

Enhancing Quality Education through the Power of Play Program (PAQE/TAALOM) Midline Evaluation

Global Evaluation 2019



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.



FORCIER



Executive Summary

Right To Play (RTP) is a global organization that is committed to improving the lives of children and youth who are affected by conflict, disease and poverty. Established in 2000, RTP has pioneered a unique play-based approach to learning and development which focuses on quality education, life skills, health, gender equality, child protection and building peaceful communities. With programming in 15 countries, RTP transforms the lives of more than one million children each week, both inside and outside of the classroom. In addition to their work with children, RTP advocates with parents, local communities, and governments to advance the fundamental rights of all children.

In order to measure progress towards outcomes included in the global and country results frameworks, RTP commissioned Forcier Consulting to conduct a midline evaluation of the *Enhancing Quality Education through the Power of Play Program*. Funded by the Norwegian Agency for Development Cooperation (NORAD), the program has been implemented since 2016 in Jordan, Lebanon, Palestine (where it is known as TAALOM) and Mozambique, Tanzania, and Ethiopia (where it is known as PAQE).

This global report provides a summary of the findings from each country within an overview of the project's global framework.

Figure 1: Quantitative Interview Distribution per country (n=2,794)

Country	Children	Principals	CSOs	Teachers	Classroom Observations
Mozambique	398	10	2	37	37
Tanzania	399	10	4	40	39
Ethiopia	400	10	4	38	37
Jordan	399	10	6	N/A	44
Lebanon	400	10	6	N/A	39
Palestine	319	10	10	35	41
Total	2,315	60	32	150	237

Figure 2: Qualitative Interview Distribution per country (n=204)

Country	Children	Teachers	Parents	Local Authorities	Regional Authorities	National Authorities	Community Leaders
Mozambique	10	10	N/A	10	3	1	11
Tanzania	10	10	N/A	13	2	2	10
Ethiopia	15	9	14	N/A	N/A	N/A	N/A
Jordan	10	10	N/A	N/A	N/A	N/A	N/A
Lebanon	12	12	12	N/A	N/A	N/A	N/A
Palestine	9	9	N/A	N/A	N/A	N/A	N/A
Total	66	60	26	23	5	3	21

In accordance with the school schedules of the involved countries, data collection took place in Tanzania and Mozambique in October 2018, in Ethiopia in December 2018, and in Jordan, Lebanon, and Palestine in February and March 2019. In total, Forcier Consulting conducted 2,315 observations with children, 60 interviews with principals, 237 classroom observations, 32 interviews with the representatives of civil society organizations (CSOs), and 150 interviews with teachers. Across the six project countries, quantitative data collection activities took place in a total of 17 regions. In addition, a total of 204 qualitative interviews took place across the six project locations with trained teachers (60) and their



students (66) as well as with parents (26), local authorities (23), regional authorities (5), national authorities (3) and community leaders (21). The charts on the previous page display the quantitative and qualitative interview breakdowns per country.

Overall, the study's findings were encouraging towards the continuation and expansion of program activities. Teachers who received training through the program were found to embrace the PBL methodology and to feel confident about using key methods. In addition, children's life skills have improved to above 60% in each country except for Palestine.

Outcome 1100: Improved learning environments in participating schools through play-based learning

According to multiple stakeholders, teachers are applying PBL and positive learning environments frequently in their classrooms.

Specific PBL techniques were observed in each sampled school; in Mozambique, Jordan, Ethiopia, and Tanzania, observers looked for four specific techniques while observers in Lebanon and Palestine looked for five techniques. In Mozambique, Jordan, Ethiopia, and Tanzania, 78% of classrooms demonstrated all four techniques while in Lebanon and Palestine, 51% of classrooms demonstrated all five components. Of the first group, Jordan showed the highest fulfillment rate (86%) with the four components. In the second group, Palestine demonstrated the components more frequently than Lebanon (78% and 51% respectively).

