



Play Based Education in Emergencies (PEER) End of Project Evaluation

January, 2021

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Acronyms

FGD	Focus Group Discussion
MEHE	Ministry of Education and Higher Education
PBL	Play-Based Learning
PEER	Play Based Education in Emergencies
RCA	Reflect-Connect-Apply
RTP	Right to Play

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Executive Summary

Play Based Education in Emergencies (PEER) project aimed at improving the quality of formal and non-formal education for refugee and host community children, to provide positive learning environments. The project was implemented by Right to Play Lebanon for 2 years, where play-based learning (PBL) methodology and other educational activities were conducted. Over 7000 children and adult beneficiaries were reached directly, in a total of 66 public schools and community centers, in Bekaa, South and North of Lebanon.

Over its two phases, the project trained 149 leaders. 69% of them showed improved knowledge on PBL and 70% demonstrated positive child-centered learning environments when observed. According to leaders, children and parents, these sessions have improved several life skills in children, like communication skills, team work, sportsmanship, and self-expression. In a summer camp activity implemented during 2019, 75% of children showed increased scores in literacy and numeracy tests, and 67% of children reported increased interest in learning and commitment to attending school. In addition, parental engagement sessions were conducted with 108 parents on the topics of internet safety, improving parenting skills, parental delegation and the importance of play at home. It also rehabilitated 1 public school in Hermel area with 220 students.

After the spread of Covid-19 and enforcing the lockdown in the first quarter of 2020, activities were modified. Project staff in collaboration with trained teachers developed curricula of 3 booklets on the topics of internet safety, home-based activities, and school recreational activities, which was a recommendation from phase 1. Parental and youth sessions were conducted online with a focus on awareness and play-at-home ideas, reaching around 1550 beneficiaries, and an additional 100 children participated in a story writing competition to express their opinions and thoughts. Moreover, in response to Covid-19 and the economic crises, 830 hygiene kits and 1060 educational kits were distributed to families in addressed vulnerable communities.

In conclusion, PEER project was effective and impactful, contributed to achieving its outcomes and goal statement by improving the quality of education to targeted children. However, not enough evidence was provided on the long-term impact in public schools versus community centers. The project was relevant to emerging needs of communities and met their recommendations, which shows depth of flexibility and adaptation. Most but not all of the project's activities are sustainable, behavioral change in children for examples need continuation and nurturing environments to be sustained. Long-term studies with comparative control groups need to be conducted in coming phases to provide more valid evidence on impact and sustainability.

A set of programmatic recommendations were put to improve future education programs.

Introduction

Project Background

Play Based Education in Emergencies (PEER) is an educational project that was implemented at Right to Play (RTP) in Lebanon for 2 consecutive years. Both phases, PEER 1 and PEER 2 were funded from The Church of Jesus Christ of Latter-day Saints – LDS. Using the experiential Play-Based Learning (PBL) methodology, the project aimed at improving the quality of formal and non-formal education for refugee and host community children. In a formal (classroom) or a non-formal (community center) education setting, children from Syrian and Lebanese nationalities would actively participate in games that do not only deliver educational messages, but enhance their civic engagement and leadership experiences through a peer-to-peer approach. Topics on internet safety and child protection were at the core of the games.

To do that, the project's method of work was to train and regularly follow up leaders¹ (teachers and coaches) from selected schools and community centers, to implement PBL sessions with children and youth, in inclusive and child-centered learning environments. At the end of each PBL session, teachers and coaches use the Reflect-Connect-Apply (RCA) approach to help children draw connections between lessons learnt from the experiences and real life situations.

In its first phase, PEER 1 completed all planned activities. The main component that is implementing regular PBL sessions in schools and community centers, in addition to reaching children and youth in their neighborhoods by engaging caregivers and communities through community sensitization events, were done in the Bekaa and South of Lebanon.

In its second phase during 2020, PEER 2 was affected by the multiple crises that hit Lebanon, but indeed COVID-19 pandemic was the main challenge that affected the project programmatically. Closure of schools and most child-based community centers as of March, 2020, stopped the regular implementation of sessions and other field-level activities. The project team adapted their approach and activities to fit better with the context, in response to the newly emerging needs that beneficiaries and their families can benefit from. Activities of PEER 2 took place in the Bekaa, as well South and North of Lebanon.

It is important to note that the 2 phases of the project were overlapping in regards to timeframe. PEER 1 was implemented from January, 2019 until December, 2019, whereas PEER 2 from June, 2019 to December, 2020, where an extension took place in the later from April to December, 2020. Since implemented activities did also overlap, reach data was reported per period of time but not clearly segregated per phase.

¹ Term "leaders" throughout this report refers to coaches and/or teachers of the project

Project Objectives

The project built on RTP's experience in Lebanon and its relationships with local communities, non-formal education providers and the Ministry of Education and Higher Education (MEHE). By building the capital of public sector teachers, the project sought upgrading the skills of existing education systems, rather than creating new or separate structures. That said, the aim was to have an impact on both formal and non-formal education.

Throughout the 2 phases of the project, 2 different logical frameworks were set with the same goal as objective: *Improve the quality of formal and non-formal education for Syrian refugee and host community children to provide positive learning environments and increase retention in formal education.*

Detailed project logical frameworks are reviewed in the findings section.

Evaluation Objectives and research questions

The main objective of the evaluation is to assess the effectiveness, impact, relevance and sustainability of the project in both phases, though the following questions:

➤ Effectiveness:

- To what extent has the project contributed to its outcomes?
 - To what extent have leaders applied the PBL methodologies?
 - How did children benefit from the play-based educational opportunities provided?
 - Were positive learning environments ensured to children throughout the project?

➤ Impact:

- Has the project contributed to the goal statement: improving quality of formal and non-formal education for Syrian and host community children?

➤ Relevance:

- How relevant was the project to the emerging needs of targeted communities?
- How satisfied were beneficiaries and stakeholders with this project?

➤ Sustainability:

- How sustainable are the effects of the project on targeted communities?

Methodology

A mixed methodology of quantitative, qualitative and desk review of reported documents were used for this evaluation. Data from several stakeholders was analyzed to get a comprehensive evaluation from different perspectives. Quantitative data was collected at different phases of project implementation. Some was included in progress reports before, and other was analyzed specifically for the purpose of this evaluation. Qualitative data however, was all collected at end line (October/November, 2020) strictly for the sake of this evaluation from stakeholders who have spent enough time benefiting from project's activities.

