



Music for Development

End of Project Evaluation

Right To Play Lebanon

January, 2020

Contents

Acronyms	3
List of Tables	3
List of Figures	3
List of Pictures.....	3
Executive Summary.....	4
Introduction	5
Methodology.....	6
Sampling Methodology and Data Collection	6
Scoring and Data Analysis	7
Ethical Considerations, Limitations and Challenges	8
Findings	9
Effectiveness:	10
Outcome 1.....	10
Outcome 2.....	14
Impact:	17
Relevance:.....	18
Correlational analysis.....	18
Satisfaction with MFD	19
Sustainability:.....	20
Recommendations	20
Conclusion.....	22
Annexes.....	23
Annex 1 - Adolescents Life Skills Survey – Scoring and Data Analysis Plan	23
Annex 2 - Adolescents Life Skills Survey – ARABIC Version	27
Annex 3 - Adolescents FGD Guiding Questions	31
Annex 4 - Coaches FGD Guiding Questions	33
Annex 5 - Stakeholders KII Questions	35

Acronyms

FGD	Focus Group Discussion
MELO	Monitoring Evaluation and Learning Officer
MFD	Music for Development
RCA	Reflect Connect Apply
RTP	Right To Play
UNRWA	United Nations Relief and Works Agency

List of Tables

Table 1. Distribution of respondents of the survey across centers/areas.....	6
Table 2. Scoring reference	7
Table 3. Distribution of respondents' educational status by age	9
Table 4. Advocacy Issue Discussion by Adolescents	15

List of Figures

Figure 1. Respondents' current educational status	9
Figure 2. Life-skills, psychosocial wellbeing, and satisfaction with MFD scores.....	10
Figure 3. Percentage of responses for each item/question in the skill of problem solving and critical thinking	11
Figure 4. Percentage of responses for each item/question in the skill of self-assertiveness.....	11
Figure 5. Percentage of responses for each item/question in the skill of leadership	12
Figure 6. Percentage of responses for each item/question in the skill of self-agency	13

List of Pictures

Picture 1. River of Life Tool - FGD Chiyah	8
Picture 2. Focus Group Discussion - Hay El Gharbeh	12

Executive Summary

Integrating Play-Based Learning approach with music, Right to Play aimed at building the capacity of adolescents and youth. For that, Music for Development (MFD) project was designed to strengthen the beneficiaries' life and organizational skills, psychosocial support and healthy development, along with promoting positive change in their communities. The end of project evaluation served as a mixed methodology study to measure the impact, effectiveness, relevance and sustainability of the project. A total of 73 adolescents completed a quantitative survey that measured life and psychosocial skills, and 24 other adolescents along with 4 youth leaders and 1 school principal were interviewed to get their qualitative feedback for the evaluation.

The project's goal and outcomes were fully achieved as 89% of surveyed adolescents showed positive psychosocial wellbeing and 96% showed positive life skills, in specific leadership and self-agency. Output targets were partially met due to budget reduction during the project. As for youth leaders, 71% showed improved knowledge on life skills and 81% showed improved knowledge on human rights and advocacy. Interviewed coaches and school principal repeated that adolescents were engaged in the issues they advocated for and in some cases passed them to their families and friends. The project was relevant to the community needs and proved to be satisfactory to beneficiaries and stakeholders involved in the evaluation. However, concerning the sustainability of its effects, the project needs to be taken to the second phase with increased emphases on adolescents' active participation in community issue to seek social change.

Introduction

Background to the program

Right To Play (RTP) and Silk Road Ensemble partnered up for the Music for Development (MFD) pilot project. The project used music as a tool to build social cohesion in communities, improving the life skills for youth and adolescents, as well as empowering them to become leaders of positive change in their society. It was implemented in Beirut/Mount Lebanon area over a course of one year. The project was divided into 3 parts. The first part focused on the development of a joint manual. The manual addressed the process of teaching basic music techniques through play which the trained coaches referred to upon their completion of the MFD workshop. The second part revolved around training. Through a 2-day selection workshop, 20 coaches were identified and selected coaches took part in 2 workshops: a 4-day MFD workshop and a 3-day workshop around human rights. Over the course of the 3 months that followed, coaches experimented, technically applied, and perfected the music skills gained with the support of partner organizations. Next, came the main part of training adolescents. Each coach worked with 15 adolescents that formed a band or group. These adolescents were able to identify advocacy issues related to them then proceeded to conduct regular sessions on music, life skills and advocacy 5 months. During this time, the groups worked on creating music campaigns around the issues tackled. The last part of the project was an open concert through which all bands performed, advocated, and expressed their work.

Program Objectives

Through this project, Right To Play aimed to build the capacity of adolescents and youth through the MFD approach on life skills to strengthen their organizational skills, psychosocial support and healthy development. It also aimed at promoting positive change in the communities through identifying the social issues and needs and portraying them through music.

Evaluation Objectives

The MFD end of project evaluation aims at measuring the impact, effectiveness, relevance and sustainability of the project in terms of improving the life and psychosocial skills for youth and adolescents, and empowering them to become agents of change in their communities. This evaluation seeks to measure the change among participants in terms of strengthening their life skills (leadership, self-agency, problem solving and critical thinking, and self-assertiveness), as well as their capacity to address their rights and advocate for them using music.

The end of project evaluation will cover the following main themes and answer the below questions:

- **Effectiveness:**
 - a. To what extent has the project contributed to its outputs and outcomes?
 - b. Has the project improved life skills of at-risk and vulnerable adolescents through MFD?
 - c. Has the project enabled youth and adolescents to address rights and advocate for them using music?
- **Impact:**
 - a. Has the project enabled vulnerable and at-risk adolescents to become agents of change within their communities?
 - b. Has the project improved their psychological wellbeing through the MFD approach?

- **Relevance:**
 - a. How relevant was the project design to the needs of the targeted communities?
 - b. How relevant was the project design and activities to reach the projects' outcomes and goal?
 - c. What is the level of satisfaction of the coaches/adolescents with their participation in this project?
- **Sustainability:**
 - a. How sustainable are the effects of the project on the participants?
 - b. How sustainable are the effects of the project at the community level?

Methodology

The methodology used in this evaluation is a mix of quantitative, qualitative and reported documents to ensure triangulation of the findings. Quantitatively we will measure adolescents' positive life and psychosocial skills through an adolescents' evaluation survey, and coaches increased knowledge and skills on MFD and advocacy issues through pre-post training tests. Qualitatively we will measure adolescents' and coaches' knowledge and awareness of gained life and psychosocial skills through focus group discussions (FGDs) as well as relevance of the project. Key Informant Interviews with stakeholders; principals of schools and centers and parents will also measure the relevance and sustainability of the project. Reported documents will measure the completion of specific outputs and intermediate outcomes.

Sampling Methodology and Data Collection

In a total population of 291 adolescents (beneficiaries), a sample size of 73 adolescents was taken to complete the quantitative survey. Adolescent participants were chosen randomly as a cluster from each partner school/center taking in account the area, gender and age composition. Data collection was conducted in group interviews by an external consultant and the Monitoring Evaluation and Learning Officer (MELO) at RTP. Data collection took place in 6 centers in different areas presented in table 1 below:

Center/Area	Percentage of Adolescents
Newrooz/Bchara Al Khoury	34.2%
Rescue me/Almadinah Al-Riyadeih	21.9%
Abnaa Kassem/Burj El-Brajneh	11.0%
SDC/Chiyah	8.2%
Sama/Saida	12.3%
Borderless/Ouzai	12.3%
Total (N=73)	100.0%

Table 1. Distribution of respondents of the survey across centers/areas

As for the qualitative data, 4 FGDs were conducted in total. 3 FGDs with 24 adolescent beneficiaries were chosen randomly out of the 8 groups that participated in the final event and 1 FGD with 4 coaches from different centers. FGDs with children took place in 3 groups in the areas of Chiyyah (6 adolescents), Nabaa (8 adolescents) and Hay El Gharbeh (13 adolescents), and was conducted by the MELO at RTP. At each location, adolescents were divided into 2 working teams. While for the coaches' FGD, it included 4 coaches of the centers of SDC/Chiyah, Abnaa Kassem/Burj El-Brajneh and Newrooz/Bchara Al Khoury.

