MY Best Strat II

Report of Findings

June 25th, 2024

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I.   Project Overview

The project aims to provide easy access to digitized early childhood education materials that align with Lebanese curriculum objectives. This is especially important for refugees and Lebanese children who have limited access to quality digital resources. The initiative also seeks to expand LAL's reach and donate tablet devices to improve accessibility for these beneficiaries.

1) Project description

In the second phase of the My Best Start Project, LAL collaborated with the Ana Aqra Association and SKILD to develop interactive digital content aligned with the Lebanese curriculum for Early Childhood Education. This partnership resulted in the creation of 13 units tailored for inclusion support activities, benefiting learners with diverse needs. As part of this collaboration, 48 units were reviewed and segmented, while an additional 52 units were newly created.

During this phase, LAL designed, adapted, illustrated, recorded audio, and developed digital content in English, foundational skills, French, and Arabic for the Tabshoura platform and an offline mobile app. This initiative aimed to provide free access to quality education for both Lebanese and refugee learners, as well as to support teachers and parents with tutorial videos.

2) General Information

The project underwent a pilot phase at Ana Aqra's Education Center in Baalbek, consisting of two phases. In the first phase, over 180 learners were enrolled in KG2 and KG3. The second phase saw participation increase to over 200 students. Notably, 171 students transitioned from the first phase to the second, with 35 new participants joining in KG2, KG3, and Grade 1. The second phase also introduced inclusion support content, which was not ready for piloting in the first phase. To prepare teachers, an online training workshop was conducted to familiarize them with the platform.

Gathering information was completed in three different ways:

I.   User numerical data given by QLIK Software: QLIK is a software specialized in data visualization and executive dashboards, implemented and customized with the support of Alfanar, which allows LAL to collect a wide range of digital data on the usage of the platform.

II.   Attendance and evaluation sheets: An evaluation sheet was created on google drive and shared with each educator from all participating organizations. Educators received a unique copy of the sheet that includes students' login details, and a list of 16 questions to answer during cycle 1, and 20 questions during phase 2 (four questions related to pre prerequisite skills for learning lessons were added). Almost all of the questions had a list

of the drop-down menus to select the answers from, in addition to a section where additional notes can be added for each student individually.

III. Feedback and Survey: Feedback surveys were shared with educators to fill out after the pilot completion to evaluate the digital experience. We asked the educators to observe the interaction of the students with the platform and to fill the survey accordingly.

What follows, is an analysis of the data gathered during and after the pilot to measure the impact of the program on its users. In phase 1, 183 students participated, and evaluation forms were completed for 181 of them. In phase 2, 207 students participated, with evaluation forms completed for 154 students.

II. Survey Population

1) Population

a) Grade

Student's Grade

Total	Desegregated per phase
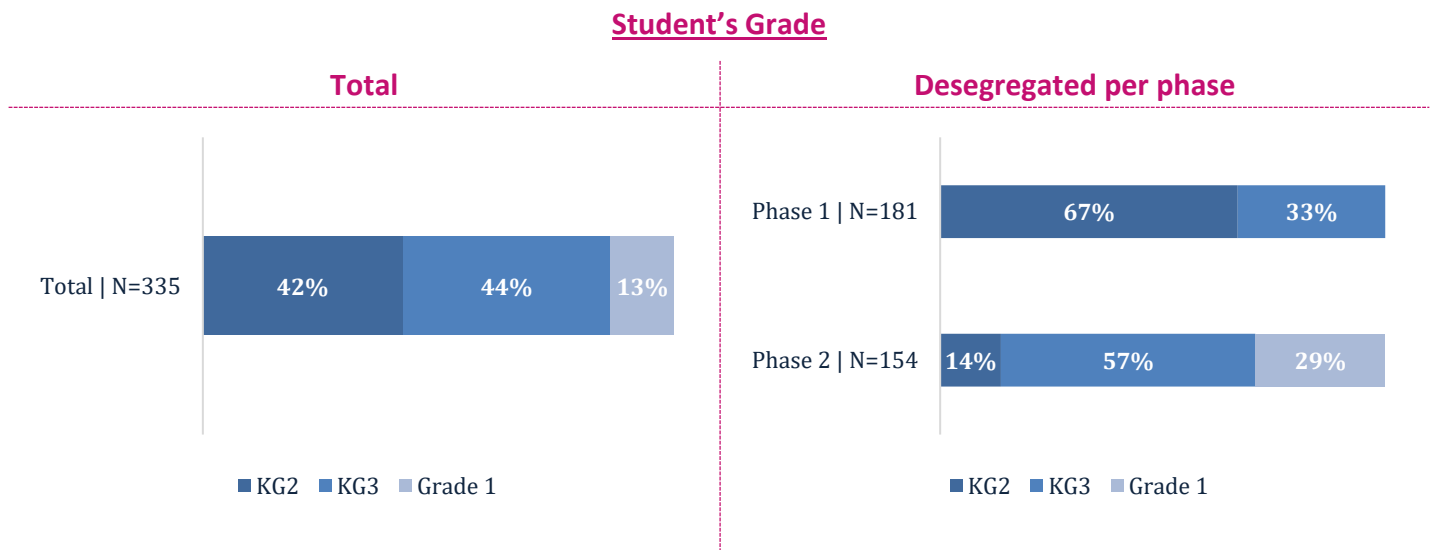
The **majority of students** that took part in the pilot **were kindergarteners**. Comparted to phase 1, phase 2 included grade 1 students.

b) Age

Student's Age

Total	Desegregated per phase
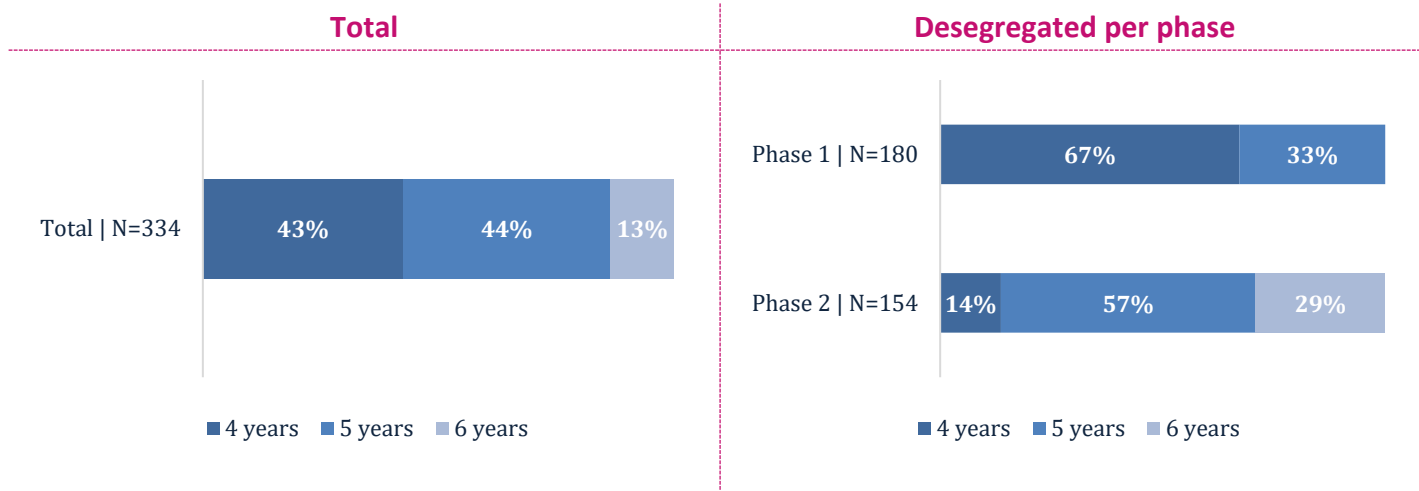
The **majority of students were 4 or 5 years old**; 6 years old student took part in the training only during phase 2.

