

Right to Play – Impact Report

December 2023

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I. Project Overview

1. Program objective

LAL collaborated with Right to Play to design and develop an interactive digital program for Elementary Cycles 1 and 2. The project aims to develop units for Grade 1, 2, 3 and 4. Each Grade will have a total of around four units that tackle English, Arabic, Mathematics, and Science. The units' learning outcomes and themes were aligned with the Lebanese official curriculum. Moreover, the units will implement the pedagogy of learning through games and playing.

In addition to content creation and digitization, LAL will provide capacity-building workshops to train teachers on using Tabshoura platform.

2. Program description

The goal of this project is to develop inquiry-based and independent learning content tailored for students in grades 1, 2, 3, and 4 across various subjects, including Math, English, Science, and Arabic. This content creation aims to be interactive and engaging, focusing on digitizing the materials for accessibility through the Tabshoura Platform. An emphasis was placed on creating play-based content to ensure that learning is not only educational but also enjoyable for students. Furthermore, a key objective involves aligning the learning outcomes with the Lebanese curriculum. The content creation process was meticulously executed, involving a comprehensive approach that included designing and developing the scope and sequence for each grade's curriculum. This was done in collaboration with the learning support center staff and with input from Right to Play. The process encompassed various stages such as illustration, animation, audio recording, proofreading, editing, and testing.

The resulting content is hosted and accessible free of charge on the Tabshoura platform in three languages: Arabic, English, and French. The platform is equipped with several features designed to enhance the learning experience for students. It incorporates well-organized navigation tools, facilitating seamless movement across different lessons for both educators and learners.

Each lesson slide includes an audio feature, serving as a guide for students to follow instructions and become familiar with the language and activities. The visual presentation complements the audio, ensuring that learners can visualize words and concepts. After each lesson, activities or exercises are provided, and a status bar with a star indicates whether the activity was completed correctly. Importantly, there are no penalties for incorrect answers, fostering an environment that encourages learners to retry and ultimately succeed.

3. Pilot Program Grades 1 & 2: Data Collection


To compile this report, a quantitative tool was utilized to gather data. Specifically, 13 evaluation forms were distributed to 13 teachers, each responsible for 10 to 15 students, except for one teacher who had 29 students, resulting in a total of 190 students. This pilot program spanned from the 1st to the 28th of February and mandated that teachers complete a comprehensive evaluation consisting of four primary components: (1) educator and (2) student details, which were provided by the teacher before the pilot's commencement; (3) tracking student attendance, which was completed throughout the pilot implementation; and (4) performance evaluations for each student, which were completed at the pilot's conclusion.

II. General Population

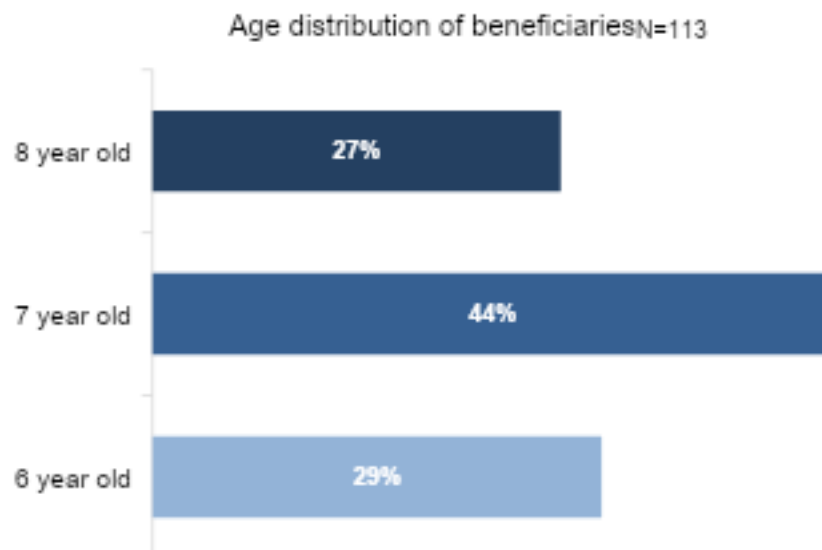
1. Population

The pilot population is students enrolled in or supported by NGOs' education centers. At the end of the pilot, the data of 113 students was collected and is reflected in this report. 4 out of the 13 teachers that were taking part in the pilot did not answer the evaluation form. The students were from Grade 1 and Grade 2. Students' ages ranged between 6 to 8 years.

