



*Knowledge Container, Tripoli - July 2024*

# Knowledge Container: Implementation Report

October 2024

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## Contextual Overview

Lebanon is facing an unprecedented economic crisis, regarded by the World Bank as “the worst global economic crisis since the mid-nineteenth century.” Since 2019, the Lebanese Lira has lost 90% of its value, driving poverty rates up by 80%. Both Lebanese citizens and refugees, particularly those in marginalized areas, now confront critical shortages in healthcare, education, food, fuel, medicine, water, and electricity. This crisis has been exacerbated by events such as the Beirut port explosion, the COVID-19 pandemic, the Akkar fuel tanker incident, political instability, and ongoing conflict, placing significant stress on Lebanon’s infrastructure, social systems, and individual well-being.

The education sector has been especially hard hit, with soaring fuel costs, unreliable electricity, and teacher strikes resulting in widespread school closures, leaving close to a million children without access to schooling, as reported by Save the Children. In response, Lebanese Alternative Learning (LAL), with support from the CMA-CGM Foundation, launched the “Knowledge Container” initiative. This project transforms a shipping container into a mobile classroom, designed to stay 4 to 6 weeks in remote regions, offering marginalized students access to Tabshoura, LAL’s digital learning platform for grades K-9 in Arabic, French, and English. Accessible both online and offline, the initiative includes tablets, a sustainable power supply, and a cache server to circumvent unreliable internet connectivity, ensuring consistent access to learning resources.

Since July 2024, the “Knowledge Container” has been stationed in three regions—Tripoli, Beirut, and Akkar—where it has garnered strong support from local leaders, NGOs, schools, and families.

Amid ongoing conflict, the “Knowledge Container” will also support around 300 displaced children, offering them a safe and reliable space for learning. Guided by trained local educators, this LAL initiative strengthens educational resilience and fosters inclusivity across Lebanon’s most affected communities.

## Purpose of the report

This report intends to discuss the outcomes of the initiative, outline the progress of activities and their implementation, and evaluate the reach and feedback from beneficiaries. It will offer a thorough overview of the initiative’s development, its impact, and the insights collected from participants. By emphasizing these aspects, the report aims to demonstrate the initiative’s effectiveness.

## Overview

The Knowledge Container project repurposes a 20-foot container, donated by the CMA-CGM Foundation and converted into a mobile training space by Design for Communities, into a hub for educational enrichment. This innovative initiative uniquely enhances access to education.

## **Project Objective:**

The objective of the containers is to welcome around 2,000 students during the implementation year and introduce them to Tabshoura's programs, guided by educational facilitators trained on the Lalmoudaress educator support platform. This initiative facilitates interactive training sessions on the use of Tabshoura and Lalmoudaress in an open, accessible environment. Developed by the Lebanese Alternative Learning (LAL) organization, these digital programs are the product of a collaboration between educators, creative thinkers, and technological innovators who view technology as a powerful equalizer in education.

## **Implementation Methodology:**

### **Container Refurbishment:**

The initiative began by transforming a 20-foot container into a fully functional mobile classroom, with the interior thoughtfully arranged, essential audiovisual equipment installed, and a secure electrical connection established. Tablets are procured to enable interactive access to the Tabshoura platform, supported by a sustainable recharging system to ensure tablets remain continuously available. A cache server is also set up to maintain platform access during intermittent internet connectivity. The container's design was developed in collaboration with Design for Communities (D4C).

### **Trainer Training Program:**

A call for applications was launched within various communities one month before the container arrived in each region to recruit trainers, with a focus on encouraging young women to apply. A comprehensive training program was then developed, covering the use of Tabshoura's programs and essential skills for teaching mothers, offered in a hybrid format that includes both online and in-person sessions. Recruited community members received training and coaching during the initial sessions. A fair remuneration system was also established to incentivize trainers, recognizing and valuing their acquired skills and contributions.

### **Children's Training:**

Municipalities and selected schools were coordinated with to install the container in various regions. Learning sessions on Tabshoura's programs were then planned and launched, scheduled every Friday, Saturday, Sunday, and during school holidays to reach as many beneficiaries as possible. Children were introduced to the application, guided in its use, and encouraged to engage actively and consistently. The program completed interactive learning units on Tabshoura,

covering the entire school curriculum to compensate for any interruptions caused by unforeseen events.