c) Nationality

Student's Nationality

Total	Desegregated per phase

The vast **majority** of students who took part in the pilot **were Syrians**.

d) Gender

Student's Gender

| Total | Desegregated per phase |

Total

Total | N=333 — **53%** Boy | **47%** Girl

■ Boy ■ Girl

Desegregated per phase

Phase 1 | N=179 — **56%** | **44%**

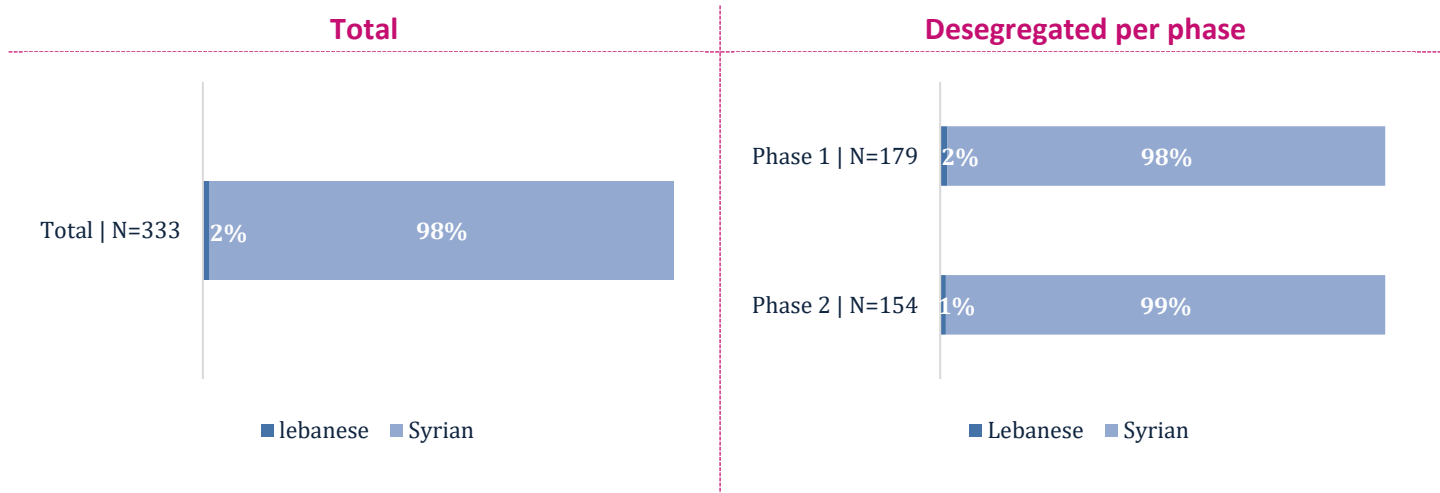Phase 2 | N=154 — **50%** | **50%**

■ Boy ■ Girl
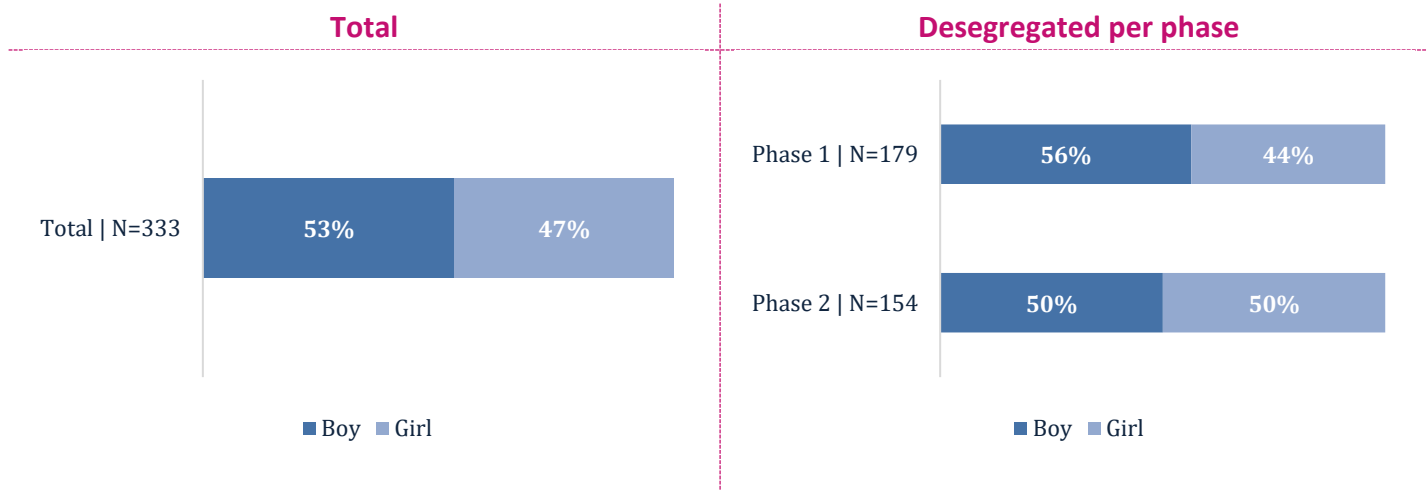
There was an **even split of boys and girls** from the students who took part in the training.

2) Infrastructure

What device was the student using?