Scoring and Data Analysis

For the quantitative data, we measured the extent to which adolescents possessed life skills through a 25-item index covering nuances of each skill. To examine adolescents' possession of the aforementioned skills, an index was constructed based on 25 indicators derived from 25 four-point Likert-type scale questions. This total index is based on a score that ranges from 0 to 75, whereby 0 indicates a minimal level of acquisition of the aforementioned skills, and 75 indicates the maximal level of acquisition of those skills. The total life-skills are considered to be "demonstrated positively" for a total score of at least 50%. Therefore, any index score of at least 37.5 demonstrates a positive level of leadership, self-agency, higher-order thinking, and self-assertiveness skills. It is important to note that the data represents adolescents' perceptions of themselves and their own behavior.

The same assessment index was used for each individual skill, meaning that each skill is considered to be "demonstrated positively" when the score is at least 50% of the maximum possible score. However, the scale will vary depending on the number of items in each of these individual skills. For example, we measured the degree of adolescents' leadership through an 11-item index covering five skill subsets including communication with team members, respect for others, listening skills, teamwork, and general leadership. To examine participant adolescents' leadership skills, an index was constructed based on 11 indicators derived from 11 four-point Likert-type scale questions. This index is based on a score that ranges from 0 to 33, whereby 0 indicates no acquisition of leadership skills, and 33 indicates the maximal acquisition of leadership skills. Any index score of at least 16.5 demonstrates positive level of leadership skills.

In addition to life skills, we also measured adolescents' psychosocial skills through a nine-item index that is based on a score that ranges from 0 to 27, whereby 0 indicates a minimal level of psychosocial skills, and 9 indicates a maximal level of said skills. Any index score of at least 13.5 demonstrates a positive level of psychosocial skills.

Figure 1 below shows all adolescent skills and their overall satisfaction with MFD, which were measured in this study, as well as the number of items and reference scores of each skill. For more information on the particular items/questions that constituted each skill, refer to the figures 3, 4, 5, and 6 below.

	LIFE-SKILLS				OTHER INDEXES		
	LEADERSHIP	SELF-AGENCY	PROBLEM-SOLVING AND CRITICAL THINKING	SELF-ASSERTIVENESS	TOTAL	SATISFACTION WITH MFD	PSYCHOSOCIAL
Number of Items	11	8	3	3	25	5	9
SCORE REFERENCES	BA* < 16.5 A* ≈ 16.5 AA* > 16.5	BA < 12 A ≈ 12 AA > 12	BA < 4.5 A ≈ 4.5 AA > 4.5	BA < 4.5 A ≈ 4.5 AA > 4.5	BA < 37.5 A ≈ 37.5 AA > 37.5	BA < 7.5 A ≈ 7.5 AA > 7.5	BA < 13.5 A ≈ 13.5 AA > 13.5

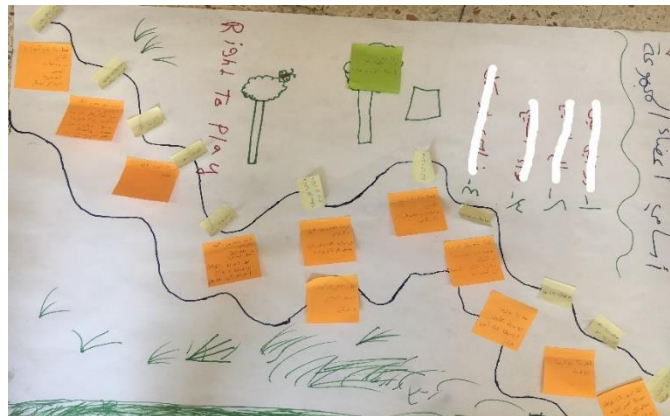
*BA = Below Average, A= Average, AA=Above Average

Table 2. Scoring reference

We also conducted correlational analysis of the above 7 indexes and their respective sub-items by age, gender, area of residence / partnering centers, and educational attainment. Pearson's chi-squared test was used to measure the significance of these correlations. Statistical significance was assessed at a p-value level ≤ 0.05 . All statistical analysis was done using the statistical software package SPSS.

For the qualitative data collected from adolescents, the River of life tool was used. Each team (2 per location) were asked to draw a river that represented their experience in this project, and then to plot all different stages they have passed through. After that they were asked to imagine themselves gone back in time to each stage and write down what they have learnt the most from each, and at the end choose 3 most significant changes and tell a story about each.

As for the FGD with coaches, a semi structured discussion through guiding questions took place. Qualitative data analysis was done through identifying common themes, issues and quotes developed from the FGDs.



Picture 1. River of Life Tool - FGD Chiyah

Ethical Considerations, Limitations and Challenges

The team took a number of measures to ensure anonymity of survey and FGD participants, including providing random IDs to each interview without collecting any names, in addition to allowing access to the data only to the senior researcher and the consultant only during the analysis period followed by storing it at RTP office. Participants were informed that their participation in the survey and the FGDs was completely participatory and that their choice of not participating would not affect their relation with RTP or any of the current or future activities done. Informed consents were collected from both the adolescents and their parents and from coaches, prior data collection.

One of the main limitations of this evaluation is the absence of a control sample (at baseline) against which the change in the life-skills of participants in MFD can be compared to. On the other hand, despite the safe environment at the partnering centers which provided a secure and convenient space to conduct the fieldwork, the location of the interviews and the presence of their music trainers/session facilitators in some locations might have influenced children's perceptions on the sessions. In addition, the fact that some of the adolescents were not able to read or write, required data collectors to provide special instructions. This might have led to reporting bias in some cases. To counter the effects of this challenge, a team of at least two facilitators were assigned to each group of participants. As for logistics, we had time constraints that allowed us to interview only 1 center principal and no parents of the beneficiaries that would have added valuable feedback on the evaluation.

Findings

Characteristics of the surveyed sample:

This section describes the characteristics of the sample of adolescents who participated in the quantitative survey, including the distribution of gender, age, and educational attainment across the entire survey sample. In partnership with RTP, these centers provided various MFD activities and sessions to adolescents living in different areas with the aim of improving their overall life-skills and psychosocial condition. As for the age group of the sample, the survey was designed to target adolescents between the age of 8 and 18 years old. However, the majority were between the age of 10 to 13, which made up a total of 74% of the entire targeted sample. The gender distribution among adolescents in this survey was considerably skewed towards female adolescents, who constituted 70% of the entire surveyed sample compared to 30% male adolescents. This composition is aligned with the adolescents' gender distribution in the program, that is 65% females, 35% males.

As for the educational background of students, the majority of adolescents (96%) reported to have been to school and 4% reported to have never received any kind of schooling. As shown in figure 1 below, an average of 88% of surveyed adolescents reported being currently enrolled in some form of education, mostly in public schools and to a lesser degree in United Nations Relief and Works Agency (UNRWA) schools or in informal schools. When disaggregated by district/center and by gender, the data shows no significant correlation between gender and whether or not adolescents were still enrolled in schooling. However, the majority of adolescents who had dropped out of schooling (12% of the entire sample) were from Borderless center in Ouzai.

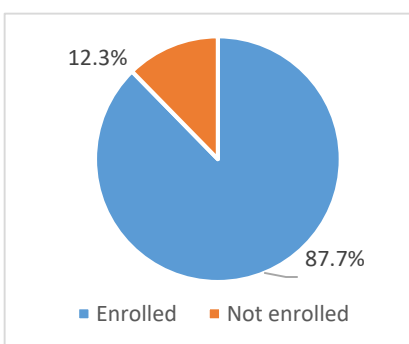


Figure 1. Respondents' current educational status

When disaggregated by age, the data on educational attainment shows that quite a significant percentage of adolescents in this sample were either younger or older than the regular age for their respective classes. For example, and as shown in the table 3 below, while adolescents of 11 years old are usually enrolled in grade 5 or 6, 33% of 11-year old adolescents in this sample reported to have been enrolled in grade 4, and therefore, they were slightly older than their classmates. This also applies to an average of 53% of 12-year old and to an average of 80% of 13-year old surveyed adolescents, which indicates that many of the surveyed adolescents had missed or repeated one or more schooling years.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
11 years old	0%	33%	42%	17%	0%	0%
12 years old	12%	6%	35%	12%	6%	18%
13 years old	7%	13%	33%	27%	20%	0%

Table 3. Distribution of respondents' educational status by age

Effectiveness:

- To what extent has the project contributed to its outputs and outcomes?
- Has the project improved life skills of at-risk and vulnerable adolescents through MFD?
- Has the project enabled youth and adolescents to address rights and advocate for them using music?

