



Sparking Lifelong Learning Through Play



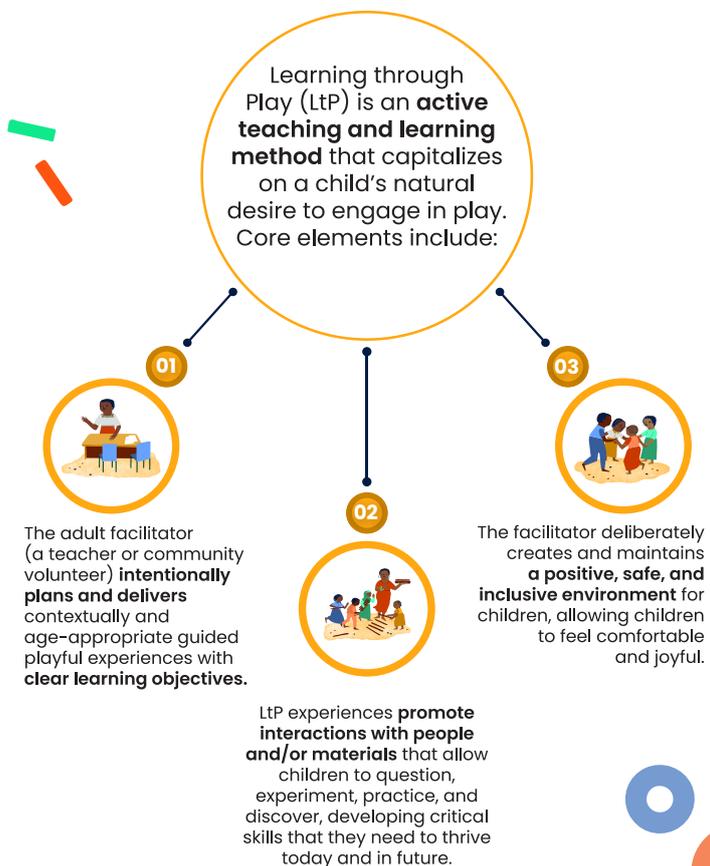
About PlayMatters

PlayMatters seeks to build sustainable capacity in existing education systems to integrate Learning through Play (LtP) approaches for **800,000+** refugee and host community children ages **3-12+** in Ethiopia, Uganda and Tanzania. The objective is to give children the opportunity to improve holistic learning and wellbeing in contexts of crisis and poverty. In Tanzania, PlayMatters targets **100,000** children in refugee camps and host communities.

PlayMatters is being implemented by a consortium led by the International Rescue Committee, and includes Plan International, War Child Holland, Innovations for Poverty Action, and the Behavioural Insights Team in partnership with the LEGO Foundation.

Learning through Play as defined by PlayMatters

Play is a natural way for children to learn the world around them. Learning through play is a powerful vehicle through which children can develop cognitive, physical, creative, social, and emotional which are essential in their holistic development.

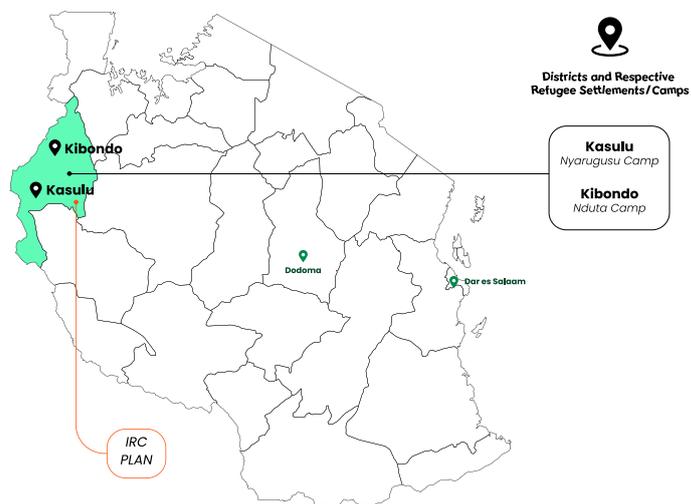


Who we are working with

PlayMatters is building teachers' skills and motivation to use active, playful, and learner-centered approaches in pre-primary and primary schools (ages 3-12+), across all subjects and aligned to the curriculum.

We are working with education stakeholders to improve and secure the quality of education in refugee and host-community schools. We do this by training teachers and educators in play-based teaching methods that aims to strengthen children's creative, social, physical and cognitive skills.

Where we work



International Rescue Committee (IRC) Plan International (PLAN)

In Tanzania, the International Rescue Committee (IRC) and PLAN International are implementing in the camps and host communities, based in Kasulu and Kibondo respectively.

Tanzania Reach Count

(September 2022 - March 2024)



Key Updates

PlayMatters is working with the Tanzania Institute of Education to adapt existing learning through play resources for use in refugee and host community schools. This has followed the below processes:

Approved Educator Content

PlayMatters Tanzania co-created, piloted and refined teacher-facing content with the Tanzania Institute of Education (TIE) and other system actors. This includes a Facilitator's Manual, Teachers' Resource Book, and a Game Collection Book. TIE expects the approved materials to be uploaded into the Learning Management System (LMS) to be accessed by all teachers in the country.



Generating knowledge through the PlayMatters evidence unit

The PlayMatters evidence unit in Tanzania conducted baseline data collection with the goal of understanding the state of teaching practices and targeted outcomes in PlayMatters schools prior to implementation.

- Nyarugusu Refugee Camp, Kasulu District:** Faraja, Tumaini and Elimu Primary & Early Childhood Development (ECD) Centers). **Host Community around Nyarugusu Camp:** (Kumtundu and Mvugwe Primary & ECD centers.

- Nduta Refugee Camp, Kibondo District:** Ubumwe and Amahoro ECD centers, Kassimu Magalia Primary and Kasimu Majaliwa Preschool. **Host Community around Nduta Camp:** Kumuhasha, Malolengwa & Nyavyumbu Pre-Primary and Primary Schools.

Read more about the Study 5 Baseline Report: www.playmatters.org/publications

Additionally, the PlayMatters Tanzania Research Team conducted a formative study designed at generating evidence on how to best develop and implement successful Learning through Play interventions in early childhood development centers and primary schools.

For more information, please contact:

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TIE officials take part in a mindfulness session as one of the activities teachers can use during a lesson in Kigoma.



Frank, a teacher at Nyamidaho Primary School, teaching a lower primary school class in Kasulu, Tanzania.

In partnership with



The LEGO Foundation