

Alternative Learning Spaces

Implementation of the Self-Directed Learning Model in Alternative Learning Spaces

Parents' Involvement

June 2026

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Introduction

Lebanon's prolonged crises, compounded by the current war, have severely disrupted education, resulting in displacement, damaged school infrastructure, teacher shortages, and growing economic pressures on families. These challenges have left many children with interrupted learning and at risk of long-term educational loss. Within this context, Education in Emergencies (EiE) approaches are crucial for safeguarding the continuity and quality of learning.

To address these needs in South Lebanon, LAL introduced a Self-Directed Learning (SDL) model for Alternative Learning Spaces. The SDL approach strengthens learner autonomy and resilience by enabling students to identify their learning gaps, set personalised goals, and progress at their own pace with structured support from facilitators. The model integrates digital content from Tabshoura, LALmoudaress, Thaki, and IFERB, ensuring alignment with national learning progressions even in times of instability.

In partnership with MEHE, Design for Communities (D4C), and the support of Education Above All, LAL established geodesic "Learning Domes" equipped with tablets, Thaki laptops, routers, and Beekee offline servers to ensure uninterrupted access to digital learning.

Recognising the important role of parents in supporting their children's learning, parental engagement was integrated as a key component of the project. An initial online awareness session was conducted in November 2025 for parents in the southern schools due to the security situation in the region. For the remaining learning spaces, parent sessions were originally planned to take place in person after the winter season. However, implementation was delayed by end-of-year assessments mandated by the Ministry of Education, followed by the renewed conflict in March 2026, which increased security risks and limited opportunities for face-to-face gatherings. To ensure continuity, the activity was adapted into a series of online awareness sessions delivered between April and May 2026. In total, five online sessions were conducted on November 14, 2025, April 16, 2026, May 18, 2026, May 20, 2026, and May 21, 2026. The sessions introduced parents to the initiative and the Self-Directed Learning (SDL) approach, while strengthening their understanding of digital learning tools and their role in supporting their

children's educational progress, particularly in contexts affected by disruption and crisis. Attendance was monitored for each session, and data were collected to assess parents' participation and involvement in supporting their children's learning, providing valuable insights into caregiver engagement throughout the project.

Webinar Logistics

The parental awareness webinars were organized by Lebanese Alternative Learning (LAL) in collaboration with the participating schools: Collège Saint Joseph des Sœurs Antonines, École Al Baraa, Jbeil First Mixed Intermediate Public School, Rachiine Mixed Public School, Amchit Secondary Public School, Tebnine Secondary Public School, Hassan Kamel Al-Sabbah High School, Dr. Nazih Al Bizri Secondary Public School, Taalabaya Secondary Public School, and the two community centers, SCOPE (Solidarity Collective for Professional Educators) and Ruwwad Al-Tanmeya.

Due to the prevailing security situation, all sessions were delivered online via Google Meet. The webinars were facilitated by Nayla Fahed (LAL Executive Director), Haigo Dolmayan (Pedagogical Expert and Manager of the Lalmoudaress Platform), Ahmad Shaiban (LAL-Spaces Project Manager), and Mona Ebsim (Monitoring, Evaluation, Accountability and Learning Manager).

The first two sessions, each lasting one hour, introduced parents to the Alternative Learning Spaces initiative, the Self-Directed Learning (SDL) model, the Tabshoura platform, and the important role parents play in supporting their children's learning. To improve efficiency and accessibility, the remaining three sessions were shortened to 30 minutes and focused on a brief presentation followed by questions, discussion, and feedback.

Before the last three webinars, a short tutorial video was produced and shared with parents through the school focal points. Attendance was tracked through the video-sharing form as well as the webinar attendance forms. Following each session, parents were invited to complete a feedback survey to assess their participation, understanding of the initiative, and involvement in supporting their children's learning.