➤ **Quantitative data:**

- Children pre and post summer camp assessment² (July, 2019)
- Leaders pre and post training assessments³ (throughout the project)
- Session observation assessments⁴ (throughout the project)

➤ **Qualitative data:**

- FGDs with leaders⁵ (November, 2020)
- FGDs with parents⁶ (November, 2020)
- FGDs with children⁷ (October, 2020)

➤ **Reviewed documents:**

- Logical frameworks of the 2 project phases
- 4 progress reports throughout the 2 years
- Feedback and media material provided by beneficiaries along the project

Sampling, tools and data analysis

Children pre and post summer camp assessment

During the summer camp of 2019 in Bekaa area, 62 children filled the pre-camp survey, and 42 filled the post-camp one. Participating children were divided in classes, according to age and academic level. From each age group a random sample of children was selected following a pre-identified percentage that represents the total age-group distribution (*Figures 1 and 2*).

An internal tool was developed to measure 2 main components:

- Children's social life skills and belonging to the community
- Academic performance and access to education

² Refer to **Annex 1** for the pre-post summer camp tool

³ Refer to **Annex 2** for the pre-post training tool

⁴ Refer to **Annex 3** for the session observation tool

⁵ Refer to **Annex 4** for the leaders' FGD tool

⁶ Refer to **Annex 5** for the parents' FGD tool

⁷ Refer to **Annex 6** for the children's FGD tool

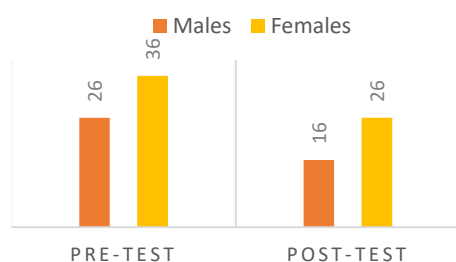


Figure 1. Gender distribution of children participants in pre-post summer camp assessments

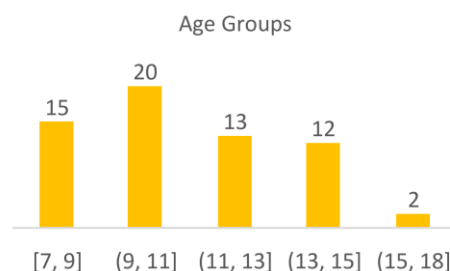


Figure 2. Age distribution of children participants in pre-post summer camp assessments

Leaders pre and post training assessment

A total of 106 assessments were completed by leaders before and after trainings over the course of the project (Figure 3 and 4).

Tools used for all trainings constituted of 3 sections:

- Self-assessment section
- Knowledge section
- Section for evaluating the training

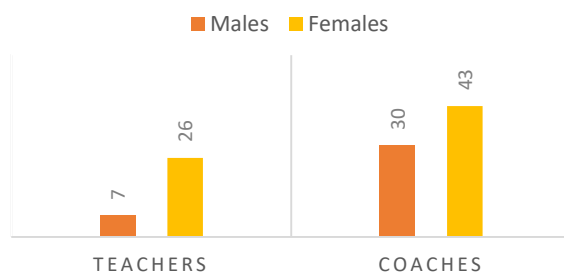


Figure 3. Gender distribution of leaders in pre-post training assessments

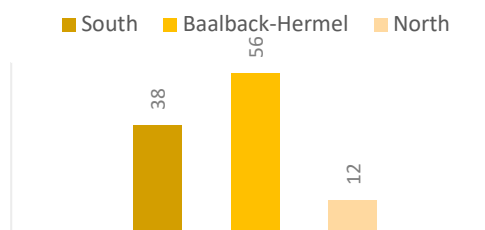


Figure 4. Area distribution of leaders in pre-post training assessments

For both pre-post assessments of children and leaders, descriptive analysis was used to summarize the scores on different components, and paired analysis to compare individual percentage differences for participants.

FGDs with leaders, parents and children

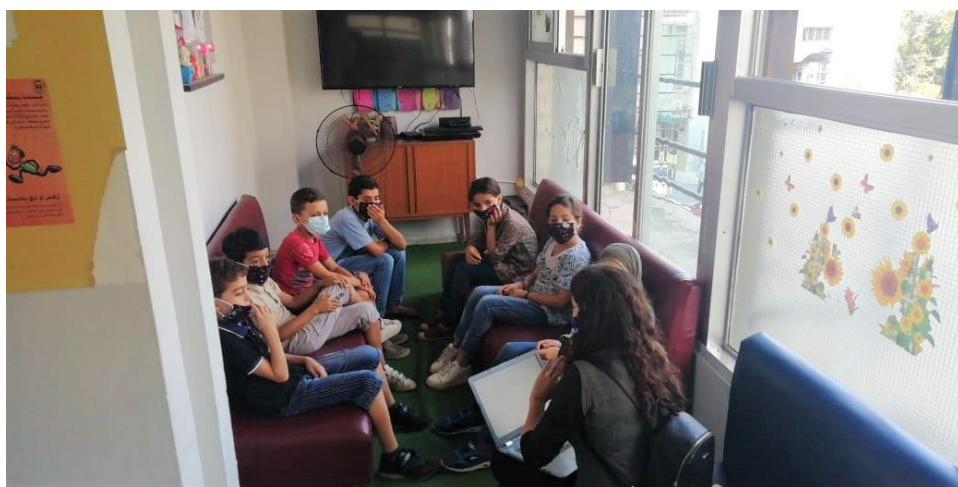
3 Focus Group Discussions (FGDs) were conducted with 17 leaders for the sake of this evaluation. Selected participants were chosen randomly from a list of identified leaders, who have spent over a year with RTP. This selective sampling was done to ensure that participants have implemented regular PBL sessions with children for enough time to give feedback on the impact of these sessions from their experience.

2 FGDs were conducted with 10 parents in Bekaa and South areas. Parents were randomly selected from lists that were provided to be easily accessible and have Internet connection to participate.

And finally 4 FGDs were conducted with 25 children that have regularly attended PBL sessions during 2019 and the beginning of 2020. Children were randomly selected from groups of leaders that have implemented full PBL sessions before the lockdown.

