



PlayMatters

Evidence Brief

Learning through Play to Improve Teaching, Learning and Wellbeing in Humanitarian Settings:
Findings from a Randomized Controlled Trial in Uganda

In partnership with



LEGO Foundation

Key Learnings from the Randomized Controlled Trial

A Randomized Controlled Trial (RCT) was conducted in Uganda with the aim of identifying the effects on teacher-level outcomes. One hundred and sixteen schools participated in the study. A total sample of 994 teachers were included in the study. Teacher surveys and classroom observations were conducted. Exploratory analysis at child level outcomes were also conducted; 2040 children participated.

PlayMatters' Learning through Play (LtP) Core Package shows effectiveness in several aspects of teachers' occupational wellbeing and teaching behaviour. A Randomized Controlled Trial (n=994 teachers and n=2040 pupils) demonstrated effectiveness for **improved perceived support from school administration, decreased teacher burnout rates and improved sense of classroom management.** Observations showed positive changes in the first half of the year in classroom management, student engagement, and instructional practices compared with the control group. In the exploratory analysis at the child level, educational improvements were seen in letter name identification as well as in social-emotional learning outcomes, namely 'standing against bullying' and 'response to anger'.

The cost-efficiency analyses of the PlayMatters intervention showed that the cost per teacher in the school year 2025 was \$3381 and per child \$41. **The cost-effectiveness analysis shows that the project delivered promising value for money through significant improvements in teacher classroom practices and meaningful reductions in emotional dysregulation and improvements in bullying-related behavior outcomes at the child outcome level,** while gains in teacher wellbeing were more modest relative to the level of investment.

The results show that the approach is promising, especially when activities are implemented frequently. **Key stakeholders should collaborate to support schools and teachers in consistently integrating the Learning through Play pedagogical approach in their daily work.**

Background and Rationale

Uganda hosts nearly 2 million refugees, with the majority being South Sudanese (57%), Congolese (31%), and 12% are from other countries, including Burundi, Eritrea, Somalia, Ethiopia and Sudan. Among the refugee population, the gross enrollment rate (GER) in primary education reduced from 97% in 2023 to 88% at the end of 2024. The reduction is driven by structural poverty, underfunded education systems, high school costs, and severe cuts to humanitarian aid. School enrollment among refugees remains below the national average and the global refugee average (63%). However, the number of refugees enrolled increased slightly from 298,019 in 2023 to 330,235 in 2024 (UNHCR Annual Report, 2024).

The quality of teaching and learning children receive in this context is impeded by enormous challenges such as minimal teacher training and support, stress of displacement at child (and teacher) level, severe classroom overcrowding and scarcity of teaching and learning materials (Mendenhall et al, 2018). Studies indicate that as many as 81.9% of children in Uganda are unable to read and understand a simple passage by age 10. This suggests a crisis in foundational learning that persists despite gains in school enrollment (The World Bank, 2025).

The effects of COVID-19, which resulted in a 22-month school closure in Uganda, also compounded this situation. After schools re-opened, enrollment surged, enlarging teacher-learner ratios even more and straining limited school facilities to become dilapidated and overstretched. The situation is further strained by a surge in new arrivals as well as a large (humanitarian) funding deficit. To illustrate, in Uganda's refugee settlements, the pupil-teacher ratio increased from 1:77 in 2024 to 1:117 in early 2025. This is significantly higher than the Ugandan national standard of 1:53 (Humanitarian Action, 2025).

These conditions make it challenging for teachers to apply creative and active learning methods, further constrain the limited capacity of school leaders and managers to effectively support teachers and limit children's active participation in learning. Moreover, community and parent engagement levels remain low. The need to support teachers in their task of educating children in this challenging context is clear. Support should focus on strengthening skills and practices as well as the occupational wellbeing of teachers.

Learning through Play in the primary school classroom

In recent years, Learning through Play (LtP) is being seen as a promising approach to improve educational outcomes in terms of children's holistic development and wellbeing. The Learning through Play approach is an interactive and engaging way of teaching that creates opportunities for children to learn in a joyful, safe, social environment in an iterative way (Kwok et al., 2026).

Research shows (Parker et al., 2022) that LtP in primary school settings yields effects on learning outcomes across all levels when the following four elements of quality for LtP are present: explicit learning outcomes; facilitation of the approach (teachers need to be properly equipped to successfully implement; design of the LtP materials so children and teachers can meaningfully engage with the materials; and children experience the approach as indeed playful.

