

## About PlayMatters

The PlayMatters project seeks to improve holistic learning and wellbeing outcomes for **800,000** refugee and host community learners aged **3-12+** in Ethiopia, Uganda and Tanzania using learning through play methodologies. We seek to improve **"chalk and talk"** teaching methods with active, play-based, learner-centered methods. We build teachers' skills and motivations to integrate these methods into their classrooms, across subjects, in alignment with existing curricula, at pre-primary and primary levels.

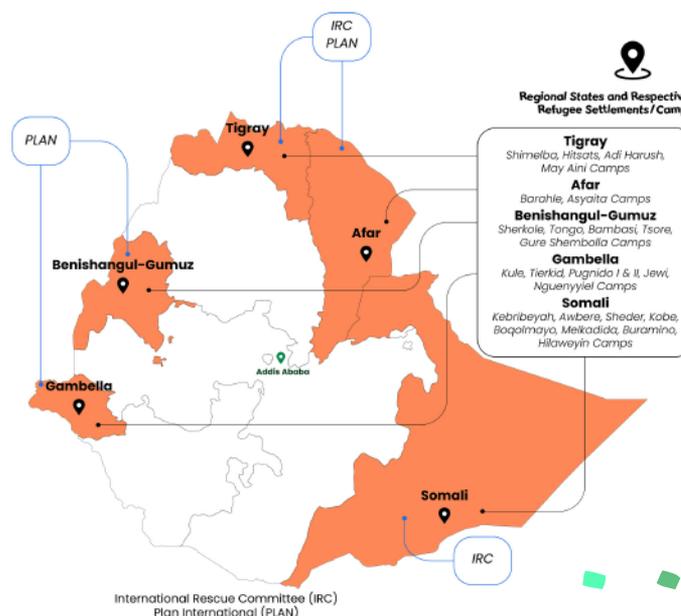
The PlayMatters consortium is led by the International Rescue Committee, and includes Plan International, War Child Holland, Innovations for Poverty Action, and the Behavioural Insights Team in partnership with **the LEGO Foundation**.

In Ethiopia specifically, PlayMatters is implemented in Tigray, Afar, Somali and Benishangul refugee camps and host communities.

## Goal

Improved holistic skills and psychosocial well-being for refugee and host community children (ages 3-12+) in Ethiopia, Tanzania, and Uganda.

## Where we work



## Achievements

### 43 - Targeted Schools



Received support such as Teacher's Professional Development (TPD) services, Direct Service Provision (DSP), school rehabilitation, scholastic materials provision (books, pens, pencils, etc.), LTP play materials, ECD facilitators incentives, visibility materials, stationery supplies, etc.

### 1000 - Educators



More than **1012** educators were trained on Learning through Play methodologies as per the training package by PlayMatters and are supported through Continuous Professional Development (CPD) such as classroom observations, coaching, mentoring, training, and reflection sessions.

### 251 - System Actors



**251** Education system stakeholders (local, regional, and national education offices, other government offices, Teacher Education Colleges, humanitarian actors, etc.) were trained in LTP strategies and approaches.

### 592 - Community Leaders



**592** Community leaders trained in LTP strategies and approaches and to facilitate back to school campaign and the community learning space in their area. A total of **20 PlayWell episodes** adapted or localized from existing content as part of the multimedia strategy in 7 different user languages.

### 13 - Community Spaces



In Somali region **5** community learning spaces are rehabilitated so that to reach around **38,000** community members that live around the target areas of the program. Similarly, **8** community learning spaces were rehabilitated to reach greater number of communities in Afar, Benishangul and Gambella regions.

### Research



- Implementation/baseline research was conducted on PM schools in Somali, BGRs, Gambella and Afar Regions.
- Formative research was conducted on non-PM schools in Sidama & Somali regions.

### 49,000 - Children



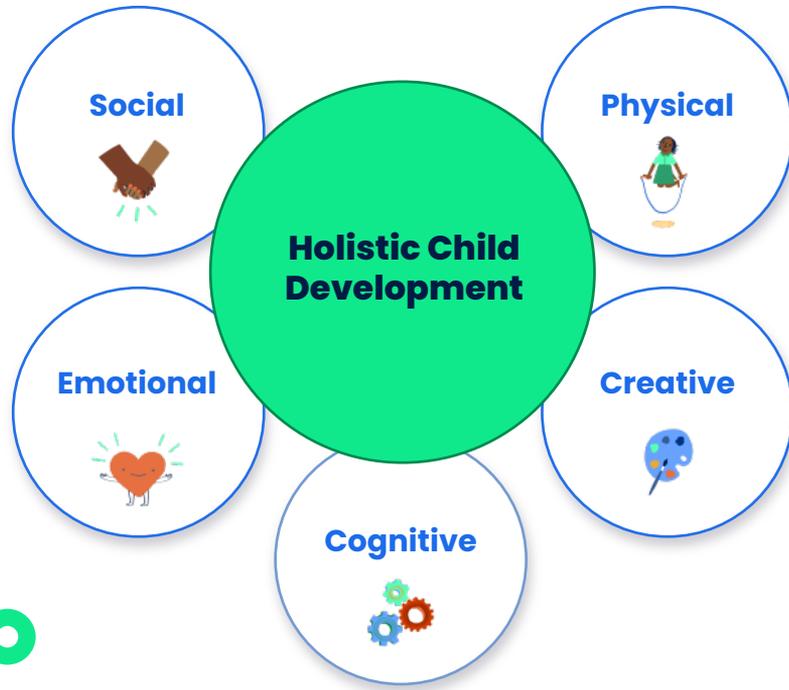
Close to **49,426** Children were reached through back-to-school campaign.

### 47,000 - Scholastic Materials



More than **47,000** scholastic materials were distributed to more than **10,000** primary students from Grade one to Grade six.

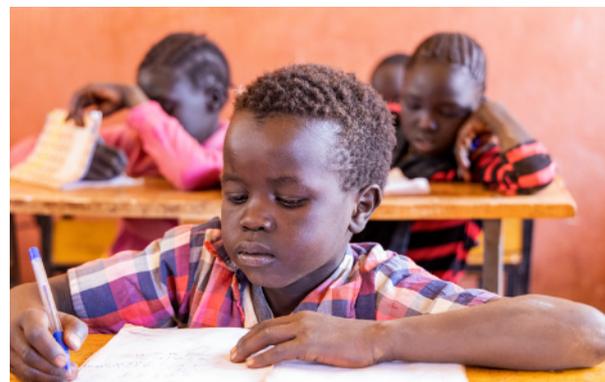
### Skills for Holistic Development



### Outcomes

- 1 Integrate Learning through Play into Teaching and Learning
- 2 Increase Community Engagement in Learning through Play
- 3 Strengthen Learning through Play in Policy and Systems
- 4 Increase Access to Quality Education in Emerging Crises

<p><b>Early Childhood Development</b></p> <p>Primary Schools</p> <p>Teacher Professional Development for LtP</p>	<p>Community mobilization for LtP and "back to school"</p>	<p>Integration of LtP into education policy priorities.</p>	<p>Ethiopia Emergency Response Mechanism (ERM)</p>
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For more information, please contact:

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In partnership with



The LEGO Foundation