FGD #	FGD group	Area	Number of participants	Method
1	Coaches and teachers	Bekaa	5 F	WhatsApp group call
2	Coaches and teachers	Bekaa	3 F – 3 M	WhatsApp group call
3	Coaches and teachers	South	4 F – 2 M	WhatsApp group call
4	Parents	Bekaa	6 F	WhatsApp group call
5	Parents	South	4 F	WhatsApp group call
6	Children	Bekaa	4 F – 1 M	WhatsApp group call
7	Children	Bekaa	3 F – 2 M	WhatsApp group call
8	Children	South	3 F – 4 M	In person
9	Children	South	4 F – 4 M	In person

Table 1. FGDs distribution of participants



Picture 1. Children FGD - Saida, October 2020

Thematic analysis was used to analyze qualitative data of FGDs.

Reviewed documents:

To evaluate the progress of the project during its different stations, several documents were reviewed. These include 2 logical frameworks of the 2 project phases, 4 progress reports throughout the 2 years, in addition to feedback and media material provided by beneficiaries along the project.

Limitations and challenges

- Baseline data was collected partially in January/February 2020 before the spread of Covid-19. However, the obtained 73 children surveys for quantitative measurements couldn't be paired and compared with end line data, as these children did not continue to attend PBL sessions after the lockdown. For that, only qualitative data through FGDs was obtained from children at end line, and quantitative pre-post measurements were only considered from the summer camp assessment done in 2019, which is not fully representative of project beneficiaries.
- Lockdown caused disruption of regular PBL sessions in community centers and in public schools from March 2020, and by that only few observation visits were done prior the lockdown. This means that evaluation of sessions was done retrospectively based on the feedback of beneficiaries who participated in 2019. So recall bias is another limitation that affects the quality of data.
- Lockdown in November forced FGDs to be done online, except for 2 groups that were done in person few days before the lockdown. WhatsApp group calls was the most applicable mean by beneficiaries, although it is not ideal and video calls would have been more interactive for FGDs. Connection issues were faced during some calls, and hesitation in participation was noticed especially during children groups.
- Online data collection causes a possible selection bias towards participants who have access to Internet connection and devices. It narrowed the sample and ruled out participants who might have other ideas or challenges to share.
- Change in activities during 2020 in response to Covid-19 pandemic, forced a change in the evaluation purpose itself. Some of the planned outputs and outcomes have altered and are not applicable to measure. Therefore, one main objective of this study is now to measure the relevance of newly implemented activities to emerging needs of the communities, and to the outcomes that were initially set during project design.

Findings

Effectiveness:

- To what extent has the project contributed to its outcomes?

Phase 1 - Outcome 1: Improved positive learning environments that promote play-based learning

➤ Training and session implementation:

In phase 1 of the project, 128 leaders were reached while the target was 80.

64 teachers in 51 public schools and 64 coaches in 8 community centers were trained on PBL methodology, internet safety, the use of sports, and enhancing life skills and psychosocial wellbeing of children. Analyzing a sample of 94 pre-post training tests showed that 69% of trained leaders had improved scores on their knowledge on PBL, and self-assessed ability to manage PBL sessions with children.

When asked about the trainings during the FGDs, leaders mentioned that in general they were interactive and gave them ideas on new activities to implement. The most repeated topics were PBL, internet safety, and life skills. Some leaders added that specific topics like bullying in schools and responsible citizenship were essential to include in sessions especially in public schools.

New leaders with small experience expressed that RTP training benefited them a lot, while more experienced coaches and teachers had different thoughts. Some had taken similar training and said that they already used play, and others considered it an opportunity to start using interactive teaching instead of lecturing.

"Aside from the content given, I learned by observing the technique applied by the trainer"

A coach from Saida

Leaders were followed with refresher trainings, and through session observation visits. From these visits, 95% of leaders appeared to demonstrate and apply PBL methodology. And out of the observed sessions, 70% demonstrated positive and child-centered learning environments.

About the implementation of sessions, leaders mentioned several challenges that they faced prior Covid-19. One challenge that was repeated from 3 teachers in public schools is that principals did not consider these sessions as priorities and would replace sports and play sessions with others frequently. *“Awareness should be given to principals first”*, said a sports male teacher in a school in Hermel. Another challenge was limited spaces in both schools and community centers which forced leaders to edit games during winter in specific.

“I found alternative ways to implement sessions, in the corridor for example, better than nothing.”

A theatre teacher from Hermel

Two additional challenges proposed by leaders were that resources were not enough at the beginning, they had to be creative and was not easy, as some leaders mentioned. Others said that after implementing a certain number of sessions they needed more information on safety of internet, *“What we knew was limited, more sessions needed more information”*.

➤ **Rehabilitation of a school in Hermel**

Under the outcome of improving learning environments, one public school in a village on the Lebanese Syrian borders in Hermel area was rehabilitated after being assessed as an unsafe and challenging learning environment. The school was originally built from sheets of metals of a plane hangar which caused extreme temperatures all year long. Classrooms were not fully separated, so 220 students had to study in 1 big hall with poor isolation of sound. Rehabilitation work included separating the structure into individual classrooms, creating a small, enclosed playground to provide a safe place for students to play, as well as installing temperature controls to avoid extremes in temperatures. Students, teachers and parents reported their satisfaction with the result.

“We can finally concentrate without hearing the teacher of the other classroom”

A girl in the rehabilitated school

After rehabilitation, the local municipality was encouraged to repair the road leading to the school, and the principal mentioned that 70 additional students were enrolled in the year that followed.



Picture 2. Rehabilitated school in Hermel - before and after

Phase 1 - Outcome 2: Increased commitment of children to learning in formal or non-formal settings

➤ Regular PBL sessions

A total of 2216 children were reached in regular PBL sessions in phase 1, while the target was 1800. Numbers were divided into 1466 children and youth in public schools over 480 sessions, and 750 children in community centers over 350 sessions, in addition to children reached in other activities and events.

Partners		Leaders				Children/Youth			
	Total		Males	Females	Total		Males	Females	Total
Community Centers	8	Coaches	22	42	64	Children	155	185	340
						Youth	157	253	410
						Total	312	438	750
Schools	51	Teachers	16	48	64	Children	519	513	1032
						Youth	184	250	434
						Total	703	763	1466
Total	59	Total	38	90	128	Children	674	698	1372
						Youth	341	503	844
						Total	1015	1201	2216

Table 2. Reach data in Phase 1 of the project

Teachers during FGDs reported that students felt really happy participating PBL session, *“this was reflected on the whole school”*, a teacher added. However, concerning the topics and materials shared, several coaches who applied sessions for a longer time mentioned that children got bored from repetition, and that they needed new materials and games.