Total

Total | N=335 — **98%** | **2%**

■ Mobile Phone ■ Tablet

Desegregated per phase

Phase 1 | N=181 — **98%** | **2%**

Phase 2 | N=154 — **99%** | **1%**

■ Mobile Phone ■ Tablet
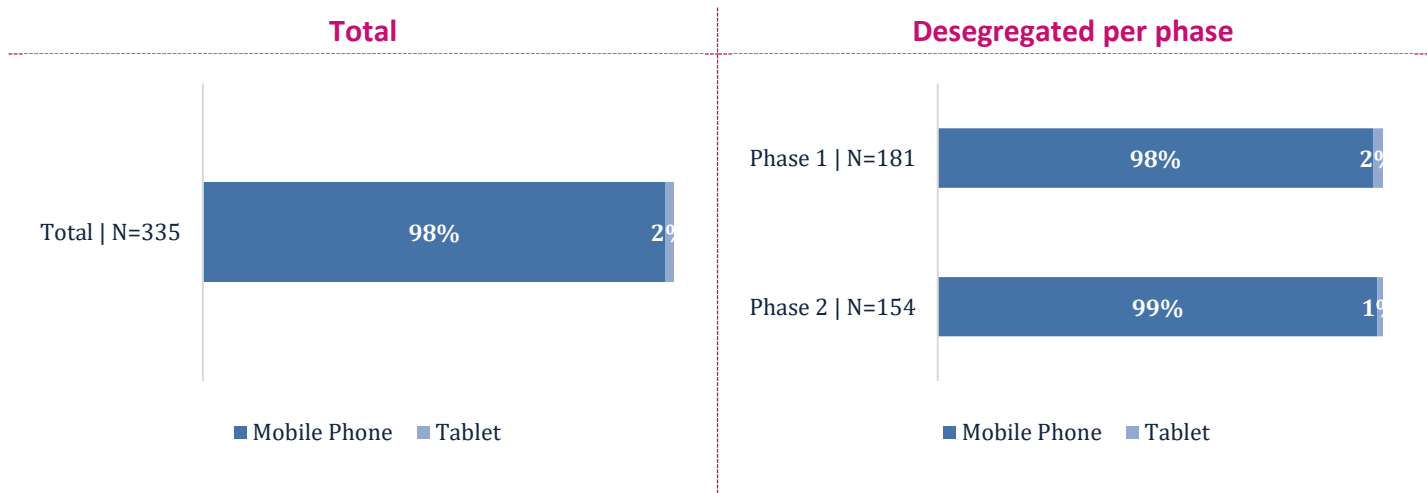
The majority of students **used a mobile phone** during the two pilot phases.

Was the student facing any internet connection issues?

Total	Desegregated per phase
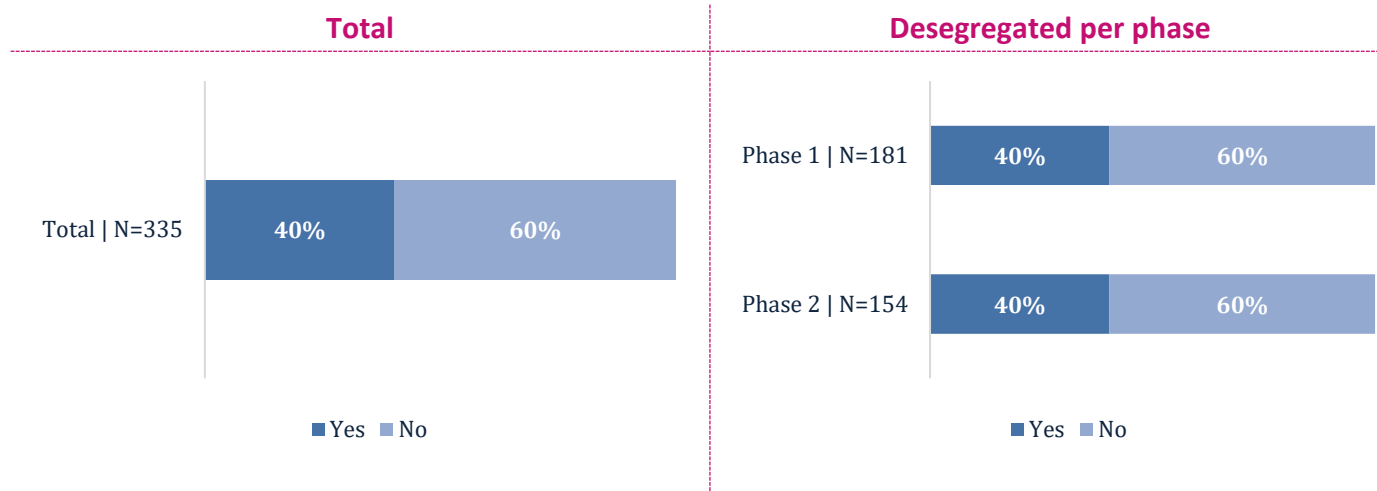
40% of students faced **internet connection issues** during the pilot phases.

3) Timeframe and Location

Phase	Timeframe	Location	Grade	Unites developed
Phase 1	February 6th and July 10th, 2023	Ana Aqra's Education Center in Baalbek	KG 2 and 3	Arabic English Math Science
Phase 2	July 18th and December 14th, 2023		KG 2 and 3 and Grade 1	Arabic English Math Science

III. Evidence Generation and Data Collection

1) User numerical data results

User numerical data was gathered using QLIK Software.

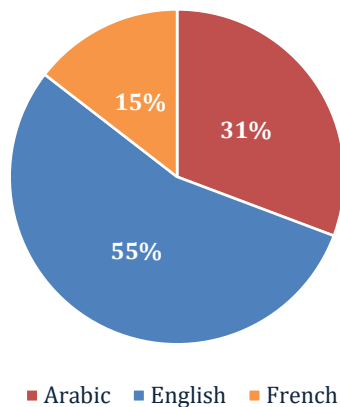| # Hits	userID counter	Active user counter	Total active user percentage	average active user percent...	Average Hits Per User	Median Hits Per User
66,026	1,021	197	19.3%	18.7%	64.67	21.00

The above figures show that out of the **1,021 users**, **197 were active** (19%) with average of **64.7 hit** per user.

Number of courses accessed per language N=179

- Arabic: 31%
- English: 55%
- French: 15%

Courses accessed by subject within each language N=179

- Arabic: 23%
- SKILD: 7%
- English: 28%
- Mathematics: 21%
- Science: 6%
- French: 15%
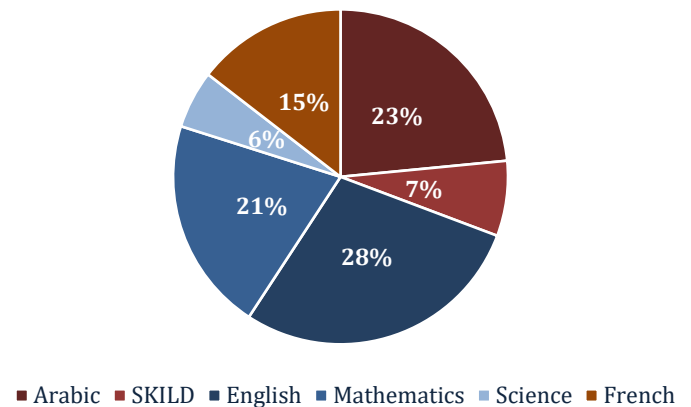
Distribution of courses accessed by grade level N=179

- KG: 7%
- KG1: 5%
- KG2: 22%
- KG3: 29%
- Grade 1: 37%
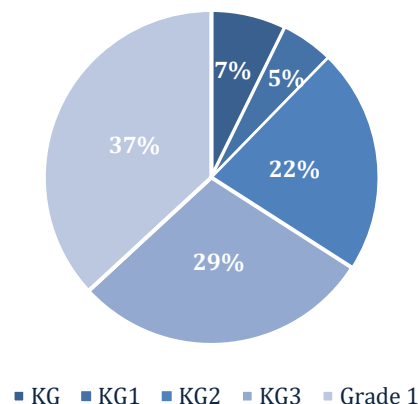
A total of **179 courses** were **accessed** over the course of the My Best Start project. As shown in the above tables, the **majority** of course access were **English courses** (55%), specifically in **mathematics** (28%). **63% of courses** accessed were **kindergarten** courses.

