Prevention of Violence and Depression: Evaluation of Right To Play
Findings from Cluster Randomized Controlled Trial
RIGHT TO PLAY: How play works?

120 Regular Play based learning sessions with every child for 2 years
How play works: THE EXPERIENTIAL LEARNING CYCLE

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

EXPERIENCE

- Shared experience through physical activity, sport and play

PLAY

APPLY

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

REFLECT

- Reflect back on the activity and what one experienced

CONNECT

- Compare and connect what one experienced through the activity with previous experiences in life
Thematic events such as ‘Play’ Days and Sports Tournaments
The change makers:
COACHES, TEACHERS & JUNIOR LEADERS

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

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

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

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**Total:** 138 items
Right To Play has been working in Pakistan since 2008 and has engaged more than 400,000 children. This program had never been systematically evaluated for its effectiveness.

To evaluate the effectiveness of the Right To Play intervention in reducing violence among children and improving mental health.
Research Question

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

- **Primary:**
  - Reducing Peer Victimization and Perpetration?

- **Secondary:**
  - Improving Youth Mental Health?
  - Improving Attitudes towards Gender Roles?
  - Reducing Corporal Punishment at school and at home?
Research Methodology

**Age:** 12 to 14

[Image of gender icons: 930 females, 822 males, 91 (6%) with a wheelchair symbol]

**Intervention:** 120 sessions of life skills building in 2 years through **Right To Play**
Findings – significant differences between intervention and control arms in peer violence victimisation in the past month

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

Boys: EMD=-1.57, p=0.002
Girls: EMD=-1.98, p=<0.001
Findings – significant differences between intervention and control arms in peer violence perpetration in the past month

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

Boys: $\text{EMD}=-1.18$, $p=0.001$
Girls: $\text{EMD}=-0.79$, $p=0.028$
Findings – significant differences between intervention and control arms in depression symptoms

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

Boys: EMD=-1.92, p=<0.001
Girls: EMD=-1.98, p=0.033
Findings – significant differences between intervention and control arms in patriarchal gender attitudes

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

Boys:  $\text{EMD}=-0.65$, $p=0.037$
Girls: $\text{EMD}=-1.34$, $p<0.001$
Findings – significant differences between study arms in corporal punishment at school in the past month

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

Boys:  EMD=-1.15, p=<0.001
Girls:  EMD=-0.07, p=<0.001
Findings – significant differences between study arms in physical punishment at home in the past month

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

Boys: EMD=-0.14, p=0.005
Girls: EMD=-0.14, p=0.003
**Summary of findings**

**Right To Play** in schools empowered girls and boys

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

Significant differences between intervention and control arms in all variables
What was Key to Success?
Implementation and Design Factors

Right To Play
- Global Presence
- Local experience

Robust Research Design
- Randomized Controlled Trial
- Competent Teams

NGO – University Partnership
- SAMRC
- Aga Khan University
- Texas Woman’s University
Future Contributions

Positive Learning Environment and Discipline for Teachers

Positive Disciplining for Parents

Research: Intervention Dose and Cost Disability & Violence

SCALE UP

Ministry of Education And Health

Private Schools
Rural VS Urban

City – Province – National
Out of School Children

Disability & Violence

Modification of Right To Play curriculum for Boys

School Health
Educational Counselor/Nurse
THANK YOU & QUESTIONS?

- Rozina Karmaliani
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