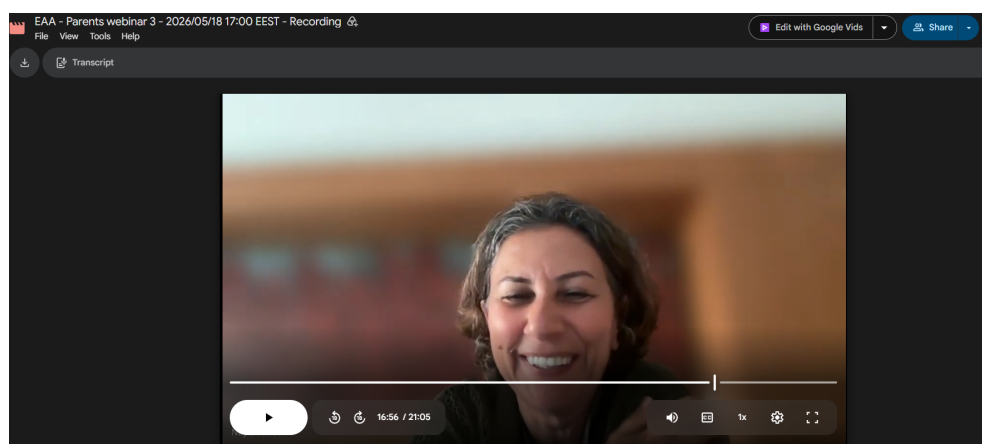
Across the five webinars, 144 parents participated, with 58 parents attending the first session, 57 the second, 9 the third, 8 the fourth, and 12 the fifth. The webinars provided parents with practical guidance on supporting self-directed learning at home and strengthened their understanding of the digital learning resources available to their children.

The screenshot shows a meeting interface with a top bar containing icons for various functions and a 'Share' button. Below the bar, there are tabs for 'Notes', 'Transcript', 'Deep Dive', and 'Coaching'. The 'Transcript' tab is active, displaying a list of speakers and their contributions. The speakers listed are Haigo Dolmayan (39%), Mona Ebsim (13%), Soha Hassan (8%), Raee Cell (2%), Rimataliafy Fouadyoussef (2%), and Haigo Dolmayan##Mona Ebsim. The transcript shows a discussion about the importance of digital learning resources. On the right side, there is a 'Highlights' section with two items: 'Topic 15:40' and 'Topic 20:20'. The 'Topic 15:40' item is highlighted in blue and contains the text 'أهمية منصة التبشور في دعم التعليم'. The 'Topic 20:20' item is highlighted in green and contains the text 'التحديات التعليمية الناتجة عن جائحة كورونا'.

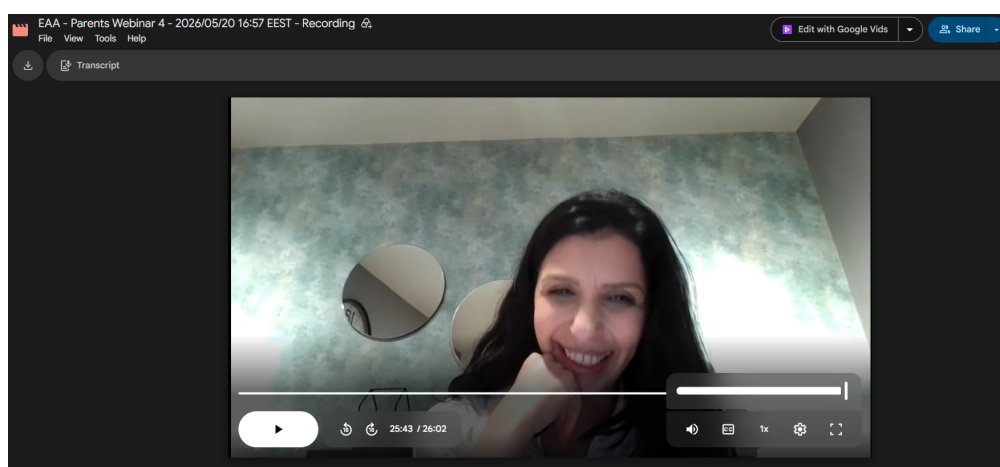
Introductory session 1 with Parents - Friday, Nov 14, 2025 - 4 to 5 PM