“Bullying decreased a lot in young ages.”

A teacher from Zahle (Bekaa)

And when asked about the skills that leaders think children improved the most in, the most common answers were communication skills, respect to others, conflict resolution and self-expression. Other leaders who implemented less sessions said that short term skills were shown in individual examples, but no long-term ones.

“In public schools, children are happy with any activity, because there is lack of activities to a big level”

A teacher from Hermel (Bekaa)

Children themselves during FGDs reported that they enjoyed playing. When asked about what they learned, all 4 groups mentioned improved knowledge and understanding of Internet-safety and how they can prevent themselves from any risks. The life skills that were commonly repeated by children were teamwork, cooperation, sportsmanship, and self-confidence. In all discussions, bullying was mentioned as the main issue they suffered from.

*"I learned not to send pictures or give my number to strangers.
Not to add or confirm someone that I don't know"*

Girl in Saida (South)

➤ Summer camp in Hermel

One of the events was the 5-week summer camp of 2019, where 250 children participated in daily recreational and academic (literacy and numeracy) sessions divided per grade level. Interactive sports and artistic activities were also implemented with focus on social, cognitive, and emotional skills to support the holistic development of children.

Pre and post surveys were administered to a total of 73 children. 67% of children reported increased interest in learning and commitment to attending school, and 75% showed increased knowledge in literacy and numeracy in academic brief exams.

And as children had the chance to meet and spend time with new friends, they were encouraged to participate in discussions about their communities' issues and suggest solutions for. Figure 6 shows the percentage of children who changed their answers from "no" to "sometimes" or "always" in the post summer camp assessment.

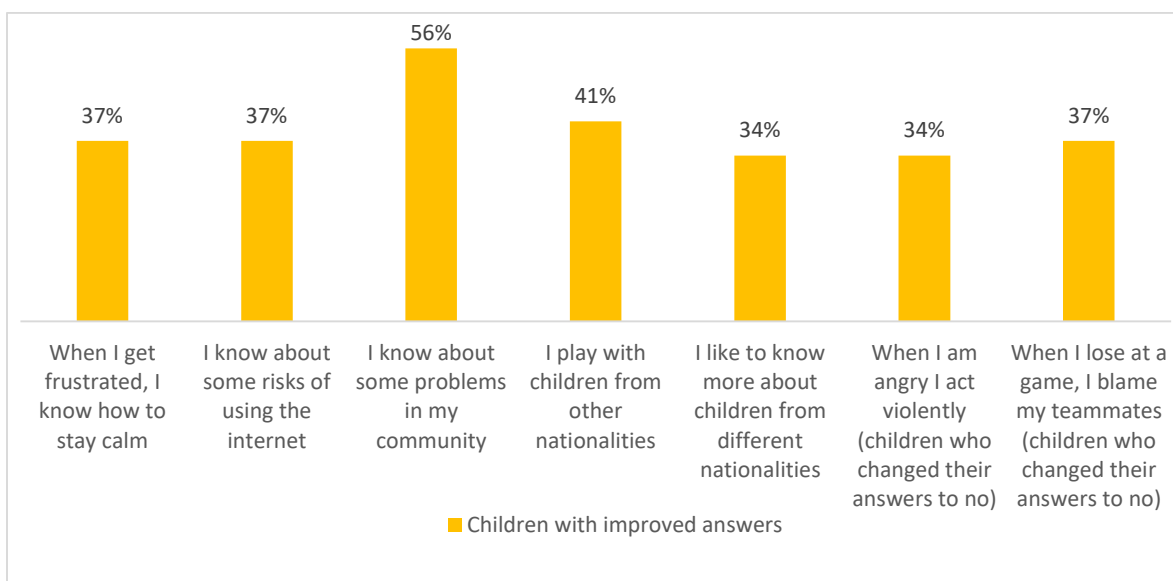


Figure 5. Children with improved answers from pre to post assessment

At the end of the camp, a number of children and coaches were randomly asked about their thoughts of the 5-weeks experience, and below are their answers:

"When I first joined the camp I was very hesitant, I thought it was just a camp like any other one. But I got motivated by my friends. They said we will be learning new things, especially the academic subjects that we are not very good at, that we will get support on that."

"I benefited from a lot of things, like learning, internet safety, handcrafts and drawing."

"I changed socially, before I didn't talk to anyone. Now I started to say things out loud and negotiate."

Children's feedback on the summer camp

"We gained a lot of knowledge, socially I benefited a lot. We broke a lot of barriers, one of them is fear, for example you can't teach children to dance and you're shy to try it yourself. We learnt these things and broke all these barriers before the kids, to be able to teach them."

"We noticed, at the beginning of the camp, a lot of disagreement among children. There was a lot of conflicts. All this changed, we noticed they became more sociable and empathetic towards each other."

"The thing that I liked the most, is our cooperation with the children, our responsibility towards them and our impact on them. Everything we gained we were able to pass to them and affect them in a positively."

Coaches' feedback on the summer camp

➤ Sensitization sessions

Other activities that took place during 2019 under this outcome were sensitization session. 11 community sessions were conducted with 78 parents and covered internet safety, improving parenting skills, parental delegation and the importance of play at home. Parents expressed that the parental engagement sessions were “rich in content” as one mother from Bekaa expressed. Others added that it was a good opportunity to meet and share experiences and thought with other parents.

“It is a place to get information, and express at the same time. When I heard the other ladies, I started to relate to myself.”

Mother in Saida (South)



Picture 3. Parental engagement session in South

Phase 2 - Outcome 1: Refugee and host-community children are provided with child-centered, play-based educational opportunities in a positive learning environment

➤ Training and PBL session implementation

In phase 2 of the project, 3 leader trainings took place reaching 48 teachers in 54 public schools, and 42 coaches in 12 community centers. Implementation of sessions started and a total of 1939 children were reached through PBL sessions and other activities.

Partners		Leaders				Children/Youth			
	Total		Males	Females	Total		Males	Females	Total
Community Centers	12	Coaches	12	30	42	Children	103	127	230
						Youth	120	195	315
						Total	223	322	545
Schools	42	Teachers	11	37	48	Children	469	480	949
						Youth	189	256	445
						Total	658	736	1394
Total	54	Total	23	67	90	Children	572	607	1179
						Youth	309	451	760
						Total	881	1058	1939

Table 3. Reach data in Phase 2 of the project

PBL sessions in phase 2 of the project although were shorter in the period of implementation, but left similar impact on coaches and teachers, however less impact on children who didn't get the chance to complete the course of the sessions as planned.

