

LET'S TALK PLAY

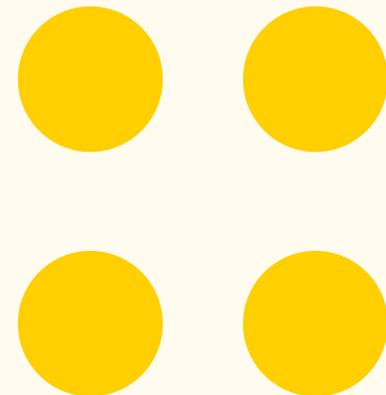
Movement
makers
communication
pack

Introduction

Partners in the Learning through Play (LtP) ecosystem came together in March 2022 to collaborate in building and growing the LtP movement in Rwanda.

Twenty partners joined a co-creation workshop to discuss, brainstorm and align communication efforts.

Building on collective enthusiasm across the partners and a commitment to support Learning through Play in Rwanda, this 'Movement Makers Communication Pack' aims to harness and maintain momentum to create and sustain reach for LtP narratives in Rwanda.



Making the movement

During the workshop partners expressed the need to work more closely together. Partners brainstormed and discussed potential areas of collaboration, including collaborative planning; sharing knowledge and resources to leverage expertise; developing unified messaging for external communication; as well as a willingness to coordinate communication.

Through energetic break-out discussions, insightful group presentations and reflections given in an exit survey, this document brings together the ideas, headlines and proposals for future collaboration.

UNIFIED VOICE

We need to be unified in building a community that will bear the banner of LtP.

The event was really needed and helpful for the better harmonisation of activities

MOVEMENT COORDINATION

It would be great to work together as organisations to reach one goal of empowering Learning through Play activities.

It would be great to have regular planning meetings annually or at the start of the year to avoid duplication of efforts.

RESOURCE SHARING

There is a need to put in place a resource sharing platform.

There is willingness to share resources such as briefs and training materials.

Building a movement

Defining a social movement:

Large-scale, collective human activity aimed at producing specific changes in society.

A movement consists of a series of tiered actions from multiple entry points, consistently, over a period of time, via an ecosystem of actors, building towards a unified vision.

Characteristics of a movement:

1. Shared vision for the future / aspirational world view
2. Intentional action to pursue a goal
3. Self-organization
4. Accelerating towards public consciousness
5. Sustained, long-term engagement

Rwanda LtP movement

Self-organising

During the workshop the partners outlined self-organising actions aimed at creating alignment to help grow the LtP movement in Rwanda.

The actions include - strengthening the Learning through Play ecosystem by bringing together partners; working together; leveraging expertise; sharing knowledge; and making materials widely available - all with the aim of increasing awareness and understanding of Learning through Play.

The primary output of the first workshop is to craft common messaging, give the LtP movement in Rwanda a unified voice to amplify the collective work of the movement and to avoid duplication of effort.

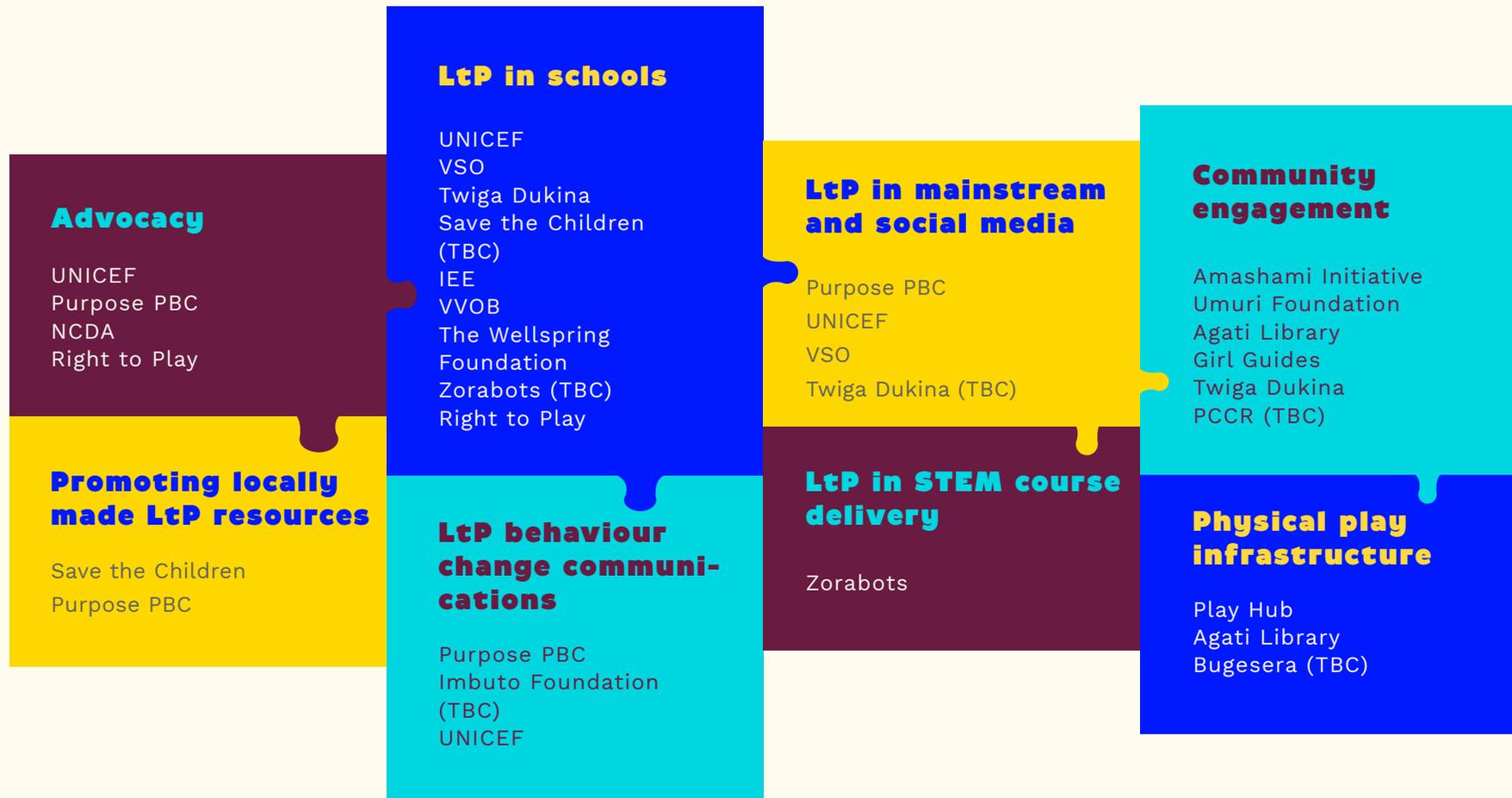
Rwanda LtP movement builders

At-a-glance collective expertise

Through the partners in the movement there is a breadth of expertise and routes to communicate LtP.