Outcome 1

% of adolescents demonstrating positive life skills: 96% above the target that is 70%

To determine the extent to which the project has been effective at showing positive life skills among adolescents, this section was divided into overall life-skills and the set of four specific skills, namely leadership, self-agency, problem-solving and critical thinking, and self-awareness.

Overall life-skills: As shown in figure 2 below, the vast majority of adolescents (approximately 96%) reported positive overall life-skills, including leadership, self-agency, problem-solving and critical thinking, as well as self-assertiveness. Whereas, only 4.1% of adolescents demonstrated negative life-skills (<37.5). However, zooming into each life-skill showed that acquisition of each skill varied across different types of skills. The most demonstrated life skills were leadership and self-assertiveness at 93.2%, followed by self-agency, problem-solving and critical thinking at 83.6%.

Results obtained were reflected during the FGDs done with adolescents, as when asked about the life skills they acquired the most, the common answers were self-confidence and self-expression. Most participants mentioned that they have learnt about these skills during the sessions but performing on stage played the biggest role in acquiring them. A boy from Chiyah said, *“At the beginning we were afraid but now we learnt to express ourselves and raise our voices.”* Another girl from Nabaa shared: *“When we stood in front of people and performed we became stronger.”*

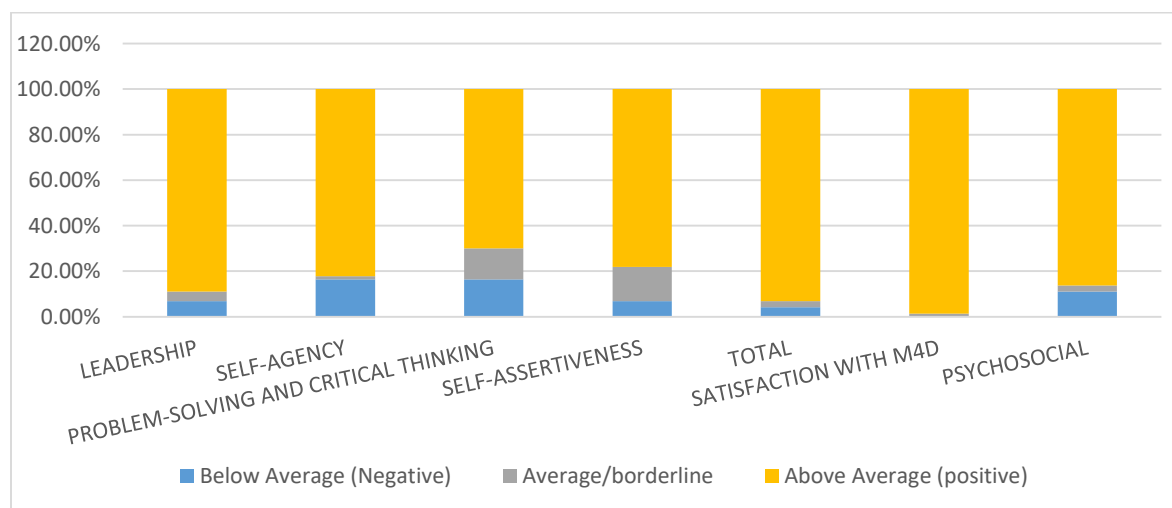


Figure 2. Life-skills, psychosocial wellbeing, and satisfaction with MFD scores

Problem solving and critical thinking: In figure 3 below, when looking at each indicator within the skill of problem-solving, data shows that 81% reported always or usually trying to solve problems between team members when they tend to quit, and 82% reported usually or often helping others to solve their problems. However, a significant percentage of adolescents (approximately 40%) reported that they rarely or only sometimes resort to discussion to solve conflicts with others.

Considering the short period of the project, it is logical that shorter-term skills be more apparent than longer-term ones. This was also shown during the FGDs where adolescents expressed their tendency to solve problems among each other to reach to their “common” goal (creating and performing their music piece). At this aspect they did not mention anything about resorting to discussion to solve conflicts with other children outside the project. Refusing to quit was also addressed by 2 teams, *“at first the song was not good enough, we practiced a lot because there were some issues in the beat, and it ended up much better”*, one participant from Nabaa said.

		Rarely	Sometimes	Usually	Always
Problem solving and critical thinking	Do you resort to discussions to solve a conflict with others?	15%	25%	22%	38%
	Do you help others solve their problems?	4%	14%	23%	59%
	When others on your team tend to quit, do you try to find ways to solve the problem?	10%	10%	27%	53%

Figure 3. Percentage of responses for each item/question in the skill of problem solving and critical thinking

Self-assertiveness: Examining each indicator within the skill of self-assertiveness shows that 93% reported that they are usually or always satisfied with their personalities, 84% reported that they usually or always able to stand up for themselves without upsetting others, and 66% reported that they were usually or always able to take decisions with regards to their own lives (figure 4 below). However, the only significant negative aspect of self-assertiveness was a percentage of 34% who reported rarely or only sometimes feeling able to take decisions. However, since taking responsible decision making falls last on the socio-emotional learning ladder of psychosocial development (Right to Play Life Skills Framework, 2019), it is explained to be the least acquired by adolescents.

		Rarely	Sometimes	Usually	Always
Self-assertiveness	Overall, are you satisfied with your personality?	0%	7%	27%	66%
	Do you feel you are able to make up your mind about things (take a decision)?	7%	27%	37%	29%
	Do you feel that you are able to stand up for yourself without putting others down?	6%	10%	36%	49%

Figure 4. Percentage of responses for each item/question in the skill of self-assertiveness

Leadership: As for leadership, and as shown in figure 5 below adolescents demonstrated some significantly positive subskills and other negative ones. For example, 97% of adolescents reported to usually enjoy working with other people, 86% usually help other children reach agreement, and 89% reported to usually or often respect turns when playing with other children. However, 52% reported rarely or only sometimes having expressed an opinion about improving their community to an adult, 45% rarely or sometimes feel the power to make a difference in their community, 41% reported to rarely or sometimes feel that they are able to present their point of view without disruption, or get along with other people, and an average of 28% reported rarely listening or respecting other opinions, and rarely or never having been listened to by others when they have something to say.

From the FGDs, communication was the most mentioned sub-skill in leadership. It was repeatedly mentioned to be used during preparing and practicing the pieces of music specifically for perfecting the beat. “While playing our musical instruments we used to communicate with our eyes to stay on the same beat”, a girl from Hay El Gharbeh mentioned, and another from Chiyah added, “we used secret eye contact signs and hand gestures that people did not notice to synchronize the beat while on stage.” Team work was also discussed by several teams while creating the pieces of music in particular, as most teams wrote lyrics for their songs individually and then joint them with the help of the coaches. Two groups also mentioned that as a team they were able to support each other to get over the fear of performing on stage.



Picture 2. Focus Group Discussion - Hay El Gharbeh

			Rarely	Sometimes	Usually	Always
Leadership	Communication	When you're working with a team, are you able to present your point of view without getting disrupted?	12%	29%	29%	30%
		When you're working with a team, do you continue arguing even if you notice that the communication is not being effective?	55%	22%	8%	15%
	Respect	When you're playing a game that has turns, do you respect others' turns and wait for them?	6%	6%	11%	78%
		Do you respect opinions of other people that are different from yours?	14%	16%	26%	43%
	Listening to others	Do you listen to others when they are talking?	0%	12%	16%	71%
		Do you feel like others listen to you when you talk?	6%	22%	47%	26%
	Teamwork	Do you enjoy working with other people your age?	1%	1%	11%	86%
		Do you get along with other people when you are working on the same activity?	0%	15%	26%	59%
	General leadership	Do you ever help other children agree on something, for example, which game to play?	1%	12%	30%	56%
		In the past year, have you told an adult about what you think would make your community a better place?	19%	33%	18%	30%
		Do you feel like you have the power to make a difference in your community? (for example, to make it a better place to live)?	22%	23%	16%	38%

Figure 5. Percentage of responses for each item/question in the skill of leadership

Self-agency: Finally, the examination of the items of self-agency shows that the majority of adolescents (88% on average) reported that they usually or often succeed in their tasks when they work hard and believe in their strengths. In addition, 73% on average reported often asking family and friends for help, and expressing their opinion freely, as well as 64% who reported usually or always expressing their feelings to their family and friends. However, 36% still reported that they rarely or only sometimes express their feelings. In addition, 36% reported often thinking negatively of themselves. More importantly, a significant percentage of 58% reported often losing their temper when they are upset and 47% reported getting into physical fights when they are irritated. Therefore, managing emotions and self-expression remain one of the challenging skills for adolescents. In addition, there was no significant correlations between gender on the one hand, as well as emotional management and self-expression on the other, except for the indicator of expression of feelings. There was a significant correlation between the later and the former ($p=0.001$), and the data shows that male adolescents were 40% more likely to report rarely or only sometimes expressing their feelings to their friends or families. 64% of male adolescents compared to 24% female adolescents reported to rarely or only sometimes expressing their feelings.