With the spread of Covid-19 in March, several activities were modified in response to the pandemic. This affected the progress towards the pre-set indicators, and suggested new activities that still fit to the requested outcomes.

➤ Youth reunion\Online discussion

Instead of in person regular PBL sessions, a series of online discussions were initiated to provide in-depth understanding of the types and prevalence of online risks young Internet users face, as well as of the solutions most effective in mitigating these risks. 13 participants in Tripoli, North of Lebanon were involved.

RTP staff who observed the discussions stated that at the beginning of the implementation discussions were quite shy. *"The facilitator had to put a reasonable amount of the effort on the table to mobilize and encourage the participants to speak up. As time passed, this online meeting soon turned into a safe space for this small group to express, debate and grow from. Very soon, the participants started suggesting topics on their own and the arguments became more elaborate. The most enjoyable part of this project was knowing that with the diversity of people came an openness and acceptance of all perspectives. They would sometimes come up with a mutual consensus at the end of the talk even though some had to compromise."*

➤ Story competition:

100 youth and children from all over Lebanon participated in a story competition. This competition provided space for youth and children to express their opinions and concerns about the global and national situation. In addition to the objective of encouraging self-expression in children, story writing aimed to improve the Arabic language.

Children wrote about their experience during and after Beirut blast, the economic situation in the country, the social uprisings, and their vision of the future.

After this initiative, the team received positive feedback from parents.

All stories were compiled in one book for the purpose of documentation and distribution among interested partners and wider working groups.

Phase 2 - Outcome 2: Barriers to education are addressed through community-based interventions

➤ Curriculum development

Three curricula entitled “fruitful clouds” were developed in collaboration with the trained teachers and partners who shared their experiences during the project under the guidance of the project’s team.

1. The safety internet booklet aims to target children from the age of 8 till 12 and from the age of 13 till 17 years old. The main objective of the curriculum is to raise awareness on the risk of internet misuse and to enhance the sense of belonging and citizenship through acting responsibly on social media and to not contribute to the spread of fake news especially given that the in-country situation is not stable when it comes to the socio economic and political situation.
2. The home-based activity booklet, is a tool to be used by caregivers and parents and includes life skills and cognitive activities and other well-being related exercises. At the same time these activities contribute to creating bonds within the family and enhance parenting skills.
3. The final booklet includes recreational activities created to help children and their peers reconnect after the Covid-19 pandemic using sports and outdoor physical exercises to get back to their previous lifestyle.

The three developed booklets answered the recommendation put by leaders and parents during the first phase of the project.

➤ “Morning Online Meetings” or “Sobhiyeh Online”

A series of seven morning online sessions with 30 parents took place during lockdown using Microsoft teams’ platform. The aim of these sessions was for the parents to share their experiences during lockdown on parental skills, and the activities are created to engage their children. Parents showcased their creativity and initiatives were created by mothers to enhance others’ cooking, baking, gardening and other skills along with their children such as tips on parenting and development.

Mothers from South and Bekaa said that they got ideas on how to spend time with children at home. They talked about getting creative in doing art work, building games from available materials at home, which made time management less stressful. More importantly they expressed that these sessions benefitted them at personal levels.

“We really need space to vent out, talk and share experiences with other parents and specialized professionals.”

Mother in Bekaa

➤ Distribution of education kits

In October 2020, a brief needs assessment was done to identify students in need for assistance in public schools. A sample of 190 parents participated in a phone survey, and results showed that 72.7% had no stable job, no job at all or had a monthly income of less than 600,000 LBP (equivalent to 80 USD) per family. The average number of people in these families was 5.

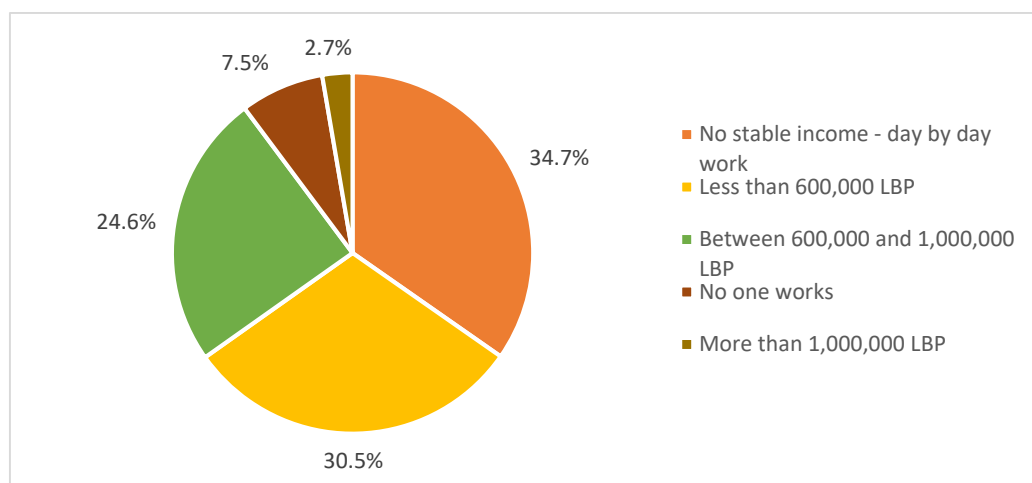


Figure 6. Monthly income of families in the needs assessment

A total of 1060 educational kits were distributed to 530 children in elementary schools and 530 adolescents in secondary schools in the areas of South and Bekaa. Each kit was a bag containing a pencil, a pen, ruler, copy books, a scientific calculator, and a geometry set. This activity addressed directly the barriers to education caused by the economic crisis in the country, that made the mentioned items very expensive on these families.

➤ Distribution of hygiene kits and sharing awareness messages on Covid-19 prevention

An activity that does not fit directly under educational outcomes, addressed the emerging needs due to Covid-19. During Lockdown 830 hygiene kits, 500 in the Bekaa and 330 in the South area, were distributed to respond to Covid-19 and to support families who were incapable of securing the minimum kits required for prevention.