2) Attendance and evaluation sheet results
a) Prerequisite skills

Questions on prerequisite skills were only asked to students that participated during phase 2 since the lessons were not completed during phase 1. **All students** from phase 2 **worked on activities in the prerequisite skills** for learning lessons which **all found motivating** and **demonstrate progress** following their engagement with the prerequisite skills for learning lessons.

b) Digital experience

Were the navigation tools easily understood by the student?

Total	Desegregated per phase
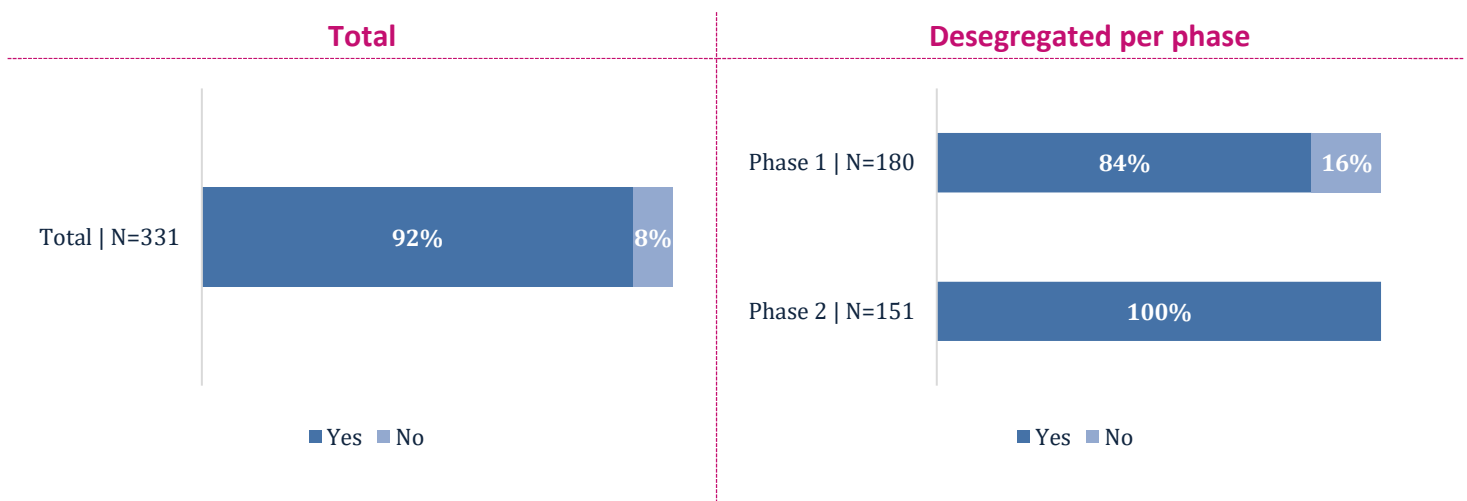
Navigation tools were easily understood by **92% students**, while **Audio** and **illustration** were **clear** for **100% of students** during phase 1 and phase 2.

How did the student find the length of the lessons?

Total	Desegregated per phase

Total | N=333 — Too Long 18% | Just Right 82%

Phase 1 | N=181 — Too Long 33% | Just Right 67%
Phase 2 | N=152 — Just Right 100%
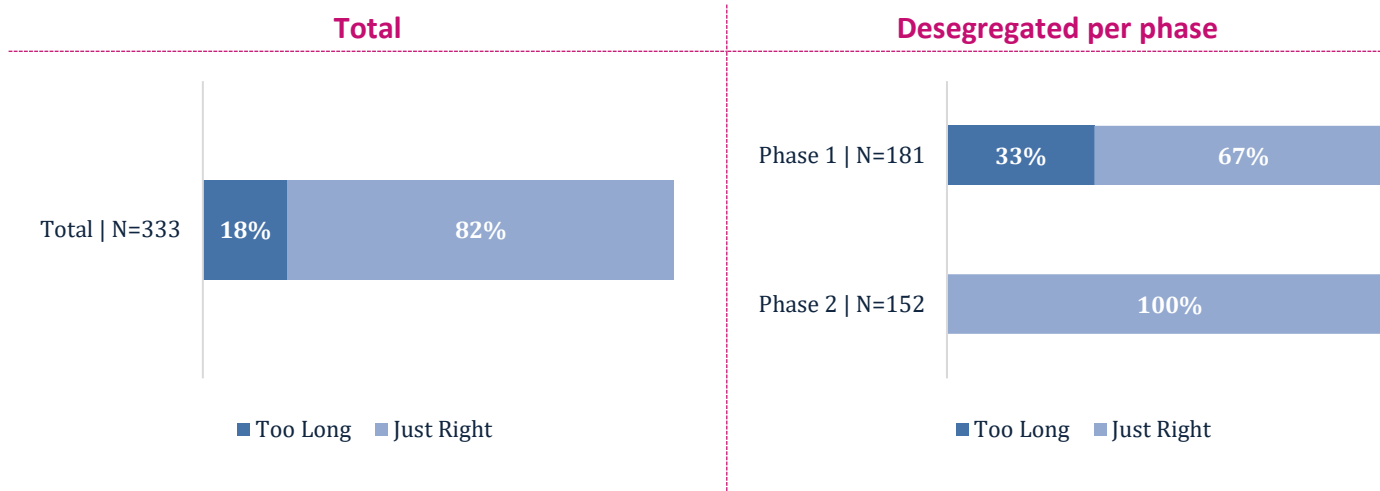
■ Too Long ■ Just Right

82% of students found the length of the lessons "**just rights**". Only during phase 1, students found the lessons too long.

How many sessions did it take to complete the lesson for the first time?