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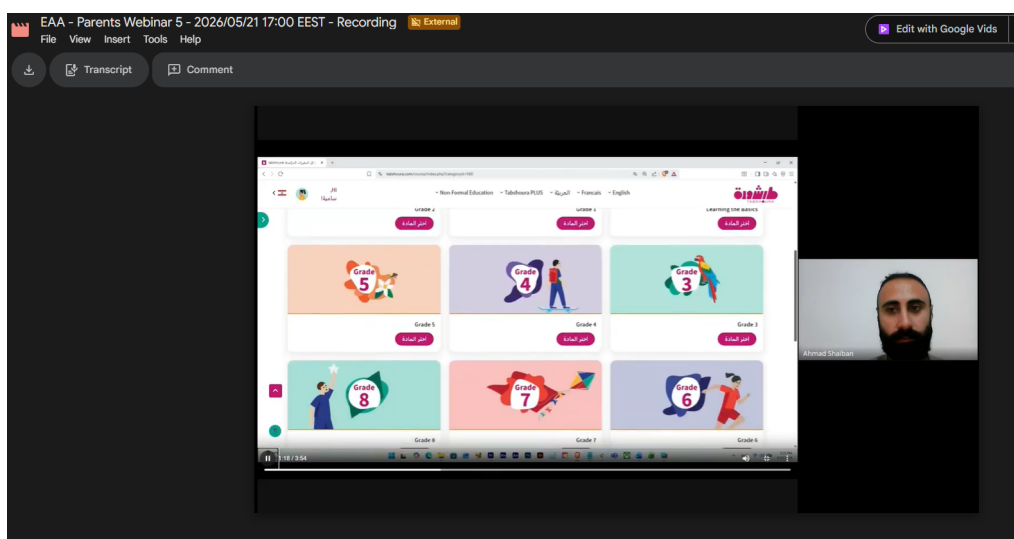
Introductory session 2 with Parents - Thursday, April 16, 2026 - 4 to 5 PM



Introductory session 3 with Parents - Monday, May 18, 2026 - 5 to 6 PM



Introductory session 4 with Parents - Wednesday, May 20, 2026 - 4 to 5 PM



Introductory session 5 with Parents - Thursday, May 21, 2026 - 4 to 5 PM

Summary of Sessions

First Webinar

During the session, parents and teachers expressed deep appreciation for the support provided through LAL and the Tabshoura platform. They emphasised that the program has been crucial in helping students recover from learning gaps caused by the COVID-19 pandemic and ongoing crises. Participants described the collaboration between families, schools, and LAL as a unified effort, noting that such partnerships are essential for overcoming current educational challenges.

Teachers participating in the session shared encouraging observations from recent classroom activities, including the diagnostic assessment, where students demonstrated high engagement, enthusiasm, and confidence. Unlike traditional exams that often cause stress, the diagnostic test conducted through the project created a positive and motivating atmosphere. The diagnostic tests were created on Tabshoura in collaboration with teachers from three schools: Dr Nazih Al Bizri Secondary Public School, Hassan Kamel Al Sabbah Secondary Public School, and Tebnine Secondary Public School.

Photos documenting these moments were posted on social media by Dr Nazih Al Bizri Secondary Public School, showcasing the students' excitement and improved attitudes toward learning. Access to the photos is available on this [link](#).

Parents and school representatives reaffirmed their commitment to continued collaboration, with one school offering to host a visit so LAL could observe the "dome" learning environment established with project support. They also requested ongoing communication and easy access to shared links and materials shared during the introductory session.

The session concluded with reminders to complete the attendance sheet and confirmation that all resources would also be sent through the schools. Participants expressed gratitude for the opportunity to engage directly with LAL and for the consistent support provided to their children's education. During the meeting, the impact of the *Alternative Learning Spaces* project on students was discussed. Haigo Dolmayan explained how the Tabshoura platform is used to offer interactive activities that enhance learning. The importance of digital

assessments to evaluate students' levels was emphasised, as they help teachers identify strengths and weaknesses.

The session also addressed the challenges students faced due to accumulated information, as well as the need for diagnostic tests before starting the learning journey to identify educational gaps. Soha Hassan and Mona Ebsim stressed the importance of these assessments in improving learning, while Haigo highlighted the crucial role of parents in supporting their children by encouraging them to use the platform and communicating with teachers to monitor their progress.

Second Webinar

The webinar introduced parents to the Alternative Learning Spaces (ALS) initiative and the Self-Directed Learning (SDL) model, which was developed to address learning loss caused by the conflict in Lebanon. Participants were informed that the project established 11 alternative learning spaces equipped with digital and offline learning resources to provide students with safe and continuous access to education.

The LAL team explained the main learning resources used in the project, including the Tabshoura digital platform, IFERB socio-emotional learning materials, and Thaki educational resources available on laptops. They highlighted how these resources support self-directed learning by encouraging students to explore, solve problems, reflect on their learning, and develop independence while teachers act as facilitators rather than traditional instructors. Parents were shown how Tabshoura aligns with the Lebanese curriculum, supports learning in Arabic, English, and French, and can be accessed both online and offline.

The webinar also emphasized the important role of parents in supporting their children's learning by establishing regular study routines, encouraging curiosity and independent learning, creating a positive learning environment at home, and maintaining communication with teachers. Parents were encouraged to use the Tabshoura platform with their children and support their learning beyond the classroom.