A. Partners and centers

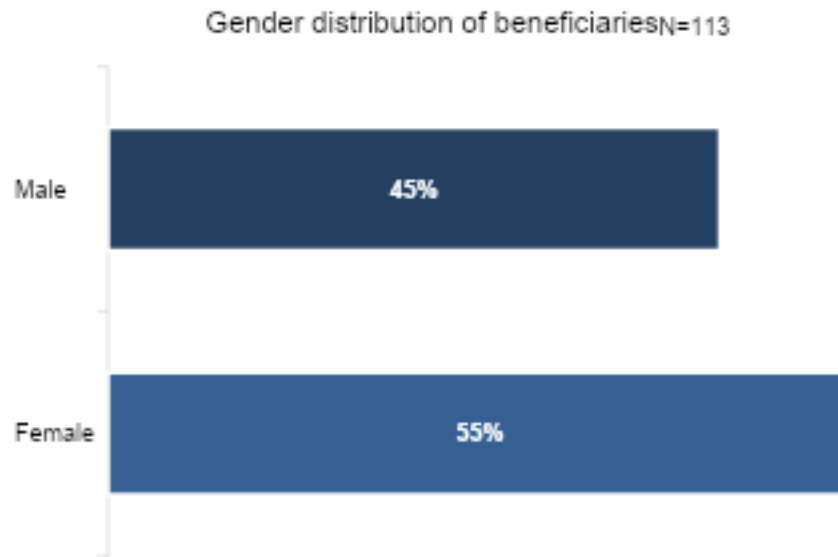
Partner	Centers
 RIGHT TO PLAY	Baddawi Burj El Shemali El Buss Ein El Hilwi Naher El Bared

B. Age:



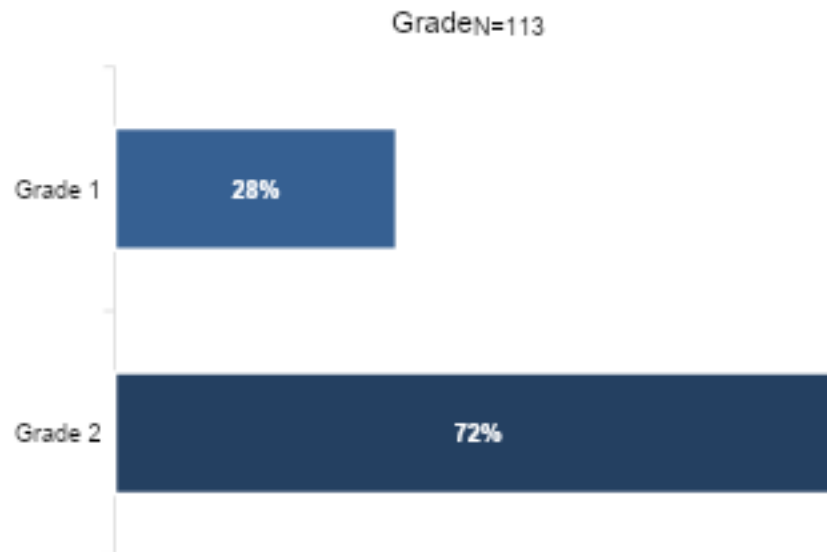
The students were mostly 7 years old (44%), followed by 6 years old (29%) and 8 years old (27%).

C. Gender



The percentage of boys and girls was almost the same, with slightly more girls participating in the pilot test (55% girls against 45% boys).

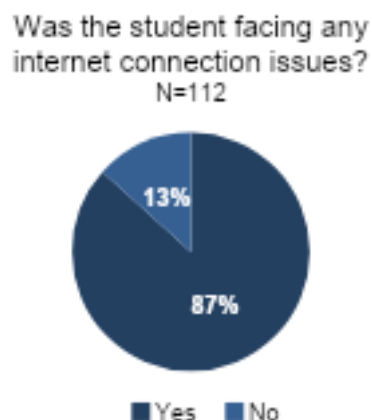
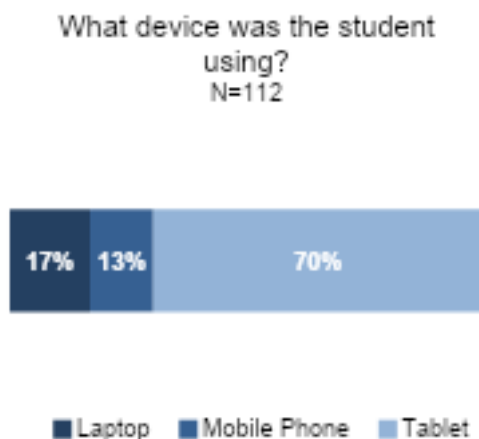
D. Grade



The majority of children were from Grade 2 (72%).