Depending on the communications requirement, partners within the movement can combine experience and expertise to collectively leverage activity.

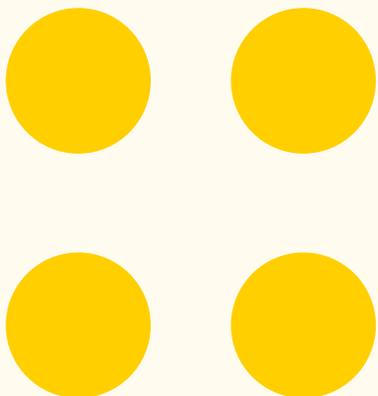
The diagram on this page highlights the areas of activity and the partners that operate in the areas.

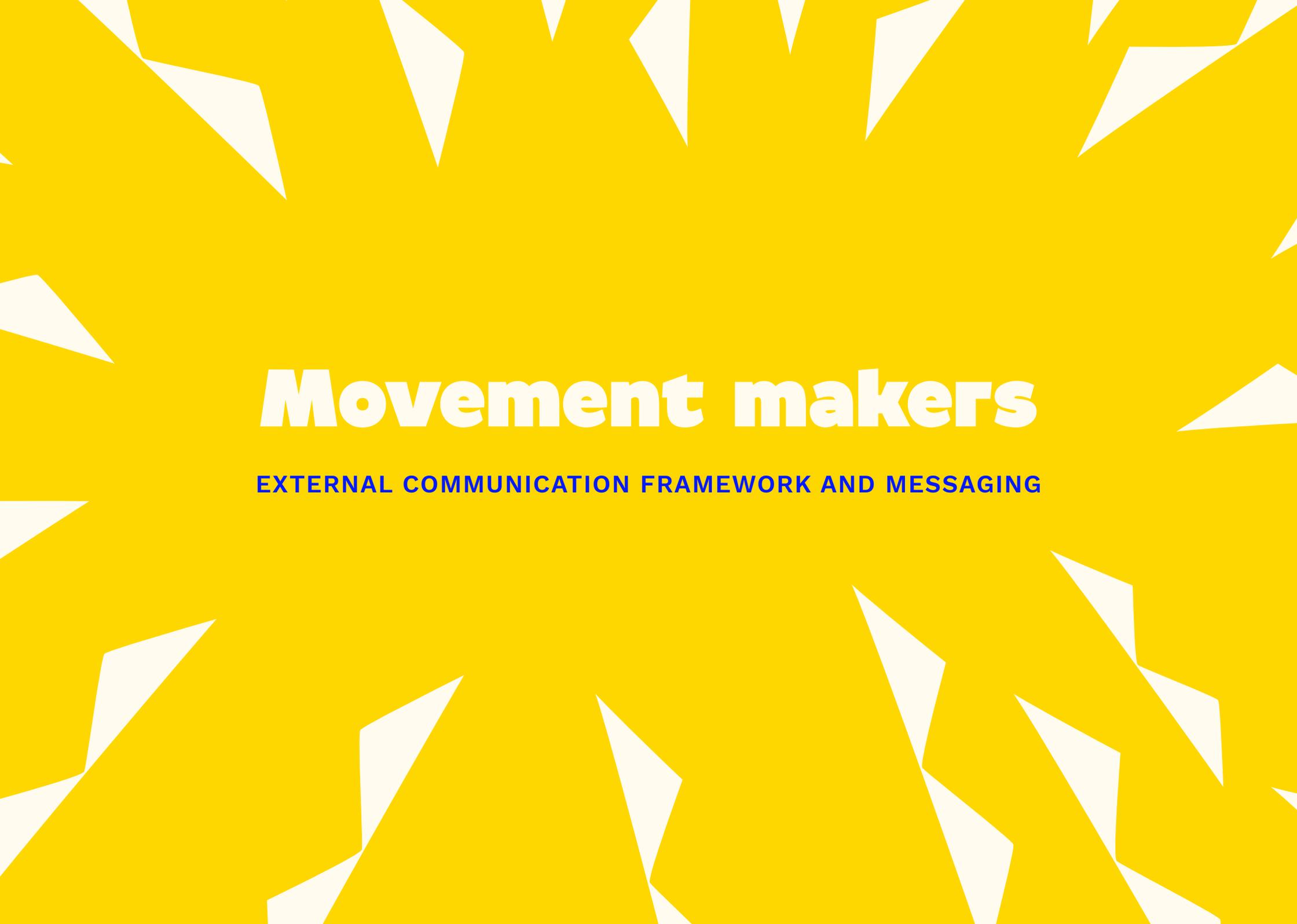


Rwanda LTP movement builders

On page x (appendix one) is a ‘movement builders’ matrix’ that can be used as a resource to help initiate conversations and explore areas for collaboration on planned activities.

The ‘movement builders’ matrix’ lists all partners that have joined the ‘Learning through Play movement’ and that participated in the co-creation workshop. It gives an overview of each partners’ focus, the audience reached through its activity and an outline of planned activity over the next two years.



The background is a vibrant yellow color, decorated with numerous white, sharp, geometric shapes that resemble stylized sun rays or abstract triangles pointing outwards from the center. These shapes are scattered across the entire page, creating a dynamic and energetic visual effect.

