



Music Project Impact Brief

Project Background:

Since 2018, Right To Play Lebanon (RTP) has used music to enhance life skills, build youth agency, and promote social cohesion, through a series of music-based projects that were implemented in Beirut and South of Lebanon, targeting a total of 3500+ children from the Lebanese, Syrian, Palestinian and Iraqi nationalities in addition to stateless children.

The following resources were developed and used in several phases of the project:

**Developed
in 2018**

Music for Development (M4D)

Introduced basic music techniques and advocacy to enhance life skills, culminating in a public concert showcasing youth-led social issue campaigns.

2019

Music for Social Change (MfSC)

Enhanced psychosocial and life skills for vulnerable children through advanced music games and advocacy campaigns tackling issues like violence and early marriage.

2020

Music for Emergencies (M4E)

Addressed children's psychosocial well-being during Lebanon's crises through resilience-building music activities, as a response to Beirut blast.

2021

Music for Technology (M4T)

Empowered youth to use music technology for social advocacy and created eco-friendly, interactive spaces.

Throughout the different phases, RTP has conducted evidence-based research to assess the overall success and long-term impact of these interventions.



Through expressive arts and music sessions, collaborative games, advocacy training, youth-led initiatives, and the use of technology, the project was able to improve:

Improved communication, self-expression, collaboration, teamwork, problem-solving, critical thinking, leadership, and agency skills.

Life Skills

Notably, 89% of adolescents showed improvement in above-life skills, with those engaged for over a year showing significantly greater progress ($p=0.033$) compared to those in the program for only six months.

Cognitive Skills

Improved memory, attention span, executive functioning, sound processing abilities, and auditory discrimination.

This was noted through improvement in music reading and creation, memorization, and interpretation of sounds.

Motor Skills

Improved fine motor skills, physical coordination, agility, and general dexterity.

This was noted through creating and playing musical instruments and participating in rhythmic coordination and games that required hand-eye coordination and fine motor control.

Psychosocial Skills (PSS)

Reduction in mental distress, psychosocial difficulties, and coping mechanisms.

The K-6 scale indicated a reduction in mental distress ($p < 0.0001$), and the SDQ scale reflected a decrease in psychosocial difficulties ($p=0.0004$) after the intervention. Additionally, 70% of participants reported enhanced resilience, through using music as a coping mechanism.



Alignment of Findings with Social Emotional Skills

Self Awareness

- **Self-Confidence:** Boosted through performance activities, increasing self-assurance and awareness of personal strengths.
- **Healthier Self-Perception:** Improved self-esteem and positive self-image across project phases.
- **Emotional Resilience:** Grew significantly in handling stress, especially in later project stages.

Self Management

- **Emotional Management:**
 - **Challenges:** Difficulties in emotional regulation were noticed, such as temper issues and conflict, especially in boys.
 - **Improvement:** Marked progress in emotional regulation in boys, with longer involvement in the project.
- **Broader Skills:** Better impulse control, goal-setting, and stress management.

Social Awareness

- **Understanding Others:** Increased empathy and perspective-taking through collaborative activities.
- **Conflict Resolution:** Developed constructive conflict management skills.

Relationship Building

- **Healthy Interactions:** Improved communication and collaboration through group activities.
- **Teamwork:** Strengthened by cooperative planning and implementation of the youth-led initiatives, and performance tasks.

Responsible Decision Making

- **Community Engagement:** Strong desire to positively impact communities.
- **Ethical Choices:** Demonstrated responsible and ethical decision-making throughout the project, mainly noticed in the youth-led initiatives.



Best Practices and Recommendations

Best Practices

- **Participatory Approach:** Engaging both coaches and children in designing activities fostered ownership and increased engagement.
- **One-on-one coaching:** After the group training, providing one-on-one coaching sessions improved coaches' ability to lead sessions and manage diverse groups.
- **Co-coaching:** Pairing coaches together, promoted teamwork, and mutual learning, enhancing their performance.
- **Advocacy and Awareness:** Sessions on social themes empowered children to engage in societal change.
- **Performance Events:** These events built self-confidence, public speaking, and self-expression by providing platforms for children to showcase talents and receive feedback.
- **Prolonged Engagement:** Long-term participation led to better outcomes in life skills and psychosocial well-being.
- **Safe and Inclusive Spaces:** Creating and using supportive environments was key to fostering mental health and emotional well-being.

Recommendations

- **Adapt Learning Approaches:** Use flexible delivery methods to accommodate various learning paces and ensure continuous engagement, especially during disruptions.
- **Measure Skill Development:** Incorporate tools to track cognitive and motor skill improvements quantitatively, to enhance program effectiveness.
- **Parental and Community Involvement:** Engage parents and the community to reinforce skills, provide stability, and foster long-term sustainability.
- **Sustainability:** Promote continued community engagement and partnerships to ensure long-term engagement, that leads to better impact.