My Best Start Scale: Capacity Building - Tabshoura Teachers Training

Feedback Survey Results & Analysis Report

June 4th, 2024

Collège National des Lumières - Machta Hammoud, Akkar Lebanon.

Project Goals

To improve access to digitized early childhood education materials aligned with the Lebanese curriculum objectives, particularly for refugees and Lebanese children with limited access to quality digital resources, and to scale this initiative to expand our reach and donate 170 tablet devices to enhance accessibility for the beneficiaries.

Capacity Building Program

LAL crafted Tabshoura's training program and capacity-building workshops in alignment with its mission of designing high-quality digital education programs that harness the transformative potential of technology, making education accessible to everyone. This approach aims to cultivate self-development and skills among education stakeholders, ultimately enriching the learners' experience in the dynamic educational landscape.

Methodology

For the My Best Start Scale Tabshoura training sessions, LAL's team developed a **tailor-made program** that included:
1) A deep dive into **Early Childhood Education content** in Arabic, English, and French, along with the *foundational skills*;
2) Grade 1 content focusing on **The Water Drop** video in the co-curricular activities;
3) An introduction to the *Lalmoudaress Platform*; and
4) A **technical segment** on how to switch user accounts and download and delete offline content.

Throughout the training sessions, teachers were given time to explore and try the content and lessons available on the app. At the end of each session, teachers were informed that they will have to fill a **feedback survey** after one month of using Tabshoura.

General Information

From March 3rd 2024, until May 10, 2024, digital experts, Narimane Ayoub (Project Manager) and Samira Trawi provided training sessions on Tabshoura while Mona Ebsim (MEAL Officer) and Lara Afif (MEAL Assistant) managed the data collection tools. In total LAL's team trained 129[1] teachers – of which 3 are male and 126 are female – in 14 educational entities across 5 governorates.

2%
98%
■ Male
■ Female

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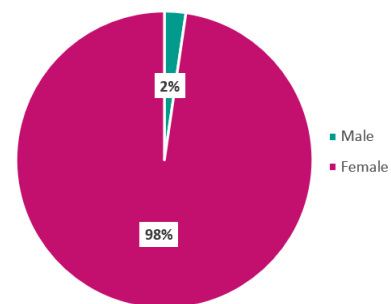
[1] The total number of teachers who attended the Tasbhoura training sessions differs from the teachers registered as not all teachers we registered attended the training sessions.

A feedback survey was dispatched to the 129 participants, but only **76 answers were received.**

A. Survey Population

Out of the 76 respondents, 100% are female. To ensure unbiased answers, **the survey was conducted anonymously,** and we only collected information about the respondent's age, school [2], grade levels, and teaching subjects. Below are detailed figures for each component.

Respondents' Age Group

- 18-24 years old: 17%
- 25-34 years old: 36%
- 35-44 years old: 33%
- 45-54 years old: 8%
- 55-64 years old: 5%

Respondents' Schools

- Assabil Libraries: 1%
- Seeds of Hope (Association Saint Zacharie): 1%
- Collège National des Lumières: 5%
- Al Carmelia Tripoli: 11%
- Ahlam Lajea Association: 17%
- Rihab Al Zahraa Secondary School: 20%
- Khraibet El Chouf: 14%
- Pine Community School: 12%
- Joint Christian Committee: 8%
- Druze Orphanage - موسسة بيت اليتيم الدرزي: 5%
- Themarona: 4%
- SOS Children's Village: 1%

Respondents' Grade Levels

- KG1: 9%
- KG2: 11%
- KG3: 14%
- Grade 1: 7%
- Grade 2: 7%
- Grade 3: 10%
- Grade 4: 9%
- Grade 5: 10%
- Grade 6: 8%
- Grade 7: 6%
- Grade 8: 5%
- Grade 9: 4%

Respondents' Teaching Subject

- Chemistry: 3%
- Physics: 5%
- Earth & Life Sciences: 13%
- Math: 27%
- Arabic: 29%
- English: 21%
- French: 1%
- Other: 1%

B. Institutions, Timeframe, and Locations

Educational Entity	Type	No. of Teachers Trained	Location	Date
Joint Christian Committee	Educational Center	9	Beirut	March 3rd, 2024
Collège National des Lumières	Private School	9	Akkar	March 15, 2024

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[2] LAL did not receive feedback either from Maarouf Saad nor Esprits Libres.

Educational Entity	Type	No. of Teachers Trained	Location	Date
Assabil Libraries	Educational Center	8	Beirut	March 19, 2024
Themarouna	Educational Center	11	Chouf	March 20, 2024
SOS Village d'enfants	Educational Center	1	Matn	March 21st, 2024
Ahlam Lajea	Educational Center	18	Beirut	March 27, 2024
École Saint-Élie des Pères Carmes - Tripoli	Private School	9	Tripoli	March 27, 2024
Seeds of Hope (جمعية مار زكريا البار)	Educational Center	2	Keserwan	April 16, 2024
Druze Orphanage (مؤسسة بيت اليتيم الدرزي)	Private School	13	Chouf	April 2nd, 2024
Khreibeh Public School	Public School	9	Chouf	April 24, 2024
Martyr Maarouf Saad Public School	Public school	5	Saïda	April 25, 2024
Esprits Libres	Private School	8	Hermel	April 27, 2024
Rihab Zahraa School[3]* (Imam Al Sader):	Private School	17	Zoom Call	April 30, 2024
Pine Community School	Private School	10	Chouf	May 10, 2024

Report Objective

This report seeks to analyze the results of the Post-Tabshoura Training Feedback Survey, aiming to **evaluate both trainer performance and trainee satisfaction**. The analysis aims to **assess trainee contentment with the training sessions, trainers, and Tabshoura content**; specifically the foundational skills, _The Water Drop video_ and the _Lalmoudaress_ platform. Additionally, it serves as a valuable tool for the LAL Team to ensure that the trained **teachers can properly navigate Tabshoura independently**. Moreover, it is instrumental in assessing the **overall effectiveness** of the training program.

