers (43% to 10%). This suggests that there may be change-resistant parents in both categories that require additional techniques to be persuaded to adopt alternative behavioural management techniques.

Age of Caregiver



Older mothers were more likely to have used force in the last week at the start of the project (In Tanzania, 81% said they had compared to 77% of young mothers, in Uganda 59% compared to 50%). Following RTP’s programme, older mothers were less likely or similarly likely than young mothers (below 18 years) (only 20% of older mothers said yes in Tanzania, compared with 27% of young mothers, in Uganda 13% said yes, compared to 9% of young mothers).

Head of Household (HoH) Gender



The likelihood of caregivers in female-headed households using punitive and corporal punishment strategies changed by 68% in Tanzania and 43% in Uganda, compared to changes of 57% in Tanzania and 37% in Uganda among male-headed households. This suggests that more specific support may be needed to reach change-resistant male-headed households.

Household (HH) Size and Child Quantity



Baseline findings uncovered that 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 viewing positive parenting as more effective.

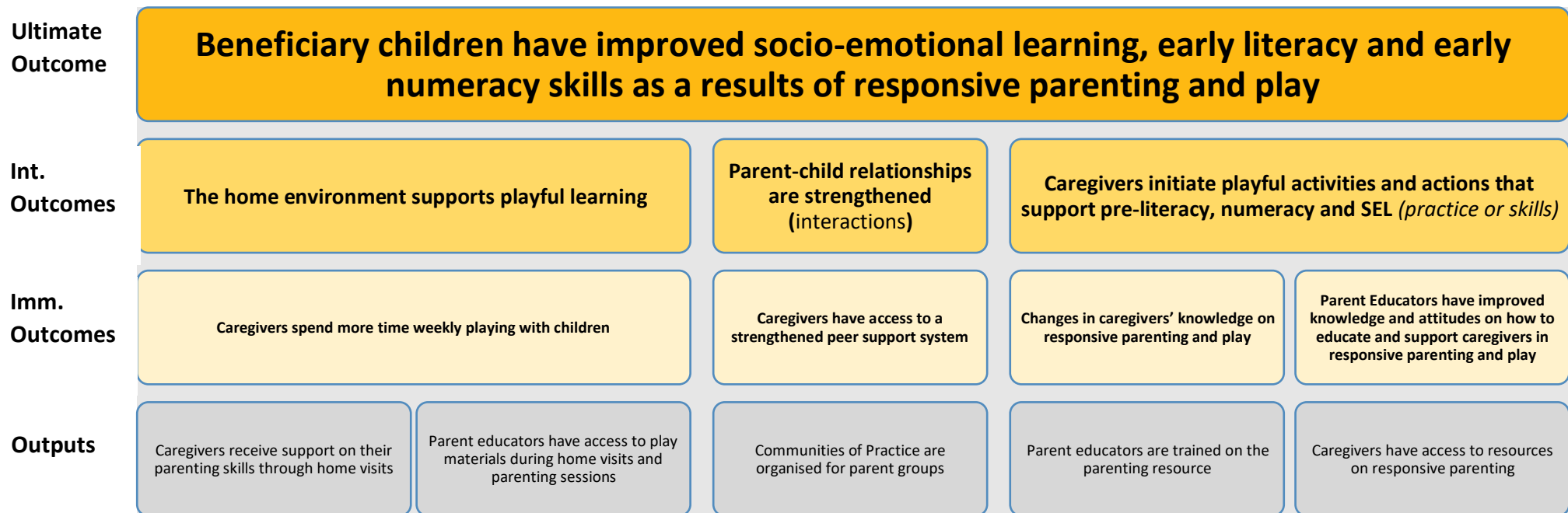
Addressing this gap, the Play to Grow programme impacted smaller households the most, initiating a 61% change in the likelihood of force being used in small Tanzanian and a 41% change in the likelihood of it being used in small Ugandan households. The change in the percentages of large households using force were 47% and 25% in the respective countries.

These findings may indicate that RTP was effective in addressing the need of newer and less-experienced parents in the area of positive punishment techniques.