### **Parent Engagement:**

Promote meaningful involvement of mothers in their children's educational journey by encouraging them to actively engage in learning activities and support their child's progress. This involvement fosters a collaborative learning environment at home, helping mothers to reinforce educational concepts, motivate their children, and build a stronger foundation for lifelong learning.

### **Monitoring and Evaluation Framework:**

At the beginning of the project, LAL developed a framework used to measure the effectiveness of the Blended implementation. Setting deadlines on major milestones to track progress, mitigate any challenges, and provide support, reflecting on the activities and methods that were positive and effective, and determining the challenges, constraints, and uncertainties faced during the program. The outcomes are detailed throughout this report.

### **M&E Procedures:**

1. Monitor and track activities outlined in the project proposal framework.
2. Prepare necessary templates/files for documenting and collecting qualitative and quantitative data during the project's progress:
  - Attendance sheets for each training session.
  - Kobo Toolbox for feedback survey to collect feedback
  - Media release consent forms
  - Progress report templates

### **LAL Policies and Data Safeguarding:**

LAL has established several policies (anti-harassment, equality, child protection, human rights, environmental, and whistleblowing). New team members must read and sign a commitment document. During fieldwork, a media release form is signed, and digital platforms and data collection systems safeguard user identities.

### **Data Collection & Analysis:**

Data collection tools were developed on KoboToolbox in both Arabic and English to gather feedback from beneficiaries. These forms were specifically designed to capture insights into participants' experiences and evaluate the effectiveness of the program.

## Projects Outcomes

### Outcome 1:

Successful transformation of the 20-foot container into a mobile classroom.

Status: Completed June 2024

The container underwent refurbishment and preparation to be ready for student training sessions. This involved coordination with Design for Communities (D4C), which designed the container, and CMA Tripoli, which handled the design's implementation. Additionally, equipment and solar panels were installed, and around 30 tablets were placed in the Knowledge Container, ready for student use.



### Outcome 2:

Successful installation of the container in various regions through effective coordination with municipalities and selected schools to train the learners on Tabshoura.

Status: Ongoing (June - October 2024)

Students were trained in public spaces across three regions in Lebanon: Tripoli, Beirut, and Akkar. The container stayed in each region between 4 to 6 weeks, to ultimately reach a total of 2,000 students. This effort required coordination with local municipalities, educational centers, and organizations to facilitate training sessions on the Tabshoura platform using tablets.

**Total reach:**

Targets	Reach Numbers
Regions	3
Students	1,483
Teachers	90
Females	54%
Males	46%
Parents	125

In terms of content development, 20 French units were specifically created for Grades 1 and 2. Additionally, 29 units have been translated to date for subjects across Grades 4 through 9, covering lessons in Math, Physics, Chemistry, and Biology.



### **Outcome 3:**

Successful implementation of the Trainer Training Program.

Status: Completed May 2024

Preparations for the training commenced in April 2024 for Tripoli and in September 2024 for Akkar. This process involved reaching out to partners and other educators to announce a call for applicants for the trainer consultancy positions. Experts at LAL screened and shortlisted the applicants, followed by interviews to assess their qualifications. Ultimately, nine teachers were selected for Tripoli, while five were chosen for Akkar, based on their performance in the interview grading process.

The training preparations also involved detailed planning of the program schedule and organizing shifts. Two shifts per day were established, each lasting three hours:

- Morning shift: 10:00 am to 1:00 pm
- Afternoon shift: 3:00 pm to 6:00 pm

### **TOT Program:**

This TOT program aims to thoroughly prepare facilitators on the container of knowledge project to effectively train children on using Tabshoura, ensuring a positive and productive learning environment.

### **Training Workshop:**

A total of 9 trainers in Tripoli took part in the TOT on July 3rd. The training session lasted 6 hours and was followed by a feedback survey. Out of the 9 participants, 8 completed the survey.