Feedback Survey Results & Analysis

The trainees were invited to complete a feedback form after one month of using Tabshoura. Among these, the **76 individuals** who submitted feedback are referred to as "**respondents**", with 'N' denoting the sample size, which, in this context, is the number of respondents. They were tasked with **rating their agreement levels** on a scale ranging from 'strongly agree' to 'agree,' 'disagree,' and 'strongly disagree' **across 14 statements tackling various aspects of the Tabshoura offline app**, including its user-friendliness, navigation, design, content organization, and the effectiveness of its visual and audio elements. The survey further explored the implementation and impact of the foundational skills chapters on the students, the effectiveness of _The Water Drop_ video, and user engagement with the

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[3] For safety reasons we conducted the training online

LALmoudaress platform's teaching resources and professional development tools. Satisfaction levels for both platforms were rated on a scale of 1 to 5. The following presents the compiled results.

A. Tabshoura Offline App

Statement n°1: Tabshoura offline app is user-friendly
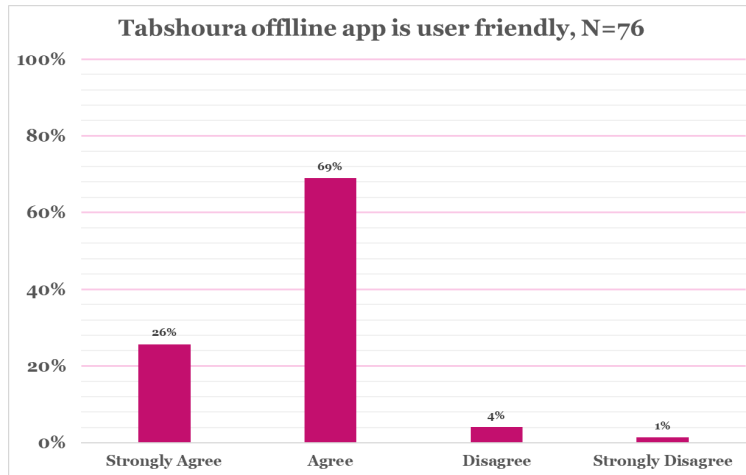
For the first statement, respondents were asked to indicate their level of agreement. The large majority, **69%, agreed** that the "Tabshoura offline app is user-friendly", while **26% strongly agreed**. Conversely, a smaller percentage, **5%, expressed disagreement or strong disagreement.**

Statement n°2: Tabsoura's offline App navigation from one page to another is smooth
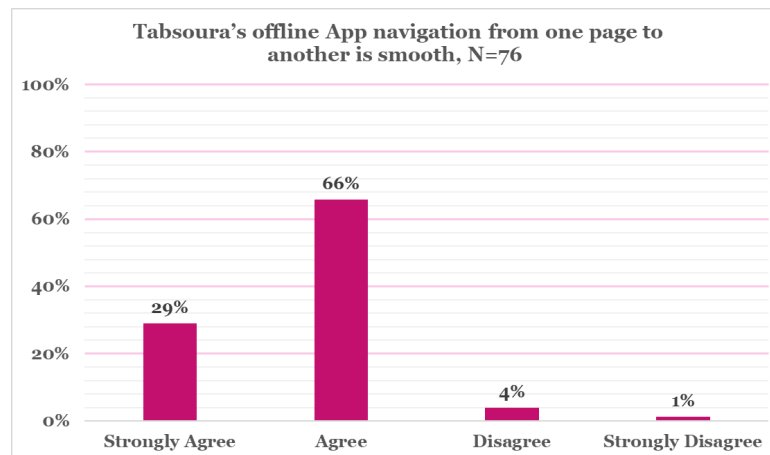
For the second statement, respondents were asked to indicate their level of agreement. The large majority, **66%, agreed** that the "Tabshoura offline app navigation from one page to another is smooth", while **29% strongly agreed**.

Conversely, a smaller percentage, **5%, expressed disagreement or strong disagreement.**

Statement n°3: The design and visual elements of Tabshoura offline App are appealing and engaging

The design and visual elements of Tabshoura offline App are appealing and engaging, N=76

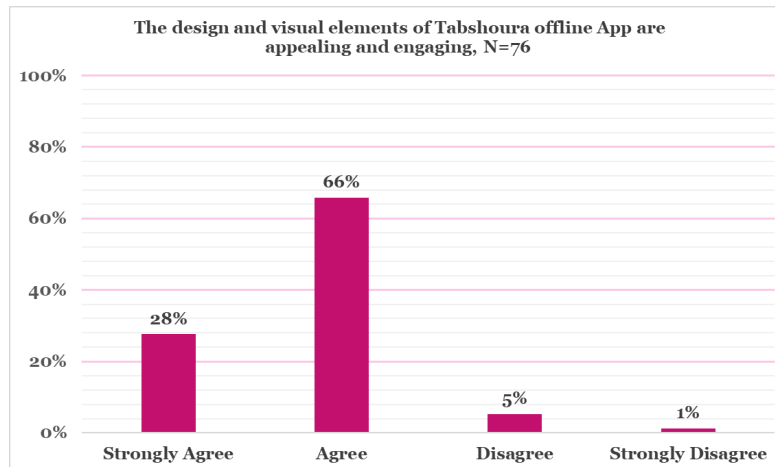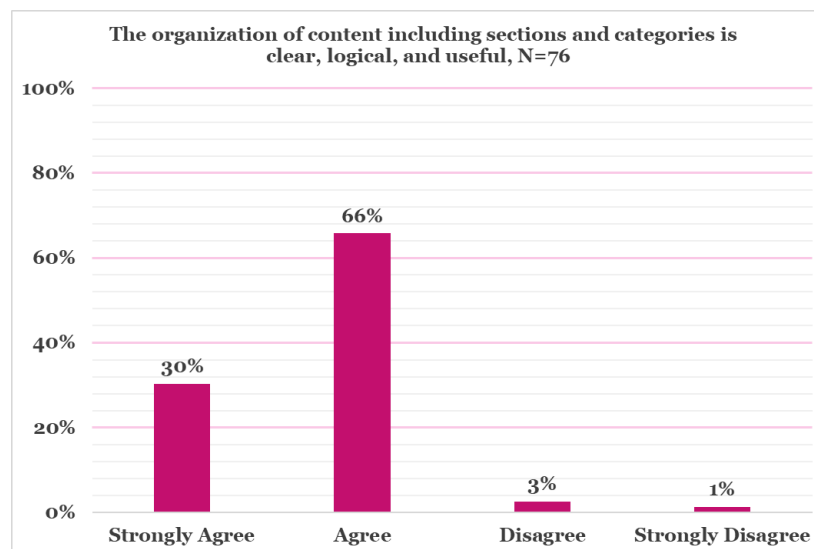|	Strongly Agree	Agree	Disagree	Strongly Disagree
	28%	66%	5%	1%