During FGDs adolescents mentioned being proud of themselves and have their parents/other friends proud of them which boosted their self-esteem. One boy from Chiyah said: *"I felt proud to go up on stage and sing in front of people, some people that I don't even know came and congratulated me"*.

Interestingly when asked about the 3 most significant changes they've noticed, 4 out of the 6 teams mentioned getting to know about different advocacy issues and raising their voices to support one. By that the freedom of self-expression and stating what they believe in was repeated. A girl from Nabaa said: *"Through a song we were able to pass our voices to the world, everyone should know that early marriage is dangerous."* A boy from Chiyah said: *"We were afraid that people would not accept the issue we chose, they say that violence is not found in our community, but we know that other children are still suffering from it so we did this song"*. Another boy from Hay El Gharbeh said: *"We expressed our exact thoughts in the lyrics: **'it's my right to get a degree'**, we raised our voices to parents who do not put their children in schools"*.

			Rarely	Sometimes	Usually	Always
Self-agency	Self-expression	Do you tell your family/friends about your feelings? (for example, when you are happy, sad, scared, angry, etc.?)	14%	22%	30%	34%
		Do you tell your family/friends about an idea or an opinion you have on something?	3%	25%	23%	49%
		Do you ask your family/friends for help if you need it?	4%	23%	19%	53%
	Self-esteem	Can you think of things that you can do well? (your strengths)	1%	12%	34%	52%
		Do you often think bad things about yourself?	33%	32%	22%	14%
		Do you think you will succeed at tasks if you try really hard?	1%	8%	26%	64%
	Managing emotions	When you are upset, do you lose your temper?	18%	25%	26%	32%
		Do you get into violent physical fights with someone if you are angry?	25%	29%	21%	26%

Figure 6. Percentage of responses for each item/question in the skill of self-agency

According to their coaches, adolescents have gained self-confidence and broke shyness in obvious ways. One coach added: *"There was a girl in my class who couldn't express at all, she was very shy to talk or sing. After sometime she started to sing alone and didn't stop after that"*. Coaches clarified that the sessions helped build their self-confidence, yet it was mainly shown during the practices for the performance and the performance itself. Communication and team work between adolescents has improved in noticeably as the coaches mentioned. They shared the advocacy songs that they wrote with each other to create common pieces, *"they used to meet outside the sessions and prepare for the song lyrics and come ready to the sessions"*, added another coach. Self-expression was apparent as well in that sense.

According to the principal that was interviewed, the most apparent skills gained by her students was expression, *"they were excited and expressed what they've learnt in front of their neighbors and families... they felt safe and comfortable to express themselves inside the center."* The principal also shed light on children using their observation to detect an issue in their community, describe it and put it into a song to pass it to the others. She also mentioned students accepting each other and working together from different nationalities, that didn't happen frequently before.

Intermediate Outcome 1.1

% of youth coaches with increased knowledge and skills on Music for Development. 71% slightly below the target that is 75%

To determine the percentage of youth coaches with increased knowledge and skills on MFD, pre and post tests were conducted before the after RTP's training on Play-Based Learning (PBL) and MFD. Out of the 30 coaches that were trained, 21 tests were paired between pre and post and thus making a total sample of 21 youth coaches to examine their answers.

15 of the coaches (71%) had improved perception on their knowledge in the 7 areas (Child Development Stages, Play Based Learning and MFD, Session Plan and Reflect Connect Apply (RCA), Communication and Facilitation, Managing Groups and Behavior, Safety, and Inclusion) and improved answers on true or false knowledge questions. 4 coaches (19%) had same scores between pre and post.

And out of 17 classroom observations that took place along the project period, 70.6% of the coaches got score "A" that is the highest score category, and the rest got score B, across the 2 observed criteria:

- Having positive, child-centered learning environment
- Following experiential, play-based learning methodologies

Intermediate Outcome 1.2

of music pieces created: 8 pieces were created whereas the target was 20

Outcome 2

of advocacy/communication plans drafted by adolescents. 7 plans whereas the target was 20

The above 2 targets of number of music pieces created and number of advocacy/communication plans drafted were reduced from 20 to 8 and 7 respectively, due to budget reduction.

Intermediate Outcome 2.1

of social issues identified, analyzed and addressed by adolescents through music. 7 social issues, no target was set.

Due to the previously mentioned budget reduction, there was a possibility of cancelling the whole final event. The decision was then to keep the event with less number of participating groups to reduce the

costs. So from the 20 groups that were taking the sessions, there was a selection of 8 best working groups to go through rehearsals and perform in the final event.

Issues addressed	Number of groups	Objectives of raising these issues	Stakeholders/ addressed to	Message	Long term goals
Right to education	2	Raise awareness that all children have the right to go to schools, get degrees, find good work opportunities, and achieve their goals	All community members, parents, teachers, children, policy makers, United Nations, and the Ministry of Education	We want to learn and reach better places, we want to go to school every year, education is a sacred right	We can learn and teach others what we know, we can then thank the world
Right to Return	1	Tell the world about our situation, get back to our country "Palestine"	All people, Arab world, people who will listen to us, Israel so that they know it is our right to return to our land	We will not give up, Palestine is our country	Say that through a song we were able to raise our voices, go back to our land
Clean Environment	1	Say that we want to live in a clean place, we should not litter	All people, parents, children, friends, municipality	It's everyone's responsibility to keep public spaces clean, when we litter the cleaners find it hard to clean after us	People will start to help the municipalities keep public spaces clean, pass this knowledge to more people
Stop Discrimination	1	Raise awareness towards the issue of discrimination between genders, religions, nationalities and races	Parents that encourage their children on discrimination, victims of discrimination	No for discrimination, no for differentiation, equality across all	Reduce discrimination between people
Safe spaces	1	Suggest an alternative to playing on streets, share with people the importance of this issue	Municipalities, adolescents everywhere, organizations that work in this field	We want safe spaces, we want greenery, we want to be safe when we play	More public gardens, free playgrounds
Violence in schools	1	Raise awareness towards this issue, express and not keep silent, help children who are suffering from violence	Teachers, school principals, parents, social workers, organization that work in child-protection	Violence is not acceptable, education should build students' characters not destroy them	Reduce violence in schools, raise awareness campaigns over the internet about this topic, organization should increase their work on this domain
Early marriage	1	Raise awareness on this crime	Parents, communities, religious figures, judges, media	No for early marriage, it is a crime for boys and girls, children have the right to live their childhood, children have right to go to school before getting married	New laws to prohibit early marriage, change parents thinking, raise awareness in children to stand up for their rights

Table 4. Advocacy Issue Discussion by Adolescents

Intermediate Outcome 2.2

% of youth coaches with increased knowledge and skills on human rights, child rights and advocacy.

83% above the target that is 75%

To determine the percentage of youth coach with increased knowledge and skills on human rights, child rights and advocacy, pre and post tests were conducted during the training that had the name of “Advocacy through Music”. Out of 12 coaches who had their pre and post tests paired, 10 (83%) showed improved scores, and 2 showed same scores in the 3 fields:

- Knowing advocacy
- Advocacy through music
- Steps to advocate for social issues.

Impact:

- a. Has the project improved their psychological wellbeing through the MFD approach?
- b. Has the project enabled vulnerable and at-risk adolescents to become agents of change within their communities?