The second part of the session was dedicated to questions and answers, during which parents raised concerns related to technical issues, including login difficulties, internet connectivity, application performance, saving students' progress, tablet compatibility, and accessing activities at home. The project team addressed these concerns, provided practical guidance, and committed to following up with schools to resolve technical issues where needed. Parents were also asked to complete attendance and feedback forms at the end of the session to support ongoing monitoring and improvement of the project.

Third Webinar

The third parent awareness webinar provided parents with an opportunity to share their experiences and feedback on the Tabshoura platform and the Alternative Learning Spaces (ALS) project. The session reaffirmed the project's objective of providing continuous learning support to students, teachers, and families through digital and offline educational resources that can be used both in schools and at home.

Parents expressed highly positive feedback on the platform, highlighting that the interactive learning approach helped their children better understand concepts, remain engaged, and develop greater curiosity and independence in learning. Several parents noted that their children enjoyed using Tabshoura, spent more time learning voluntarily at home, and were able to navigate the platform independently with minimal support. Teachers also reported improvements in student engagement, classroom participation, and academic performance, with students showing increased enthusiasm for attending sessions in the Alternative Learning Spaces.

The discussion also reinforced the principles of the Self-Directed Learning (SDL) model, emphasizing that students are encouraged to learn independently, learn from mistakes, and develop problem-solving skills while teachers act as facilitators rather than traditional instructors. Parents were encouraged to continue supporting this approach by allowing their children to explore, practice, and learn independently at home.

During the discussion, participants raised a limited number of questions, mainly regarding the availability of additional learning content, particularly for Grade 5

science. The project team explained that content development is ongoing and that additional lessons are being developed. Parents and teachers also highlighted the value of the Alternative Learning Spaces in providing students with an engaging learning environment and expressed appreciation for the initiative and the continued support provided by the project team.

Fourth Webinar

The fourth parent awareness webinar reinforced the objectives of the Alternative Learning Spaces (ALS) project and the Self-Directed Learning (SDL) model, highlighting how refurbished learning spaces equipped with Tabshoura and digital resources support students in becoming more independent learners. The session built on the introductory video previously shared with parents and focused on addressing questions and collecting feedback on the platform and the learning approach.

Parents shared positive feedback on Tabshoura, noting that it had been particularly useful during periods of remote learning and school disruptions. They appreciated that the platform is free, accessible to all learners, and enables students to continue learning independently at home. Several parents described the platform as interactive and engaging, while also emphasizing its value in reducing reliance on private tutoring by encouraging students to learn at their own pace.

The discussion further emphasized the principles of self-directed learning, encouraging parents to support their children by providing guidance and encouragement rather than completing tasks on their behalf. Parents were advised to monitor their children's progress, discuss what they had learned, and encourage independent thinking while allowing children to learn from their mistakes.

Participants also discussed the broader educational challenges affecting students in Lebanon, including the impact of prolonged school closures and interruptions to learning. Despite these challenges, parents expressed appreciation for the Alternative Learning Spaces and recognized the commitment of teachers and school staff in supporting students. A few suggestions were raised regarding expanding and continuously updating

Tabshoura content, while the project team clarified that the platform complements the Lebanese curriculum rather than replacing official textbooks and that content development is ongoing. Parents were encouraged to complete the attendance and feedback forms to support continuous improvement of the initiative.

Fifth Webinar

The fifth parent awareness webinar reinforced the objectives of the Alternative Learning Spaces (ALS) project and the Self-Directed Learning (SDL) model, while providing parents with a demonstration of the Tabshoura platform through an introductory tutorial video. The session explained how the platform supports interactive, curriculum-aligned learning in Arabic, English, and French, and highlighted its inquiry-based methodology, which encourages students to discover concepts, practice independently, receive immediate feedback, and learn from their mistakes.

Parents shared positive feedback on both the tutorial and the platform, describing Tabshoura as easy to use, engaging, and effective in helping children understand concepts in a different and more interactive way. Several parents reported that their children enjoyed using the platform across different subjects and appreciated features such as immediate feedback, audio support for younger learners, and the opportunity to retry activities after incorrect answers. Some participants noted occasional challenges related to the availability of tablets during classroom sessions but acknowledged the project's efforts to expand access to devices.

The project team emphasized that the Alternative Learning Spaces, learning equipment, and digital resources will remain available in participating schools beyond the current implementation period, supporting the sustainability of the initiative. Parents were also encouraged to continue using Tabshoura during the summer as a tool for revision and independent learning and were reminded that the platform is freely accessible to all learners, including those outside participating schools.