Skene et al.'s (2022) systematic review and meta-analysis found that guided play yielded positive results in educational settings. Specifically, mathematical outcomes benefited from the approach. Similar results were reported in the systematic review on LtP in early childhood conducted by Yee et al., (2022).

Although there is increasing evidence for LtP in education settings, evidence on the implementation of Teacher Continuous Professional Development (TCPD) interventions focusing on integrating LtP approaches in the classroom and their effectiveness in humanitarian settings is sparse (Kwok et al., 2026). Therefore, research yielding insight into the effectiveness of these pedagogical approaches in refugee settings is needed.

This brief presents the results of a Randomized Controlled Trial (RCT) that evaluated the effectiveness of PlayMatters' LtP Core Package in Uganda. PlayMatters is a teacher professional development intervention that aims to support teachers and children in refugee contexts and host communities. Over one academic year, teachers are trained and supported to integrate LtP in their teaching practices. LtP is a pedagogical approach that focuses on active teaching and learning which aligns with government policies. LtP capitalizes on a child's natural desire to engage in play. The adult facilitator (teacher) creates a safe learning environment, develops lesson plans with clear objectives and integrates engaging and active Learning through Play strategies that will facilitate children engaging with the learning materials and their peers in the classroom.

PlayMatters in Uganda

PlayMatters is a teacher professional development program that builds teachers' capacity in refugee settings to use LtP as an active learning methodology to teach core curricular subjects as required by the Ugandan government education system. PlayMatters takes a whole-school approach, it provides training school leaders and teachers to build a positive and inclusive school environment for LtP, while also engaging the broader school community as well as the Ugandan education system.

The project targets refugees living in settlements, as well as in nearby host communities. The project assumes that LtP, when properly integrated as a pedagogical approach in the classroom by teachers, will positively impact children's holistic learning outcomes and wellbeing. Although reaching effectiveness at the child level is the ultimate goal, PlayMatters primarily works directly with adults in and around the targeted education setting (school), these adults are the key drivers for change.

It is assumed that by focusing on the LtP skills and practices of educators as well as their occupational wellbeing, it will yield changes in children's holistic learning outcomes and wellbeing. Occupational wellbeing consists of multiple aspects (intrinsic motivation, sociability, administration support, teacher-pupil relationship, preparation and peer collaboration and an overall sense of personal wellbeing).

The PlayMatters Core Package consists of training school management and teachers in LtP practices and skills, creating and using Teaching and Learning Materials and providing guidance in how to create a safe and engaging educational environment. The PlayMatters Core Package was designed to support teachers facing challenging conditions, even in contexts with outdoor classes and large class sizes, but sometimes these conditions are so extreme that LtP becomes nearly impossible.

A Randomized Controlled Trial of PlayMatters in Uganda

Researchers from Makerere University and War Child Alliance (as part of the PlayMatters consortium) conducted a mixed-methods randomized controlled trial to assess the effectiveness of the PlayMatters LtP Core Package on teacher instructional and classroom management practices and their occupational wellbeing.

In addition, exploratory analysis on the effectiveness of the program on children's holistic learning and wellbeing were conducted. The study was implemented in refugee settlements and host communities in five districts in West-Nile and Northern Uganda: Lamwo (Palabek), Yumbe (Bidi Bidi), Adjumani (Adjumani), Terego (Imvepi) and Obongi (Palorinya).

The study aimed to answer the following primary research question:

1) What is the effectiveness of PlayMatters on teachers' instructional practices and (occupational) wellbeing?

The secondary research questions were:

2) What is the effectiveness of PlayMatters on children's holistic development and their well-being?

3) What is the program's cost-efficiency (cost per child and per teacher) and cost-effectiveness (cost per change in outcome)?

Study participants and data collection

The study was designed to detect small-to-moderate improvements in outcomes (Cohen's $d = 0.31$) between the intervention and control groups (Power = 85%), while accounting for similarities among participants within schools (clustering) and expected dropout over the course of the study (30% attrition). One hundred and sixteen schools were randomly assigned to either the intervention ($n = 58$) or the control group ($n = 58$).

The intervention group received the Core Package of the PlayMatters intervention; the control group did not receive the intervention. Data were collected during the 2025 school year (January to December 2025). In total, 986 teachers (intervention $n = 494$, control $n = 492$) and 2,040 pupils from grades P2 - P6 (intervention $n = 1020$, control $n = 1020$) participated in the study and completed quantitative questionnaires.