Total	Desegregated per phase

Total | N=335 — 36% | 33% | 6% | 25%

Phase 1 | N=181 — 33% | 49% | 18%
Phase 2 | N=154 — 38% | 15% | 14% | 33%

■ 4 days ■ 6 days ■ 7 days ■ 8 days
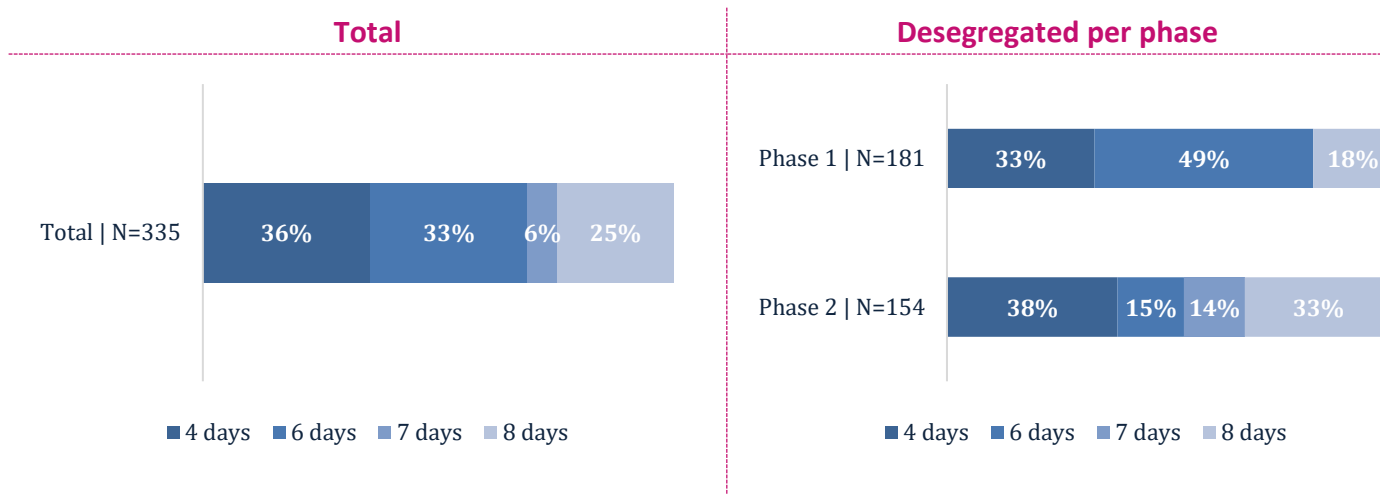
It took on average **6 days** to **complete the lessons** for the first time.

c) Autonomy

Was the student able to navigate through the platform by himself/herself?

Total	Desegregated per phase

Total | N=331: 91% Yes, 9% No

Phase 1 | N=180: 83% Yes, 17% No
Phase 2 | N=151: 100% Yes

■ Yes   ■ No
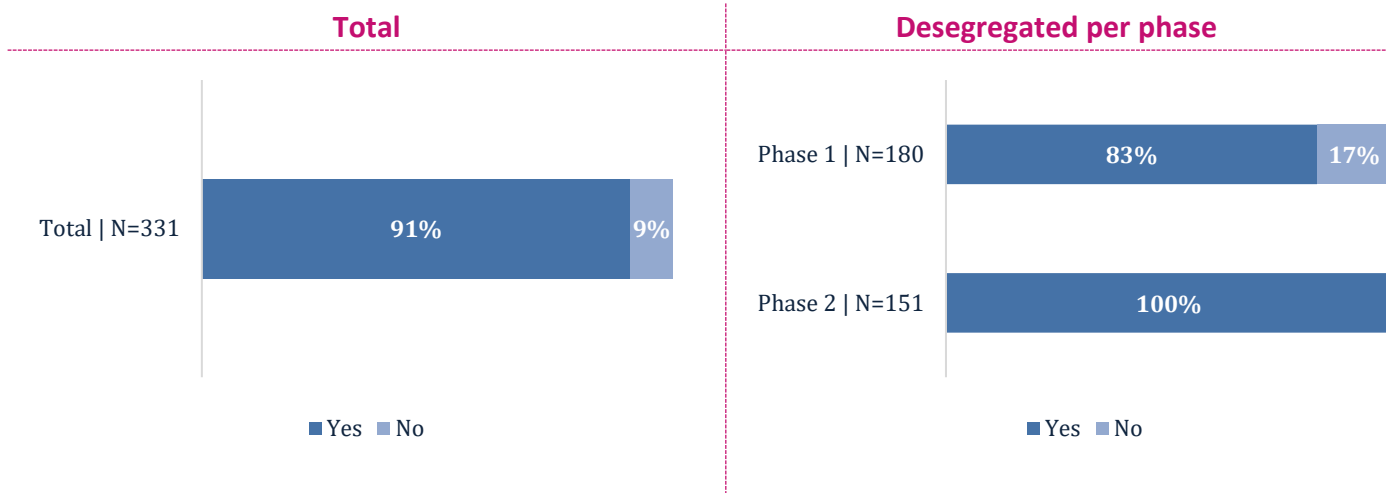
Almost all students were **able to navigate through the platform** by themselves. Only during phase 1, some students were unable to do so.

How many times did the student ask for help during/after the first session?

Total	Desegregated per phase

Total | N=334

The first session: 31%, 63%, 7%
After the first session: 77%, 22%, 1%

■ Once   ■ Less than 3 to 5 times   ■ More than 5 times

Phase 1 | N=181
The first session: 11%, 78%, 10%
After the first session: 68%, 30%, 2%

Phase 2 | N=153
The first session: 54%, 44%, 3%
After the first session: 87%, 13%

■ Once   ■ Less than 3 to 5 times   ■ More than 5 times
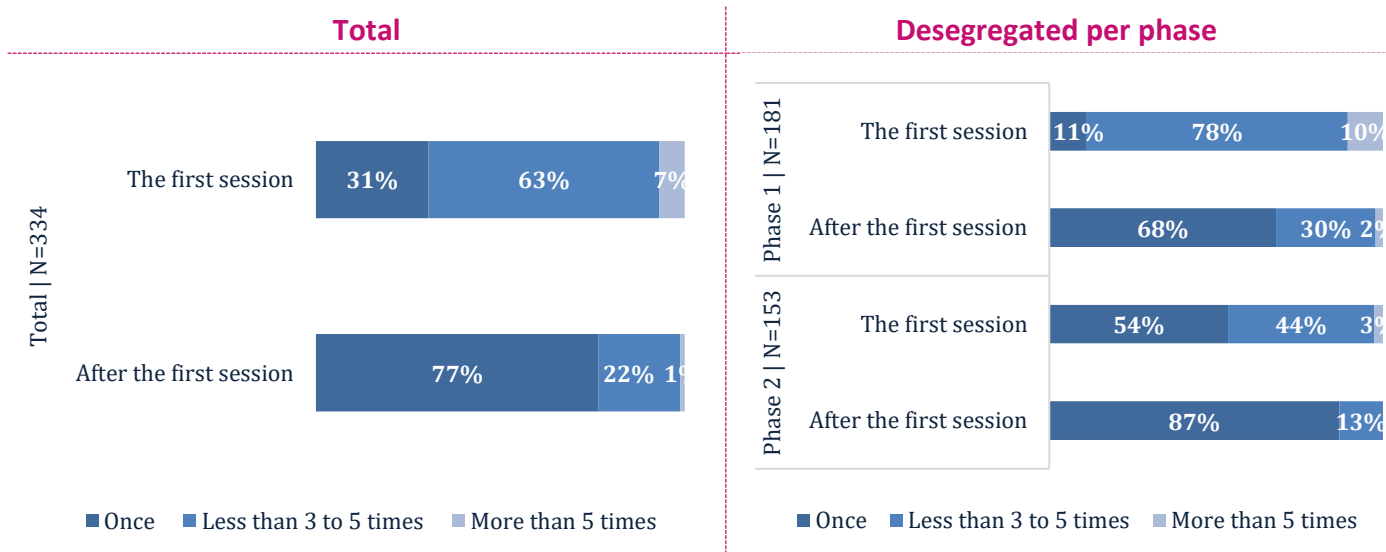
As shown in the above charts, **after the first sessions, students needed less assistance**. Specifically, **31% asked for help once** during the first sessions, whereas **77% asked for help once** after the first session.

d) Motivation

Does the student suffer from any behavioral challenges?