The webinar concluded with an invitation for parents to continue sharing their feedback and suggestions to support the ongoing improvement of the platform

and the learning experience. Parents were encouraged to complete the attendance and feedback forms and were informed of the available communication channels for future questions and technical support.

Key Points From The Sessions

Topics:

Impact of the Project on Students and Parents

The meetings introduced the Alternative Learning Spaces (ALS) project and its objective of supporting students through the Self-Directed Learning (SDL) model. Participants were introduced to the Tabshoura platform, which provides interactive, curriculum-aligned learning activities that enable students to learn independently while supporting teachers and parents. The sessions also highlighted the role of Alternative Learning Spaces as safe learning environments equipped with digital resources to ensure continuity of learning during periods of disruption.

The Importance of the Tabshoura Platform in Supporting Education

The sessions demonstrated how Tabshoura supports learning through interactive activities, immediate feedback, and inquiry-based learning rather than traditional instruction. Parents learned that the platform is freely accessible, available in Arabic, English, and French, and can be used both at school and at home to reinforce learning throughout the academic year and during school breaks. The project team also explained that Tabshoura complements the Lebanese curriculum and is continuously being expanded with new content.

Educational Challenges Caused by the COVID-19 Pandemic and Ongoing Crises

The webinars emphasized that the project was designed to address learning disruptions caused by COVID-19, prolonged school closures, conflict, and recurring interruptions to education. Parents and teachers discussed the impact these crises have had on students' learning, motivation, discipline, and concentration, highlighting the need for flexible digital learning solutions that support continuity of education.

Impact of the Project on Students

The project team explained how the Alternative Learning Spaces and Tabshoura help students address learning gaps through interactive lessons, diagnostic assessments, and self-directed learning activities. Parents and teachers reported that students were more engaged, motivated, and enthusiastic about learning. Several parents observed that their children were able to use the platform independently, developed greater curiosity, retained concepts more effectively, and showed improvements in classroom participation. Teachers also reported increased student engagement and, in some cases, improvements in academic performance and learning outcomes.

Role of Parents in Supporting Learning Through the Platform

The webinars emphasized that parents play a key role in encouraging independent learning by allowing children to explore activities, solve problems, and learn from their mistakes rather than providing answers directly. Parents were encouraged to establish supportive learning routines, discuss what their children learned, monitor progress, and communicate regularly with teachers. The project team also encouraged parents to continue using Tabshoura during the summer as a tool for revision and continuous learning.

Assessing Students' Levels Through Diagnostic Evaluations

Participants learned how diagnostic assessments and interactive activities help identify students' learning needs while reducing the stress commonly associated with traditional testing. Immediate feedback and opportunities to retry activities encourage continuous improvement and self-reflection.

Overall Feedback

Parents and teachers consistently expressed high satisfaction with the Alternative Learning Spaces initiative and the Tabshoura platform. They described the platform as interactive, engaging, easy to use, and effective in making learning more enjoyable for students. Parents appreciated that the platform encourages children to become more independent learners while providing immediate feedback that helps them learn from mistakes.

Participants also welcomed the project's learner-centered approach and recognized the importance of combining digital learning with teacher guidance. Many parents expressed appreciation for the free access to educational resources and highlighted the value of the Alternative Learning Spaces in supporting learning during periods of disruption. Several parents also asked whether their other children who were not enrolled in the project could access and use Tabshoura, reflecting both the perceived value of the platform and the demand for extending its benefits beyond the project's direct beneficiaries.

Engagement & Impact

Parents reported noticeable improvements in their children's motivation, confidence, and enthusiasm for learning. Several shared that their children enjoyed using Tabshoura at home, explored the activities independently, and looked forward to participating in sessions within the Alternative Learning Spaces.

Teachers observed increased classroom participation, stronger engagement during digital learning activities, and greater willingness among students to interact with educational content. Parents also highlighted that the interactive methodology helped students better understand concepts, retain information, and develop curiosity and critical thinking skills.