Teacher surveys focused on outcomes related to teacher occupational wellbeing, child surveys focused on outcomes related to social-emotional learning, wellbeing and learning outcomes. In addition, classroom observations were conducted with a sub-sample of teachers to gain insight into their LtP implementation in their teaching practices. Lesson plans were collected from the full sample of teachers to gain insight into LtP integration when preparing for their lessons. To understand the LtP implementation at school level, CPD-activity trackers were completed throughout the year to understand the frequency of activities being implemented. After analysis, interviews were held to gain further understanding of perceptions and to validate findings with key-stakeholders.

Variable Definition and Analysis Methods

All key outcomes, including teacher well-being, classroom practices, children's learning, well-being, and social-emotional development, were assessed and compared between the intervention and control groups. At the start of the study, the two groups were similar across key demographic characteristics and other important measures, indicating a fair basis for comparison.

To estimate the effectiveness of the intervention, a linear mixed-effects regression analysis accounted for the fact that teachers and children were grouped within schools, and children were also grouped within teachers. For classroom observation measures, simpler statistical comparisons and models were used because the number of observations was too small for a linear mixed-effects model. The size of the intervention effects was reported using the regression coefficient for the interaction between group (intervention versus control) and time (baseline to endline), along with their effect sizes, allowing results to be compared across different outcomes.

School characteristics in Uganda

To understand the context in which PlayMatters has been implemented, see Table 1 below which presents the characteristics of schools in which the study took place.

	Intervention	Control
Mean # of teachers at schools; (Standard Deviation, SD)	16.1 (2.9)	16.6 (2.8)
Mean # pupils / Mean # teachers per P level*		
P.2	178.9 / 2.5	184.2 / 2.6
P.3	192.7 / 2.8	193.7 / 2.7
P.4	186.5 / 3.6	167.6 / 3.2
P.5	137.5 / 3.6	124.3 / 3.1
P.6	90.0 / 3.4	78.9 / 3.0
Number of languages spoken in school	10	12
% of teachers without diploma qualification (in sample)	2.4	0.2
Average Number of years teaching experience (in sample)	14.6	14.5
Number of years teaching at target school (in sample)	3.9	3.7

Table 1: Characteristics of schools included in the impact study.

*Teachers may teach multiple classes; therefore, the same teachers might be included in multiple P levels.

The Ugandan school context is characterized by large classrooms, resulting in high teacher-learner ratios. Schools often teach in shifts to accommodate all children, which increases teachers' workload as they have to repeat lessons for multiple groups. The majority of the teachers also teach more than one subject. Often, schools have an insufficient number of classrooms for all the P-levels and/or have very small classrooms. Consequently, classes are either extremely crowded or need to be moved outside into the school compound.

Additionally, language barriers between teachers and children, as well as among children, exist, as there are sometimes up to 12 different languages spoken in schools.

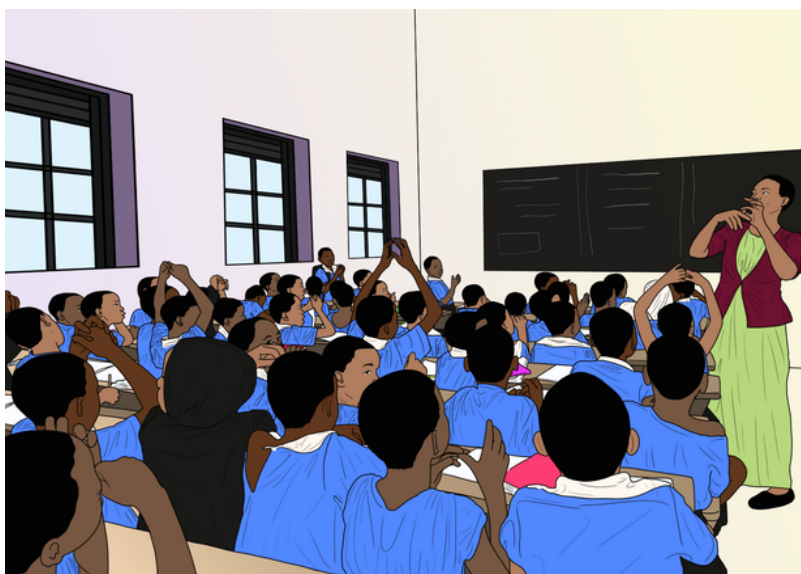


Image 1: Crowded classrooms. Illustration @Harriet Jamwa

Learning through Play implementation at school

PlayMatters' goal is to improve child holistic development and psychosocial well-being. However, it is the teacher who is the key actor when it comes to integrating the LtP approach at the classroom level. Therefore, we studied the rollout fidelity of PlayMatters' teacher Continuous Professional Development model as well as the effectiveness the intervention had on teacher outcomes. Results showed that the training cascade of the PlayMatters intervention was conducted as intended and with high quality. The dosage of the Continuous Professional Development showed a more diverse pattern (see Table 2).