2. Infrastructure

Overall, students were using tablets (70%), and the majority (87%) faced internet problems:



Distribution of devices per center

	Laptop	Mobile Phone	Tablet
BCC N=15			100%
BSS N=15		100%	
Buss N=30	50%		50%
EEH N=15	27%	73%	
NBC N=37			100%

3. Timeframe and location

Timeframe	Location	Grade	Unites developed
Between February 1 st and February 28 th , 2023	<p>North of Lebanon:</p> <ul style="list-style-type: none"> • Baddawi • Naher El Bared <p>South of Lebanon:</p> <ul style="list-style-type: none"> • Burj El Shemali • El Buss • Ein El Hilwi 	Grade 1 and 2	<p>Arabic</p> <p>English</p> <p>Math</p> <p>Science</p>

III. Evidence Generation and Data Collection

The evidence generation and data collection upon pilot completion is based on a total number of 113 students, 9 educators, and 5 education centers.

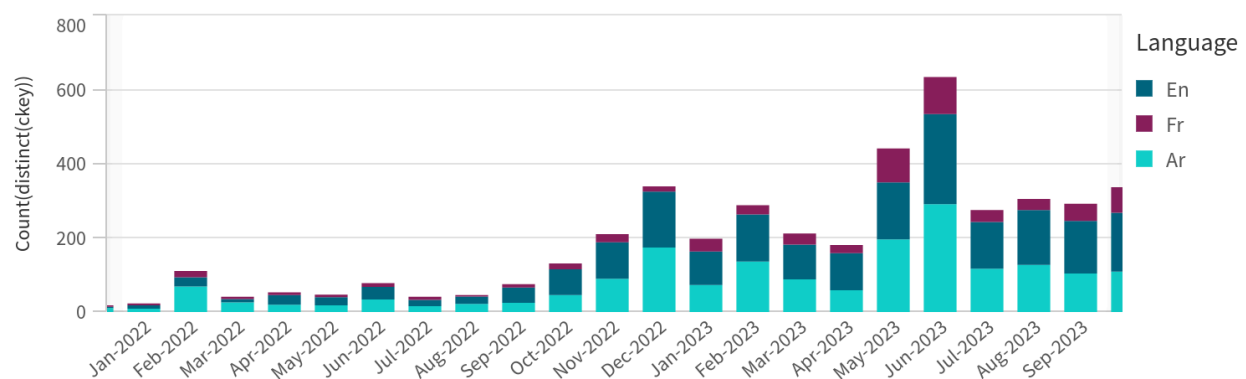
Gathering information was completed in three different ways:

- I. User numerical data: Numerical Data was collected from Qlik Analytical software to show the engagement of students on the Tabshoura platform for the Right To Play course.
- II. Attendance and evaluation sheets: An evaluation sheet was created on Google Drive and disseminated among educators across all collaborating institutions. Educators received a unique copy of the sheet that includes students' login details and a list of 19 questions to answer. Almost all of the questions had a list of 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 survey: A workshop on Tabshoura was given to partnering centers' educators/facilitators before the pilot program to train them on the platform. Following the workshop, a feedback survey was shared with the training attendees to evaluate their satisfaction with the training and the platform.

1. User numerical data results

The chart above illustrates the monthly engagement of students categorized by language. Students primarily interact with content available in Arabic and English on the platform. Notably, there was a surge in usage during the months of May and June.

Student engagement



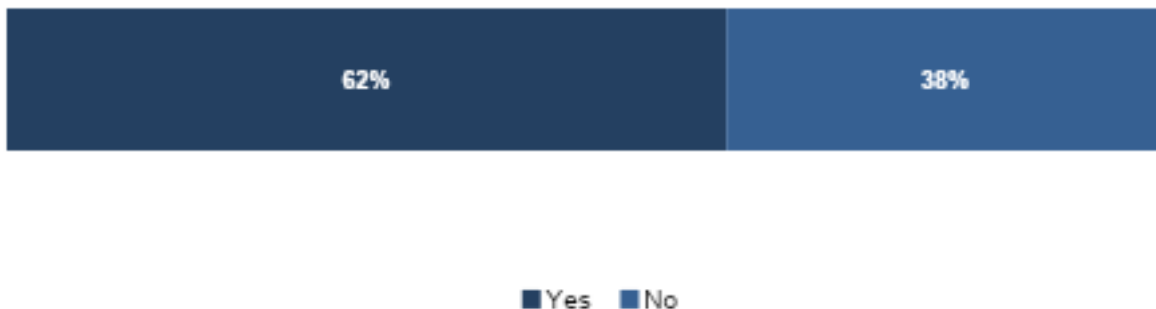
2. Attendance and evaluation sheet results

Before the start of the pilot, in our workshops with the teachers, we introduced the attendance and evaluation sheet, explaining its purpose and instructions for completion. This initiative provided the teachers with a clear understanding of our goals, thereby contributing to the enhancement of the program's effectiveness.