Psychosocial skills: As shown in figure 2 above, the vast majority of adolescents demonstrated positive psychosocial wellbeing (89%). As shown earlier, over 75% on average reported to often ask for their family and friends for help and thought positively of their strengths and qualities. A similarly high percentage also reported to often try to solve quarrels among their colleagues, and often feeling able to stand for themselves without upsetting others. However, several adolescents still had difficulties expressing their feelings to others, were not able to control their temper and manage their emotions and to take decisions.

According to their coaches, children have surprised them with the sense of responsibility they showed standing for the topics they chose and advocating for them. *“Choosing an advocacy topic allowed for important discussions. It even moved to awareness talks about certain issues like drugs and violence inside and outside the sessions”,* one coach said. For some groups, the topic they chose expressed current situations they were passing through during that period of time. One of the coaches shared: *“My group was very involved in the topic of “freeing Palestine” and “right to return”, they used to gather outside the session times and protest with others in their camp to advocate for that”.*

According to the interviewed principal, adolescents are now able to make use of the skills learnt and pass them to others. She said, *“They now know about different advocacy issues concerning rights of children and protection, they can pass the information to other children in their communities”.* The principal added that she was surprised that students who didn’t know each other before the project, started to meet outside the sessions to decide on the best “advocacy issue” that means to them and express it through a song.

Relevance:

- a. How relevant was the project design to the needs of the targeted communities?
- b. How relevant was the project design and activities to reach the projects' outcomes and goal?
- c. What is the level of satisfaction of the coaches/adolescents with their participation in this project?

According to the coaches and the principal of the center that we interviewed, adolescents' perspectives have changed a lot in many areas. The fact that they come from difficult backgrounds, and for the first time were given the opportunity to have fun, express and learn simultaneously is very important. Parents as well shared their satisfaction with the opportunity with coaches, *"Parents were very happy and proud of their children. Some parents approached and thanked me for this opportunity"*, one coach added.

From her side, the interviewed principal was satisfied with the needs assessment that was conducted at the beginning of the project and stated that RTP was one of the few organizations that do not implement directly. She said *"Our children need these skills, and the best way to learn them is through art"*.

And to get a deeper idea on the relevance of the project to the targeted communities, we performed correlational analysis and obtained the following:

Correlational analysis

Disaggregation by center/area shows no significant correlation between overall life-skills and psychosocial wellbeing. Similarly, disaggregation by age, gender and whether or not adolescents were enrolled in school shows no significant correlation with overall life-skills and psychosocial wellbeing. However, the only significant correlation was recorded between age and the highest attend level of education ($p=0.007$). A closer look at the data shows that those who were enrolled in lower grades, especially grade 2 were more likely to demonstrate negative overall total life-skills. Nonetheless, this age group was underrepresented in the sample, and there was no logical variance in the satisfaction with the decrease or increase in age.

In addition, all of the surveyed adolescents who demonstrated negative or borderline overall life-skills (6.8% of the entire sample) were from Newrooz/Bchara Al Khoury. However, zooming into each skill showed that there was no significant correlation between skill acquisition and center/area except for self-agency, which recorded a significant correlation at $p=0.04$. 68% of adolescents in Newrooz/Bchara Al Khoury and 75% of adolescents from Rescue me/Almadinah Al Riyadiyah demonstrated positive self-agency, which is a very positive finding considering that these areas are 2 of the most vulnerable among the others.

Therefore, linking the adolescents' backgrounds to the results obtained from the surveys and the feedback from their coaches showed that the project had positive impacts on them and led to the intended outcomes.

Satisfaction with MFD

This section examined the degree of adolescents' satisfaction with the MFD programme. To examine participant adolescents' satisfaction with the MFD programme, an index was constructed based on 5 indicators derived from 5 four-point Likert-type scale questions, which covered adolescents' general satisfaction with the programme, possibility of recommending MFD to others, acquisition of music and life skills, and the extent to which adolescents have enjoyed the programme.

As shown in figure 2 above, the vast majority of interviewed adolescents were positively satisfied with the MFD programme and only 1% demonstrated borderline dissatisfaction. However, there was a significant correlation between the degree of satisfaction with MFD and whether or not adolescents were enrolled in school. Data shows that those who reported that they dropped out of school were more likely to be on the borderline end of the scale compared with adolescents who were enrolled in schools.

During the FGDs all adolescents expressed their satisfaction with the project, other than life skills they expressed their interest in learning about music skills. *"We learnt the difference between beat and rhythm and then created musical instruments from unneeded objects, I never imagined we could do that"*, said a boy from Nabaa. *"We were happy to perform in front of famous musicians, we became more confident to prepare for the big performance"*, a boy from Hay El Gharbeh.

As for the coaches interviewed, they were all satisfied in the program, and showed excitement to take part in its second phase. Coaches were in general satisfied in the training they took before with some recommendations that will be discussed later in the report. They shed light on the "coaching on coaching" period that was given to them after the training and before the start of implementation phase. During this period coaches were given the chance to practice activities from the manual with each other. They said that this period made them stronger and more comfortable with the material. One coach added, *"we benefited from sharing different ideas and saw how each one of us was able to amend and apply the games in new ways"*.

Sustainability:

- a. How sustainable are the effects of the project on the participants?
- b. How sustainable are the effects of the project at the community level?

According to quantitative findings, the skills that got the highest scores by adolescents are leadership and self-agency. Interestingly, there were a lot of emphasize by adolescents themselves on the skills they have gained during the FGDs, specifically self-confidence (component of self-agency) and communication (component of leadership). The same skills were commonly mentioned by coaches.

When explained by coaches, they gave examples on how adolescents changed their behaviours throughout the project. In other words, they referred to the progress by “before and after”. From their perspective these 2 skills in specific were clearly gained by adolescents and were the reason for positive behavioural changes. *“Overcoming shyness was mostly obvious, they proudly performed on stage and will never go back to what they were before this experience”*, said one of the coaches. Another coach stated that dwelling on the same skills during several games helped adolescents grasp these skills, not only identifying them when asked, but putting them into application without even noticing.

At the community level, adolescents and coaches talked about the importance of spreading what they learnt to other children, especially when it comes to raising awareness on the targeted issues. However, it was commonly repeated that talking about these issue is not enough. One adolescent said, *“Ok we expressed that we are against early marriage, will it stop now?”* That brings the importance of taking this project to the next step, and allow children to implement certain projects targeting the advocacy issues they raised during phase one.

Recommendations

Based on the quantitative findings that were obtained from children:

Newrooz and Rescue me centers showed the least positive life-skills scores, self-agency in specific. The vulnerable background of adolescents in these centers explains the result, however further examination of the areas, the background and conditions participants may be needed, and the operations of the respective centres need be further monitored and examined to inform a more customised approach in these centres.

More specifically, efforts should be made to understand the reasons behind and address the relatively high inclination among adolescents to avoid expressing their feelings to friends and family, particularly male adolescents, in addition to the high levels of irritation and in some cases resort to physical violence. This step can also help understand why a relatively high percentage of adolescents seemed not to resort to discussion to solve conflicts with others.

As for leadership, more effort needs to be made to understand what makes many adolescents disassociated from their communities, and to encourage adolescents to engage in their community by means of specific methods and resources alongside voicing their opinions.

Further examination of some adolescents’ lack of self-assertiveness, particularly their inability to take decisions, might help in understanding the reasons behind this phenomenon and develop the necessary tools to develop adolescents’ decision-making capacities. Since the data suggest that dropouts were more likely to be unsatisfied with MFD, efforts should be made to examine the reasons why this is the case and to develop the means by which MFD could be more attractive and relevant to this specific group of adolescents.

Based on coaches' recommendations:

Concerning the training, coaches suggested adding an additional day learning music basics with a music professional, and another around dealing with children in different situations that might be faced. Coaches recommended the "coaching on coaching" sessions, and agreed that 4 of these sessions are enough.

As for the new manual, coaches recommended having the games divided based on age, and supported keeping some repetition in the skills targeted, to allow children to grasp the skills through different games. In the first few sessions, children could be encouraged through videos of musicians performing on untraditional instruments or videos from the final event.

For the next phase, retained coaches can take part in assisting new coaches based on the experience they got from the project. More instruments to teach "melody" and "harmony" are needed, and a maximum of 15 children is recommended to be held per coach.

