



**For 25 years, Right To Play has been protecting, educating, and empowering millions of children each year to rise above adversity using the power of play.**

**In Lebanon, Right to Play has been working since 2006 to ensure children can access their rights and enjoy happy, hopeful and learning moments that help them thrive.**

## We Work With

- Teachers
- Parents/ Caregivers
- INGOs
- Government offices
- Local community
- Civil society organization
- UN agencies

## WHY?

To ensure that all children in Lebanon have access to high-quality education and play-based psychosocial support.

## HOW?

- By supporting children and young people to develop adequate socio-emotional skills and achieve improved psychosocial well-being using play-based approaches.
- By supporting teachers and school leaders' professional capacity development to create safe, inclusive, engaging quality learning environments in formal and non-formal education settings.
- By equipping parents and caregivers with playful methods to support their children's learning and well-being;
- By Engaging and working closely with local actors to integrate play-based learning methods and approaches into education and community development.

## The Value We Bring

- We offer responsive, adaptable, and scalable programs that support children's learning and well-being through play.
- We're guided by the needs and expertise of our local communities and partners.
- We are a trusted expert on play-based learning that provides technical expertise to governments and peer agencies.
- We put children's voices and experiences at the centre of our work.
- We're committed to learning and evaluation to ensure that our programs meet children's evolving needs.

## What We Respond To

We are responding to the needs of children, adolescents and young people (CAY) affected by the multiple crises in Lebanon, including the recent war and displacement in late 2024.

Through our work we prioritize addressing the below challenges that children, adolescents and young people (CAY) encounter in Lebanon:

1. Declining psychosocial well-being of CAY and their caregivers
2. Learning loss for CAY and lack of access to quality education including social and emotional learning
3. Limited safe spaces and opportunities that hinder adolescents and young people particularly in marginalized communities, from developing agency, pursuing positive pathways and leading change locally.
4. Lack of support to parents, caregivers and teachers so they are better able to address the emerging needs of children affected by crisis in Lebanon.



## Our Reach

In 2024, We reached:

- 10,346 children, adolescents, and youth who directly participated in ongoing programs, benefiting from structured play-based learning, career development, and psychosocial support activities.
- 6,209 children who actively participated in play-based educational programs, with a focus on social and emotional skills.
- 1,928 children and adolescents who participated in music and sports activities to support their psychosocial well-being and mental health.



## Our Impact



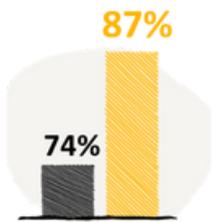
### Positive Coping Mechanisms

Throughout our projects, children's use of positive coping strategies increased from 66% at the beginning of the program to 72% by the end of 2024.

88%

### Friendships Building

After participating in RTP's sports program, 88% of participants reported forming new friendships with peers from diverse backgrounds.



### Improved Job-Readiness

Through our career guidance and vocational skills program, 13% of our youth participants felt more ready for entering the job market rising from 74% to 87%.

## Our 2024 - 2026 Priorities

In the strategic period 2024-26, we will focus on three core programs:



## Key Program Activities

- Providing children, adolescents and young people with access to play-based psychosocial support and social and emotional learning
- Training teachers on play-based methods and techniques to improve children social and emotional learning, support retention and enhance literacy;
- Equipping parents and caregivers to engage their children in playful learning at home;
- Training teachers, community facilitators, volunteers, and school counsellors to provide play-based psychosocial support to children affected by crisis and displacement;
- Documenting and sharing our learning about how play supports children and young people's learning and well-being in multiple crises contexts
- Providing play-based life skills and well-being programs, mentoring, leadership development programs.
- Working closely with governments, education stakeholders and local organizations to reach more children and young people.

## Our Partners