A. The digital experience

1) Navigation tools

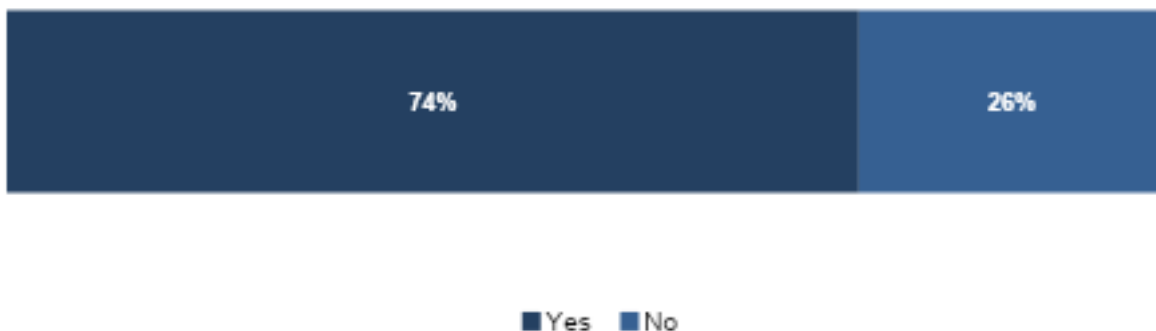
Were the navigation tools easily understood by the student?
N=111



While most of the students easily understood the navigation tool on the platform, it is worth noting almost 40% had some difficulties.

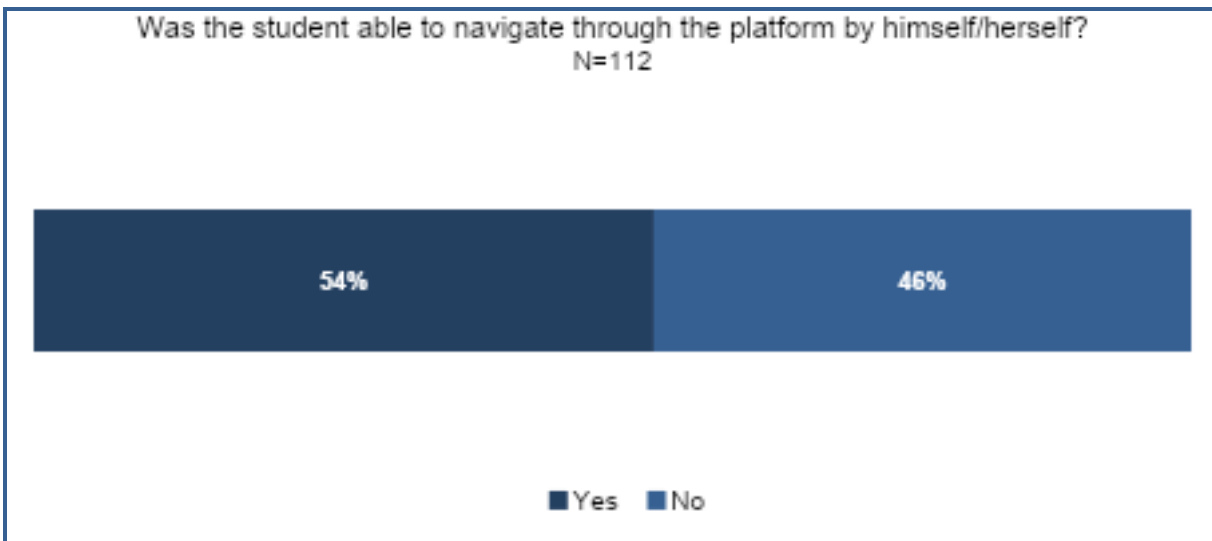
2) Audio

Was the audio clear for the student?
N=110



3 in 4 students found that the audio of the lessons on Tabshoura were clear.