In addition, teachers in Ethiopia, Mozambique, and Tanzania were asked to report about the frequency that they applied PBL in their classrooms. The majority of teachers replied that they applied the methodology either every day (22%) or most days (36%).

Principals provided additional evidence that PBL approaches are being applied in the classrooms of trained teachers at their schools. Across all six project areas, 97% of principals said that trained teachers utilize interactive group work with their students either "always" or "most of the time" while 83% of principals believe that trained teachers use Reflect-Connect-Apply approaches with that same frequency. According to children, the majority of teachers (53%) "almost always" or "often" play games with them in class. Unlike their principals, however, less than one third of children reported frequent use of Reflect-Connect-Apply approaches or small group discussions within their classrooms (27% and 29% respectively).

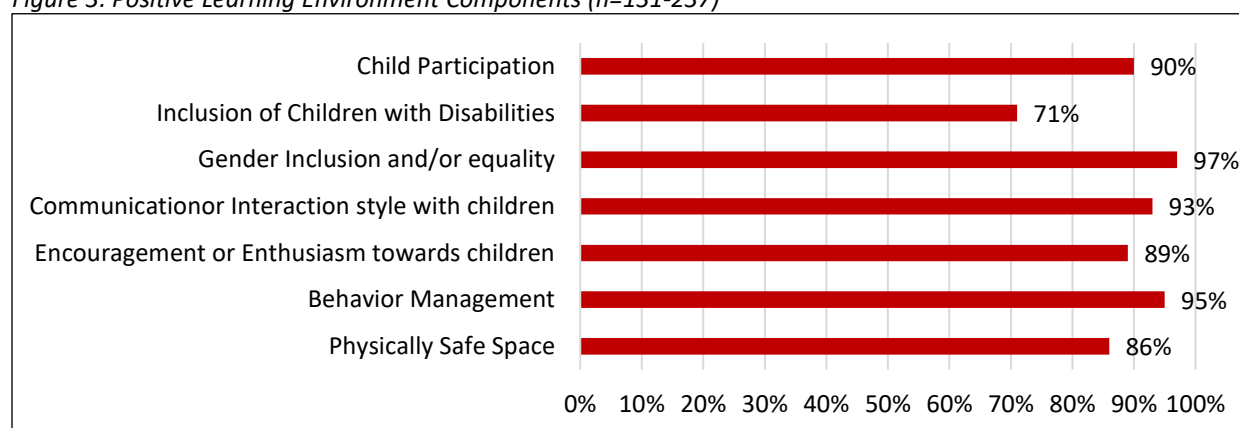
In addition, there has been significant progress with the key elements of positive learning environments. Classroom observations highlight how each element is occurring in at least 70% of classrooms. Figure 3 highlights the frequency that each positive learning environment component was observed in classrooms.

Each country experienced increases in the frequency of positive learning environments since the baseline. Analyzing each country's overall score shows which countries have advanced more than their counterparts in the PAQE/TAALOM project. For example, the greatest improvements since the baseline can be clearly distinguished in Tanzania and Palestine where there was a 56% and 67% increase in each respective country's overall positive learning environment score. Lebanon also experienced a significant improvement from the baseline (38%). Jordan experienced a 19% increase since the baseline, which combined with its high starting value, makes it the second highest overall scoring country in the sample (overall score is 89%; Palestine has the highest overall score of 90%). Ethiopia maintained the lowest



overall score (24%), however the doubling of its score since the baseline provides evidence that positive learning environments are being practiced with more frequency. Mozambique experienced the least improvement since the baseline (1%).

Figure 3: Positive Learning Environment Components (n=131-237)¹



Outcome 1200: Improved life skills of participating children through sport and play-based learning

Overall, students' life skills are encouraging for all countries. In addition, almost all midline targets were surpassed; exceptions to this include collaboration, self-esteem/confidence, and communication life skills in Palestine which were 1%-11% below midline targets as well as communication and self-confidence skills in Mozambique (which ranged from 1-2% behind midline targets). Figure 4 highlights disaggregated life skill scoring per country.