For the third statement, respondents were asked to indicate their level of agreement. The large majority, **66%, agreed** that the "the design and visual elements of Tabshoura offline app are appealing and engaging", while **28% strongly agreed**. Conversely, a smaller percentage, **6%, expressed disagreement or strong disagreement.**

Statement n°4: The organization of content including sections and categories is clear, logical, and useful

The organization of content including sections and categories is clear, logical, and useful, N=76

	Strongly Agree	Agree	Disagree	Strongly Disagree
	30%	66%	3%	1%

For the fourth statement, respondents were asked to indicate their level of agreement. The large majority, **66%, agreed** that "the organization of content including sections and categories is clear, logical, and useful", while **30% strongly**

agreed. Conversely, a smaller percentage, **4%, expressed disagreement or strong disagreement.**

Statement n°5: The digitized content is of good quality

The digitized content is of good quality, N=76
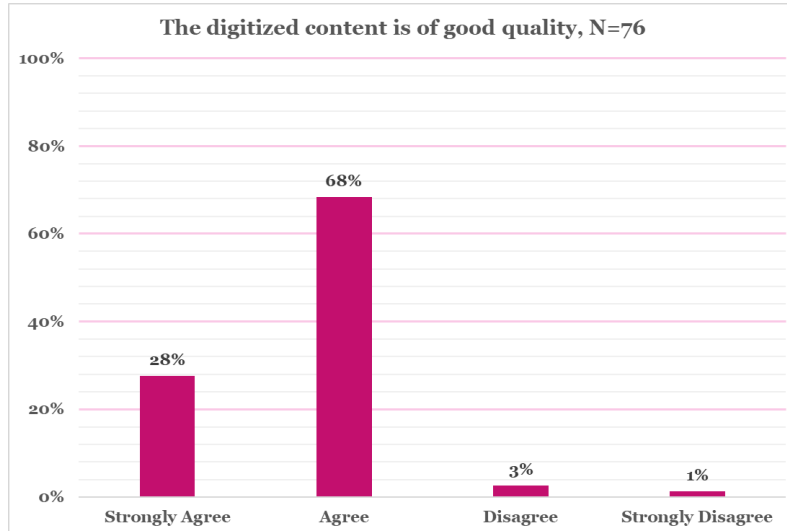
For the fifth statement, respondents were asked to indicate their level of agreement. The large majority, **68%, agreed** that "the digitized content is of good quality," while **28% strongly agreed.** Conversely, a smaller percentage, **4%, expressed disagreement or strong disagreement.**

Statement n°6: The digitized content facilitates the teaching process

The digitized content facilitates the teaching process, N=76
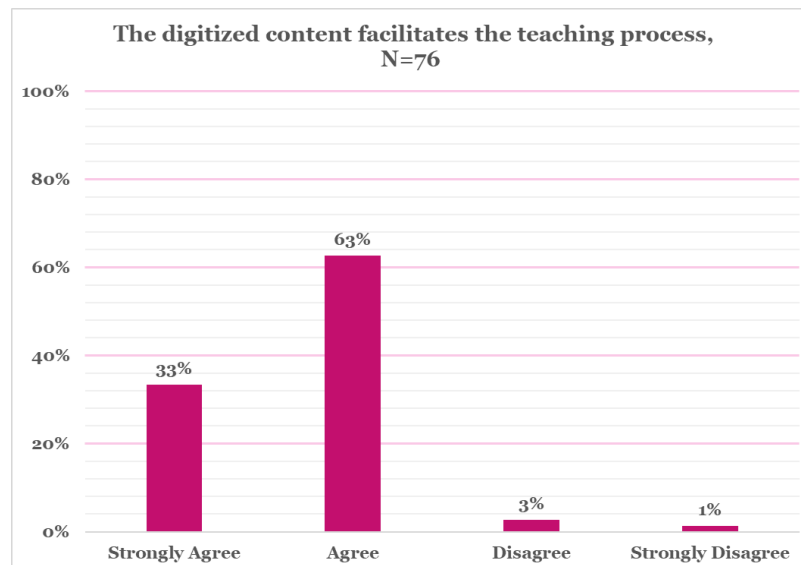
For the sixth statement, respondents were asked to indicate their level of agreement. The large majority, **63%, agreed** that "the digitized content facilitates the teaching process", while **33% strongly agreed.** Conversely, a smaller percentage, **4%, expressed disagreement or strong disagreement.**

Statement n°7: The illustrations featured/displayed are attractive

The illustrations featured/displayed are attractive, N=76

Strongly Agree	28%
Agree	70%
Disagree	1%
Strongly Disagree	1%

For the seventh statement, respondents were asked to indicate their level of agreement. The large majority, **70%, agreed** that "the illustrations featured displayed are attractive", while **28% strongly agreed**. Conversely, a smaller percentage, **2%, expressed disagreement or strong disagreement**.
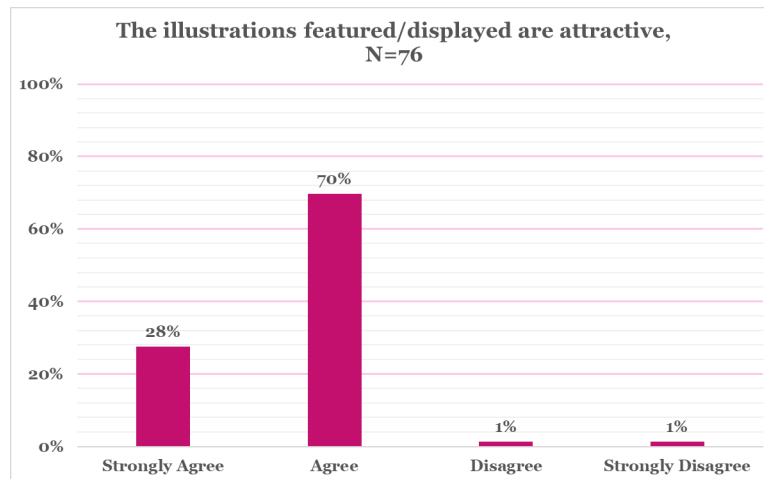
Statement n°8: The illustrations featured/displayed facilitate the teaching process