Support Needs & Requests

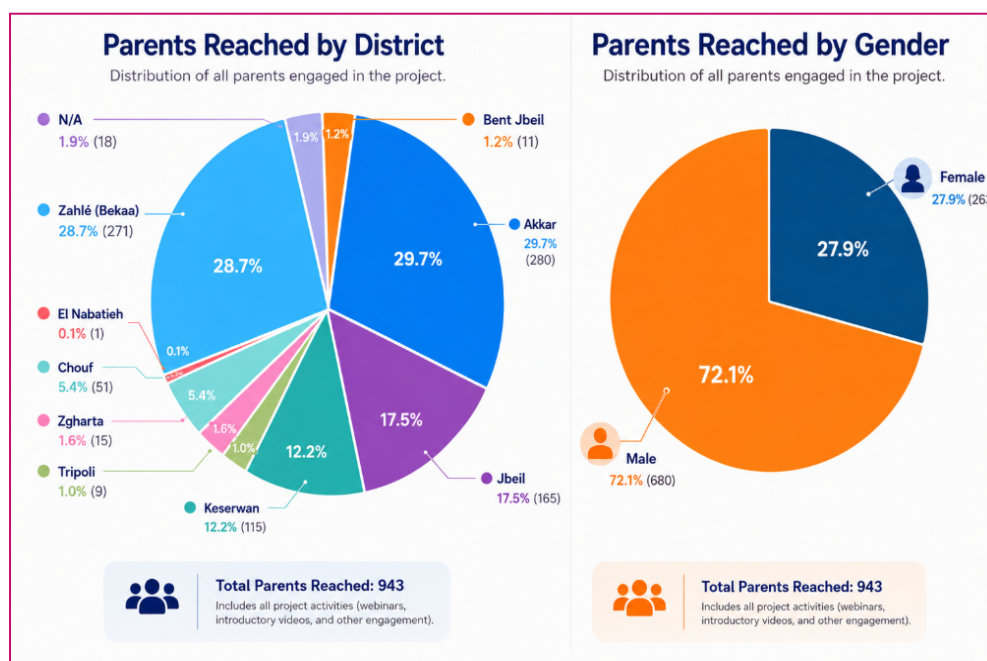
Participants requested the continued expansion of Tabshoura content, particularly for some secondary-level subjects and additional science content. They also highlighted the need for more tablets and digital devices to allow each learner to participate individually during classroom activities.

Parents requested ongoing communication with LAL, continued technical support, and regular opportunities to provide feedback. They appreciated the tutorial videos and webinars and encouraged the continuation of these awareness sessions. Participants also recommended maintaining and expanding the Alternative Learning Spaces initiative to benefit more schools and learners across Lebanon.

Session Statistics

A total of 144 parents attended the introductory webinars, while 799 parents viewed the introductory video shared before the sessions. Although participation remained encouraging given the circumstances, only 106 parents completed the feedback survey. It is important to note that these activities were implemented during a period of heightened insecurity in Lebanon, which likely affected attendance, survey completion rates, and parents' ability to fully participate in the sessions.