Based on the principal's recommendations:

To address drop-outs, children can be encouraged through setting expectations on what the project will lead to.

Conclusion

After examining all data gathered along the period of the MFD project and during the End of Project Evaluation (quantitative, qualitative and reported documents), we were able to conclude that the project was effective, impactful and relevant to the context it was conducted in. The sustainability of its effects can be better improved in future phases. The main findings can be summarized in the following:

- Effectiveness was achieved, as the project has achieved its outcomes fully and outputs partially. It has enabled children to gain positive life skills (96%), in specific leadership and self-agency skills. Quantitatively, these skills cannot be fully contributed to the project for the absence of a representative sample at Baseline to compare the results with. Qualitatively however, adolescents, their coaches and center principal expressed that they noticed change in knowledge and behaviours mainly in the skills of communication and self-confidence which are components of the 2 skills got the highest quantitative percentages.
Concerning the youth coaches, 71% showed improved knowledge on life skills and application of MFD, and 83% showed improved knowledge and skills on human rights and advocacy. During the FGDs coaches expressed that the project enhanced their creativity and self-challenge as well.
The project clearly allowed adolescents to know about advocacy, think critically about issues in their community, discuss and express their thoughts towards the issues creatively.
- Impact was also achieved, as 89% of adolescents showed positive psychological wellbeing at the end of the project, which was referred as “improved” by their coaches during FGDs. Concerning “becoming agents of change in their communities”, coaches and the principal expressed that adolescents were engaged in the issues they were advocating for and in some cases passed that to their family and friends in their community, however, this could have been better examined if parents and relatives/friends were interviewed. On an additional note, a more prolonged exposure and involvement in the issues that were targeted would create better impact.
- The project was relatively relevance to the needs of the community that were studied at the beginning in the needs assessment, and addressed during this project. Adolescents in the targeted areas are in need to fun inspirational programs where they can express their thoughts and discover new skills in them. The project’s design and activities were relevant and leading to the overall goal that is **“Vulnerable and at-risk adolescents become agents of change within their communities and have improved psychosocial wellbeing through a music for development approach”**.
All project’s beneficiaries and stakeholders interviewed expressed satisfaction in their participation, and interest in joining any upcoming phases.
- The point that can be best improved is sustainability of the effects of the project. On the level of life skills gained by adolescents and coaches, though some of them can be lifelong gained, however, if not further enhanced and practiced can be reduced after a period of time, especially in the challenging environments many of them live in. At the community level the project’s design doesn’t show clear sustainability of effects. Social issues that were raised and expressed can be moved forward to being implemented by adolescents themselves in their communities to create more sustainable change.

Annexes

Annex 1 - Adolescents Life Skills Survey – Scoring and Data Analysis Plan

The tool below was developed based on the set of skills given during the project, that were tackled through incorporated skills. Questions on life skills were taken from 2 already existing RTP compiled tools on life skills. *

This tool will be used to measure the overall goal of the project and outcome 1

Goal: Vulnerable and at-risk adolescents become agents of change within their communities and have improved psychosocial wellbeing through a music for development approach

- % of adolescents reporting positive psychosocial wellbeing (target 50%)

Outcome 1: Improved life skills of at-risk and vulnerable adolescents through music for development

- % of adolescents demonstrating positive life skills (target 70%)

Intermediate outcome 1.1: Increased knowledge and skills of youth coaches on music for development

- % of youth coaches with increased knowledge and skills on music for development (target 75%)

Intermediate outcome 1.2: Adolescents have increased music skills through music for development sessions

- # of music pieces created (target 20)

Outcome 2: Youth and adolescents address rights and advocacy issues through the use of music

- # of advocacy/communication plans drafted by adolescents (target 20)

Intermediate outcome 2.1: Youth coaches are provided with capacity building on key human rights, child rights and advocacy issues.

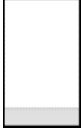
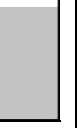
- # of advocacy/communication plans drafted by adolescents (target 20)

Intermediate outcome 2.2: Adolescents implement an advocacy/communication campaign addressing social issues using music

- # of social issues identified, analysed and addressed by adolescents through music (target not assigned)

At the beginning facilitators give instructions on the flow of the sessions. Adolescents will be assured of the confidentiality and anonymity of their answers. Scale for giving answers will be explained and an example will be given. Facilitators will read one question at a time, give 10 seconds for children to circle their answers and move to the next question. *(Facilitators are advised to agree with the children on a hand gesture they do when they are done answering each question, so the facilitator can move to the next).*

* RTP Internal Life Skills Tools Compilation

<u>SKILL</u>		<u>Question</u>	 <u>Rarely/Never</u>	 <u>Sometimes</u>	 <u>Usually</u>	 <u>Always</u>
1. Leadership (Overall leadership skill score /33)	Communication	1.1. When you're working with a team, are you able to present your point of view without getting disrupted?	0	1	2	3
		1.2. When you're working with a team, do you continue arguing even if you notice that the communication is not being effective?	3	2	1	0
	Respect	1.3. When you're playing a game that has turns, do you respect others' turns and wait for them?	0	1	2	3

		1.4. Do you respect opinions of other people that are different from yours?	0	1	2	3
	Listening to others	1.5. Do you listen to others when they are talking?	0	1	2	3
		1.6. Do you feel like others listen to you when you talk?	0	1	2	3
	Teamwork	1.7. Do you enjoy working with other people your age?	0	1	2	3
		1.8. Do you get along with other people when you are working on the same activity?	0	1	2	3
	General leadership	1.9. Do you ever help other children agree on something, for example, which game to play?	0	1	2	3
		1.10. In the past year, have you told an adult about what you think would make your community a better place?	0	1	2	3
		1.11. Do you feel like you have the power to make a difference in your community? (for example, to make it a better place to live)?	0	1	2	3
	Self-expression	2.1. Do you tell your family/friends about your feelings? (for example, when you are happy, sad, scared, angry, etc.?)	0	1	2	3
		2.2. Do you tell your family/friends about an idea or an opinion you have on something?	0	1	2	3
		2.3. Do you ask your family/friends for help if you need it?	0	1	2	3
2. Self-agency (Overall self-agency skill score /24)	Self-esteem	2.4. Can you think of things that you can do well? (your strengths)	0	1	2	3
		2.5. Do you often think bad things about yourself?	3	2	1	0
		2.6. Do you think you will succeed at tasks if you try really hard?	0	1	2	3
	Managing emotions	2.7. When you are upset, do you lose your temper?	3	2	1	0

		2.8. Do you get into violent physical fights with someone if you are angry?	3	2	1	0
3. Problem solving and critical thinking (Overall problem solving skill score /9)		3.1. Do you resort to discussions to solve a conflict with others?	0	1	2	3
		3.2. Do you help others solve their problems?	0	1	2	3
		3.3. When others on your team tend to quit, do you try to find ways to solve the problem?	0	1	2	3
4. Self-assertiveness (Overall self-assertiveness skill score /9)		4.1. Overall, are you satisfied with your personality?	0	1	2	3
		4.2. Do you feel you are able to make up your mind about things (take a decision)?	0	1	2	3
		4.3. Do you feel that you are able to stand up for yourself without putting others down?	0	1	2	3

Adolescents' Satisfaction		5.1 How satisfied were you in the Music for Development Project in general?	0	1	2	3
		5.2 Would you recommend other friends of you to participate in such a project?	0	1	2	3
		5.3 Do you feel like you have gained Music-related skills from the project	0	1	2	3
		5.4. Do you feel like you have gained life-skills from the project	0	1	2	3
		5.5. Did you had fun during the project?	0	1	2	3

Total number of questions: 30

Life skills questions: 25

Questions targeting psycho-social skills: 9 (in green)

Satisfaction: 5

SCORING AND DATA ANALYSIS

- Outcome 1 indicator:
Answers for each question will be scored according to the answer scale provided. Each life-skill (leadership, self-agency, problem solving and critical thinking, and self-assertiveness) will have an overall score that is the summation of underlying scores of individual answers. The total life-skills score is the summation of the 4 overall scores.

Each skill is considered to be “demonstrated positively” when the score is at least 50% of the maximum possible score. Likewise, the total life-skills are considered to be “demonstrated positively” for a total score of at least 50%.