The illustrations featured/displayed facilitate the teaching process, N=76

Strongly Agree	32%
Agree	67%
Strongly Disagree	1%
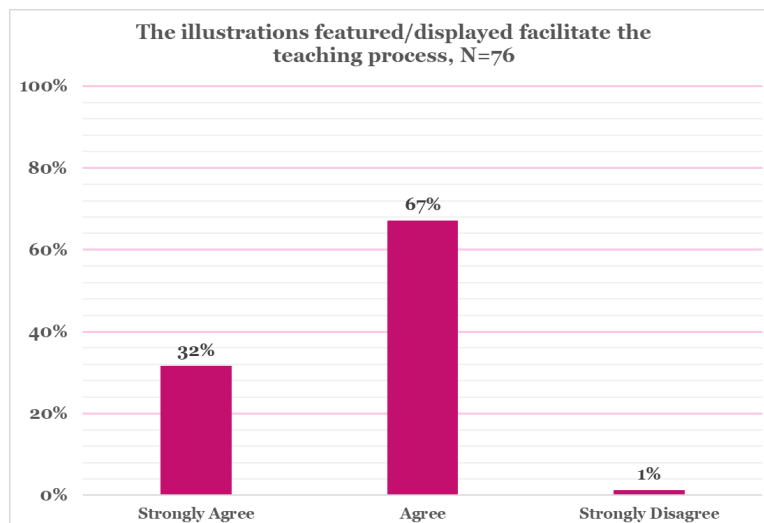
For the eighth statement, respondents were asked to indicate their level of agreement. The large majority, **67%, agreed** that "the illustrations featured/ displayed facilitate the teaching process", while **32% strongly agreed**. Conversely, a smaller percentage, **1%, expressed strong disagreement**[4].

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[4] Nobody disagreed with this statement.

Statement n°9: The audios are clear

The audios are clear, N=76
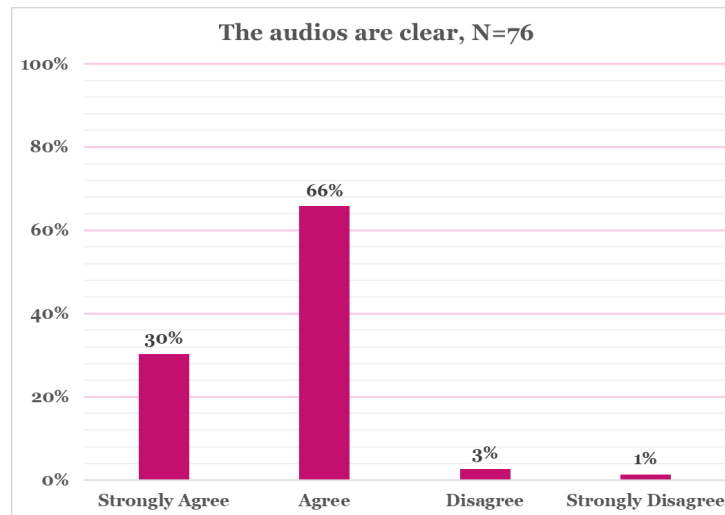
For the ninth statement, respondents were asked to indicate their level of agreement. The large majority, **66%, agreed** that "the audios are clear", while **30% strongly agreed**. Conversely, a smaller percentage, **4%, expressed disagreement or strong disagreement**.

## Statement n°10: The format of the questions (ex: "Drag and Drop") is applicable and easy

The format of the questions (ex: "Drag and Drop") is applicable and easy, N=76
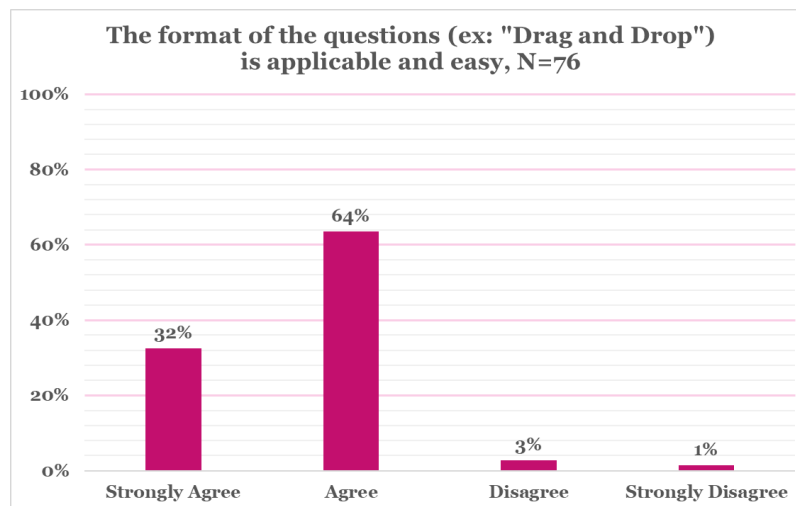
For the tenth statement, respondents were asked to indicate their level of agreement. The large majority, **66%, agreed** that "The format of the questions (ex: "Drag and Drop") is applicable and easy", while **32% strongly agreed**. Conversely, a smaller percentage, **4%, expressed disagreement or strong disagreement**.

## Statement n°11: I know how to download content for offline use

I know how to download content for offline use, N=76

	Strongly Agree	Agree	Disagree
	28%	64%	8%

For the eleventh statement, respondents were asked to indicate their level of agreement. The large majority, **64%, agreed** that they "know how to download content for offline use", while **28% strongly agreed**. Conversely, a smaller percentage, **8%, expressed disagreement**[5].