Movement makers

EXTERNAL COMMUNICATION FRAMEWORK AND MESSAGING

Rwanda LtP movement

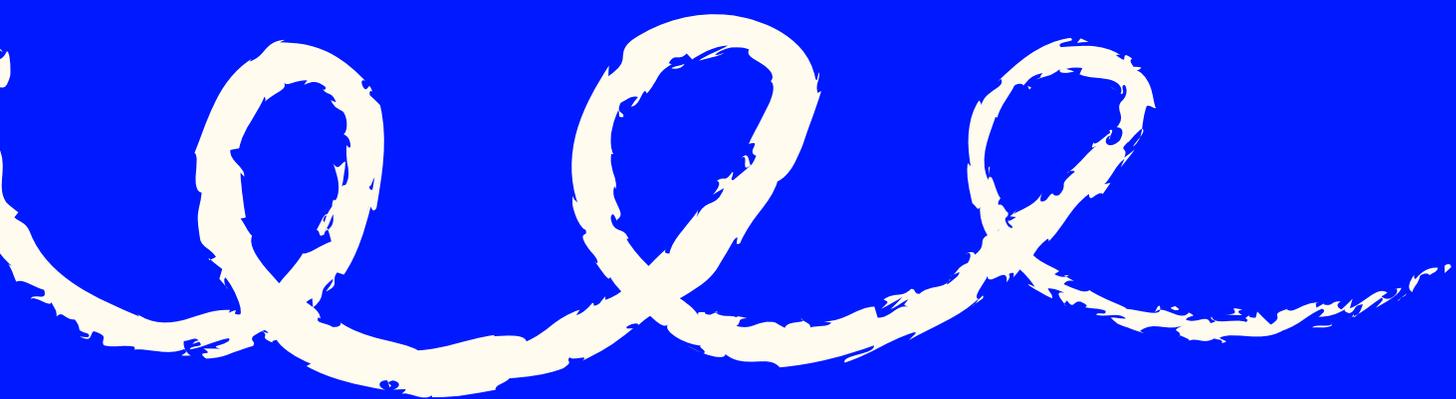
Championing a common goal

“Ensure inclusive and equitable access to quality education and promote lifelong learning opportunities for all. The UN’s Sustainable Development Goal 4

Through a shared mission

The LtP movement in Rwanda recognises that the reality for children differs across time, cultures and context.

Through its mission, movement partners aim to explore ways to re-define play and re-imagine learning for children in Rwanda. It aims to encourage Rwandans to recognise and value play as a cornerstone of children’s development, and to unlock playful experiences to help build a future where LtP empowers children to gain essential skills that will last a lifetime.



**Common objectives
shared by the LTP
movement partners**



Workshop question

What are the common objectives for communicating LtP?

Workshop answers

Movement objectives

- Mainstream messages
- Unified set of messages
- Unified voice

Overarching communication objectives

- Change attitudes to play-based learning.
- Communicate that play is the best way to educate children, and that play is not disruptive.
- Increase understanding about the importance of play for children's learning and development.
- Motivating positive actions for play in households and communities.

Communication ecosystem objectives

- Communication supported by actors

Audience objectives

- Teachers: Integration of LtP as a creative pedagogical approach into existing learner-centred methodologies.
- Teachers: understand how to provide and make materials for play-based learning and demonstrate different methods of use.
- Parents, caregivers and teachers: Create a mindset shift.
- Govt + society (to advocate): Amplify the need to close the gap between policy and practice for play-based learning.
- Parents, caregivers and teachers: Promote the use of locally available materials not only at school but also at home.

Workshop question

Who is the primary target audience?

Workshop answers



In this LtP movement communication pack..

This document brings together the inputs and ideas contributed during the workshop.

It sets out the communication objectives, shares a messaging framework, highlights a shared communication ecosystem and suggests opportunities for collaboration.

First and foremost, the partners agreed that the Rwanda LtP movement should communicate Learning through Play with a unified voice, aligning with a unified set of messages for its range of audiences.



THE COMMUNICATION OBJECTIVES

1

Increase knowledge and understanding of the importance of play for children's learning and development.

2

Change attitudes to play-based learning, tackling the beliefs that play-based learning is just about making school fun rather than furthering a child's education, and that play and learning are not connected.

COMMUNICATION IDEAS ALSO HIGHLIGHTED DURING WORKSHOP OBJECTIVES SESSION

- 1 Mobilise parents and communities on the importance of LtP – ENGAGEMENT CAMPAIGN
Awareness raising targeting parents, teachers and community members – AWARENESS CAMPAIGN
Create a cohort of influencers – INFLUENCER CAMPAIGN*

- 2 Capacity building – FACE TO FACE ACTIVATIONS
Conduct practical session with parents and children – FACE TO FACE ACTIVATIONS

COALITION COMMS: ROADMAP SUGGESTIONS

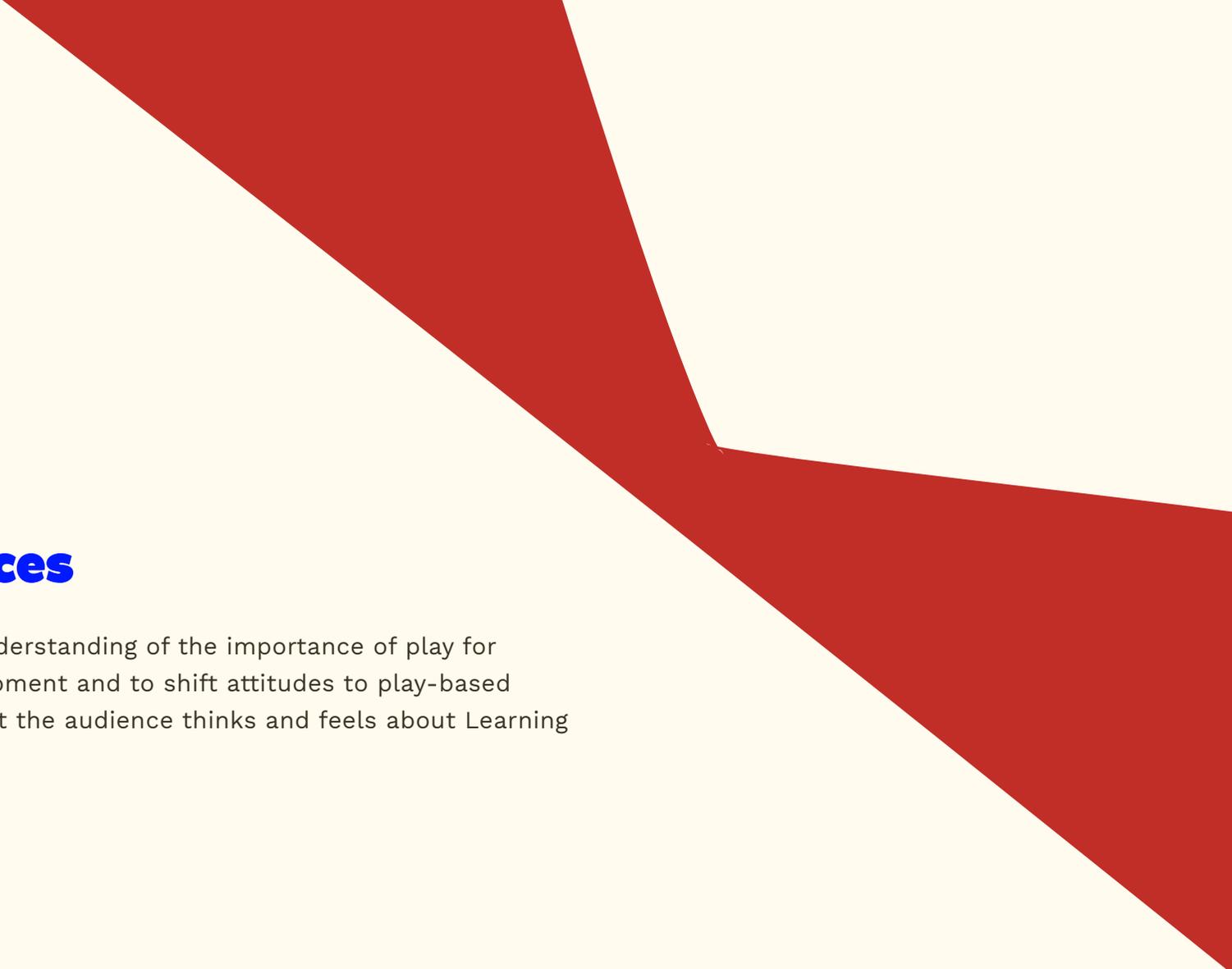
- 1 At the next coalition communications workshop: coalition to agree on one of the campaign suggestions and workshop a coalition joint campaign for activation in year 2.