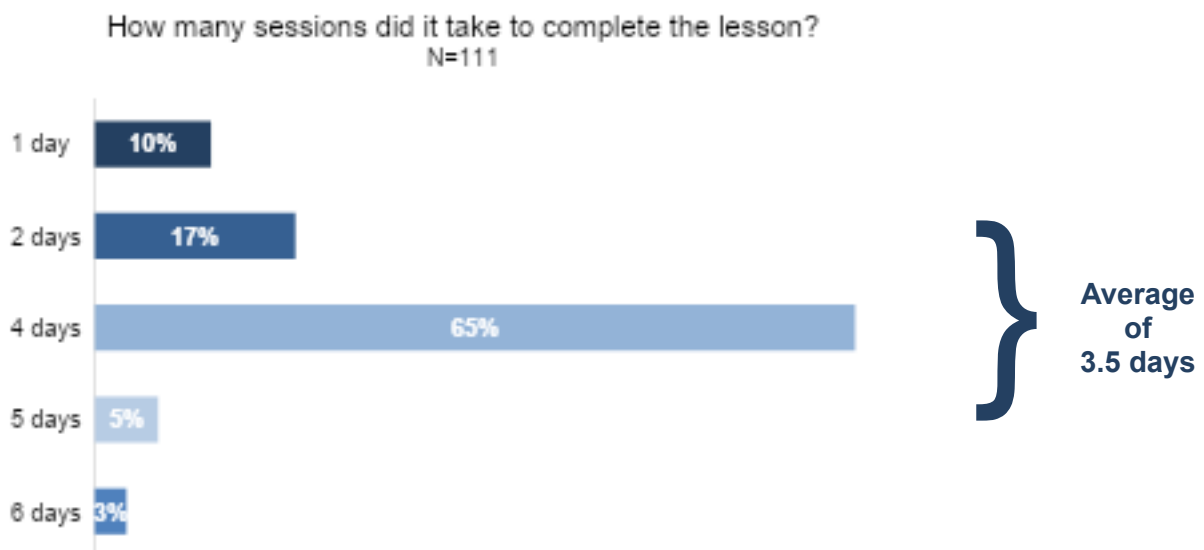
3) Autonomous navigation



While the navigation tool was easily understood by the students, almost half needed support to navigate through the platform.

B. Content

1) Length of the lessons



The majority of students needed an average of 3.5 days to complete a lesson, with some lessons requiring 6 days.

2) Trials

Was the same lesson solved more than once?
N=113



■ Yes ■ No

The majority repeated the same lesson more than once.

3) Language

How did the student find the language of instructions?
N=112

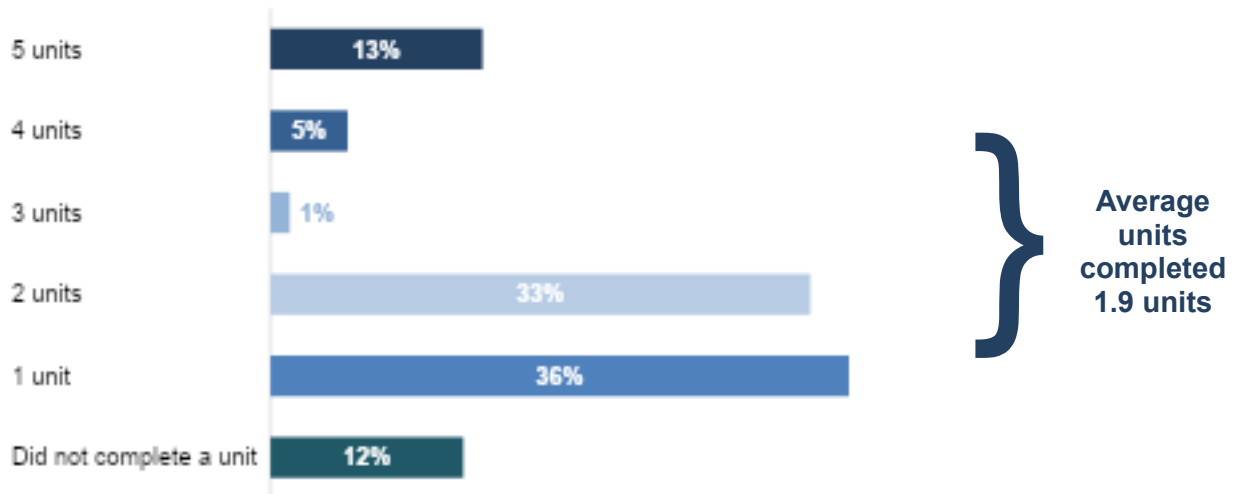


■ The student easily understood
■ The student sometimes understood
■ The student never understood

More than half of the students didn't always understand the language of the instructions. This issue could stem from lessons being conducted in English, a language with which the students might not be sufficiently familiar, given their limited exposure to foreign languages in school.

4) Units completed

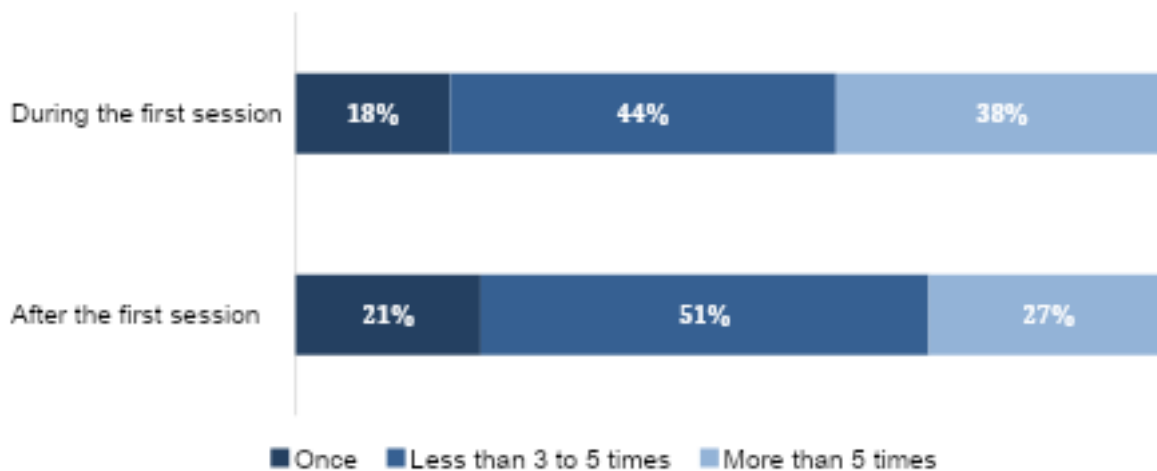
How many units did the student complete during this pilot?
N=84