	Indicator definition	n	%
Peer learning (N=35)			
Low dosage	<33% of sessions observed per term	32	72.7
Moderate	33% - 67%	12	27.3
High	>67%	0	0
Community of Practice (N=37)			
Low dosage	Mean of ≤2	25	58.1
Moderate	Mean of >2 and <4	12	27.9
High	Mean of 4	6	13.9
Support supervision (N=32)			
Low dosage	Mean of ≤2	40	90.9
Moderate	Mean of >2 and <3	2	4.5
High	Mean of 3	2	4.5

Table 2: Implementation of Continuous Professional Development at the school level.

Note: Peer Learning in the PlayMatters intervention takes place with teachers from one school at the school. The Community of Practice activities in PlayMatters consist of meetings where teachers from multiple schools from the same district come together to reflect and discuss topics related to the PlayMatters intervention.

Specifically, most schools showed low dosage adherence of Peer Learning circles and Support Supervision. The Community of Practice showed room for improvement in the dosage adherence. Validation interviews with stakeholders revealed multiple reasons for low dosage adherence: teachers experiencing negative attitudes towards certain activities when they would be facilitated by colleagues that they perceived as being 'at the same level as themselves', poor planning and timing of activities, frequency of activities and heavy workload for teachers. Additionally, having to keep notes on activities conducted was deemed an additional burden.

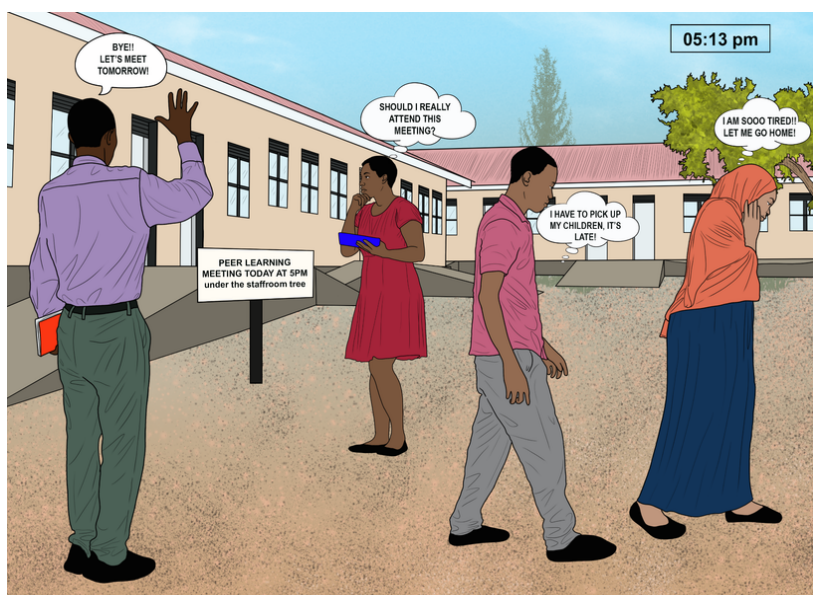


Image 2: Teachers reflecting on their decision to engage in after-school Continuous Professional Development activities. Illustration: @Harriet Jamwa

Key Findings

1. Effectiveness on Teachers

1.1 Effectiveness on improving teacher (occupational) wellbeing

Teacher survey findings related to the (occupational) well-being of teachers showed that the PlayMatters intervention improved teachers' perceived support from the school administration (effect size = 0.38). The intervention also yielded significant improvements in teacher-pupil relationships (effect size = 0.14). In addition, teacher burn-out rates significantly reduced throughout the year (effect size = 0.20) as did teacher self-efficacy regarding classroom management (effect size = 0.19). No other components of wellbeing showed significant improvements¹.

¹ The current results might change slightly based on the peer review that is part of the publication process of academic journals.