Total	Desegregated per phase

Total | N=335 — 1% Yes, 99% No

Phase 1 | N=181 — 3% Yes, 97% No

Phase 2 | N=154 — 100% No

■ Yes ■ No
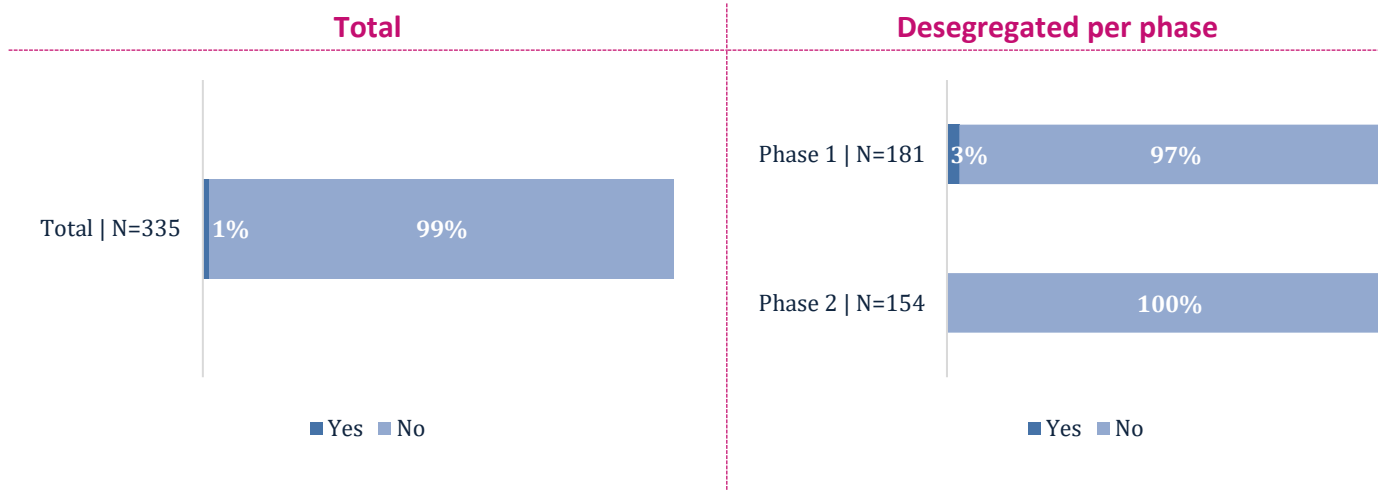
Only 1% of students **suffered from behavioral challenges** during the pilot.

Was the student engaged during the lesson?

Total	Desegregated per phase

Total | N=332 — 95% Yes, 5% No

Phase 1 | N=181 — 98% Yes, 2% No

Phase 2 | N=151 — 91% Yes, 9% No

■ Yes ■ No
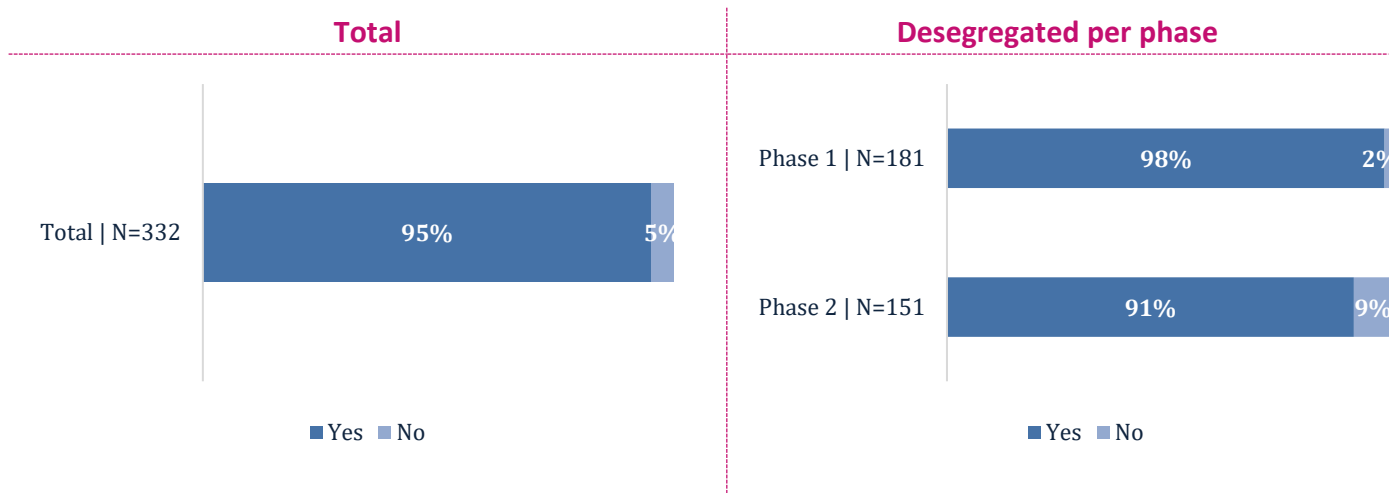
The **majority of students were engaged** during the lessons.

Did the student find it difficult to sit still and focus during the session?