- 2 Coalition partners to connect with partner organisations for opportunity to leverage existing activity

* Connect with Kina Rwanda for existing influencer cohort

Movement communication Principles

1. Playful delivery, serious message
2. Every message backed up by proof points, reasons to believe or evidence
3. Rooted in Rwanda - voices, visuals, examples, experiences
4. Don't go it alone: coordinate and work together, to optimise reach, deepen engagement and support objectives

A large, abstract red graphic consisting of several overlapping geometric shapes, primarily triangles and quadrilaterals, that create a sense of depth and movement. It starts from the top left and extends towards the bottom right, with some shapes appearing to recede into the background.

Target audiences

To increase knowledge and understanding of the importance of play for children's learning and development and to shift attitudes to play-based learning we need to know what the audience thinks and feels about Learning through Play at the moment.

Parents and caregivers

Current knowledge and understanding

- P&Cs do not recognise the benefits that play can have on a child's learning and development.
- P&Cs do not link play to learning.
- P&Cs have a narrow view of play and associate play with sport, rather than the range of playful experiences.

Current attitudes

- P&Cs do not value play, seeing it as a waste of time that should be spent on chores or schoolwork.
- P&Cs believe that learning at school should be through a structured learning environment, learning by rote rather than participatory or play-based learning (which looks like fun, rather academic studies).

Young mum, semi-urban

Bio

Angelique is a 23 year old, single mother. She had her daughter when she was 17 and dropped out of school to raise her. She cultivates vegetables which she sells on the market over the weekend to help raise her and her daughter.

Attitude to play

Angelique sees play as separate to learning. She sees play as having fun, and would like to play with her daughter if she had the time and materials. Furthermore, she does not think there are safe places for her daughter to play.

Frustrations

Angelique does not have time to play with her daughter, or the money to buy play materials. She also gets frustrated when she sees teachers at school encouraging her daughter to play when she believes it should be structured teaching.

While she does want to have more playful experiences with her daughter, she does not want to be thought of as spoiling her because she plays with her.

Expectations and aspirations

Angelique sees play as separate to learning. She sees play as having fun, and would like to play with her daughter if she had the time and materials. Furthermore, she does not think there are safe places for her daughter to play.

Media

Radio, social media (Facebook, Whatsapp and Youtube)

Influencers and information

Where she gets information about learning and education?

From local leaders, other parents, radio talk shows and dramas

Father, rural

Bio

Clarence is 28 years old and a farmer in the northern province. He is the father of Pacific, who is 9, and Hope, who is 7.

Attitude to play

Clarence rarely encourages play and mainly actively discourages it, viewing it as a waste of time that takes his children away from 'more important' activities such as homework and chores.

Each Sunday, in the late afternoon after family commitments and chores, his son plays football with other boys in the village. It's the only play he allows, as he knows it's good for his son's physical development which is important for being a farmer. He does not allow Hope to play.

Frustrations

In the same way that he was brought up, Clarence is strict with children. And while he believes discipline is important, sometimes he feels he's not very close to his children and he would like to be, for example, he'd like to know their aspirations.

Expectations and aspirations

Clarence expects his children, particularly his daughter, to contribute to chores rather than spend time playing. For schooling, he expects his role to be providing fees, food and getting them to school on time.

Media

Radio

Influencers and information

Why do they get information about learning and education?

Other parents, local leaders and teachers

Educators

Current knowledge and understanding

- Understand the importance of play to children's learning and development.
- However, think of play-based learning as structured and in the classroom, rather than 'free play' (where children play on their own). Do not see recess or playing outside as a learning environment so don't allocate time to it.
- Don't have deep knowledge of, or experience in, teaching play-based learning (due to lack of training).
- Think play-based learning requires expensive tools, materials and resources.

Current attitudes

- Believe teacher-centred pedagogies, rather than learner-centred teaching, is the way to teach.
- Believe that P&Cs will criticise their teaching if they bring LtP approaches in the classroom of their child, and in some cases the P&Cs will then refuse to pay the teaching fees.

Teacher, public school

Bio

Florence is 44 years old. He is a teacher in a public school in Butare. He's been teaching since he was 22.

Attitude to play

Florence has been told that play is good for children and learning, however he is used to a traditional teaching approach where children sit, listen and learn by rote. From teachers that have had LtP capacity strengthening, he has been told that when they have brought LtP into the classroom the teachers have been criticised by parents for not teaching and some have even stopped paying.

Frustrations

Feeling a little pressured by the change in teaching – the move from a knowledge to competency-based curriculum – while he is keen to teach this way, he is conscious of a need for training on LtP, and also the need for facilities and materials.

In reality, feels that playful learning can be an afterthought for schools and education approaches at the moment, and it's another thing for teachers to learn before introducing to the classroom.

Expectations and aspirations

Expectation that he will have further training and resources on learner-centred teaching practices, to align with a national policy for CBC.

He is conscious this will increase the workload.

Media

Radio

Influencers and information

Where do they get information about teaching practice?

REB, CSOs, media

COMMUNICATION CHALLENGES

During the workshop and through further feedback, partners have shared some of the communication challenges faced by the Rwanda LtP movement.

Communicating about LtP

- Messages about play come from many actors and are not always aligned.
- Messages sometimes contradict each other.
- There is a challenge to enable communication channels that reach rural, unconnected communities that are not connected to social/digital media.

Knowledge and attitudes towards LtP from parents and caregivers

- Parents and the community don't understand the importance of LtP.
- Parents understand play but not as part of structured learning.
- Traditional attitudes towards play.
 - Play is not linked to learning; play is just for fun and a waste of time; to play with a child is 'spoiling them'
- Traditional attitudes towards education.
 - Teacher-led rather learner-led; learning by rote.