Statement n°12: I know how to delete content for offline use

I know how to delete content for offline use, N=76

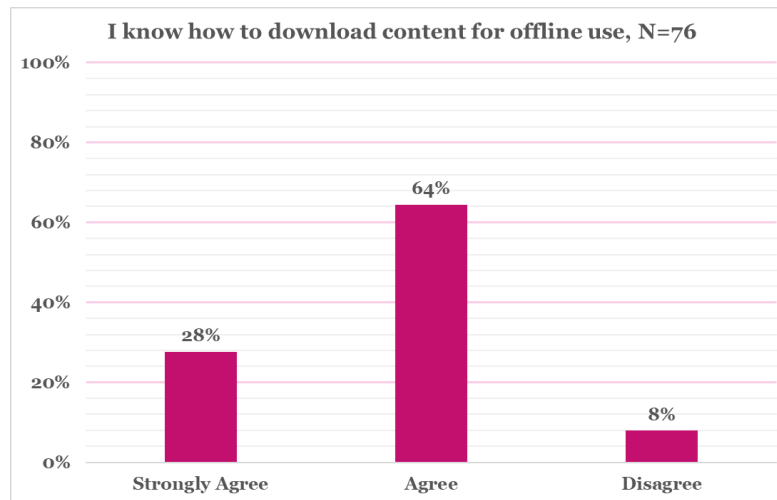|	Strongly Agree	Agree	Disagree
	24%	63%	13%

For the twelfth statement, respondents were asked to indicate their level of agreement. The large majority, **63%, agreed** that they "know how to delete content for offline use", while **24% strongly agreed**. Conversely, a notable percentage, **13%, expressed disagreement**[6]. This was anticipated given the technical nature of this part of the training.

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[5] Nobody strongly disagreed with this statement.
[6] Nobody strongly disagreed with this statement.

Statement n°13: I am going to use Tabshoura offline App in the future

I am going to use Tabshoura offline App in the future, N=76

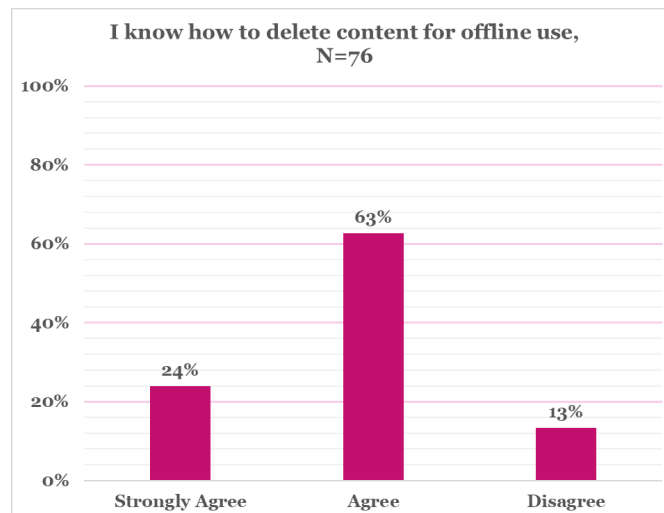| Strongly Agree	Agree	Disagree	Strongly Disagree
26%	68%	4%	1%

For the thirteenth statement, respondents were asked to indicate their level of agreement. The large majority, **68%, agreed** that they are "going to use Tabshoura offline app in the future", while **26% strongly agreed**. Conversely, a smaller percentage, **5%, expressed disagreement or strong disagreement.**

Statement n°14: I would recommend Tabshoura offline App

I would recommend Tabshoura offline App, N=76

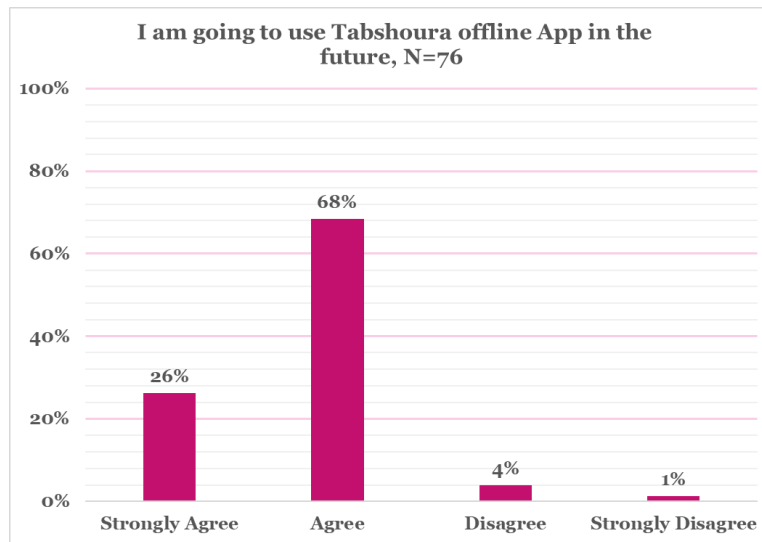| Strongly Agree	Agree	Disagree	Strongly Disagree
40%	57%	1%	1%
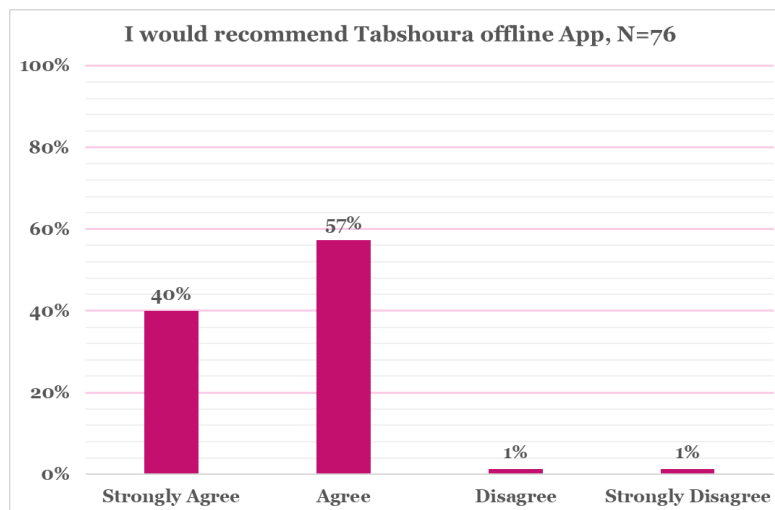
For the fourteenth statement, respondents were asked to indicate their level of agreement. The majority, **57%, agreed** that they "would recommend Tabshoura offline app", while **40% strongly agreed**. Conversely, a smaller percentage, **2%, expressed disagreement or strong disagreement.**