Total	Desegregated per phase

Total

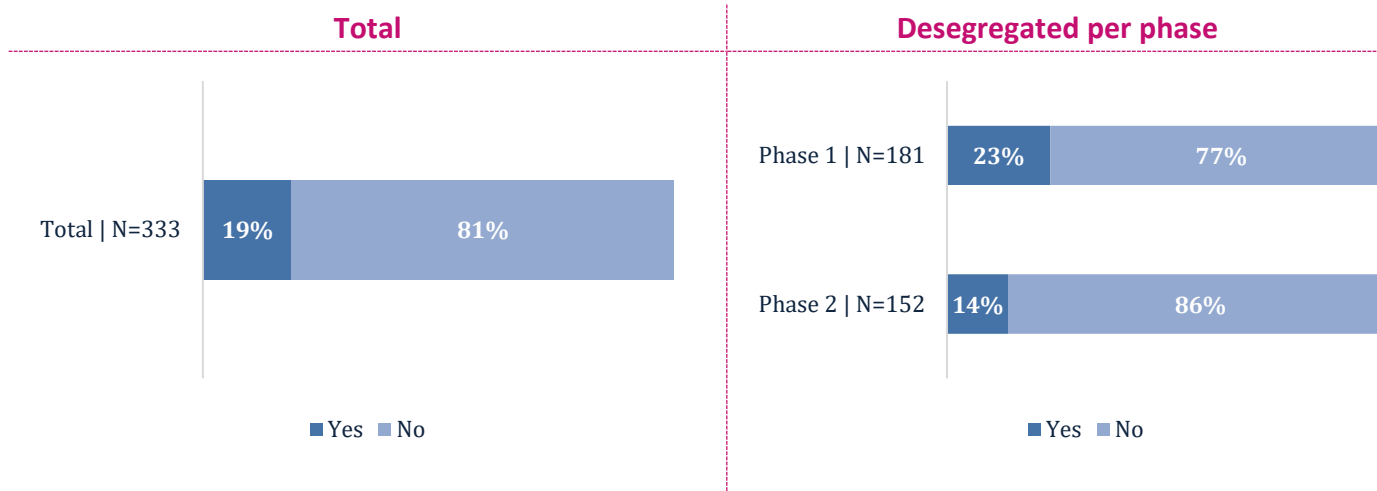Total | N=333 — 19% Yes, 81% No

■ Yes ■ No

Desegregated per phase

Phase 1 | N=181 — 23% Yes, 77% No
Phase 2 | N=152 — 14% Yes, 86% No

■ Yes ■ No

81% of students did not find it difficult to sit still and focus during the sessions. There was an **improvement** between the two phases: **only 14% of students** found it difficult to sit still and focus during the sessions in phase 2, **compared to 23% in phase 1**.

e) Performance and challenges

Student academic performance in class

Total	Desegregated per phase

Total

Total | N=333 — 6% Weak, 57% Good, 34% Very Good, 3% Excellent

■ Weak ■ Good ■ Very Good ■ Excellent

Desegregated per phase

Phase 1 | N=179 — 8% Weak, 77% Good, 16% Very Good
Phase 2 | N=154 — 3% Weak, 34% Good, 56% Very Good, 7% Excellent

■ Weak ■ Good ■ Very Good ■ Excellent
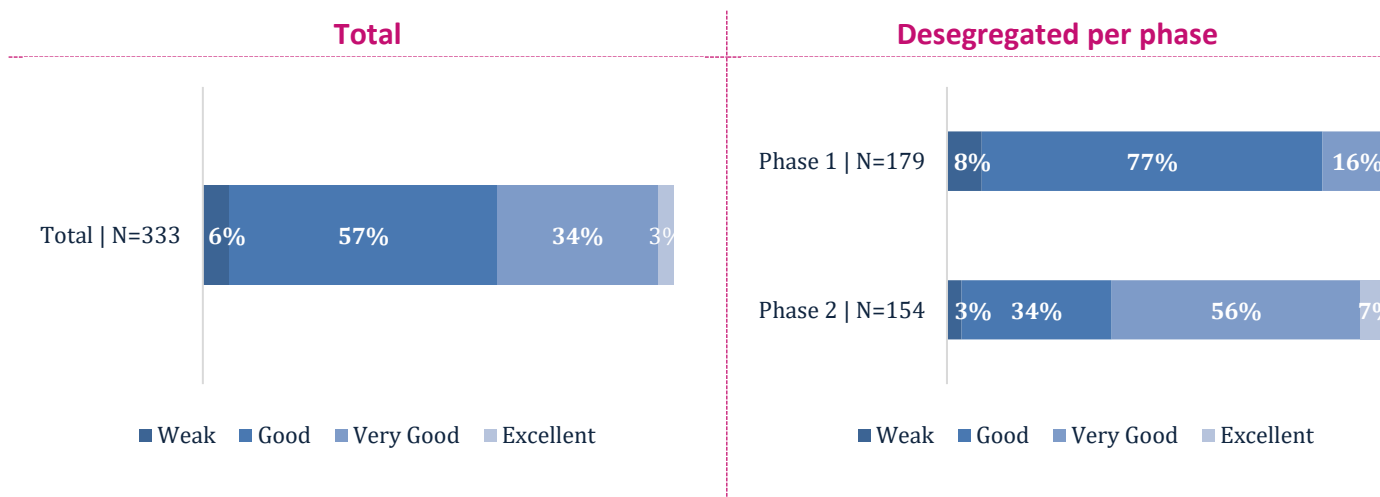
In both phase, students were **rated** as having **a good or better performance** in class.

Did the student show improvement in literacy upon the program completion?

Total	Desegregated per phase
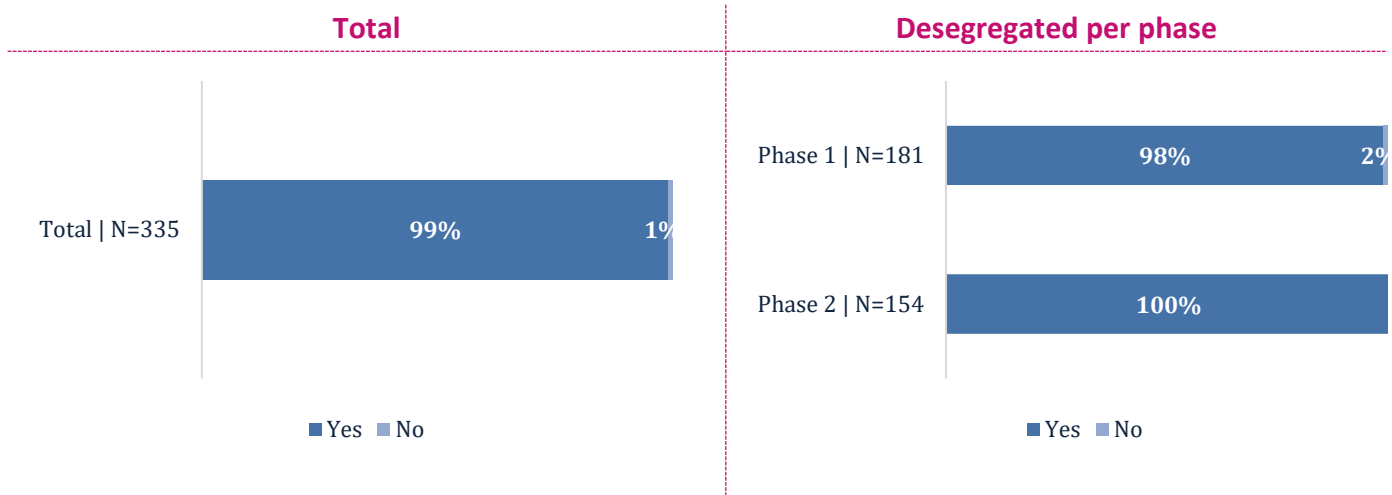
The pilot phase concluded with **significant improvements**, as **98% of students in phase 1** and **100% of students in phase 2 showed progress** by the end of the program.

In phase 1, **59%** of students **found the slight words section** to be the **most challenging**, followed by the **listening comprehension section at 23%.** In phase 2, **29%** of students found **the slight words section** to be the **most challenging**, followed by the **reading section at 27%.**

IV.   Teacher Feedback survey

Feedback survey was distributed for teachers to fill upon the pilot completion.