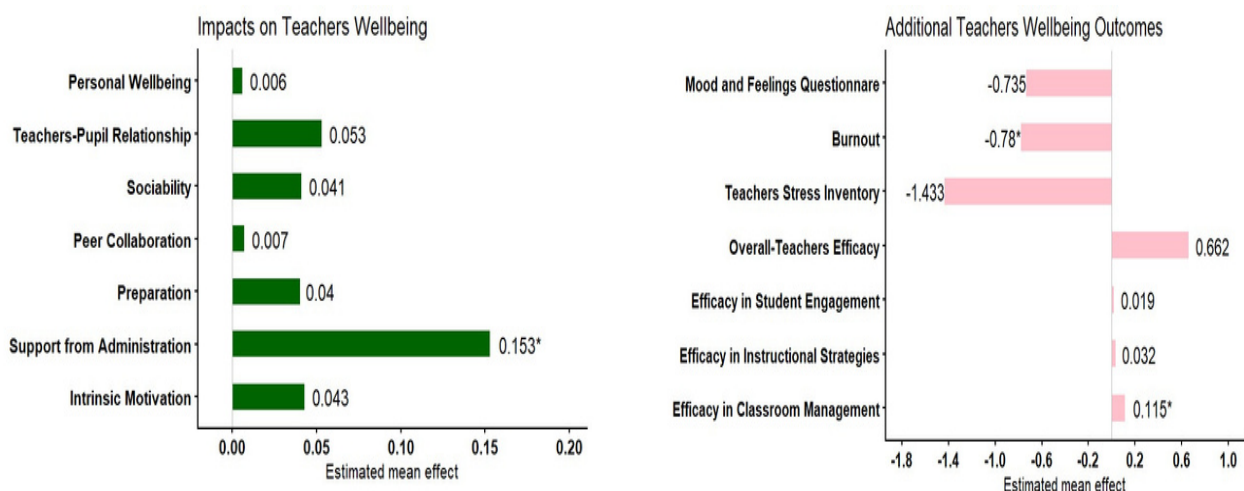


Figure 1 & 2: Effectiveness on teacher (occupational) wellbeing. The figures present the intervention's mean effects at the moment of endline. Figure 2 shows negative outcomes on Burnout rates, Teacher Stress Inventory and Mood and Feelings questionnaire, these reflect a reduction in these negative feelings which equals improvement. * Refers to statistically significant differences between intervention and control group.

The results indicate that the intervention strengthened several teacher occupational wellbeing aspects. On several outcomes, results showed high levels of occupational wellbeing already at the start of the school year, meaning that teachers felt quite positive about their occupational wellbeing in general and had little room for significant improvement. The validation interviews with stakeholders showed that underlying reasons varied – some teachers embraced the context they worked in as normal (high level of coping), while others did not feel free enough to share the possible challenges and stressors they experienced.

1.2 Teaching practices: lesson plans



Illustration @Harriet Jamwa

Lesson planning is a key-component of integrating LtP in a structured and intentional way in teaching practices.

Therefore, it is important that all teachers complete lesson plans. Teachers from 89% of the intervention schools filled out lesson plans, compared to 56% of the control schools.

However, a small percentage of teachers per school have handed in lesson plans to the research team. 36% of all the teachers in the intervention schools and 21% of teachers in the control schools provided lesson plans.

When analysing the content of the available lesson plans, results showed that in 98% of the available plans LtP was integrated. Teachers indicate that lesson planning is often seen as a hassle, and they will mainly use them when they are supervised. Teachers also indicate that their heavy workload leaves them with insufficient time for lesson planning.

1.3 Teaching practices: classroom observations

By strengthening teachers' pedagogical practices, we observed effectiveness at classroom management, and student engagement, specifically from the beginning to the mid-year.

During the third term of the school year, we see a decline in the gains recorded earlier related to teaching behaviour in the classroom, meaning that maintaining achieved change was a challenge. Classroom observations showed that the intervention group consistently outperformed the control group across all measured components (Figure 3).