The education environment

- Playful activities in the classroom are still mostly structured play and teacher-led, rather than free play where the child is able to deploy and develop their own agency.
- How to communicate that structured play in a school setting is not just about making school fun, and that it is about being the best way for children to learn.
- Challenge in the desire for learning to always be academic and not about building competencies or school readiness.
 - Parents first and foremost want to see pre-schoolers reading, writing and counting well

Workshop messaging session

During the workshop, all partners shared the LtP messages that are being communicated to the target audiences.

Play is linked play to sport and to reading,

Play improves focus and concentration,

Children learn through play ,

LtP is fun and effective,

Quality education through play,

Play is an effective way to teach ,

Play is the only way to learn ,

Play as a pedagogy,

Teaching through play helps learners understand lessons more,

Engaged learning Competency based curriculum (CBC),

Play is a learner centered pedagogy to implement CBC, joyful, socially, interactive, meaningful & iterative skills.

Playing is life. Playing should be fun, parents are the first teachers.

It's children's responsibility to play everyday,

Play is easy, it provides knowledge and it doesn't require a lot of time.

Play builds intrinsic motivation,

Sports & play can help you to grow & learn easily ,

Sports & play will help our children to build character to be creative and confident,

Caregivers should play with children,

Everyone can provide learning opportunities by allowing them to play,

Play is the foundation for learning,

The way to discovery is through play.

Message

So there is consistent, unified LtP messaging shared across audiences, the partners homed in on the key messages that it aims to deliver.

Play and learning

Play is learning – everyone has a role to play
While children are playing they are also learning
Play is a way of teaching

Play and bonding

Playing promotes family life / harmony and bonding
Play creates and builds relationships

Play spaces

Play and LtP can take place anywhere, at home and at school or even on the way to fetch water. Where play is happening, learning is too

Play and childhood development

Play enables a child to develop and grow
Playing is key for holistic development of a child (parents and all).

Play and practicalities

Play is not expensive (parents and teachers)

Developing the LtP movement messaging framework

To develop a range of messages that will deliver consistency to the key audiences, with a unified voice across the Rwanda LtP movement partners, these messages have combined the audiences' current level of knowledge and understanding and current attitudes towards play and Learning through Play.

So the messages engage, increase knowledge, understanding and shift attitudes of the audiences, a framework has been used to craft messages that identify some desired emotions and outcomes of communications activity.

We want parents and caregivers to

Know: that play supports their child's development - cognitively, emotionally as well as physically. And that play can take place anywhere, anytime and that it does not need lots of time or costly equipment

Think: that when their children play - with them, their friends, on their own, and at home, outside or at school - their children will be gaining holistic skills

Feel: that play is not wasted time, and that play enhances learning

Do: Allow (at home and in school), enable and join their children in following playful experiences

We want educators to

Know: they play have a critical role in delivering playful learning as part of the participatory learning pedagogy, as set out in policy with the Competency Based Curriculum (CBC)

Think: that playful learning will support their pupils' academic and holistic development – preparing them for a 21st world and supporting the growth of Rwanda

Feel: that with a LtP approach in the classroom they are contributing to each child's development and ultimately each child's role in the community

Do: Facilitate structured play in the classroom and encourage free play both in the classroom and outside

We want the community to

Know: that play is more than sport/physical play, and it includes role play, drama, imaginary play, creative play, games, e.g., Sake, and much more

Think: that while children play, they are learning

Feel: That through play, children are developing as engaged and significant members their community

Do: Support playful experiences, spaces, moments and LtP pedagogical approaches

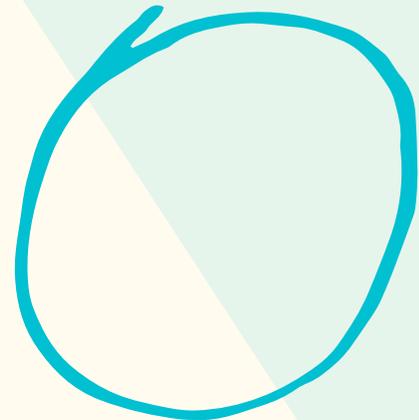
We want policy makers to

Know: that the roll out of LtP as a pedagogical approach must be accelerated to support the change from knowledge-based to competency-based learning

Think: that there is growing demand for LtP from educators, P&Gs and the community

Feel: It is their role support the policy and help reduce the policy to practice gap

Do: Commit resources to LtP



Rwanda movement, message house

The message house gives an overarching key message as an umbrella for all communication messaging. Cascading from this message are three key messages per audience. Each message also has an audience and message-specific proof point and reason to believe.

Key message:

PLAY IS THE FOUNDATION TO LIFE-LONG LEARNING AND SUPPORTS THE CHILDREN OF RWANDA FOR A SUCCESSFUL

P&CS

MESSAGE: When your child plays, they are learning 21st century skills that will set them up for a successful future.

RTB: Play unlocks flexible and holistic skills. Cognitive skills – critical thinking, problem solving, academic skills; social skills – communication, social interactions; emotional skills that support mental well-being and help deal with the unknown: physical skills including fine motor skills; and creative skills.

MESSAGE: Playing with children enhances bonding between children and P&Cs and sets children up for lifelong learning.

RTB: Experience in a child's early years – including the bonds formed with P&Cs, and the way they play and learn – builds children's brains, creates social bonds, shapes personalities and in turn, shapes the lives they'll grow up to live.

MESSAGE: The options for playful experiences are huge! And remember, playful experiences go beyond sport.

RTB: Play and playful experiences include a range of activities like, pretend play, physical play, creative play, social play and physical play. Think of activities like art/drawing, make-believe, group games, saye, storytelling, ikibariko .

CTA: Seek moments to play with your child, and share your playful experiences with other P&Cs

COMMUNITY

MESSAGE: Play is a child's natural way of learning. While play is fun, through play children also experience a creative and engaged way of learning that supports early childhood development.

RTB: For children, play is a natural instinct and a key mechanism through which they encounter and explore their immediate physical and social environments. Growing evidence shows that play supports children's brain development.

MESSAGE: Play is however and wherever a child's imagination takes them!

RTB: Playful experiences happen in all kinds of situations and places – at school, or at home, and with friends, family or even as part of chores. LtP is characterised by joyful, meaningful, actively engaging, iterative and socially interactive experiences.

MESSAGE: There is a growing movement to support child development through play. The movement includes P&Cs, educators, policy makers and CSOs, all with the aim to unlock playful experiences for children for the future success of them and the positive contribution to their communities.