1) Tabshoura platform

Statement agreement
N=7

Statement	Strongly agree	Agree	Disagree	Strongly disagree
The digital content facilitated your teaching experience	86%			14%
The format of the questions was applicable and easy	86%			14%
Quality of the Digitized Content was good	86%			14%
The audio was clear	71%	14%		14%
Illustrations facilitated the learning process	86%			14%
Illustrations were attractive	86%			14%
Navigation tools were easily understood	86%			14%
Platform was user friendly	86%			14%

■ Strongly agree   ■ Agree   ■ Disagree   ■ Strongly disagree

Almost **all teachers** who took part in the pilot **agree on all statement** with the exception of one teacher who disagree with all statements.

Teachers **appreciate the platform's ability to facilitate interactive learning experiences** and **help students understand complex concepts**. Students **enjoyed the rich variety of activities**, noting that **each lesson includes multiple opportunities** for application. The **clear and enjoyable stories** were also **highlighted as a favorite aspect**, particularly for their **ability to capture and maintain children's interest**. Overall, the platform is **praised** for being **easy to use**, **clear**, and **entertaining**, making it an **attractive and effective educational tool**.

There is a clear **desire for more variety and a greater number of lessons**, particularly in science. Respondents **appreciated the short and concise nature of the current science lessons** but suggested that **increasing their number and diversity would be beneficial**. **Writing skills** were another focus, with suggestions for **more practice opportunities** to help students improve their writing abilities.

Overall satisfaction with Tabshoura platform
N=7

14%	86%

■ Satisfied   ■ Extremely satisfied

All teachers were satisfied with the Tabshoura platform.

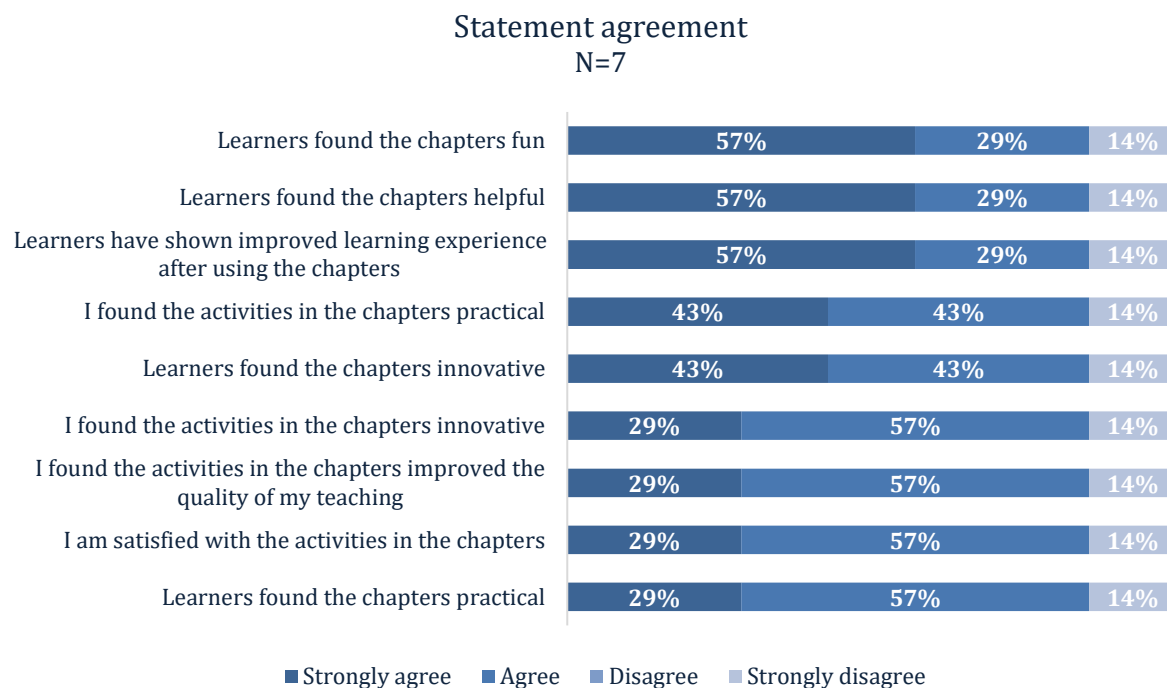## Did you face any technical problems when using the platform
N=7

14%	86%

■ Yes   ■ No

Only one teacher **face technical problems** while using the platform. Nevertheless, **all teacher would recommend Tabshoura**.
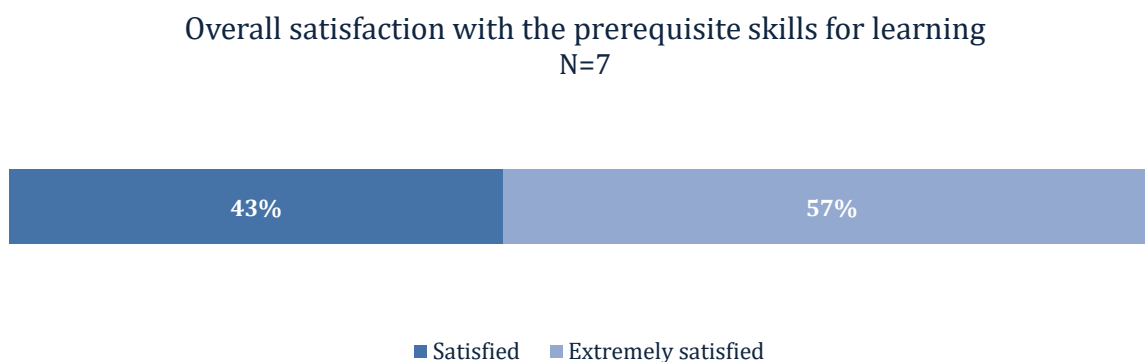
2) Prerequisite Skills for Learning

All teachers implemented the prerequisite skills for learning chapters in their class and **used more than 4 activities.**

Statement agreement
N=7

Statement	Strongly agree	Agree	Disagree
Learners found the chapters fun	57%	29%	14%
Learners found the chapters helpful	57%	29%	14%
Learners have shown improved learning experience after using the chapters	57%	29%	14%
I found the activities in the chapters practical	43%	43%	14%
Learners found the chapters innovative	43%	43%	14%
I found the activities in the chapters innovative	29%	57%	14%
I found the activities in the chapters improved the quality of my teaching	29%	57%	14%
I am satisfied with the activities in the chapters	29%	57%	14%
Learners found the chapters practical	29%	57%	14%

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree

Nearly all teachers who participated in the pilot **agreed with all the statements**, except for one teacher who disagreed with every statement.

All teacher used the additional resources available within the chapters. All visited the **digitalized lesson on Tabshoura**, two **watched the video**, and one **used the PDF file.**

Overall satisfaction with the prerequisite skills for learning
N=7

Satisfied	Extremely satisfied
43%	57%

■ Satisfied ■ Extremely satisfied

All teachers were satisfied with the prerequisite skills for learning available on the platform. They **all plan to use these resources in the future** and would **recommend the platform's lessons to others.**