



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

Impact of the EQIE Project in Ethiopia, Mozambique, and Tanzania

Project Description

The Enhancing Quality and Inclusive Education (EQIE) project, active from 2020–24, improves access to quality, play-based education for children experiencing marginalization, including children with disabilities, in Ethiopia, Lebanon, Mozambique, the Palestinian Territories, and Tanzania.

Girls and children with disabilities are re-enrolling and staying in school thanks to Civil Society Organization partnerships and support from school inclusion committees. Grade 1–4 students are developing their literacy and socio-emotional skills in the classroom and in community reading clubs with help from Right To Play-trained teachers using play-based learning.

By 2023, EQIE had trained **823 teachers** and reached **55,081 children** in Ethiopia, Mozambique, and Tanzania.

Context

Learning quality remains a challenge in Ethiopia, Mozambique, and Tanzania due to poor school infrastructure, limited resources, and a lack of trained teachers. Without core skills in reading and writing, children struggle to remain in school and succeed. Girls and children with disabilities are more likely to drop out of school due to discrimination, a non-accessible learning environment, and the pressures of gender norms.

To close gaps in foundational learning, national governments are focusing on curriculum reform and teacher support. We're responding by integrating play-based learning into curricula and teacher training, making lessons more engaging and inclusive to improve outcomes.

KEY RESULTS

- 1 Students are proficient readers**
Children in partner schools in Tanzania were 2.5 times more likely to be proficient readers compared to children in other schools. In Mozambique, 42% of children qualified as readers, compared to 25% at baseline.
- 2 Students are enhancing their reading comprehension**
48% of students at partner schools in Ethiopia surpassed the national reading benchmark, up from 36% of students at the project's start.
- 3 Play helps close the literacy gender gap**
In Mozambique, girls who initially struggled with low reading scores started to outperform boys, showing that play-based learning fosters an equitable and inclusive environment where girls can thrive.
- 4 Children demonstrate socio-emotional skills**
80% of children in partner schools in Ethiopia exhibited socio-emotional skills like self-awareness and stress management, compared to 58% of children in other schools.
- 5 Teachers are improving their practices**
In Tanzania, 66% of teachers in partner schools are leading high-quality lessons that foster life and literacy skills, compared to 30% of teachers in other schools.

KEY LEARNINGS

- 1** School inclusion committees, which help parents learn about their children's right to an education, played a pivotal role in the increased school enrollment and attendance of out-of-school children with disabilities and girls in Mozambique.
- 2** Students improved their reading skills more when teachers integrated play into an existing traditional literacy curriculum, as seen in Tanzania, rather than starting without one.
- 3** Frequent feedback sessions in which teachers could address challenges and share advice were fundamental to the successful adoption of play-based learning in Tanzania.
- 4** Training Junior Leaders to facilitate reading clubs, where children journaled, sang, played games, and entered peer reading competitions, was an effective way to help children ignite their enthusiasm for reading.
- 5** Higher rates of teacher absenteeism in Ethiopia may have slowed the adoption of play-based learning, leading to modest gains in children's reading skills.



How Peter Went Back to Learning

Peter's family couldn't afford to send him to a school that would accommodate his disability. Stuck at home in rural Tanzania, Peter longed to learn and play. His life changed when a Right To Play-supported school inclusion committee intervened. They helped re-enroll Peter at a local primary school, where teachers had been trained to create an inclusive and engaging learning environment through play.

Initially, Peter struggled with his studies, feeling self-conscious. However, with the encouragement of his teacher, Boke, Peter's skills gradually improved. In a learning environment that helps him thrive, Peter became more comfortable with reading and math. The play-based environment also helped him enhance his motor skills and build friendships.

The Enhancing Quality and Inclusive Education (EQIE) program is possible thanks to the generous support of NORAD.



I enjoy coming to school. My teacher loves me.

– **Peter**
Tanzania

The results of this evaluation mark significant progress given low initial student reading scores, a short project timeframe, teacher and student absenteeism, and education disruptions caused by COVID-19 and climate disasters.

Click here to read the full midline evaluation report for [Ethiopia](#), [Tanzania](#), and [Mozambique](#).