During the pilot, students completed on average 1.9 units.

C. Autonomy

How many times did the student ask for help:
N=113



As shown in the above table, after the first session, students needed less assistance. Specifically, 38% asked for help more than five times during the first session, whereas 27% requested help more than five times after the first session.

How independent was the student in his learning?
N=113

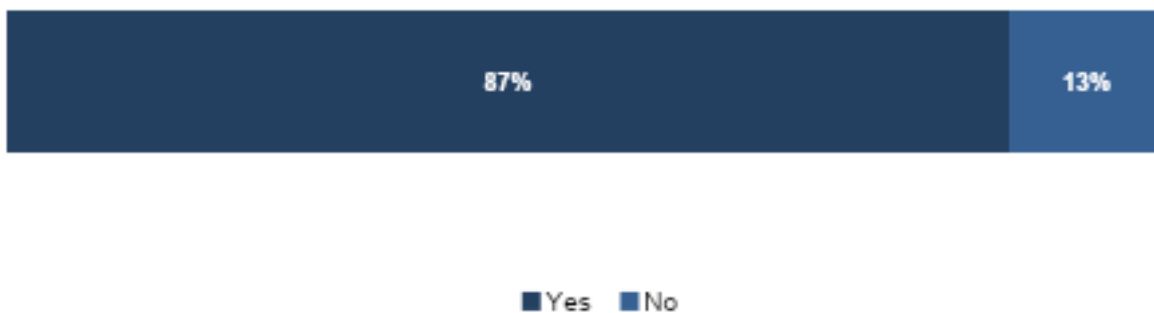


As previously shown, fewer students asked for assistance after the first session, however, it is worth noting that 81% of students always needed guidance during the sessions.

D. Motivation

1) Engagement

Was the student engaged during the lesson?
N=112



87% of the students were engaged during the lesson, indicating a favorable influence of the digital program on student motivation.

2) Focus

Did the student find it difficult to sit still and focus during the session?
N=113



■ Yes ■ No

The table above illustrates that 50% of students reported difficulties in maintaining stillness and focus, while the remaining 50% found it manageable. Additional observations are necessary to gain a more comprehensive understanding of this disparity among student experiences.

E. Level of difficulty

1) Prerequisites

Was the student familiar with the content before taking part in this Pilot?
N=113

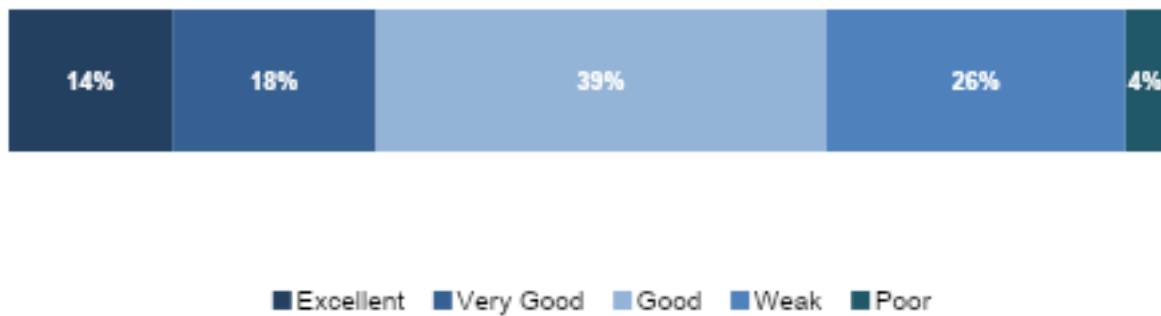


■ Yes ■ No

The extent to which students were familiar with the content before taking part in the pilot varied depending on their teacher. While half the students were not familiar with the content, some had prior knowledge based on their teacher.

