



RIGHT TO PLAY
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Learning Study Summary for Move to Improve (M2I)

Programme Description

M2I was designed by Right To Play in partnership with the University of Saint Joseph in Lebanon as a psychomotor and psychosocial support intervention envisaged to contribute to the holistic development and wellbeing of children experiencing adversity. The pilot included training of 19 Adult Facilitators and 10 one hour sessions with 430 children.

The pilot was implemented in eight community centres across six disadvantaged areas of Beirut, Lebanon, that are affected by the economic crisis and share common characteristics including high levels of poverty, limited access to formal school, and community violence. The communities also include significant refugee populations displaced from Syria and Palestine.

The Building Back Better Project

M2I was developed as part of Building Back Better, an initiative that sought to pilot a series of new, play-based interventions in Ethiopia, Lebanon, Pakistan, Sierra Leone, Tanzania, and Uganda from 2022-2023. It was made possible with the support of the LEGO Foundation.

KEY FINDINGS:

- 1 M2I is relevant and appropriate to needs of participating children, however, the study found that the aspects of the intervention could be further adapted to the context and indicated that simpler game options and language could improve the programme model.
- 2 Children enjoyed participating in M2I (96%) and found the activities interesting (92%), while Adult Facilitators reported that children were actively engaged in the sessions.
- 3 Children were less engaged in more reflective activities that did not include physical movement, including specific activities designed to focus on emotional regulation such as breathing or sitting exercises. Also, some children struggled to express their feelings.
- 4 Adult Facilitators reported an increase in their knowledge, skills, confidence, and preparedness to deliver psychomotor activities as well as understanding how M2I could contribute to children's well-being.
- 5 The study found anecdotal evidence of children improving confidence, self-esteem, communication, and emotional regulation skills through participating in M2I.
- 6 The study found positive early signs of M2I contributing to children being able to identify positive and negative emotions, and in using play as a positive coping mechanism for managing their emotions.

**"Children were emptying
the negative energy they
have in those sessions"**

– Adult Facilitator, M2I



Reach

430 Child Participants
19 adult facilitators

KEY LEARNINGS:

- 1 The M2I resource requires contextualisation to ensure it is appropriate to a specific context and the language requires simplification to ensure that coaches/facilitators are able to implement the sessions accurately and easily engage with children.
- 2 Children who have experienced greater adversity, are out of school, or are exposed to high levels of violence, presented more psychosocial issues and found it more difficult to understand and engage with the M2I activities. If projects are targeting children with specific or additional needs, Right To Play should explore how to adjust M2I to better support them.
- 3 The pilot indicated that more structured and focused, non-specialised PSS interventions, may require teams to be supported through more intensive training and ongoing support to facilitators in order to equip them to effectively deliver M2I and similar interventions.
- 4 M2I currently focuses on motor and cognitive skills rather than emotional domains of psychomotricity. In order to contribute to improved psychosocial wellbeing or resilience, M2I may need to be adapted or delivered as part of a wider programme that includes focused, non-specialised PSS and adopts a socio-ecological approach by engaging parents/caregivers.

RECOMMENDATIONS:

The pilot indicates that M2I has potential to be a relevant, appropriate, and effective intervention to contribute to socio-emotional skills and children's psychosocial wellbeing when implemented as part of a wider programme. However, there are a number of key next steps that are important in improving the intervention.

- 1 Review and adapt M2I resource to simplify language and guidance to improve understanding of psychomotricity and M2I activities.
- 2 Develop guidance note for Right To Play country offices to contextualise the M2I activities to ensure the intervention is responsive to the needs of participating children in a specific context.
- 3 Review the M2I intervention and develop a full theory of change and measurement framework that details causal pathways for how play-based psychomotricity activities can be leveraged to contribute to the development of socio-emotional skills, psychosocial wellbeing, and resilience.
- 4 Manage another pilot of the revised M2I intervention integrated within a wider PSS programme and invest in further research/evaluation to generate evidence on the effectiveness and impact of the intervention.

"The way the information was delivered was excellent and engaging...The relationship was informal and we were all happy and enjoyed the training"

– Adult Facilitator, M2I

The LEGO Foundation