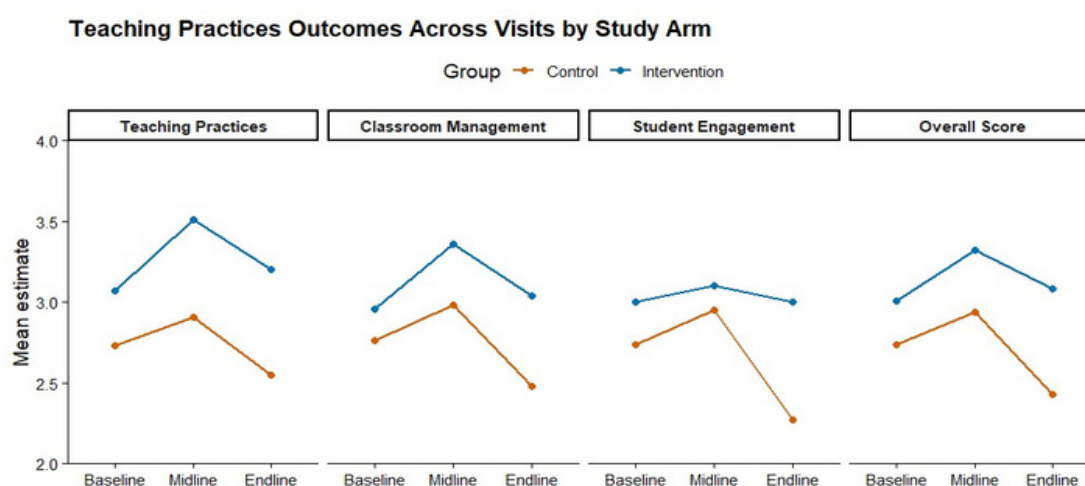


Figure 3: Classroom observations at three moments in time during the school year of 2025.

At baseline, the intervention schools show slightly higher scores, this might be due to the initial teacher training that was conducted prior to the first round of classroom observations. In the year 2025 there were two major events that impacted the implementation of the PlayMatters intervention in Uganda. The first event were the extensive aid cuts in the humanitarian sector that took place in March 2025, and the second was industrial action in the education sector that lasted around 2 months, from August to October 2025, and brought school activities to a halt.

The latter might be a cause for the decline in teaching behaviors seen in both study groups in term 3 (at the moment of endline). During validation meetings it was ascertained that Term 2 is generally a more stable period of the academic year, as concerns about contract expiry or termination are less pronounced than in Terms 1 and 3. As a result, teachers may be more focused on their instructional responsibilities and more committed to classroom activities during this period. Validation meetings with key stakeholders revealed that the directive from administrators to prioritize finalizing the syllabus as part of the preparation for the end of year exams was cited as the reason for deviating from integrating the more time-consuming LtP practices and skills into their teaching practices.

2. Effectiveness on Children's Learning Outcomes and Wellbeing

In addition to the primary research question, although not being powered to detect impact, the study also explored possible results at the child outcome level for positive indications that the PlayMatters theory of change was working as intended². Results showed improvements for children in the intervention group at the EGRA subscale Letter Name Identification (effect size = 0.21). Children in both the intervention and the control group improved equally on the remaining numeracy and literacy scales (see Figure 4).

² The current results might change slightly based on the peer review that is part of the publication process of academic journals

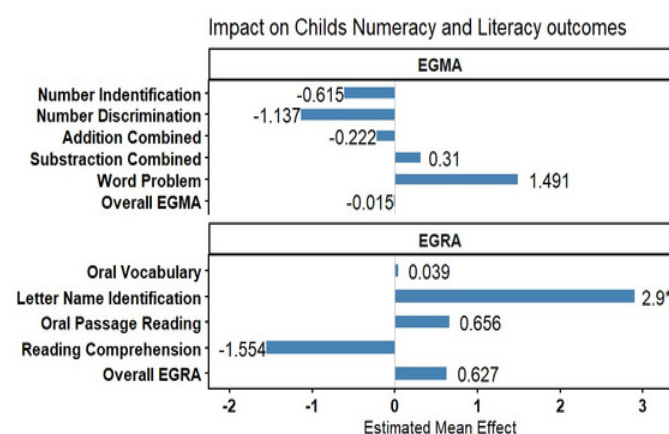


Figure 4: Effectiveness on child educational outcomes. * Refers to statistically significant differences between intervention and control group. PlayMatters showed effects on Social Emotional Learning (SEL), where it comes to hypothetical responses to witnessing bullying behaviour (effect size = 0.22) and response to anger (effect size = 0.17). No additional significant effects were found related to children's psychosocial wellbeing.