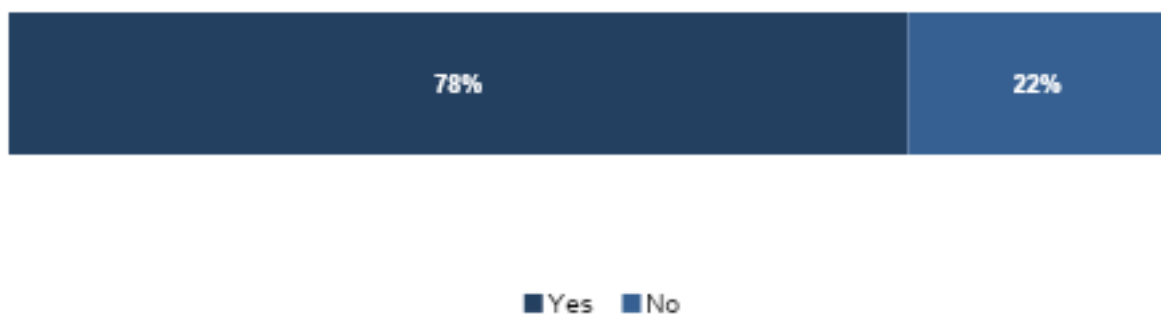
2) Improvement

Student performance in class
N=85



The majority of students had a positive performance in class, with only 30% receiving a rating of poor or weak.

Did the student show improvement upon the program completion?
N=112

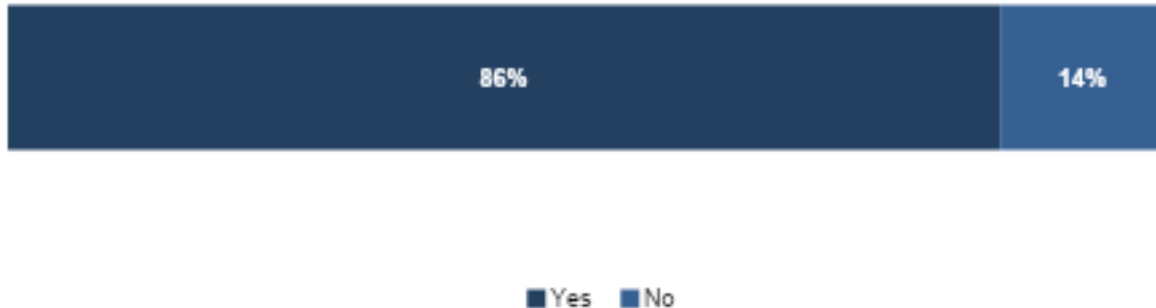


The majority of students show improvement in class (78%) upon the program completion while 22%% did not. This indicates that the program is effective in helping children improve.

F. Challenges

1) Activities

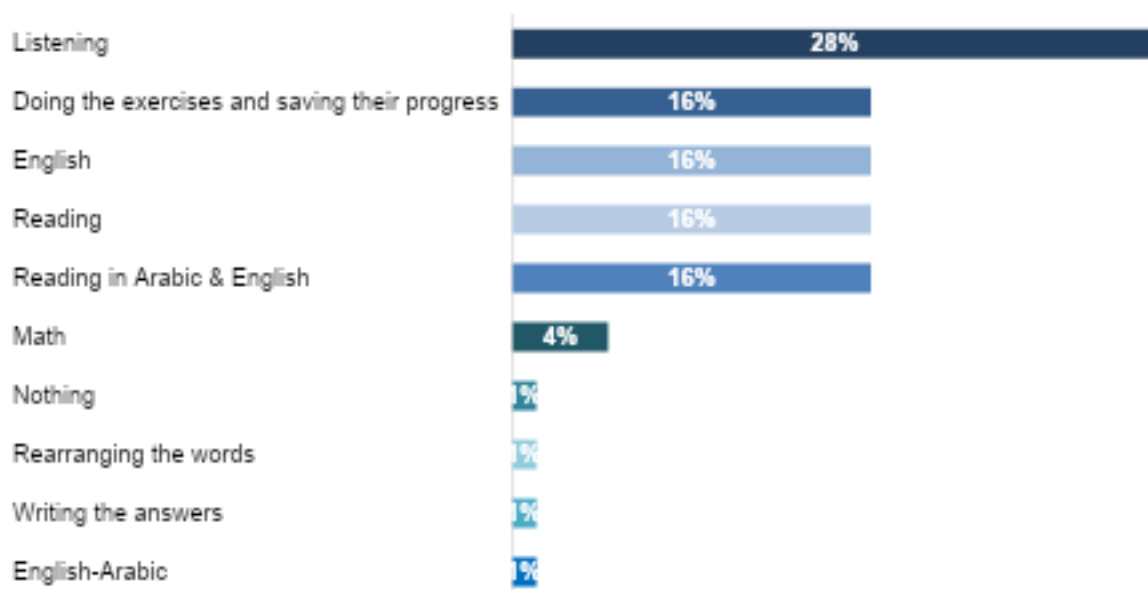
Were the activities challenging for the students?
N=112



While most did not find the activities challenging, some did.