9 Users reported several technical issues while using the app. Common problems include **general internet connectivity issues**, the **inability to download all lessons for offline use**, and **difficulties in playing audio files**. Additionally, some users faced **challenges logging into their accounts** and **connecting their devices to the screen due to power issues**. There was also one report of **difficulty accessing the app despite entering the correct username and password**.
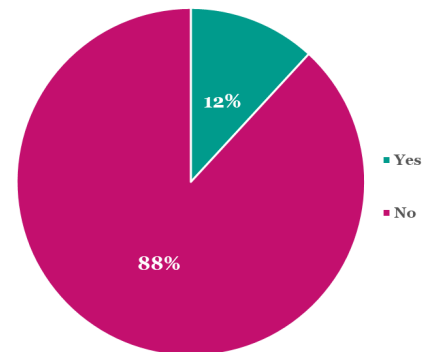
TABSHOURA OVERALL RATING: 4/5

B. Foundational Skills
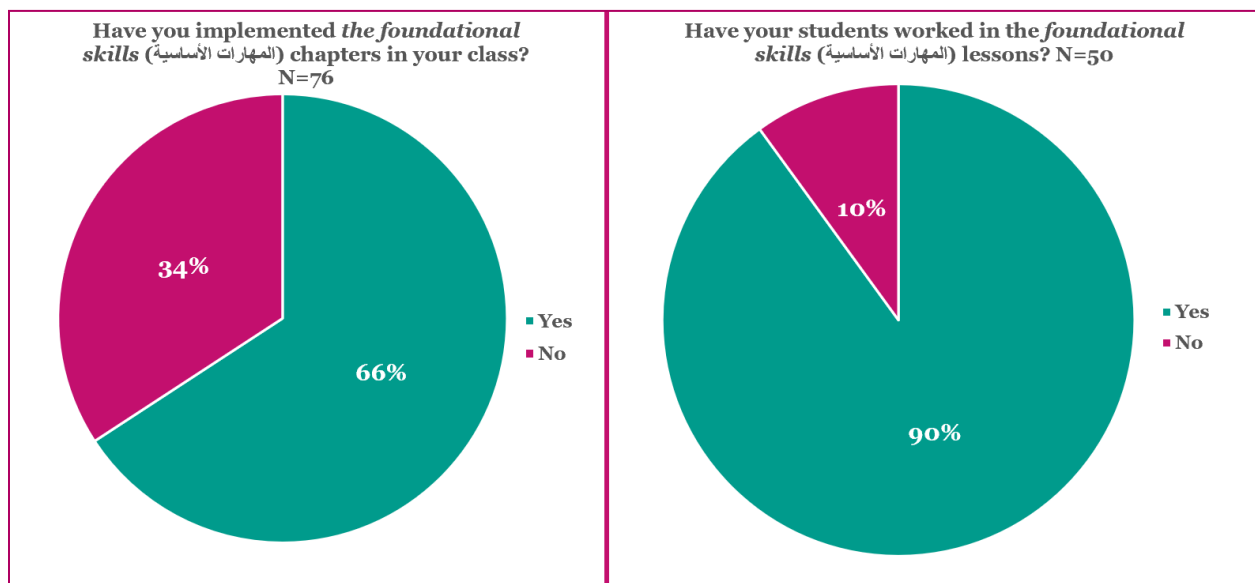
For the Foundational Skills part of the survey, respondents were asked two questions:

1) Whether they had implemented the chapters in their classes and
2) Whether their students had worked on the lessons.

Out of the 76 respondents, **50 have implemented the foundational skills chapters** in their classes. Of these 50 respondents, **45 have engaged their students with the foundational skills** lessons. These 45 respondents then rated their students'

motivation and improvement following their engagement with the lessons by selecting preset options: very motivating, somewhat motivating, or not motivating at all for motivation, and significant improvement, some improvement, or no improvement at all for improvement. <u>The results are summarized below.</u>
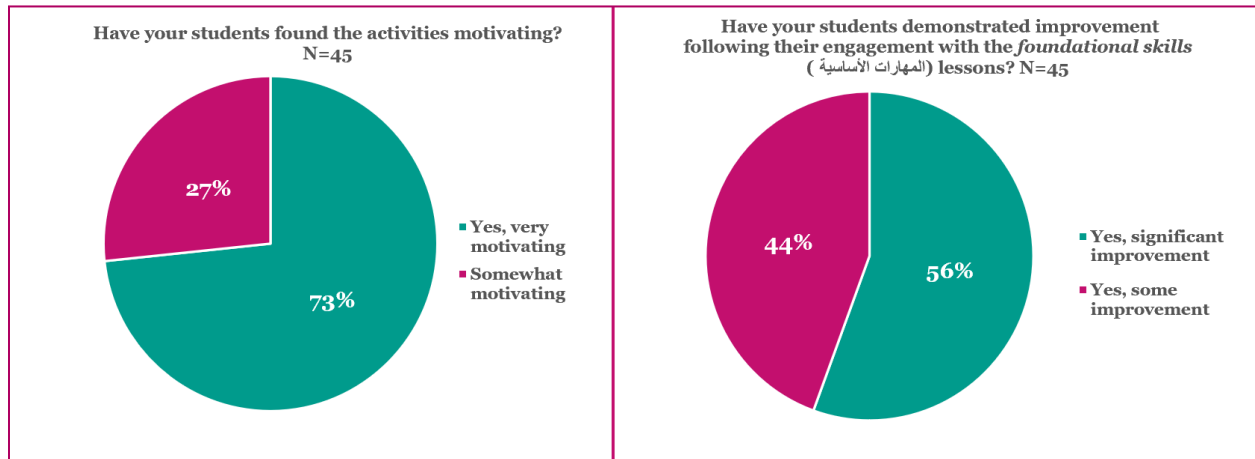
It is worth noting that **the large majority of students, 73%, found the activities very motivating while 56% demonstrated significant improvement following their engagement with the foundational skills lessons.** Not a single teacher reported that their students found the activities not motivating at all or showed no improvement at all.

C. The Water Drop Video

For *The Water Drop* part of the survey, respondents were asked if they showed *The Water Drop* video to their students. Out of the 76 respondents, **20 have shown the video to their students.** <u>These 20 respondents were asked to rate</u>:

1) **whether their students found the video informative and useful** by selecting preset options: "very informative and useful", "somewhat informative and useful", and "not informative nor useful at all".