In response to the outbreak as well, awareness messages on Covid-19 prevention were shared with over 2000 children and youth who were beneficiaries of the projects. Messages were sent by videos and informative posts shared on WhatsApp, Facebook and RTP's Instagram pages.

Impact:

- Has the project contributed to the goal statement: improving quality of formal and non-formal education for Syrian and host community children?

Not having comparable quantitative baseline and end line data is a limitation to precisely measure the level of which this project has contributed to the goal statement. But, overall we can say that the project has gone a long way improving the quality of education to the children that were involved during its 2 phases.

In public schools, teachers have mentioned that training and follow up of teachers on the PBL methodology has made teaching easier. A teacher from Hermel said, *"I became more active, I felt that my students started to be my friends"*. Activities in schools however need to be further enhanced through reaching more teachers, and school staff to ensure proper implementation of PBL sessions.

Parents in turn said that parental engagement sessions helped them deal better with their children. This provided a more positive environment for them to assist children with their studies for schools, especially during lockdown period where they had to watch out for children's online classes.

"Before online sessions we were all stressed at home. After trying some games and strategies, we started to communicate more positively."

"We got closer as a family, I started to search for more activities for my children"

Two parents in Saida

Relevance:

- How relevant was the project to the emerging needs of targeted communities?
- How satisfied were beneficiaries and stakeholders with this project?

The project was able to respond to the emerging needs of the community in its 2 phases. During the first phase the focus on children life skills component helped improve communication, sportsmanship, team building, and respect among children. Even the Internet safety component that was given before the Covid-19 outbreak, turned out to be very relevant to the emerging need for internet during lockdown.

“Surprisingly, all the sessions we took on internet safety, happened to be very useful when Internet became an everyday necessity in our lives”.

Teacher in Saida

And after the outbreak of the pandemic, and the massive economic crises that left reduced the purchase power of families, activities were modified accordingly. They were able to address the needs in health, wellbeing, and education sectors.

It is important to note that a recommendation obtained from phase 1, on providing booklets (resources) for school and home games, was taken into consideration. Effort was put in phase 2 with teachers to develop 3 curricula on internet safety, home-based activities, and school recreational activities.

Sustainability:

- How sustainable are the effects of the project on targeted communities?

Some activities by nature provide sustainable effect on beneficiaries, like school rehabilitation, resource development, and trainings. Other activities like sessions given to children and sometimes parents aiming to develop skills, can only be sustainable if supported by positive nurturing environments and continuity of projects to lead to behavioral change.

PBL sessions in turn were implemented with different periods among several partners. This affects the expectation of how effective and long-lasting these sessions were. Exact measurements need to be done in future projects, for each group of children participating in PBL sessions, through pre-post session tests, in addition to longer term studies with control groups.

Recommendations

A set of recommendations were set by leaders, parents and based on evaluation findings:

1. Add more topics to the training like, sports in schools, wellbeing, mind and concentration
2. Support leaders to conduct PBL sessions online during lockdown
3. Provide more educational and sports game materials to schools
4. Distribute tablets during sessions on safety of internet
5. Conduct training for principals and other school staff on the importance of play-based approach and its involvement in regular teaching
6. Collaborate with education officials to include PBL in the training they conduct to reach more teachers
7. Conduct more parental engagement and discussion sessions among parents from different communities
8. Support creating parent committees in schools and community centers
9. Provide training on career opportunities that parents can benefit from to provide jobs
10. Work on rehabilitation of schools and education centers as it was proved to provide an overall more appropriate learning environment
11. Conduct regular pre and post assessment with participating children in PBL sessions, to follow up on their short-term improvement
12. Conduct long-term studies with control groups to measure the impact of similar projects

Annex 1. Pre-pot Summer Camp Tool

يحتوي هذا الاستطلاع على عدد من الأسئلة عنك، وكيف تفكر وتشعر بأشياء مختلفة في حياتك، وعلاقاتك مع الناس. ستساعدنا إجاباتك في تخطيط وتحسين برنامجنا. لا توجد إجابات صحيحة أو خاطئة. من المهم أن تجيب بكل صدق ما تستطيع. سيطلب منك كتابة اسمك على ملصق ووضعه على الورقة، بعد أن نجمع ورقتك، ستم إزالة اسمك واستبداله برقم، وهذا يعني أنه لن يعرف أحد الإجابات التي كانت لك. إذا كان أي من الأسئلة يجعلك تشعر بعدم الارتياح، فلا بأس بعدم الإجابة.



نعم ☐

هل ترغب في المشاركة في هذا الاستبيان؟

معلومات عنك	
اكتب اسمك على الملصق وقم بوضعه هنا (تذكر أن هذا الملصق سوف تتم إزالته لاحقًا واستبداله برقم)	
 ☐ ذكر	 ☐ أنثى
ما هو عمرك؟ _____	ما هو جنسك؟ _____

ضع دائرة حول الكوب الذي فيه إجاباتك

دائما صحيح

في بعض الأحيان صحيح

ليس صحيحًا على الإطلاق أو نادرًا

1. أنا مهتم بالمدرسة
2. أنا متحمس لأتعلّم أشياء جديدة
3. أستطيع أن أسأل الأستاذ/المعلمة عن أي شيء لا أعرفه
4. أشعر بالأمان في المدرسة
5. أستمع بعناية عندما يتحدث الآخرون
6. عندما يكون لدي فكرة عن شيء ما، أشاركه مع الآخرين.
7. عندما أكون غاضبًا، أتصرف بعنف.
8. عندما أشعر بالإحباط، أعرف كيف أبقى هادئًا.
9. عندما أخسر في لعبة ما، ألوم زملائي في الفريق.
10. أعرف بعض مخاطر استخدام الإنترنت
11. أنا أعرف ما يجب القيام به لحماية نفسي من مخاطر الإنترنت
12. أعرف بعض المشاكل في مجتمعي
13. يمكنني المساهمة في جعل مجتمعي مكانًا أفضل
14. يمكن للأشخاص في عمري تنظيم مشروع أو حفلة في مجتمعي
15. ألعب مع أولاد من جنسيات أخرى
16. أحب أن أعرف المزيد عن الأولاد من جنسيات مختلفة
17. أحب أن يكون لدي أصدقاء مختلفين عني

استخرج من الجملة التالية:

"قرأ الولد الرواية"

- الفاعل: _____

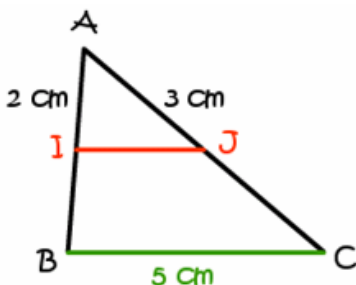
- المفعول به: _____

حلل التالي: (Factorize)

$$12X + 16X = \underline{\hspace{2cm}}$$

$$3X + 9X^2 = \underline{\hspace{2cm}}$$

نقطة الوسط لـ [AB] و L هي النقطة الوسطى لـ [AC]، ما هو طول [IJ]



Annex 2. Pre-post Training Tool

الرجاء وضع علامة ٧ عند الخيار الذي يعبر عن موقفك من كل عبارة، الرجاء توقي المصادقية قدر الإمكان أثناء الاختبار

ممتاز	جيد	متوسط	ضعيف
1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.			

