



RIGHT TO PLAY

25 YEARS

# Right To Play in Ethiopia

Right To Play in Ethiopia is working with government, civil society organizations, communities, teachers and parents to increase access to quality education, enhance primary school children's learning and social emotional skills, promote children's access to inclusive, high quality, play-based Early Childhood Care and Education, provide play-based psychosocial support to improve the holistic well-being of children and young people and address the challenges that children face in host, internally displaced and refugee communities.

Since 2005, we have made impact and achieved major success in the integration of play-based learning in Ethiopia's education system through strategic collaboration with the Ministry of Education, and Regional Education Bureaus. In Ethiopia, 80 per cent of children in our partner schools have shown stronger socio-emotional skills, like self-awareness and stress management, compared to only 58 per cent in schools not reached by our programs.

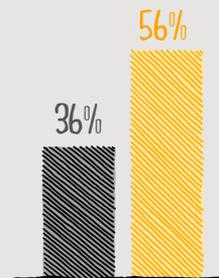
**Right To Play is a global organization that protects, educates, and empowers children to rise above adversity using the power of play. We work with children in some of the most difficult and dangerous places on earth to help them to stay in school and graduate, resist exploitation, overcome prejudice, prevent disease and heal from the trauma of war.**

## Children Have Improved Socio-Emotional Skills



In Adaa district, our EQIE project has helped children build stronger socio-emotional skills – such as confidence, teamwork, and resilience – with a 34-point improvement since the program began.

## Children Have Improved Socio-Emotional Skills



Grade 4 students in Ethiopia have made big strides in reading, improving from 36% proficiency at the start to 56%, by the end of the EQIE project.

Protect . Educate . Empower

# Strategic Ambition

Our Strategic Plan 2024-2026 focuses on four thematic areas:



**Primary Education**



**Early Childhood Care & Education**



**Emotional Well-Being**

In this period, we are committed to increasing access to quality primary education and early childhood care and education and strengthening child psychosocial support through:

- ✓ Promoting children's access to inclusive, high quality, play-based Early Childhood Care and Education to build foundations for lifelong learning and well-being.
- ✓ Enhancing primary school children's learning and social emotional skills through gender responsive and inclusive play-based teaching approaches.
- ✓ Providing play-based psychosocial support to improve the holistic well-being of children and young people.

We embed Gender Empowerment and Girl's Well being as a cross cutting program area in our programming.

## Achievements worth celebrating...



Schools are safe, inclusive, and engaging. This is as a result of new infrastructure (i.e., classrooms, toilet facilities with special changing rooms for girls and a wall fence for the safety of children with disabilities) and the provision of school requirements (supplemental reading materials, desks, teaching and learning materials).



Communities are better cooperating with schools to protect children through the efforts of trained school inclusion committees who dialogue with influential community groups.



Teachers in our target schools reported that engaging children through play method allowed children to connect their knowledge to their life experience while developing critical thinking and problem solving skills.



There is increased retention of vulnerable girls and children with disabilities in school as a result of support (i.e., school requirements and assistive devices) they have received.



Children (including girls and children with disabilities) are engaged in participatory planning and budgeting processes to ensure their needs are considered in school development plans.

## Current Projects

- Enhancing Quality and Inclusive Education (EQIE) 2.0 project in East Shewa Zone, Oromia region
- Reading and Inclusion for Safe Education (RISE) project in North Shewa zone, Amhara region

**Ethiopia Country Office**  
**Kirkos Sub City, Lanchia Area**  
P.O.Box 1375  
Woreda 07, Addis Ababa  
Phone: + 251 1114 67 05 22

E-mail:  
RTP.Ethiopia@righttoplay.com

## Connect with us:

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