RTB: Policy support (CBC), govt support (ME, RMC), CSOs and P&Cs (e.g. Ange Kagame, Aissa Cyiza, Luckman Nzeyimana, Egidie Bibio)

CTA: Support teachers in LtP at school and encourage children's play in and out of school.

EDUCATORS

MESSAGE: LtP improves learning outcomes and develops skills that prepares school-leavers for a changing modern world and job-related demands.

RTB: Evidence shows the benefits of LtP pedagogies to the Rwandan education system and child development goals.

MESSAGE: Play is part of an active learning pedagogy. LtP is part of the competency based curriculum (CBC), providing an engaging and a positive learning environment.

RTB: Introduced in 2015, CBC is a competency-based rather than knowledge-centred approach to education. Learner-centred rather than teacher-centred. CBC aims to develop childhood skills including creativity, problem-solving and life-long learning.

MESSAGE: LtP is not costly and does not require tools or materials. There are cost effective and efficient approaches that include structured and 'free play', both inside and outside the classroom.

RTB: LtP can be achieved with locally available materials and effective use of indoor and outdoor spaces.

CTA: Integrate play-based learning as part of active learning in classrooms through structured AND free play.

POLICY MAKERS

MESSAGE: When your child plays, they are learning 21st century skills that will set them up for a successful future.

RTB: Play unlocks flexible and holistic skills. Cognitive skills – critical thinking, problem solving, academic skills; social skills – communication, social interactions; emotional skills that support mental well-being and help deal with the unknown: physical skills including fine motor skills; and creative skills.

MESSAGE: Playing with children enhances bonding between children and P&Cs and sets children up for lifelong learning.

RTB: Experience in a child's early years – including the bonds formed with P&Cs, and the way they play and learn – builds children's brains, creates social bonds, shapes personalities and in turn, shapes the lives they'll grow up to live.

MESSAGE: The options for playful experiences are huge! And remember, playful experiences go beyond sport.

RTB: Play and playful experiences include a range of activities like, pretend play, physical play, creative play, social play and physical play. Think of activities like art/drawing, make-believe, group games, saye, storytelling, ikibariko .

CTA: Seek moments to play with your child, and share your playful experiences with other P&Cs

[Please note: Permissions for names of P&Cs will be checked]

Sources:

The neuroscience of learning through play -

<https://learningthroughplay.com/explore-the-research/the-neuroscience-of-learning-through-play>

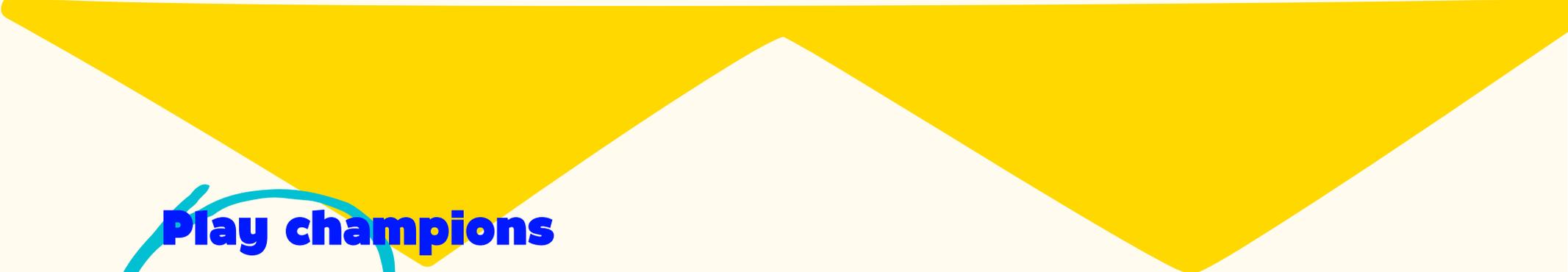
Educators, message 1: evidence to be provided by VSO

5 characteristics of playful experience: Evidence: Research shows that people learn best from experiences that are joyful, meaningful, actively engaging, iterative and socially interactive. Children won't always experience all of those characteristics at the same time. That is another reason children need lots of different kinds of play. Each strand helps them weave a strong and flexible tapestry of skills to use throughout their lives.

Community contribution: From the very early years throughout adolescence, play nurtures and develops a breadth of skills that enable child to be powerful agents of their lives and positive contribute to our communities

VVOB: message house

VSO; message house

A large yellow decorative shape, resembling a downward-pointing arrow or a stylized 'V', is positioned at the top of the page. It has a white outline and a solid yellow fill.

Play champions

With the aim to create a 'Play movement' within Rwanda that will help increase knowledge and understanding of LtP in Rwanda, and change attitudes to play and play-based learning, through existing interventions and programming, partners have recruited 'play champions' to influence and advocate on the role that LtP plays in children's development.

Within the movement is network of 'play champions' that includes

- P&C social media influencers – Kina Rwanda
- TTC Tutors – VVOB, VSO
- School leadership – VSO, VVOB, IEE
- NCDA – insert org - Kina Rwanda
- Children – Play Hub, Save the Children, Kina Rwanda,
- Agati Library, Imbuto Foundation
- LtP trained media – Kina Rwanda
- RMC – Kina Rwanda

Through the voices of relevant 'play champions' and through their personal stories of LtP, playful learning experience and examples of the benefit they have experienced, the movement is able to deploy 3rd party voices, for each audience and channel, that can endorse or advocate for LtP.

Recruited via a range of movement partners, all partners are encouraged to collaborate and coordinate in providing 'Play champions' for movement LtP communication activities, for example media interviews, speaker sessions, community events, and quotes for communication materials.

Delivering LtP messages

Through current and planned communication activities, LtP movement partners will work through a range of messengers, communication channels and tactics to deliver LtP messages. (note, some messengers are also target audiences.)

In planning communication activities, partners are encouraged to define the potential role that the channel or tactic will play in delivering against the communication objectives.

The following framework includes channels, tactics and messenger – while it is not an exhaustive list of potential activities, it provides a framework for reference.



Face to face

For example, community meetings, parent workshops, teacher training, events, home visits, technical working groups

Opportunity: Face to face communications enables engaged message delivery through two-way engagement and an opportunity for endorsement from 'play champions', e.g., ambassadors or influencers.

Role: expertise and information sharing; awareness and understanding; capacity strengthening. Example activities:

- Training with educators / teacher training - information, knowledge and motivation
- Community meetings - information to increase awareness and understanding in the community
- Communicate value of LtP to P&Cs via parent meetings or workshops - information, knowledge and motivation
- Events for awareness and understanding (range of audiences) - information and knowledge

Editorial / earned media

For example, radio, print, TV, online media

Opportunity: broad or targeted audience reach to deliver LtP messages, endorsed through editorial coverage.