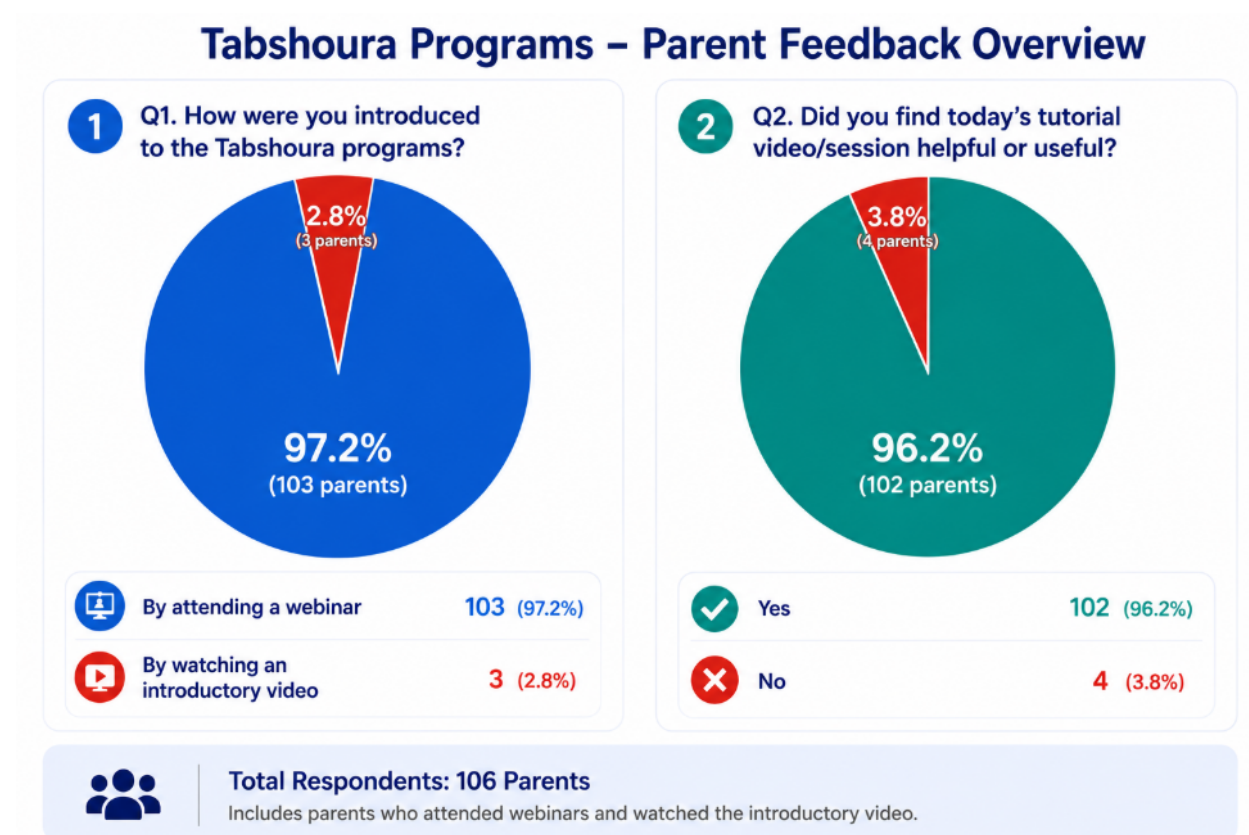
Demographics



A total of 943 parents were reached through the project across participating schools and learning spaces. Al Baraa School (30%) and Zahle Collège Saint Joseph des Sœurs Antonines (29%) accounted for the largest share of participating parents, followed by Jbeil First Mixed Intermediate Public School (18%) and Amchit Secondary Public School (12%). Participation was geographically distributed across multiple districts, with the highest representation from Akkar and Zahle (Bekaa). Among participating parents, 72% were fathers and 28% were mothers, reflecting greater participation of fathers in the parental engagement activities conducted throughout the project.