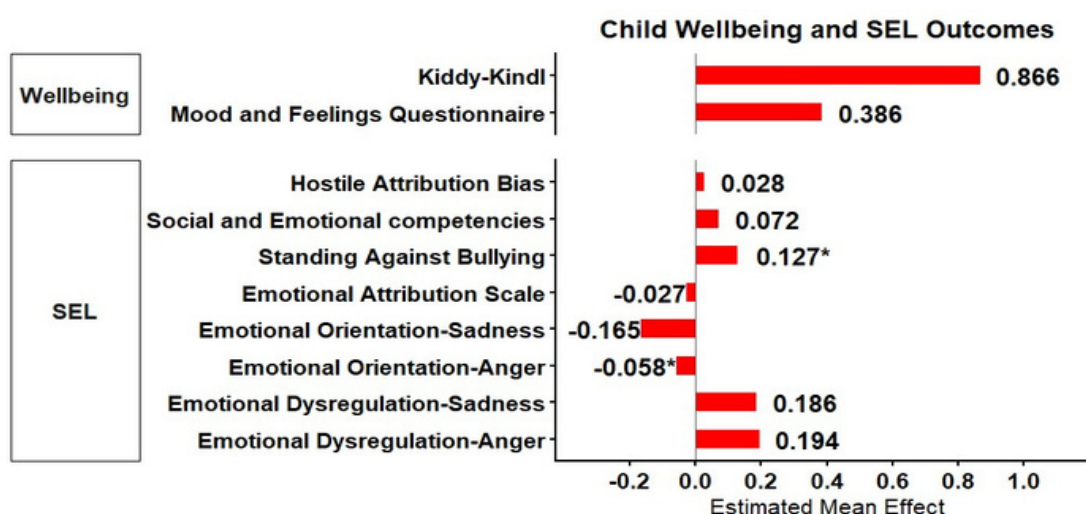


Figure 5: Results of child wellbeing and Social Emotional Learning (SEL) outcomes. * Refers to statistically significant differences between intervention and control group.

3. Value for Money

A cost-effectiveness analysis was conducted alongside this impact evaluation. For the cost-effectiveness analyses we took an implementer perspective and followed an ingredients-based approach (Levin & McEwan, 2001). Following Kraft (2020), a 0.2 standard deviation (SD) improvement is used as the threshold for a large, policy-relevant change in educational outcomes.

3.1 Cost Efficiency

PlayMatters Uganda Cohort 3 cost US \$2,884,156 to reach 70,164 children across 70 schools, training 853 teachers across IRC, Plan International, and War Child Alliance. This translates to US \$41 per child and US \$3,381 per trained teacher over the academic year. National staff (39%) and program supplies and activities (38%) drove approximately 77% of total costs.

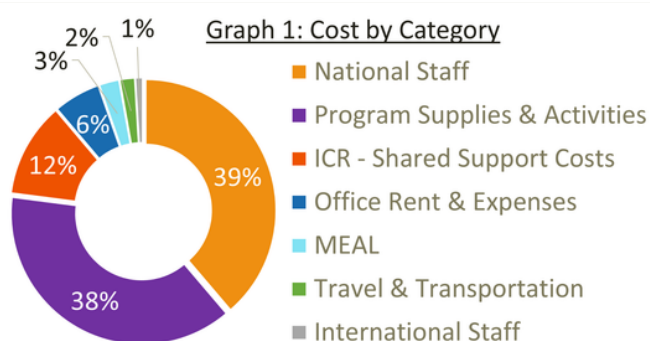


Figure 6: Total Consortium Cost by Category – PlayMatters Uganda Cohort 3 (January – December 2025, USD 2025).

3.2 Cost-Effectiveness

This effectiveness analysis found that PlayMatters produced large, statistically significant effects on teacher outcomes. Based on results from the classroom observations, the program achieved an overall effect of 1.03 SD at US \$657 per teacher per 0.2 SD. Effect sizes were 1.40 SD for classroom management, 1.30 SD for student engagement, and 0.48 SD for instructional practices.

These translate to US \$483, \$520, and \$1,409 per teacher per 0.2SD, respectively. **The program also improved teacher wellbeing outcomes, ranging from US \$2,332 per teacher per 0.2 SD on support from administration to \$6,148 on sociability and preparation.**

Results in child outcomes are exploratory, as the study sample was not powered to detect change at the child level. For child academic outcomes, the effect sizes for EGRA and EGMA were close to zero, and therefore a valid cost-effectiveness estimate for literacy and numeracy cannot be produced based on this data. **On child social-emotional learning, PlayMatters produced meaningful reductions in emotional dysregulation and improvements in bullying-related behavior.**

Improving students' social-emotional learning and wellbeing cost between US \$4 (emotional dysregulation–anger) and US \$82 (emotional orientation–sadness) per child per 0.2 SD gain. Funders should treat these findings related to the child level outcome as inconclusive rather than negative.

Implications

The combination of low to moderate implementation adherence in several PlayMatters Continuous Professional Development activities and the moderate effect at the teacher outcome level indicate that the next step for PlayMatters in Uganda should focus on optimizing implementation adherence of the CPD activities. The current CPD model seems to be too complex: frequency of activities, duration of activities and needed capacity and time to facilitate the sessions might be an obstacle for the activities to be implemented as intended. When the CPD model was adhered to, it showed positive effects on numerous outcome measures, therefore, lowering the threshold to organize and participate in these activities seems key.

Recommendations

Based on the research findings from the RCT in Uganda several recommendations have been formulated for donors, policymakers, practitioners, and researchers.