Role: awareness-raising, thought leadership, LtP successes and storytelling.

Example activities:

Opinion and thought leadership in LtP and play-based learning

- News from Rwanda LtP movement partners
- Showcase growth of LtP movement
- Share Rwanda successes and stories of LtP

Movement-led media and programming

For example, radio dramas (e.g., Urunana and Itetero - TBC), community theatre

Opportunity: long or short running programming that supports LtP movement through culture-led programming or entertainment.

Role: sustained messaging to address knowledge, attitudes, behaviours and norms. [TBC with partner organisations].

- Partner SBCC

Owned media

for example, books, booklets, websites, training materials

Opportunity: shared and combined resource development - e.g., awareness brochures or training resources - developed for shared target audiences.

Role: communicate information about LtP, the LtP movement and reasons to believe (RTBs)

- Awareness-raising materials - information and knowledge
- Training resources - capacity strengthening

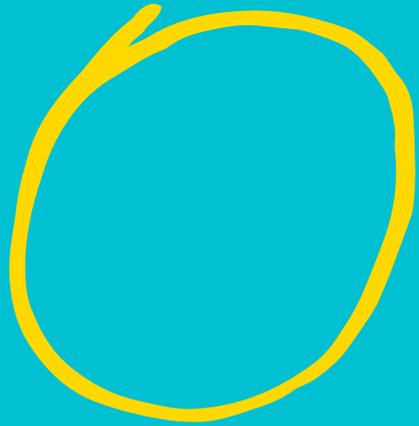
Social media

for example Twitter, Instagram, Facebook

Opportunity: Participation in social spaces that the audience already inhabits.

Role: Engaging in conversation and sharing informational messages through easily-digestible social content. Examples include:

Programme or organisations' Twitter, Instagram, Facebook



Suggested communication quick wins

- Repost, retweet share LtP Movement partner communications across social channels.
- Partner and coordinate with other LtP movement partner organisations for communication activity. Refer to Movement Makers Matrix.
- Share all LtP movement partners hashtags, such as #KinaRwanda #KinaWiga #TwigaDukina

COMMUNICATION ROADMAP

PHASE ONE

Organise and establish ways of working

Unify messaging
Establish collaborations

Suggestion: Joint campaign planning
2nd half of phase one

PHASE TWO

Refine messaging
Embed collaborations
LtP Movement impact film of partners, for stakeholders

Suggestion: Activate joint campaign

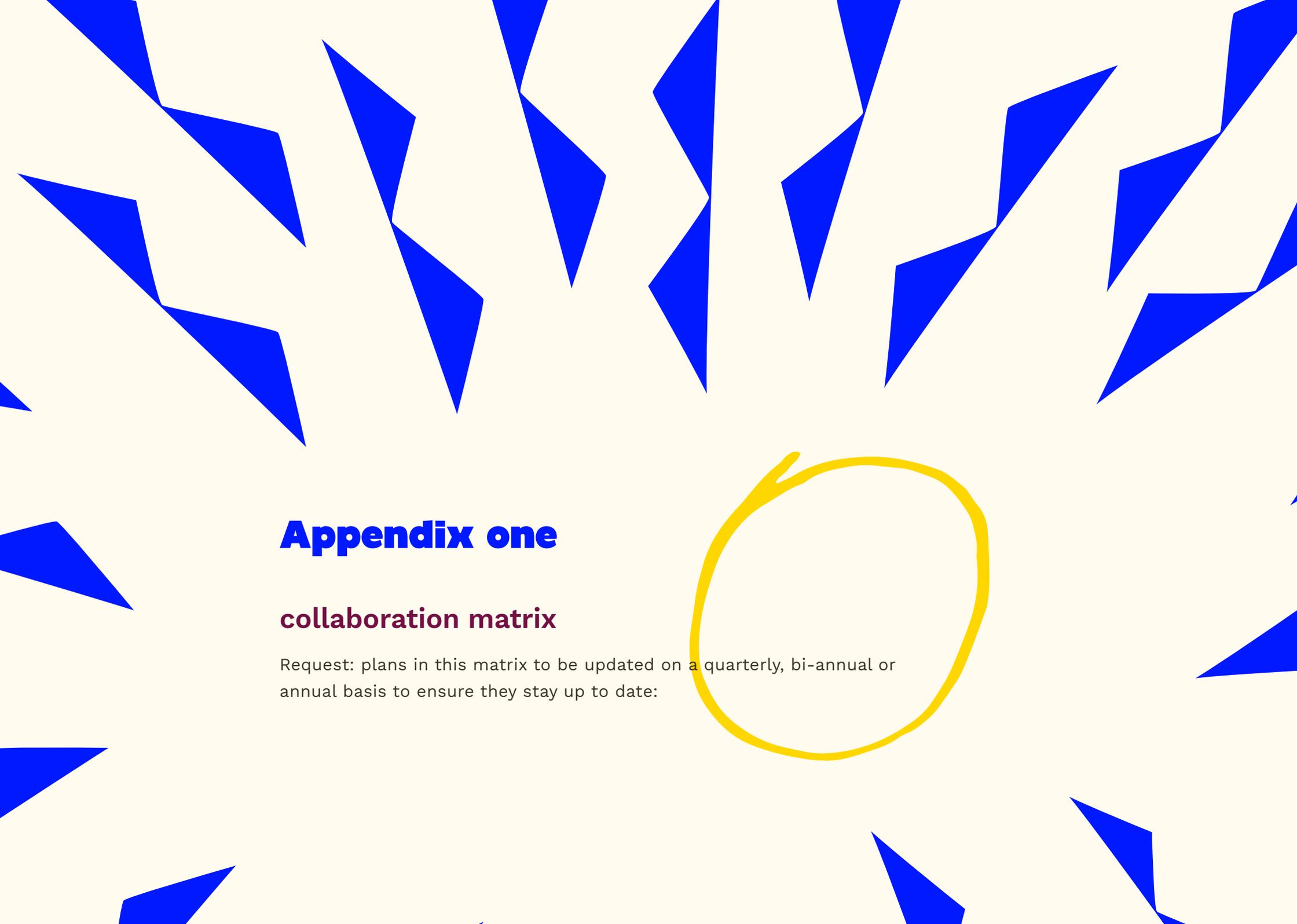
2nd half of phase two

PHASE THREE

Organise and establish ways of working

Unify messaging
Establish collaborations

Suggestion: Joint campaign planning
2nd half of phase one

The background features a white field with scattered blue triangles of various sizes and orientations. A prominent yellow circle is drawn on the right side of the page, partially overlapping the text area.