So, percentage of adolescents reporting positive total life skills (i.e. having a total score of 50% and above), will be reported as the **% of adolescents demonstrating positive life skills.** Scores of each of the 4 overall life-skills will also be reported.

- Goal indicator:
Psycho-social skills are targeted in 9 questions (2.1, 2.3, 2.4, 2.5, 2.7, 3.3, 4.1, 4.2, 4.3) in green, answers of these will be added forming the psycho-social skills score. Percentage of adolescents reporting positive psycho-social skills score (i.e. having a score of 50% and above), will be reported as the **% of adolescents reporting positive psychosocial wellbeing.**
**

- **Correlational Analysis:**
Life skills total score and sub-scores (each life skill alone) and Psycho-social skills will be analysed in correlation with gender, center, and level of education. P-value is to be reported to check for statistical significance between different groups.

- **Satisfaction Questions:**
Last 5 questions will be analysed alone (not part of the life skills measurements). Results from descriptive statistics will be reported to measure the % of adolescents reporting “always” on each variable.

**Data analysis will be done using excel functions. Missing scores will NOT be counted as zeros, they will alter the maximum score and therefore the cut off (50%) will be calculated accordingly for each participant.

Annex 2 - Adolescents Life Skills Survey – ARABIC Version

يحتوي هذا الاستطلاع على عدد من الأسئلة عنكم، كيف تفكرون وتشعرون وكيف تتصرفون بمواقف مختلفة قد تحصل معكم في حياتكم، وعلاقاتكم مع الناس. ستساعدنا إجاباتكم في تخطيط وتحسين برنامجنا في المستقبل.

لا توجد إجابات صحيحة أو خاطئة، وكل شخص لديه الحرية الكاملة في الإجابة عما يفكر أو يشعر فيه فعلاً من دون التأثير بأي عامل. لن يطلب منكم كتابة أسمائكم أو أي شيء يعرف عنكم على الاستبيان، وبهذا لن يستطيع أحد معرفة الإجابات التي كانت لكم، لذا من المهم أن الإجابة بكل صدق وراحة.



هل ترغب في المشاركة في هذا الاستبيان؟

معلومات عنك

اكتب داخل المربع الرمز الخاص بك:

أول حرف من اسمك + أول حرف من عائلتك + يوم عيد ميلادك (باللغة التي يريدونها/تريدها)



ما هو عمرك؟ _____

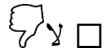


ذكر ☐



أنثى ☐

ما هو جنسك؟



لا ☐



نعم ☐

هل ذهبت قبل إلى المدرسة؟

• إذا نعم، ما هو أعلى صف أكملته في المدرسة؟ _____



لا ☐



نعم ☐

• هل ما زلت تذهب إلى المدرسة؟

الآن الأمر سهل، فقط ضع دائرة حول الكوب الذي تريده عند كل سؤال!

دائماً

في معظم
الأحيان

قليلاً

أبداً

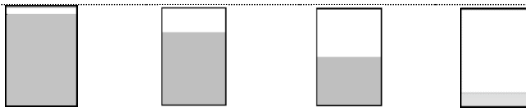
هل تلعب لعبة كرة القدم؟



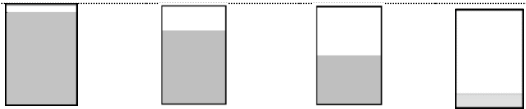
1.1. عندما تعمل مع فريق ، هل أنت قادر على تقديم وجهة نظرك دون أن تتعرض
لإزعاج ؟



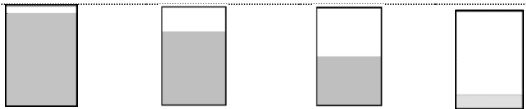
1.2. عندما تعمل مع فريق ، هل تستمر في الجدل حتى لو لاحظت أن التواصل غير
فعال؟



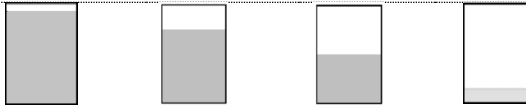
1.3. عندما تلعب لعبة بها أدوار ، هل تحترم أدوار الآخرين وتنتظرها؟



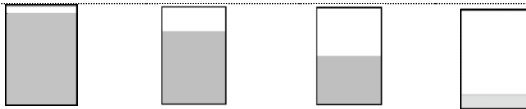
1.4. هل تحترم آراء الآخرين الذين لا يوافقوك الرأي؟



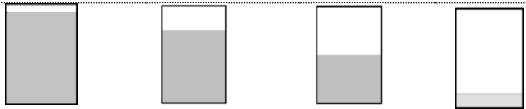
1.5. هل تستمع للآخرين عندما يتحدثون؟



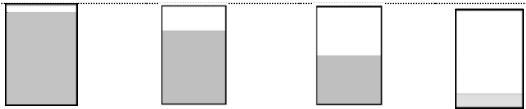
1.6. هل تشعر بأن الآخرين يستمعون إليك عندما تتحدث؟



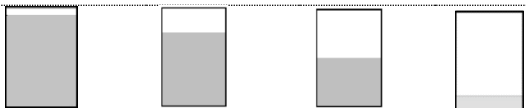
1.7. هل تستمتع بالعمل مع أشخاص آخرين من عمرك؟



1.8. هل تتفق مع أشخاص آخرين عندما تعملون في نفس النشاط؟



1.9. هل سبق أن ساعدت أطفال آخرين على الاتفاق على شيء ما ، مثلاً أي لعبة يجب
لعبها؟



1.10. هل سبق وأخبرت شخصاً بالغاً عما تعتقد أنه سيجعل مجتمعك مكاناً أفضل؟



1.11. هل تشعر أن لديك القدرة على إحداث تغيير في مجتمعك؟ (مثلاً لجعله مكاناً أفضل للعيش)؟

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2.1. هل تخبر أسرتك / أصدقائك عن مشاعرك؟ (مثلاً ، عندما تكون سعيداً حزيباً خائفاً غاضباً ، إلخ؟)

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2.2. هل تخبر أسرتك / أصدقائك عن أفكارك أو آرائك ؟

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2.3. هل تطلب المساعدة من عائلتك / أصدقائك إذا كنت بحاجة إليها؟

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2.4. هل يمكنك التفكير بنقاط القوة الخاصة بك(أشياء يمكنك القيام بها بشكل جيد) ؟

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2.5. هل تفكر بأشياء سيئة عن نفسك؟

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2.6. هل تعتقد أنه يمكنك أن تنجح في المهام التي تستلزمها إذا حاولت بجد؟

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2.7. عندما تشعر بالضيق أو بالغضب ، هل تفقد أعصابك؟

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2.8. هل تدخل في معارك جسدية مع شخص ما إذا كنت غاضباً؟

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3.1. هل تلجأ إلى النقاش لحل صراع مع الآخرين؟

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3.2. هل تساعد الآخرين في حل مشاكلهم؟

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3.3. عندما يميل آخرون في فريقك إلى الاستسلام، هل تحاول إيجاد طرق لحل المشكلة /إلتزام المهمة؟

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4.1. عموماً ، هل أنت راض عن شخصيتك؟



4.2. هل تشعر أنك قادر على اتخاذ قرارات بأشياء مختلفة ؟



4.3. هل تشعر أنك قادر على الدفاع عن نفسك / رأيك دون إضعاف الآخرين؟



5.1 ما مدى رضاك عن مشروع الموسيقى من أجل التنمية بشكل عام؟



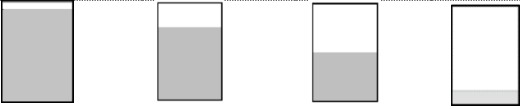
5.2 هل تتصح أصدقائك الآخرين بالمشاركة في مثل هذا المشروع؟



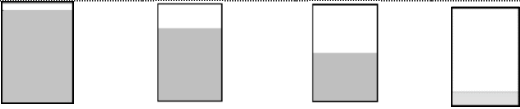
5.3 هل تشعر أنك اكتسبت مهارات متعلقة بالموسيقى من المشروع؟