For Donors

- Finance system integration and long-term sustainability: to support robust integration of the Learning through Play pedagogical approach into the national education system (Ministry of Education and Sports, Teacher Training Institutes). This would include implementation and monitoring conducted by the national system.
- Fund continued monitoring and rigorous impact evaluations of Learning through Play in crises affected settings and populations: to continue to strengthen the evidence base.
- Structurally include crisis modifiers into project plans: The past few years Uganda has seen a global pandemic, industrial action, more localized outbreak of disease, and new conflicts in countries bordering Uganda, leading to an increased influx of refugees. The possibility given by the donor to adjust plans and shift priorities when crises hit has been invaluable for the success PlayMatters was able to achieve.

For Policymakers (Ministry of Education and Sports)

- Strengthen District Sub-County Education Oversight; To increase the frequency of support supervision, recognise and empower sub-county chiefs (Senior Administrative Secretary) to oversee activities in primary and pre-primary schools, including supervising the functionality of school structures and headteachers.
- Strengthen school-based Continuous Professional Development (CPD); Integrate dedicated teacher learning time and school-based CPD activities into the weekly school calendar to ensure regular and sustained professional development for teachers.
- Strengthen the Cascaded CPD Coordination Structure; To institutionalize the CPD activities, it is recommended that structured CPD committees at each level (College, Districts, CCs and Schools), with clearly defined roles and responsibilities, coordinate, support, and sustain school-based continuous professional development.
- Strengthen a coordinated MEAL system: Coordinate monitoring and evaluation across government and partners to track learning outcomes and LtP practices, share data, and use insights for policy, teacher development, and scaling decisions. Additionally, future iterations of the intervention should be based on analyses and interpretation of MEAL data.

For Practitioners (Teachers, School Leaders, Implementing Partners, Cluster Supervisors, District Education officials)

- Strengthen implementation of CPD activities: The low uptake of support supervision and varying participation in peer learning activities suggest the need for improved planning, communication, and follow-up mechanisms. Schools and district education offices should strengthen support supervision structures and promote positive attitudes toward CPD activities. When making adaptations, proper analyses of challenges need to be identified prior to making the adjustments (for example: staffing capacity, budgets, facilitation at school level) to make sure the key-components of the PlayMatters Core Package of the intervention should remain intact.
- Sustain learner-centered pedagogies within examination preparation periods: The observed decline in play-based teaching in term 3 indicates that examination pressure can shift instructional practices toward more teacher-centered approaches. While recognizing the need for examination preparation, education stakeholders may consider strategies that help teachers integrate active and play-based methods into revision activities. This could support both curriculum coverage and learner engagement during examination periods.

For Researchers

- Collaboration with system actors on research (from design to dissemination) should be prioritized to secure buy-in and knowledge sharing at an early onset.
- Conduct a long-term follow-up study to monitor the effectiveness over time to identify possible sleeper effects, but also establish whether yielded results at teacher level outcome persist over time. The current study was not powered to detect change at child outcome level; future studies should aim to generate evidence at that level.
- Repeated impact studies to confirm yielded results of current studies, as well as study implementation of the program when higher fidelity to dosage has been achieved. The hypothesis is that when the dosage adherence improves, so will the yielded results.
- Study PlayMatters Core Package components to determine which are the key drivers for achieving change in the complex school context in Uganda. Understanding which components and methods of delivery are most successful will support optimization of the intervention delivery and therefore, support sustainability and scalability of the intervention.
- Develop additional approaches to measuring teacher (occupational) wellbeing. When looking at the (school) context Ugandan teachers in refugee settlements and host communities are working in, the relatively high scores yielded at baseline raise questions. Validation workshops with teachers indicated that underlying reasons for the initial high scores varied from teachers embracing the context they work in as normal (high level of coping), as well as not feeling free enough to share possible challenges and stressors they experienced.

Conclusion

The RCT evaluating PlayMatters in Uganda demonstrates that PlayMatters intervention improves several aspects of occupational wellbeing of teachers (support from administration, teacher-pupil relationship, teacher burnout, efficacy in classroom management) and their teaching practices. The intervention seems to support teachers in a challenging and fragile context.

However, there is a possibility to tighten the adherence to implementation dosage and investigate how optimizing the intervention will have effects on child-level outcomes. Intervention developers, key-stakeholders at the school and community level, as well as national level actors, should collaborate to optimize the delivery model so it will even fit the context and purpose better. Future iterations and implementation of the intervention should also study effectiveness at the level of child holistic development and psychosocial wellbeing.



Sparkling Lifelong Learning Through Play

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