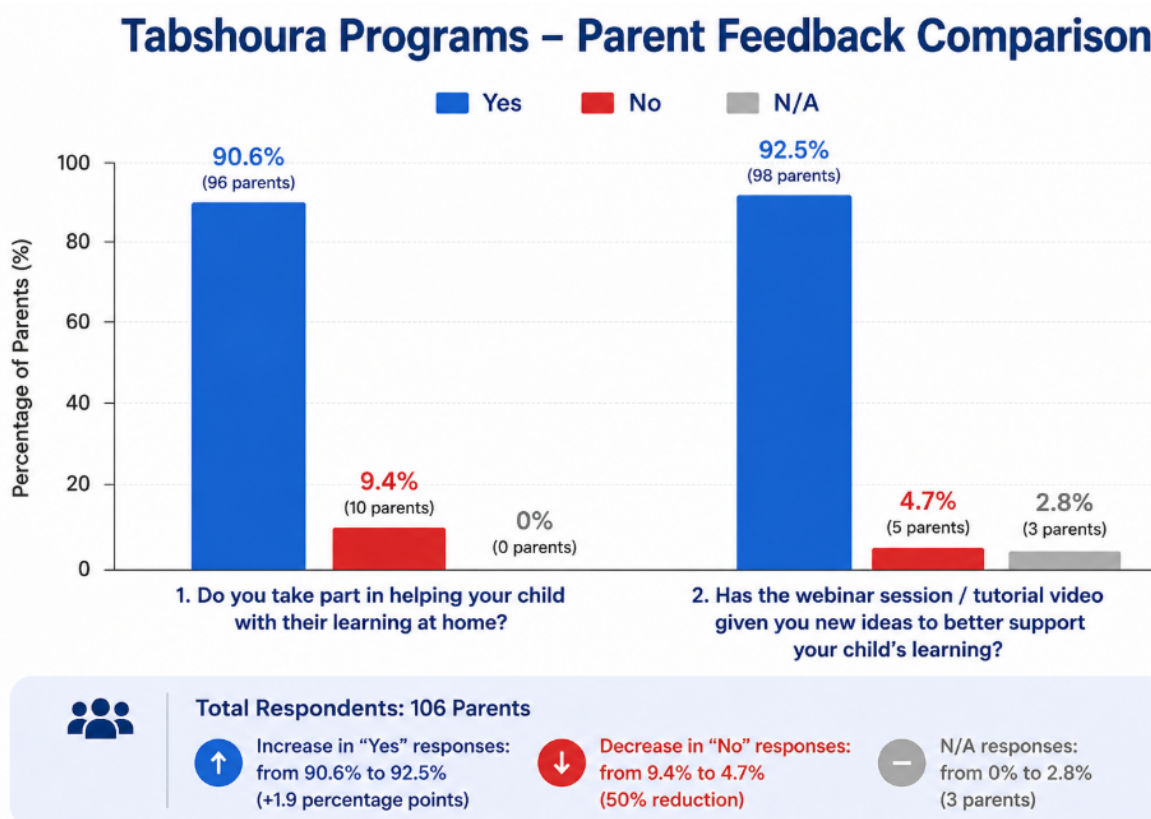
Feedback & Involvement

To ensure that all parents were introduced to the initiative despite implementation delays, the first two awareness sessions were delivered online. To improve accessibility and efficiency, a short tutorial video was then developed and shared with parents before the remaining three online sessions, which focused on addressing questions, collecting feedback, and reinforcing key messages. As part of the feedback process, parents were asked three key questions to assess their perceptions of the sessions, their involvement in supporting their children's learning at home, and whether the sessions provided them with new strategies to strengthen that support.



The findings show that the vast majority of parents who filled out the survey were introduced to the Tabshoura programs through the project webinars. Out of 106 respondents, 103 parents (97.2%) reported being introduced to the programs by attending a webinar, while only 3 parents (2.8%) learned about the programs through the introductory video. In addition, parents expressed a very high level of satisfaction with the awareness activities, with 102 parents (96.2%) reporting that

they found the tutorial video or webinar session helpful or useful, compared with only 4 parents (3.8%) who did not. Overall, the results demonstrate the effectiveness of the webinars as the primary awareness and engagement strategy, while also indicating that the sessions successfully equipped parents with valuable information and support for using Tabshoura.



The findings indicate that the awareness sessions strengthened parents' confidence and capacity to support their children's learning at home. Before the sessions, 96 out of 106 parents (90.6%) reported that they were actively involved in supporting their children's learning, while 10 parents (9.4%) indicated that they were not involved. Following the webinar or tutorial video, 98 parents (92.5%) reported gaining new ideas and practical strategies to better support their children's learning, while only 5 parents (4.7%) indicated that they had not gained new ideas and 3 responses were not recorded. Notably, the number of parents reporting a lack of involvement before the sessions (10) was reduced to only 5 parents reporting no new ideas after the sessions, suggesting that the intervention helped equip many previously less-engaged parents with practical approaches to become more actively involved in their children's learning. Overall,

the findings demonstrate that the awareness sessions enhanced parents' readiness to support self-directed learning and promoted more effective use of Tabshoura as a home learning resource.

Changes in Parental Knowledge and Home Learning Practices

To assess changes in parental knowledge and engagement, parents were asked two questions before and after the awareness sessions¹. During the pre-session survey, parents were asked, *"Do you take part in helping your child with their learning at home?"* The four parents who responded with a "Yes" were then asked, *"How do you help your child?"* Parents explained that they supported their children by explaining lessons, simplifying concepts, assisting with homework and revision, and guiding them in understanding questions and identifying appropriate problem-solving approaches.

Following the webinar or tutorial video, parents were asked, *"Has the webinar session/tutorial video given you new ideas to better support your child's learning?"* The same four who answered "Yes" were then asked, *"What new ideas did the webinar/tutorial video provide you with?"* Their responses highlighted several new practices, including reinforcing previously acquired knowledge, establishing more effective study routines, using short practice sessions, encouraging children to become more independent learners while providing guidance, and relating learning activities to real-life situations.

These findings suggest that while parents were already actively involved in supporting learning at home, the awareness sessions strengthened the quality of that support by introducing more structured, learner-centered approaches aligned with the Self-Directed Learning (SDL) model and the effective use of Tabshoura as a home learning resource.

¹ Link to the feedback survey form can be accessed [here](#).

Conclusion

The parental engagement component successfully strengthened parents' understanding of the Self-Directed Learning model and their role in supporting learning at home. Despite the challenging context, the awareness sessions and tutorial videos reached a large number of parents and received highly positive feedback. The findings indicate that while most parents were already involved in their children's education, the initiative enhanced their knowledge, introduced practical strategies to support learning, and reinforced the importance of creating a supportive home learning environment.