

Findings from the Global Process Evaluation of Watch, Play, Learn

A young boy with short dark hair, wearing a white t-shirt, is sitting at a grey table and writing in a notebook with a blue pen. To his right, a purple Muppet character with large eyes and a yellow beak is sitting on the table, looking towards the boy. The background shows a simple room with a sink and a red bucket on a counter. The Sesame Workshop logo is in the bottom left corner.

SESAME WORKSHOP

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Watch PLAY Learn

Watch, Play, Learn (WPL) is a set of 140 5-minute animated videos leveraging the power of playful learning

Designed for children ages 3-8, WPL videos have **reached more than 30 million viewers** across all broadcast audiences

Social & Emotional Learning



Math

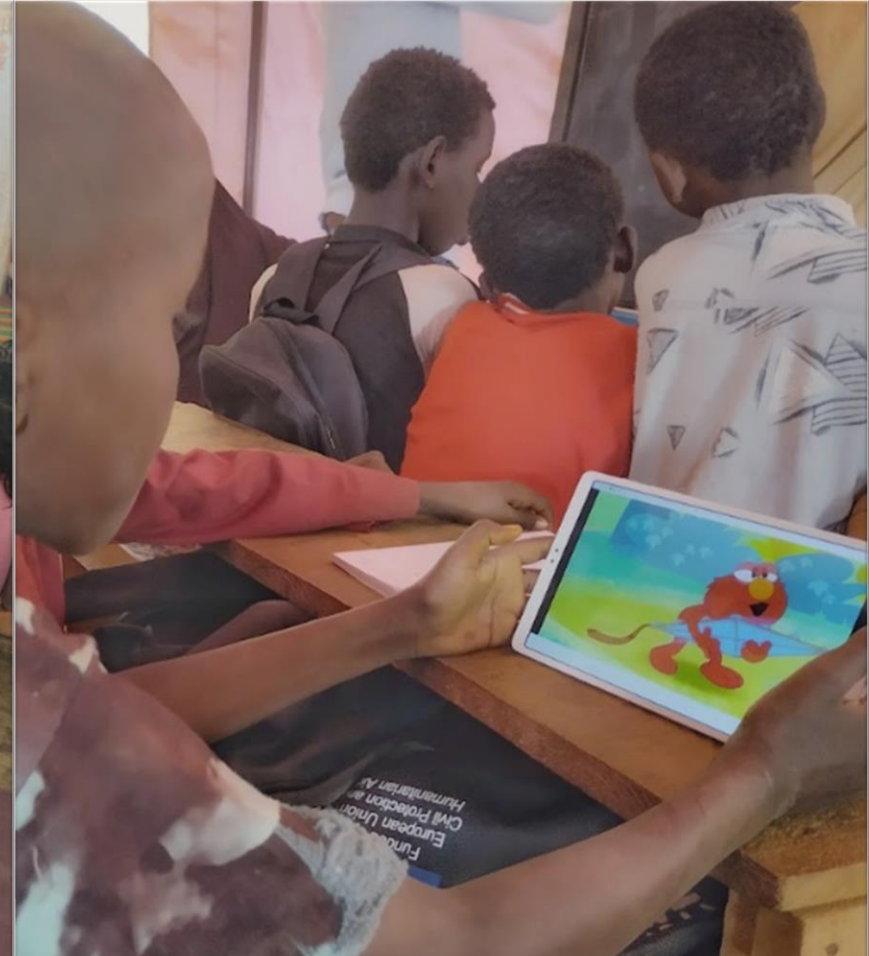


Health, Safety & Child Protection



Science





We implemented pilots in Bangladesh, Colombia, and Kenya to test feasibility, cost, and process of WPL content integration in diverse humanitarian contexts

Across each context, partners and integration models varied, allowing us to test multiple modalities

Bangladesh

- **Partner:** Save the Children
- **Where:** Child-friendly spaces
- **When:** October 2022-May 2023
- **Who:** Facilitators and children
- **How:** Facilitators presented content to children using projectors

Colombia

- **Partner:** Universidad de los Andes
- **Where:** Caregiver psychotherapy
- **When:** May 2023-Aug 2023
- **Who:** Primary caregivers of children ages 0-4
- **How:** Caregivers used phones to access videos via Facebook

Kenya

- **Partner:** Save the Children
- **Where:** ECD Center
- **When:** July 2022-June 2023
- **Who:** Teachers and children ages 3-8
- **How:** Children used tablets to view the content

WPL supported children's learning and development, as well as teachers' pedagogical practices

- **What worked:**
 - Partners reported that WPL activities supported children's literacy, numeracy, and social-emotional learning (SEL) skills
 - Using IDELA to assess learning, Save the Children teachers reported increases in children's emergent literacy, emergent numeracy, and SEL skills
 - Partners reported that WPL videos and activities improved children's understanding and expression of SEL concepts
 - In Colombia, caregivers reported that their children formed an emotional connection with the characters, utilizing the content of the videos as a reference point to identify, navigate, and express both their own emotions and those of others
 - Partners reported that WPL integration support improved teaching practices
 - WPL integration bolstered teachers' digital literacy and instructional practices
 - In Kenya, SCI reported that WPL integrated improved teaching efficacy and classroom management, particularly around the quality of teacher-student interactions
- **What needs additional refinement:**
 - Testing causal impacts of WPL integration
 - Co-designing and co-delivering programs that integrate WPL videos and activities

WPL supported improved attendance and engagement among students and adults

- **What worked:**
 - Programs reported higher attendance rates overall, as well as specifically for girls
 - In Kenya, for example, attendance data showed an average increase of 11% in girls attending school sessions during the implementation of Watch, Play, Learn
 - Programs reported increases in student, peer-to-peer, and teacher-student engagement
 - Partners observed an increase in children's content-related questions and a heightened interest in applying what they were learning in practice
 - Technology helped drive this engagement, especially in contexts where children have limited access to educational media
 - Programs supported child-caregiver engagement
 - In Colombia, Semillas de Apego found a statistically significant difference in caregiver-child relationships between those who engaged with Watch, Play, Learn and those who did not
- **What needs additional refinement:**
 - Understanding attendance and engagement prior to WPL integration
 - Understanding variations in engagement with technology between girls and boys

WPL supported program operations, offering a flexible content delivery model adaptable to low/no-tech settings

- **What worked:**
 - Partners appreciated WPL's approach guidance on both training and tech integration and adaptation
 - Partners reported that the additional training were useful in supporting partners' capacity to integrate WPL
 - Partners valued SW's Technology Decision Roadmap and how it guided technology selection, noting its utility in informing successful technology integration
 - Partners valued allocation of resources for tech support, which led to effective tech deployment
 - Partners reported that extensive PM and MEL support elevated the impact of WPL and facilitated a data-driven approach to integration
 - Partners noted frequency and speed of PM's response to technical challenges, as well as flexible project planning process
 - Partners appreciated ongoing MEL support and its role in enhancing programmatic outcomes, including the development and implementation of an adapted version of the IDELA-Classroom Environment Tool (IDELA-CE) in Kenya
- **What needs additional refinement:**
 - Improving the MEL process to ensure its alignment with their resources, including time and personnel.
 - Improving connectivity challenges that restrict the feasibility of implementing technology-enabled data collection and analysis systems