صنف الأسئلة التالية لـ RCA

R	C	A
1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	

Annex 3. Classroom & Coach Observation Form (COF)

Positive, child-centered learning environment

1.1. Ensuring a physically safe space.

A	Children and leader both identify safety concerns. Appropriate actions are taken to address (e.g. children involved where appropriate – e.g. not picking up glass).
B	Leaders take actions to deal with safety concerns and explain the safety concerns to children. e.g. clearing classroom/field for safety hazards such as sticks, dangerous debris, broken decks, glass, etc.
C	Actions are taken to deal with safety concerns, but leader <u>does not</u> explain the safety concerns to the children e.g. clearing classroom/field for safety hazards such as sticks, dangerous broken decks, glass, etc.
D	Safety standards are not met; safety concerns exist and are not addressed.

1.2. Problem Behavior Management

Standard	Leader responds in the following ways: • The leader discusses the problematic behavior with the child/children, listens to the child, and gives an opportunity to explain his/her behaviors. • Leader reaction is calm, patient, non-stressed. • The leader does not use physical punishment, show disrespect or try to make the children feel scared, fearful or shamed.
A	Always, AND • The child is encouraged to learn about the impact of the behavior (e.g. why it is wrong, which behaviors would be better, etc.) • The child is involved in identifying a solution or alternative behavior
B	Always or often
C	Sometimes, but rarely
D	Never

1.3. The leader's encouragement towards children

Standard	The leader... • Smiles during the lesson or has friendly facial expressions • Uses positive, friendly, and caring body language and tone • Encourages and actively acknowledges children and their contributions, even if they give incorrect answers • Encourages participation of all children
A	Always
B	Often
C	Sometimes, but rarely
D	Never

1.4. The leader's communication style with children

Standard	The leader... • Uses age appropriate language • Adjusts volume and speed so that she/he can be heard • Rephrases questions or directions to children if the children do not understand • Actively shows they are listening when children talk
A	Always
B	Often
C	Sometimes, but rarely
D	Never

1.5. Gender inclusion and equality

Standard	The leader: • Gives girls and boys equal opportunities to participate in classroom activities (e.g. to give answers, ask questions, express their ideas, etc.) • Adjusts games and activities based on cultural considerations to ensure equal and comfortable participation of boys and girls (e.g. uses sticks/balls/other tools for contact instead of physical contact, does not mixgenders in groups when not acceptable, etc.) • Gender is respected •
A	Always
B	Often
C	Sometimes, but rarely
D	Never

1.6. Inclusion of children living with disabilities/special needs

	The following is observed:
A	• Children living with disabilities <u>actively</u> participate in the classroom activities or discussions (leader ensures that games are adapted to children with disabilities by using game variation)
B	• Children living with disabilities <u>occasionally</u> participate in the classroom activities or discussions (leader encourages child to participate)
C	• Children living with disabilities are acknowledged, but do not actively participate in the classroom activities or discussions (leader accepts the child but does not actively encourage them to participate)
D	• Children living with disabilities are ignored and not included in classroom activities or discussions.

1.7. Child participation

Standard	Throughout the full class, the children... • Share ideas, opinions, thoughts, and/or feelings with their leader • Asks questions of leader • Look comfortable and relaxed (e.g. smiling, laughing, relaxed posture, no signs of worry, etc...) • Assists classmates in solving problems or understanding a question • Actively participate in group work
A	All of the children
B	Most of the children (more than half)
C	Some of the children (less than half)
D	None of the children

2. Experiential, play-based learning methodologies

2.1. Participatory learning/ Active vs. passive learning

	The following is observed:
A	• The leader does ask children questions and children answer • The leader creates opportunities for children to discuss, practice and expand what they learned (e.g. in small groups, through interactive activities, etc...)
B	• The leader does ask children questions and children answer • Leader creates opportunities for children to talk to each other about the lesson (e.g. asks open ended questions of children, asks children ask each other questions, etc.)
C	• Children repeat back what the leader says • Leader does ask children questions and children answer. • The leader does not create opportunities for children to talk and discuss.
D	• Children repeat back what the leader says • Children do not ask leader questions • Leader does not ask children questions

2.2. Use of games and play activities (generalized - not specific to subjects taught)

Standard	The leader: • Uses generalized games or play-based activities during the lesson (e.g. for energizers, etc...)
A	Always
B	Often
C	Sometimes, but rarely
D	Never

2.3. Play-based, experiential methodologies

	The following is observed:
A	• The leader does use subject-specific games or play-based activities in the classroom • The leader also links the game to the lesson being taught (e.g. describes and/or asks the children what was being taught) • The children are engaged in a Reflect, Connect, Apply (RCA) discussion about the learning
B	• The leader does use subject-specific games or play-based activities in the classroom. • The leader also links the game to the lesson being taught (e.g. describes and/or asks the children what was being taught)
C	• The leader does use subject-specific games or play-based activities in the classroom. • But the leader does not link the game to the lesson being taught
D	• The leader does not use subject-specific games or play-based activities in the classroom.

2.4. Inclusive participation of children.

	Which of the following is observed? • The lesson is conducted in a way that allows all children equal opportunity to participate. • The leader seems to notice if some children are not participating • The leader tries to include children who are participating less in a positive and constructive way (e.g. asks them questions, invites them to participate, etc.)
A	All of the above
B	Two of the above
C	Only one of the above
D	None of the above

3. Action Plan

1. What are three (3) things this Leader did really well?
2. What are three (3) things this Leader needs to improve?
3. What are you as a Field Facilitator going to do to make sure this Leader will improve on these three (3) areas?
4. What is the Leader going to do to make sure she/he improves on these three (3) areas?

