



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

THE IMPACT OF THE GREAT PROJECT

Program Description

The Gender-Responsive Education and Transformation project (GREAT) improved learning outcomes for girls and boys in Ghana, Mozambique, and Rwanda in 2018–2023. It incorporated gender-responsive play-based (GRPBL) techniques into the classroom, engaged parents and caregivers to be more involved in children's learning, and increased the integration of GRPBL in teacher training.

Context

The COVID-19 pandemic worsened pre-existing socio-economic inequalities faced by children and their communities. Despite these challenges, the project was able to achieve impressive results by engaging caregivers to be more proactive in children's learning, and offering online teacher training and support so that children could continue to learn through lockdowns and school closures.

Reach

368 schools
235,324 children
(50% female)
4,077 teachers
330,652 community members

KEY RESULTS

Right To Play supported 4,077 teachers through training and mentoring on how to effectively implement GRPBL into their teaching practice. The end results showed significant improvements in students' learning outcomes including literacy and life skills, such as self-esteem, resilience, and collaboration.

LITERACY

On average, girls and boys in GREAT partner schools, who also participated in Reading Clubs led by Right To Play trained facilitators, are reading **11 more words per minute (wpm)** than students in non-partner schools.

In **Ghana**, literacy increased by **51 wpm** since the baseline. Girls and boys in GREAT partner schools can read **17 more wpm** than girls and boys in non-partner schools.

In **Mozambique**, literacy increased from **6 to 28 wpm** for children in GREAT partner schools. Children in GREAT partner schools are reading **13 wpm more** than those in non-partner schools. Girls improved by **23 wpm** compared to **9 wpm** in non-partner schools.

Rwanda saw literacy improve by **41 wpm**, which was consistent across GREAT partner schools and non-partner schools.

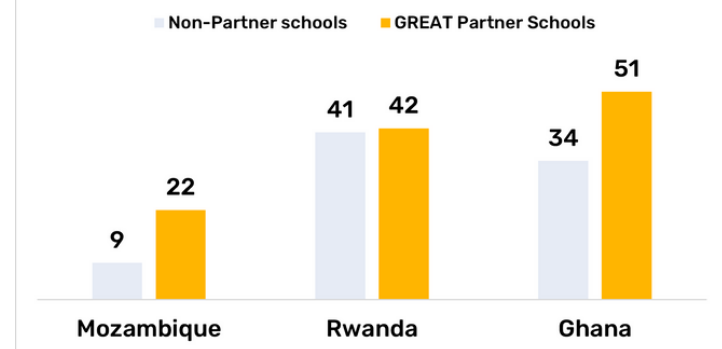
LIFE SKILLS

The integration of GRPBL supported teachers to promote and advance gender equality in the classroom. This helped foster more positive gender norms among their students, increasing learners' self-esteem, leadership, and resilience in **all 3 countries**.

In **Mozambique**, girls' and boys' self-esteem increased from **68% to 91%**. In **Rwanda**, this increased from **77% to 98%**.

94% of children (**92%** of girls) in **Ghana** had high levels of leadership skills at endline compared to **75%** of children (**76%** of girls) at baseline.

Change in Words Per Minute Read



Changes in WPM from baseline (2018) to endline (2023)

POSITIVE LEARNING ENVIRONMENTS

By the project's completion, **81%** of teachers were found demonstrating GRPBL methodologies in classrooms and promoting safe, active, and participatory learning environment for better learning outcomes, up from only **13%** at the start.

Overall, **82%** of girls and boys perceive their learning environment to be supportive (**66%** at baseline).

Teachers reported that the use of positive discipline has improved the school environment for children. Children reported a decrease in the use of corporal punishment in schools, and in **Mozambique**, no corporal punishment was observed in classrooms.



Training teachers to integrate GRPBL in classrooms led to improved learning environments and outcomes in GREAT partner schools.

Key Learnings:

- 1** Peer-to-peer training and mentoring is critical to fostering positive learning environments, leading to better learning outcomes for students. Sharing evidence-informed experiences with peers improved teacher motivation and teaching practices, and encouraged the spread of effective classroom management.
- 2** Maintaining and strengthening the caregiver-teacher relationship is essential to improve learning outcomes. This was especially true during school closures as caregivers were supported and empowered to support their children's learning at home.
- 3** Supplemental Reading Clubs led by Right To Play-trained facilitators were effective in preventing learning loss, as well as encouraging children's enjoyment and confidence in reading and writing.
- 4** Children reported that Right To Play-supported Leadership Clubs gave them a platform to take a more active role in their education, making their school experience more engaging and enjoyable.

Conclusions & Recommendations:

Findings have demonstrated that GRPBL is an effective tool for fostering more gender equal and positive learning environments for children.

Through play, children in GREAT partner schools became more engaged and self-motivated learners, improved their academic performance, and developed important life-skills like resilience and leadership. GRPBL also gave children the confidence to challenge harmful practices and change gender norms in their communities.

By integrating GRPBL into the classroom and at home, teachers and parents can create more positive and nurturing learning environments. GRPBL approaches can also help teachers instill confidence and inspire children to be leaders in their communities and classrooms.

Right To Play recommends that GRPBL be integrated into policies and programs at the bilateral, national, and district level. This includes commitments to mainstream GRPBL into national level teaching curricula and teacher training, as well as increased support for GRPBL at the community level.

The Government of Canada can be a champion for the use of GRPBL as an effective tool to improve and accelerate learning outcomes and life-skills, including the promotion of gender equality in and through education.

"Teachers have started to give girls the opportunity to be free, speak, and show what they are capable of. All of this made the girls be brave."

– Teacher Champion
GREAT Rwanda

District-level officials emphasized that Right To Play, via the GREAT project, was the only organization to stay in communities to support student learning throughout the COVID-19 pandemic.

– GREAT Final Evaluation Report 2023



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