Appendix I: Results Framework

The Results Framework is in an Excel Sheet to be included.

Theory of Change



Appendix II: Documents Reviewed

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



Play to Grow Baseline Study 2022



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

RTP selected the following stakeholders and conducted interviews with them to gather supplementary information for primary data collection, enhancing the evaluation's insights:

Location	Role	Interviewed
Tanzania, Kigoma Kasulu	Social welfare officer	☒
Tanzania, Dodoma	PO-RLAG ministry: Education officer	☒
Tanzania, Dar es salaam	RTP project officer	☒
Tanzania, Serengeti	RTP Training officer	☒
Dar es Salaam	RTP Field facilitator	☒
Tanzania, Serengeti	RTP Field facilitator	☒
Tanzania, Dar es Salaam	Municipal social welfare officer	☒
Serengeti, Tanzania	District Development officer	☒
Tanzania, Dodoma	Community Development Officer	☒
Uganda, Isingiro	Member of CMC - Misyera P/S ECD	☒
Uganda, Isingiro	Education Officer -Nakawa Division	☒
Uganda, Kampala	Sharp Infant School-Head Caregiver	☒

Uganda, Kampala	Sharp Infant School-Parent Representative	☒
Uganda, Kampala	Sharp Infant School-SMC Member	☒
Uganda, Kampala,	Head Caregiver – Pagirinya I ECD	☒
Uganda, Adjumani	RTP Project Officer	☒
Uganda, Mbarara	RTP Education Officer	☒
Uganda, Kampala	RTP Field Facilitator	☒
Uganda, Adjumani	Principal Inspector Of Schools, Adjumani	☒
Uganda, Isingiro	District Inspection of School	☒

Appendix IV: Table Breakdowns

Vulnerability breakdown gender and education:

	Country	District	Female HoH	Male HoH	Primary only	Secondary+
Endline	Tanzania	Kasulu (Kigoma)	7%	93%	85%	15%
		Kibondo	15%	85%	90%	10%
		Serengeti (Mara)	17%	83%	73%	27%
		Ubungo (Dar es Salaam)	26%	74%	58%	42%
	Uganda	Adjumani	32%	68%	59%	41%
		Isingiro	27%	73%	70%	30%
		Kampala	22%	78%	13%	87%
Baseline	Tanzania	Kasulu (Kigoma)	8%	92%	82%	18%
		Kibondo	21%	79%	89%	11%
		Serengeti (Mara)	22%	78%	75%	25%
		Ubungo (Dar es Salaam)	33%	67%	66%	34%
	Uganda	Adjumani	29%	71%	52%	48%
		Isingiro	23%	77%	59%	41%
		Kampala	23%	77%	29%	71%

Vulnerability breakdown household size and age:

	Country	District	Mum over 18	Young Mum	Large HH	Smaller HH
Endline	Tanzania	Kasulu (Kigoma)	85%	15%	12%	88%
		Kibondo	88%	12%	9%	91%
		Serengeti (Mara)	83%	17%	18%	82%
		Ubungo (Dar es Salaam)	93%	7%	3%	97%
	Uganda	Adjumani	70%	30%	23%	77%
		Isingiro	89%	11%	16%	84%
		Kampala	88%	12%	2%	98%
Baseline	Tanzania	Kasulu (Kigoma)	90%	10%	11%	89%
		Kibondo	85%	15%	4%	96%
		Serengeti (Mara)	75%	25%	23%	77%

	Ubungo (Dar es Salaam)	86%	14%	6%	94%
Uganda	Adjumani	76%	24%	27%	73%
	Isingiro	83%	17%	12%	88%
	Kampala	92%	8%	0%	100%

Vulnerability Breakdown Rural v Urban:

	Country	District	Rural	Semi-urban	Urban
Endline	Tanzania	Kasulu (Kigoma)	0%	40%	60%
		Kibondo	40%	50%	10%
		Serengeti (Mara)	67%	33%	0%
		Ubungo (Dar es Salaam)	0%	0%	100%
	Uganda	Adjumani	89%	0%	11%
		Isingiro	48%	0%	52%
		Kampala	0%	0%	100%
Baseline	Tanzania	Kasulu (Kigoma)	0%	40%	60%
		Kibondo	40%	50%	10%
		Serengeti (Mara)	65%	35%	0%
		Ubungo (Dar es Salaam)	0%	0%	100%
	Uganda	Adjumani	88%	0%	12%
		Isingiro	38%	0%	62%
		Kampala	0%	0%	100%

Vulnerability Breakdown Status:

	Country	District	Host	IDP	Refugee	Returnee
Endline	Tanzania	Kasulu (Kigoma)	100%	0%	0%	0%
		Kibondo	100%	0%	0%	0%
		Serengeti (Mara)	100%	0%	0%	0%
		Ubungo (Dar es Salaam)	100%	0%	0%	0%
	Uganda	Adjumani	58%	0%	42%	0%
		Isingiro	51%	4%	44%	1%
		Kampala	100%	0%	0%	0%

Appendix V: Statistical Significance Values

Where statistical significance has been mentioned in this report, the corresponding z-test results have been included underneath:

MO1a - In Tanzania difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 7.083677677043988e-15 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) MO1a - In Uganda difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 3.63144402367929e-14 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected)	SO1a - In Tanzania difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 3.3050739007993345e-09 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO1a - In Uganda difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 1.0803935059843025e-14 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected)
SO1b - In Tanzania difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 0.00029582454580002435 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO1b - In Uganda difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 0.013624308011320465 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO1b - In Tanzania difference between ['Female' 'Male'] and their indicator achievement (z-test results): Computed P-value is 0.02632924655727754 p-value is less than 0.05. Difference between male/female achievement IS significant! (Null Hypothesis rejected)	SO2a - In Tanzania difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 6.518881577069334e-79 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO2a - In Uganda difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 9.186393913139144e-33 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO2a - In Tanzania difference between ['Female' 'Male'] and their indicator achievement (z-test results): Computed P-value is 0.0060894983797422425 p-value is less than 0.05. Difference between male/female achievement IS significant! (Null Hypothesis rejected) SO2a - In Uganda difference between ['Female' 'Male'] and their indicator achievement (z-test results): Computed P-value is 0.0018192008978976312 p-value is less than 0.05. Difference between male/female achievement IS significant! (Null Hypothesis rejected)
SO2b - In Tanzania difference between ['endline' 'pre-prog.'](z-test results):	SO3a - In Tanzania difference between ['endline' 'pre-prog.'](z-test results):

Computed P-value is 6.582516939710808e-39 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO2b - In Uganda difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 0.01389393470863693 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected)	Computed P-value is 2.5692017635454213e-19 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO3a - In Uganda difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 0.00034179257669559373 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO3a - In Tanzania difference between ['Female' 'Male'] and their indicator achievement (z-test results): Computed P-value is 0.02151866574276141 p-value is less than 0.05. Difference between male/female achievement IS significant! (Null Hypothesis rejected)
SO4a - In Tanzania difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 4.979480342612939e-58 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO4a - In Uganda difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 0.001399544672058774 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected)	SO5a - In Tanzania difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 2.119185638121911e-102 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO5a - In Uganda difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 0.007513329446888615 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected)
SO6a - In Tanzania difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 5.969488939170122e-17 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO6a - In Uganda difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 4.020643865887834e-06 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected)	SO7a - In Tanzania difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 8.06325951881655e-94 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO7a - In Uganda difference between ['endline' 'pre-prog.'](z-test results): Computed P-value is 4.31494782309678e-15 p-value is less than 0.05. Difference between baseline/endline achievement IS significant! (Null Hypothesis rejected) SO7a - In Tanzania difference between ['Female' 'Male'] and their indicator achievement (z-test results): Computed P-value is 0.018974037581932803

	p-value is less than 0.05. Difference between male/female achievement IS significant! (Null Hypothesis rejected)
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Appendix VI: 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 on Request

- 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 value