2) **whether their students after watching the video have a better understanding of the importance of water and the need to save it** by selecting preset options: "significantly improved understanding", "somewhat improved understanding" and "no understanding at all". <u>The results are detailed in the figures below.</u>

Have your students found "The Water Drop" video informative and useful? N=20

- 20%
- 80%
  - Yes, very informative and useful
  - Somewhat informative and useful

After watching the video, do your students have a better understanding of the importance of water and the need to save it? N=20

- 25%
- 75%
  - Yes, significantly improved understanding
  - Somewhat improved understanding
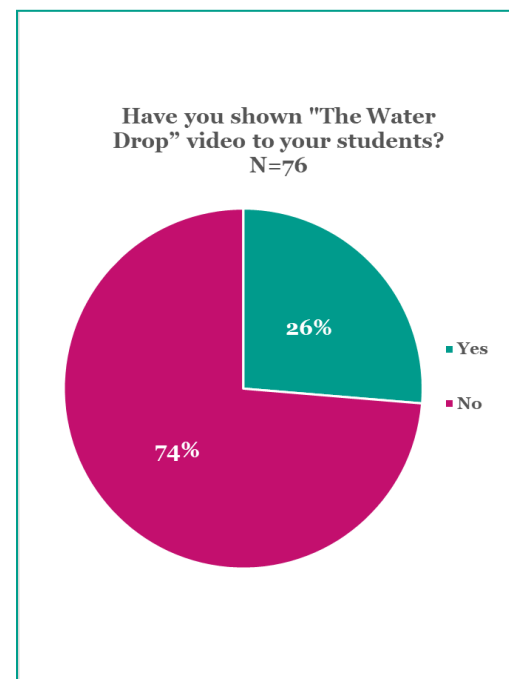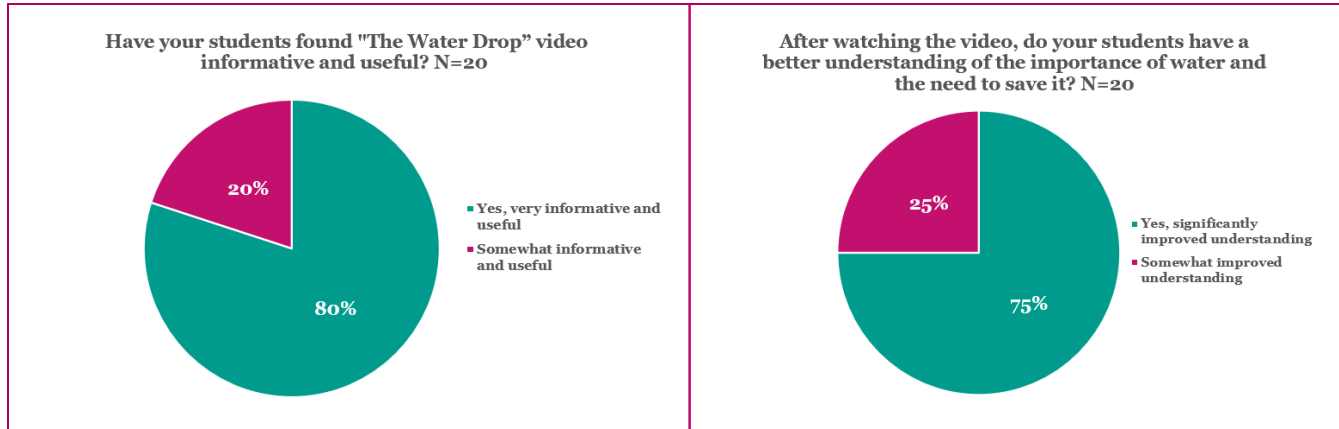
It is worth noting that the large majority of students, **80%, found the video very informative and useful** and **75% demonstrated a significantly improved understanding of the importance of water and the need to save it**. Not a single teacher reported that their students didn't find the video informative and useful or had no understanding at all of the importance of water and the need to save it after watching the video.

D. *Lalmoudaress* Platform

For the *Lalmoudaress* part of the survey, teachers were asked whether they had accessed the platform. Out of the 76 respondents, **40 had accessed the platform**. These 40 respondents were then asked whether they had consulted or used any of the teaching resources and professional development tools available on the platform. The **32 respondents who had used these resources were further asked to rate the informativeness and usefulness of the resources and development tools they had consulted or used**. The most consulted teaching resource is the *lesson plans* with **47%**, while the most consulted professional development tools are the *prerequisite skills for learning* or المهارات الضروريّة للتّعلّم in arabic with **49%** arabic and english combined. <u>The results are detailed in the figures below</u>.

Have you accessed the LALmoudaress platform? N=76

- 47%
- 53%
  - Yes
  - No

Have you used/consulted any of the below listed teaching resources? N=40

Resource	Percentage
Dital tools Library	13%
Internet Free Resources	17%
Lesson Plans	47%
None of the above	17%
Pedagogical Methods	6%

Have you found these resources informative and useful? N=32

- Yes, very informative and useful: 72%
- Somewhat informative and useful: 28%

Have you used/consulted any of the below listed professional development tools? N=40

Tool	Percentage
CLS Moocs	0%
Prerequisite Skills for Learning	11%
Self Care	15%
Blended Learning	17%
المهارات الضروريّة للتعلّم	38%
Conflict Resolution	4%
None of the above	15%

Have you found these tools informative and useful? N=32

- Yes, very informative and useful: 70%
- Somewhat informative and useful: 30%

It is worth mentioning that the large majority of respondents, 72% found the teaching resources and 70% the professional development tools generally very informative and useful. Not a single respondent found them not informative or useful. For more detailed information you can refer to Appendix I.

LALMOUDARESS OVERALL RATING: 4.25/5

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Findings

The Post-Tabshoura Training Feedback Survey revealed high levels of satisfaction among respondents regarding the Tabshoura offline app, the foundational skills content, The Water Drop video, and the Lalmoudaress platform. The majority of users found the app user-friendly, with high-quality content that facilitated teaching. The foundational skills lessons and The Water Drop video were both effective in motivating students and improving their understanding of key concepts. The Lalmoudaress platform was also well-received, with its teaching resources and professional development tools being highly valued. Despite some

technical issues, the overall positive feedback indicates that the training program was successful in meeting its objectives.

Challenges

- ○ Communication with school contacts required multiple attempts to reach a focal point.
- ○ Delays occurred during the completion of registration sheets.
- ○ The project schedule was impacted by long holidays
- ○ Some teachers didn't have time to fill the feedback survey because of final exams for students and the end of the academic year.