### **Trainers:**

- Muriel Albina
- Ahmad Shaiban
- Haigo Dolmayan

### **Materials:**

1. Digital Resources: Tutorials on Tabshoura on Lalmoudaress, PSEA course on ConsultEd, Classroom Management course on Lalmoudaress, Nearpod Activity
2. Documentation Tools: Feedback survey, Attendance sheets
3. Equipment: Laptops, tablets, internet access, projector, screen, HDMI cable, battery, router, digital camera
4. Training Certificates
5. Handout for guiding questions

**Duration:** 1 Day (6 Hours Total)

**Training Agenda:**

- 1- Welcome and Introduction: Welcome participants and introduce the training program.
- 2- Hands-On Discovery Session of Tabshoura: Allow facilitators to explore Tabshoura collaboratively.
- 3- Simulating Learner Training: Prepare facilitators to train learners on using Tabshoura.
- 4- PSEA Training and Review: Ensure facilitators understand and implement PSEA principles.
- 5- Classroom Management Training: Ensure facilitators are well equipped with the skills and Strategies are necessary to create a positive learning environment.
- 6- Review and Q&A Session: Consolidate learning and address any outstanding questions.
- 7- Feedback and Closing: Gather feedback and conclude the training program.

In summary, the feedback analysis report for Tripoli training revealed unanimous agreement among trainees on each statement used to evaluate the training. Participants felt that the content was clearly and thoroughly explained, and they appreciated the supportive learning atmosphere created by the trainers. Specifically, attendees showed a solid understanding of the purpose of PSEA and the appropriate steps to take in cases of SEA. Overall, the feedback highlighted a high level of satisfaction with the training experience.

The complete report is accessible through this [link](#) for review.

**Outcome 4:**

Parents were successfully empowered through the program to actively support their children's learning.

Status: Ongoing (June - October 2024)

LAL trainers and Knowledge Container facilitators played a crucial role in supporting parents as they accompanied their children to the learning space. They provided guidance and resources to help parents understand the educational process, fostering an environment that encouraged active participation in their children's learning journeys. By building awareness about the importance of parental involvement, the trainers empowered parents to engage more effectively with their children's education, emphasizing that their support is vital for ensuring a brighter future. This collaborative approach not only strengthened the bond between parents and children but also laid the groundwork for sustained academic success.

A feedback survey was distributed to the parents and children who participated in the program. Although many visiting parents were not fully familiar with the Tabshoura platform, they expressed overall satisfaction with its use and functionality. Insights gathered from the feedback were compiled into a report that highlights the perspectives of both parents and students. For those interested in a detailed analysis, the complete report is accessible via this [link](#).



## Challenges

The administrative processes and lengthy steps involved in coordinating with public authorities presented some challenges. While the Tripoli Municipality was cooperative, certain formalities resulted in unnecessary delays in identifying a suitable location. We faced security concerns regarding the public spaces suggested by the municipality; locations such as gardens were deemed insufficiently secure, and the municipality could not guarantee safety, particularly at night when no security personnel were on duty. Therefore, we determined that it would be more prudent to engage with educational institutions instead.

## Lessons Learned

Initiating coordination for the upcoming regions ahead of schedule is essential to prevent any potential delays. This involves engaging with local entities and organizations that can provide support on various levels, facilitating a smoother implementation process. By fostering these partnerships early, we can ensure that resources and assistance are readily available when needed, ultimately enhancing the effectiveness of our efforts.

## Conclusion

The initiative to create mobile learning environments in Lebanon has made significant progress despite the ongoing economic and social challenges facing the country. By converting a containers into a leaning space, the program has effectively addressed the urgent need for educational resources, especially for displaced children. Careful coordination with local authorities and schools has ensured that learning spaces are safe and accessible, even though there were slight challenges related to delays and security. Feedback from parents and students shows a high level of satisfaction and understanding of the educational tools provided.. The active involvement of trained local educators and the focus on empowering parents have helped build a supportive community environment, promoting resilience and inclusivity in education. As the program continues to grow, early coordination and collaboration with local organizations will be essential in maintaining these efforts and improving educational opportunities for all children in the region.