Appendix one

collaboration matrix

Request: plans in this matrix to be updated on a quarterly, bi-annual or annual basis to ensure they stay up to date:

Agati Library

What? (what each organisation does as part of LtP movement)

Community engagement and hosting play days at their physical space.

Who? (target audiences)

Children
Parents and caregivers

How? (future partner activity)

Community engagement and hosting play days at their physical space.

Amashami Initiative

Potential to engage refugee children and caregivers in LtP activities on the ground.

Refugee families and children

Explore how LtP can be applied to help refugee children learn the most at a young age (?)

Girl Guides Association

What? (what each organisation does as part of LtP movement)

Envision a world in which all children everywhere receive a quality education; where every teacher has access to ongoing professional development, good working conditions and decent living standards; and where international collaboration is based on an appreciation of interdependence, equity and mutual respect.

Who? (target audiences)

Schools

How? (future partner activity)

Continuing to promote and share our eLearning course on play, leading ECWG working group at RENCP



What? (what each organisation does as part of LtP movement)

IEE Rwanda builds alliances with communities, helping to sustain triumphs of the times while designing and delivering innovative programs to address inevitable challenges in education to ensure quality provision and wellbeing of school children

Who? (target audiences)

Sector and school-based mentors
Teachers

How? (future partner activity)

Integrate LtP among different stakeholders especially teachers and schools leaders in public and government aided schools both in-service & pre-service

**Imbuto
Foundation**

Improving children's reading + a better home literacy environment

Parents and caregivers
Schools (TBC)

Improving home literacy environment + training

Parenting Child Care Rwanda (PCCR)

What? (what each organisation does as part of LtP movement)

Parenting Child Care Rwanda (PCCR) is mandated to advance child rights and well-being by providing sustainable and innovative solutions in partnership with other stakeholders to help children unlock their full potential.

Who? (target audiences)

Parents and caregivers
Community at large

How? (future partner activity)

TBC

Play Hub Rwanda

Putting in place community play spaces.

Children
Parents and caregivers

Building at least 4 public playgrounds

Purpose PBC

What? (what each organisation does as part of LtP movement)

Media and influencer engagement + supporting community play spaces + play the role of the LtP movement coordinator.

The Kina Rwanda project

Who? (target audiences)

Parents and caregivers

How? (future partner activity)

Play Caravan,
Kids Corners,
PlayBook

Right to Play

Capacity building of the education sector stakeholders.

Teachers
Govt (Decision makers)

Capacity building of teachers on Learning through Play with Technology, Engagement of MINEDUC, REB and NESAC on integration of LtP into the Curriculum.

Save the Children

What? (what each organisation does as part of LtP movement)

Promoting a bright future for children.

Promoting LtP in school and in families .

Who? (target audiences)

Schools
Parents and caregivers

How? (future partner activity)

Promoting LtP in schools and families using locally made props, and getting funding to continue building from achievements.

Teach Rwanda

Enrich children's lives by establishing world-class early childhood and primary teacher education in Rwanda.

Parents and caregivers
Schools

In-person and on-line play-based learning workshops for preschool and primary teachers in partner schools, classroom mentoring in partner schools to implement evidence-based practices, expand Future Hopes STELA LEGO Robotics team, conduct CPD for teachers at Bright School, produce family weekly activity guides to support learning through free play at home, Bright School campus expansion including more classrooms and kitchen/bakery to serve meals, expand Bright school outdoor learning areas, TR leadership transition.

The Wellspring Foundation

What? (what each organisation does as part of LtP movement)

The Wellspring Foundation
Working directly with teachers to build their capacity on LtP approaches in the classroom.

How? (future partner activity)

Organise the workshops and follow up all activities related to Gender Responsive and Formative Assessment module, ABCD program, family and school partnership, etc.

Who? (target audiences)

Schools
Parents and caregivers

Twiga Dukina

Rural community engagement + they have published a book on LtP

Teachers
Parents and caregivers

ECE teachers coaching and training
Sports and Games activities in the community
Parents and child playgroup
Reading and play club

Umuri Foun- dation

What? (what each organisation does as part of LtP movement)

Potential to engage vulnerable children and caregivers in LtP activities on the ground.

Who? (target audiences)

Children
Parents and caregivers

How? (future partner activity)

Improving reading awareness of children

UNICEF

Promoting the rights of children in Rwanda

Policy-level advocacy + training teachers + national reach through their partners

Govt (Decision makers)
Education sector (schools, and teachers)

LtP programme and communications activities

VSO

What? (what each organisation does as part of LtP movement)

Training teachers +promoting LtP in ECE schools

Twigire mu mikino

Who? (target audiences)

Education sector (schools and teachers)

How? (future partner activity)

Building capacity of ECE teachers through digital content on an App, Communities of Practice (CoPs), school level mentoring and learning visits

Engaging HTs and School Based Mentors to support ECE teachers

Exploring opportunities to engage parents through School General Assemblies, working with CHWs and IZU, community theatre, radio and TV talk shows/broadcasts

VVOB

Strengthening education system capacities to teachers and school leaders to create the best conditions for Learning through Play.

Parents and caregivers
Schools (TBC)

Improving home literacy environment + training

Zorabots

What? (what each organisation does as part of LtP movement)

Potential to incorporate playful learning approaches into how STEM courses are delivered in bootcamps and in the classroom.

Who? (target audiences)

Children/students
Schools

Parents and caregivers

How? (future partner activity)

Explore partnerships to incorporate playful approaches in how STEM courses are delivered in the classroom.

Appendix 2: resources

- + What is Learning through Play - [HANDBOOK LINK](#)
- + 5 holistic skills and characteristics of Learning through Play - [HANDBOOK LINK](#)
- + Example content for communication
 - + [Quotes](#)
- + [Audio -mini drama](#), [TV -itetero](#) & [ishya](#), social media
- + Influencer content (Kina Rwanda and Ange Kagame), Artworks, & [Tool kit boards](#)
- + List of trained media and influencers
- + How to access the resources (Terms and conditions)

Social media channels to follow



Twitter:

@KinaRwanda @unicefrw @VSO_Rwanda @iee_rw @zorabots

@Amashamil @AgatiRwanda @TwigaDukina @VVOBrwanda

@UmuriFoundation @wellspringfdn @TEACHRwanda

@APIE_Rwanda @SCIRwanda @TPlayhub @Righttoplayrw

@Imbuto @Rwanda_Child @ChildPccr @guidesrwanda

@FXBRwanda

MURAKÖZE