Lessons learned

- ○ Improve workflow planning: several activities can be done simultaneously to save time. Create a comprehensive plan with a clear timeline for project tasks, designate responsibilities for each task, and set specific deadlines for their completion.
- ○ Allocate more time for piloting and filling surveys, a one-month trial of Tabshoura is insufficient for teachers to assess and reflect properly. Moreover it's always better to introduce students to a new digital tool at the beginning of the year to ensure full mastery.

Appendix I.

Teaching resources figures

Lesson Plans, N=22

68%	32%

■ Very informative and useful   ■ Somewhat informative and useful

Digital Librabry Tools, N=6

83%	17%

■ Very informative and useful   ■ Somewhat informative and useful

Pedagogical Methods, N=3

100%

■ Very informative and useful

Internet Free Resources, N=8

88%	12%

■ Very informative and useful   ■ Somewhat informative and useful

Professional Development Tools

Blended Learning, N=9

78%	22%

■ Very informative and useful   ■ Somewhat informative and useful

Self Care, N=8

75%	25%

■ Very informative and useful   ■ Somewhat informative and useful

Conflict Resolution

100%

■ Very informative and useful

Prerequisite Skills for Learning

100%

■ Very informative and useful

المهارات الضّروريّة للتّعلّم

70%	30%

■ Very informative and useful   ■ Somewhat informative and useful

Feedback Survey

This survey aims to evaluate your experience after one month of using Tabshoura. Your feedback is invaluable as we continually strive to enhance our platform and fulfill our mission of providing free, high-quality education to all. We sincerely appreciate your time and commitment in providing us with your insights.

General Information

1. *Please indicate your gender:*
   - Male
   - Female
2. *Please select your age range:*
   - 18-24 years
   - 25-34 years
   - 35-44 years
   - 45-54 years
   - 55-64 years
   - 65+
3. *At which school do you teach?*
   - Assabil Librairies
   - Ecole Saint Elie des Pères Carmes
   - Collège National des Lumières Dekweir
   - Themarona
   - Joint Christian Committee
   - Ahlam Lajae Association
   - SOS Village d'Enfants
   - Orphelinat Druze
   - Seeds of Hope (جمعية مار زكريا البار)
   - Khraybet El Chouf
   - Pine Community School
   - Imam Al Sader Foundation
   - Maarouf Saad
   - Esprit Libre

4. *What grade(s) do you teach? (multiple choice)*
   - KG1
   - KG2
   - KG3
   - Grade 1
   - Grade 2
   - Grade 3

- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Other, please specify

4.1 **If other** → *You selected "other" to the previous question, what grade(s) do you teach? (open question)*

5. *What subject(s) do you teach? (multiple choice)*
   - Arabic
   - English
   - French
   - Math
   - Earth & Life Sciences
   - Other, please specify

5.1 You selected "other" to the previous question, what subject do you teach?

Tabshoura Offline App

How much do you agree with the following statements? (Strongly agree, agree, disagree, strongly disagree)

1. Tabshoura offline App is user-friendly and easy to navigate.
2. Tabsoura's offline App navigation from one page to another is smooth
3. The design and visual elements of Tabshoura offline App are appealing and engaging
4. The organization of content including sections and categories is clear, logical, and useful

5. The digitized content is of good quality
6. The digitized content facilitates the teaching process
7. The illustrations featured/displayed are attractive
8. The illustrations featured/displayed facilitate the teaching process
9. The audio featured is clear
10. The format of the questions (ex: "Drag and Drop") is applicable and easy

11. I know how to download content for offline use
12. I know how to delete content for offline use
13. I am going to use Tabshoura offline App in the future
14. I would recommend Tabshoura offline App

Q1. *Have you faced any technical problems when using the App?*
   - Yes
   - No

Q1.1 If yes to the previous question → *You selected yes to the previous question, what technical problems have you faced? (open-ended)*

From a scale of 1 to 5, 1 being very dissatisfied and 5 being very satisfied, how satisfied are you with the **Tabshoura Offline App** overall?

☆ ☆ ☆ ☆ ☆

Foundational Skills for Leaning

1. *Have you implemented the **foundational skills for learning** chapters with your class?*
   - Yes
   - No
2. If yes → *Have your students worked in the **foundational skills for learning** lessons?*
   - Yes
   - No
3. If yes → *Have your students found the activities motivating?*
   - Yes, very motivating
   - Somewhat motivating
   - Not motivating at all

4. *Have your students demonstrated improvement following their engagement with the **foundational skills for learning** lessons?*
   - Yes, significant improvement
   - Yes, some improvement
   - No improvement at all

Drop of Water Video

1. *Have you shown the "Drop of Water" video to your students?*
   - Yes
   - No
2. If yes → *Have your students found the "Drop of Water" video informative and useful?*
   - Yes, very informative and useful
   - Somewhat informative and useful
   - Not useful nor informative at all
3. After watching the video, do your students have a better understanding of the importance of water and the need to save it?
   - Yes, significantly improved understanding
   - Somewhat improved understanding
   - No understanding at all

LALmoudaress Platform

1. *Have you accessed the LALmoudaress platform?*
   - Yes
   - No

2. If yes → *Have you used/consulted any of the below listed teaching resources? (multiple choice)*
    - Lesson plans
    - Digital tools library
    - Pedagogical methods
    - Internet free resources
    - None of the above

2.1 If yes → *Have you found it informative and useful?*
    - Yes, very informative and useful
    - Somewhat informative and useful
    - Not helpful nor useful at all

3. *Have you used/consulted any of the below-listed professional development tools? (multiple choice)*
    - Blended Learning
    - Self care
    - CLS Moocs
    - Conflict Resolution
    - Prerequisite skills for learning
    - None of the above

3.1 If yes → *Have you found it informative and useful?*
    - Yes, very informative and useful
    - Somewhat informative and useful
    - Not informative nor useful at all

From a scale of 1 to 5, 1 being very dissatisfied and 5 being very satisfied, how satisfied are you with the **LALmoudaress platform** overall?

☆ ☆ ☆ ☆ ☆

End of Survey
Do you have any comments or feedback that you would like to share with us? *(if you don't have any comment or feedback simply type in "no")*