(NB: It's obligatory to mention 3 things about the performance of each leader or the observation cannot be submitted)

Annex 4. Leaders' FGD Tool

FGD objectives

The general purpose of the FGD in the Baseline is to answer the following questions from the coaches' perspectives:

- Has the program contributed to the improvement of life skills in participating children?
- Has the program contributed to improve the knowledge and experience of coaches/teachers?
- What are the ways of improvement?

Administrative Information		
Coaches' group:		
Location:		
Date:	Time:	
Number of FGD participants:	Male coaches:	Female coaches:
Facilitator's name:	Note Taker:	

Introduction & Informed Consent

Hello. My name is.

You have recently showed up to take part for coaching activities with a project called "I Move Lebanon - ASICS" project with Right to Play.

The purpose of this study is to understand better your perceptions and feedback after implementing this project. And in specific talk about the experience of implementing sports sessions remotely due to the lockdown.

You are invited to participate in this focus group discussion. It will take approximately 30 to 40 mins. We will ask you several questions and you are invited to express your opinion freely.

Nothing that you tell us today will be shared with anybody outside the research team, and nothing will be attributed to you by name. All answers will be taken into consideration as a group. All answers will stay confidential, and the privacy of all participants will be kept.

We would like to take notes on this session. We will write everything to keep all your ideas, but no names will be mentioned. We would want to record this discussion. The recording will only be used by us to write down your answers and then it will be deleted.

Do you agree if we record this session?

Do you agree to participate in this focus group discussion?

Discussion Questions

1. For how long have you conducted sessions with PEER project?
2. What trainings have you received from RTP?
3. What are some of the approaches to play-based learning that you have learned from RTP? [If necessary, probe, (Have you received training in group work, role play, time to work in groups, Reflect-Connect-Apply discussions, etc.?) Please describe.
4. Overall, how effective were the RTP sessions given in your opinion?
5. Did you notice change in life skills of children that you worked with due to this project?
(Please provide examples)
6. How would you evaluate the interest of children in attending these sessions?
7. What was the feedback you got from children on the sessions?
8. Do you think these sessions have contributed to the improvement of academic performance of children at school?
9. What were some of the challenges you've faced since you started implementing this project? How did you deal with them?
10. Do you think that children in this community need this kind of projects? Why or why not?
11. On the personal level, what do you expect to get/benefit from this project?
12. Have you used any of the approaches you learned with RTP, in your classrooms (outside a regular RTP session)?
13. In your opinion, can the RTP play-based sessions be implemented online if the lockdown continued?
14. What would be your recommendations to improving the project then?
15. Is there anything else you would like to add? Any questions that you have?

Annex 5. Parents' FGD Tool

FGD objectives

The general purpose of the FGD in the Baseline is to answer the following questions from the parents' perspectives after the awareness sessions they participated in:

- Have the sessions contributed to improvement of parenting techniques?
- Have the sessions increased knowledge and changed behaviors for the prevention of Covid-19?

Administrative Information		
Parents' group:	Location:	
Date:	Time:	
Number of FGD participants:	Male parents:	Female parents:
Facilitator's name:	Note Taker:	

Introduction & Informed Consent

Hello. My name is ... and my colleague is ... from Right to Play.

Since you have participated in the sessions about parenting that were organized in PEER project with Right to Play, we are interested in taking your feedback as we are evaluating this project.

The purpose of this study is to understand better your feedback on the sessions and whether it has left implications on your parenting techniques.

You are invited to participate in this focus group discussion. It will take approximately 30 to 40 mins. We will ask you several questions and you are invited to express your opinion freely.

Nothing that you tell us today will be shared with anybody outside the research team, and nothing will be attributed to you by name. All answers will be taken into consideration as a group. All answers will stay confidential, and the privacy of all participants will be kept.

We would like to take notes on this session. We will write everything to keep all your ideas, but no names will be mentioned. We would want to record this discussion. The recording will only be used by us to write down your answers and then it will be deleted.

Do you agree if we record this session?

Do you agree to participate in this focus group discussion?

Discussion Questions

1. How many sessions did you take with RTP? And what are the topics?
2. Were the sessions conducted in person or online?
3. Have your children participated in activities with RTP, or PEER project?
4. What is your overall feedback on the sessions you've taken?
5. Concerning parenting techniques, what were new information that you got from these sessions?
6. Was what you got from these sessions applicable at home?
7. Concerning awareness towards Covid-10 preventative measures, what new information did you get from the sessions?
8. Did you change any of the behaviors and measures after these sessions? Did you use the knowledge you got to change the behaviors of your family at home?
9. What was the effect of the sessions on the time spent at home during the lockdown?
10. What are additional session topics that you think are important for us to address?
11. Is there anything else you would like to add? Any questions that you have

Annex 6. Children FGD Tool

FGD objectives

- The general purpose of the FGD in the Baseline is to take the feedback of children in the project

Administrative Information		
Child's name:	Age:	Male or Female
Location:	Number of sessions attended/videos taken:	
Date:	Time:	
Facilitator's name:	Note Taker:	

Introduction & Informed Consent

Hello. My name is ... and my colleague is ... from Right to Play.

Since you have participated in the project called PEER project, we would like to take your feedback on the project and the games that you did.

The purpose of this, is to evaluate the project and understand better your perceptions and feedback, especially that it was implemented during the lockdown period, as sports sessions were conducted remotely.

The questions will take no more than 20 mins. Nothing that you tell us today will be shared with anybody outside the research team, and nothing will be attributed to you by name. All answers will stay confidential, and the privacy of all participants will be kept.

Also know that you can stop the questions whenever you want, or refuse to answer any question if you do not want to.

Do you agree to participate in this discussion?

Questions

1. For how long did you participate in the sessions with PEER project?
2. What games did you like the most? What games did you not like?
3. What were the main games that you enjoyed?
4. What are the main skills/knowledge that you gained from these sessions?
5. Did you enjoy participating in these sessions?
6. Did you do any online sessions?
7. Were you able to follow up with the coach during online sessions?
8. Would you like to continue with these sessions if in person? If online?
9. Was there anything with the coach that you didn't like?
10. How do you recommend us to continue with this project?
11. Is there anything else you would like to add? Any questions that you have?

THANK YOU FOR YOUR PARTICIPATION! ☺