5.4. هل تشعر أنك اكتسبت مهارات حياتية من المشروع؟



5.5. هل استمتعت خلال المشروع؟



😊😊 شكراً لك 😊😊

Annex 3 - Adolescents FGD Guiding Questions

River of Life Activity

1. Introduce yourself (facilitator and note taker) and seek informed consent

- The purpose of this activity is to get a deeper understanding of your thoughts and experiences in the project that you have participated in that is Music for Development, and to know what you have learned of skills out of this project.
- Your opinions are very important to us, through them we will be able to understand how you have benefited from the project, what you liked and did not like and how we can improve our work in similar projects later in the future.
- My role will be to facilitate this session, we will be playing some games and drawing while answering different questions. You will see my colleague writing, because he/she will be taking notes of what we are discussing. He/she may interfere if needed as well.
- There are no right or wrong answers, and we want to hear from all of you to understand your perspectives and experiences
- Duration of activity (1 – 1.5 hours)

2. Explain confidentiality and seek consent:

- All the discussions done in the activity will be confidential, such that none of your names will be included in the report. No one will know what each participant has said.
- For better notes and not to miss any information, a voice recording will be taken, however it will start after we all introduce ourselves, so that your names will not be included in the recording. The recording will be deleted after a transcription is made, and no names will be used at all.
- It is very important that we all keep the discussion confidential and that we will not discuss what has been said here with anyone outside the group, including family or friends.
- Also note that your participation in this activity is fully voluntary, if you don't feel comfortable to participate you can stop at any point (now or later), however we would love to hear you all, and take your opinions into consideration.

So do you want to participate in this activity?

3. Icebreaker + Getting to know each other (pause voice recorder for this activity):

- Thread activity:
Each of the participants and facilitators is asked to cut and take a piece of thread (they choose its length). Each one will introduce him/herself while moving the thread on their fingers, they have to keep talking until the thread ends.
Note: facilitator can give them some ideas of what to say, their hobbies, favorite food, favorite sports, what they want to become in the future... etc.

4. Set up the activity (Start voice recorder):

- Lay out the long piece of paper on 2 long tables. You may need to tape several flip chart sheets together. Define the program period for the Music for Development project and ask the young people to mark the sheet of paper off in equal time periods (i.e. months or years)

5. Draw the River:

- Ask the participants to **draw a river** on the paper. Explain that the "River of Life" is a way to represent key Music for Development activities (trainings, community events etc.) over the course of the project.

6. Document Activities:

- Within the river have the young people draw and/or **write out all of the Music for Development activities** they have been involved with. If possible, have them put them in the correct timeline.

7. Document Changes:

- Once they have completed this ask them to write down the **changes they have seen in themselves, their peers or in their families or community** on the bank of the river. Get them to think about changes in **behavior, attitude, and cultural norms and values** (B, A, CNV). If these are too many concepts, you may wish to ask about each of these one at a time.

8. Link Changes to Activities:

- Ask them to write the changes in line with the activities that they think have contributed to these changes or link them somehow (i.e. drawing a line between them or using symbols).

9. Select 3 Most Significant Changes:

- The group has to choose the 3 Most Significant Changes to them.

10. Explain:

- Once they have selected these ask them why these are the most significant, and what activities they think contributed to these changes.

11. Choose the top Most Significant Change for the Group:

- Next have each group select their top (#1) – Most Significant Change and work together to develop a short skit (~2minutes) to tell the story of this change. What was the change, when did it happen, what contributed to it and why is it the Most Significant? Provide time for each group to perform their skit/role play to the others.

12. Document:

- Be sure to take photos and document the conversations – both on the what and the process of deciding. Also take a photo of each groups River of Life MSC drawing and fill in the recording sheet.

Annex 4 - Coaches FGD Guiding Questions

River of Life Activity

13. Introduce yourself (facilitator and note taker) and seek informed consent

- The purpose of this activity is to get a deeper understanding of your thoughts and experiences in the project that you have participated in that is Music for Development, and to know what you have learned of skills out of this project.
- Your opinions are very important to us, through them we will be able to understand how you have benefited from the project, what you liked and did not like and how we can improve our work in similar projects later in the future.
- My role will be to facilitate this session, we will be playing some games and drawing while answering different questions. You will see my colleague writing, because he/she will be taking notes of what we are discussing. He/she may interfere if needed as well.
- There are no right or wrong answers, and we want to hear from all of you to understand your perspectives and experiences
- Duration of activity (1 – 1.5 hours)

14. Explain confidentiality and seek consent:

- All the discussions done in the activity will be confidential, such that none of your names will be included in the report. No one will know what each participant has said.
- For better notes and not to miss any information, a voice recording will be taken, however it will start after we all introduce ourselves, so that your names will not be included in the recording. The recording will be deleted after a transcription is made, and no names will be used at all.
- It is very important that we all keep the discussion confidential and that we will not discuss what has been said here with anyone outside the group, including family or friends.
- Also note that your participation in this activity is fully voluntary, if you don't feel comfortable to participate you can stop at any point (now or later), however we would love to hear you all, and take your opinions into consideration.

So do you want to participate in this activity?

15. Icebreaker + Getting to know each other (pause voice recorder for this activity):

- Thread activity:
Each of the participants and facilitators is asked to cut and take a piece of thread (they choose its length). Each one will introduce him/herself while moving the thread on their fingers, they have to keep talking until the thread ends.
Note: facilitator can give them some ideas of what to say, their hobbies, favorite food, favorite sports, what they want to become in the future... etc.

16. Set up the activity (Start voice recorder):

- Lay out the long piece of paper on 2 long tables. You may need to tape several flip chart sheets together. Define the program period for the Music for Development project and ask the coaches to mark the sheet of paper off in equal time periods (i.e. months or years)

17. Draw the River:

- Ask the participants to **draw a river** on the paper. Explain that the "River of Life" is a way to represent key Music for Development activities (trainings, community events etc.) over the course of the project.

18. Document Activities:

- Within the river have the coaches draw and/or **write out all of the Music for Development activities** they have been involved with. If possible, have them put them in the correct timeline.

19. Document Changes:

- Once they have completed this ask them to write down the **changes they have seen in themselves, and their students** on the bank of the river. Get them to think about changes in **behavior, attitude, and cultural norms and values** (B, A, CNV). If these are too many concepts, you may wish to ask about each of these one at a time.

For coaches it is essential to have them think of the changes in **themselves** and in their **students**.

20. Link Changes to Activities:

- Ask them to write the changes in line with the activities that they think have contributed to these changes or link them somehow (i.e. drawing a line between them or using symbols).

21. Select 3 Most Significant Changes:

- The group has to choose the 3 Most Significant Changes to them and the 3 Most Significant Changes to their students.

22. Explain:

- Once they have selected these ask them why these are the most significant, and what activities they think contributed to these changes.

23. Choose the top Most Significant Change for the Group:

- Next have each group select their top (#1) – Most Significant Change and work together to develop a short skit (~2minutes) to tell the story of this change. What was the change, when did it happen, what contributed to it and why is it the Most Significant? Provide time for each group to perform their skit/role play to the others.

24. External factors:

- Can you think of any EXTERNAL FACTORS (changes that are not related to the project) that happened throughout the period of the project and might have affected the following?
 - i. knowledge, attitude, behaviors of the children you have worked with
 - ii. process of the project (at any stage)

Factors might be related to locations, environment, funding, cooperation of different stakeholders (parents, principals, officials...). They can be positive or negative.

25. Document:

- Be sure to take photos and document the conversations – both on the what and the process of deciding. Also take a photo of the group's River of Life MSC drawing and fill in the recording sheet.

Annex 5 - Stakeholders Key Informant Interview Questions

- Q.1.** From your experience what is the value added of RTP's intervention with your students/child?
- Q.2.** Have you noticed any changes in your students'/child's knowledge about music? How did you know that (they practice at home/school, they share what they have learned?)
- Q.3.** What were the most significant changes you have seen in your students/child in terms of behaviour and attitude after participating this project?
- Q.4.** Do you think the project was relevant to the needs of your community? How?
- Q.5.** How sustainable do you think are the changes that this project has left on the students/children?
- Q.6.** How sustainable do you think are the changes that this project has left on the community?
- Q.7.** In your opinion what needs to be done for these changes to stay and be more affective/ to be sustained?
- Q.8.** What is your overall level of satisfaction with this project?
- Q.9.** What are your recommendations to RTP for future programming of similar projects?
- Q.10.** Any additional comments that you would like to add...