Figure 4: Life Skill Outcomes per Country (Baseline to Midline Comparisons)

Country	Life Skills	Baseline (2017)	Midline Target	Midline Actual (2018/19)
Palestine	Self-Esteem/Confidence	34%	40%	30%
	Communication	34%	42%	31%
	Collaboration	34%	44%	43%
	Stress Management	N/A	N/A	66%
	Perseverance	N/A	N/A	79%
	Empathy	N/A	N/A	78%
	Conflict Resolution	N/A	N/A	70%
	Self-Concept	N/A	N/A	80%
Lebanon	Internal Assets	56%	60%	82%
Jordan	Internal Assets	64%	66%	82%
Ethiopia	Internal Assets	46%	56%	85%
Tanzania	Self-Confidence	53%	63%	87%
	Emotional Management	44%	54%	83%
	Collaboration	81%	88%	95%
	Communication	49%	61%	69%
	Inclusion	60%	70%	90%

¹ For the variables, "inclusion of children with disabilities" and "gender inclusion and/or equality" a lower n was recorded (n=131 and n=198 respectively) due to the absence of disabled students and/or mixed gender classrooms at certain sampled schools.



Mozambique	Self-Confidence	73%	76%	74%
	Emotional Management	55%	58%	73%
	Collaboration	74%	76%	80%
	Communication	61%	65%	64%
	Inclusion	55%	58%	71%

Outcome 1300: Strengthened organizational capacity of civil society organization (CSO) partners

Capacity building amongst CSO partners is taking place. All CSOs report that have received capacity building training from RTP. Nevertheless, some capacity areas (such as PBL and collaboration/networking with stakeholders) have been received by partners more than others. Figure 5 highlights these findings.

Figure 5: Capacity Building Areas – CSO Self-Reporting

Capacity Building Area	Midline Findings (n=32)
Play-based learning	32/32 (100%)
Child Protection	23/32 (72%)
Monitoring, evaluation and learning (MEL)	21/32 (66%)
Collaboration and networking with stakeholders	24/32 (75%)
Organizing Community Events /Community engagement	22/32 (69%)
Resources (material and financial)	20/32 (63%)
Access to schools, communities	22/32 (69%)
Project Management	22/32 (69%)
Advocacy	20/32 (63%)
Financial Management	19/32 (59%)
Administration	19/32 (59%)
Gender equality and sensitivity	19/32 (59%)

In addition, CSO representatives' self-reported skills in key areas are positive. This may be evidence that CSOs can sustain RTP's objectives in the sample areas. As described in the figure below, CSOs are generally confident about various capacity areas; slight exceptions to this include capacity building in advocacy and growing financial and material resources.

Figure 6: Self-Rated Capacity of CSOs (5-point scale condensed to three categories)

Capacity Area	Strong/Very Strong	Acceptable	Weak/ Very Weak
Play-based learning	30/32 94%	2/32 6%	0/32 0%
Child Protection	26/32 81%	6/32 19%	0/32 0%
Monitoring, evaluation, and learning	23/32 72%	7/32 22%	2/32 6%
Collaborating and networking with stakeholders	31/32 97%	1/32 3%	0/32 0%
Community Engagement	30/32 94%	2/32 6%	0/32 0%
Growing material or financial resources	16/32 50%	12/32 38%	4/32 13%
Gaining access to schools/communities	30/32 94%	2/32 6%	0/32 0%
Project Management	23/32	7/32	2/32



	72%	22%	6%
Advocacy ²	20/32 63%	10/32 31%	1/32 3%
Financial Management	28/32 %	3/32 9%	1/32 3%
Administration	31/32 97%	1/32 3%	0/32 0%
Gender equality and sensitivity	29/32 91%	2/32 6%	1/32 3%

² One respondent refused to respond.