Deliverable 1: Learning through Play Community of Practice Learning Agenda

This Learning Agenda in Table 1 below identifies short-and long-term policy relevant research and learning questions across the relevant thematic areas for Learning through Play program implementation to promote holistic outcomes for learners. These questions should guide future research and learning activities, inspire the synthesis of findings from existing research, and encourage the documentation of best practices to advocate for the integration of LtP into policy and to harmonise approaches across partners in the Learning through Play Community of Practice.

Developing the Learning Agenda

The agenda was developed through a consultative process in collaboration with key Ministry of Education Departments, representatives from academia, and implementing partners.

This process involved consultative meetings with the PlayMatters consortium Leads to frame the learning agenda in line with the PlayMatters core package, PlayMatters learning agenda, 2022 needs assessment and principles of gender inclusion, psychosocial wellbeing and accountability. It helped to conceptualise themes and learning questions for the CoP e.g. How are CPD mechanisms functioning at school level? How can existing opportunities be leveraged to improve mechanisms for TCPD at the school level? What does Learning through Play (LtP) look like in refugee and host community schools in Uganda?

Operationalising the Learning Agenda

This process of operationalizing the learning agenda began in late 2023 when the task teams were established and will be a continuous process. We recommend that the learning questions included in this agenda should be used as a guide for the research and learning strategies, including evidence reviews, descriptive analyses, program monitoring, and evaluations that are conducted by CoP partners including the PlayMatters project.

For this process PlayMatters led by IPA has been involved in:

Collating Evidence: gathering information from partners' research, monitoring, implementation data, desk reviews, evidence briefs, and impact evaluations to answer the learning questions in this agenda.

Disseminating the Learning Agenda and Sharing Existing Knowledge and Use: IPA socialized the learning agenda during the quarterly general CoP and periodic task team meetings and actively reached out to partners with relevant evidence to make presentations e.g. Save the Children who presented the IDELA assessment tool. Child fund on implementation of Come Lets Play (intervention targeting community) and others (details in task team report). The challenges experienced in operationalizing the Learning Agenda are shared in Annex 1.

To further advocate for Learning through Play, the CoP partners with support from IPA will continue to map out opportunities to disseminate existing knowledge and future research as it becomes available related to the key priorities and learning agenda questions identified. Dissemination will occur through workshops, webinars, and online forums and audiences will be tailored based on the type of learning question.

Learning through Play Community of Practice Learning Agenda "Holistic Child Outcomes at the Center of all Interventions"	
Theme 1.0: Quality and Standards *Policy relevance: Basic Requirements and Minimum Standards (BRMS) and Early Learning Development Standards (ELDS)*	
Sub Theme	**Learning Question**
School Leadership and Management	1. What are the effective strategies for school leaders to support in the implementation of LtP?
Teaching and Learning Materials (TLM)	1. What kind of teaching and learning materials contribute to improved teacher delivery and learner outcomes? 2. How can LtP be integrated in the development of guidelines for ECCE teaching and learning materials?
LtP School environment for Play	1. What makes a school environment conducive for learning through play? 2. How can LtP be integrated in the development of standards for ECCE

Theme 2.0: Parents and Community engagement for LtP

Policy relevance: Early childhood Care Education Policy (ECCE) and National Integrated Early Childhood Care and Development (NIECD Plan)

Sub themes	Learning Questions
LtP at home	1. How do we encourage male involvement in children's education? How do we specifically encourage male involvement in learning through play at home? Does increased male involvement contribute to improved learner's outcomes? 2. What are effective strategies for engaging parents with special needs? 3. What are the most effective strategies or interventions for encouraging parents to engage in LtP activities at home? Do parents' engagement in these activities improve holistic child development outcomes? 4. What are the most effective strategies or interventions for encouraging parents' support of LtP activities in school? 5. How can LtP be integrated in the day-to-day life at home?
Play at community level	1. What are effective strategies for community engagement in education? Can improved community engagement contribute to improved learner outcomes 2. What are effective strategies for community facilitation of LtP?
Capacity Building for parents and community	1. What are the barriers to parent and community engagement and support to LtP? 2. How does LtP align to existing community beliefs and values?

Theme 3.0: Teacher Professional Development in LtP

Policy relevance: National Teacher Policy (NTP)
Teacher qualification framework

Sub theme	Learning Questions
Continuous Professional Development	1. What evidence-based strategies for continuous professional development exist? 2. What are the barriers and opportunities for TCPD mechanisms? 3. How can we work with PTCs to implement the CPD framework? 4. How can LtP be integrated into the teacher training curriculum for primary? 5. How can teacher motivation efforts be integrated into TCPD mechanisms?
Mentorship and coaching	1. What does LtP look like from a teachers' perspective? 2. How can LtP be integrated into CPDs for teacher educators (tutors)? 3. How can teachers receive ongoing mentorship, coaching or support for the implementation of LtP?
LtP pedagogical practices	1. What pedagogical practices facilitate LtP? 2. How can LtP be integrated in PTC training and instructional materials 3. What tools can teachers use to assess LtP learner outcomes in the classroom? 4. How can LtP be integrated into in-service training and CPD programs? 5. How can LtP be evaluated as a measure of teacher effectiveness? 6. How can LtP be integrated with other learner-centered pedagogies?

Theme 4.0: Research Monitoring Evaluation Accountability and Learning

Policy relevance: Systems (TELA, EMIS, TMIS, UNHCR/ERP data system)

Sub theme	Learning Questions
Building Thematic Knowledge on LtP	1. What is the impact of LtP interventions on holistic child development outcomes? 2. How do we assess the effectiveness of these approaches in the actual classroom? 3. What learner, school, system level factors or conditions influence the effectiveness of the playful pedagogies in the classroom? 4. What tools can be used when monitoring and evaluating LtP implementation?
Integrating LtP into Management System	1. What LtP ECCE data needs to be integrated on EMIS and TMIS platform?

Theme 5: LtP in emergency context

LtP and psychosocial support	1. Does engaging in LtP with pupils affect teachers' psychosocial wellbeing? 2. How can teachers be trained to provide psychosocial support to students through LtP? 3. What is the effect of LtP on children's psychosocial wellbeing? 4. What is the impact of teachers' psychosocial wellbeing on LtP outcomes?
School environment for LtP in crisis	1. What are the minimum standards that would facilitate LtP in various refugee settings?
Child Protection	1. How can LtP be integrated in Child protection training?

Table 1: LtP CoP Learning Agenda

*This learning agenda has been used as a guide for opening discussions between MoES focal points and members of the LtP. Task team learning questions and related products will be refined over time based on sector priorities and interest of partners.