2) Sections

Which section was most challenging for the student?
N=95



The primary challenge faced by the students was comprehending the lessons, particularly when it came to listening. Considering that the students were not well-acquainted with English and

some of the lessons were conducted in this language, it is unsurprising that this posed a challenge for them.

IV. Feedback Surveys – Teachers Training Program

1. Logistics:

Training Session Details:

- **Training Venue:** Nabaa'
- **Location:** Saida
- **Date:** Wednesday, October 26, 2022
- **Duration of training:** 2 hrs (10:30 am - 12:30 pm)
- **Number of attendees/trainees:** 20 attendees
- **Training Team (LAL):**
 - Ahmad Shaiban
 - Muriel Albina
 - Ruba Mehdi
- **Participating centres:**
 - Baddawi
 - Borj El Shmali Camp
 - Buss
 - Ein Hlwi
 - Naher El Bared

2. Training Objective:

The training's objective was to train partnering centres' educators/facilitators on using the Tabshoura platform for the pilot program.

3. Feedback on the workshop:

A survey was created on KOBO to collect feedback from trainees on the training session they attended. Responses were filled by 20 trainees; details on the results can be found below:

1. To what extent do you find the workshop meets your expectations and the quality of the material?

Response selection options:

- Acceptable
- Good
- Very Good
- Excellent



■ Acceptable ■ Good ■ Very Good ■ Excellent

0. To what extent do you find Tabshoura platform beneficial for the students?

Response selection options:

- Acceptable
- Good
- Very Good
- Excellent



■ Good ■ Very Good ■ Excellent

0. To what extent do you find the presentation skills of the trainer elaborates the material (was clear)?

Response selection options:

- Acceptable
- Good
- Very Good
- Excellent



■ Good ■ Very Good ■ Excellent

0. Scale your satisfaction with this workshop

Response selection options:

- Not Satisfied
- Satisfied
- Very Satisfied
- Extremely Satisfied

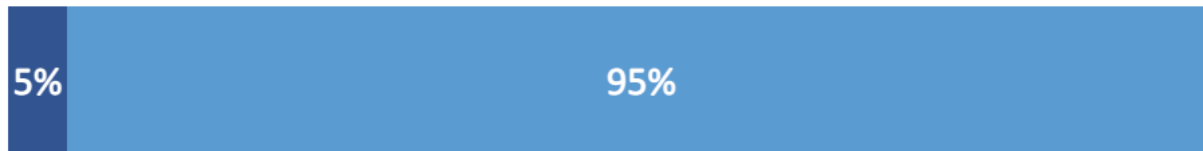


■ Satisfied ■ Very Satisfied ■ Extremely Satisfied

0. Was this training session an added value to your professional development?

Response selection options:

- Yes
- No



■ No ■ Yes

0. Do you feel confident using Tabshoura Platform with your students?

Response selection options:

- Yes I feel very confident
- I am somewhat confident
- No I am not confident



■ I am somewhat confident ■ Yes I feel very confident

0. Do you have any additional comments?

Eleven (11) of the attendees did not have any comments; the remaining comments are listed below:

- "Good / Very Good"
- "I hope the program will be applied to more grades"
- "It is important to make the platform working offline due to the internet problems"
- "Making more workshops as an update for using tabshura platform"
- "Thank you"

4. Pictures of the workshop's implementation:

LAL's training team:



Workshop participants:



V. Reach

This section provides a comprehensive overview of the beneficiaries' reach achieved during the reporting period from January 2023 to December 2023, offering valuable insights into the program's effectiveness.

- Number of registered students for Cycle I: 2,500+
- Number of registered students for Cycle II: 200+
- Number of registered teachers for Cycles I & II: 100
- Percentage of male students registered: 45% (This figure pertains to public & private schools, excluding non-formal education)
- Percentage of female students registered: 55% (This figure pertains to public & private schools, excluding non-formal education)
- Estimated percentage of students registered through Public schools: 60%
- Estimated percentage of students registered through Non-Public schools: 40%
- Number of regions/Governorates: 5 (Beirut, Mount Lebanon, North Lebanon, Beqaa, and South Lebanon)
- Number of distributed Tabshoura-in-a-box units: 8

VI. Conclusion

This Impact Report highlights the successful partnership between LAL and Right to Play in creating an innovative educational solution accessible to all learners. Challenges, such as issues with internet connectivity, have been effectively addressed through LAL's offline solution, Tabshoura-in-box, deployed at several education centers. Additionally, the offline mobile app for Tabshoura presents an opportunity for flexible strategies in future implementations. The positive feedback from teachers and the extensive reach achieved underscore the program's beneficial impact. As the initiative advances, continuous monitoring and adaptation will be essential to ensure ongoing success and the realization of educational objectives.